CHAPTER VI

Summary and Conclusions
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SUMMARY AND CONCLUSIONS

6.1 SUMMARY

An attempt has been made to discuss the major findings of the study to throw more light on the unique findings and also to suggest comprehensive ways and means of utilizing the present information in a fruitful manner. This chapter reports a summary of the study under the headings: introduction, title of the problem, objectives, hypotheses, methodology, tools used, sample, data collection, statistical analysis, conclusions, suggestions for further research and educational implications of the study.

6.2 INTRODUCTION

The ultimate aim of education is the total development of personality of the individual. Balanced development of cognitive, affective and psychomotor domains is of utmost importance for fruitful life. In the present day educational system, one can witness a biased emphasis on the cognitive aspect of the personality. Knowledge and technology are developing at a much more rapid pace now than before.

To have a happy and successful life, the educational system should give top priority to the inculcators of values. It is high time to evaluate the present value system prevailing among students and explore the ways and means to internalize the most important values in students.

Even though, many factors such as family, friends, mass media, socioeconomic factors, curricular, co-curricular activities are helping to form certain values in students yet the influence of family and teachers on students...
is the highest. This is clearly brought out by the Education Commission (1964-66) in its report. It observed, "The school atmosphere, the facilities provided in the school, have a major role in developing a sense of values. It is not only the teachers in charge of moral instruction who are responsible for building character, every teacher, whatever the subject the teacher deals must necessarily accept his responsibility.

Values have different facets such as aesthetic, economic, hedonistic, power, religious, social, knowledge, democratic, health, political, scientific, spiritual and theoretical dimensions. One may not ignore one aspect of value system for the sake of others. A well-balanced personality requires a combination of all these values and such values should be inculcated at the primary to university level. For this the teachers are the real agents. It is natural that unless the teachers are having such value system, he/she may not be able to inculcate such things in students.


Investigations that attempt to identify the attitudes towards different values possessed by B.Ed. students and value practices will give comprehensive idea about the value system prevailing at B.Ed. level. Further studies probing into the relationship between values and personality would help to concentrate on aspects where the emphasis has to be given. Keeping
all the above aspects in mind, the present study was formulated. Comprehensive studies covering the attitudes towards different values and their practices possessed by the students generally provide clear perspective about the value system prevailing in the B.Ed. students. The present study the attitudes towards values and their practices in relation to personality factors among B.Ed. students is an attempt in that direction.

6.3 STATEMENT OF THE PROBLEM

The problem under investigation is “A Study of Attitudes towards Values and Their Practices in relation to certain Personality Factors among B.Ed. Students in Andhra Pradesh.”

6.4 OBJECTIVES OF THE STUDY

The following are the objectives of the study:

1. To study the attitudes towards values among B.Ed Students.

2. To know the practices of values among B.Ed. Students.

3. To ascertain the influence of personal and demographic variables viz., gender, age, caste, region, religion, marital status, methodology, educational qualifications, nativity, father’s occupation, mother’s occupation on attitudes towards values and value practices among B.Ed. Students.

4. To assess the relationship between attitudes towards values and personality factors among B.Ed. students.

5. To assess the relationship between value practices and personality factors among B.Ed. Students.

6. To predict attitudes towards values and value practices of B.Ed. Students with the help of independent variables.
6.5 HYPOTHESES OF THE STUDY

To realize the above objectives the following hypotheses in null form are formulated for testing

1. The attitudes towards various values to be formed by B.Ed. Students would not be different

2. The practices of various values of B.Ed. Students would not be different

3. There is no gap between attitudes towards values and their practices for each of the values studied

4. There is no significant difference between gender and attitudes towards values among B.Ed. Students

5. There is no significant difference between gender and value practices among B.Ed. Students

6. There is no significant difference between attitudes towards values and age of B.Ed. Students

7. There is no significant difference between values practices and age of B.Ed. Students

8. There is no significant difference between caste and attitudes towards values among B.Ed. Students

9. There is no significant difference between caste and value practices among B.Ed. Students

10. There is no significant difference between region and attitudes towards values among B.Ed. Students

11. There is no significant difference between region and value practices among B.Ed. Students
12. There is no significant difference between religion and attitudes towards values among B.Ed. Students

13. There is no significant difference between religion and value practices among B.Ed. Students

14. There is no significant difference between marital status and attitudes towards values among B.Ed. Students

15. There is no significant difference between marital status and value practices among B.Ed. Students

16. There is no significant difference between attitudes towards values of B.Ed. Students and qualification

17. There is no significant difference between value practices of B.Ed. Students and qualification

18. There is no significant difference among different Methodology students and attitudes towards values

19. There is no significant difference among different Methodology students and practices on values

20. There is no significant difference between locality and attitudes towards values among B.Ed. Students

21. There is no significant difference between locality and value practices among B.Ed. Students

22. There is no significant difference between father's occupation and attitudes towards values among B.Ed. Students

23. There is no significant difference between father's occupation and value practices among B.Ed. Students
24. There is no significant difference between mother's occupation and attitudes towards values among B.Ed. Students
25. There is no significant difference between mother's occupation and value practices among B.Ed. Students
26. There is no significant difference between personality factors and attitudes towards values among B.Ed. Students
27. There is no significant difference between personality factors and value practices among B.Ed. Students
28. It would not be possible predict significantly the major portion of attitudes towards value and practices of values of B.Ed. Students with the help of the independent variables included in the study

6.6 VARIABLES STUDIED

The list of the variables is given below:

1) Dependent Variables: The two dependent variables in the study viz.,
   i) Attitudes towards Values
   ii) Practices of Values

2) Independent Variables: The independent Variables, which are considered in the study, are grouped under two categories as mentioned below:

a) Personal and Demographic Variables:
   i) Gender ii) Age iii) Caste iv) Region v) Religion vi) Marital Status
   vii) Educational Qualifications viii) Methodology ix) Locality
   x) Father's Occupation xi) Mother's Occupation

b) Personality Factors: Cattell's 16 personality factors
6.7 TOOLS USED

For the purpose of the study, the following tools were used:

1. Scale to assess the attitudes towards values of B.Ed. students. The investigator developed the tool.

2. Questionnaire to assess the value practices of B.Ed. students. The investigator developed the tool.

3. Cattell’s 16 Personality Factor Questionnaire Form-C to assess the personality of the B.Ed. students.

6.8 SAMPLE FRAME

The state of Andhra Pradesh consists of 3 regions namely Rayalaseema, Telengana and Coastal Regions. All the three regions were included in the study. Out of the different B.Ed. Colleges existing in the regions, a sample of three colleges was randomly chosen. All the B.Ed. students studying in the respective colleges were included in the sample. Thus, the sample of the study consisted of 960 B.Ed. Students. The sample frame for the study is 2x4x2 factorial design with two divisions in gender (Male/Female), four divisions in methodologies (Mathematics/Physical Sciences/Biological Sciences/Social Studies) and two divisions in locality (Urban/Rural).

6.9 COLLECTION OF DATA

The instruments viz., Rating Scale to measure B.Ed. Students’ Attitudes towards Values, Questionnaire Schedule to measure Value Practices of the B.Ed. Students, 16 Personality Factor Questionnaire and the personal data sheet were administered to the 960 B.Ed. Students individually after
establishing proper rapport with them. The B.Ed. students were explained, the purpose and significance of the study and the method in which they had to answer the different items under different instruments or tools used in the study. Sufficient time was given to them to respond to the items. Care was taken to see that the respondents answered all the items in all the data gathering tools.

6.10 ANALYSIS OF THE DATA

The data collected thus was analyzed by using relevant statistical techniques like descriptive statistical measures, 't' test, ANOVA (F-Ratio) to find out whether differences in the independent variables accounted for significant differences in the dependent variables. Multiple correlation coefficient 'R' was calculated by carrying out step-wise Regression analysis to find out whether it was possible to predict the two dependent variables viz., Attitudes towards Values and Value Practices with the help of the independent variables. The usual levels of significance viz., 0.05 and 0.01 were employed to test the significance of the values obtained. The obtained results were also represented graphically wherever necessary.

6.11 CONCLUSIONS OF STUDY

From the statistical analysis of the investigation, the following conclusions were drawn

Section – I

1) In general, the attitudes of B.Ed. Students were positive on all the values.

2) The attitudes of B.Ed. Students towards various values were different.
3) The first and foremost important value as perceived by the B.Ed. Students where the attitudes were high was the Health value. The next three values Democratic, Knowledge and Hedonistic Values were more or less equally perceived. The fifth place is for Social Value and the next place comes to Aesthetic Value. The last but one place is for Power Value and the last place regarding the forming of attitudes is the Religious value.

4) The practices of B.Ed. Student regarding any value were less than their attitudes, except for the religious value.

5) It is quite natural that even though the B.Ed. Students' attitudes are high regarding their values, they may not practice them as per their attitudes.

6) The practices of various values of B.Ed. students were different.

7) The B.Ed. students possess high practice of democratic value and the second highly practiced value is Hedonistic value. The third and fourth highly practiced values are Social and knowledge values respectively. They exhibited more or less equal practice regarding Health, Aesthetic Values. The next level in their practice was given to the Religious value. The last but one place goes to Power value, the least practiced value by the B.Ed. students was the Economic Value.

8) It was found that there was a gap between the attitudes towards values and value practices of the B.Ed. Students.

9) The value, which has highest attitude, is the health value and it is placed fifth regarding practice. The second higher value regarding attitude is democratic value and that is the most practiced value. There
is negligible difference between attitudes and practices of the Democratic Value. The third value regarding attitude is knowledge, but it is placed fourth regarding the practice.

10) The fourth and fifth place goes to Hedonistic and Social values regarding attitudes and they are placed second and third respectively regarding practice. The sixth place goes to Aesthetic value regarding both attitudes and practices.

11) The next successive value, which has high attitude, is the Economic value but this is the least practiced value. The eighth place goes to Power value regarding attitudes and practices. The value, which has lowest attitude, is the Religious value and it is placed seventh regarding practice.

Section – II

1) In general, the attitudes of B.Ed. students were positive on all values. The variables Methodology, age, region could bring significant variation in general in the formation of attitudes towards values among B.Ed. Students. The other variables viz., gender, marital status, caste, religion and educational qualification could bring significant variation on the specific individual values only. The variables locality and parent’s occupation could not bring any significant variation in the attitudes towards values of B.Ed. Students.

2) The variables region, religion, marital status, locality, parent’s occupation and educational qualification could bring significant variation in general in the value practices among B.Ed. Students. The other variables viz., gender, age, caste, methodology could bring significant variation on the specific individual values only
3) a. **Gender**: The attitudes towards values of female B.Ed. Students are more favorable than male B.Ed. students.

   b. The female B.Ed. Students practice values better than male B.Ed. students.

4) a. **Age**: The B.Ed. Students who are 22 years and below have more positive attitudes towards values than the B.Ed. Students who are above 22 years.

   b. The B.Ed. Students who are above 22 years have better value practices than the B.Ed. Students who are 22 years and below.

5) a. **Caste**: In case of Caste, the B.Ed. Students belonging to Scheduled Caste have more favourable attitudes towards values when compared to the B.Ed. Students belonging to Backward and Forward Castes.

   b. The B.Ed. Students belonging to Backward Caste have better value practices when compared to the B.Ed. Students belonging to Forward Caste and Scheduled Caste.

6) a. **Region**: In case of region, the B.Ed. Students belonging to Coastal region have more positive attitudes towards values when compared to the B.Ed. Students belonging to Telengana and Rayalaseema regions.

   b. The B.Ed. Students belonging to Rayalaseema region have better value practices than the B.Ed. Students belonging to Coastal and Telengana regions.

7) a. **Religion**: The B.Ed. Students belonging to Muslim religion have more positive attitudes towards values than B.Ed. Students belonging to Christian and Hindu religions.
b. The B.Ed. Students belonging to Hindu religion have better value practices than the B.Ed. Students belonging to Muslim and Christian religions.

8) a. Marital Status: The unmarried B.Ed. Students have more positive attitudes towards values than married B.Ed. Students.
b. The unmarried B.Ed. Students have better value practices than married B.Ed. Students.

9) a. Educational Qualifications: The graduate B.Ed. Students have more positive attitudes towards values than B.Ed students who completed their post-graduation.
b. The graduate B.Ed. Students have better value practices than B.Ed students who completed their post-graduation.

10) a. Methodologies: The B.Ed. students who belong to Biological sciences methodology have more positive attitudes towards values than the B.Ed. students who belong to Social Studies, Physical sciences and Mathematics methodologies.
b. The B.Ed. students who belong to Mathematics methodology have better value practices than the B.Ed. students who belong to Physical sciences, Biological sciences and Social Studies methodologies.

11) a. Locality: The B.Ed. Students belonging to urban locality have more positive attitudes towards values than the B.Ed. students belonging to rural locality.
b. The B.Ed. Students belonging to rural locality have better value practices than the B.Ed. students belonging to rural locality.
12) a. **Father’s Occupation:** The B.Ed. Students whose fathers are unskilled have more positive attitudes towards values than the B.Ed. Students whose fathers have professional jobs and skilled work.

b. The B.Ed. Students whose fathers have skilled work have better value practices than the B.Ed. Students whose fathers have unskilled work and professional jobs.

13) a. **Mother’s Occupation:** The B.Ed. Students whose fathers are professionals have more positive attitudes towards values than the B.Ed. Students whose fathers have skilled and unskilled work.

b. The B.Ed. Students whose fathers are professionals have better value practices than the B.Ed. Students whose fathers have unskilled and skilled work.

**Section – III**

1) There is relationship between personality traits and attitude towards values of B.Ed. students and of all factors, Factor A is better related.

2) There is relationship between personality traits and value practices of B.Ed. students, except for Factor-B.

3) a. **Factor A:** Attitudes towards values of B.Ed. Students were affected by their reservedness. The outgoing B.Ed. Students possess high attitudes towards economic, power, hedonistic and aesthetic values than reserved B.Ed. Students.

b. The more outgoing B.Ed. Students practice their values at greater level than reserved B.Ed. Students, except for social, religious and knowledge values.
4) a. **Factor B**: Attitudes towards social, knowledge and health values of B.Ed. Students were partially affected by their intelligence.

   b. Intelligence does not have any relationship with value practices of the B.Ed. Students.

5) a. **Factor C**: The emotionally stable or emotionally less stable B.Ed. Students do not have high attitudes towards values, except on the aesthetic value.

   b. The emotionally stable B.Ed. Students practice values very well than the less emotionally stable B.Ed. Students.

6) a. **Factor E**: B.Ed. Students whether dominant or submissive, do not vary with their attitudes towards values, except for Economic and Knowledge values.

   b. B.Ed. students with submissive nature practice values more than dominant B.Ed. students, except for aesthetic value.

7) a. **Factor F**: The sober or enthusiastic nature of the B.Ed. students has nothing to do with the attitudes of values but have more concern with their economic and aesthetic values.

   b. The enthusiastic B.Ed. students practice values more than sober B.Ed. students, except for economic, power and hedonistic values.

8) a. **Factor G**: B.Ed. students whether persistent or expedient do not possess any relationship with their attitudes towards values, except regarding social, religious and economic values.

   b. The B.Ed. students who have persistent nature practice values more than B.Ed. students who are expedient, except for the aesthetic value.
9) a. **Factor H:** Shyness or venturesome B.Ed. Students do not possess any relationship with their attitudes towards values except for economic, knowledge and aesthetic values.

b. B.Ed. Students who are shy natured practice values better than adventurous students, except for economic, aesthetic and health values.

10) a. **Factor I:** B.Ed. Students whether tough-minded or tender-minded they do not vary in their attitudes towards values, except for aesthetic value.

b. The tough-minded B.Ed. students practice values more than tender-minded students, except for religious and economic values.

11) a. **Factor L:** Whether the B.Ed. Students has trusting or suspecting nature they do not vary in their attitudes towards values, except for democratic value.

b. B.Ed. Students with trusting nature practice social, religious and hedonistic values better than B.Ed. students with suspecting nature.

12) a. **Factor M:** B.Ed. Students whether practical or imaginative do not vary in their attitudes towards values, except for aesthetic value.

b. The B.Ed. Students with imaginative nature practice social, democratic, aesthetic and health values better than practical minded B.Ed. students

13) a. **Factor N:** B.Ed. Students whether forthright or polished do not vary in their attitudes towards values, except for economic and aesthetic value.
b. The forthright B.Ed. Students practice religious, economic, democratic, knowledge and aesthetic values better than B.Ed. students of polished nature.

14) a. **Factor O:** B.Ed. students whether secure or insecure do not vary in their attitudes towards values, except for democratic and power values.

b. The unsecured B.Ed. students practice values better than the secured B.Ed. students, except for economic value.

15) a. **Factor Q1:** B.Ed. Students with conservative or experimenting nature do not vary in their attitudes towards values, except for democratic value.

b. The B.Ed. students with experimenting nature practices aesthetic and health values better than the conservative B.Ed. Students.

16) a. **Factor Q2:** Attitudes towards values do not vary whether the B.Ed. Students are dependent or self-sufficient, except for economic and aesthetic values.

b. The B.Ed. Students with dependent nature practice social, religious and health values better than the students who are self-sufficient.

17) a. **Factor Q3:** Attitudes towards values of B.Ed. Students do not vary whether the B.Ed. students are uncontrolled or controlled, except for social, religious and economic values.

b. Value Practices of B.Ed. Students do not vary whether the B.Ed. students are uncontrolled or controlled, except for economic, democratic, power, hedonistic and health values.
a. **Factor Q4:** Attitudes towards values of B.Ed. Students do not vary whether the B.Ed. students are relaxed or tense, except for economic, knowledge and power values.

b) Value Practices of B.Ed. Students do not vary whether the B.Ed. students are relaxed or tense, except for economic and power values.

Section – IV

1) Only 2.6% of variance in ATV (attitudes towards values) of B.Ed. students could be explained with the help of the three independent variables namely Methodology, Factor A and Region. That means Methodology, Factor A and Region were found to be the significant factors which have strong association with the ATV (attitudes towards values).

2) Only 15% of variance in POV (practices of values) was predicted significantly by the variables Region, Factor F, Factor E and Marital Status. That means Region, Factor F, Factor E and Marital Status were found to be the significant factors which have strong association with the POV (practices of values).

6.12 SUGGESTIONS FOR FURTHER RESEARCH

1. The study is limited to Andhra Pradesh; it can be extended to other states in India.

2. The present study is confined to B.Ed. students. The same study can be done on the DIET students, M.Ed. students and Research Scholars in Education and students of other general courses.
3. Studies, which can probe into the reasons for different levels of attitudes towards values and value practices among students, can be attempted.

4. The values are limited to 9 dimensions; the other dimensions can also be taken in the study.

5. Attempts can be made for the construction of standardized tools to assess the attitudes towards values and their practices of B.Ed. students in covering different value dimensions separately.

6. In this study only one Form of Personality is used and future researchers can go for more than one form.

6.13 EDUCATIONAL IMPLICATIONS OF THE STUDY

1. Values are eternal in nature and any amount of negligence of promoting values from childhood onwards is likely to have its impact on the individual and society at large. Indian tradition is deeply rooted for value system and the values, which require the attention of the school system.

2. Since the promotion of values among students depends upon teachers, it is suggested that the different teacher training institutions like B.Ed., DIET, IASE, Academic staff colleges should devote sufficient time to disseminate different aspects of values.

3. As part of the in-service training programme teachers should be given training in practicing values and in inculcation of the same in the students.

4. Moreover, teachers should try to create interest among the students through their method of teaching and co-curricular activities.
5. The teaching methods which are practicable in nature should be included in the curriculum of teacher training course and the teachers should be trained properly in those methods during pre-service training.

6. The present B.Ed. syllabus is covering only one unit of the paper philosophical foundations on value education, which is not sufficient. It is suggested to include a few more units in the syllabus on value education. Value education need not be limited to curricular aspects but should also find a place in co-curricular and extra curricular activities of B.Ed. students.

7. There is a great need to educate the parents and society on values, which goes a long way in moulding the children to be value oriented. So, Parent Teacher Associations must be organized regularly to involve the parents and to make them support in shaping the personality of the students.

8. Training in Guidance and Counselling should be given to the teachers to assist the pupils whenever and wherever needed.

9. Teachers' traditional and conservative attitudes should be changed by involving them in social activities and arranging the Citizenship Training Camp during the pre-service training period.

10. Teacher should realize the importance of value based teachings.

11. Teacher's dairy and Student's dairy should be maintained for the smooth work of daily activities.

12. Seminars and workshops should be conducted regularly under the supervision of the higher officials.
13. B.Ed. students are would be teachers and they should know widely about values. Then only they will be able to practice and inculcate among others. The following suggestions are offered to foster each of the values.

14. To increase the social value among B.Ed. students, the following activities are suggested a) Providing opportunities for group activities b) Life histories of social reformers should be made known to students c) N.S.S. and N.C.C. units should be established in B.Ed. colleges d) Social awareness camps on various issues should be conducted e) Guest lectures by eminent personalities should be arranged to foster the social values among B.Ed. Students.

15. To boost the religious value of the students a) Teachers and administrators have to act as role models in their day-to-day dealings with the students b) Birthday celebrations of great leaders who are known for their sacrifice, honesty in their personal life may be celebrated c) The biographies of great religious leaders should be included in the curriculum. d) All religions common principles should be made known to B.Ed. students e) The contribution of religious leaders to the development of society can be highlighted by special lectures by inviting people of eminence.

16. To foster economic value of the students a) small savings for students may be started in colleges in collaboration with near by post office and banks b) the accounts may be maintained by students.

17. For the development of democratic value, the following activities are suggested a) Students should be encouraged to read literature, books and articles, two periods per week can be allotted for library work under the teachers supervision b) Important days be celebrated by the students.
themselves only c) Organization of seminars, debates, sharing the work, providing collective responsibilities and duties to the individuals should be encouraged to increase the democratic values among the B.Ed. students.

18. To increase the knowledge value among B.Ed. students, the following activities are suggested a) Assignments, project works should be given b) Making a hobby to read good books c) Providing opportunities in problem solving skills.

19. To develop power value in students, the following activities are suggested a) Elimination of negative usage of power b) To build up leadership qualities c) Organization of seminars, functions, tours, field trips by students.

20. To develop hedonistic value a) seminars, workshops, group discussions and symposium may be arranged in B.Ed. colleges.

21. To foster the aesthetic value of the students a) campus should be neat and clean with beautiful trees maintained by B.Ed. students b) B.Ed. students may be encouraged to take part in decoration of the college during celebrations c) B.Ed. college managements can arrange picnics and tours to the place of aesthetic interest also, drawing and painting competitions may be organized.

22. To increase the health value among B.Ed. students, the following activities are to be promoted a) playing games, participation in sports should be compulsory b) Practicing yoga, meditation should be included in curriculum c) For physical fitness – good food habits, morning jagging, drill should be included.