



A STUDY OF VALUE PATTERNS OF PROSPECTIVE PRIMARY SCHOOL TEACHERS IN RELATION TO GENDER, TYPE OF INSTITUTION, STREAM OF STUDY

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Abstract

The main purpose of the research was to study the value patterns of prospective primary school teachers as they are the future teachers and many times become the role models of their students. Primary school teachers are holding important responsibility in shaping the future of small children as they are foundation of our future. The researcher took 640 prospective primary school teachers from 14 institutions which provide junior basic teaching training from twelve districts of Himachal Pradesh. The sample was selected randomly. Value patterns scale by R.K. Ojha and M. Bhargava was used for the study. The analysis and interpretation of the data was done by calculating the mean scores of the values.

Keywords: Value, Value Patterns, Prospective Primary School Teachers, Gender, Type of Institution, Stream of Study



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INTRODUCTION:

Value crisis is a global phenomenon of our times. Rapid scientific growth and technology advancements resulting in industrialization have threatened our age-old-moral-standards. This atmosphere of valuelessness is leading to disintegration, though we notice at the same time best of progress in certain other fields. Its rightly remarked, “when a tree grows up to heaven, its roots reach down to hell.” We must realize that the process of value deterioration will prove disastrous and lead to disintegration of the society. So it is the right time for us to rise to action and make conscious efforts to the right direction. Education has to be directed to the full development of the human personality and to strengthening of respect for human rights. It should promote value like understanding, friendship and tolerance. Education has to be effective means to achieve this goal. The main aim of value education in school should be to make students good citizens so that they may share their responsibility for the development of the country. And for all the teachers play an important role in inculcating the values. The

true teacher is like the gardener under whose care a thousand of trees blossom and grow. He may contribute nothing to their actual growth; the principle of growth lies in the tree itself. He plants and water so is with educator. He only watches that any external force may not injure or disturb them.

According to Swami Ranganathananda, Whatever India will be the next generation will depend upon what teachers teach to their students today in the classroom. Remember that the humanity that our politics and administration handle is the end product of a processing, beginning with the parents at home and teachers in educational institutions. So values plays very important role in our life. In this context the researcher felt the need to study the value pattern of prospective primary school teachers. The values taken up in the present study are Theoretical, economical, aesthetical, social and political and religious values.

Objectives

1. To study the dimension wise value patterns of prospective primary school teachers with respect to
 - i. Gender
 - ii. Type of institution
 - iii. Stream of Study
2. To study the interactional effect of dimension wise value patterns of prospective primary school teachers with respect to
 - i. Gender X Type of Institution
 - ii. Gender X stream of study
 - iii. Type of institution X Stream of study

METHODOLOGY OF STUDY

Research Method

In order to accomplish the objectives of the present study, the descriptive survey method of research was used by the investigator. Descriptive survey method is designed to obtain pertinent and precise information concerning the current status of phenomena and whenever possible, to draw valid general conclusions from the facts discovered.

Sample

A selected group of some elements from the totality of the population is known as sample. Sampling is the process by which a relatively small number of individuals or measures of individuals, objects or events is selected and analyzed in order to find out something about the entire population from which it was selected. Six government and eight private JBT training institutions was selected from list of all JBT training institutions of

Himachal Pradesh by using simple random sampling(by using lottery method). For the present study sample of 640 prospective primary school teachers was selected by using cluster sampling technique from randomly selected fourteen JBT training institutions.

Tools Used

Study of values scale developed and standardized by R.K. Ojha and M. Bhargava was used.

ANALYSIS AND INTERPRETATION

Dimensions of Value Patterns of Prospective Primary School Teachers in Relation To Gender, Type of Institution And Stream Of Study

In order to find out the main effects of gender, type of institution and stream of study along with their interactional effects on the value patterns of prospective primary school teachers analysis of variance (2x2x2 factorial design involving 2 levels of gender i.e. male and female, 2 levels of type of institution i.e. government institution and private institution and 2 levels of types of streams of study i.e. arts, science) was applied on the means of the value scores.

Theoretical Value

Table 1 Means and S.D. of Theoretical Value Pattern Scores of Prospective Primary School Teachers in Relation to Gender, Type of Institution and Stream Of Study

Type of Institution	Gender	Male			Female			Total		
		Arts	Science	Total	Arts	Science	Total	arts	Science	Total
Government	Mean	44.59	45.49	45.04	44.74	46.10	45.42	44.66	45.79	45.23
	SD	4.77	5.30	5.04	4.48	5.23	4.90	4.61	5.26	4.97
Private	Mean	43.63	44.04	43.83	42.40	43.55	42.98	43.01	43.79	43.40
	SD	5.34	4.10	4.75	4.92	5.48	5.22	5.16	4.83	5.00
Total		44.11	44.76	44.43	43.57	44.83	44.20	43.84	44.79	44.32

Table 2 The Complete Summary of ANOVA: Theoretical Value Pattern in Relation To Gender, Type of Institution and Stream of Study

Source of variation	Sum of squares	ofdf	Mean squares	F-Ratio
Gender(A)	9.025	1	9.025	.364
Institution(B)	532.900	1	532.900	21.519**
Stream (C)	146.306	1	146.306	5.908**
Gender X Institution (A X B)	61.256	1	61.256	2.474
Institution X Stream (B X C)	4.900	1	4.900	.198
Gender X Stream (A X C)	14.400	1	14.400	.581
Gender X Institution X Stream (A X B X C)	.756	1	.756	.031
Error	15650.700	632	24.764	
Corrected Total	16420.244	639		

(A) Gender (A)

From Table 2, it is clear that F-value for the main effect of gender on theoretical value of prospective primary school teachers has come out to be .364, which is not significant at .05 level of confidence for 1/632 df. It means that there is no significant difference in the mean score of theoretical value of male and female prospective primary school teachers.

(b) Type of Institution (B)

From Table 2, further exhibits that F-value for theoretical value has come out to be 21.519, which is significant at .01 level of confidence for 1/632 df. It means that there exists a significant difference between the prospective primary school teachers of government institution and private institution on theoretical value. From Table 1 concluded that the mean score for theoretical value of the prospective primary school teachers of government institution is 45.23 and for the prospective primary school teachers of private institution is 43.40. So, prospective primary school teachers of government institution have high theoretical value as compared to prospective primary teachers of private institution.

(c) Stream of Study (C)

Table 2 indicative of the fact that computed value of F for the main effect of stream of the study on the theoretical value of prospective primary school teachers has come out to 5.908 which is significant at 0.05 level of confidence for 1/638. It means that there exists a significant difference between the prospective primary school teachers of arts and science on theoretical value. Table 2 shows that the mean scores for prospective primary school teachers on theoretical value of arts stream is 43.84 and for the prospective primary teachers of science stream is 44.79. It may be interpreted that prospective primary school teachers of science stream have high theoretical value as compared to prospective primary teachers of arts stream.

(II) *Aesthetic Value Dimension Of Value Patterns Of Prospective Primary School Teachers In Relation To Gender, Type Of Institution And Stream Of Study*

Table 3 Means and S.D. of Aesthetic Value Pattern Scores Of Prospective Primary School Teachers In Relation to Gender, Type Of Institution and Stream of Study

Type of Institution	Gender	Male			Female			Total		
		Arts	Science	Total	Arts	Science	Total	Arts	Science	Total
		GOVERNMENT	Mean	34.86	36.08	35.47	34.94	34.24	34.59	34.96
	SD	6.38	5.81	6.11	5.82	5.67	5.74	6.09	5.79	5.93

PRIVATE	Mean	36.45	36.54	36.49	36.40	34.66	35.53	36.43	35.60	36.01
	SD	5.79	5.78	5.77	5.77	6.03	5.95	5.76	5.97	5.87
TOTAL		35.66	36.31	35.98	35.67	34.45	35.06	35.66	35.38	35.52

Table 4 the complete summary of ANOVA: Aesthetic value pattern in relation to gender, type of institution and stream of study

Source of variation	Sum of squares	Df	Mean squares Variance	F-Ratio
Gender(A)	135.977	1	135.977	3.920*
Institution(B)	155.039	1	155.039	4.470*
Stream (C)	12.939	1	12.939	.373
Gender X Institution (A X B)	.264	1	.264	.264
Institution X Stream (B X C)	46.764	1	46.764	1.348
Gender X Stream (A X C)	139.689	1	139.689	4.027*
Gender X Institution X Stream (A X B X C)	0.77	1	0.77	.002
Error	21920.988	632	34.685	
Corrected Total	22411.736	639		

(a) Gender (A)

From Table 4, F-value for the main effect of gender on aesthetic value of prospective primary school teachers has come out to be 3.920 for 1/632 df. It means that there is significant difference in the aesthetic value of male and female prospective primary school teachers. Table 3 shows that the mean score of aesthetic value for the male prospective primary school teachers is 35.98 and for the female prospective primary school teachers 35.06. From this, it may be interpreted that prospective primary school male teachers have high aesthetic value as compared to female prospective primary school teachers.

(b) Type of Institution (B)

From Table 3, further exhibits that F-value for the main effect of type of institution which compares the means of aesthetic value of prospective primary school teachers who studying in government institution and private institution for aesthetic value has come out to be 4.470, which is higher than the table value (3.86) at 0.05 level of significance for 1/632 df. It means that there exists a significant difference between the prospective primary school teachers of government institution and private institution on aesthetic value. Table 3 shows that the mean score for aesthetic value of the prospective primary school teachers of

government institution is 35.03 and for the prospective primary school teachers of private institution is 36.01. This indicates that there exists significant difference between prospective primary school teachers of government institution and private institution on their aesthetic value

(c) Stream Of Study (C)

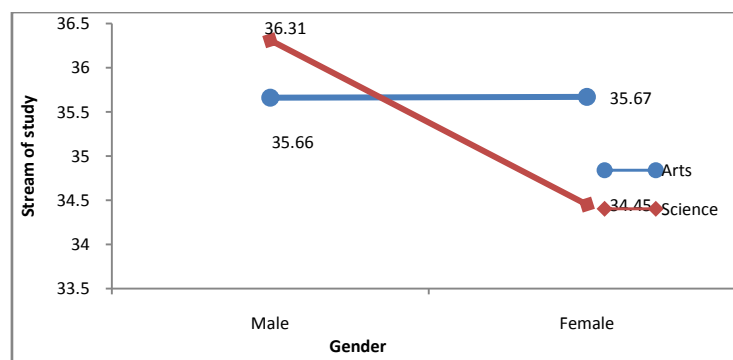
Table 3, is indicative of the fact that computed value of F for the main effect of stream of the study on the aesthetic value of prospective primary school teachers has come out to .373 which is much below than table value (3.86) at 0.05 level of significance for 1/632 df. It may be inferred that there exists no significant difference among arts stream and science stream prospective primary teachers on aesthetic value.

(b) Gender X Stream of Study (A X C)

Table 4 shows that obtained value for F-ratio for interactional effect of gender and stream of study (A x C) for aesthetic value has come out to be 4.027, which is much higher than table value (3.86) at 0.05 level of significance for df 1 and 632. From this, it may be interpreted that there exists significant interactional effects of gender and stream of study on aesthetic value.

From Figure 1 the line showing the mean scores on aesthetic value of prospective primary male teachers and prospective primary female teachers studying in arts stream and science stream are intersecting each other. It may be said that the magnitude of differences in the means of teaching aptitude scores of male and female prospective primary school teachers is not same, within the limits of random variations for arts stream and science stream.

Figure 1 Interactional of Gender and Stream of Study With Respect to Aesthetic Value Pattern Scores of Prospective Primary School Teachers



From the above it may, be interpreted that there exists significant interactional effects gender and stream of study on teaching aptitude of prospective primary school teachers. It may be interpreted that both gender and stream of study are related to teaching aptitude of prospective primary school teachers but not independently of each others. One variable

interfere in the effect of other variable on the teaching aptitude of prospective primary school teachers.

(III) Social value dimension of value patterns of prospective primary school teachers in relation to gender, type of institution and stream of study

Table 5 Means and S.D. of Social Value Pattern Scores of Prospective Primary School Teachers in Relation to Gender, Type of Institution and Stream of Study

Type of Institution		Gender			Total					
		Male		Total	Female		Total			
		Arts	Science		Arts	Science		Arts	Science	Total
GOVERNMENT	Mean	42.95	42.55	42.75	41.46	42.46	41.96	42.21	42.51	42.36
	SD	5.02	4.18	4.61	5.16	5.43	5.30	5.13	4.83	4.98
PRIVATE	Mean	43.69	42.89	43.29	42.86	43.50	43.18	43.28	43.19	43.23
	SD	5.14	4.71	4.93	5.12	5.05	5.08	5.13	4.87	5.00
TOTAL		43.32	42.72	43.02	42.16	42.98	42.57	42.74	42.85	42.80

Table 6 the Complete Summary of ANOVA: Social Value Pattern in Relation To Gender, Type of Institution and Stream of Study

Source of variation	Sum squares	ofDf	Mean squares	F-Ratio
Gender(A)	123.37	1	123.37	4.94*
Institution(B)	31.95	1	31.95	1.281
Stream (C)	1.91	1	1.91	.744
Gender X Institution (A X B)	18.56	1	18.56	.077
Institution X Stream (B X C)	80.51	1	80.51	3.22
Gender X Stream (A X C)	5.81	1	5.81	.233
Gender X Institution X Stream (A X B X C)	.014	1	.014	.001
Error	15760.037	632	937	
Corrected Total	16022.186	639		

(a) Gender (A)

From Table 6 it is clear that F-value for the main effect of gender on social value of prospective primary school teachers has come out to be 4.94, which is much higher than table value (3.86) at 0.05 level of significance for 1/632 df. It means that there exists significant difference in the mean scores of social value of male and female prospective primary school teachers. Table 5 shows that the mean score of social value for the male prospective primary school teachers is 43.02 and for the female prospective primary school teachers is 42.57. From this, it may be interpreted that male prospective primary school teachers have high social value.

(b) Type of Institution (B)

Table 5 further exhibits that F-value for the main effect of type of institution which compares the means of social value of prospective primary school teachers who studying in government institution and private institution has come out to be 1.28, which is much below than table value (3.86) at 0.05 level of significance for 1/632 df. It means that there exists no significant difference between the prospective primary school teachers of government institution and private institution on social value

(c) Stream of Study (C)

Table 5 indicative of the fact that computed value of F for the main effect of stream of the study on the social value of prospective primary school teachers has come out to .077 which is much below than table value (3.86) at 0.05 level of significance for 1/632 df. It means that there exists no significant difference between the mean scores of prospective primary school teachers of arts stream and science stream on social value.

IV Political Value Dimension Of Value Patterns Of Prospective Primary School Teachers In Relation To Gender, Type Of Institution And Stream Of Study

Table 7 Means and S. D. of Political Value Pattern Scores of Prospective Primary School Teachers in Relation to Gender, Type of Institution and Stream of Study

Type of Institution	Gender	Male			Female			Total		
		Arts	Science	Total	Arts	Science	Total	Arts	Science	Total
Government	Mean	40.69	41.83	41.26	41.25	40.69	40.97	40.97	41.26	41.11
	SD	4.92	4.81	4.89	4.84	4.70	4.76	4.87	4.78	4.82
Private	Mean	40.60	40.16	40.38	40.85	40.33	40.59	40.73	40.24	40.48
	SD	4.70	4.56	4.62	5.24	5.04	5.13	4.97	4.79	4.88
TOTAL		40.64	40.99	40.82	41.05	40.51	40.78	40.85	40.75	40.80

Table 8 the Complete Summary of ANOVA: Political Value Pattern in Relation to Gender, Type of Institution and Stream of Study

Source of variation	Sum squares	ofdf	Mean squares	F-Ratio
Gender(A)	.264	1	.264	.011
Institution(B)	63.127	1	63.127	2.67
Stream (C)	1.502	1	1.502	.064
Gender X Institution (A X B)	9.752	1	9.752	.413
Institution X Stream (B X C)	23.639	1	23.639	1.00
Gender X Stream A X C)	31.95	1	31.95	1.352
Gender X Institution X Stream (A X B X C)	26.002	1	26.002	1.100
Error	14934.762	632	23.631	
Corrected Total	15090.998	639		

(a) Gender (A)

From Table 8 it is clear that F-value for the main effect of gender on political value of prospective primary school teachers has come out to be .011, which is much below than table value (3.86) at 0.05 level of significance for 1/632 df. It means that there exists no significant difference in the mean scores of political value of male and female prospective primary school teachers.

(b) Type of Institution (B)

From Table 8 further exhibits that F-value for the main effect of type of institution which compares the means of political value of prospective primary school teachers who studying in government institution and private institution for political value has come out to be 2.67, which is much below than table value (3.86) at 0.05 level of significance for 1/632 df. It means that there exists no significant difference between the prospective primary school teachers of government institution and private institution on political value.

(c) Stream of Study (C)

Table 7 indicative of the fact that computed value of F for the main effect of stream of the study on the political value of prospective primary school teachers has come out to .064 which is much below than table value (3.86) at 0.05 level of significance for 1/632 df. It means that there exists no significant difference between the prospective primary school teachers of arts stream and science streams on political value.

(V) *Economic Value Dimension Of Value Patterns Of Prospective Primary School Teachers In Relation To Gender, Type Of Institution And Stream Of Study*

Table 9 Means and S.D. of Economic value pattern scores of prospective primary school teachers in relation to gender, type of institution and stream of study

Type of Institution	Gender	Male			Female			Total		
		Arts	Scienc e	Tota l	Arts	Scienc e	Tota l	Arts	Scienc e	Tota l
GOVERNMENT	Mean	40.9	40.46	40.7	40.7	41.43	41.0	40.8	40.94	40.9
	SD	5.11	4.26	4.70	5.68	5.08	5.38	5.39	4.70	5.05
PRIVATE	Mean	41.2	41.58	41.4	42.2	41.89	42.0	41.7	41.73	41.7
	SD	5.29	5.78	5.53	5.21	5.06	5.12	5.26	5.42	5.33
TOTAL		41.1	41.02	41.0	41.5	41.66	41.5	41.3	41.34	41.3
		4		8	2		9	3		3

Table 10 The complete summary of ANOVA: Economic value pattern in relation to gender, type of institution and stream of study

Source of variation	Sum of squares	df	Mean squares	F-Ratio
Gender(A)	41.514	1	41.514	1.53
Institution(B)	114.75	1	114.75	4.23*
Stream (C)	.014	1	.014	.001
Gender X Institution (A X B)	3.164	1	3.164	.117
Institution X Stream (B X C)	564	1	564	.021
Gender X Stream (A X C)	2,627	1	2,627	.097
Gender X Institution X Stream (A X B X C)	34.689	1	34.689	1.28
Error	17132.788	632	27.109	
Corrected Total	17330.11	639		

(a) Gender (A)

From Table 10 it is clear that F-value for the main effect of gender on economic value of prospective primary school teachers has come out to be 1.53, which is much below than table value (3.86) at 0.05 level of significance for 1/632 df . It means that there is no significant difference in the mean scores of economic value of male and female prospective primary school teachers.

(b) Type of Institution (B)

From Table 10 further exhibits that F-value for the main effect of type of institution which compares the means of economic value of prospective primary school teachers who studying in government institution and private institution has come out to be 4.23, which is higher than table value (3.86)at 0.05 level of significance for 1/632 df. It means that there exists significant difference between the prospective primary school teachers of government institution and private institution on economic value. Table 9 shows that the mean score for economic value of the prospective primary school teachers of government institution is 40.19 and for the prospective primary school teachers of private institution is 41.76. From this, it may be interpreted that prospective primary school teachers of private institution has high economic value than the prospective primary school teachers of government institution.

(c) Stream of Study (C)

Table 10 indicative of the fact that computed value of F for the main effect of stream of the study on the economic value of prospective primary school teachers has come out to

.001 which is much below than table value (3.86) at 0.05 level of significance for 1/632 df. There is no significant difference.

(VI) Religious Value Dimension of Value Patterns Of Prospective Primary School Teachers In Relation To Gender, Type Of Institution And Stream Of Study

Table- 11 Means and S.D. of Religious Value Pattern Scores of Prospective Primary School Teachers in Relation to Gender, Type of Institution and Stream Of Study

Type of Institution		Gender			Total					
		Male	Female		Total					
		Arts	Science	Total	Arts	Science	Total	Arts	Science	Total
Government	Mean	35.93	33.60	34.76	34.63	34.66	34.64	35.28	34.13	34.70
	SD	6.18	5.99	6.18	6.03	5.70	5.85	6.12	5.85	6.01
Private	Mean	36.58	35.23	35.90	35.21	36.08	35.64	35.89	35.65	35.77
	SD	6.64	5.72	6.22	5.88	5.87	5.87	6.29	5.79	6.04
TOTAL		36.25	34.41	35.33	34.92	35.37	35.14	35.58	34.89	35.24

Table 12 the Complete Summary of ANOVA: Religious Value Pattern in Relation to Gender, Type of Institution and Stream of Study

Source of variation	Sum squares	ofdf	Mean squares	F-Ratio
Gender(A)	5.625	1	5.625	.156
Institution(B)	182.756	1	182.756	5.05*
Stream (C)	77.006	1	77.006	2.12
Gender X Institution (A X B)	.756	1	.756	.021
Institution X Stream (B X C)	32.400	1	32.400	.896
Gender X Stream (A X C)	209.306	1	209.306	5.788*
Gender X Institution X Stream (A X B X C)	.225	1	.225	.006
Error	22855.825	632	36.164	
Corrected Total	23363.900	639		

(a) Gender (A)

Table 12 it shows that F-value for the main effect of gender on religious value of prospective primary school teachers has come out to be .156, which is much below than table value (3.86) at 0.05 level of significance for 1/632 df. It means that there is no significant difference in the mean scores of religious value of male and female prospective primary school teachers.

(b) Type of Institution (B)

Table 12 further exhibits that F-value for the main effect of type of institution which compares the means of religious value of prospective primary school teachers who studying in government institution and private institution for religious value has come out to be 5.054, which is significant at .05 level of confidence for 1/632 df. It means that there exists a

significant difference between the mean scores of prospective primary school teachers of government institution and private institution on religious.

Table 11 shows that the mean score for religious value of the prospective primary school teachers of government institution is 34.70 and for the prospective primary school teachers of private institution is 35.77. From this, it may be interpreted that prospective primary school teachers of private institution have high religious value than prospective primary teachers of government institution.

(c) Stream of Study (C)

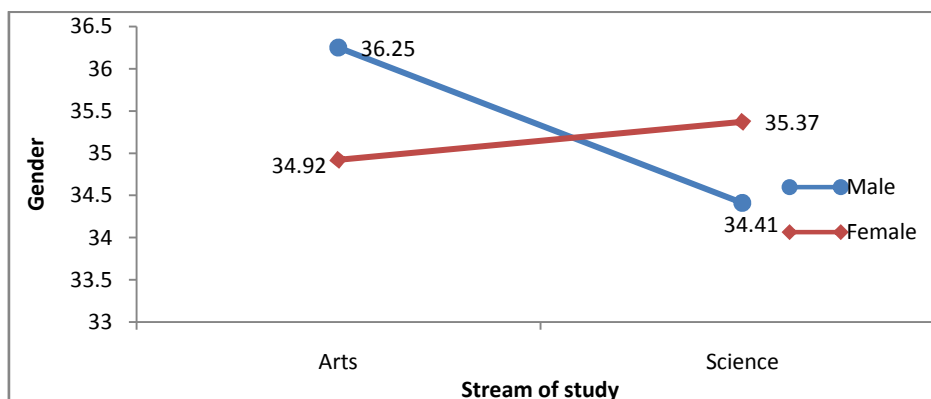
Table 12 indicative of the fact that computed value of F- for the main effect of stream of the study on the religious value of prospective primary school teachers has come out to 2.12, which is much below than table value (3.86) at 0.05 level of significance for 1/632 df. It means that there exists no significant difference between the mean scores of prospective primary school teachers of arts stream and science stream on religious value.

(d) GENDER X STREAM OF STUDY(AXC)

Table 12 the calculated value of F-ratio for interactional effects of gender and stream of study (A x C) on religious value has been found to be 5.78, which is much higher than table value (3.86) at 0.05 level of significance for 1/632 df. From this, it may be interpreted that there exists significant interactional effects of gender and stream of study on religious value.

From Figure 2 the line showing the mean scores on religious value of prospective primary male teachers and prospective primary female teachers studying in arts stream and science stream are intersecting each other. It may be said that the magnitude of differences in the mean of religious value scores of male and female prospective primary school teachers is not same, within the limits of random variations for arts stream and science stream.

Figure 2 Interactional of Gender and Stream of Study With Respect to Religious Value Pattern Scores of Prospective Primary School Teachers



From the above it may, be interpreted that there exists significant interactional effects of gender and stream of study on religious value of prospective primary school teachers. It may be interpreted that both gender and stream of study are related to religious value of prospective primary school teachers but not independently of each others. One variable interfere in the effect of other variable on the religious value of prospective primary school teachers.

FINDING OF THE STUDY

- 1) Significant difference was found in the aesthetic and social values of male and female prospective primary school teachers.
- 2) Significant difference was found in the theoretical values of male and female prospective primary school teachers who were studied in Government and private colleges.
- 3) Significant difference was found in the theoretical, economic, aesthetic, and religious values of male and female prospective primary school teachers who were studied in arts and science stream
- 4) There was significant interactional effect of gender and stream of study on the theoretical value of the prospective primary school teacher.
- 5) There was significant interactional effect of gender and stream of study on the religious value of the prospective primary school teacher.

EDUCATIONAL IMPLICATIONS

- The findings of the study are very useful for the curriculum planners of teacher education programme. Need and value based curriculum relevant to Indian society should be included in Teacher Education. The components of spiritual and moral teachings, common to all religions, should be an integral part of the curriculum for teacher education programmes.
- Teachers can influence the future generations to develop a positive attitude with a healthy value-base. This depends largely on the competence as well as dedication of teachers. If the student has to be taught values, first the teacher has to be taught the values.
- Teacher education programmes should be organized from time to time so that the teacher educators can practice the values in the field of life and work. Adequate provisions should be there to orient in-service teachers through different modes with enriched materials/packages on value education

CONCLUSIONS

As teachers deal with fresh and impressionable minds of the nation, a teacher's responsibility is to impress those minds with high humanistic values. The whole parents community looks up to teachers for the welfare and progress of their children. Hence the value of teachers attains social significance. Values are one most important inner factor in determining and shaping the attitudes and behavior of individuals. Values are too lived. Like a science course, as in laboratory, they may have to be practiced at school and home. This study will stimulate the academic bodies and teacher educators to plan and prepare the prospective primary school teachers for the fast changing society in light of the feedback received.

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