CHAPTER-I
INTRODUCTION

1.1 SIGNIFICANCE OF VALUES

In the present day scenario man is the most valuable asset of humanity. The excellence or superiority of human life as compared to other living beings can easily be identified. Human life is the most evolved creation in the universe. Man is capable of making major contribution to usher in new developments, almost in all fields of human endeavour, may it be technology, science, literature, art, social and human relations, for the benefit of humanity. In order to make the most of the human resources, it is pertinent to nurture and develop potentialities to the full extent. It is also equally important to increase understanding of the diverse aspects of human behaviour to help human beings to become mentally healthy, vocationally successful and fully functional individuals (Bhatnagar, 1989). It can be made possible by the system of education, which is the basis for development of human society. Education provides strength and resilience to people to respond to changing situations through development of attitudes and capabilities. Peters (1971) opined, “Education is an initiation into activities or modes of thought and conduct that are worthwhile and ethical”. UNESCO Report on Education ‘Learning to Be’ (1972) stressed, “Education is the multifaceted entity”, and lays emphasis on the intellectual, emotional and ethical integration of the individual. Education is capable of creating ideological climate congenial to appreciation of cultural heritage and development of human capabilities to overcome material, social, religious and spiritual problems of living (Joshi, 1996).

Today’s society is facing the worst ever moral crisis. The ultimate disease of our time valuelessness (Maslow, 1959). There are many evils in the form of inefficiency, corruption, favouritism, riots and merciless killing of innocents that are throttling the progress of the nation (Nigavekar, 2000). We experience the
phenomenon of hypocrisy, corruption, dishonesty and inhumane attitude as contrasted with our glorious tradition of piety, tolerance, universal brotherhood and peaceful co-existence. Mad race for materialism has led to degeneration of moral and social values like honesty, loyalty, courtesy and respect for elders. The social situation appears to be a case of mental vitiation, emotional contamination, ethical defilement and moral pollution. Today, we are in a technological world where things are happening fast. India has kept pace in science and technology with developed nations, but has shown deterioration in value system even when we have a strong heritage of human values. From a state of rich human values like Satya (Truth), Dharma (Righteous Conduct), Shanti (Peace), Prema (Love) and Ahimsa (Non-Violence), we are in a grip of deepening value crisis (Sai Baba, 1993).

National Policy on Education (1986) also points out that there is erosion of essential values in the society. The Report of Parliamentary Standing Committee (January 1991) rightly points out that there has been continuous erosion of values in our society which our day today life reflects. The National Curriculum Framework for School Education (NCERT, 2000) also voices serious concern over erosion of values in our society. Gasset (1970) says, “An average person is a new barbarian, a laggard behind the contemporary civilisation”. Bundestage (1933) declared that Germans were humiliated not because they were uneducated, but because they were over-educated without values. This conveys that without values a person is not literarily educated, despite his scholarship.

Verma (2003) remarked modern education and training has failed to produce men and leaders of character and integrity who can make India attain its past glory. Not only in India, but also worldwide, there is a cry for “back to basic values”. It can be achieved with the help of educational system. The importance of imparting education in values to younger generation has always been felt and
emphasised by all great religious teachers, educationists, social reformers and all other humanists of sorts.

Visharananda, Swami in his book, ‘Human Values’ states that to be happy is the universal urge of all human beings and at all times one has to be at peace with oneself to be happy. A turbulent mind takes away the peace of mind. When human beings are introspective and follow a value system only then they have a serene, contented and contemplative mind. When mind is calm, one can turn within and ‘see’ the treasure of pure consciousness. No treasure on earth is equal to slice of the tattva. Mind has to be loosened from durvya para (misdeeds) and engaged in acquiring sadgunas (virtues). Ramamurthy Committee (1990) stressed, “Education must provide a climate for the nurture of values both as a personalised set of values forming one’s character and including necessary social, cultural and national values so as to have context and meaning for the actions and decisions and in order to enable the persons to act with conviction and commitment”. It is learning and knowledge that gives capability to earn and ability to do work for a noble cause. This results in gaining peace. Thus educating the whole child and developing values in him are assuming importance in recent years. Chilana (1998) holds unflinching belief that value education is panacea for social upliftment and individual flowering.

Verma (2003) feels that totally a new vision of education is urgently needed to bring about a revolution, which will prepare individuals for life and not for the avid, crass and materialistic goals for survival. Education must inspire individuals to follow a new understanding that can bring about a transformation of values in the interest of not only the individual, but also the society at large. Lipman (1998) emphasises, “Education not only develops awareness in the masses, but also contributes to the national development”.

Teaching lies at the heart of educational enterprise. It is the point of delivery of the education and the key to its success. The quality of education
Imparted to the children has a direct relationship with the quality of teacher education that determines their excellence and their commitment to the profession. Teachers have an important role to relate education to the national development and social change by providing direction for the growth and development of students into citizens of tomorrow (Lipman, 1998). Consequently, ensuring their quality is of national importance. Teacher is the spiritual and intellectual guardian of the students. It is believed that what the soul is to the body, what the mind is to the man, the teacher is to the school. It has been argued that a teacher’s mental and moral qualities have a direct bearing even on his effectiveness in teaching (Dunhill, 1996).

Teaching is a profession that has the potential value of creating a better society through making desirable changes in the individual. Teachers are regarded as the backbone of the educational system, the facilitators, mediators and interpreters of the world for children who are at various levels of cognitive development. Teachers are the architects of the society, who are expected to make drastic changes in their leadership, involvement, interaction, innovative ideas and ideologies. Though 20th century was considered the century of child or ‘age of child’, yet ‘steering wheel’ of education system in India is in the hands of teachers from pre-primary stage to higher education stage (Mathew, 1997).

Teachers are public people whether they realise it or not, they are always on display. Teachers are treated as mentors, models and an example, as they teach children and they live their lives both inside and outside school (Misra 2000). Through their words and deeds, they demonstrate what it means to be enlightened, hardworking, virtuous—indeed and an educated person. Teachers both shape and are shaped by the public (Robert and Herbert, 1995). Society expects teachers to be all and do all—a mission impossible. The image the teacher portrays is of a person who can help all students succeed, regardless of their needs, abilities or circumstances. The school teachers have a great responsibility since they have to educate the
children during their formative years. The personality of children can be shaped
and moulded to the required shape easily by the intellectual and spiritual guidance
of the teacher. In the words of Ryans (1969), “If competent teacher is to be
obtained, the likelihood of attaining desirable educational outcome is substantial”.
The entire edifice of education is shaky if teacher is weak and ineffective.

It is agreed that the teachers leave a very strong impression upon the minds
of young students by their overall personality characteristics; emotional growth
and stability; intellectual and professional efficiency; favourable attitude towards
students and teaching; and the like. The teacher is the most powerful source of
stimulation for the child only if the teacher possesses desirable qualities in him. All
this requires undoubtedly, a significant role to be played by the teacher to permeate
the rich cultural heritage to the coming generation. The quality of education
depends upon the quality of the teachers (Kothari Education Commission,
1964-66).

Teacher exerts a profound influence on his students, which cannot be
matched by all kinds of curricular efforts with regard to inculcation of values in
them (Bhushan, 1979). So, it is in the interest of both value inculcation and
effective classroom teaching that the teacher should lead an exemplary personal
and professional life (Devdas, 2000). The teacher’s great strength lies in the
example they set of curiosity, open mindedness, willingness to put their
assumption to test and to acknowledge mistakes, most important of all, they must
transmit a love of learning. Teachers are an amazingly diverse group of people
who have to play diverse roles in the present day world. As a result, additional
pressure has been placed on the teaching profession as front-line implementers of
educational change (Coffey, 2001). The teacher therefore, is the significant factor
in transmitting values in the students, but only if the teacher is the custodian of
such values himself. Delors Commission (1996) lays down, “It is the teacher
whose role can help immensely in the inculcation of values”.

5
1.2 VALUES

Values are part of inner life of human beings and are expressed through behaviour. They occupy the central position in accounting for differences in their life styles. Values shape most of human activities and determine the intensity and continuity of a particular human behaviour. In general, we can say that values are the key choices that shape the type of life the man builds for himself, kind of person he becomes and these reflect his basic values (Coleman, 1971). Value is an intrinsic truth and essential norm for human existence. Value is a measure of all good things in life. But this meaning of value has been changing from time to time with the emergence of new concepts, but the fundamental approach is the same throughout. If this approach is changeable then everything will be relative and value will also be changeable.

Edward (1944) remarked, “A body of core values is essential for a society and for the individuals, who go to make it up. If a society is not to disintegrate into a mere aggregate of individuals, its members must have common sense of reality and entertain a body of common ideas and loyalties. If an individual is to achieve integration of personality, he must orient his behaviour in terms of a value system that gives the direction to life”.

Broudy (1965) believes that whatever we choose to perform and act, we do so because we have decided that it is the right thing to do, it is what we ought to do, it is a claim which we acknowledge, or we choose it because of all available alternatives it is the best thing to do, and it will lead to more satisfying consequences. So the term ‘value’ is a general name for worthiness to be chosen.

Rogers (1969) remarked, ‘valuing’ is the tendency of a person to show preference.

Morrill (1980) summarised, “Although values are not beliefs or judgments, they necessarily come as expression in and through thought. Values cannot be defined through deeds, they always are medicated through specific acts”. The term
value may be defined as the moral principles or accepted standards of a person or group.

Sharma (1986) says that there are always before a man a number of alternative choices and the choices are made according to one’s personal satisfaction. The process of choosing from the alternatives is essentially a value process.

Values impart significance to life and meaning to death. Without values, life becomes a series of meaningless events and death a shattering experience. The values are of paramount importance in the present juncture where there is erosion of essential values and increasing cynicism in society, resulting in confusion and turmoil in individual’s life in particular and societal set up in general. Values can be defined operationally to include norms of right conduct and good intellectual and moral habits. Thus, six core moral values may be as love for truth, love for God, respect for life, respect for authority, reverence for sex and respect for property.

Tyagananda (1996) remarks that a community without values would be chaotic and life of individual and community will have no meaning.

Abdul Kalam (1999) emphasises, “Value pattern of a teacher as a person is very important as the chances of a teacher’s being of maximum benefit to the values of pupils are small unless the teacher maintains his value pattern at high level”. The teacher endowed with good values, contentment in life and balanced development of the personality in addition to his teaching potential would be able to do justice to the growing needs, problems of the students as well as of society. It is important for the teacher to take an optimistic view of his profession and be fully satisfied, so as to have balanced personality with high values.

Value pattern means a value system, which implies that values are not simply distributed at random but are interdependent and are arranged in pattern and are subjected to reciprocal or mutual variation. According to Steele and
Harman (1983)..., “Values are organised into hierarchical structures. The emerging value system has a rank ordering of values along a continuum which reflects the relative importance of values, therefore, each value relates to a series of higher values”.

Das (2004) opined, “Values grow from a person’s experiences. It is expected that different experiences would give rise to different values and that any person’s values would be modified as the experiences accumulate and change. Values may not be static as one’s relations to one’s world are not static. As guides to behaviour, values evolve and mature as experiences evolve and mature”.

1.3 CHOICE OF VARIABLES

Values are influenced by a number of variables such as intelligence, socio-economic status, sex, caste, social class, family relationship, family structure, self concept, job satisfaction, modernisation, behaviour problems, professional growth, regional differences, cultural differences, adjustment, life satisfaction, personality dimensions, self esteem, self acceptance etc. Though it is difficult to decide as to which out of these variables hold the most significant influence on value patterns of school teachers, yet it is feasible to study some of the important factors and their interrelationships. The impact of life satisfaction and personality dimensions are deemed to be significant in determining the value patterns of school teachers. Hence, the choice of following variables i.e., life satisfaction and personality dimensions.

1.4 LIFE SATISFACTION

Life satisfaction is the need of the hour. Without satisfaction man cannot lead a peaceful and prosperous life. So man must learn to break tensions, worries and anxieties of daily living or these all will break him. Life satisfaction is a multidimensional concept. It refers to an individual’s well-being, quality of life or
happiness (Noone, 1998). It is a state of feeling pleasure in an organism, which is the ultimate goal that human beings are striving to achieve in entire lives. Without life satisfaction, there is disharmony in the inner and outer self. It gives rise to feeling of emptiness, uneasiness and meaninglessness in life. This paradoxical situation leads to crisis of character and values.

Life satisfaction includes the capacity for enjoyment. The more we can enjoy what we have, the happier we are. A person having high life satisfaction is expected to have happy adjustment with life and vice versa. Life satisfaction refers to retrospective evaluation of life happiness through self judgments.


Satisfaction is derived from the extent to which actual rewards fall short, meet or exceed the individual’s perceived level of equitable rewards. If actual rewards meet or exceed perceived equitable rewards, the individual will feel satisfied and if these are less than equitable rewards, he will be dissatisfied.

Wilson (1968) is of the view that a man would be completely happy if he is satisfied in all aspects of life. A life that involves the satisfaction of simple desires, gives many pleasures. These desires arise due to a number of behavioural actions that are related to overt or covert behaviour of the concerned individual or these may be environmental i.e., related to social, mental and physical environment.

Wolman (1973) states that life satisfaction is attainment of a desired end and fulfilment of essential conditions.

Satisfaction in life does not lie in length of days, but in the use we make of them. A man may live long yet may get little from life. Thus satisfaction in life does not depend on number of years, but on will (Bartlett, 1977). It is a degree of contentment with one’s own life style.

Lavinga (1977) states, “A teacher who is happy with his work and finds
satisfaction in his life, plays a pivotal role in the upliftment of society".

Brown (1981) considers life satisfaction to be a dynamic process which goes on throughout one's life.

According to Singh and Mulay (1982), "Life satisfaction is a broader term which includes satisfaction in relation to job and to the basic general requirements of life".

Life satisfaction refers to an individual's personal judgement of well-being and quality of life based on his or her own chosen criteria (Diener, 1984).

Psychologically speaking, satisfaction may occur on a conscious, preconscious or unconscious level and bring an organism to a balanced state.

Pavot and Diener (1993) have said that satisfaction is the fulfilment of a need or want. Life satisfaction is the conscious, cognitive judgement of one's life in which the criteria of judgement are up to the person.

Satisfaction is a function of the extent to which the task provides a person's desired level of both intrinsic and extrinsic outcomes.

According to Cribb (2000) life satisfaction is referred as an assessment of the overall conditions of existence as derived from a comparison of one's aspiration to one's actual achievement.

Diener and Suh (2000) found that satisfaction with life is an indicator of well being. Satisfaction is cognitive judgment about fulfilment of one's life.

1.5 PERSONALITY

Personality plays an important role in life situation of a person. Success and failure in life depends on the development of an individual's personality. A person's learned and unlearned behaviour reflects his personality. It is revealed in the way an individual faces a situation, thinks and acts in relation to other individuals. A person's desires, demands, needs, his culture, social norms, mores etc., formulate the over-all constitution of personality. It is the integration of all the
individual’s abilities and characteristics, both physical and mental. Personality is not a fixed state, but a dynamic totality which is continuously changing due to interaction with the environment. It is the way of responding to environment.

Warren (1934) defines personality as, “The integrative organisation of all the cognitive, affective, conative and physical characteristics of an individual as it manifests itself in focal distinction from others”.

According to Woodworth and Marquis (1947) personality is the “quality of the individual’s total behaviour as revealed in the individual’s habits of thought and expression; his attitudes and interests; his manner of acting; and his personal philosophy of life”.

Hilgard (1949)..., “Personality includes any characteristics that are important in the individual’s personal adjustment in the maintenance of self respect”.

Cattell (1956) defined personality of an individual as a unique structure of traits.

Crow and Crow (1956) have defined personality trait as “a particular aspect or dimension of personality that tends to manifest its functioning to a high degree of consistency in an individual’s behaviour”.

According to Allport (1965)..., “Personality is the dynamic organisation within the individual of those psycho-physical systems that determine his unique adjustment to his environment”.

Overall personality traits and right type of characteristics -like emotional growth; stability; intellectual and professional efficiency; and attitude towards the students and teaching- of the teachers leave a very strong imprint upon the minds of the young students. The teacher’s own personality and values affect the children’s behaviour pattern. Mechane (1940) stated, “There are strong indications that the emotionally stable teachers exercise a beneficial effect upon their pupils”. Teachers are the very hope and promise of the society, who help the students to
attain academic scholarship and develop their personalities and thereby become useful and resourceful members of the society, especially when the country is at the crucial stage of its development. In this context, what is most crucial is the personality of the teacher. If teacher has a value charged, satisfied personality, he will always take it as his religious and spiritual responsibility to get his pupils committed to every sort of wholesome value. On the other hand, if a teacher is a dead wood with regard to values of life, he would be a terrifying liability for any scheme of value inculcation among pupils. Thus, the teaching community has emerged as the most influential single factor in our educational system to transmit the desired values in the tender minds of children entrusted to them. It is important for the teacher to take an optimistic view of his profession and be fully satisfied with life, so as to have balanced personality with good human values. Thus, it has become essential that a teacher, in order to become more effective, should increase the role of values in his or her own life. The teachers can become catalytic agents for inculcating values among students as there is a strong natural tendency amongst students to copy the behaviour of teacher.

1.6 KEY CONCEPTS

Values

The values categories comprise of six values as measured by Teacher Values Inventory by Singh and Ahluwalia, 1994. Values are:

- Theoretical value-characterised by a dominant interest in the discovery of truth by an empirical, critical, rational and intellectual approach.
- Economic value - emphasising useful and practical values, characterised by dominance in money matters.
- Aesthetic value - placing the highest values on form and harmony, showing an interest in and enjoying fine arts, music etc.
• Social value - indicating love of and service to people, consisting mainly of altruism and philanthropy.
• Political value - showing primarily interest in personal power, influence and renown.
• Religious value - concerning with faith in God and interest in activities and rituals concerned with one’s own religion.

Life Satisfaction
In the present study life satisfaction comprises of the following components:
• Taking pleasure in everyday activities,
• Considering life meaningful,
• Holding a positive self-image,
• Having a happy and optimistic outlook,
• Feeling success in achieving goals.

Personality Dimensions
• It implies the dimension of extraversion- which means sociable tendencies, assertive, carefree, outgoing, crave for excitement, not always a reliable person. His behaviour is so strongly outward that he tends to neglect both his body and mind.
• And dimension of neuroticism- implies instability, overly emotional, irrational, anxious, vulnerability to negative emotions, worried, temperamental, sad, need strong stimuli to be provoked as measured by Maudsley Personality Inventory (M.P.I) by Eysenck (1965) and its Hindi and Punjabi versions by Jalota and Kapoor (1975).
1.7 EMERGENCE OF THE PROBLEM

Science and technology with its tremendous development has revolutionised the social and economic structure of the society. Spiritualism has given way to materialistic outlook. In recent years there seems to be a crisis of values (Kapani, 1996). The fabric of society is being torn and age-old ties are breaking up. Respect is a thing of the past, honesty belongs to the ancient world (Sunwani, 2003). Today, mankind is obviously in a difficult situation. The difficulties have been created because of the erosion of values. This has given rise to immorality, which is a worldwide phenomenon. It is a matter of universal anxiety, and it has initiated the role of education for the society in general and educational institutions in particular for the holistic development of the child. The time has come for everyone to bring about a drastic change in personal philosophy, to reject the philosophy of overgrowth and over consumption and accept the philosophy of restraint and control in daily living. This would be possible only when the public institutions educate the future citizens in regard to new emerging ethics. It can be made possible with the intensive and extensive association of experienced teachers with pupils. The teachers have a decisive influence in shaping the personality of their pupils.

It is generally agreed that the teachers have a very strong impression upon the minds of the young students by their overall personality characteristics, behaviour pattern and value pattern. It has been established through researches that values of teachers directly affect the attitudes and values of students (Bhushan, 1979). Thus, the teacher is the most powerful source of stimulation for the development of the child. The teacher's personality, behaviour and his sense of satisfaction in life can have paramount effect on his values and these in turn can influence the personality, behaviour and value patterns of students. The study of related literature reveals that views of different investigators with regard to values are multidimensional and diversified. As far as life satisfaction domain is
concerned most of the studies have been conducted related to life satisfaction of sick, the elderly people, nurses, employees or the retired persons, but a few studies have been conducted on life satisfaction of teachers, which are still in their embryonic stage and it has been a comparatively neglected area in educational research. Studies pertaining to values and personality dimensions have been limited to students and the more important section of education ‘the teacher’ has comparatively been neglected. Negligible attempt has been made to find out the impact of life satisfaction and personality dimensions on the values of school teachers. Whatever studies are there, they lack consistency and clear cut trends. So there is a dire need to substantiate the research in this direction as there is enough scope for further exploration. The study of value patterns of school teachers in relation to life satisfaction and personality dimensions is all the more necessary since these values are to be transmitted to students by the teachers. It is said that values are ‘not taught but caught’ and children catch the values from the environment in which they breathe- whether home or school. Hence, the present study has been undertaken to investigate, “Value Patterns of School Teachers in Relation to Life Satisfaction and Personality Dimensions.”

1.8 STATEMENT OF THE PROBLEM

VALUE PATTERNS OF SCHOOL TEACHERS IN RELATION TO LIFE SATISFACTION AND PERSONALITY DIMENSIONS.

1.9 OBJECTIVES OF THE STUDY
1. To study the value patterns of school teachers.
2. To know the life satisfaction of school teachers.
3. To study the personality dimensions of school teachers.
4. To study the correlation among values, life satisfaction and personality dimensions of school teachers
5. To find out the differences between male and female teachers in relation to value patterns, life satisfaction and personality dimensions.
6. To find out the differences between elementary and secondary level school teachers on the variables of value patterns, life satisfaction and personality dimensions.
7. To find out the differences between teachers teaching science and humanities subjects on the variables of value patterns, life satisfaction and personality dimensions.
8. To find out the differences between teachers on the basis of teaching experience with respect to value patterns, life satisfaction and personality dimensions.
9. To find out the differences between teachers teaching in government and private schools on the variables of value patterns, life satisfaction and personality dimensions.
10. To find out the differences between teachers studied in rural and urban areas on the variables of value patterns, life satisfaction and personality dimensions.
11. To find out the differences between unmarried and married school teachers on the variables of value patterns, life satisfaction and personality dimensions.

1.10 HYPOTHESES

1. There exists significantly negative relationship between different measures of values of school teachers.
2. There exists significantly negative relationship between values and life satisfaction of school teachers.
3. Significantly negative relationship exists between values and personality dimensions of school teachers.

4. There exists significantly negative relationship between life satisfaction and personality dimensions of school teachers.

5. Significantly negative relationship exists between personality dimensions of school teachers.

6(a) There is no significant difference in value patterns of male and female school teachers.

6(b) There is no significant difference between male and female teachers in respect of life satisfaction.

6(c) There is no significant difference in value patterns between low and high groups of life satisfaction of male and female school teachers.

7(a) No significant difference exists in value patterns between elementary and secondary school teachers.

7(b) No significant difference exists between elementary and secondary level school teachers in respect of life satisfaction.

7(c) No significant difference exists in value patterns between elementary and secondary level school teachers of low and high groups of life satisfaction.

8(a) Teachers teaching science and humanities subjects do not significantly differ in relation to value patterns.

8(b) Teachers teaching science and humanities subjects do not differ significantly in relation to life satisfaction.

8(c) Teachers of low and high groups of life satisfaction teaching science and humanities subjects do not significantly differ in relation to value patterns.

9(a) There is no significant difference in value patterns of less and more experienced school teachers.

9(b) There is no significant difference between less and more experienced teachers in respect of life satisfaction.
9(c) There is no significant difference in value patterns between less and more experienced teachers in respect of low and high groups of life satisfaction.

10(a) Government and private school teachers do not significantly differ in relation to value patterns.

10(b) Government and private school teachers do not significantly differ in relation to life satisfaction.

10(c) Government and private school teachers of low and high groups of life satisfaction do not significantly differ in relation to value patterns.

11(a) Value patterns do not account for significant difference between teachers studied in rural and urban areas.

11(b) No significant difference exists between teachers studied in rural and urban areas in respect of life satisfaction.

11(c) Low and high groups of life satisfaction do not account for significant difference in value patterns of teachers studied in rural and urban areas.

12(a) No significant variations exist between unmarried and married school teachers in respect of value patterns.

12(b) No significant variations exist between unmarried and married school teachers in relation to life satisfaction.

12(c) No significant variations exist in value patterns between unmarried and married school teachers in relation to low and high groups of life satisfaction.

13(a) There is no significant difference between male and female school teachers in relation to personality dimensions.

13(b) There is no significant difference in value patterns between low and high groups of personality dimensions of male and female school teachers.

14(a) No significant difference exists between elementary and secondary level school teachers in relation to personality dimensions.

14(b) No significant difference exists in value patterns between low and high
groups of personality dimensions of elementary and secondary level school teachers.

15(a) Teachers teaching science and humanities subjects do not differ significantly in relation to personality dimensions.

15(b) Teachers of low and high groups of personality dimensions teaching science and humanities subjects do not significantly differ in relation to value patterns.

16(a) There is no significant difference between less and more experienced teachers in respect of personality dimensions.

16(b) There is no significant difference in value patterns of less and more experienced teachers in respect of low and high groups of personality dimensions.

17(a) Government and private school teachers do not significantly differ in relation to personality dimensions.

17(b) Government and private school teachers of low and high groups of personality dimensions do not significantly differ in relation to value patterns.

18(a) Personality dimensions do not account for significant difference between teachers studied in rural and urban areas.

18(b) Low and high groups of personality dimensions do not account for significant difference in value patterns of teachers studied in rural and urban areas.

19(a) No significant variations exist between unmarried and married school teachers in relation to personality dimensions.

19(b) No significant variations exist in value patterns of low and high groups of personality dimensions of unmarried and married school teachers.
1.11 DELIMITATIONS OF THE STUDY

The present research deals with value patterns of school teachers in relation to life satisfaction and personality dimensions, which is a vast area and very wide field of research. It is difficult to cover whole of it in a single study. Moreover, the research in education has some limitations of their own such as:

- If the scope of the study is made too wide, the depth is reduced, and
- More accurate results can be had from the whole of the population rather than from a sample drawn from a population, unless the sample is a true representative of the population which is quite difficult to achieve.

Due to these limitations, and the limitation of time and resources on the part of the investigator, an attempt has been made to delimit the study in terms of sample, area, variables and the measuring tools.

1.11a Delimitation in Sample and Area

- Only 600 elementary and secondary level school teachers have been taken.
- Study has been confined to Ferozepur district only.
- Only 46 urban area schools have been taken.

1.11b Delimitation in Variables

- The study has been delimited to the following 'values' only:
  Theoretical value, Economic value, Aesthetic value, Social value, Political value and Religious value
- Only two dimensions of the personality have been studied:
  Extraversion-Introversion(E), Neuroticism-stability(N).
- Only following groups related to teachers have been studied:
  Sex (Male/Female), Level of school teaching (Elementary/Secondary),
  Teaching subjects (Science/Humanities), Teaching experience (Less /More
experienced), Type of school management (Government/Private), School area where teachers studied (Rural/Urban) and Marital status (Unmarried/Married)

Information regarding these groups have been collected through Personal Data Sheet specially prepared for this investigation.

1.11c Delimitation in Tools

- Personal Data Sheet prepared by the investigator
- Teacher Values Inventory (TVI) by H.L. Singh and S.P. Ahluwalia, 1994
- Life Satisfaction Scale by Promila Singh and George Joseph, 1996
- Maudsley Personality Inventory (MPI) by S.S. Jalota and S.D. Kapoor, 1975 (Hindi and Punjabi Versions)