SUMMARY
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Education is considered to be the most important component of human resources. Therefore, every society wants to utilize the individual talent effectively and efficiently for the development of the nation. Education is a powerful instrument for change in a society. The progress of the country can be measured with both the quality and quantity of the schools. In India, attention has been directed towards the quantitative aspects of educational planning. Great expansion in the field of education is going on throughout the length and breadth of the world. The wider sociological and technological changes make it imperative that there should be adequate qualitative improvement at all levels of education, along with the quantitative expansion which is desired and inevitable.

Educationists generally agree that the “goodness” of an educational programme is determined to a large extent by the quality of learning process. When the learner fails to attain the goals, something is wrong with the teacher, either with the plans he made or with the way in which he carried them out. The success of the learner mainly depends on the ability of the teacher. Teacher is one who guides the destiny of the students committed to his care. A competent and conscious teacher is a vital spark in education and he is the one who guides the students to use the knowledge creatively. He enlarges and enriches the mind of the students and plays an important role in shaping and molding the personality of the child.
There is a constant hue and cry regarding the deterioration of values. Since teacher is the pivot of the education system that is entrusted with the responsibility of value preservation and inculcation, his own values are of paramount importance.

Teacher being the main implementer of all educational policies, his attitude towards teaching gains importance. He should have positive feelings towards new curricula, its philosophy and the rationale on which the approach is based. A positive change in attitude towards teaching is required for implementing the objectives and the rationale of the programme. Teacher is the most significant factor in influencing the quality of education and its contribution to national development. The whole hearted devotion to teaching is the primary requisite of any teacher. It is a truism that the attitude of the teacher towards teaching plays an important role in achieving the educational objectives. A teacher’s attitude constitutes important conditions of successful teaching and learning. Positive attitude towards teaching contribute towards professional success and negative towards failure. It is quite logical to have positive attitude towards their job.

The success of education depends on the academic and professional preparation of the teacher. It requires inculcating desirable professional attitude in the teacher, the need of which is being realized by the educationists and educational planners in India. Performance of duties by a teacher depends to a great extent on his attitude and values. A positive and favourable attitude of the teacher makes his work easier, more satisfactory and professionally rewarding and thus may have a positive impact on the
behaviour and achievement of his pupils. A negative and unfavourable attitude may give rise to poor achievement by his pupils.

Teacher inculcates the necessary pedagogical skills and competencies among the teachers and makes the students professionally competent to meet the demands of the society. Thus, it has become a concern of the educationists, psychologists, teachers, parents and administrators to give a serious thought to the need and competency of teacher. At the same time many of these variations are determined by the socio-economic background of the prospective teachers in developing the desired competencies essential for the class room processes. Keeping in view the importance of attitudes, values and socio-economic status of teachers in the educational reconstruction, the investigator has selected this topic for the study and there is no doubt that it will be of immense importance to all those who are working in the field of educational research. Furthermore, the educational administrators will also be benefited with the findings, as they get to know the values and attitudes which are directly related to the students' performance.

Statement of the Problem

An investigation into the Relationship between Personal Values, Teaching Attitude and Socio-Economic Status of Teacher Trainees.

Personal Value are abstract ideals and basic beliefs about things that people think is important, and they These notions are however accurate but not quite adequate. They are accurate because their primary reference is to normative beliefs about importance, rightness, goodness and so on. They are
inadequate because they are imprecise and do not differentiate values from several other terms.

Teaching Attitude expresses favourability or unfavourability towards teaching.

Socio-Economic Status is the position that an individual or family occupies with difference to prevailing standard of effective income, material possessions and participation in group activity of the community.

Objectives of the Study

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.

Hypotheses

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

ii. There is no significant relationship between personal values and socio-economic status of teacher trainees.
iii. There is no significant relationship between personal values and teaching attitude of all the teacher trainees.

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.

- There is no significant relationship between personal values and the average socio-economic status of teacher trainees.

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

(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.

- There is no significant relationship between personal values and the average socio-economic status of B.Ed. teacher trainees.

- There is no significant relationship between personal values and the high socio-economic status of B.Ed. teacher trainees.

(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.

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

• There is no significant relationship between personal values and the high socio-economic status of DIET teacher trainees.

(vii) There is no significant relationship between personal values and 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.

• There is no significant relationship between personal values and the average socio-economic status of male teacher trainees.

• There is no significant relationship between personal values and the high socio-economic status of male teacher trainees.

(viii) There is no significant relationship between personal values and 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.

• There is no significant relationship between personal values and the average socio-economic status of female teacher trainees.
• There is no significant relationship between personal values and the high socio-economic status of female teacher trainees.

(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.

• There is no significant relationship between dimensions of teaching attitude and the average socio-economic status of teacher trainees.

• There is no significant relationship between dimensions of teaching attitude and the high socio-economic status of teacher trainees.

(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.

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

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

- There is no significant relationship between dimensions of teaching attitude and the average socio-economic status of DIET teacher trainees.

- There is no significant relationship between dimensions of teaching attitude and the high socio-economic status of DIET teacher trainees.

(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.

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

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

- There is no significant relationship between dimensions of teaching attitude and the average socio-economic status of female teacher trainees.

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

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

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

(xvi) There is no significant difference in personal values between the male and female teacher trainees of B.Ed.

(xvii) There is no significant difference in personal values between the male and female teacher trainees of DIET.

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

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

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

There is no significance difference in personal values of teacher trainees due to their socio-economic status.

There is no significant difference in attitudes towards teaching due to their socio-economic status.

**Delimitation of the Study**

Delimitation of the problem means specifying as to what of the problem is to be done and what of the same is not to be done. It is like putting a fence around it, to separate it by careful distinction from like questions. It is the restrictions that researcher imposes in order to narrow the scope of a study. When the problem is delimited to specified and exact aspects, the researcher is on surer grounds; he gets fully acquainted with the scope of the problem. Keeping in view the limited resources, limited finances, time, capacity and energies, the investigator has delimited the present problem as follows:

- Student–teachers of only pre-service teacher education institutes have been taken as a sample under this study.
A limited sample of 600 teacher trainees has been drawn for this study.

Only one university offering pre-service teacher education programme in Delhi has been taken up for the study i.e. Guru Gobind Singh Indraprastha University.

Teacher trainees from DIETs under SCERT from Delhi only have been taken up for this study

sConfined to the following tools:

- Personal Values Questionnaires by Dr. G.P. Sherry and Dr. R.P. Verma
- Teacher Attitude Inventory by Dr. S.P. Ahluwalia
- Socio-Economic Status Scale prepared by the Investigator

Design of the Study

Methodology

Descriptive survey method was adopted for the undertaken study.

Sample

A sample of 600 teacher trainees has been taken up from colleges affiliated to Guru Gobind Singh Indraprastha University, Delhi and DIET under SCERT Delhi. This sample was further divided into 300 male and female B.Ed teacher trainees and 300 male and female DIET teacher trainees. For the selection of sample random cluster sampling technique was used.
Procedure and collection of data

The process of data collection is central to any kind of research. The best of designs can prove to be futile if data is not gathered with precision. Several different methods and procedures of data collection have been developed each employing its distinctive manner of describing data. Each data gathering procedure is suited for particular situations and it is not possible to say which method or procedure is better. Some of the popular methods of data collection are psychological tests and inventories, Observation, Inquiry forms: including Questionnaire and Opinionnaire and Interview. In the present study data has been collected through:

- Personal Values Questionnaire by Dr. G. P Sherry and Dr. R.P Verma (1980)
- Teacher Attitude Inventory by Dr. S.P. Ahluwalia (1978)
- Socio-Economic Status Scale by the Investigator

Description of Socio-Economic Status Scale

For developing socio-economic status scale, first of all, the first draft was prepared and sent to experts and after discussions some items were dropped. This form was administered to a randomly chosen sample of 200 teacher trainees from various teacher training institutions of Delhi. All the teacher trainees were from the age group eighteen to twenty five years. Reliability of the scale was calculated by test retest method. The scale was then administered to a sample of 80 randomly chosen teacher trainees out of the main sample of 200 and after a two week interval; it was administered to the same sample. The coefficient of correlation was found to be 0.86. The opinion
of experts was sought and they found the scale valid for the purpose. Thus, the scale possesses content validity. There are eight items, in all, printed in a consumable booklet. It is a verbal scale. This scale can be administered individually as well as in the groups. The data so obtained was used for further statistical analysis using different statistical techniques like Mean, S.D, Coefficient of correlation, ‘t’ tests.

Statistical Analysis

Each research design involves simultaneous judicious choice of statistical techniques and tools. So for the present study, different statistical technique like mean, S.D, Coefficient of correlation (r) and ‘t’ tests were employed.

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.

Significance of the Study

For the proper development of a nation, it is essential that educational system must be well organized. Teacher plays a pivotal role in the educational system and helps in the formulation of the habits, attitudes and other qualities among the students. When we cast our glance over the present teachers, it can easily be inferred that they are not capable of Shouldering the responsibilities assigned to them. This is the main reason that the plans of our educational reconstruction are not properly executed. Our government through various educational policies in the past has tried to give new shape to our educational system. But in reality, the entire policies are confined to papers only and have
not properly been executed in our schools and colleges. The main reason behind this is that our teachers are not ready to accept this change.

Keeping in view the importance of attitudes, values and socio-economic status of teachers in the educational reconstruction, the investigator has selected this topic for the study and there is no doubt that it will be of immense importance to all those who are working in the field of educational research. Furthermore, the educational administrators will also be benefited with the findings, as they get to know the values and attitudes which are directly related to the students' performance. The scale developed by the investigator can prove a useful instrument for knowing the socio-economic status of students. Hence the investigator thought it worth to study personal values, teaching attitudes and socio-economic status of teacher trainees.

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