CHAPTER - I
INTRODUCTION

No system of education, no syllabus, no methodology, no textbook can rise above the level of its teachers. If a country wants to have quality education, it must have quality teachers.

V.S. Mathews

1.1 Significance of values

Education, in its true sense, is a process of aiding the all – round development of an individual - physical, intellectual, social, moral and spiritual. The teacher is expected to function not only as a facilitator for acquisition of knowledge but also as transformer of inner being. But during recent times, education became mere acquisition of information in cognitive learning areas with the sole purpose of passing examinations and getting degrees. This is resulting in the emergence of lopsided personalities. Ancient Indian education was value based. The ultimate purpose and aim of education in Ancient India was attainment of self realization. Education was beyond all religions, in the sense that it was aimed at realizing the ultimate reality, harmonious development and spiritual well being of an individual. The relationship between the teacher and the taught was spiritual and divine with such a close relationship; individuals acquired knowledge, efficiencies and attained meaning to life.

According to PrabhaDixit (2007) India reputed in the ancient lore as the custodian of the ‘Soul’ is now becoming a nation without soul. Materialism has engulfed us to the extent that every one by and large has become a worshipper of Mammon. The youth of today is living in a more complex society, full of paradoxes and contradictions than their forefathers did. On one hand they have experienced man on moon phenomenon made possible by advanced technology and on the other hand they have witnessed racial riots, wars, poverty and ecological corruption. To them institutions are no longer sacred shrines or temples of wisdom. They have become places where there is no devotion or respect. Because of the explosion of knowledge and implosion of wisdom, we find various kinds of grave aberrations, imbalances and calamities. There is explosion of violence in diverse forms. Our cultural
heritage formerly impelled people when in trouble to resort to temple to take prayer to evoke the grace. For diversion and respite people today run to cinema hall or watch T.V. The breaking of the webs of closely knit communities, the dispersal of family members, the stimulation of acquisitiveness, impatience, intolerance this is all what modern civilization has taught us. The characteristic maladies can be summed up in two words ‘rat race’. This sort of today’s social life has challenged our education.

According to Rajendra Prasad (2010) neglect of education in general and inculcation of values through education in particular has been accepted in the “Challenge of Education – A Policy Perspective” - a paper published and circulated in August 1985 by the Government of India. It is stated! Education is a national responsibility which is to transform a state society into one vibrant with a commitment to development and change. The development of human resources is said to be the main function of education.

The National Curriculum Framework (2005), NCERT, echoes the vision of integrating values in every aspect of schooling, seeking guidance from the constitutional vision of India as a secular, egalitarian and pluralistic society, founded on the values of social justice and equality. The values enshrined in the constitution assume paramount significance (NCF, 2005). The inculcation of values among educants would be possible through teachers only, but the products of present teacher education programmes are not adequately equipped to foster these values among the children in schools. It is a hard reality that our teacher education programmes are isolated from the schools and the main stream of universal life.

As teachers are supposed to look after the total development of children and their performance is the most crucial input in the field of education (POA 1992), training should be adequate to stimulate the socio – cultural, moral development of the child; hence an immediate break through is necessary in teacher education programme so that it can meet the challenge of value crisis among young generations, which may result in the elapse of the future society.
1.2 Conceptual Background

1.2.1 Concept of Values

Values are a precipitate of behaviour. They are established predispositions of behaviour. They are what is attractive to a person, they operate as criteria for making judgment between alternative cause of action and they directly influence the quality of the person’s behaviour and decision as a rule, the person adopts those values which help him to achieve the ends he desires and which are at the same time sanctioned by the group with which he is identified, his values are thus influenced by and are reflections of his personality.

People differ in their values and so it is not surprising that their judgments’ at the same object, person or situations differ and that they behave differently in the same or similar situations. Each individual develops values which seem important to him and which guide his life. Conceptually, values refer to those guiding principles of life which are conducive to one’s physical and mental health as well as to social welfare and judgment and which are in tune with one’s culture.

According to Ebel Robert (1969) “Anything capable of being appreciated is a value- food, money, a poem; a political doctrine, a religious creed, a member of other sex etc. are values.” In the words of Ruby (1960), “By values we refer to objects or situations or activities which are liked or desired or approved by human beings.”

Values are subjective as they are entirely dependent upon the changing opinion of the valuing agent and thus deny to them all objective validity. Individuals have likes and dislikes, it is stated, and they project them upon outside objects which in themselves are valueless. One main thing is therefore as good or as bad as another, and there is consequently no standard of value, other than individual taste. So values change from one individual to another according to their own capacities and taste.
Mukherji (1959) held that values are socially approved desires and goals that are internalized through the process of conditioning, learning or socializing and that becomes subjective preferences, standards and aspirations. Cattell (1965) stated that by value we mean the social, artistic, moral and other standards which the individual would like others and himself to follow. According to Hurluck (1964), “values are concepts heavily weighted with emotions. They are the concepts of the desirable which influence the selection from available modes, means and ends of actions.” James (1976) defines values as “Standards and principles for judging worth. They are the criteria by which we judge “things” (people, ideals, actions and situations) to be good, worthwhile, desirable, or on the other hand, bad, worthless or of course, some where in between these extremes, we may apply our value consciously, as part of the influence of our frame of reference, without one being aware of the standards implied by our decisions.”

Having given some definitions on values, the following conclusion may be drawn. Values are the enduring beliefs. They are emotionally charged. They are means to achieve the ends. Values are the product of subject and the object. Value is the function of desire and objective quality. They cannot exist apart from the conative effective activity of the subject. They are the presuppositions and intentions which serve as directive principles of one’s behaviour patterns. In selecting goals, choosing means to achieve them, in resolving conflicts an individual is influenced at every turn by his conception of what he values. Something is preferable, appropriate, good and desirable depending on his value convictions. Values make ones life relatively coherent and meaningful.

1.2.2. Classification of Values

Allport, vernorn and Lindzey (1951) have offered a classification of values based on Spranger’s (1928) ‘Type of Men’. This includes theoretical, economic, aesthetic, social, political and religious aspects of human life.
Theoretical Value
The dominant interest of theoretical man is the discovery of truth. It is truth as sought by amateurs of great fortune for its own sake. In pursuing this goal he characteristically seeks to observe, to reason, and to organise his knowledge in a systematic manner, without being influenced by the beauty or the utility of the object he is studying. Since this involves the use of rational, critical and empirical processes, the theoretical man is an intellect - often a scientist or a philosopher.

Economic Value
It is the wealth for its own sake as sought by amateurs of great fortune. An economic man is characteristically interested in what is useful and thus with the practical affairs of business - production, marketing, credit, wealth, often this attitude conflicts with other values, since the economic man regards pure science as opposed to applied, as worthless and has little regard for act except as it serves commercial ends. He tends to confuse luxury with beauty. Coleman (1971) says, economic value is concerned with business world or other practical affairs involving the production, marketing, consumption of goods. Tangible wealth and material possession are of central interest.

Aesthetic Value
It refers to the beauty for its own sake as sought by artists or composers. An aesthetic man sees highest value on form and harmony. It is defined by Allport (1961) as “the value whenever we perceive an object as a unified expression of meaningful feeling. This value stands for appreciation of beauty, grace, symmetry and system.” The people possessing high aesthetic value have their main interest centered in artistic aspect of life. They love neatness and style in the arrangement of things. They like fine arts, drawing, painting, music, dance, sculpture, poetry and architecture. Broudy (1961) says, “Perceived objects to which adjectives beautiful and ugly are relevant give rise in the observer to the kind of experience, we call aesthetic.”
Social Value

Man cannot live in isolation but must be related to society. There is an aspect of life in which bonding or herding together, living together, group contact are prized both for their own sake and for the sake of their consequence – the more effective way of life resulting there from.

If the individual stands up obligations and opportunities involved in being a friend and neighbour to other individual, then he must also accept those duties involved in being a responsible participant in the common processes of community life, ranging from local to the global in scope. This is the way to certain rewards, some individuals in their return, others commonly possessed by all which may properly be termed social values.

Political Value

It is the power for its own sake as sought by leaders in any sphere who seek control over others, whether in the field of politics as such or not. The political man is most interested in power over others, desiring to influence their opinions and to gain renown as a leader of man. Coleman (1971) says “ideal political man’s activity may not be restricted to narrow range of politics but his primary focus in personal relationships is on power, influence, active competition to man.”

Religious Value

Religion is a super-conscious system of ultimate values. It represents an approach to the ultimate reality of God and man’s intrinsic affiliation with him. The essence of all religions is their common quest for the divine and emphasis on moral ideals of love, service, self-discipline, duty, kindness and charity.

The highest value for the religious man may be called unity. As spranger (1928) says, religious values relate to a musical unity with the super-natural world as sought by persons primarily concerned with main relationship to God. According to Broudy (1961), “If an object by virtue of its relation to the divine can be called holy or sacred, it is said to have religious value.” Unquestioning acceptance of religious values indicates that the individual
tends to rely on a type of control in which he is guided by traditional and non-traditional external forces.

1.2.3 Education and Value Development

According to Sridhar (2001) if moral or value education is to be effectively undertaken, it must be firmly based on the principles of value development. Value development denotes different things to different people. The process of value development can be visualised from philosophical, psychological and sociological perspectives. Lawrence Kohlberg is of the opinion that moral development is the meeting ground of philosophy and psychology. One of the distinguishing features of Indian philosophy is that throughout its long history, it has continuously given the foremost place to values. Our aims of value development and education are derived from this root. Value development is amalgamation of several forces. It is multidimensional, comprehensive process whereby individual learn to consciously choose, think logically and adopt the norms of values governing the conduct and behaviour. Values are reflected in the personality of the individual in its various dimensions-physical, intellectual, emotional and moral.

The true end of this development is to make the individual autonomous, leading to state where the individual is able to act in accordance with universal principles and values, which he accepts in relation to the larger society. The quest for values and its development is not an easy one either for the individual or the group. Yet on its outcome only, depends the destiny of the individual as well as the destiny of society. As a general rule therefore value orientation is integral to all stages of upbringing, formal education, interaction between individuals and social groups.

Values are thus inseparable from life of the individual. It permeates the whole life, since education is an essential requirement and an integral point of education, the aims of education, content and methodology is viewed in terms of value development. Values and development are used interchangeably. Human development cannot be conceived in the absence of values. Emphasizing the role of education in moral development John Dewey (1950)
remarked that aim of education is growth or development both intellectual and moral. Ethical and psychological principles can aid the school in the greatest of all reconstruction, the building of a free and powerful character. Only knowledge of the order of connection of the stages in psychological development can ensure this. Education is the work of supplying the conditions, which will ensure the psychological function to mature in the finest and fullest manner.

1.2.4 Role of Teacher in Inculcating Values
The inculcation of values is by no means a simple matter. There is no magic formula, technique or strategy for this value education in all its comprehensiveness involves developing sensitivity to values, an ability to choose the right values, internalizing them, realizing them in one’s life and living in accordance with them. Therefore, it is not a time bound affair. It is a life long quest.

According to Venkataiah (2007), “Education without vision is waste; education without value is crime; education without mission is life burden.” Education in our life enables us to become comfortable and look after our family well. But as far as the social progress is concerned, value based education is an unavoidable necessity. It is said that values are caught but not taught. Modern educationists are of the opinion that values are caught as well as taught. In the pursuit and promotion of values, the teacher has the most vital role to play. Teacher with vision would enable proper transmission of values.

The outstanding vehicle for inculcation and acquisition of human values could be only education. As stated by the NPE (1986) “In sum, education is a unique investment in the present and the future. This cardinal principal is the key to the National Policy of Education.” Further it stated, “Education has an acculturating role. It refines sensitivity and perceptions that contribute to national cohesion, a scientific temper and independence of mind and spirit—thus furthering the goals of socialism, secularism and democracy enshrined in our Constitution.” The basic mandate of education is to prepare the young persons for future. The level of fulfillment of such expectations would be an
outcome of the level of application, understanding and action on the part of teachers. Nations are made of people. People are made of children. Children are made by teachers. Building a nation takes time; it is all based on the values we teach our children. A teacher has to generate the energy in oneself with which he or she becomes invested with dynamism and a spirit of dedication and handle it in ones work of educating the boys and girls that resort to him or her. A teacher has not only to instruct but also inspire the students. He or she has to influence the life and character of his or her students and equip them with ideas and values which will fit them to enter the stream of national life as worthy citizens. A teacher has to do all these during the years when the children are in school. If teacher is personally committed to the values and practices them in his / her own life, it is foregone conclusion that his / her students will imbibe the values for which teacher stands. Therefore, if values have to be nurtured in children it would be crucial that their teachers function as role models.

According to Swami Ranganathananda (n.d) the role of a teacher is to shape the minds of the younger generation. That shaping will be on positive lines, development of a scientific and humanistic attitude and temper, self discipline, concern for other people, an ecological awareness and a firm conviction that democracy thrives on tolerance and a firm commitment ‘to break wits’ and not to break heads. The country needs teachers with vision as good teachers make good schools and good nation. Teachers have to be competent and be committed to their task of nation building by developing values in future citizens. “We need to educate our children with capacity to think for themselves. We have to instill into them the scientific and humanistic temper.” says Swami Vivekananda, in his lecture on Practical Vedanta delivered in London 1896.

Whatever India will be in the next generation will depend upon what teachers teach to their students today in the classrooms. Remember that the humanity that our politics and administration handle is the end product of a processing, beginning with the parents at home and teachers in educational institutions. The most important processing takes place under the teachers. As teachers
deal with fresh and impressionable minds of the nation, a teacher’s responsibility is to impress on those minds high humanistic values.

1.2.5 Values - Teacher Education

According to Ashutush Biswal (2007) the Crisis of values is pervasive, resulting an adverse development in all walks of life. There is a progressive erosion of values resulting in pollution of public life. The National Policy on Education (1986) rightly expressed its grave concern over the decline of basic moral values in society and student community in particular. The report of Radha Krishnan Commission (1948–49) stated, “What we need is not the imparting of instructions but the transmitting of vitality, the civilization of human heart. Our institutions, if they are to impart religious vitality, should have simplicity and atmosphere of consecration that permanently influences lives. Our institutions need to decipher the moral, ethical and humanistic dimensions on one hand and the consequences of the materialistic pursuits on the other.” It would be possible to serve the need of the hour through proper value orientation among teachers in teacher education programmes.

Values are to be fostered through education. The values should have a useful and non – sectarian appeal and should promote the unity and integrity of the people. Teacher education at the pre-service level should focus on preparing teachers with adequate skills to develop proper value system among children. The values are inherent in the school subjects for example, science aims to develop values like neatness, cleanliness, the systematic approach, the rational approach etc., Social studies aims at developing socialism, secularism, nationalism, equality, social justice etc. the teachers should understand the values inherent in the subjects and try to highlight those values while teaching. So during teacher training, values should be integrated with the methodology of teaching and practice teaching.

Our National Policy on Education (1986) specifically stressed the need for fostering universal and eternal values. The Ramammurthi committee (1990) observed, “Education must further provide a climate for the nurture of values, both as personalized set of values, forming ones character and including
necessarily social, cultural and national values, so as to have a context and meaning for actions and decisions and in order to enable the persons to act with conviction and commitment.”

The basic mandate of the education is to prepare the young person for future. The level of fulfillment of such expectations would be an out come of the level of application, understanding and action on the part of the teachers. The quality and character of teachers can hardly be developed by providing them education and training in cognitive areas. Far more needs to be done in affective domain, especially in terms of inculcating and internalizing humanistic, ethical and moral values amongst the young teachers. Only such teachers who understand the significance of these aspects in preparing young children for the future could really discharge their functions effectively and comprehensively.

Biswal (2007) stated that we expect much from our teachers for our development in terms of material and human aspects. Our expectations would be fulfilled, if we prepare real teachers through our teacher education programmes. We have to keep in mind the image of ideal teachers, while preparing teachers in teacher training institutions. The National Commission on Teachers (1983-85) made a very significant statement about the quality of teachers we need. “The new teacher we have in mind has to translate the national goals listed earlier into educational actions. He has to communicate to his pupil the importance of and the feeling for national integrity and unity; the need for a scientific attitude, a commitment to excellence in standards of work and action and a concern for society. He cannot do so unless he is committed to these values. At a global level he has to have an understanding and appreciation of the human predicament, population explosion, environmental pollution, the threat of a nuclear holocaust and the quest for the world peace. Nothing is important in educating teachers than to make them imbibe the right attitudes and values besides being proficient in the skills related to teaching.”
The major role in this direction will be played by pragmatic, skill oriented and responsive teacher education programmes to prepare skilled teachers through in-service and pre-service programmes.

1.3 Teacher attitude

1.3.1 Attitude - mental disposition
There is a close relation between man’s personality and his attitudes. His behaviour is organized around the attitudes he holds. Attitude is the state of consciousness within the individual human being. According to Shaw (1948) “It refers to certain regularities of an individual’s feelings, thoughts and predispositions to act towards some aspect of his environment. It is a subjective reaction with relation to objects. It is usually a “Hypothetical Construct.” It is inferred from verbal expression or overt behaviour.

An attitude is often defined as a tendency to react favourably or unfavorably towards a designated class of stimuli, such as a national or racial group, a custom, or an institution. Attitudes for the teaching profession are generally discussed among academic circles. It is evident, that attitudes cannot be directly observed but must be inferred from the behaviour, verbal and non-verbal. Attitude scales yield a score based on the individual’s responses to a series of questions pertaining to the issue under investigation. Attitude surveys are also employed to check the effectiveness of education and training.

1.3.2 Formation of Attitudes
Enduring attitudes develop through learning experiences related to other people. Allport (1935) has suggested four common conditions for the formation of attitudes. They are:

1. The accretion and integration of responses learned in the course of growing up,
2. The individual differentiation or segregation of experiences,
3. The influence of some dramatic experience or trauma and
4. The adoption of ready made attitudes.
Hilgard (1953) opines that as attitudes are so interwoven with affective and highly motivated experiences, they become abiding personality characteristics. On the other hand, attitudes as components of personality cannot be separated from the objects or events in the social context to which they refer.

1.3.3 Nature of Attitude
Our attitudes reflect in part a tendency to be consistent in our outlook. Even when we detect inconsistencies in another’s behaviour, his behaviour often seems consistent to him. This tendency to preserve consistency is one of the motivational factors controlling attitudes.

It has been extensively studied by Festinger (1957) according to a principle, he calls ‘dissonance’. By dissonance, he means a perceived inconsistency between one’s own attitude and behaviour. The existence of dissonance is accompanied by psychological discomfort; hence, when dissonance arises, an attempt will be made to reduce it. If a smoker believes that smoking is harmful, this belief is dissonant with his continuing as a heavy smoker. Hence, he must either reduce his smoking or deny his belief in the harmfulness of smoking. The latter is what he frequently does.

1.3.4 Range of Attitudes
Attitudes range from strongly positive to strongly negative. By ‘positive’ we mean that the person involved shows some tendency to approach the object towards which they have a positive attitude, while ‘negative’ refers to a predisposition to avoid the object, in most cases, strong negative or strong positive attitudes are accompanied by intense feelings. Newcomb, Turner and Converst (1965) suggest that we consider “an attitude towards a specified object as lying at some point on a simple continuum like that of a thermometer, running from large negative values through more moderate negative values to a zero point, and then becoming increasingly positive.”
1.3.5 Dimensions of Teacher Attitude

Attitudes have a degree of feeling associated with a specific object. The attitude implies some individual to object relationship. In the present study the individual is the prospective teacher and object is the teaching profession. In this study the attitudes of teachers’ towards six dimensions are studied. They are as follows:

1. Teaching profession
2. Child centered practices
3. Pupils
4. Class room teaching
5. Educational process
6. Teachers

1.3.6 Measurement of Attitude

Systematic inquiry in any subject matter is possible only when the critical variables in the area are measured with some precision. Although the concept of attitudes has in one form or another been central to the field of social psychology, it is by definition a mental state. Hence such states are not subject to any direct physical measurement. So if one is to measure attitudes, one needs to find ways of operationalizing and converting to numbers, the diverse and vague properties of attitudes. Of the many properties that have been theoretically attributed to attitudes, most researches have been concerned with measuring only two: direction and magnitude. The procedure of attitude measurement may be in three stages: Administering, scoring and interpreting. In order to measure the teacher attitude there are Katti and Bennur’s attitude towards teaching profession scale, Shalini Bhogle’s attitude towards teaching profession scale, Ahluwalia’s Teacher attitude inventory, Minnesota Teacher attitude inventory and so on.
1.4 Teaching Aptitude

1.4.1 Meaning of Aptitude

A more general definition of aptitude has been proposed by Hahn and Machean. They point out that, aptitudes are correctly referred to as latent potentialities, undeveloped capacities to acquire abilities and skills to demonstrate achievements. Aptitudes, thus, may be briefly regarded as potentialities which can be trained into special skills.

An analysis of the definitions reveals the use of seemingly conflicting terms like natural or acquired, innate capacity or ability, potentiality or actual achievement and hereditary or environmental. These definitions and terms necessitate some decision regarding four fundamental considerations in defining the nature of aptitudes.

These are as follows:

a. Whether aptitudes are innate or acquired,
b. Whether aptitudes are unitary or pluralistic,
c. Whether aptitudes are constants or variables and
d. Whether aptitudes are distributed ‘normally’ or multifariously.

A. Current research supports the thesis that both factors innate and acquired, interact and contribute to the development of aptitude.
B. Modern research supports the thesis that aptitudes are pluralistic rather than unitary.
C. While the evidence is conflicting, the trends seems to be in the direction of assuming that aptitudes are more constant than variable for an individual and are affected within limits of by educational and environmental influences. A tremendous amount of research is still needed to clarify this issue.
D. According to Hull the bell shaped distribution is so characteristic of all forms of human behavior that it should be considered at least approximately true in the case of any aptitude unless there is definite evidence to the contrary. Most present day workers in the field will accept this point of view.
The researcher feels, she is justified in accepting Bingham’s definition of an aptitude as it tries to give an eclectic solution of all the views expressed, the definition is as follows:

“Aptitude refers to those qualities characterizing a person’s way of behaviour which serve to indicate how well he can learn to meet and solve a certain specified kinds of problem.”

1.4.2 Aptitude Testing

An aptitude test is a test to discover what potentially a given person has for learning some particular vocation or acquiring some particular skill or in other words, aptitude test measure abilities and interests.

In Bingham’s words, they ascertain what an individual actually does in certain standardized situations and from these measurements the estimate of capacity for future accomplishment is an inference - a statistical probability.

The main function of tests of aptitudes is, therefore, to help in estimating the probabilities that a person would be able to follow successfully for an occupation he is considering. The ultimate purpose of using aptitude tests is to estimate or forecast aptitudes from test scores. A test which does this with a slight error is a good test.

1.4.3 Aptitude for Teaching

There is an ample scope for selecting right personal in the profession. To raise the standard of education, it is imperative to select proper persons for the profession. When we say a person possesses an aptitude for teaching, it is assumed that he has a good proportion of the traits required for becoming successful in teaching. The magnitude of these traits may differ from individual to individual or even the number of traits possessed by individual may also differ. Some may posses more traits some may posses less. A number of traits required for being successful in teaching compose as a whole the aptitude for teaching. Thus high or low aptitude for teaching is in proportion to the number of traits possessed by a person. Not only that but it also depends upon the nature of the traits possessed.
1.5 Need and Significance of the Study

The teacher as such is expected to function not only as a purveyor of knowledge but also as a ‘moulder’ of child’s total personality. In our country and culture, a teacher is held in great honour and respect. He is considered as a fountain of all knowledge and source of great ideas. He is the torch-bearer to the society. Students look up to him with faith and hope and they seek his counsel in matter of temporal and transcendental. Hence the teacher should have keen sense of values, positive attitude and good aptitude for teaching, so that he can guide the whole generation. RadhaKrishanan (1965) stated, “What teachers do, the students follow, so they set example. Teachers by their conduct should be an example to the student. Teachers have an influential and definite position in value – orientation of our youth today.”

Like a unit of money which circulates and has multiple effects in economy teacher also multiplies his influences among students who come in contact year in and year out. The whole parent community looks up to teacher for the welfare and progress of their children. Hence the values and attitude of teachers attain social significance.

For many children, parents fail to provide guidelines as they themselves are either ignorant or too busy to look after them. It is in school that most children find their teachers are worthy ideals. They consciously or unconsciously imitate the values, ideals and habits of their teachers. The saying, “as the teacher, so the taught and as the school, so the students” is something which cannot be disputed.

How a teacher performs his duty as a teacher is dependent to a great extent on his attitudes and beliefs. Several studies have proved that attitude of teacher influences the behaviour of the student. The teachers have to perform a very responsible job of predicting the features of future society and preparing individuals to fit in that society. Hence teachers are expected to possess positive attitude towards teaching profession. Similarly teachers have always played a major role in social and national reconstruction and will continue to do so in future too. The teachers to fulfill these responsibilities and
obligations should have good teaching aptitude. The need of the hour is to have competent, committed and professionally well qualified teachers who can meet the demands of the society.

In this context the researcher felt the need to study the values of prospective secondary school teachers in relation to teacher attitude and teaching aptitude, as today’s teacher trainees are our tomorrow’s teachers. This study will also stimulate the academic bodies and teacher educators to plan and prepare the prospective secondary school teachers for the fast changing society in light of the feedback received.

1.6 Statement of the Problem
Reviewing the past literature the researcher felt the need to study the values of prospective teachers in relation to teacher attitude and teaching aptitude.

“A study of the values of prospective secondary school teachers in relation to teacher attitude and teaching aptitude.”

1.7 Operational definitions of the key terms
Study
The word study has different meanings. According to Webster New illustrated dictionary it means:
1. To investigate closely and
2. To scrutinize or earnestly contemplate

Values
Value is defined as belief upon which man acts by preferences. It is thus cognitive, a motor and above all deeply appropriate disposition. Six types of values were considered for the present study. They are theoretical, economic aesthetic, social, political and religious values.

Teacher attitude
For the purpose of the present investigation Allport’s (1935) definition of attitude has been followed. He defined attitude as, “A mental and neural state of readiness organized through experience exerting a directive or dynamic
influence upon the individual’s response to all objects and situations with it is related.”

**Teaching Aptitude**

It refers to aptitude in teaching profession. The term ‘aptitude’ narrowly defined as the native or in born capacity of people in tasks requiring intellectual ability and skill. According to Bingham (1942); “Aptitude is a condition symptomatic of a person’s relative fitness, of which one essential aspect is his readiness to acquire proficiency- his potential ability- and another is his readiness to develop an interest in exercising that ability.”

**Prospective secondary School Teachers**

The term prospective teacher in the study refers to an individual who is undergoing training of B.Ed in college of education.

**1.8 Objectives of the Study**

The following objectives have been formulated for 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 of 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 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 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 interrelationship among 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 secondary school teachers according to the following variables.
   a) Sex  b) Academic qualifications  c) Methodology  
   d) Religion  e) Parents’ annual income

1.9 Hypotheses of the Study
The following hypotheses have been formulated basing on the objectives of the present problem of investigation.

1. Prospective secondary school teachers do not differ in their levels of values.
There is no significant influence of the following variables on the values of prospective secondary school teachers.

2. a) Sex  
b) Academic qualifications  
c) Methodology  
d) Religion  
e) Parents’ annual income

3. There is no significant influence of the following variables on the theoretical value of prospective secondary school teachers.

a) Sex  
b) Academic qualifications  
c) Methodology  
d) Religion  
e) Parents’ annual income

4. There is no significant influence of the following variables on the economic value of prospective secondary school teachers.

a) Sex  
b) Academic qualifications  
c) Methodology  
d) Religion  
e) Parents’ annual income

5. There is no significant 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. There is no significant 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. There is no significant 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. There is no significant 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. Prospective secondary school teachers do not differ in their levels of teacher attitude.

10. There is no significant 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. Prospective secondary school teachers do not differ in their levels of teaching aptitude.

12. There is no significant influence of the following variables on the teaching aptitude of prospective secondary school teachers:

13. There is no significant relationship between the values and teacher attitude of prospective secondary school teachers.

14. There is no significant 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. There is no significant relationship between values and teaching aptitude of prospective secondary school teachers.

16. There is no significant 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. There is no significant relationship between teacher attitude and teaching aptitude of prospective secondary school teachers.

18. There is no significant 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. There is no significant relationship among the values, teacher attitude and teaching aptitude of the prospective secondary teachers.

1.10 Limitations of the Study
The present study has certain limitations. They are:

1. The study is limited to colleges of Education affiliated to Acharya Nagarjuna University.

2. The sample is selected from Krishna district only

3. The level of significance considered in this study is 0.05 level.
4. The variables considered in this study are gender, academic qualifications, methodology opted, religion and parents’ annual income.

1.11 Organization of the report
Teacher education system is an important vehicle to improve the quality of school education. The revitalization and strengthening of the teacher education system is therefore, a powerful means for the upliftment of educational standards in the country. The success of any educational process depends on the values, teacher attitude, teaching aptitude, personality of the teacher and many more factors. Hence the researcher has selected the topic, “A study of the values of prospective secondary school teachers in relation to teacher attitude and teaching aptitude.”

The study is presented in five chapters
In the first chapter the researcher presented the introduction, conceptual background, need and significance of the study, objectives and Hypotheses of this work.

The second chapter deals with studies related to teacher values, teacher attitude and teaching aptitude.

The third chapter deals with description about the procedure of the study, sample selected, tools used and statistical techniques applied.

The fourth chapter deals with the interpretation of the statistical data and results obtained.

In the fifth chapter findings and educational implications are presented. Suggestions for further study are also mentioned in view of further research in these areas.

Bibliography and appendices are enclosed at the end of thesis.