Chapter-5

SUMMARY AND CONCLUSIONS
CHAPTER – V

SUMMARY AND CONCLUSIONS

INTRODUCTION

Values are essentially affective in nature, in the sense that a strong feeling is central to a value. Strong feeling intrinsic in a value, really originates from knowledge and beliefs and induces certain types of behaviour patterns. Thus values act as means to generate strong behavioural tendencies. Behaviour patterns emerge from the mainspring of cherished or fully internalized value system (Sudhir, M.A. 2001).

A value is an enduring belief that a specific mode of conduct or end state of existence is personally or socially preferable to an opposite or reverse mode of conduct or end state of existence (Rokeach, 1973). More precisely:

- Value is not a vague belief but relatively a stable one.
- The enduring nature indicates that value like belief has a cognitive, an affective and a behavioural component. An individual who possesses values feels emotional about them and acts accordingly.
- A value is personal or social in character.
- It is preferable rather than preferred.
- Value as preferable mode of conduct or end state of existence from the available converse mode of conduct or end state of existence can be treated as instrumental and terminal values respectively.

Hyper Dictionary (2004) defines values as an ideal accepted by some individual or group.

Whatever is actually liked, prized, esteemed, desired, approved or enjoyed by anyone, is valuable. An interdependent, accepted and consistent set of values is called value system.

The number of values is numerous and constitutes a gamut. The entire gamut of values may be classified into two types:

- One the eternal, absolute or root values,
- The temporal and mundane values.

Moral and spiritual values are root values, which take us out of ourselves and inspire us to be good and to do good to others. The mundane values include contextual values-social, cultural, economic, etc.
SUMMARY AND CONCLUSIONS

CLARIFYING - RESPONSE STRATEGY

Values can be caught – they are not taught. Hence desirable values can be inculcated among people by designing activities through which these values may be gradually infused. Many strategies have been tried by many philosophers, educationists for inculcating values like:

- Self confrontation strategy
- Clarifying response strategy

The clarifying response strategy communicates the style of value clarification theory of Rathis (1978) in action. It consists of four key elements:

- a focus on life
- an acceptance of what is
- an invitation to reflect further and
- a nourishment of personal powers

This strategy is essentially a dialogue strategy where the responses are geared to any of the seven components of the valuing process working under three main categories as given below:

❖ **Choosing**

- freely
- from alternatives
- after thoughtful consideration of the consequences of each alternative.

❖ **Prizing**

- cherishing, being happy with the choice.
- enough to be willing to affirm the choice of others.

❖ **Acting**

- or doing something with the choice.
- repeatedly in some pattern of life.

Change in one’s self-conception following the value clarifying strategies was observed by Covault (1973), Wilgoren (1973), Ashford (1984) and Setain (1990) except in some cases particularly in the study of Gillispie, Chinara (1992).

Gill (2003) opined that values are motivating factors in human behaviour. They provide a basis for judgment, discrimination and analysis and it is these qualities that make intelligent choices between alternative courses of action. A person who holds a
SUMMARY AND CONCLUSIONS

particular set of values can easily weigh different options in the light of these values and derive satisfaction. Various motivating values of human behaviour can be comfort, health, ambition, love, desire for knowledge, technological satisfaction play, art, religion, etc.

Valuing is a process embedded into attitudes and beliefs. An attitude, is an organization of several beliefs focused on a specific object or situation, predisposing one to respond in some preferential manner. An attitude is a package of beliefs, consisting of interconnected assertions to the effect that certain things about a specific object or situation are true or false and other things about it are desirable or undesirable (Rokeach, 1972).

The task of inculcating values and ensuring right moral behaviour among children thus includes attitude education. Attitude education further includes:

- Inculcating right attitudes from the beginning;
- Transforming wrong attitudes (once formed) into right attitudes.

Any moral act, moral behaviour and moral judgment in a particular situation will depend upon the attitude formation.

Attitudes are selected both consciously and rationally and are regarded as pulls from the front. They are fundamentals as sanctions and integrate our interactions with normative patterns of value orientation (Parson, 1959).

Attitudes are not static. The real change in personality occurs in the substitution of one attitude or a set of attitudes for another or other attitudes. Even the most fixed attitudes are subject to modifications.

The formation of attitude is a result of long process of acculturations into which have gone many a complicated factors. As such, attitudes cannot be read as a writing on the wall but have to be deciphered with careful; codes of psychology.

Attitude transformation is a complex process. It involves many mental processes and works out in slow degrees, gradually and steadily. It takes place at three distinct levels viz:

- Internalization level,
- Compliance level and
- Identification level.

Since it is important for the teacher how he thinks or feels about his profession, it is desirable to study the teacher attitude because it not only affects his own behaviour
in the classroom but also that of the students. Behaviours reflect the attitudes and values.

The act of teaching leads to reciprocal contacts between the teacher and pupils, and this interchange itself is called teaching. Clarke (1970) reported that teaching constitutes activities that are designed and performed to produce change in pupil behaviour.

One of the greatest weaknesses in our schools today is our inability to instill a love of learning in our pupils. It is the responsibility of each teacher to study each aspect of his/her approaches to teaching and attempt to determine which of his/her behaviour can promote long-term interest, and which are killing the desire to learn in students. The students are virtually the consumers of the services provided by the school. Hence their preferences for the teachers are an important determinants for the success of teaching learning process. On the basis of the findings of studies on classroom climate, two patterns of teacher behaviour can be identified as labelled by Flanders (1960) as indirect and direct teacher behaviour.

Noorjahan N. Ganihar (2000) found the relationship between personality variables and preference for teacher behaviour as:

- Students who preferred indirect teachers' behaviour more, were reserved, less intelligent, affected by feelings, tough-minded and uncontrolled and have weaker super ego.
- Students who preferred teacher with high TQR were reserved, less intelligent, tough-minded and uncontrolled and have weaker super ego.
- Students who preferred teacher with high TQR were reserved, affected by feelings, tough-minded and tense and had super ego.
- Students who preferred teachers with high CCR had stronger super ego and were controlled and relaxed.

Personality is not one definite, specific attribute. Instead, it is the quality of the individual total behaviour as revealed in the individual’s habits of thoughts and expression, his attitudes and interests, his manner of acting and his personal philosophy of life (Woodworth, 1947).
SUMMARY AND CONCLUSIONS

There are some important determinants which influence personality more than other factors like Genetic determinants, social determinants and cultural determinants. Personality is too complex to be analysed. There have been various attempts for measuring personality from different angles:

- Subjective method of expression e.g. ratings, interviews, questionnaires.
- Objective method of expression such as situational tests and projective tests are being evolved for depth study of personality.

The investigator has used 16 PF test in the present study to classify teachers on personality trait. The sixteen personality, factor questionnaire is an objectively scorable test devised by basic research in psychology to give the most complete coverage of personality possible in a brief time.

16 PF is in fact focused around 16 personality factors and have been labelled as Factor A, B, C. Factor E, that is conformity/stubborn personality type was considered in the present investigation.

Conformity is defined as some behavioural or attitudinal change that occurs as the result of some real or imagined group pressure. (Asch, 1952, Homans, 1961; Walker and Heyn, 1962; Second and Backmen, 1964). Conformity is also viewed as an individuals characteristics yield to the person group. Conformity is a tendency to behave in accordance with the behavioural patterns or beliefs of the group of which one is a part.

Stubbornness the antonym of conformity is the rigidity in personality make up. A person with unfavourable social experience in the childhood grows into a person who lacks empathy. He is likely to become rigid, introverted person, subject to outbursts of uncontrolled emotionality. He cannot deal with inter-personal relationships very successfully and is either self-centred or demanding in his emotional contacts. He mistrusts others and compensates for his lack of emotional development by stressing the abstract intellectual approach to life as the safest (Dymond, 1950).

People are looking forward with great hope towards value-oriented teacher-training. It is hoped that value oriented teachers will solve many of the problems of education. The assumption is that by affecting the choices or priorities of certain values, the corresponding behaviour may be affected more quickly and learned behaviour may be made enduring.
SUMMARY AND CONCLUSIONS

STATEMENT OF THE PROBLEM
The problem has been framed as follows:

IMPACT OF REPETITIVE SELF-CLARIFICATION TRIALS ON TEACHING RELATED VALUES AND TEACHING BEHAVIOUR OF PROSPECTIVE TEACHERS

DELIMITATIONS OF THE STUDY
The present study was delimited with respect to the following aspects:

- The sample was drawn from two colleges of education from Chandigarh only, Govt. College of Education, Sector-20, Chandigarh and Dev Samaj College of Education, Sector-36, Chandigarh.
- Study was confined only to teaching related values which were reflected through the course-content.
- Only one strategy viz: Strategy of clarifying response was used for experimental treatment.
- The treatment was also analysed with respect to
  - attitude towards teaching of prospective teachers.
  - conforming behaviour and stubbornness of prospective teachers.

OBJECTIVES
The study was conducted to attain the following objectives:

- To identify course specific values through content analysis and categorise them into Personal and Social, Teaching behaviour related values.
- To inculcate course specific values through successive trials of clarifying response strategy of value inculcation.
- To study the effect of successive trails of clarifying response strategy on value preference patterns of one trial, two trials, three trials and four trials groups.
- To study the effect of clarifying response strategy on teaching behaviour of prospective teachers of experimental and control groups.
SUMMARY AND CONCLUSIONS

• To study the effect of clarifying response strategy on teaching behaviour of prospective teachers of one trial group, two trials group, three trials group and four trials group.
• To study the effect of clarifying response strategy on teaching behaviour of Stubborn/Conforming prospective teachers.
• To study the effect of clarifying response strategy on teaching behaviour of prospective teachers, with high and low attitudes towards teaching.

HYPOTHESES

The following hypotheses were formulated and tested in the study:

Ho.1 The rank ordering on Personal Values of experimental group and control group will not be significantly different before implementing value clarifying treatment.

Ho.2 The rank ordering pattern on Social Value of experimental group and control group will not be significantly different before implementing value clarifying treatment.

Ho.3 The rank ordering on Personal Values of prospective teachers of experimental and control group will not be significantly different after value clarifying treatment.

Ho.4 The rank ordering on Social Values of prospective teachers of experimental and control group will not be significantly different after value clarifying treatment.

Ho.5 The rank ordering on Personal Values of prospective teachers of experimental group will not be significantly different at pre-treatment and post-treatment stage.

Ho.6 The rank ordering on Social Values of prospective teachers of experimental group will not be significantly different before and after the treatment.

Ho.7 The rank ordering on Personal Values of prospective teachers of control group will not be significantly different before and after the session.

Ho.8 The rank ordering on Social Values of prospective teachers of control group will not be significantly different before and after the session.

Ho.9 The rank ordering on Personal Values of prospective teachers getting One Trial of treatment will not be significantly different at pre-treatment and post-treatment stage.
SUMMARY AND CONCLUSIONS

**Ho.10** The rank ordering on Social Values of prospective teachers getting One Trial of treatment will not be significantly different at pre-treatment and post-treatment stage.

**Ho.11** The rank ordering on Personal Values of prospective teachers getting two trials of treatment will not be significantly different at pre-treatment and post-treatment stage.

**Ho.12** The rank ordering on Social Values of prospective teachers getting two trials of treatment will not be significantly different at pre-treatment and post-treatment stage.

**Ho.13** The rank ordering on Personal Values of prospective teachers getting Three Trials of treatment will not be significantly different at pre-treatment and post-treatment stage.

**Ho.14** The rank ordering on Social Values of prospective teachers getting Three Trials of treatment will not be significantly different at pre-treatment and post-treatment stage.

**Ho.15** The rank ordering on Personal Values of prospective teachers getting Four Trials of treatment will not be significantly different at pre-treatment and post-treatment stage.

**Ho.16** The rank ordering on Social Values of prospective teachers getting Four Trials of treatment will not be significantly different at pre-treatment and post-treatment stage.

**Ho.17** The prospective teachers belonging to experimental group do not differ on various behavioural indices for pre-treatment and post-treatment classroom observations.

**Ho.18** The prospective teachers belonging to control group do not differ on various behavioural indices for pre-treatment and post-treatment classroom observations.

**Ho.19** The prospective teachers belonging to One Trial group do not differ in various behavioural indices for pre-treatment and post-treatment classroom observations.

**Ho.20** The prospective teachers belonging to Two Trials group of experimental group do not differ in various behavioural indices for pre-treatment and post-treatment classroom observations.
SUMMARY AND CONCLUSIONS

Ho.21 The prospective teachers belonging to Three Trials group do not differ in various behavioural indices for pre-treatment and post-treatment classroom observations.

Ho.22 The prospective teachers belonging to Four Trials group of experimental group do not differ in various behavioural indices for pre-treatment and post-treatment classroom observations.

Ho.23 The Conforming prospective teachers belonging to experimental group will not differ on various behavioural indices for pre-treatment and post-treatment classroom observations.

Ho.24 The Stubborn prospective teachers belonging to experimental group will not differ on various behavioural indices for pre-treatment and post-treatment classroom observations.

Ho.25 The prospective teachers with High Attitude Towards Teaching belonging to experimental group will not differ on various behavioural indices for pre-treatment and post-treatment classroom observations.

Ho.26 The prospective teachers with Low Attitude Towards Teaching belonging to experimental group will not differ on various behavioural indices for pre-treatment and post-treatment classroom observations.

DESIGN OF THE STUDY

The present investigation was an experimental study with a simple pre-test and post-test design. Value preference ranks and classroom behaviour were two dependent variables. Pre and post-treatment observations were recorded both for value preferences and classroom behaviours. The value clarifying treatment was the independent variable the impact of which was studied on both the dependent variables. Personality factor E- (conforming versus stubborn) and attitude toward teaching were two classification variables on the basis of which prospective teachers were categorized into two groups viz.

- Conforming / stubborn
- High attitude and low attitude towards teaching
SUMMARY AND CONCLUSIONS

Fig - 5.1
Schematic Layout Of The Design

Experimental Group

- Pre-experiment stage
  i) Classroom interactions through ETC
  ii) Value Preferences
     a) Personal
     b) Social
  iii) TAI
  iv) 16 P.F.

- Experimental Treatment:
  Clarifying Response Strategy

- Post Treatment
  Observations (N=60)
  i) Value Preferences
     a) Personal
     b) Social
  ii) Classroom interactions through ETC

Control Group

- Pre-experimental stage
  i) Classroom Interactions
  ii) Value Preferences
     a) Personal
     b) Social

- No Experimental Treatment

- Post Treatment
  Observations (N=60)
  i) Value preferences
     a) Personal
     b) Social
  ii) Classroom interactions
SUMMARY AND CONCLUSIONS

Abbreviations used in the figure:-

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>TAI</td>
<td>Teachers Attitude Inventory</td>
</tr>
<tr>
<td>PF 16</td>
<td>Personality test PF 16</td>
</tr>
<tr>
<td>VCT</td>
<td>Value Clarifying Treatment</td>
</tr>
<tr>
<td>VP</td>
<td>Value Preferences A) Personal B) Social</td>
</tr>
<tr>
<td>ETC</td>
<td>Equivalent Talk Category System</td>
</tr>
</tbody>
</table>

The Experiment:

The prospective teachers from Govt. College of education formed the experimental group and prospective teachers from Dev Samaj College of education participated as control group subjects. The experimental treatment was implemented in four phases/trials and after each phase a unit of 15 prospective teachers was dropped from the experimental group.

The first session of value clarifying treatment was imparted to all the 60 prospective teachers of experimental group. After the first session of treatment, one unit of 15 prospective teachers was dropped from the experimental group after procuring their preferences for Personal and Social Values. This was named as one-trial group. Second session of treatment was administered on remaining 45 prospective teachers and another unit of 15 prospective teachers was dropped. This was named as two-trials group. Third session of treatment was again administered to 30 students after which a unit of 15 prospective teachers was dropped. This was three trials group. The four-trials group consisted of only 15 prospective teachers who were given fourth session of value-clarifying treatment.

Since none of the one, two, three and four trials groups participated in the next respective session of the treatment, hence value preferences were procured after each trial from the respective groups of prospective teachers. However post-treatment value preferences of the whole group (all trials-groups) were collected at the end of the experiment/session.

Similarly observations of class-room interactions for all prospective teachers of experimental and control groups were recorded before the experiment began and then, at the end of the session.
LIST OF TOOLS

- **Value – Survey Form** developed by the investigator:
  2. Developing Value Survey Form: Personal and Social values.
  3. Value Mediators developed and validated by the investigator herself.

- **Value clarifying instrument** developed by Rath (1978) adapted by Chinara Benudhar (1991) consisting of following steps:
  1. Establishing rapport,
  2. Awareness of values,
  3. Choosing, prizing and acting upon values.

- **Observations of classroom interaction**: Equivalent Talk Category System, developed and standardized by Obers and Miller (1971).

- **Teacher Attitude Inventory**: Developed and Standardized by Ahluwalia, S.P. 1978.

- **Sixteen Personality Factor Questionnaire – (16 PF)** by Cattel and Eber (1972)

THE SAMPLE

The sample in the present investigation was selected at three levels:

- **College Sample**: College sample in the present investigation consisted of two teacher training colleges of Chandigarh: Govt. College of Education, Sector-20, Chandigarh and Dev Samaj College of Education, Sector-36, Chandigarh.

- **Sample of prospective teachers**: Sixty prospective teachers from 6-7 tutorial groups comprising 10 students in each tutorial group were selected. For 200 seats of B.Ed. in each of these two colleges, twenty lecturers are employed. Each lecturer is assigned one tutorial group. Roll number wise distribution of tutorial groups is done in both the colleges.
Roll number 1, 21, 41, 61, 81, 101 and so on constituted tutorial group No. 1. Roll number 2, 22, 42, 62 and so on were placed in tutorial group two. Same pattern was followed till tutorial group number 20, was formed. Out of 20 tutorials, 6 tutorial groups (N=60) of prospective teachers were selected randomly for experimental and a same number (N=60) for the control group.

- School Sample: The selected prospective teachers were supposed to rank Personal and Social Values in their preference order before and after the treatment in order to study change in their preference orders due to value clarifying treatment. They were also observed for their teaching behaviour through classroom interaction, before and after treatment to explore effect of value clarifying treatment. Therefore the lists of schools where prospective teachers of both the colleges were practicing, were procured from their respective colleges. Finally, five schools for experimental group and three schools for control group were selected.

PROCEDURE

The study was conducted in three phases. In the first phase, the syllabus of teacher training for secondary level of Panjab University was procured and the content of each paper was analysed. Values inculcated through this content were identified and from these values, two categories of values were formed- Personal and Social values.

In the second phase, the value clarifying treatment was administered to the prospective teachers of experimental group. Preferences for Personal and Social values were also procured by both the groups on Value Survey Forms in the beginning of the B.Ed. session. Value clarifying treatment was meted out to experimental group but no treatment was given to the control group. The teaching behaviour of prospective teachers of both the groups, experimental and control group were observed through Equivalent talk category system before implementing the treatment to the experimental group.

In the third phase, Value Survey Forms were got filled in order to obtain preference order for values by both the groups at the end of the B.Ed. session. And once again teaching behaviour of all the prospective teachers was observed through ETC.
STATISTICAL TECHNIQUES USED

Value preference patterns of prospective teachers of experimental group (Total group), One-Trial Group, Two-Trials group, Three-Trials group, Four-Trials group and Control group were worked out for both Personal and Social values through pooled weighted cumulative score and their respective master ranks. Graphical representation of master ranks on values was also made. Kruskal-Wallis one way analysis of variance by ranks was applied separately for analyzing data for each research question.

The T-test was applied to the pre and post-treatment percentages of teaching behaviour indices for control group and experimental group (total group), One-Trial group, Two-Trials group, Three-Trials group, Four-Trials group. The data were also analysed for behavioural indices of Conforming prospective teachers, Stubborn prospective teachers and also for prospective teachers with high and low attitude towards teaching.

The following statistical techniques were employed to analyse the data obtained from the study in order to test the hypotheses.

Effect of value clarifying strategy on value preference patterns of different trial groups.

- Master ranks for preferences of each value (both Personal and Social) were computed to study the most preferred and least preferred values (characteristic value patterns of prospective teachers) for experimental and control group.
- One way ANOVA by ranks (Kruskal Wallis) was used to study the effect of treatment trials of value clarifying strategy, on value preferences of prospective teachers, with respect to:
  - Pre-treatment value preferences of experimental and control groups for Personal and Social values.
  - Post-treatment value preferences of experimental and control groups for Personal and Social values.
  - Pre-Post differences in value preferences of experimental group (Personal and Social values).
SUMMARY AND CONCLUSIONS

- Pre-Post differences in value preferences of control group (Personal and Social values).
- Pre-Post differences in rank ordering of Personal and Social Values of:
  a) One Trial group.
  b) Two Trials group.
  c) Three Trials group.
  d) Four Trials group.
- Line diagrams for master ranks on Personal and Social values of corresponding groups were used.

Analyses related with impact of value clarifying strategy on teaching behaviour:

- Aggregates of rows and columns of millage matrices were converted into category percentages for further computation of the data.
- T-test was applied separately on various behavioural indices for pre-treatment and post-treatment differences.
  - For experimental group / Control group:
    Total group, One-trial group, Two-trials group, Three-trials group and Four-trials group
  - According to personality type: Conforming and Stubborn prospective teachers
  - According to attitude towards teaching: High and Low

Following behavioural indices were calculated and used for interpreting data:

- Teacher Talk
- Student Talk
- Silence/Confusion
- Teacher Question
- Teacher Question : Restricted Thinking.
- Teacher Question : Expanded Thinking.
- Teacher Response.
- Teachers Response : Restricted Thinking.
- Teacher Response : Expanded Thinking.
SUMMARY AND CONCLUSIONS

• Teacher Reaction.
• Teacher Reaction : Maintaining Level.
• Teacher Reaction : Extending Level.
• Teacher Reaction : Terminating Level.
• Teacher Structuring : Directions.

MAJOR FINDINGS

SECTION – A

The contents of each paper/topic from the syllabus of Panjab University, Chandigarh was analysed to pin-point the inherent values related to the same.

The two categories of values namely Personal and Social values were selected to study their impact on Teaching Behaviour of prospective teachers.

Personal Values:
• Aesthetic sense
• Discipline
• Love and Affection
• Perseverance
• Sincerity
• Selfless service unto others

Social Values:
• Co-operative Decision making
• Equality of status and opportunity
• Oppenness to reason
• Regards for the dignity of individual
• Responsibility
• Tolerance
SECTION - B

B1 Findings based on analyses related with the pre-treatment and post-treatment value preferences of experimental and control group prospective teachers.

Findings based on analyses related with the pre-treatment value preferences of experimental and control groups.

PRE-TREATMENT

Personal Values:

The ranks assigned by prospective teachers were pooled into master matrices and analysed through Kruskal Wallis one way analysis of variance by ranks. The findings of analyses related with pre-treatment value preferences of experimental and control groups revealed that:

- The rank ordering on Personal Values of experimental group and control group were not found to be significantly different before implementing value clarifying treatment.

- The top and bottom pre-treatment preferences on Personal Values of experimental and control groups prospective teachers were as follows:

<table>
<thead>
<tr>
<th>Top Priorities</th>
<th>Bottom Priorities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental group</td>
<td>CONTROL GROUP</td>
</tr>
<tr>
<td>Sincerity</td>
<td>Perseverance</td>
</tr>
<tr>
<td>Selfless service unto others.</td>
<td>Aesthetic sense</td>
</tr>
</tbody>
</table>

Social Values:

- The rank ordering on Social Values of experimental group and control group were not found significantly different before implementing value clarifying treatment.

<table>
<thead>
<tr>
<th>Top Priorities</th>
<th>Bottom Priorities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control group</td>
<td>CONTROL GROUP</td>
</tr>
<tr>
<td>Love and affection</td>
<td>Perseverance</td>
</tr>
<tr>
<td>Sincerity</td>
<td>Aesthetic sense</td>
</tr>
</tbody>
</table>
SUMMARY AND CONCLUSIONS

- The top and bottom pre-treatment preferences on Social Values of experimental and control groups prospective teachers were as follows:

<table>
<thead>
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<th>Top Priorities</th>
<th>Bottom Priorities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Experimental group</strong></td>
<td></td>
</tr>
<tr>
<td>• Regards for the dignity of individual.</td>
<td>• Co-operative decision making</td>
</tr>
<tr>
<td>• Responsibility.</td>
<td>• Openness to reason</td>
</tr>
<tr>
<td><strong>Control group</strong></td>
<td></td>
</tr>
<tr>
<td>• Openness to reason</td>
<td>• Equality of status and opportunity.</td>
</tr>
<tr>
<td>• Regards for the dignity of individual</td>
<td>• Tolerance</td>
</tr>
</tbody>
</table>

Findings based on analyses related with the post-treatment value preferences of experimental and control groups

**Personal Values:**

- The rank ordering on Personal Values of prospective teachers of experimental and control group were not found to be significantly different after value clarifying treatment.

- The top and bottom post-treatment preferences on Personal Values of experimental and control groups prospective teachers were as given below:

<table>
<thead>
<tr>
<th>Top Priorities</th>
<th>Bottom Priorities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Experimental group</strong></td>
<td></td>
</tr>
<tr>
<td>• Love and affection</td>
<td>• Selfless service unto others</td>
</tr>
<tr>
<td>• Sincerity</td>
<td>• Aesthetic Sense</td>
</tr>
<tr>
<td><strong>Control group</strong></td>
<td></td>
</tr>
<tr>
<td>• Discipline</td>
<td>• Sincerity.</td>
</tr>
<tr>
<td>• Selfless service unto others</td>
<td>• Aesthetic sense</td>
</tr>
</tbody>
</table>
SUMMARY AND CONCLUSIONS

Social Values:

- The rank ordering on Social Values of prospective teachers of experimental and control group were not found to be significantly different after value clarifying treatment.
- The top and bottom post-treatment preferences on Social Values of experimental and control groups prospective teachers were as follows:

<table>
<thead>
<tr>
<th>Top Priorities</th>
<th>Bottom Priorities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Experimental group</strong></td>
<td><strong>Control group</strong></td>
</tr>
<tr>
<td>Responsibility.</td>
<td>Openness to reason</td>
</tr>
<tr>
<td>Regards for the dignity of Individual.</td>
<td>Responsibility</td>
</tr>
<tr>
<td>Co-operative decision making</td>
<td>Equality of status and opportunity</td>
</tr>
<tr>
<td>Equality of status and opportunity</td>
<td>Co-operative decision making.</td>
</tr>
</tbody>
</table>

B2 Findings based on analyses related with impact of value clarifying strategy on value preferences of prospective teachers

Pre-Post differences on personal values :- Experimental group.

- The rank ordering on Personal Values of prospective teachers of experimental group were not found to be significantly different at pre-treatment and post-treatment stage.
- The top and bottom pre-treatment and post-treatment preferences on Personal Values of experimental groups prospective teachers were as follows:

<table>
<thead>
<tr>
<th>Top Priorities</th>
<th>Bottom Priorities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-Treatment Stage</strong></td>
<td><strong>Post-Treatment Stage</strong></td>
</tr>
<tr>
<td>Sincerity.</td>
<td>Perseverance</td>
</tr>
<tr>
<td>Selfless service unto others.</td>
<td>Aesthetic sense</td>
</tr>
<tr>
<td>Love and affection</td>
<td>Selfless service unto others.</td>
</tr>
<tr>
<td>Sincerity</td>
<td>Aesthetic sense</td>
</tr>
</tbody>
</table>
**SUMMARY AND CONCLUSIONS**

**Pre-Post differences on Social Values : Experimental Group**
- The rank ordering on Social Values of prospective teachers of experimental group were not found to be significantly different before and after the treatment.
- The top and bottom, pre-treatment and post-treatment preferences on Social Values of experimental group prospective teachers were given as follows:

<table>
<thead>
<tr>
<th>Top Priorities</th>
<th>Bottom Priorities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-Treatment</strong></td>
<td><strong>Post-Treatment</strong></td>
</tr>
<tr>
<td>Regards for the dignity of individual.</td>
<td>Regards for the dignity of individual.</td>
</tr>
<tr>
<td>Responsibility</td>
<td>Responsibility</td>
</tr>
</tbody>
</table>

**Pre-Post Treatment difference on Personal Values : Control group.**
- The rank ordering on Personal Values of prospective teachers of control group were not found to be significantly different before and after the treatment.
- The top and bottom, pre-treatment and post-treatment preferences on Personal Values of control group prospective teachers were given as follows:

<table>
<thead>
<tr>
<th>Top Priorities</th>
<th>Bottom Priorities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-Treatment</strong></td>
<td><strong>Post-Treatment</strong></td>
</tr>
<tr>
<td>Love and affection.</td>
<td>Love and affection.</td>
</tr>
<tr>
<td>Sincerity.</td>
<td>Sincerity.</td>
</tr>
<tr>
<td>Selfless service unto others</td>
<td>Selfless service unto others</td>
</tr>
<tr>
<td>Aesthetic sense</td>
<td>Aesthetic sense</td>
</tr>
<tr>
<td>Sincerity.</td>
<td>Sincerity.</td>
</tr>
<tr>
<td>Aesthetic sense</td>
<td>Aesthetic sense</td>
</tr>
</tbody>
</table>
SUMMARY AND CONCLUSIONS

Pre-Post differences on Social Values: Control group.

❖ The rank ordering on Social Values of prospective teachers of control group were not found to be significantly different before and after the treatment.

❖ The top and bottom, pre-treatment and post-treatment preferences on Social Values of control group prospective teachers were given as follows:

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<tbody>
<tr>
<td>Pre-Treatment</td>
<td></td>
</tr>
<tr>
<td>Openness to reason</td>
<td>Equality of status and opportunity</td>
</tr>
<tr>
<td>Regards for the dignity of individual</td>
<td>Tolerance</td>
</tr>
<tr>
<td>Post-Treatment</td>
<td></td>
</tr>
<tr>
<td>Openness to reason</td>
<td>Co-operative decision making</td>
</tr>
<tr>
<td>Responsibility</td>
<td>Equality of status and opportunity</td>
</tr>
</tbody>
</table>

B3 Findings based on the analyses related with impact of different trials of value-clarifying treatment

One-Trial Group:

❖ The rank ordering on Personal Values of prospective teachers getting One Trial of treatment were not found to be significantly different at pre-treatment and post-treatment stage.

❖ The top and bottom, pre-treatment, after one trial of treatment and post-treatment preferences on Personal Values of one-trial group prospective teachers were given as follows:

<table>
<thead>
<tr>
<th>Top Priorities</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Pre-Treatment</td>
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<tr>
<td>Sincerity</td>
<td>Perseverance</td>
</tr>
<tr>
<td>First trial of treatment</td>
<td></td>
</tr>
<tr>
<td>Sincerity</td>
<td>Aesthetic sense</td>
</tr>
<tr>
<td>Love and Affection</td>
<td>Perseverance</td>
</tr>
<tr>
<td>Post-treatment</td>
<td></td>
</tr>
<tr>
<td>Sincerity</td>
<td>Perseverance</td>
</tr>
<tr>
<td>Discipline</td>
<td>Aesthetic sense</td>
</tr>
</tbody>
</table>
SUMMARY AND CONCLUSIONS

- The rank ordering on Social Values of prospective teachers getting One Trial of treatment were not found to be significantly different at pre-treatment and post-treatment stage.

- The top and bottom, pre-treatment, after one trial of treatment and post-treatment preferences on Social Values of one-trial group prospective teachers were given as below:

<table>
<thead>
<tr>
<th>Top Priorities</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-Treatment</strong></td>
<td><strong>First trial of treatment</strong></td>
</tr>
<tr>
<td>Responsibility.</td>
<td>Responsibility</td>
</tr>
<tr>
<td>Tolerance</td>
<td>Tolerance</td>
</tr>
</tbody>
</table>

**Two-Trials Group:**

- The rank ordering on Personal Values of prospective teachers getting Two Trials of treatment were not found to be significantly different at pre-treatment and post-treatment stage.

- The top and bottom, pre-treatment, after One trial, Two Trials of treatment and post-treatment preferences on Personal Values of two-trial group prospective teachers were as such:
SUMMARY AND CONCLUSIONS

<table>
<thead>
<tr>
<th>Top Priorities</th>
<th>Bottom Priorities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-Treatment</strong></td>
<td></td>
</tr>
<tr>
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<td>• Love and Affection</td>
</tr>
<tr>
<td>• Sincerity</td>
<td>• Aesthetic Sense</td>
</tr>
<tr>
<td><strong>First trial of treatment</strong></td>
<td></td>
</tr>
<tr>
<td>• Discipline</td>
<td>• Aesthetic Sense</td>
</tr>
<tr>
<td>• Selfless service unto others</td>
<td>• Perseverance</td>
</tr>
<tr>
<td><strong>Second trial of treatment</strong></td>
<td></td>
</tr>
<tr>
<td>• Selfless service unto others</td>
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</tr>
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<td>• Perseverance</td>
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<td><strong>Post-treatment</strong></td>
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<td>• Aesthetic sense</td>
</tr>
<tr>
<td>• Love and Affection</td>
<td>• Perseverance</td>
</tr>
</tbody>
</table>

- The rank ordering on Social Values of prospective teachers getting Two Trials of treatment were not found to be significantly different at pre-treatment and post-treatment stage.

- The top and bottom, pre-treatment, after One trial, Two Trials of treatment and post-treatment preferences on Social Values of Two-trial group prospective teachers are given as follows:
### Top Priorities

**Pre-Treatment**
- Responsibility.
- Tolerance

**First trial of treatment**
- Responsibility
- Regards for the dignity of individual

**Second trial of treatment**
- Regards for the dignity of the individual
- Responsibility

**Post-treatment**
- Regards for the dignity of the individual
- Responsibility

### Bottom Priorities

- Equality of status and opportunity
- Openness to reason
- Co-operative decision making
- Openness to reason
- Co-operative decision making
- Openness to reason

### Three-Trials Group:
- The rank ordering on Personal Values of prospective teachers getting Three Trials of treatment were not found to be significantly different at pre-treatment and post-treatment stage.

- The top and bottom, pre-treatment, after One trial, Two Trials, Three trials of treatment and post-treatment preferences on Personal Values of Three-trials group prospective teachers were as given below:
SUMMARY AND CONCLUSIONS

Top Priorities | Bottom Priorities
--- | ---
**Pre-Treatment**  
• Discipline.  
• Love and Affection  
• Aesthetic sense  
• Perseverance

**First trial of treatment**  
• Love and Affection  
• Discipline  
• Sincerity  
• Aesthetic sense

**Second trial of treatment**  
• Love and Affection  
• Discipline  
• Perseverance  
• Aesthetic Sense

**Third trial of treatment**  
• Sincerity  
• Discipline  
• Perseverance  
• Aesthetic Sense

**Post-treatment**  
• Sincerity  
• Selfless service unto others  
• Perseverance  
• Aesthetic Sense

❖ The rank ordering on Social Values of prospective teachers getting Three Trials of treatment were not found to be significantly different at pre-treatment and post-treatment stage.

❖ The top and bottom, pre-treatment, after One trial, Two Trials, Three trials of treatment and post-treatment preferences on Social Values of Three-trial group prospective teachers were given as follows:
SUMMARY AND CONCLUSIONS

**Top Priorities**

*Pre-Treatment*
- Tolerance.
- Responsibility

*First trial of treatment*
- Tolerance
- Regards for the dignity of individual

*Second trial of treatment*
- Responsibility
- Regards for the dignity of individual

*Third trial of treatment*
- Regards for the dignity of individual
- Responsibility

*Post-treatment*
- Regards for the dignity of individual
- Responsibility

**Bottom Priorities**

- Openness to reason
- Co-operative decision making

---

**Four Trials Group:**

- The rank ordering on Personal Values of prospective teachers getting Four trials of treatment were not found to be significantly different at pre-treatment and post-treatment stage.

- The top and bottom, pre-treatment, after One trial, Two Trials, Three trials, Four trials of treatment and post-treatment preferences on Personal Values of Four-trials group prospective teachers are given as follows:
<table>
<thead>
<tr>
<th>Top Priorities</th>
<th>Bottom Priorities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-Treatment</strong></td>
<td></td>
</tr>
<tr>
<td>• Sincerity</td>
<td>• Perseverance</td>
</tr>
<tr>
<td>• Selfless service unto others</td>
<td>• Aesthetic sense</td>
</tr>
<tr>
<td><strong>First trial of treatment</strong></td>
<td></td>
</tr>
<tr>
<td>• Love and Affection</td>
<td>• Discipline</td>
</tr>
<tr>
<td>• Sincerity</td>
<td>• Aesthetic sense</td>
</tr>
<tr>
<td><strong>Second trial of treatment</strong></td>
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</tr>
<tr>
<td>• Selfless service unto others</td>
<td>• Aesthetic Sense</td>
</tr>
<tr>
<td><strong>Fourth trial of treatment</strong></td>
<td></td>
</tr>
<tr>
<td>• Discipline</td>
<td>• Perseverance</td>
</tr>
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<td>• Selfless service unto others</td>
</tr>
<tr>
<td>• Sincerity</td>
<td>• Aesthetic Sense</td>
</tr>
</tbody>
</table>

- The rank ordering on Social Values of prospective teachers getting Four Trials of treatment were not found to be significantly different at pre-treatment and post-treatment stage.

- The top and bottom, pre-treatment, after One trial, Two Trials, Three trials, Four trials of treatment and post-treatment preferences on Social Values of Four-trial group prospective teachers were as given below:
### SUMMARY AND CONCLUSIONS

<table>
<thead>
<tr>
<th>Top Priorities</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-Treatment</strong></td>
<td></td>
</tr>
<tr>
<td>• Regards for the dignity of individual</td>
<td>• Co-operative decision making</td>
</tr>
<tr>
<td>• Responsibility</td>
<td>• Openness to reason</td>
</tr>
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<td><strong>First trial of treatment</strong></td>
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<td><strong>Fourth trial of treatment</strong></td>
<td></td>
</tr>
<tr>
<td>• Responsibility</td>
<td>• Equality of status and opportunity</td>
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</tr>
</tbody>
</table>
SUMMARY AND CONCLUSIONS

PART – C

Findings based on the analyses related with teaching behaviour of prospective teachers.

Findings related to pre-treatment and post-treatment classroom observations of Experimental and Control group.

- The behavioural index; Teacher Response at Restricted Thinking (TRR) was found to be significantly different for pre-treatment and post-treatment classroom observations of experimental group. Restricted Thinking Level Responses of the teacher decreased at post-treatment stage.

- Pre-treatment and post-treatment differences in the behavioural index, Teacher Response at Expanded Thinking was also found to be significantly different during the classroom interactions of experimental group. This index percentage was higher at post-treatment stage similarly. Significant differences were observed in Teacher Reaction at Extending Level. The experimental group showed higher post-treatment index percentage for TReE.

- The behavioural indices TTR, STR, S/C, TQ, TQR, TQE, TR, TRe, TReM, TReE, TReT and TS were not found significantly different with respect to pre-treatment and post-treatment observations of classroom interactions for the experimental group.

- Prospective teachers belonging to control group did not differ in any of the 14 behavioural indices for pre-treatment and post-treatment classroom observations viz. TTR, STR, S/C, TQ, TQR, TQE, TR, TRR, TRE, TRe, TReM, TReE, TReT, TS.

Findings based on pre-treatment and post-treatment classroom observations of different trials group of value clarifying strategy

Classroom observations of one-trial group:

- None of the behavioural index percentage viz: TTR, STR, S/C, TQ, TQR, TQE, TR, TRR, TRE, TRe, TReM, TReE, TReT and TS of classroom interactions of one-trial group were found significant with respect to pre-treatment and post-
SUMMARY AND CONCLUSIONS

treatment classroom interactions, after receiving one trial of value-clarifying treatment.

Classroom observations of two-trials group:

- The difference in index percentages for Teacher Response at Expanded Thinking (TRE) and Teacher Reaction at Extending level (TReE) at pre-treatment and post-treatment classroom interactions of Two-trials prospective teachers were found to be significantly different. The percentages of both behavioural indices were found to be higher at post-treatment stage.
- None of the remaining behavioural indices viz. TTR, STR, S/C, TQ, TQR, TQE, TR, TRR, TRe, TReM, TReT and TS of Two-Trials group prospective teachers were found to be significantly different for pre-treatment and post-treatment classroom observations of two-trials of classroom observations of three-trials group.

Classroom observations of Three-Trials group

- The Teacher Questions at Restricted Thinking (TQR) at pre-treatment and post-treatment stage was found to be significantly different for the three-trials group. TQR was found to be significantly higher at pre-treatment stage than at post-treatment stage for three trials group.
- Teacher Response at Expanded Thinking (TRE) for three-trials group was found to be significantly higher at post-treatment stage than at pre-treatment stage.
- None of the remaining behavioural indices viz. TTR, STR, S/C, TQ, TQE, TR, TRR, TRe, TReM, TReE, TReT and TS were found to be significantly different for pre-treatment and post-treatment classroom observations of Three Trials group.

Classroom observations of Four-Trials group:

- The difference in index percentages of Teacher Reaction at Extending Level (TReE) and at Teacher Reaction at Terminating Level (TReT) were found to be
significantly different for pre-treatment and post-treatment classroom observations of four trials group. The index percentage was higher at post-treatment than at pre-treatment stage for Four-Trials group prospective teachers.

- None of the remaining behavioural indices viz. TTR, STR, S/C, TQ, TQR, TQE, TR, TRR, TRE, TRe, TreM and TS were found to be significantly different for pre-treatment and post-treatment classroom observations of four trials group prospective teachers.

Classroom observations of Conforming teachers:

- The behavioural index percentage of Teacher Response at Restricted Thinking (TRR) and Teacher Reaction at Maintaining Level (TreM) at pre and post-treatment stage of classroom observations of Conforming teachers were found to be significantly different. The Conforming prospective teachers showed higher index percentage at post-treatment stage than at pre-treatment stage.

- None of the remaining behavioural indices viz. TTR, STR, S/C, TQ, TQR, TQE, TR, TRE, TRe, TReE, TReT and TS were found to be significantly different for classroom interactions of Conforming teachers of experimental group.

Classroom observations of Stubborn teachers:

- The difference only in index percentage of Teacher Response at Expanded Thinking (TRE) at pre and post-treatment observations of classroom interactions of Stubborn prospective teachers was found to be significant. It was considerably higher at pre-treatment rather than at post-treatment stage.

- None of the remaining behavioural indices viz TTR, STR, S/C, TQ, TQR, TQE, TR, TRR, TRe, TreM, TReE, TReT and TS found significant at the specified level for Stubborn prospective teachers of experimental group.
SUMMARY AND CONCLUSIONS

Classroom observations of prospective teachers with High and Low attitude towards teaching:

- The difference in index percentage of Teacher Response at Expanded Thinking (TRE) and Teacher Reaction at Terminating Level (TReT) at pre and post-treatment observations of prospective teachers of experimental group with High attitude towards teaching were found to be significantly different. Both the index percentages were higher for post-treatment classroom observations of prospective teachers with High attitude towards teaching.

- None of the remaining behavioural indices viz. TTR, STR, S/C, TQ, TQR, TQE, TR, TRR, TRe, TReM, TReE and TS were found significantly different for classroom interactions of prospective teachers with High attitudes towards teaching.

- The prospective teachers with Low Attitude towards teaching showed significant differences in index percentage of Teacher Response at Restricted Thinking (TRR) and Teacher Response at Expanded Thinking (TRE) with respect to pre and post-treatment observations of classroom interactions. The teacher response at Restricted Thinking (TRR) was considerably higher at post-treatment stage and Teacher Response at Expanded Thinking (TRE) was higher at pre-treatment stage rather than at post-treatment stage.

- None of the remaining behavioural indices viz. TTR, STR, S/C, TQ, TQR, TQE, TR, TRe, TReM, TReE, TReT and TS indicated significant differences in index percentages of pre-treatment and post-treatment classroom interactions of prospective teachers with Low Attitude towards teaching.

EDUCATIONAL IMPLICATIONS

The present investigation helped to identify and categorise Personal and Social values from the scheme of studies of B.Ed., Panjab university. This help us to assess the different kinds of values our prospective teachers are likely to acquire from the teacher training course. This value system lays the foundation for the professional attitudes of the prospective teachers. Action follows the attitude. So the performance of teachers will depend on the value they hold and cherish.
This study led to the inference that the value clarifying strategy can affect the value preference patterns of prospective teachers. Though effect could not be ascertained through statistical analyses yet the line diagrams revealed changes in the curves. It conveys to the investigator that more hammering or more trials of value clarifying treatment is required to see considerable effects in value preference patterns of prospective teachers. This knowledge can prove useful to the educational administration, principals and management. The value preference patterns of prospective teachers can prove helpful to the administrator to assign duties (non-academic in nature) and teaching subjects to them according to their interest and value preference.

It is amazing that no significant effect could be viewed of value clarifying strategy on pre and post-treatment value preference patterns of experimental group, control group, and groups which received One Trial treatment, Two Trials treatment, Three-Trials treatment, Four-Trials treatment. But the trend analysis of Personal and Social value preferences through the fluctuations in the master ranks show that either there is no or little change in the value preference after first trial. After every successive trial the change in preferences increased conveying the message to the investigator that the treatment needs more trials to show statistically significant differences in preferences. It means that all those who are in education should never give up to achieve the goal but patience and perseverance plays very important and positive role to achieve the goal.

This study also reveals that the teaching behaviour of the teachers can be observed through ETC and desired changes can be brought in various behavioural indices. In the present investigation, the focus was to see the impact of value clarifying strategy on value preferences and also on teaching behaviour of prospective teachers, through various behavioural indices. Results were not very encouraging because significant differences were not observed in all the 14 behavioural indices under study but a few significant differences were observed with regard to some of the behavioral index percentages. It is quite interesting that the behavioural indices which showed differences in the pre-treatment and post-treatment classroom observations seemed to be logically interrelated with the construct of the criterion which was the bases of forming these groups. The results may not sound to be very encouraging but one can not expect major
changes in all the behavioural indices in a span of 4-5 months. Hence it may be viewed as an indication of a probable impact of response clarifying strategy for Personal and Social values. The educators and the administrators can make use of this or other strategies to bring about changes in teaching behaviour of prospective teachers according to their values, personality structures and their attitudes. Constant jolts by value clarifying strategy combined with more trials of treatment will certainly reveal encouraging results. This knowledge can be helpful to the curriculum designers, managements, principals and teachers to mould the teaching behaviour of teachers specially the new recruits who have quite flexible nature.

SUGGESTIONS FOR FURTHER RESEARCH

No sweeping generalizations could be arrived at as the present research was conducted under certain limitations. The findings are only indicative of trends and hence can be viewed in the light of following limitations.

- Time-table of B.Ed. class was very time-consuming. Prospective teachers used to sit half-heartedly for the treatment of value clarifying after attending the classes till 3:30 p.m.
- Subjects were reluctant to fill the Value Survey Forms and demanded the previous Value Survey Forms to copy down preference order from it.
- Values appear in the inner core and it is hard to change their priority structures in one or two trials of value clarifying treatment.
- Trials for the treatment were less as the session for B.Ed. class is only for 10 months including two phases of teaching practice, house examination held twice, co-curricular activities, autumn break and winter break and a very short span of preparatory holidays before final examination. Had it been a session of one year or more, the investigator would have given two or three more trials for value clarifying treatment to ensure desired results.

Keeping these limitations in view, the investigator humbly offers the following suggestions for further research that can be undertaken by future researchers. The present study opens up certain avenues for further research, which are briefly listed below.
SUMMARY AND CONCLUSIONS

- Studies may be conducted on a larger sample to derive value preferences of prospective teachers with specific characterizations like subject specializations, family background, marital status and age.

- A comparative study may be conducted to study the impact of value inculcation strategies on the preferences and teaching behaviour of pre-service and in-service teachers. A comparative study on similar grounds may be conducted on prospective teachers of different universities (Center-State, North-South, East-West comparisons).

- Similar studies may also be conducted on the prospective teachers of different levels of training i.e. nursery teacher training and elementary teacher training programmes.

- The study was confined to only two colleges of education of Chandigarh city. Conclusions drawn may not be universally valid. Therefore, it is suggested that the study may be conducted on a wider sample drawn from colleges of education situated in different geographical areas.

- Studies may be conducted on prospective teachers belonging to upper, middle and lower class of social strata, rural/urban settings, cultural pockets.

- In the present study, only Teaching related values in the two categories, Personal and Social were studied with respect to their preference patterns. More categories of values such as, Aesthetic and Recreational values, may be taken up for further researches.