CHAPTER-V
SUMMARY, FINDINGS
AND CONCLUSION
5.1 Introduction

Values which are so important for an individual and which provide the key to a more adequate understanding of man in society needs investigation. One can easily understand the individuals if one is aware of their values.

Values shape most of the man's activities. It helps the individuals in having interest in one or some of the professions. The professions that an individual selects for himself are guided by his values. The knowledge of value, provides major clues to a person's professional choice. Each profession lays more emphasis on some or other values, e.g., the profession of businessmen needs the persons having strong "economic" or "utilitarian values", the social-workers' profession, lay emphasis on high 'social values', the priests, require religious and 'humanitarian values'. Painters and Artists are characterized by high 'aesthetic value' (Lowell, 1969), and the scientists are much interested in 'theoretical value' (Ray Choudhury, 1958). Thus, it can be seen that every profession has its own type of values or value pattern. This view holds good with the teaching profession also.
Stein (1961) also described the values in the similar manner. He considered values determine the choice men make and the ends they live by. What is considered good and what is evil, what is right or wrong, success of failure, what is important or unimportant, desirable or undesirable, beautiful or ugly are some of the considerations determining the values. Whether the values lie in the realm of ethics, economics, aesthetics or religion, they exist as they are experienced in human minds and translated into human action, that they substantially determine the direction of human actions is a generally accepted view. Thus, values seem to determine, likes and dislikes of an individual's life, and control the behaviour.

Values determine the intensity and continuity of a particular human behaviour. When we speak of attaching a high value on a particular idea or feeling, we mean that the idea or feeling exerts a considerable force instigating and directing behaviour. A person who values truth, will expend a great deal of energy in search for it. One who laces great value on domination (Power) will be highly motivated to dominate over all others coming into his contact. Conversely, if something is of trivial value it will have little energy attached to it. In general, we can say that values are the key choices that shape the type of life, the man builds for himself and the kind of person he becomes and, these reflect his basic values (Coleman; 1971).
Values which are so important for an individual and which provide the key to a more adequate understanding of man in society needs investigation. One can easily understand the individuals if one is aware of their values. Values of teachers influence the values of new generation. "Which value will be influenced or transmitted depends upon the teacher’s own value orientation which in turn is determined by his position in the groups or subculture of the social structure" (Blackington, 1968).

As society advances and when young people become part of the changing society, there is always a ‘generation gap’ causing older people to wonder ‘what is this younger generation coming to’. This ‘generation gap’ is the gap in value, and the gap of values calls for attention, particularly in Education.

An important objective of teacher-education should be to shape the personalities of its students into a professional mould and develop desirable values in them. For developing desirable professional values among teachers, the knowledge of the present and the emerging value-pattern is necessary. Kilpatrick (1967) has rightly said "The Teacher must have an essential part of his professional equipment what is called a 'Map of values'. With the help of such a map, daily decisions may be taken and resolved consistently with long range or short range destinations or decisions" in educational situations.
Values with the help of such a map, daily decisions may be taken and resolved consistently with long range or short range destinations or decisions in educational situations.

To acquire the knowledge about the values of Teachers working in Secondary Schools, the researcher thought to study the values of Secondary School Teachers in relation to their competence, Attitude towards professor and personality in Socio-cultural atmosphere of the Schools, alongwith other moderate variables that is sex, age, experience, type of institution, locality and educational qualifications, etc.

**The concept of values**

Value is "A conception, explicit or implicit, distinctive of an individual or characteristic of a group, of the desirable which influences the selection from available, means and ends of action". Kluckhohn, C. (1962).

They are central to one's life and define the quality of that life. Values have three anchor bases. They are anchored in head, heart and hand. In the words of Iyengar (1942) "value is the status of satisfying need of an object emerging out of its contemplation by a subject, both determined by a universe of desire which is realizable by means of the former and to which latter is attached."
In philosophical context, values are those standards or a code for conduct conditioned by one's cultural tenets and guided by conscience according to which human being is supposed to conduct himself and shape his life patterns by integrating his beliefs, ideas and attitudes to realize cherished ideals and aims of life.

Values have been variously viewed as preferences, criteria, objects and possessions, personality and status, characteristics and state of mind that are absolute.

As such a special attention is given to study values of Secondary school teachers who are expected to inculcate right set of values at proper time among their pupils. Hence, the need for the study of values of Secondary school teachers is very much felt.

**Education and values**

Historically, interest in values among philosophers and educators dates back to the 3rd century B.C., the leading Greek educational philosopher showed great interest in character building and development of values related to cognitive as well as knowledge growth of the pupils. In fact there was never any time in the history of education that the educational thinkers ever separated education from values, rather value orientation was always
considered as an integral part of education programme. In fact education cannot go without values neither the act of teaching can be traced separately from values-explicit or implicit.

**Values- The Concept**

A value is an idea- a concept about what someone thinks is important in life. When one values something he or she deems it worthwhile - worth possessing and worth doing or practicing or trying to obtain it. The study of values is usually divided into two areas – aesthetics and ethics. Aesthetics refers to the study and justification of what human beings consider beautiful what they enjoy. Ethics refers to the study and justification of conduct how people behave. Ethics is related to morals of what is right and wrong.

Values exist in people's mind. They are standard of conduct, beauty, efficiency or worth that people endorse and try to live upto or maintain. Values are those invaluable ideas of life which people adore and like to live with them until they die. Values are the essence of human good conduct with which one can reach the realm of excellence in life. Values could be reckoned as unparalleled ideas of human beings with which one can exhibit extraordinary courage and fortitude when surrounded by turmoil and failure.
Theoretical framework

Concept of ‘Value’

Values are considered as potent determinants of human behaviour. They make human behaviour patterned and help to make sense out of discrete pieces of human behaviour which otherwise do not have any connection (Williams, 1963). Draws and Lipson (1971) strongly believe that man’s survival and his advancement to a higher developmental stage are contingent upon his decisions and in turn they depend upon what is most valued.

In the present study because of such a significant place given to the values an effort is made to examine the value-pattern of Secondary school teachers. But before any data is given about value-pattern of and any conclusion drawn about them it seems necessary to describe the concept, various viewpoints, distinction between values and allied terms, classification of values and functional definition regarding ‘value’. The collection, analysis, interpretation and discussion of the data in the present study all depend on the theoretical construction of the value-system given in the present chapter.
Dimensions of values

Value is a concept of the desirable ends, goals or modes of action which makes human behaviour selective. Value not only orientates but also determines human behaviour. Various attempts have been made to classify values. These attempts are being described here:

Values have been classified into six categories by Allport and Vernon (1931) on the basis of Spranger's six types of men. They classified values as Theoretical, Economic, Social, Political, Aesthetic and Religious.

Turner (1929) classified values into two main sections (a) Abstract Values, and (b) Concrete Values.

Golightly (1948) divided the values into two (1) Essential values; goals and satisfactions that man and society accept for themselves in an ongoing and expanding process of life and mind, and (2) Operational values: those which they regard as means to serve and promote the former.

Kluckhohn et al. (1951) presented a tentative analysis of values in terms of dimensions. They considered eight dimensions: (a) modality, (b) content, (c) intent, (d) generality, (e) intensity, (f) explicitness, (g) extent, and (h) organizations. They had elaborately analyzed different values in each of the dimensions.

Rosenberg (1957) presented a list of occupational values (1) Making a lot of money, (2) Chance to be creative, (3) Helpful to others, (4) Avoid high pressure, (5) World of Ideas, (6) Freedom from supervision, (7) Slow and sure progress, (8) Leadership, and (9) Work with people and not with things.

Spindler (1953) classified values into two main groups: (A) Traditional values which include (1) Puritan Morality—stands for responsibility, thrift, self denial and sexual constraint, (2) Work success ethics—implies that successful people worked hard to become so, (3) Individualism means that individual is sacred and always more important than the group, (4) Achievement orientation means that success is a constant goal which should be future time oriented. (B) Emergent Values which include: (1) Sociability—one should like people and get along well with them, (2) Relativistic Moral Attitude—what the group thinks right is the morality. This value ignores the 'Ought', (3) Considerations for others, (4) Hedonistic present time orientation—one should enjoy the present within the limits of well rounded balanced personality, and
Conformity to group-stresses the fact that individual should conform to the group norms.

5.2 Need and Importance of the Study

Education aims at producing good citizens making them nobler, just and happier. To achieve this end it has to seek guidance from the framework of values. Much of ones life is spent in trying to understand others. The chief effort is to grasp correctly the motives and intentions of the other, for which one should know the guidelines of ones life. In other words one identifies other’s constellation of values which are the dominating forces in life and all of a person’s activity is directed towards the realization of these values.

Values are like the rails that keep a train on track and help it to move smoothly, quickly and purposefully. They provide motivation and a person is ready to suffer and sacrifice for the sake of values. Without values, one floats like a piece of driftwood in the swirling water of the river however exciting that may seem at first. That is why values are central to one’s life and define the quality of that life.

Each and every activity of the individual reflects the values that we have chosen or given preference. They direct the behaviour of individual and give a shape to the personality development. So they are the integral part of
human beings. In fact the aim of education is developing and inculcating desired values in the students so that they can become good citizens. Any education system springs from the value system of a country.

The present trend in education is the 'value oriented education.' It goes without saying that the teachers, in whose hands lies the task of shaping students, should possess a frame of values. These values change in degree from individual to individual depending on various factors. When need for personal values of teachers to lead students in right path are felt so much. The values of teachers are indeed worth investigating systematically.

The progress of a nation depends on the soundness of the education system. Teacher is the core of education system as he is the authority on the needed work. A country may have best education system, all up to date modern facilities, efficient administrators, enthusiastic students; but if it fails to have good teachers, the whole system collapses. 'Good teachers' should possess certain basic values which are very important. Hence, the survey of values of teachers has become the need for the present day.

Teacher's profession is like walking on the edge of a sword. At each and every stage teacher is watched with keen eyes by students, public, administrators, parents and so on. Any slip from the right path is immediately noticed for which a teacher has to pay penalties.
A person can be perfect only when one has internalized the absolute values. To what extent one has internalized the values, will reflect in the behaviour pattern. Hence, an objective survey of values of teachers is needed under these conditions.

The lowering of education standards, in difference of students to present education, disrespect to elders and teachers can be attributed to value criteria in the present education system. An attempt should be made to overcome this value crisis and direct towards value education. This work can be done only by teachers who have developed an ideal set of values.

Values are very much initiated during the period of adolescence, and the responsibility of the Secondary school teacher is very great in inculcating right values in students than the teachers of any other stage. As such a special attention is given to study the values of Secondary school teachers who are expected to inculcate right set of values at proper time among their pupils. Hence, the need for the study of values of Secondary school teachers is very much felt.

The Secondary School Teachers teaching competence Attitude towards profession, and personality may also influence on the values of Teachers. The General notion is that, if a teacher high at teaching,
competence, attitude towards profession and personality than naturally one will be having high values.

Therefore, the 'Study' humbly tries to provide impartial evidences in respect of dependent and independent variables and their influence along with interrelationship.

Again it became very necessary to study the values of Secondary school Teachers with their primarily influencing aspects of life.

5.3 Restatement of the Aim

The restatement of the study as follows:

"A Study of Values of Secondary School Teachers in Relation to their Competence, Attitude towards Profession and Personality".

5.4 Objectives of the Study

The present study is undertaken with the following objectives:

1. To explore the relationship of values of Secondary school teachers with teacher competence, attitude towards profession and personality.

2. To find out the difference between gender, marital status, age, subjects, educational qualification, different levels of teaching experience, type of management, location of the schools and the levels
of teaching competence of Secondary school teachers with respect to values dimension, teaching competence dimension, attitude dimensions and personality factors of the Secondary school teachers.

3. To find out the relationship between value dimensions and teaching competence dimension, attitude dimensions and personality factors of female, male and general of Secondary school teachers.

4. To find out the multiple correlation between value dimensions and gender, marital status, age, teaching experience, teaching subject, educational qualification, types of schools and location of Secondary school teachers.

5. To find out the Linear multiple correlation between value dimensions and teaching competence dimensions, attitude dimensions and personality factors of the Secondary school teachers.

6. To find out direct and indirect effect of teaching competence dimensions, attitude dimensions and personality factors on values and its dimensions of Secondary school teachers.

5.5 Hypotheses

1. **Hypothesis**: There is no significant difference between male and female teachers of Secondary schools with respect to their total values and its dimensions.
1. Theoretical values
2. Economic values
3. Aesthetic values
4. Social values
5. Political values
6. Religious values

2. Hypothesis: There is no significant difference between male and female teachers of Secondary schools with respect to their teaching competence and its dimensions that is

- Planning
- Presentation
- Closing
- Evaluation

3. Hypothesis: There is no significant difference between male and female teachers of Secondary schools with respect to their attitudes and its dimensions that is

i. Attitude towards profession
ii. Attitude towards classroom teaching
iii. Attitude towards child centered practices
iv. Attitude towards educational process
v. Attitude towards pupils
vi. Attitude towards teachers

4. **Hypothesis**: There is no significant difference between male and female teachers of Secondary schools with respect to their personality and its dimensions that is A, B, C, E, F, G, H, I, L, M, N, O, Q1, Q2, Q3 and Q4.

5. **Hypothesis**: There is no significant difference between married and unmarried teachers of Secondary schools with respect to their total values and its dimensions

1. Theoretical values
2. Economic values
3. Aesthetic values
4. Social values
5. Political values
6. Religious values

6. **Hypothesis**: There is no significant difference between married and unmarried teachers of Secondary schools with respect to their teaching competence and its dimensions that is

- Planning
- Presentation
- Closing
- Evaluation
7. **Hypothesis:** There is no significant difference between married and unmarried teachers of Secondary schools with respect to their attitudes and its dimensions that is

1. Attitude towards profession
2. Attitude towards classroom teaching
3. Attitude towards child centered practices
4. Attitude towards educational process
5. Attitude towards pupils
6. Attitude towards teachers

8. **Hypothesis:** There is no significant difference between married and unmarried teachers of Secondary schools with respect to their personality and its dimensions that is A, B, C, E, F, G, H, I, L, M, N, O, Q1 Q2, Q3 and Q4.

9. **Hypothesis:** There is no significant difference between age groups (25-34 years, 35-45 years and 46-58 years) of teachers of Secondary schools with respect to their total values and its dimensions

1. Theoretical values
2. Economic values
3. Aesthetic values
4. Social values
5. Political values
6. Religious values
10. **Hypothesis**: There is no significant difference between age groups (25-34 years, 35-45 years and 46-58 years) of teachers of Secondary schools with respect to teaching competence and its dimensions that is
   - Planning
   - Presentation
   - Closing
   - Evaluation

11. **Hypothesis**: There is no significant difference between age groups (25-34 years, 35-45 years and 46-58 years) of teachers of Secondary schools with respect to attitudes and its dimensions that is
   i. Attitude towards profession
   ii. Attitude towards classroom teaching
   iii. Attitude towards child centered practices
   iv. Attitude towards educational process
   v. Attitude towards pupils
   vi. Attitude towards teachers

12. **Hypothesis**: There is no significant difference between age groups (25-34 years, 35-45 years and 46-58 years) of teachers of Secondary schools with respect to personality scores and its dimensions that is
13. **Hypothesis**: There is no significant difference between science and arts subject teaching teachers of Secondary schools with respect to their total values and its dimensions

1. Theoretical values
2. Economic values
3. Aesthetic values
4. Social values
5. Political values
6. Religious values

14. **Hypothesis**: There is no significant difference between science and arts subject teaching teachers of Secondary schools with respect to their teaching competence and its dimensions that is

- Planning
- Presentation
- Closing
- Evaluation

15. **Hypothesis**: There is no significant difference between science and arts subject teaching teachers of Secondary schools with respect to their attitudes and its dimensions that is

1. Attitude towards profession
2. Attitude towards classroom teaching
3. Attitude towards child centered practices
4. Attitude towards educational process
5. Attitude towards pupils
6. Attitude towards teachers

16. **Hypothesis:** There is no significant difference between science and arts subject teaching teachers of Secondary schools with respect to their personality and its dimensions that is A, B, C, E, F, G, H, I, I, M, N, O, Q1 Q2, Q3 and Q4.

17. **Hypothesis:** There is no significant difference between teachers with undergraduate and postgraduate degree of Secondary schools with respect to their total values and its dimensions

1. Theoretical values
2. Economic values
3. Aesthetic values
4. Social values
5. Political values
6. Religious values

18. **Hypothesis:** There is no significant difference between teachers with undergraduate and postgraduate degree of Secondary schools with respect to their teaching competence and its dimensions that is

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19. **Hypothesis**: There is no significant difference between teachers with undergraduate and postgraduate degree of Secondary schools with respect to their attitudes and its dimensions that is

1. Attitude towards profession
2. Attitude towards classroom teaching
3. Attitude towards child centered practices
4. Attitude towards educational process
5. Attitude towards pupils
6. Attitude towards teachers

20. **Hypothesis**: There is no significant difference between teachers with undergraduate and postgraduate degree of Secondary schools with respect to their personality and its dimensions that is A, B, C, E, F, G, H, I, L, M, N, O, Q1 Q2, Q3 and Q4.

21. **Hypothesis**: There is no significant difference between teaching experiences (0-10 years, 11-20 years, 21-31 years) of teachers of Secondary schools with respect to their total values and its dimensions

1. Theoretical values
2. Economic values
3. Aesthetic values
4. Social values
5. Political values
6. Religious values

22. **Hypothesis:** There is no significant difference between teaching experiences (0-10 years, 11-20 years, 21-31 years) of teachers of Secondary schools with respect to teaching competence and its dimensions that is
   - Planning
   - Presentation
   - Closing
   - Evaluation

23. **Hypothesis:** There is no significant difference between teaching experiences (0-10 years, 11-20 years, 21-31 years) of teachers of Secondary schools with respect to teaching competence and its dimensions that is
   - Planning
   - Presentation
   - Closing
   - Evaluation

24. **Hypothesis:** There is no significant difference between teaching experiences (0-10 years, 11-20 years, 21-31 years) of teachers of Secondary
schools with respect to personality scores and its dimensions that is A, B, C, E, F, G, H, I, L, M, N, O, Q1 Q2, Q3 and Q4.

25. **Hypothesis:** There is no significant difference between type of management (private aided, private unaided and government) of teachers of Secondary schools with respect to their total values and its dimensions
   1. Theoretical values
   2. Economic values
   3. Aesthetic values
   4. Social values
   5. Political values
   6. Religious values

26. **Hypothesis:** There is no significant difference between type of management (private aided, private unaided and government) of teachers of Secondary schools with respect to teaching competence and its dimensions
   - Planning
   - Presentation
   - Closing
   - Evaluation

27. **Hypothesis:** There is no significant difference between type of management (private aided, private unaided and government) of teachers of Secondary schools with respect to attitudes and its dimensions
1. Attitude towards profession
2. Attitude towards classroom teaching
3. Attitude towards child centered practices
4. Attitude towards educational process
5. Attitude towards pupils
6. Attitude towards teachers

28. **Hypothesis:** There is no significant difference between type of management (private aided, private unaided and government) of teachers of Secondary schools with respect to personality and its dimensions that is A, B, C, E, F, G, H, I, L, M, N, O, Q1 Q2, Q3 and Q4.

29. **Hypothesis:** There is no significant difference between urban and rural Secondary school teachers with respect to their total values and its dimensions

1. Theoretical values
2. Economic values
3. Aesthetic values
4. Social values
5. Political values
6. Religious values
30. **Hypothesis**: There is no significant difference between urban and rural Secondary school teachers with respect to teaching competence and its dimensions

- Planning
- Presentation
- Closing
- Evaluation

31. **Hypothesis**: There is no significant difference between urban and rural Secondary school teachers with respect to attitudes and its dimensions

1. Attitude towards profession
2. Attitude towards classroom teaching
3. Attitude towards child centered practices
4. Attitude towards educational process
5. Attitude towards pupils
6. Attitude towards teachers

32. **Hypothesis**: There is no significant difference between urban and rural Secondary school teachers with respect to personality and its dimensions that is A, B, C, E, F, G, H, I, L, M, N, O, Q1, Q2, Q3 and Q4.

33. **Hypothesis**: There is no significant difference between high and low teaching competence of Secondary school teachers with respect to their total values and its dimensions
1. Theoretical values
2. Economic values
3. Aesthetic values
4. Social values
5. Political values
6. Religious values

34. **Hypothesis:** There is no significant difference between high and low attitudes of Secondary school teachers with respect to their total values and its dimensions

1. Theoretical values
2. Economic values
3. Aesthetic values
4. Social values
5. Political values
6. Religious values

35. **Hypothesis:** There is no significant difference between high and low personality of Secondary school teachers with respect to their total values and its dimensions

1. Theoretical values
2. Economic values
3. Aesthetic values
4. Social values
5. Political values
6. Religious values

36. **Hypothesis:** There is no significant relationship between total values and its dimensions (Theoretical values, Economic values, Aesthetic values, Social values, Political values and Religious values) and teaching competence and its dimensions (Planning, Presentation, Closing, Evaluation and Management) of Secondary school teachers.

37. **Hypothesis:** There is no significant relationship between total values and its dimensions (Theoretical values, Economic values, Aesthetic values, Social values, Political values and Religious values) and attitude and its dimensions (Attitude towards profession, Attitude towards classroom teaching, Attitude towards child centered practices, Attitude towards educational process, Attitude towards pupils and Attitude towards teachers) of Secondary school teachers.

38. **Hypothesis:** There is no significant relationship between total values and its dimensions (Theoretical values, Economic values, Aesthetic values, Social values, Political values and Religious values) and personality and its factors (A, B, C, E, F, G, H, I, L, M, N, O, Q1, Q2, Q3 and Q4) of Secondary school teachers.
39. **Hypothesis**: There is no significant relationship between total values and its dimensions (Theoretical values, Economic values, Aesthetic values, Social values, Political values and Religious values) and teaching competence and its dimensions (Planning, Presentation, Closing, Evaluation and Management) of Secondary school female teachers.

40. **Hypothesis**: There is no significant relationship between total values and its dimensions (Theoretical values, Economic values, Aesthetic values, Social values, Political values and Religious values) and attitude and its dimensions (Attitude towards profession, Attitude towards classroom teaching, Attitude towards child centered practices, Attitude towards educational process, Attitude towards pupils and Attitude towards teachers) of Secondary school female teachers.

41. **Hypothesis**: There is no significant relationship between total values and its dimensions (Theoretical values, Economic values, Aesthetic values, Social values, Political values and Religious values) and personality and its factors (A, B, C, E, F, G, H, I, L, M, N, O, Q1, Q2, Q3 and Q4) of Secondary school female teachers.

42. **Hypothesis**: There is no significant relationship between total values and its dimensions (Theoretical values, Economic values, Aesthetic values, Social values, Political values and Religious values) and teaching competence
and its dimensions (Planning, Presentation, Closing, Evaluation and Management) of Secondary school male teachers.

43. **Hypothesis:** There is no significant relationship between total values and its dimensions (Theoretical values, Economic values, Aesthetic values, Social values, Political values and Religious values) and attitude and its dimensions (Attitude towards profession, Attitude towards classroom teaching, Attitude towards child centered practices, Attitude towards educational process, Attitude towards pupils and Attitude towards teachers) of Secondary school male teachers.

44. **Hypothesis:** There is no significant relationship between total values and its dimensions (Theoretical values, Economic values, Aesthetic values, Social values, Political values and Religious values) and personality and its factors (A, B, C, E, F, G, H, I, L, M, N, O, Q1, Q2, Q3 and Q4) of Secondary school male teachers.

45. **Hypothesis:** Sex, marital status, age, teaching subjects, educational qualification, teaching experience, type of managements and location would not be significant predictors of total values of Secondary school teachers.

46. **Hypothesis:** Teaching competence, Attitude of teachers and Personality would not be significant predictors of total values of Secondary school teachers.
47. **Hypothesis**: Teaching competence, Attitude of teachers and Personality would not be significant predictors of dimension of total values that is theoretical values of Secondary school teachers.

48. **Hypothesis**: Teaching competence, Attitude of teachers and Personality would not be significant predictors of dimension of total values that is economic values of Secondary school teachers.

49. **Hypothesis**: Teaching competence, Attitude of teachers and Personality would not be significant predictors of dimension of total values that is aesthetic values of Secondary school teachers.

50. **Hypothesis**: Teaching competence, Attitude of teachers and Personality would not be significant predictors of dimension of total values that is social values of Secondary school teachers.

51. **Hypothesis**: Teaching competence, Attitude of teachers and Personality would not be significant predictors of dimension of total values that is political values of Secondary school teachers.

52. **Hypothesis**: Teaching competence, Attitude of teachers and Personality would not be significant predictors of dimension of total values that is Religious values of Secondary school teachers.

53. **Hypothesis**: There is no significant direct and indirect effect of teaching competence, attitude of teachers and personality of Secondary school teachers on their total values.
54. **Hypothesis:** There is no significant direct and indirect effect of teaching competence, attitude of teachers and personality of Secondary school teachers on dimension of total values that is theoretical values.

55. **Hypothesis:** There is no significant direct and indirect effect of teaching competence, attitude of teachers and personality of Secondary school teachers on dimension of total values that is economic values.

56. **Hypothesis:** There is no significant direct and indirect effect of teaching competence, attitude of teachers and personality of Secondary school teachers on dimension of total values that is aesthetic values.

57. **Hypothesis:** There is no significant direct and indirect effect of teaching competence, attitude of teachers and personality of Secondary school teachers on dimension of total values that is social values.

58. **Hypothesis:** There is no significant direct and indirect effect of teaching competence, attitude of teachers and personality of Secondary school teachers on dimension of total values that is political values.

59. **Hypothesis:** There is no significant direct and indirect effect of teaching competence, attitude of teachers and personality of Secondary school teachers on dimension of total values that is Religious values.
5.6 Design of the Study

The efficiency of the investigation depends largely on the proper selection of the sample on which the test is to be administered. The investigator used the stratified random sampling method for drawing the sample. This is the technique designed to ensure representative sample to avoid bias by the use of random selection within each sub group.

5.6.1 Population of the Study

The population of this study consists of all the teachers who were working in the Secondary Schools of Belgaum District of Karnataka State. The population, being very large in number and vastly distributed in space, it was very difficult to contact it within the limited resources of the investigator. Moreover, it seemed not necessary to carry on the study with the whole population, when only a small but representative sample could furnish the results.

5.6.2 Research Tools

The following tools were used to measure the variables of the study.

Teacher Values Inventory (TVI) Scale Constructed and standardized by Singh and Ahluwalia (1994). The Baroda General Teaching Competence Scale (BGTC) constructed and standardized by Lalita (1975). The Teacher

5.6.3 Data Collection

In order to obtain permission from the heads of the schools, which were selected for the collection of the data, a letter to each school was sent. Necessary information was provided in the letter to the heads of schools regarding the objectives of the study. Co-operation was solicited for collection of data from the teachers.

Before administering the scales, the teachers were given all the necessary information about the Tools to be filled by the teachers. The Investigator observed the lessons of various teachers according to his requirements and got filled the General Teaching Competence Scale (Baroda). The Investigator had taken maximum care to get the actual data from teachers in the sample of this study.

5.6.4 Statistical Techniques Used

The following statistical techniques were used for analyzing the data as per the objectives of the study stated earlier.
(i) Descriptive analysis
(ii) Differential analysis
(iii) Correlation analysis
(iv) Regression analysis
(v) Path analysis

5.7 Major Findings of the Study

5.7.1 Findings of Differential Analysis

1. Female teachers of Secondary schools are high on social values when compared to male teachers.
2. Male teachers of Secondary schools are high on teaching competence when compared to female teachers.
3. Male teachers of Secondary schools are high on presentation with respect to teaching competence when compared to female teachers.
4. Female teachers of Secondary schools are high on attitude towards child centered practices when compared to male teachers.
5. Male teachers of Secondary schools are high on attitude towards pupils when compared to female teachers.
6. The female teachers of Secondary school with high score on personality factor ‘A’ are good in nature where as male teachers with low score are reserved; Male teacher of Secondary school with high
score on personality factor 'B' are more intelligent where as female teachers with low score are less intelligent; Female teacher of Secondary school with high score on personality factor 'C' are emotionally stable where as male teachers with low score are emotionally less stable; The female teachers of Secondary school with high score on personality factor 'E' are dominant whereas male teachers with low score are submissive; The male teachers of Secondary school with high score on personality factor 'I' are enthusiastic where as female teachers with low score are sober; The male teachers of secondary school with high score on personality factor 'G' are moralistic where as female teacher with low score are expedient; The female teachers of Secondary school with high score on personality factor 'H' are bold where as male teacher with low score are hesitant; The male teachers of Secondary school with high score on personality factor 'I' are sensitive where as female teachers with low score are though-minded; Female teachers of Secondary school with high score on personality factor 'L' are suspicious where as male teachers with low score are trusting; The female teachers of Secondary school with high score on personality factor 'O' are self blaming where as male teachers with low score are self-assured; The male teachers of Secondary school with high score on personality
factor 'Q1' are experimenting where as female teachers with low score are conservative; The male teachers of Secondary school with high score on personality factor 'Q2' are self sufficient where as female teachers with low score are group oriented; The female teachers of Secondary school with high score on personality factor 'Q3' are following self image where as male teachers with low score are undisciplined self conflict and the female teachers of Secondary school with high score on personality factor 'Q4' are frustrated where as male teachers with low score are relaxed.

7. Unmarried teachers of Secondary schools are better in their classroom management when compared to married teachers.

8. Married teachers of Secondary schools are high in attitude towards classroom teaching when compared to unmarried teachers.

9. Married teachers of Secondary schools with high score on personality factor 'B' are more intelligent where as unmarried teachers with low score are less intelligent; Therefore it can be concluded that, the married teachers of Secondary school with high score on personality factor 'Q2' are self sufficient where as unmarried teachers with low score are group oriented.
10. Teachers of Secondary schools age groups 46-58 years are high on theoretical values when compared to teachers of age groups of 25-34 years and 35-45 years.

11. The Secondary school teachers in the age group of 35-45 years with high score on personality factor 'B' are more intelligent where as teacher in the age group of 25-34 years with low score are less intelligent; The Secondary school teachers in the age group of 46-58 years with high score on personality factor 'B' are more intelligent where as teacher in the age group of 25-34 years with low score are less intelligent;

12. The Secondary school teachers in the age group of 46-58 years with high score on personality factor 'I' are sensitive where as teacher in the age group of 25-34 years with low score are tough minded; The Secondary school teachers in the age group of 46-58 years with high score on personality factor 'I' are sensitive where as teacher in the age group of 35-45 years with low score are tough minded.

13. Secondary school teacher in the age group of 25-34 years with high score on personality factor 'Q4' are frustrated where as teachers in the age group of 46-58 years with low score are relaxed.

14. Science and arts subject teachers of Secondary schools had different attitude towards profession. Therefore it can be concluded that the
science teachers of Secondary schools are high on attitude towards teaching when compared to arts teachers.

15. Arts teachers of Secondary schools with high score on personality factor 'B' are more intelligent where as science teachers with low score are less intelligent.

16. Teachers with undergraduate and postgraduate degree of Secondary schools had different economic values. Therefore it can be concluded that the undergraduate teachers of Secondary schools are high on economic values when compared to postgraduate teachers.

17. Teachers of Secondary schools belonging to 11-20 years of teaching experience are high on religious values when compared to 1-10 years teaching experience teachers.

18. Secondary school teachers with 0-10 years of experience are high on teaching competence when compared to teachers with 21-31 years of experience; Secondary school teachers with 11-20 years of experience are high on teaching competence when compared to teachers with 21-31 years of experience;

19. Secondary school teachers with 0-10 years of experience are high on teaching competence and its dimension presentation when compared to teachers with 21-31 years of experience; Secondary school teachers with 11-20 years of experience are high on teaching
competence and its dimension presentation when compared to teachers with 21-31 years of experience;

20. Secondary school teachers with 0-10 years of experience are high on teaching competence and its dimension evaluation when compared to teachers with 21-31 years of experience; Secondary school teachers with 11-20 years of experience are high on teaching competence and its dimension evaluation when compared to teachers with 21-31 years of experience;

21. Secondary school teachers with 0-10 years of experience are high on teaching competence and its dimension management when compared to teachers with 21-31 years of experience; Secondary school teachers with 11-20 years of experience are high on teaching competence and its dimension management when compared to teachers with 21-31 years of experience;

22. Secondary school teachers working in private unaided schools are high on teaching competence when compared to teachers working in private aided schools.

23. Secondary school teachers working in private unaided schools are high on teaching competence and its dimension - presentation when compared to teachers working in private aided schools.
24. Secondary school teachers working in private unaided schools are high on teaching competence and its dimension - closing when compared to teachers working in private aided schools; the Secondary school teachers working in government schools are high on teaching competence and its dimension - closing when compared to teachers working in private aided schools.

25. Secondary school teachers working in private unaided schools are high on teaching competence and its dimension - management when compared to teachers working in private aided schools; the Secondary school teachers working in private unaided schools are high on teaching competence and its dimension - management when compared to teachers working in government schools.

26. Secondary school teachers working in private unaided schools are high on attitude towards pupil when compared to teachers of private aided schools.

27. Secondary school teachers working in private unaided schools are high on attitude towards teachers when compared to private aided school teachers.

28. Secondary school teachers working in private unaided schools with high score on personality factor 'L' are suspicious, whereas teachers working in private aided schools with low score are trusting;
Secondary school teachers working in government schools with high score on personality factor 'L' are suspicious, where as teachers working in private aided schools with low score are trusting;

29. Secondary school teachers working in private unaided schools with high score on personality factor 'M' are imaginative, where as teachers working in private aided schools with low score are practical.

30. Secondary school teachers working in government schools with high score on personality factor 'Q1' are experimenting, where as teachers working in private unaided schools with low score are conservative.

5.7.2 Findings of Correlation Analysis

31. Secondary school teachers high on teaching competence are high on values (total).

32. Secondary school teachers are high on competence dimensions that is planning, presenting and management are high on theoretical values.

33. Secondary school teachers are high on teaching competence and its dimensions that is planning, presentation and evaluation are high on economic value.

34. Secondary school teachers are high on teaching competence and its dimension that is closing of teaching are high on aesthetic value.
35. Secondary school teachers high on teaching competence and its dimensions that is Planning, Presentation, Closing, Evaluation and Management are high on the social value.

36. Secondary school teacher high on attitude towards profession and its all dimensions are high on values (total).

37. Secondary school teachers high on attitudes and its dimensions ie. Attitude towards teachers and profession are high on the theoretical value.

38. Secondary school teachers high on attitudes and its dimensions that is attitude towards profession, teachers, class room teaching and child centered practices are high on economic value.

39. Secondary school teachers high on attitudes and its dimension that is attitude towards educational process are high on aesthetic value.

40. Secondary school teachers high on attitudes and its dimensions that is attitude towards teachers, profession, teaching, child centered practices, educational process and pupils are high on social value.

41. Secondary school teachers high on attitudes and its dimensions that is attitude towards profession, teaching, educational process and pupils are high on political value.

42. Secondary school teachers high on attitudes and its dimension that is attitude towards teachers are high on religious value.
Secondary school teachers high on personality factors A, (Reserved Vs. Outgoing) B (Less intelligent Vs. More intelligent) H (Shy Vs. Bold) N (Open Vs. Shrewd) and Q4 (Relaxed Vs. Frustrated) are high on the values (total).

Secondary school teachers high on personality factors A, (Reserved Vs. Outgoing) B (Less intelligent Vs. More intelligent) C (Emotionally less stable Vs. Emotionally stable) E (Submissive Vs. Dominant) N (Open Vs. Shrewd) O (Self assured Vs. Self blaming) and Q1 (Conservative Vs. Experimenting) are high on the theoretical value.

Secondary school teachers high on personality factors A, (Reserved Vs. Outgoing) G (Expedient Vs. Conscientious) H (Shy Vs. Bold) I (Tough minded Vs. Tender minded) L (Trusting Vs. Suspecious) O (Self Assured Vs. Self blaming) and Q3 (Undisciplined Self conflict Vs. Following Self image) are high on the economic value.

Secondary school teachers high on personality factors A, (Reserved Vs. Outgoing) B (Less intelligent Vs. More intelligent) C (Emotionally less stable Vs. Emotionally stable) E (Submissive Vs. Dominant) L (Trusting Vs. Suspecious) Q1 (Conservative Vs. Experimenting) and Q4 (Relaxed Vs. Frustrated) are high on the aesthetic value.

Secondary school teachers high on personality factors A, (Reserved Vs. Outgoing) B (Less intelligent Vs. More intelligent) E (Submissive Vs.
Dominant) F (Sober Vs. Enthusiastic) N (Open Vs. Shrewd) O (Self assured Vs. Self blaming) Q1 (Conservative Vs. Experimenting) and Q2 (Group oriented Vs. Self sufficient) are high on the social value.

48. Secondary school teachers high on personality factors G, (Expedient Vs. Conscientious) M (Practical Vs. Imaginative) Q1 (Conservative Vs. Experimenting) Q3 (Undisciplined Self conflict Vs. Following self image) and Q4 (Relaxed Vs. Frustrated) are high on the political value.

49. Secondary school teachers high on personality factors C (Emotionally less stable Vs. Emotionally stable) G, (Expedient Vs. Conscientious) H (Shy Vs. Bold) I (Tough minded Vs. Tender minded) M (Practical Vs. Imaginative) Q2 (Group oriented Vs. Self sufficient) and Q3 (Undisciplined Self conflict Vs. Following self image) are high on the religious value.

50. Secondary school female teachers high on teaching competence and its dimensions (Planning, presentation, closing, evaluation and management) are high on values (total).

51. Secondary school female teachers high on teaching competence and its dimension (Planning) are high on the theoretical value.

52. Secondary school female teachers high on teaching competence and its dimensions (Planning, presentation and evaluation) are high on the economic value.
53. Secondary school female teachers high on teaching competence and its dimensions (Planning, presentation, closing, evaluation and management) are high on the social value.

54. Secondary school female teachers high on teaching competence and its dimension (Planning) are high on the religious value.

55. Secondary school female teachers high on attitude and its dimensions (attitude towards profession, teaching, child centered practices, educational process, pupils and teachers) are high on the values (total).

56. Secondary school female teachers high on attitude and its dimensions (attitude towards profession, teaching, child centered practices, and educational process,) are high on the theoretical value.

57. Secondary school female teachers high on attitude and its dimensions (attitude towards profession, teaching, child centered practices, pupils and teachers) are high on the economic value.

58. Secondary school female teachers high on attitude and its dimension (attitude towards educational process) are high on the aesthetic value.

59. Secondary school female teachers high on attitude and its dimensions (attitude towards profession, teaching, child centered practices, educational process, pupils and teachers) are high on the social value.
60. Secondary school female teachers high on attitude and its dimensions (attitude towards profession, child centered practices, pupils) are high on the political value.

61. Secondary school female teachers high on attitude and its dimensions (attitude towards pupils and teachers) are high on the religious value.

62. Secondary school female teachers high on personality factors B (Less intelligent Vs. More intelligent) E (Submissive Vs. Dominant) G (Expedient Vs. Conscientious) O (Self assured Vs. Self blaming) Q1 (Conservative Vs. Experimenting) and Q4 (Relaxed Vs. Frustrated) are high on values (total).

63. Secondary school female teachers high on personality factors A (Reserved Vs. Outgoing) B (Less intelligent Vs. More intelligent) H (Shy Vs. Bold) L (Trusting Vs. Suspicious) Q3 (Uncdisciplined Self conflict Vs. Following self image) and Q4 (Relaxed Vs. Frustrated) are high on theoretical value.

64. Secondary school female teachers high on personality factors A (Reserved Vs. Outgoing) E (Submissive Vs. Dominant) F (Sober Vs. Enthusiastic) H (Shy Vs. Bold) I (Tough minded Vs. Tender minded) M (Practical Vs. Imaginative) and Q1 (Conservative Vs. Experimenting) are high on economic value.
65. Secondary school female teachers high on personality factors A (Reserved Vs. Outgoing) C (Emotionally less stable Vs. Emotionally stable) G (Expedient Vs. Conscientious) I (Tough minded Vs. Tender minded) L (Trusting Vs. suspicious) O (Self assured Vs. Self blaming) Q2 (Group oriented Vs. Self sufficient) and Q4 (Relaxed Vs. Frustrated) are high on aesthetic value.

66. Secondary school female teachers high on personality factors A (Reserved Vs. Outgoing) E (Submissive Vs. Dominant) F (Sober Vs. Enthusiastic) H (Shy Vs. Bold) I (Tough minded Vs. Tender minded) and Q1 (Conservative Vs. Experimenting) are high on social value.

67. Secondary school female teachers high on personality factors A (Reserved Vs. Outgoing) F (Sober Vs. Enthusiastic) G (Expedient Vs. Conscientious) H (Shy Vs. Bold) I (Tough minded Vs. Tender minded) M (Practical Vs. Imaginative) and Q1 (Conservative Vs. Experimenting) Q2 (Group oriented Vs. Self sufficient) Q3 ( Undisciplined self conflict Vs. Following self image) and Q4 (Relaxed Vs. Frustrated) are high on political value.

68. Secondary school female teachers high on personality factors E (Submissive Vs. Dominant) F (Sober Vs. Enthusiastic) H (Shy Vs. Bold) O (Self assured Vs. Self blaming) Q1 (Conservative Vs. Experimenting) and Q2 (Group oriented Vs. Self sufficient) are high on religious value.
69. Secondary school male teachers high on teaching competence and its dimensions (planning, presentation, closing, evaluation and management) are high on values (total).

70. Secondary school male teachers high on teaching competence and its dimensions (presentation, closing and management) are high on theoretical value.

71. Secondary school male teachers high on teaching competence and its dimension (management) are high on economic value.

72. Secondary school male teachers high on teaching competence and its dimensions (planning, presentation, evaluation and management) are high on social value.

73. Secondary school male teachers high on teaching competence and its dimensions (presentation, closing, evaluation and management) are high on political value.

74. Secondary school male teachers high on attitude and its dimensions (attitude towards profession, teaching, child centered practices, educational process, pupils and teachers) are high on values (total).

75. Secondary school male teachers high on attitude and its dimensions (attitude towards profession and teachers) are high on theoretical value.
Secondary school male teachers high on attitude and its dimensions (attitude towards profession, teaching, child centered practices, educational process, pupils and teachers) are high on economic value.

Secondary school male teachers high on attitude and its dimensions (attitude towards profession, teaching, child centered practices, educational process, pupils and teachers) are high on aesthetic value.

Secondary school male teachers high on attitude and its dimensions (attitude towards profession, teaching, child centered practices, educational process, pupils and teachers) are high on social value.

Secondary school male teachers high on attitude and its dimensions (attitude towards profession, teaching, child centered practices, educational process and pupils) are high on political value.

Attitude and its dimension (attitude towards educational process) increase the Religious values of the Secondary school male teachers.

Secondary school male teachers high on personality factors E (Submissive Vs. Dominant) G (Expedient Vs. Conscientious) H (Shy Vs. Bold) O (Self assured Vs. Self blaming) and Q4 (Relaxed Vs. Frustrated) are high on values (total).

Secondary school male teachers high on personality factors B (Less intelligent Vs. More intelligent) E (Submissive Vs. Dominant) F (Sober Vs. Enthusiastic) N (Open Vs. Shrewd) O (Self assured Vs. Self blaming)
Q2 (Group oriented Vs. Self sufficient) and Q4 (Relaxed Vs. Frustrated) are high on theoretical value.

83. Secondary school male teachers high on personality factors A (Reserved Vs. Outgoing) G (Expedient Vs. Conscientious) L (Trusting Vs. Suspicious) and Q3 (Undisciplined Self conflict Vs. Following self image) are high on economic value.

84. Secondary school male teachers high on personality factors B (Less intelligent Vs. More intelligent) E (Submissive Vs. Dominant) F (Sober Vs. Enthusiastic) H (Shy Vs. Bold) Q1 (Conservative Vs. Experimenting) Q2 (Group oriented Vs. Self sufficient) and Q4 (Relaxed Vs. Frustrated) are high on aesthetic value.

85. Secondary school male teachers high on personality factors I (Tough minded Vs. Tender minded) M (Practical Vs. Imaginative) and N (Open Vs. Shrewd) are high on social value.

86. Secondary school male teachers high on personality factors H (Shy Vs. Bold) M (Practical Vs. Imaginative) O (Self assured Vs. Self blaming) and Q3 (Undisciplined Self conflict Vs. Following self image) are high on political value.

87. Secondary school male teachers high on personality factors E (Submissive Vs. Dominant) G (Expedient Vs. Conscientious) M (Practical
Vs. Imaginative) N (Open Vs. Shrewd) and Q3 (Undisciplined self conflict Vs. Following self image) are high on religious value.

5.7.3 Findings of Multiple Regression Analysis

88. Therefore the Teaching experience (X6) contributes better than the remaining potent predictors. Next factor that contributes better for predicting the total values of Secondary school teachers is Educational qualifications.

89. Thus, it seems that Attitude (X2) contributes better than the remaining potent predictors. Next factor that contributes better for predicting the values (total) of Secondary school teachers is Teaching competence.

90. Thus, it seems that Attitude (X2) contributes better than the remaining potent predictors. Next factor that contributes better for predicting the dimension of total values that is theoretical values of Secondary school teachers is Personality.

91. Thus, it seems that teaching competence (X1) contributes better than the remaining potent predictors. Next factor that contributes better for predicting the dimension of total values that is economic values of Secondary school teachers is Attitude.

92. Thus, it seems that Teaching competence (X1) contributes better than the remaining potent predictors. Next factor that contributes better for
predicting the dimension of total values that is aesthetic values of Secondary school teachers is Personality.

93. Thus, it seems that Attitude (X2) contributes better than the remaining potent predictors. Next factor that contributes better for predicting the dimension of total values that is social values of Secondary school teachers is Teaching competence.

94. Thus, it seems that Personality (X3) contributes better than the remaining potent predictors. Next factor that contributes better for predicting the dimension of total values that is political values of Secondary school teachers is Attitude.

95. Thus, it seems that Attitude (X2) contributes better than the remaining potent predictors. Next factor that contributes better for predicting the dimension of total values that is Religious values of Secondary school teachers is Personality.

5.7.4 Findings of Path Analysis

96. The direct effect of Teaching competence (X1), Attitude (X2), and Personality (X3) on values (total) of Secondary school teachers is found to be positive and significant.
The indirect effect of teaching competence (X1) through Attitude (X2) and Personality (X3) on total values of Secondary school teachers is found to be positive and significant.

The indirect effect of Attitude (X2) through Personality (X3) on total values of Secondary school teachers is found to be positive and significant.

The indirect effect of Personality (X3) through Personality (X3) on total values of Secondary school teachers is found to be positive and significant.

The direct effect of Teaching competence (X1), Attitude (X2), and Personality (X3) on dimension of total values that is theoretical values of Secondary school teachers is found to be positive and significant.

The indirect effect of teaching competence (X1) through Attitude (X2) and Personality (X3) on dimension of total values that is theoretical values of Secondary school teachers is found to be positive and significant.

The indirect effect of Attitude (X2) through Personality (X3) on dimension of total values that is theoretical values of Secondary school teachers is found to be positive and significant.

The indirect effect of Personality (X3) through Personality (X3) on dimension of total values that is theoretical values of Secondary school teachers is found to be positive and significant.
104. The direct effect of Teaching competence (X1), Attitude (X2), and Personality (X3) on dimension of total values that is economic values of Secondary school teachers is found to be positive and significant.

105. The indirect effect of teaching competence (X1) through Attitude (X2) and Personality (X3) on dimension of total values that is economic values of Secondary school teachers is found to be positive and significant.

106. The indirect effect of Attitude (X2) through Personality (X3) on dimension of total values that is economic values of Secondary school teachers is found to be positive and significant.

107. The indirect effect of Personality (X3) through Personality (X3) on dimension of total values that is economic values of Secondary school teachers is found to be positive and significant.

108. The direct effect of Teaching competence (X1), and Personality (X3) on dimension of total values that is aesthetic values of Secondary school teachers is found to be positive and significant.

109. The indirect effect of teaching competence (X1) through Personality (X3) on dimension of total values that is aesthetic values of Secondary school teachers is found to be positive and significant.

110. The indirect effect of Attitude (X2) through Personality (X3) on dimension of total values that is aesthetic values of Secondary school teachers is found to be positive and significant.
teachers is found to be positive and significant. Hence, the null hypothesis is rejected and alternative hypothesis is accepted.

111. The indirect effect of Personality (X3) through Teaching competence (X1) and Attitude (X2) on dimension of total values that is aesthetic values of Secondary school teachers is found to be positive and significant.

112. The direct effect of Teaching competence (X1) and Attitude (X2) on dimension of values (total) that is social values of Secondary school teachers is found to be positive and significant.

113. The indirect effect of teaching competence (X1) through Attitude (X2) on dimension of total values that is social values of Secondary school teachers is found to be positive and significant.

114. The indirect effect of Attitude (X2) through Teaching competence (X1) and Personality (X3) on dimension of total values that is social values of Secondary school teachers is found to be positive and significant.

115. The direct effect of Attitude (X2), and Personality (X3) on dimension of values (total) that is political values of Secondary school teachers is found to be positive and significant.

116. The indirect effect of Teaching competence (X1) through Attitude (X2) and Personality (X3) on dimension of total values that is political
values of Secondary school teachers is found to be positive and significant.

117. The indirect effect of Attitude (X2) through Teaching competence (X1) and Personality (X3) on dimension of total values that is political values of Secondary school teachers is found to be positive and significant.

118. The indirect effect of Personality (X3) through Attitude (X2) on dimension of total values that is political values of Secondary school teachers is found to be positive and significant.

119. The direct effect of Attitude (X2), and Personality (X3) on dimension of values (total) that is Religious values of Secondary school teachers is found to be positive and significant.

120. The indirect effect of teaching competence (X1) through Personality (X3) on dimension of total values that is Religious values of Secondary school teachers is found to be positive and significant.

121. The indirect effect of Attitude (X2) through Personality (X3) on dimension of total values that is Religious values of Secondary school teachers is found to be positive and significant.

122. The indirect effect of Personality (X3) through Teaching competence (X1) and Attitude (X2) on dimension of total values that is Religious
values of Secondary school teachers is found to be positive and significant.

5.8 Discussion and Conclusion

The teaching competence and value of Secondary school teachers. There is positive and significant relationship between the variables. It is found in the study that, higher the teaching competence higher the values among the Secondary school teachers. The teaching competence and all its dimension influence positively on the values and its dimensions one or the other way. Therefore, to have better values among Secondary school teachers we should developing the good teaching competence among the teachers through workshops, seminars, refresher courses etc. would go a long way.

The attitude towards profession and value of Secondary school teachers. There is a positive and significant relationship between the variables. It is found in the study that, higher the attitude towards profession higher the values among the teachers. The attitude and all its dimension influence positively on values and all its dimensions one or the other way. Therefore to have better values among the Secondary school teachers it is necessary to develop a good attitude towards teaching profession through
knowledge of democratic principles, duty consciousness, love and affection towards people and adjustable qualities etc.

Personality and values of Secondary school teachers. There is a positive and significant relationship between these variables. This is found in the study that certain personality factors that is A, B, H, N and Q4 influence positively over all values of Secondary school teachers and at the same time the values and its dimensions specifically are influenced by their certain specific factors of the personality. Thus, it can be concluded that the personality and its factors in one or the other way influence significantly the values of Secondary school teachers. Personality of the Secondary school teachers must be improved through the workshops, special lecturers, seminars, psychotherapy and personality development programmes etc. to indicate better values among them.

The values of the Secondary school teachers were also influenced positively by the age, sex, location, marital status, teaching experience, level of education and subject teaching in schools. Therefore the authorities should take care of all these aspects in making the Secondary school teachers the value-based teachers.
S.9 Educational Implications and Recommendations

On the basis of the findings of the study and observations made by the investigator during the study, a few recommendations which may help in developing good values based Secondary school teachers to improve the quality of education given at the Secondary school level.

1. It is found in the study that, there is gender difference with respect to dimension of values that is social value, dimension of teaching competence that is presentation, dimension of attitude that is child centered practices and pupils, factors of personality that is A, B, C, E, F, G, H, I, L, O, Q1, Q2 and Q3 factors. The department of education should take needful action in respect of differences found in the study to employ teacher faculty without any gender difference. Both the genders should be given following facilities to avoid the differences: (I) All the teachers should be given knowledge of values and training in it. (ii) The teaching competence should be developed through various programmes. (iii) Both the genders should be to given training in maintaining child-centered practices in schools and good attitude towards pupils. (iv) Both the gender teaches are equally important to the students. Personality developmental programmes to be organized for this purpose.
2. It is found in the study that, marital status became cause for difference with respect to dimension of teaching competence that is management, dimension of attitude that is attitude towards classroom teaching and factors of personality that is B and Q2. These kinds of differences should not exist among teachers of Secondary schools in respect of their marital status. All the teachers should have good teaching competency, good attitude towards classroom teaching, B and Q2 personality factors. These teachers should be provided participation in enrichment programmes, refresher courses, workshops, seminars etc to minimize the differences as mentioned.

3. The study found that, the age factor became a reason for difference with respect to dimensions of values that is theoretical, personality factors that is A, B, I and Q4. The differences in age factor among Secondary school teachers should be curtailed. For this there should be facilities for good lectures on values, principles, personality and its factors, workshops, seminars and refresher courses, in-service programmes etc. such facilities will help in equal development of theoretical values and personality factors that is A, B, I and Q4.

4. The study found that, the subject specialization area also has became a cause for the existence of differences with respect to attitude towards profession and personality factor that is 'B' among Secondary school
teachers. The area specialization should not create the differences with this respect. To overcome this problem there should be special lectures, seminars on need and importance of teachers' profession and personality developmental programmes for these teachers.

5. The study reveals that, the level of education has also became cause for the existence of differences with respect of dimension of value that is economic value. High and low levels of education, teachers should equally develop good economic values. Then only the both category teachers would be able to give equally good education to students. Special knowledge and experience with respect to values and its dimensions through seminars, workshops, and special lecture programmes for the Secondary school teachers may help a lot.

6. The findings reveals that, the level of experience in the field became cause for differences with respect to values and its dimension that is religious. Teaching competence and dimensions that is presentation, evaluation, class room management and the personality factors that is O and Q3 among Secondary school teachers. The experienced and new comers should equally be good teachers. Carefully planned programmes on values of teachers, the workshop on evaluation procedures and personality developmental programmes arranged for teachers may be quite useful.
7. The study found that, the type of management became a strongest reason for the existence of differences with respect of teaching competency, and its dimensions that is presentation, management and closing, attitude towards profession and its dimensions that is pupils, teachers and personality and its factors that is L and M among Secondary school teachers. The government and its concerned bodies must take proper care over these different types of management schools. Keen observation, visits, refresher courses, workshops and seminars should be organized by the authorities for the improvement of all the Secondary school teachers.

8. It is found in the study that, the locality of school makes differences in dimension of teaching that is lesson, presentation and evaluation, attitude towards profession and factor of personality that is ‘B’ among Secondary school teachers. The locality of school should not negatively influence on the teachers. The authorities should take required care that is (i) timely conduct of refresher courses to improve teaching, (ii) Guest lectures to develop the knowledge of national interests, values and principles (iii) Workshops on personality develop for all the Secondary school teachers.

9. The study has shown that, the attitude towards profession and its level of existence among Secondary school teachers created differences
among them. The differences found in the dimensions of values that is economic, social and political values among Secondary school teachers. The good attitude is the base for the overall quality of teacher and has it influence on values. The good knowledge of educational philosophy, psychology, management and technology is to be provided through seminars, workshops to develop expertise in the said areas among Secondary school teachers.

5.10 Suggestions for Further Research

On the basis of researcher's acquaintance with the problem and keeping the limitations in view, following suggestions may be offered for further research.

1. The present study has been largely concerned with the Secondary school teachers of Belgaum District. It would be highly desirable if a similar study could be taken up, perhaps, with a wider sample from the state of Karnataka.

2. The study could be extended to primary school teachers as well as to the higher secondary school teachers.

3. A comparative study could be made between primary and Secondary school teachers and also between higher Secondary school teachers to know their differences and correlation in values.
4. The effective tools / instruments could be developed to measure the values, competency, personality and attitude of teachers to suit all Indian situation and make the instruments valid for wider application.

5. Study could be conducted by treating personality of teachers as the independent variable to study its impact on competence of the teachers.

6. Teaching competence could be studied with all other determinants, in the light of quality improvement in school education as suggested by NPE-1986.

7. A study could be undertaken to evaluate the impact of in-service training programme and refresher courses designed for the teachers on the values of teachers and attitudes of teachers towards profession.

8. Since, teachers have played different roles in the changing society like ours, it may be suggested to undertake a study involving role analysis, role conflict of teachers, relation to their values as well as personality.

9. The study could also be extended to the Heads of the schools to study their personality in relation to values.

10. Physical education and W-Art, Craft and music teachers were excluded in the present study. Attempts could be made to include all the teachers working in the Secondary schools to know about their values in relation to personality, coherence and attitude towards profession.
11. The comparative study could be conducted on values of linguistic minority Secondary school teachers and the values of regional language Secondary school teachers.

12. The comparative study could be conducted on values of higher education teachers and lower education teachers of Karnataka State.

13. It is worthwhile to design similar studies to know about the values of inspecting authorities and administrators of the departments.

14. It is also essential to conduct studies to understand different reactions of teachers towards conditions required to improving their values and teaching competence.

15. A questionnaire could be designed to elicit suggestions from the subjects as to the ways by which their values and personality could be improved.

16. The study could be conducted to know the relationship between values and job satisfaction of Secondary school teachers.

17. The personality can be considered as dependent variable and values, competence and attitudes can be made independent variable in the study to find out their influence on the personality.