



PERSONAL VALUES AMONG PROSPECTIVE TEACHERS IN THE CONTEXT OF THEIR FAMILY STRUCTURES AND LOCALITY

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Abstract of the Study

Values play a vital role in determining individual behaviour, decision making and managerial success. But the instances of deteriorating standard of human conduct and neglect of social concern are quite numerous in the recent history of our country in all walks of national life, and the prevailing crisis of character has therefore, stirred nation-wide interest of people for a critical appraisal of school practices and our educational programmers. The quality of teachers and teaching schools and school products has now become a subject of the deepest national concern. In the aforesaid context of the national situation, a vigorous programme of value-oriented education is the need of the hour in order to safeguard the present set-up of society from further degeneration and deterioration. In fact, it is the teachers who can play a significant role for the development of values. But it can happen only when teachers have their own values so that, they in turn can pass on the same to the children. Again, since family is considered as the first school of human being, the different family structure may have influence on the personal values of prospective teachers. Similarly, locality may be a factor for development of personal values. Therefore, the present study is an attempt to explore the personal values of students studying in teacher education institute and to examine the influence of family structures as well as of locality on their personal values. Survey method was adopted to explore the levels and patterns personal values of student-teachers and to examine the influence of family structure and locality on personal values of prospective teachers. Initially, 100 student teachers studying in College of Teacher Education, Balasore were selected as the sample of the study on the basis of purposive sampling technique. However, the final sample comprised of 86 subjects due to experimental mortality. A Personal Data Sheet was used to obtain information on the family structure and locality of the prospective teachers and Personal Values Questionnaire developed by Sherry, G. P. and Verma, R. P. (2005) was used to gather data on personal values of the subjects. The data were analysed objective wise by applying various statistical techniques. Data were analysed by first converting the obtained raw scores of the subjects into T-scores and then by employing statistical techniques such as, Mean, Standard deviation and t-test. The results of the study indicated that prospective teachers in general possessed high level social, democratic and knowledge values. The prospective teachers belonging to joint family alone possessed high level of health value. Types of family did not exert significant influence on personal values of prospective teachers. There was significant influence of family size on economic value of prospective teachers since the subjects belonging to small family were found to have possessed significantly better economic values than their big family counterparts. However, in other dimensions of personal values, no influence of family size was observed. There was significant influence of locality on economic value of prospective teachers since the subjects belonging to rural area were found to have possessed significantly better economic values than their rural area counterparts. However, in other dimensions of personal values, influence of locality was not observed.

Key Words: Family Structures, Personal Values, Prospective Teachers, Locality.

1. INTRODUCTION

The word 'value' is derived from the Latin root 'Valerie' meaning 'to be strong' and 'vigorous'. From historical point of view, value may be defined as a thing, which is good. Idealists define values as the supreme ends, foreseen, planned, desired and willed by god, the cosmic mind and gradually realized through the world. A widely accepted concept of value in traditional philosophy is as 'Truth, Goodness and Beauty'. Hofstede (1980) has defined values as "a broad tendency to prefer certain states of affairs over others." An elaborate definition is given by Schwartz (1992, p.2), who defined values as "desirable states, objects, goals, or behaviours, transcending specific situations and applied as normative standards to judge and to choose among alternative modes of behaviour." However, Theodorson and Achilles (1969) have defined 'Personal values' or individual values "as the values to which an individual is committed and which influence his behaviour". Thus, the values refer to the way in which people evaluate activities or outcomes and guide to a person's intentions and actions. They reflect one's personal attitude and judgements, decisions and choices, behaviour and relationships, dreams and vision. These values influence one's thoughts, feelings & actions and guide him/ her to do the right things. Above all, character is built through these values, which forms the foundation of any society. On the basis of the above discussions, it may be viewed here that values give meaning and strength to an

individual's character by occupying a central place in his/her life. But crisis of values is pervasive resulting in adverse development in all walks of life.

In view of this, values have been globally perceived as an answer to the challenge of strengthening moral and social fabric of the societies. To quote *Radhakrishnan, S (2011)*, "Civilizations are measured with the values they stand for, not the machines they invented and use. They are the individual's as well as the society's idea of what is desirable." Fostering of fundamental and human values and generating a 'carrying and compassionate consciousness' has tremendous potential to salvage the human goodness (*Singh, 2000*).

Thus, it is unthinkable to have education without any kind of values. It is also unthinkable to have proper education without good teachers. Needless to say, that an effective teacher is amongst the foremost factors contributing to educational improvement. The education commissions, committees and national policies on education, therefore, have all sought to overhaul teacher education in India to meet the emerging national needs and face the challenges of the world in the 21st century. It may be stated that teacher education can no longer be traditional and stereotyped. It cannot afford to remain conservative and static. In fact, it has to become very much dynamic and progressive so as to inculcate human and social values among prospective teachers for their further transmission to the pupils.

2. REVIEW OF RELATED RESEARCHES

Mehta (2000) carried out a study on social values and futuristic perceptions of college girls in Delhi.

Bar and Gurmit (2004) found that urban teacher trainees had significantly high economic values, whereas rural teacher trainees had significantly high family prestige value.

Christine, Robert and Alex (2004) investigated into cultural value differences among American undergraduate students.

Dhull and Mahashweta (2005) carried out a study on 'Value patterns of B. Ed. Pupil Teachers in relation to their Sex, Intelligence and Socioeconomic Status' on a sample of 200 students of Colleges of Education of Rohtak city.

Balakrishnan (2006) examined a study of value pattern of teachers in relation to social and emotional maturity.

Srihari & Bhaskara Rao (2007) revealed no significant difference in the level of values of rural and urban prospective teachers.

Shamsuddin, Reddy and Bhaskara Rao (2007) observed variations among DIET students of Andhra Pradesh with respect to possession of all the ten personal values on the basis of locality, subject of study, parental education, etc.

Choudhury (2009) conducted a study to compare the values of secondary teachers who were working in those schools, which were run by Vidya Bharati, Minority Community and Government-aided Private Secondary School of U.P Board.

Singh (2011) conducted a study to compare the life values of students studying in Aided Primary Schools and Non-aided Primary Schools.

Yadav & Yadav (2011) conducted a study to find out the value pattern and the self-concept of arts and science students studying in their secondary classes.

Bhattacharyya and Jana (2012) conducted a study to compare the value patterns of M. Ed students in relation to their sex and educational specialization (Arts and Science) on a sample of 80 M. Ed students under the control of Calcutta University, West Bengal.

Fatin and Ahmed (2012) attempted a study on relationship between personal values and attitude towards teaching profession.

Muchhal & Chauhan (2012) in their study revealed that urban and rural students did differ significantly in social, democratic, aesthetic, economic, power, intelligence, family prestige and health values, but there was no significant difference between both the groups in respect of religious and hedonistic values.

Alli, Wakiyal & Sukla (2014) undertook a study to compare personal values of secondary level of boys and girls and also personal values of secondary level students of Government schools and Non-Government schools.

Panda, Kar & Samantraya (2018) reported that there was positive and significant relationship between social value of student teachers and their self-concept. Further, there was negative and significant relationship between hedonistic value of student teachers and their self-concept.

Panda, Samantraya & Panda (2018) conducting a study on a sample of 95 prospective teachers in Balasore District of Odisha revealed that prospective teachers in general did not possess high personal values.

Samantraya (2019) in her Doctoral study reported that the higher secondary school teachers of Southern Odisha did not possess high level of personal values.

Tripathy & Panda (2020) attempted a study on personal values of prospective teachers of South Odisha in the context of achievement motivation and gender and revealed that the prospective teachers did not possess high level of personal values.

3. RATIONALE FOR THE STUDY

The concept of values is very important in education. It is only what is valuable that is transmitted to the younger generation by the elder generation. In fact, education implies the transmission of what is valuable to those who committed to it. Most of the early attempts in studying values have observed that values play a vital role in determining individual behaviour, decision making and managerial success. The personal values of the individuals get manifested in the work settings through the association of the work values with underlying motives, which determines their behaviour towards work consequently influencing the performance of an individual. It may be mentioned here that the importance of values cannot be overemphasized particularly in the present social set-up. The values we cherish can become an integral part of our personality. But the awakening in this direction has been too late in our society. The *Indian Education Commission*

(1964-66) headed by D.S Kothari has very rightly recommended that conscious and organized attempt be made for imparting education in social, moral and spiritual values with the help, whenever possible of the ethical teachings of great religions. Again, from the report of several committees and commissions appointed from time to time, it is obvious that there has been consensus of opinion regarding inclusion of values in educational system.

But the instances of deteriorating standard of human conduct and neglect of social concern are quite numerous in the recent history of our country in all walks of national life, and the prevailing crisis of character has therefore, stirred nation-wide interest of people for a critical appraisal of school practices and our educational programmers. It is felt that development of values among the people cannot be enforced by enacting laws or by making strong legal provisions in the Constitution. Values can be inculcated and developed among people through preaching and teachings by saints, teachers and elderly members in the family or society. However, among them, teacher occupies a predominant position as s/he deals with pupils and classrooms and the pupils are considered as the future citizens whereas, classrooms are believed to be platforms that shape the destiny of a country. Therefore, the quality of teachers and teaching schools and school products has now become a subject of the deepest national concern. In the aforesaid context of the national situation, a vigorous programme of value-oriented education is the need of the hour in order to safeguard the present set-up of society from further degeneration and deterioration.

NCERT in *Fourth Survey of Research in Education (1991)* in a trend report on research in Sociology of Education stated that the breakdown of moral values and the role of education in a culturally heterogeneous society is an important dimension that needs to be better understood. Similarly, NCERT in *Fifth Survey of Educational Research (Volume II, 2000)* reported thirty-one studies in the area of moral, art and aesthetic education and among them only two are related to teachers' values. Mohan, S. (2007) also expressed, "The area of value measurement has remained an illusive area far as Indian research is concerned. Much more heuristic orientation and emphasis is called for in order to indigenise and validate concepts, professional practices, and evaluation of outcomes in value education through systematic exploring, designing, and executing of comprehensive value education and research programmes".

A review of researches clearly reveals that there is a gap in the area of value education and that there is dearth of researches on personal values in India as well as in foreign countries. What is more important is that negligible number of research studies have been conducted on Odisha to indicate influence of family structures (type of family and family size) and locality on personal values prospective teachers.

As family is considered as the first school of human being, the different family structures may have influence on the personal values of student teachers. Further, locality may have influence values of individuals. In view of this, the present study is designed to explore the personal values of students studying in teacher education institute in the context of their family structures and locality. The findings of the study will be of great use to the teachers, teacher educators, academic administrators, policy makers and parents to take care of the components concerned to values at different levels and kinds of education.

4. STATEMENT OF THE PROBLEM

The topic is stated as "*Personal values among prospective teachers in the context of their family structures and locality*"

5. KEY TERMS DEFINED

(i) **Personal Values:** As human values are innumerable; one can have different values. As such certain values which are related to a particular person are known as personal values. Personal values in the present study referred to one's ten values which include religious value, social value, democratic value, aesthetic value, economic value, knowledge value, hedonistic value, power value, family prestige value and health value.

(ii) **Prospective Teachers:** The student teachers who completed 1st Year B Ed Course were termed as prospective teachers in the present investigation.

(iii) **Family Structures:** In this study, the following demographic factors relating to family structures were considered:

Type of family- Joint family and Nuclear family,

Family size- Big family (having more than 4 members) and Small family (having 4 or less than 4 members).

Locality: Rural and urban areas were considered as locality in the present study.

6. OBJECTIVES

The present study was conducted with the following objectives:

1. To explore the personal values of prospective teachers (levels and patterns)
2. To examine the influence of type of family on the personal values of prospective teachers
3. To examine the influence of family size on the personal values of prospective teachers
4. To examine the influence of locality on the personal values of prospective teachers

7. HYPOTHESES

The following null hypotheses were framed for the present study:

There is no significant influence of type of family on personal values of prospective teachers.

There is no significant influence of family size on personal values of prospective teachers.

There is no significant influence of locality on personal values of prospective teachers.

8. METHOD OF THE STUDY

8.1. Design of the Study: Descriptive survey method was adopted for the present study.

ii. Sample: Initially, 100 student teachers studying in 2nd Year B Ed Class of College of Teacher Education, Balasore were selected as the sample of the study on the basis of purposive sampling technique. However, the final sample comprised of 86 subjects due to experimental mortality.

8.2 Tools Used:

A Personal Data Sheet was used to collect information about the family structure and locality of the prospective teachers. Moreover, Personal values of the subjects were measured by administering Personal Values Questionnaire developed and standardized by Sherry, G. P. and Verma, R. P. (2005). The format of the PVQ is that of a forced choice type multiple choice item. A question consisted of two parts: (i) a stem, and (ii) items. In the stem of the question a criterion situation for seeking the value preferences was depicted. The items depicted the values for which the respondent had to express his comparative preferences under the stimulus of the criterion situation.

An example of a question is given below:

Q. What kind of job do you like? (Stem) such a job in which you have:

- a) Opportunity to make a lot of money.
- b) Control over men.
- c) Physical comfort and rest.

Initially, 75 questions of the above type were prepared and having undergone through the process of Pre-try out and item analysis only 40 questions, i.e. 4 questions with 12 items for each value were selected for the final draft of the questionnaire. The questionnaire measures ten dimensions of personal values. These include Religious Value, Social Value, Democratic Value, Aesthetic Value, Economic Value, Knowledge Value, Hedonistic Power Value, Family prestige Value, Health Value. A score of 2 for tick mark showing the most preferred value under the stem, 0 for cross mark showing the most preferred value under the stem and 1 for the blank showing the most preferred value under the stem were given. After calculating the raw scores of the respondents, these raw scores were converted to derived score i.e. T-score ('Z' score x 10 + 50) for the satisfactory interpretation purpose. The interpretation was done as per the instruction given in manual of the PVQ which has been presented in the **Table-1**.

Table-1: Interpretation of the T-scores

T-Scores	Interpretation
65 and above	Very high value
55-64	High value
46-54	Average value
35-45	Low value
34 & below	Very Low value

The reliability was derived at by Cronbach's alpha. The total split half reliability score is 0.87. The measure of the intrinsic validity of the scale is the square root of Guttman Split -half reliability, and it was 0.93. Thus, high test retest reliability of the PVQ and its fairly strong validity were the factors considered for use of this tool in the present investigation.

8.3 Procedure of Data Collection

The researcher by taking the permission from the Principals/ Heads of the institutions discussed about the objectives of the research. Finally, after clarifying the objectives of the research the prospective teachers were asked to fill the information in the Personal Data Sheet. After completion of this, the researcher will administer the Personal Values Questionnaire mentioned above.

8.4 Data Analysis Techniques

The data were analysed objective wise by applying various statistical techniques. First of all, the obtained raw scores of the subjects were converted to T-scores after computing the z-scores, and then Mean, Standard deviation and t-test were found out.

9. DELIMITATIONS OF THE STUDY

The study was delimited to: i. Variables such as, personal values, family structure and locality, ii. Survey method, iii. 86 prospective teachers of Government College of Teacher Education of Balasore district only as sample, iv. Purposive sampling technique, v. Personal Values Questionnaire by Sherry and Verma (2005), vi. Statistical techniques like z-score, T-score, Mean, Standard Deviation, t-test.

10. RESULTS AND DISCUSSIONS

The calculated results have been presented below in Tables and Figures one after another.

Table 2: Mean T-Scores indicating the Level and Value Patterns of Prospective Teachers

Values	Type of Family		Family Size		Locality	
	Joint Family	Nuclear Family	Big Size	Small Size	Rural	Urban
N	30	56	49	37	69	17
Religious	45.14*	42.66*	44.93*	41.66*	44.12*	41.13*
Social	60.42***	60.39***	60.26***	60.58***	60.29***	60.85***
Democratic	58.98***	59.59***	58.65***	60.37***	59.86***	57.48***
Aesthetic	48.83**	50.03**	49.01**	50.41**	49.42**	50.40**
Economic	42.64*	43.99*	41.89*	45.68*	42.58*	47.34**
Knowledge	59.47***	59.79***	60.19***	58.99***	59.55***	60.18***
Hedonistic	43.06*	42.21*	42.85*	42.05*	42.09*	44.19*
Power	40.47*	40.57*	40.53*	40.53*	41.01*	38.60*
Family prestige	46.04**	47.98**	46.95**	47.77**	47.65**	45.90*
Health	55.37***	54.28**	54.96**	54.26**	54.78**	54.18**

*****High Value: 55-64, ** Average value: 46-54, * Low value: 35-45**

Table-2 presents the level of value and the value patterns of prospective teachers belonging to joint family & nuclear family, big size family & small size family and rural area & urban area. It can be noticed from this table that the prospective teachers belonging to joint family possess high social, democratic, knowledge and health values, average aesthetic and family prestige values, but low religious, economic, hedonistic and power values. The prospective teachers belonging to nuclear family also possess high social, democratic and knowledge values, average aesthetic, family prestige and health values, but low religious, economic, hedonistic and power values.

Similar trend in the value pattern of the prospective teachers belonging to both big and small family size is also evinced when it is observed from the said Table that they have possessed high social, democratic and knowledge values, average aesthetic, family prestige and health values, but low religious, economic, hedonistic, and power values.

Further, a glance at the mean values obtained by the prospective teachers of both rural and urban groups reveals that they have possessed high social, democratic and knowledge values. The rural prospective teachers are found to possess average aesthetic, family prestige and health values although they are found to possess low religious, economic, hedonistic and power values. However, the urban prospective teachers are found to possess average aesthetic, economic and health values, but low religious, hedonistic, power and family prestige values.

Thus, in the present study, prospective teachers in general possess high social, democratic and knowledge values which is in contradiction to the findings of Panda, Samantraya & Panda (2018), Samantraya (2019) and Tripathy & Panda (2020).

A comparison of the value patterns of different categories of prospective teachers have been presented in Figures: 1, 2, 3.

Figure- 1: Comparison of Value patterns of Prospective Teachers belonging to Joint Family and Nuclear Family

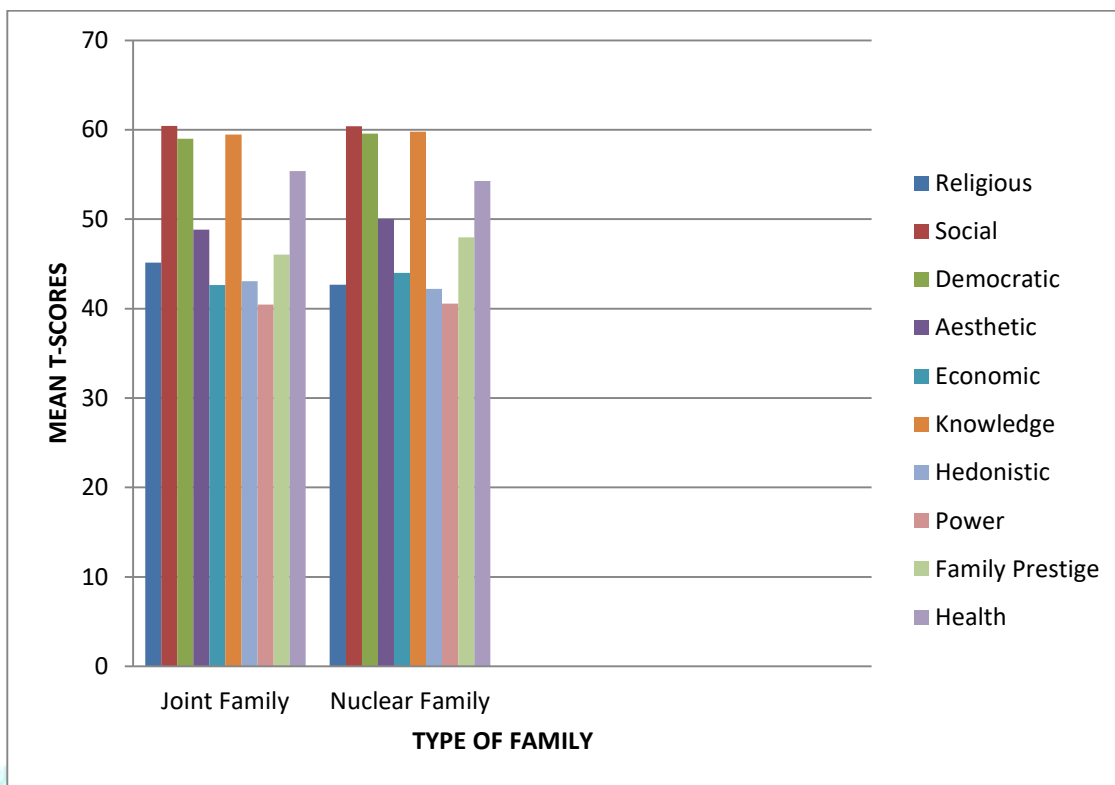


Figure-2: Comparison of Value patterns of Prospective Teachers belonging to Big and Small Family size

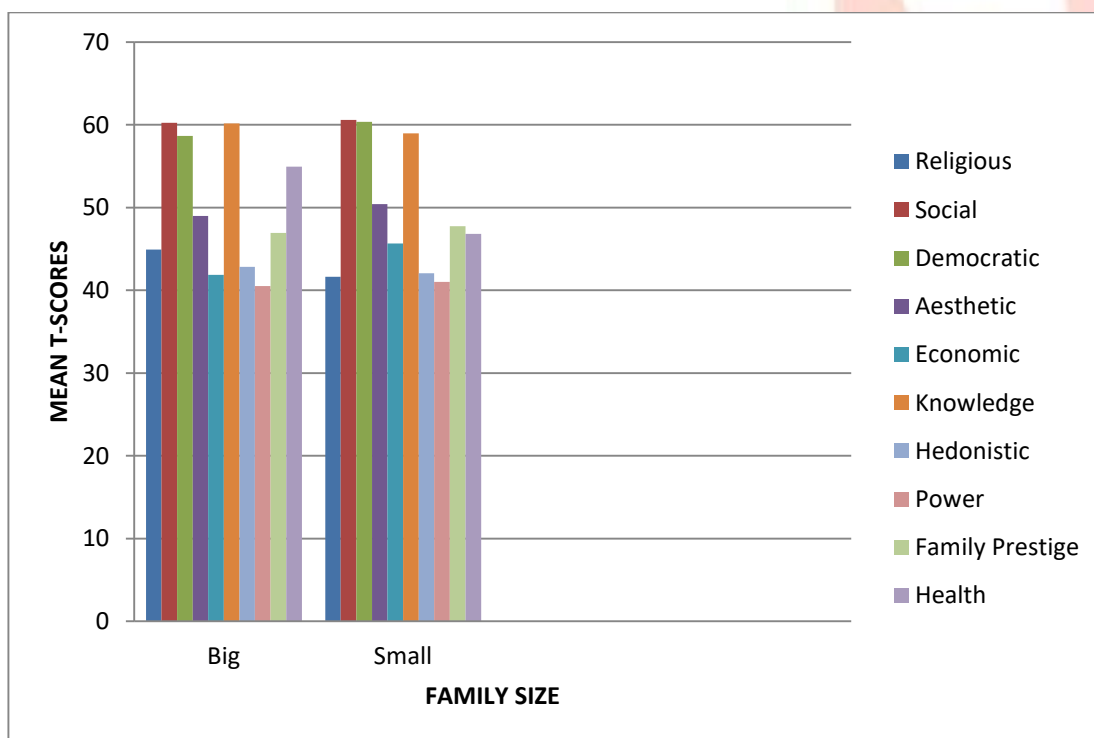
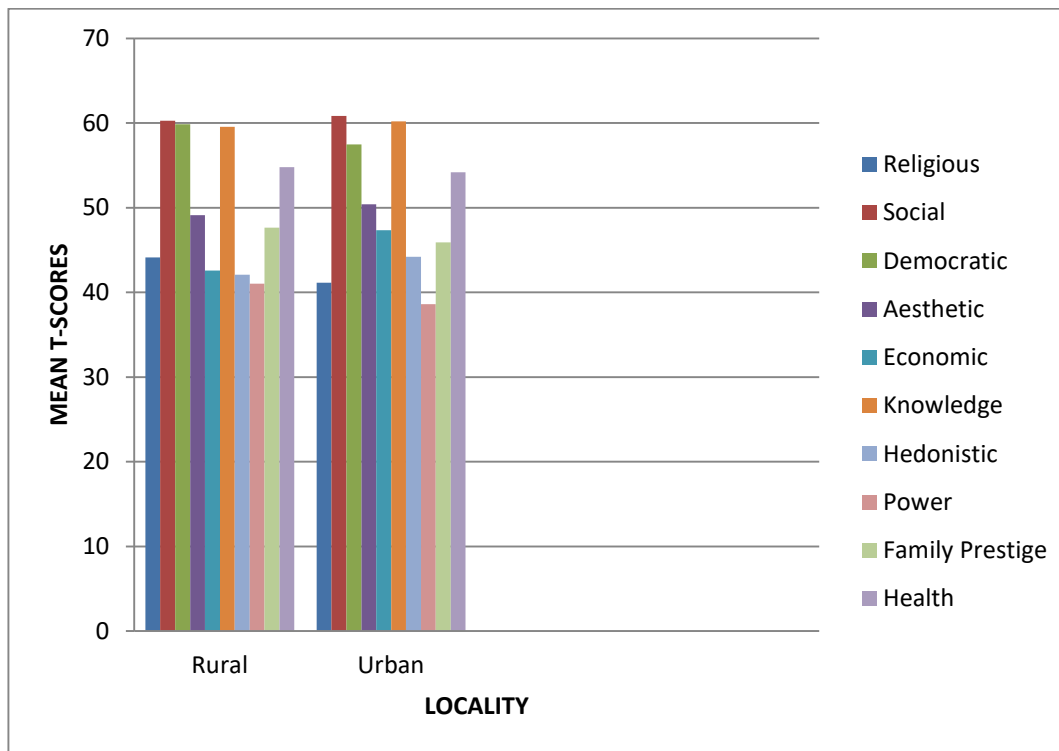


Figure-3: Comparison of Value patterns of Rural and Urban Prospective Teachers



A look at the Figure-1 indicates that the value which is at the top in case of prospective teachers belonging to joint family is the social value, followed by knowledge, democratic, health, aesthetic, family prestige, religious, hedonistic and economic values. The lowest value in case of them is the power value. In case of prospective teachers of nuclear family, social value is also at the top of all values, which is followed by knowledge, democratic, aesthetic, health, family prestige, economic, religious and hedonistic values. The power value is also the lowest value in them like that of their counterparts. whereas, social value is the lowest value.

Similarly, it is observed from the Figure-2 that the values which are at the top in case of prospective teachers of big family group are social, knowledge and democratic. The lowest rank has gone to power value followed by the economic value. Similarly, the highest value in case of prospective teachers of small family group is the social value followed by democratic, knowledge, and aesthetic values, the lowest being the power value followed by the religious value.

Again, the Figure-3 indicates that social value is at the top of all values in case of prospective teachers of both rural and urban areas, followed by democratic, knowledge, health, aesthetic, family prestige, religious, economic and hedonistic values in rank order in case of former group. However, in case of urban prospective teachers, the values next to social value in rank order are knowledge, democratic, health, aesthetic, economic, family prestige, hedonistic and religious values. The lowest value in cases of both the groups is the power value.

Table 3: Comparison of Different Values between Prospective Teachers of Joint Family and Nuclear Family

Sl. No.	Name of the Values	Prospective Teachers of Joint Family			Prospective Teachers of Nuclear family			SED	t-test value
		N	Mean	SD	N	Mean	SD		
	Religious	30	45.14	8.88	56	42.66	7.58	1.91	1.30NS
	Social	30	60.42	6.14	56	60.39	7.19	1.48	0.02NS
	Democratic	30	58.99	5.87	56	59.59	5.40	1.29	0.47NS
	Aesthetic	30	48.83	6.09	56	50.03	6.64	1.42	1.04NS
	Economic	30	42.64	7.82	56	43.99	7.66	1.76	0.77NS
	Knowledge	30	59.47	5.60	56	59.79	6.69	1.36	0.24NS
	Hedonistic	30	43.06	6.69	56	42.21	5.34	1.41	0.60NS
	Power	30	40.47	5.79	56	40.57	5.47	1.28	0.08NS
	Family prestige	30	46.04	6.52	56	47.98	6.99	1.51	1.28NS
	Health	30	55.37	6.76	56	54.28	6.82	1.53	0.71NS

NS - Not Significant at any Level with DF=84

It can be noticed from Table-3 that, the teachers belonging to joint family have possessed better mean scores than the prospective teachers of nuclear family in religious, social, hedonistic and health values, whereas, the prospective teachers belonging to nuclear family have possessed better mean scores than their counterparts in respect of democratic, aesthetic, economic, knowledge, power and family prestige values. But since the differences between the mean scores of both the groups are not statistically significant at any levels it may be said that both the groups are similar in possession of values and that type of family has not exerted significant influence on personal values of prospective teachers. Therefore, the null hypothesis 1: "There is no significant influence of type of family on personal values of prospective teachers" is retained.

Table-4: Comparison of Different Values between Prospective Teachers of Big and Small Family Size

Sl. No.	Name of the Values	Prospective Teachers of Big Family			Prospective Teachers of Small Family			SED	t-test value
		N	Mean	SD	N	Mean	SD		
	Religious	49	44.93	7.84	37	41.66	8.16	1.75	1.86NS
	Social	49	60.26	7.28	37	60.58	6.20	1.46	0.22NS
	Democratic	49	58.65	5.73	37	60.37	5.19	1.18	1.46NS
	Aesthetic	49	49.01	6.15	37	50.41	6.80	1.42	0.99NS
	Economic	49	41.89	7.58	37	45.68	7.43	1.63	2.33*
	Knowledge	49	60.19	6.22	37	58.99	6.41	1.38	0.87NS
	Hedonistic	49	42.85	6.33	37	42.05	5.14	1.24	0.65NS
	Power	49	40.53	5.13	37	40.53	6.14	1.25	0.00NS
	Family prestige	49	46.95	6.96	37	47.77	6.77	1.49	0.55NS
	Health	49	54.96	6.77	37	56.26	6.85	1.48	0.47NS

NS - Not Significant, * - Significant at 0.05 level with DF=84

A glance at the mean scores obtained by prospective teachers belonging to big and small family size which have been presented in Table-4 reveals that prospective teachers of big family size have secured better mean scores than prospective teachers of small family in case of religious, knowledge, hedonistic and health values whereas, they have obtained less score than their counterparts in respect of social, democratic, aesthetic and family prestige values. The prospective teachers of both family size groups, however, have obtained same mean score in respect of power value. It is noticed that no statistically significant differences are observed between the two groups of prospective teachers in respect of possession of the above values although there exists significant difference between the mean scores of the two groups with regard to economic value at 0.05 level of significance (Garrett, 1981, p. 441). And the better mean score in favour of prospective teachers of small family indicates that they possess significantly better economic value than their counterparts. Thus, it is evinced that family size has no influence on the personal values excepting the economic value. Therefore, the hypothesis: "There is no significant influence of family size on personal values of prospective teachers" is accepted except that of economic value.

Table 5: Comparison of Different Values of Rural & Urban Prospective Teachers

Sl. No.	Name of the Values	Rural Prospective Teachers			Urban Prospective Teachers			SED	t-test value
		N	Mean	SD	N	Mean	SD		
	Religious	69	44.12	8.24	17	41.13	7.26	2.02	1.48NS
	Social	69	60.29	6.13	17	60.65	9.16	2.34	0.24NS
	Democratic	69	59.86	5.18	17	57.48	6.61	1.72	1.38NS
	Aesthetic	69	49.42	6.46	17	50.40	6.48	1.75	0.56NS
	Economic	69	42.58	7.70	17	47.34	6.67	1.86	2.55*
	Knowledge	69	59.55	6.62	17	60.18	4.94	1.44	0.44NS
	Hedonistic	69	42.09	5.49	17	44.19	6.91	1.80	1.16NS
	Power	69	41.01	5.45	17	38.60	5.73	1.54	1.56NS
	Family prestige	69	47.65	7.09	17	45.90	5.79	1.64	1.07NS
	Health	69	54.78	7.02	17	54.18	5.88	1.66	0,36NS

NS - Not Significant, * - Significant at 0.05 level of significance with DF=84

It is again observed from Table-5 that the mean score of prospective teachers belonging to urban area is greater than that of the mean score of prospective teachers belonging to rural area in case of religious, democratic, power, family prestige and health values, whereas, the mean score of prospective teachers belonging to rural area is better than their counterparts in respect of social, aesthetic, knowledge and hedonistic values. But the differences between the two groups in respect of the above values are not statistically significant. It is further, noticed that rural prospective teachers possess significantly greater economic value than their counterparts at 0.05 level of significance. The finding of the present study is therefore, contradicted by Bar & Gurmit (2004) who reported that urban teachers had significantly high economic value, whereas, it is confirmed by Muchhal & Chauhan (2007).

Thus, the hypothesis "There is no significant influence of locality on personal values of prospective teachers" is retained except economic value where it is rejected.

11. FINDINGS

1. Prospective teachers in general possessed high social, democratic and knowledge values.
2. Prospective teachers belonging to joint family alone possessed high level of health value.
3. There was no significant influence of type of family on personal values of prospective teachers.
4. There was significant influence of family size on economic value of prospective teachers since the subjects belonging to small family were found to have possessed significantly better economic values than their big family counterparts. However, in other dimensions of personal values, no influence of family size was observed.
5. There was significant influence of locality on economic value of prospective teachers since the subjects belonging to rural area were found to have possessed significantly better economic values than their rural area counterparts. However, in other dimensions of personal values, influence of locality was not observed.

12. SUGGESTIONS

1. This kind of studies may be extended to all levels of Teacher Education.
2. This kind of studies may be extended to different levels of Education.
3. Comparative studies may be undertaken to study the influence of values of teachers on students.
4. Studies on values in relation to achievement of students on other curricular activities can be attempted.
5. Studies which can probe into the causes for different levels of values among students can be undertaken.

13. EDUCATIONAL IMPLICATIONS

Out of ten personal values, the level of value possessed by the prospective teachers was found to be high only in three values. Thus, in seven dimensions of personal value, their level was either average or low. Therefore, cultural programs, drama, song, music, art and Physical & Health Education should be given more importance. Community and social issues should be brought to the notice of all students. Participation in such activities should be made compulsory to boost personal values among prospective teachers.

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