CHAPTER - V
FINDINGS AND SUGGESTIONS

5.1. Introduction
In the previous chapter the researcher gave a detailed account of the various statistical measures used in the analysis and interpretation of the data collected. This chapter deals with brief summary, major findings of the study, educational implications and recommendations and suggestions for further research.

5.2. Statement of the Problem
The title of the present research is “A study of values of prospective secondary school teachers in relation to teacher attitude and teaching aptitude.”

5.3. Objectives of the study
The following are the main objectives of the study:
1. To study the levels of values of the prospective secondary school teachers.
2. To study the influence of the following variables on the values prospective secondary school teachers.
   a) Sex          b) Academic qualifications   c) Methodology
   d) Religion     e) Parents’ annual income
3. To study the influence of the following variables on the theoretical value of the prospective secondary school teachers.
   a) Sex          b) Academic qualifications   c) Methodology
   d) Religion     e) Parents’ annual income
4. To study the influence of the following variables on the economic value of the prospective secondary school teachers.
   a) Sex          b) Academic qualifications   c) Methodology
   d) Religion     e) Parents’ annual income
5. To study the influence of the following variables on the aesthetic value of prospective secondary school teachers.
   a) Sex  b) Academic qualifications  c) Methodology
d) Religion  e) Parents’ annual income

6. To study the influence of the following variables on the social value of prospective secondary school teachers.
   a) Sex  b) Academic qualifications  c) Methodology
d) Religion  e) Parents’ annual income

7. To study the influence of the following variables on the political value of prospective secondary school teachers.
   a) Sex  b) Academic qualifications  c) Methodology
d) Religion  e) Parents’ annual income

8. To study the influence of the following variables on the religious value of prospective secondary school teachers.
   a) Sex  b) Academic qualifications  c) Methodology
d) Religion  e) Parents’ annual income

9. To study the levels of teacher attitude of prospective secondary school teachers.

10. To study the influence of the following variables on the teacher attitude of prospective secondary school teachers.
    a) Sex  b) Academic qualifications  c) Methodology
d) Religion  e) Parents’ annual income

11. To study the levels of teaching aptitude of prospective secondary school teachers.

12. To study the influence of the following variables on the teaching aptitude of prospective secondary school teachers.
    a) Sex  b) Academic qualifications  c) Methodology
d) Religion  e) Parents’ annual income

13. To study the relationship between values and teacher attitude of the prospective secondary school teachers.
14. To study the influence of the following variables on the relationship between values and teacher attitude of prospective secondary school teachers.
   a) Sex  b) Academic qualifications  c) Methodology
d) Religion  e) Parents’ annual income

15. To study the relationship between values and teaching aptitude of prospective secondary school teachers.

16. To study the influence of the following variables on the relationship between values and teaching aptitude of prospective secondary school teachers.
   a) Sex  b) Academic qualifications  c) Methodology
d) Religion  e) Parents’ annual income

17. To study the relationship between teacher attitude and teaching aptitude of prospective secondary school teachers.

18. To study the influence of the following variables on the relationship between teacher attitude and teaching aptitude of prospective secondary school teachers.
   a) Sex  b) Academic qualifications  c) Methodology
d) Religion  e) Parents’ annual income

19. To study the inter relationship among the values, teacher attitude and teaching aptitude of prospective secondary school teachers.

20. To study the value preferences of prospective secondary school teachers.

21. To study if there is any change in the order of value preferences of prospective school teachers according to the following variables.
   a) Sex  b) Academic qualifications  c) Methodology
d) Religion  e) Parents’ annual income

5.4 Statement of Hypotheses
Researcher formulated 19 Null hypotheses for testing. C.R. was calculated to find out where exactly the difference of two means was significant. For this purpose a few sub hypotheses were also formulated. The value preferences of prospective secondary school teachers were studied with the help of Mean scores.
5.5 Review of related literature
Studies carried out on teacher values, teacher attitude and teaching aptitude in India and abroad were studied. These previous studies helped the researcher in preparing the plan of action—selection of tools, method of investigation, analysis and interpretation of the data.

5.6 Tools Employed
The tools used in the study were as follows: (1) In order to measure values, Teacher values inventory by Dr. (Mrs.) Harbhajan. L. Singh and Dr. S.P. Ahluwalia (2) To measure teacher attitude, Teacher attitude inventory by Dr. S.P. Ahluwalia (3) To measure teaching aptitude, Teaching aptitude test developed by S.C. Gakhar and Dr. Rajnish.

5.7 Sampling Design
Random stratified sampling technique was adopted for the collection of data. 10 colleges of education under Acharya Nagarjuna University were selected and the total sample constituted 700 of which 50 questionnaires could not be used as they were not completely filled. So the total sample was 650.

5.8 Variables studied
Teacher values were considered as dependent variable. The independent variables were: Teacher attitude and Teaching aptitude. Sex, academic qualification, methodology opted; religion and parents' annual income were taken as extraneous variables.

5.9 Statistical techniques employed:
Mean, Standard deviation, One way ANOVA, C.R, Fisher F, Coefficient of correlation and Multiple correlation were employed in the analysis of the data gathered.
5.10 Findings of the Study:

1. The study shows that 14% of the total sample has low level of values. 13% of the sample has high level of values and the remaining 73% have moderate level of values.

2. Sex makes a significant influence on the values of the prospective secondary school teachers. The male prospective teachers have high level of values when compared to females.

3. Academic qualifications also make a significant influence on the values of the teacher trainees. Graduates have higher level of values than the post graduate prospective teachers.

4. Methodology opted, religion and parents’ annual income do not make any significant influence on the values of the prospective secondary school teachers.

5. Sex, academic qualifications, religion, parents’ annual income do not make any significant influence on the theoretical value of the prospective secondary school teachers.

6. The study shows that prospective teachers of science stream have more theoretical value when compared to the students of arts stream.

7. Sex, academic qualifications and parents’ annual income do not make any influence on the economic value of prospective secondary school teachers.

8. Prospective teachers of arts stream have higher economic value when compared to the science stream students.

9. Prospective teachers of Hindu religion have higher economic value when compared to prospective secondary school teachers of Christian and Muslim religious groups.
10. Sex, academic qualifications, methodology opted, religion, parents annual do not make significant influence on the aesthetic value of prospective secondary school teachers.

11. The female prospective secondary school teachers have higher social value when compared to their male counterparts.

12. Similarly post graduate prospective teachers have higher social value when compared to graduate prospective teachers.

13. Methodology opted, parents’ annual income do not make significant influence on the social value of the prospective teachers.

14. Prospective secondary school teachers of Muslim religion have higher social value than prospective teachers of Hindu and Christian religious groups.

15. Male prospective teachers have higher political value than female teachers.

16. Academic qualifications, methodology opted, religion and parents’ annual income do not make any significant influence on the political value of the prospective secondary school teachers.

17. Sex, academic qualifications, methodology, parents’ annual income do not make significant influence on the religious value the prospective secondary school teachers.

18. Prospective teachers of Christian religion have higher religious value when compared to prospective secondary school teachers of Hindu and Muslim religious groups.
19. The prospective secondary school teachers differ in their levels of teacher attitude. Only 15% of the total sample has high level of teacher attitude, 14% have low level of teacher attitude and remaining 71% have moderate level of teacher attitude.

20. Female prospective secondary school teachers have more favourable teacher attitude when compared to their male counter parts.


22. Prospective secondary school teachers differ significantly in their levels of teaching aptitude. Only 13% of the total sample have high level of teaching aptitude. 13% of the sample has low level of teaching aptitude and the remaining 74% have moderate level of teaching aptitude.

23. The study shows that female prospective secondary school teachers have higher teaching aptitude when compared to their male counter parts.


25. There is no significant relationship between values and teacher attitude of prospective secondary school teachers. Sex, academic qualifications, methodology opted, religion, parents' annual income do not make significant influence on the relationship between values and teacher attitude.

26. There is no significant relationship between values and teaching aptitude of prospective secondary school teachers. Sex, academic qualifications, methodology opted, religion, parents' annual income do
not make significant influence on the relationship between values and teaching aptitude.

27. There is a significant relationship between teacher attitude and teaching aptitude.

28. Sex makes a significant influence on the relationship between teacher attitude and teaching aptitude.

29. Academic qualifications, methodology opted, parents’ annual income do not make significant influence on the relationship between teaching attitude and teaching aptitude.

30. There is no significant relationship among Teacher values, teacher attitude and teaching aptitude of prospective secondary school teachers.

31. The prospective secondary school teachers gave first preference to social value followed by theoretical, religious, aesthetic, economical and political. Social value occupies a very significant place in any democratic country. The present finding is in line with the democratic spirit.

32. There is a difference in the value preferences of male and female prospective secondary school teachers. The male prospective teachers gave first preference to political value and last preference to social value. First preference to political value shows that they are interested in acquiring power, dominance and control over others. The female prospective teachers gave first preference to social value and last preference to the political value. The female prospective teachers scored higher on theoretical, aesthetic and religious values when compared to the male prospective teachers. Higher religious value in females is because of the tradition of our country, in which females are more religious. The traditional culture aspect reflects in this finding.
33. There is a difference in the value preferences of the Graduate and Post Graduate prospective secondary school teachers. The graduates gave equal preference to economic and aesthetic values and last preference to social value, where as the post graduates gave first preference to social value and last preference to economic value. The graduates scored higher on the theoretical, aesthetic and religious values when compared to the post graduates.

34. There is a significant difference in the value preferences of the science and arts stream prospective secondary school teachers. The science stream students gave first preference to the theoretical value and last on the economic value. The science students scored higher on the aesthetic value than the arts students. The arts students gave first preference to economic value and last preference to theoretical value. The arts students scored more on social, political and economic values than the science students.

35. There is a difference in the value patterns of the prospective secondary school teachers of Hindu, Muslim and Christian religious groups. The prospective teachers of Hindu religion gave first preference to economic value, followed by political, social, aesthetic, theoretical and religious value. Prospective teachers of Christian religion scored highest on the religious value followed by theoretical, aesthetic, political, social and economic values. The prospective teachers of Muslim religion gave first preference to theoretical value followed by social, religious, aesthetic, economic and political values.

36. There is a significant difference in the value patterns of the prospective secondary school teachers in relation to their parents annual income is less than Rs.50,000/- have highest preference to theoretical and political values, where as prospective teachers whose parents’ annual income is more than Rs.50,000/- gave highest preference to aesthetic value.
5.11 Educational Implications

On the basis of the findings of the study, relevant literature studied and observations made by the researcher during the study, a few recommendations which may help in developing values, teacher attitude and teaching aptitude among teacher trainees are offered.

1. From the findings of the present study it was revealed that majority of the prospective secondary school teachers have moderate level of values. As the prospective teachers are future teachers, the teacher education curriculum should aim at increasing the level of value orientation in them.

2. One of the findings from the study showed that males have high level of values than females. The teacher training programme should concentrate to increase the level of values among the female prospective teachers as well, since we have more number of females joining the teacher training course.

3. The teacher training programme should aim at the development in the trainees’ understandings, skills and attitudes as would equip them to discharge their function as value educators.

4. The findings of the present study showed that majority of the prospective secondary school teachers have moderate level of teacher attitude. Fundamentally the success of secondary education does not depend either on the definition of aims, statement of objectives or discussion of subject values but on the academic and professional preparation of teachers. Attitudes of teachers reflect their professional preparation. A positive and favourable attitude makes work not only easier but also more satisfying and professionally rewarding. So, the teacher training programmes should inculcate favourable attitude in
teacher trainees by changing the organizational climate of training institutions and by enriching the social emotional climate of their classroom.

5. Another finding showed that 71% of the total sample had moderate level of teaching aptitude. Hence necessary steps should be taken at the time of admission of the teacher trainees. Only those candidates should be selected who adopt this profession as their best choice taking it as a challenge and not as a last resort after losing in other fields of life.

6. The study shows that the value preferences of the prospective secondary school teachers differ according to gender, academic qualification, methodology opted, religion and parents’ annual income. The teacher training programme should aim at enhancing the value orientation of those values which have been given last preference by various groups of prospective secondary school teachers, i.e. social value by males and graduates, political value by females and prospective teachers of Muslim religious group, economic value by postgraduates, science stream students and prospective teachers of Christian religious group, theoretical value by arts stream students and religious value by prospective teachers of Hindu religious group.

5.12 Suggestions for further research

1. The research can be extended to teachers of primary education and prospective teachers of primary education.
2. The study can be carried out with D.Ed and M.Ed students
3. A comparative study can be conducted between teachers of different universities.
4. Further research may be carried out relating values with other socio-psychological factors like self-concept, level of aspiration and self-awareness etc.
5. The present study was confined to prospective secondary school teachers only. Similar research can be conducted on lecturers of degree and professional colleges.

6. An in-depth study can be made to identify the factors for such moderate level of values in majority of the teacher trainees.

5.13 Conclusion

As a result of quick economic growth, over mechanisation, urbanisation and craving for materialistic life, there has been a loss of values and of the value system at the individual level and in the country as a whole. Materialistic needs and never ending lust to earn more and more by putting in less and less effort has become the order of the day. Therefore, it has to be balanced by a value-based life and by inculcation of an attitude that earning money is for leading a respectable life and for helping others who are disadvantaged. Where and when this value orientation should take place in the life of any person? It should begin from home, be buttressed by the community and be entrenched positively by one's school. The kingpin in the schooling process is the teacher.

In the present study, it is noticed that most of the prospective secondary school teachers have moderate level of values. If values have to be nurtured in children it would be crucial that their teachers function as role models. So it becomes extremely important that the teacher education aims at inculcation of values in student-teachers, who are future teachers. Among many, one of the main objectives of teacher training colleges should be development of values.