# CHAPTER - 5

FINDINGS, DISCUSSION, CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

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5.1 Introduction

The present investigation entitled "An Investigation into the Relationship between Personal Values, Teaching Attitude and Socio-Economic Status of Teacher Trainees" was conducted on a sample of 600 teacher trainees studying in Delhi. The sample included 300 B.Ed. teacher trainees (150 male & 150 female) from the affiliated colleges of Guru Gobind Singh Indraprastha University, Delhi and 300 DIET teacher trainees (150 male+150 female) from DIET under SCERT, Delhi. Each college was selected randomly by lot system and all the students studying in one institution were taken as cluster without any bias. Thus random cluster sampling technique was used for the study. Before the collection of the data in each sample institute, one day was spent in rapport establishment with the students. On second, third and fourth day, the three tools were administered. After collection of response sheets, scoring was done with the help of scoring keys.
5.2 Objective Restated

The following were the objectives of the study:

i. To develop and standardize the tool to measure the socio-economic status of teacher trainees.

ii. To study the relationship between overall teaching attitude and socio-economic status of teacher trainees.

iii. To study the relationship between personal values and socio-economic status of teacher trainees.

iv. To study the relationship between personal values and teaching attitude of all the teacher trainees.

v. To study the relationship between personal values and the three levels of socio-economic status of all the teacher trainees.

vi. To study the relationship between personal values and three levels of socio-economic status of B.Ed. teacher trainees.

vii. To study the relationship between personal values and three levels of socio-economic status of DIET teacher trainees.

viii. To study the relationship between personal values and three levels of socio-economic status of male teacher trainees.

ix. To study the relationship between personal values and three levels of socio-economic status of female teacher trainees.
x. To study the relationship between teaching attitude and all the three levels of socio-economic status.

xi. To study the relationship between teaching attitude and all the three levels of socio-economic status of B.Ed. teacher trainees.

xii. To study the relationship between teaching attitude and all the three levels of socio-economic status of DIET teacher trainees.

xiii. To study the relationship between teaching attitude and all the three levels of socio-economic status of male teacher trainees.

xiv. To study the relationship between teaching attitude and all the three levels of socio-economic status of female teacher trainees.

xv. To study the difference in personal values, if any between the male and female teacher trainees.

xvi. To study the difference in personal values if any between the B.Ed. and DIET teacher trainees.

xvii. To study the difference in personal values if any between the male and female teacher trainees of B.Ed.

xviii. To study the difference in personal values if any between the male and female teacher trainees of DIET.

xix. To study the difference in teaching attitude if any between male and female teacher trainees.
xx. To study the difference in teaching attitude if any between B.Ed. and DIET teacher trainees.

xxi. To study the difference in teaching attitude if any between male and female teacher trainees of B.Ed.

xxii. To study the difference in teaching attitude if any between male and female teacher trainees of DIET.

xxiii. To study the difference in personal values of teacher trainees if any due to their socio-economic status.

xxiv. To study the difference in attitudes towards teaching if any due to their socio-economic status.

5.3 Hypotheses Restated and Verified

i. There is no significant relationship between overall teaching attitude and socio-economic status of teacher trainees. (Retained)

ii. There is no significant relationship between personal values and socio-economic status of teacher trainees. (Retained)

iii. There is no significant relationship between personal values and teaching attitude of all the teacher trainees. (Rejected with respect to social, democratic, knowledge, hedonistic, power, family prestige and health values)

iv. There is no significant relationship between personal values and the three levels of socio-economic status of all the teacher trainees.
- There is no significant relationship between personal values and the low socio-economic status the of teacher trainees. **(Rejected with respect to hedonistic, power and health values)**

- There is no significant relationship between personal values and the average socio-economic status of teacher trainees. **(Rejected with respect to power value)**

- There is no significant relationship between personal values and the high socio-economic status of teacher trainees. **(Retained)**

v. There is no significant relationship between personal values and three levels of socio-economic status of B.Ed. teacher trainees.

- There is no significant relationship between personal values and the low socio-economic status of B.Ed. teacher trainees. **(Rejected with respect to religious, social, knowledge hedonistic and health values)**

- There is no significant relationship between personal values and the average socio-economic status of B.Ed. teacher trainees. **(Rejected with respect to power value)**

- There is no significant relationship between personal values and the high socio-economic status of B.Ed. teacher trainees. **(Rejected with respect to social, democratic, aesthetic, power and health values)**

vi. There is no significant relationship between personal values and three levels of socio-economic status of DIET teacher trainees.
• There is no significant relationship between personal values and the low socio-economic status of DIET teacher trainees. *(Rejected with respect to religious, democratic, aesthetic, economic, hedonistic and power values)*

• There is no significant relationship between personal values and the average socio-economic status of DIET teacher trainees. *(Retained)*

• There is no significant relationship between personal values and the high socio-economic status of DIET teacher trainees. *(Rejected with respect to religious, hedonistic, power and family prestige values)*

vii. There is no significant relationship between personal values and the three levels of socio-economic status of male teacher trainees.

• There is no significant relationship between personal values and the low socio-economic status of male teacher trainees. *(Rejected with respect to social, hedonistic and power values)*

• There is no significant relationship between personal values and the average socio-economic status of male teacher trainees. *(Rejected with respect to power value)*

• There is no significant relationship between personal values and the high socio-economic status of male teacher trainees. *(Rejected*
with respect to social, democratic, economic, knowledge, power, family prestige and health values)

viii. There is no significant relationship between personal values and the three levels of socio-economic status of female teacher trainees.

- There is no significant relationship between personal values and the low socio-economic status of female teacher trainees. (Rejected with respect to economic, knowledge power and health values)

- There is no significant relationship between personal values and the average socio-economic status of female teacher trainees. (Rejected with respect to economic and family prestige values)

- There is no significant relationship between personal values and the high socio-economic status of female teacher trainees. (Rejected with respect to democratic, aesthetic and health values)

ix. There is no significant relationship between teaching attitude and all the three levels of socio-economic status.

- There is no significant relationship between dimensions of teaching attitude and the low socio-economic status of teacher trainees. (Rejected with respect to attitude towards teaching profession, classroom teaching, child centered practices, educational process, teachers and overall attitude)

- There is no significant relationship between dimensions of teaching attitude and the average socio-economic status of teacher trainees.
(Rejected with respect to attitude towards child centered practices, educational process, pupils and overall attitude)

- There is no significant relationship between dimensions of teaching attitude and the high socio-economic status of teacher trainees. (Rejected with respect to attitude towards classroom teaching)

x. There is no significant relationship between teaching attitude of B.Ed. teacher trainees and all the three levels of socio-economic status.

- There is no significant relationship between dimensions of teaching attitude and the low socio-economic status of B.Ed. teacher trainees. (Rejected with respect to attitude towards teaching profession, classroom teaching and pupils)

- There is no significant relationship between dimensions of teaching attitude and the average socio-economic status of B.Ed. teacher trainees. (Retained)

- There is no significant relationship between dimensions of teaching attitude and the high socio-economic status of B.Ed. teacher trainees. (Retained)

xi. There is no significant relationship between teaching attitude of DIET teacher trainees and all the three levels of socio-economic status.

- There is no significant relationship between dimensions of teaching attitude and the low socio-economic status of DIET teacher trainees. (Rejected with respect to attitude towards child-
centered practices, educational process, pupils, teachers and overall attitude)

- There is no significant relationship between dimensions of teaching attitude and the average socio-economic status of DIET teacher trainees. *(Rejected with respect to attitude towards educational process, pupils, teachers and overall attitude)*

- There is no significant relationship between dimensions of teaching attitude and the high socio-economic status of DIET teacher trainees. *(Rejected with respect to attitude towards teaching profession)*

xii. There is no significant relationship between teaching attitude of male teacher trainees and all the three levels of socio-economic status.

- There is no significant relationship between dimensions of teaching attitude and the low socio-economic status of male teacher trainees. *(Rejected with respect to attitude towards classroom teaching, child-centered practices, educational process, teachers and overall attitude)*

- There is no significant relationship between dimensions of teaching attitude and the average socio-economic status of male teacher trainees. *(Retained)*

- There is no significant relationship between dimensions of teaching attitude and the high socio-economic status of male teacher
trainees. *(Rejected with respect to all the dimensions of teaching attitude)*

xiii. There is no significant relationship between teaching attitude of female teacher trainees and all the three levels of socio-economic status

- There is no significant relationship between dimensions of teaching attitude and the low socio-economic status of female teacher trainees. *(Rejected with respect to attitude towards teaching profession and educational process)*

- There is no significant relationship between dimensions of teaching attitude and the average socio-economic status of female teacher trainees. *(Rejected with respect to attitude towards teaching profession, child centered practices, educational process, teachers, and overall attitude.)*

- There is no significant relationship between dimensions of teaching attitude and the high socio-economic status of female teacher trainees. *(Retained)*

xiv. There is no significant difference in personal values between the male and female teacher trainees. *(Rejected)*

xv. There is no significant difference in personal values between the B.Ed. and DIET teacher trainees. *(Rejected except economic value)*

xvi There is no significant difference in personal values between the male and female teacher trainees of B.Ed. *(Rejected except hedonistic, power and family prestige values)*
xvii There is no significant difference in personal values between the male and female teacher trainees of DIET. (Rejected)

xviii There is no significant difference in teaching attitude between male and female teacher trainees. (Retained)

xix There is no significant difference in teaching attitude between B.Ed. and DIET teacher trainees. (Rejected)

xx There is no significant difference in teaching attitude between male and female teacher trainees of B.Ed. (Retained)

xxi There is no significant difference in teaching attitude between male and female teacher trainees of DIET. (Retained)

xxii There is no significance difference in personal values of teacher trainees due to their socio-economic status. (Rejected for aesthetic value between teacher trainees of low & high socio-economic status.)

xxiii There is no significant difference in attitudes towards teaching due to their socio-economic status. (Rejected for overall teaching attitude)

5.4 Findings and Discussions

Section -1

Relationships

➢ Co-efficient of correlation between overall teaching attitude and socio-economic status of all the teacher trainees is not significant. Therefore, there is no significant relationship between overall teaching attitude and socio-economic status of teacher trainees. Therefore socio-
economic status is not one of the reasons in developing teaching attitude of teacher trainees.

- Coefficient of correlation between personal values and socio-economic status of all the teacher trainees is not significant. Therefore, there is no significant relationship between personal values and socio-economic status of teacher trainees. Hence socio-economic status is not one of the reasons in developing personal values of the teacher trainees.

The finding of the present study is supported by Chand (1992), which revealed that there was no significant correlation between socio-economic status and all the personal values.

Contrary to the above results is the study of Kohli (1989), which revealed that students belonging to high socio-economic status were more religious than the students of low socio-economic status.

- Coefficient of correlation between social, democratic, knowledge, power values and total teaching attitude of all the teacher trainees is significant and positive, while the coefficient of correlation between hedonistic, family prestige, health value and overall teaching attitude is significant and negative.

The findings of the present study are supported by Singh (1974), which reveals that there is positive relationship between scores on social value and scores on attitude, while there is negative relationship between scores on economic values and scores on attitudes.
Coefficient of correlation between hedonistic, power value and low socio-economic status of all the teacher trainees is significant and negative, while the coefficient of correlation between health value and low socio-economic status of the teacher trainees is significant and positive. Power value is negatively correlated with average socio-economic group of teacher trainees but no significant relationship exists between personal values and the high socio-economic group of teacher trainees.

Coefficient of correlation is significant and negative between

- religious, hedonistic values and the low socio-economic status of B.Ed. teacher trainees.
- power value and the average socio-economic status of B.Ed. teacher trainees.
- aesthetic, health values and the high socio-economic status of B.Ed. teacher trainees.

Coefficient of correlation is significant and positive between

- social, knowledge, health values and the low socio-economic status of B.Ed. teacher trainees.
- social, democratic, power values and the high socio-economic status of B.Ed. teacher trainees

No significant positive correlation exists between all the personal values and average socio-economic status of teacher trainees.

Coefficient of correlation is significant and positive between
• religious, aesthetic, economic values and the low socio-economic status of DIET teacher trainees

• religious, power values and the high socio-economic status of DIET teacher trainees.

No significant relationship exists between personal values and the average socio-economic status of DIET teacher trainees.

Coefficient of correlation is significant and negative between

• democratic, hedonistic, power values and the low socio-economic status of DIET teacher trainees.

• hedonistic, family prestige values and the high socio-economic status of DIET teacher trainees.

> Coefficient of correlation is significant and positive between

• social values and low socio-economic status of the male teacher trainees.

• social, democratic, economic, knowledge, power values and the high socio-economic status of male teacher trainees.

Coefficient of correlation is significant and negative between

• hedonistic, power values and the low socio-economic status of male teacher trainees.

• power values and the average socio-economic status of male teacher trainees
• family prestige value and the high socio-economic status of male teacher trainees.

> Coefficient of correlation is significant and positive between

• economic, knowledge, health values and the low socio-economic status of female teacher trainees.

• family prestige and the average socio-economic status of teacher trainees.

• health value and the high socio-economic status of female teacher trainees

Coefficient of correlation is significant and negative between

• power value and the low socio-economic status of female teacher trainees.

• economic value and the average socio-economic status of female teacher trainees.

• democratic, aesthetic values and the high socio-economic status of female teacher trainees.

> Coefficient of correlation is significant and negative between

• attitude towards teaching profession, classroom teaching, child-centered practices, educational process, teachers, overall attitude and low socio-economic status of all the teacher trainees

There is significant positive correlation between
• attitude towards child-centered practices, educational process, pupils, overall attitude and average socio-economic status of all the teacher trainees.

• attitude towards classroom teaching and all the high socio-economic status of teacher trainees.

➤ Coefficient of correlation is significant and negative between attitude towards teaching profession, classroom teaching and the low socio-economic group of B.Ed. teacher trainees while the value of correlation is positive and significant between attitude towards pupils and the low socio-economic group of B.Ed. teacher trainees. There is no significant correlation between all the six dimensions of teaching attitude and the average, high socio-economic status of B.Ed. teacher trainees.

➤ Coefficient of correlation is significant and negative between

• attitudes towards child centered practices, educational process, pupils, teachers, overall teaching attitude and the low socio-economic group of DIET teacher trainees.

Significant positive correlation exists between

• attitude towards educational process, pupils, teachers, overall attitude and the average socio-economic status of DIET teacher trainees

• attitude towards teaching profession and high socio-economic group of the DIET teacher trainees.
Coefficient of correlation is significant and negative between attitudes towards classroom teaching, child centered practices, educational process, teachers, overall attitude and the low socio-economic group of male teacher trainees while no significant correlation exists between all the six dimensions of teaching attitude and average socio-economic status of male teacher trainees. There is significant positive correlation between all the six dimensions of teaching attitude and the high socio-economic status of male teacher trainees.

Coefficient of correlation is significant and positive between

- attitude towards educational process, and the low socio-economic group of female teacher trainees.

- attitude towards teaching profession, child-centered practices, educational process, teachers, overall attitude and the average socio-economic group of female teacher trainees

- No significant correlation exists between all the six dimensions of teaching attitude and high socio-economic status of female teacher trainees.

- Coefficient of correlation is negative between attitude towards teaching profession and low socio-economic status of male teacher trainees.
Significance of Difference

- The male and female teacher trainees differ significantly with regard to their personal values. Mean score of male teacher trainees for the following personal values like social, democratic, knowledge, hedonistic, power, family prestige and health values are more than the mean score of female teacher trainees and the mean score of female teacher trainees for the religious, aesthetic and economic values are more than the mean score of male teacher trainees.

- Both male and female teacher trainees have highest magnitude of family prestige value and lowest magnitude of religious and knowledge values.

- The categories of values for the B.Ed. teacher trainees in order of magnitude of their mean scores are democratic, family prestige, social, health, power, knowledge, economic, hedonistic, aesthetic and religious values while the categories of values for the DIET teacher trainees in order of magnitude of their mean scores are family prestige, health, democratic, hedonistic, social, economic, power, knowledge, religious and aesthetic values.

- The B.Ed and DIET teacher trainees differ significantly with regard to all the personal values except economic value. The DIET teacher trainees exhibit the highest magnitude of family prestige value and lowest magnitude of aesthetic value. The B.Ed teacher trainees exhibit
the highest magnitude of democratic value and the lowest of religious value.

➢ The male teacher trainees of B.Ed. differ significantly from the female teacher trainees of B.Ed. in respect of social, democratic, Knowledge and health values. These values are given higher weightage by the male teacher trainees of B.Ed. as compared to the female teacher trainees of B.Ed. Similarly the female teacher trainees of B.Ed. differ significantly from the male teacher trainees of B.Ed. in respect of their religious, aesthetic and economic. These values are given higher weightage by the female teacher trainees of B.Ed. than by the male teacher trainees of B.Ed.

➢ The male and the female teacher trainees of DIET differ significantly with regards to their personal values. Both the male and the female teacher trainees have highest magnitude of family prestige value while the lowest magnitude of religious and knowledge values.


These studies indicate that the female teachers show higher scores in religious and aesthetic values and lesser scores in knowledge value than the male teachers. Majority of the male teachers belonged to middle class families while the female teachers come from upper middle class and some from high class families. Male adolescents give high preference to social value while female give highest preference to religious value.

➢ The male and the female teacher trainees do not differ significantly with respect to all the six dimensions of teaching attitude.

➢ The B.Ed and the DIET teacher trainees differ significantly with respect to all the six dimensions of teaching attitude. Teaching attitudes of the B.Ed teacher trainees is more favourable in all the six areas or dimensions than the DIET teacher trainees.

➢ The male and the female teacher trainees of B. Ed do not differ significantly with respect to all the six dimensions of teaching attitude.

➢ The male and the female teacher trainees of DIET do not differ significantly with respect to all the six dimensions of teaching attitude.

In view of the above findings it can be said that the teaching attitude does not vary with respect to gender but the B.Ed teacher trainees show more favourable teaching attitude in comparison to DIET teacher trainees.

Contrary to the findings of this study are the findings of Wera Chaisrisook (1982), Sen .P. (1984), Kumari Sushama, (2001) which reveal that attitude of the female teachers towards teaching was more favourable than that of the male teachers. There is significant difference in the attitude of girls and boys.
There is no significant difference between the teacher trainees of low, average and high socio-economic groups with respect to the following personal values like religious, social, democratic, economic, knowledge, hedonistic, power, family prestige and health but there is significant difference between low and high socio-economic groups in aesthetic value. This is higher in the teacher trainees of high socio-economic groups.

There is no significant difference between the teacher trainees of low, average and high socio-economic groups with respect to all the six dimensions of teaching attitude but there is significant difference between low and high socio-economic groups in overall teaching attitude. The teacher trainees of high socio-economic groups show more favourable teaching attitude.

5.5 Conclusions

The following conclusions can be drawn on the basis of the discussion. These conclusions should be seen only in accordance with the sample and the tools used by the investigator.

i. The relationship between overall teaching attitude and socio-economic status is not significant.

ii. The relationship between personal value and socio-economic status is not significant.

iii. The relationship between personal values and overall teaching attitude is significant for social, democratic, knowledge, hedonistic,
power, family prestige and health value and not significant for religious, aesthetic and economic values.

iv. The relationship between personal value and three levels of socio-economic status is significant for teacher trainees of low and average socio-economic status but not significant for teacher trainees of high socio-economic status.

- The relationship between personal values and low socio-economic status groups of all the teacher trainees is significant for three personal values namely hedonistic, power and health value.

- The relationship between personal values and average socio-economic status groups of all the teacher trainees is significant for power value.

- The relationship between personal values and high socio-economic status groups of all the teacher trainees is not significant.

v. The relationship between personal values and three levels of socio-economic status of B.Ed. teacher trainees is significant

- The relationship between personal values and the low socio-economic status of B.Ed. teacher trainees is significant with religious, social, knowledge hedonistic, health value.
• The relationship between personal values and the average socio-economic status of B.Ed. teacher trainees is significant with respect to power value.

• There relationship between personal values and the high socio-economic status of B.Ed. teacher trainees is significant with respect to social, democratic, aesthetic, power, health value.

vi. The relationship between personal values and three levels of socio-economic status of DIET teacher trainees is significant with respect to teacher trainees of low and high socio-economic status.

• The relationship between personal values and the low socio-economic status of DIET teacher trainees is significant with respect to religious, democratic, aesthetic, economic, hedonistic, power value.

• The relationship between personal values and the average socio-economic status of DIET teacher trainees is not significant.

• There relationship between personal values and the high socio-economic status of DIET teacher trainees is significant with respect to religious, hedonistic, power, family prestige value

vii. The relationship between personal values and three levels of socio-economic status of male teacher trainees is significant.
• The relationship between personal values and the low socio-economic status of male teacher trainees is significant with respect to social, hedonistic, power value.

• The relationship between personal values and the average socio-economic status of male teacher trainees is significant with respect to power value.

• The relationship between personal values and the high socio-economic status of male teacher trainees is significant with respect to social, democratic, economic, knowledge, power, family prestige, and health value.

viii. The relationship between personal values and three levels of socio-economic status of female teacher trainees is significant

• The relationship between personal values and the low socio-economic status of female teacher trainees is significant with respect to economic, knowledge, power and health value.

• The relationship between personal values and the average socio-economic status of female teacher trainees is significant with respect to economic, family prestige value.

• The relationship between personal values and the high socio-economic status of female teacher trainees is significant with respect to democratic, aesthetic and health value.

ix. The relationship between teaching attitude and all the three levels of socio-economic status is Significant.
- The relationship between dimensions of teaching attitude and low socio-economic status of the teacher trainees is significant with respect to attitude towards teaching profession, classroom teaching, child centered practices, educational process, teachers, overall attitude.

- The relationship between dimensions of teaching attitude and average socio-economic status of the teacher trainees is significant with respect to attitude towards child centered practices, educational process, pupils overall attitude.

- There relationship between dimensions of teaching attitude and the average socio-economic status of teacher trainees is significant with respect to attitude towards classroom teaching.

x. The relationship between teaching attitude and all the three levels of socio-economic status is significant with B.Ed. teacher trainees of low socio-economic status.

- The relationship between dimensions of teaching attitude and the low socio-economic status of B.Ed. teacher trainees is significant with respect to attitude towards teaching profession, classroom teaching.

- The relationship between dimensions of teaching attitude and the average socio-economic status of B.Ed. teacher trainees is not significant.
• The relationship between dimensions of teaching attitude and the high socio-economic status of B.Ed. teacher trainees is not significant.

xi. The relationship between teaching attitude of DIET teacher trainees and all the three levels of socio-economic status is significant.

• The relationship between dimensions of teaching attitude and the low socio-economic status of DIET teacher trainees is significant with respect to attitude towards child centered practices, educational process, pupil teachers, and overall attitude.

• The relationship between dimensions of teaching attitude and the average socio-economic status of DIET teacher trainees is significant with respect to attitude towards educational process, pupils, teachers, overall attitude.

• The relationship between dimensions of teaching attitude and the high socio-economic status of DIET teacher trainees is significant with respect to attitude towards teaching profession.

xii. The relationship between teaching attitude of male teacher trainees and all the three levels of socio-economic status is significant with respect to teacher trainees of low and high socio-economic groups.

• The relationship between dimensions of teaching attitude and the low socio-economic status of male teacher trainees is significant with respect to attitude towards classroom teaching, child centered practices, educational process, teachers, overall attitude.
• The relationship between dimensions of teaching attitude and the average socio-economic status of male teacher trainees is not significant.

• The relationship between dimensions of teaching attitude and the high socio-economic status of male teacher trainees is significant with respect to all the dimensions of teaching attitude.

xiii. The relationship between teaching attitude of female teacher trainees and all the three levels of socio-economic status is significant with respect to teacher trainees of low and average socio-economic status.

• The relationship between dimensions of teaching attitude and the low socio-economic status of female teacher trainees is significant with respect to attitude towards teaching profession and educational process.

• The relationship between dimensions of teaching attitude and the average socio-economic status of female teacher trainees is significant with respect to attitude towards teaching profession, child centered practices, educational process, teachers and overall attitude.

• The relationship between dimensions of teaching attitude and the low socio-economic status of female teacher trainees is not significant.

xiv. There is significant difference in personal values between the male and female teacher trainees.
xv. There is significant difference in personal values between the B.Ed. and DIET teacher trainees except economic value.

xvi. There is significant difference in personal values between the male and female teacher trainees of B.Ed. except hedonistic, power and family prestige value.

xvii. There is significant difference in personal values between the male and female teacher trainees.

xviii. There is no significant difference in teaching attitude between male and female teacher trainees.

xix. There is significant difference in teaching attitude between B.Ed. and DIET teacher trainees.

xx. There is no significant difference in teaching attitude between male and female teacher trainees of B.Ed.

xxi. There is no significant difference in teaching attitude between male and female teacher trainees.

xxii. There is significance difference in aesthetic value between teacher trainees of low and high socio-economic status.

xxiii. There is significance difference in overall teaching attitude between teacher trainees of low and high socio-economic status.

Summary of Conclusions

➢ Coefficient of correlation is not significant between overall teaching attitude, personal values and socio economic status of all the teacher trainees.
Coefficient of correlation is significant and positive between social, democratic, knowledge, power values and the total teaching attitude whereas coefficient of correlation is significant and negative between hedonistic, family prestige and health values.

Male and female teacher trainees differ significantly with respect to personal value, religious, aesthetic, economic values are given higher weightage by female teacher trainees while the social, democratic, knowledge, power, family prestige and health values are given higher weightage by male teacher trainees.

DIET teacher trainees differ significantly from B.Ed. teacher trainees with respect to their religious, aesthetic, hedonistic family prestige and health value. These values are given higher weightage by DIET teacher trainees than by B.Ed. teacher trainees. Similarly B.Ed. teacher trainees differ significantly from DIET teacher trainees in respect to social, democratic, knowledge and power values. These values are given higher weightage by B.Ed. teacher trainees as compared to DIET teacher trainees.

Male and female teacher trainees do not vary with respect to teaching attitude.

B.Ed teacher trainees shows more favourable attitude towards teaching in comparison to DIET teacher trainees.
5.6 Implications

➢ The above conclusions have implications for policy makers, school administrators, teacher educators, administrators of teacher training institutes and the national regulatory body for teacher education i.e. National Council for Teacher Education (NCTE). It may also be helpful for the prospective teachers as well as working teachers in developing positive attitude towards teaching profession.

➢ This study provides evidence that teachers do not possess a much favourable attitude towards the teaching profession when they enter the teaching profession. Teacher training institutes can ensure through their pre-service teacher education programmes that positive professional attitude is developed amongst the prospective secondary teachers towards the teaching profession. They should develop a sense of devotion and commitment towards the teaching profession.

➢ NCTE can through its various initiatives analyse the lacunas in the present teacher education programme and undertake initiatives to do away with them. NCTE’s role is also essential to ensure that the quality of prospective teachers be checked at the entry level through the introduction of aptitude and attitude tests.

➢ One of the essential elements in improving the quality of teaching is to afford a higher status to the teaching profession. The quality of education is deteriorating, can hardly be challenged by anyone. The teaching profession has considerably suffered, as it could not
attract the best talent because of the poor pay scale, limited prospects of promotion and insecurity of service, particularly in private institutions.

➢ On the basis of the study, we can say that teacher training institutes through the teacher education programme are able to develop a positive attitude amongst student teachers towards the teaching profession. The teacher training institutes can also aim at fostering positive values amongst teacher trainees through its curricula.

➢ The present study provides ample information and knowledge about the teachers to guidance personnel. With the help of this knowledge guidance personnel can help the teachers in promoting values and favourable attitude towards teaching.

➢ The present study can be useful for the experts who can suggest another vocation or job to the teachers with unfavourable attitude towards teaching.

➢ The study will be useful to policy makers so that teacher training of all levels could be imparted in a comprehensive teacher training complex. This will help to minimize the gap between DIET and B.Ed teacher trainees.

➢ The study can also be useful to the experts at the time of recruitment of prospective teachers so that competent teachers with clear educational philosophy are inducted. At the same time some other attributes like academic achievements, personality traits should be given due emphasis.
The study will be useful for scholars who want to develop socio-economic status scale. This study will be useful for researchers who want to further study about the attitudes of today’s teachers about different values.

5.7 Suggestion for further Study

The present study tries to study the relationship of personal values, teaching attitude, and socio-economic status of teacher trainees. But any study, however wide it may be its scope can not claim to be all inclusive and points out the scope for further investigation with equally relevant variables. In an attempt for solution of the problem, new problems arise. It is from this point of view, some suggestions are being made for further investigations of some of the important issues that seems to originate from the present work.

- The present study has been conducted on DIET and B.Ed teacher trainees of Delhi. The study can further be undertaken in all the teacher training institutions in Delhi and subsequently all over India to understand the overall situation of the teacher education in the country.

- It is suggested that longitudinal study may be undertaken to confirm and validate the findings of the study.

- This study can also be undertaken on the teachers working at different level of school system viz. primary, secondary and senior secondary level.
- Comparative study can also be done between Male and female teachers of rural and Urban areas.
- A study may be conducted to do the comparative analysis of attitudes of in-service and pre-service student teachers towards the teaching profession.
- Studies for determining the causes of deterioration in the attitude of prospective secondary school teachers can also be taken up to suggest remedial measures to improve the situation.
- A study may be conducted to critically analyse the present teacher education programme