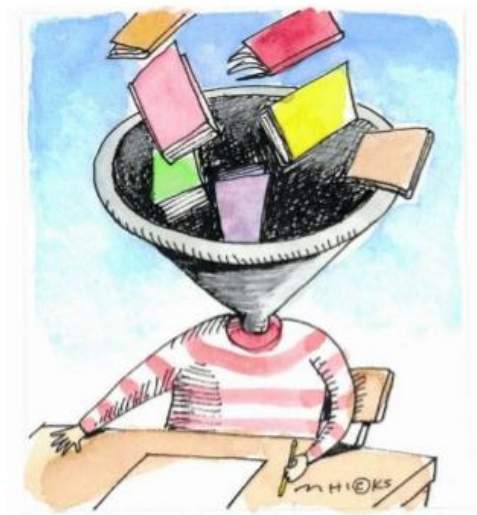

SUMMARY



SUMMARY

INTRODUCTION

Education does not mean teaching people what they do not know. It means teaching them to behave as they do not behave.”

- *John Ruskin.*

Today's age and time has inherited unparalleled multifaceted growth and development. There is constant change in the society in respect to values, norms, ideals as well as attitudes of the individual making society more complex and integrated. Values are important because every human action is the reflection of an individual's value and every human institution is the offshoot of social values. Generally speaking, values are the norms of behaviour which have evolved during the course of time in the social, moral and spiritual fields. Values are conscious and unconscious preferences, accepted by the community and society at large. Whatever be the cause of present value crisis, there is no contradicting the fact that the weakening of moral values in social life is creating serious social and ethical conflicts. It is this changing context –the declining moral standards in personal and public life on the one hand, and national ideological commitment to the values of democracy, socialism, secularisms and modernization on the other, that constitute the driving force behind the recommendations, stressing the importance of value education in educational institution. Education could be a systematic method through that a toddler or an adult acquires data, experience, ability and sound angle. It makes a person civilized, distinguished, subtle and educated. Education is additionally a method of human enlightenment and management for the accomplishment of a much better and quality life.

Statement of Problem

In present study the researcher wanted to know the attitude of Values among Prospective Teachers studying in Central and State Universities. The title of research is Values of Prospective Teachers in Relation to their Vocational Interest, Teaching Competency and Level of Aspiration of Central And State Universities:- A Comparative Study .

Objectives of the Study

- To study and compare the Values and its Dimensions of Prospective Teachers of Central and State Universities.
- To assess and examine the Vocational Interest and its Dimensions of Prospective Teachers of Central and State Universities.
- To evaluate and compare the Teaching competence and its Dimensions of Prospective Teachers of Central and State Universities.
- To assessment and compare the Level of Aspiration and its Dimensions of Prospective Teachers of Central and State Universities.
- To find out the relationship between Values and Vocational Interest of Prospective Teachers studying in Central and state Universities
- To distinguish the relationship between Values and Teaching competence of Prospective Teachers studying in Central and state Universities
- To find out the relationship between Values and Level of Aspiration of Prospective Teachers in Central and state Universities

Hypotheses of the Study

To carry out the present study, following null hypotheses were formulated

- There is no statistical significant difference the Values and it's Dimensions of Prospective Teachers of Central and State Universities.
- There is no statistical significant difference the Vocational Interest and its Dimensions of Prospective Teachers of Central and State Universities.
- There is no statistical significant difference the Teaching competence and its Dimensions of Prospective Teachers of Central and State Universities.
- There is no statistical significant difference the Level of Aspiration and its Dimensions of Prospective Teachers of Central and State Universities.

- There exists no correlation in the Values and Vocational Interest of Prospective Teachers studying in Central and state Universities
- There exists no correlation in the Values and Teaching competence of Prospective Teachers studying in Central and state Universities
- There exists no correlation in the Values and Level of Aspiration of Prospective Teachers in Central and state Universities.

Delimitations of the Study

The present study is confined to the subsequent parameters:

1. The study is confined to Prospective Teachers in U.P
2. Its restricted only two Universities (Central and State).
3. Researcher has used standardized take a look at of study and sample size was five hundred.
4. The study is proscribed to Gender, Locality and Subject Stream i.e. Male and Female, Rural and Urban and Arts and Science streams.

REVIEW OF RELATED LITERATURE

The researcher reviewed 155 related literatures, out of which were 63 International research studies, 92 were Indian research studies. Most of the studies reviewed by researcher were related to Values, Vocational Interest, Teaching Competency and Level of Aspiration.

METHODOLOGY OF STUDY

Research methodology paves the way to resolve the problem and questions in the study systematically. It is like a blueprint which is develop and followed by the researcher till the successful completion of research keeping in mind the purpose, nature and scope of the study.

Research Method For achieving the Objectives of research the researcher had been used descriptive survey for the study.

Population The population of the present study comprises the Prospective Teacher of Central and State Universities in Uttar Pradesh.

Sample and Sampling Technique For sample, 500 Prospective Teachers had been taken and my samples were from Central and State Universities in U.P only. Stratified sample technique has been used for the study.

Tools The Researcher has been used following standardized tools for the study:-

1. “The Study of Values Test” by Dr. R K Ojha and Dr. Mahesh Bhargava
2. “Vocational Interest Scale” developed by V.P Bansal and Prof. D.N Shrivastva
3. “General Teaching Competency Scale” by Prof. B. K Passi and Prof. M. S. Lalitha
4. “Level of Aspiration Measure” Developed by Dr. Mahesh Bhargava and Late Dr. M.A Shah

Statistical Techniques

Researcher had been used Mean, Standard Deviation, t-test and correlation

Main Findings of the Study: After analysis and indentation of data the results of the present investigation are given below:

Objective 1: To study and compare between the Prospective Teachers of Central and State Universities in respect to their Values and its Dimensions

Findings 1: it is clear that the calculated t- value for the dimensions of Value - Economic and Religious Values of prospective teachers studying in Central and state universities are lesser than the table value (1.96) at 0.05 level of significance. Hence the null Hypothesis is accepted.

Since the calculated’ value for the dimensions of value – Theoretical, Aesthetics, social and political Values of Prospective teachers studying in Central and State universities are greater than the table value (1.96) at 0.05 level of significance. Hence the null Hypotheses are not accepted.

Objective 2: To study and compare between the Male and Female Prospective Teachers studying in Central Universities in respect to their Values and its Dimensions

Findings 2: it is graspable that the calculated t-value for the dimensions of value – Theoretical, Economic and Social Values of Prospective teachers studying in Central Universities with reference to their gender variable (Male and Female) is lesser than the table value (1.96) at 0.05 level of significance. Hence the Null Hypothesis is accepted

Since the calculated ‘t’ value for the dimensions of value – Aesthetics, Political and Religious Values of Prospective teachers studying in Central Universities with reference to their gender variables (Male and Female) is greater than the table value (1.96) at 0.05 level of significance. Hence the Null Hypotheses are not accepted.

Objective 3: To study and compare between the Male and Female Prospective Teachers studying in State Universities in respect to their Values and its Dimensions

Findings 3 it is graspable that the calculated t-value for the dimensions of value Theoretical, and Social Values of Prospective teachers studying in State Universities with reference to their gender variable (Male and Female) is lesser than the table value (1.96) at 0.05 level of significance. Hence the Null Hypothesis is accepted. Since the calculated ‘t’ value for the dimensions of value – Aesthetics, Economic, Political and Religious Values of Prospective teachers studying in State Universities with reference to their gender variables (Male and Female) is greater than the table value (1.96) at 0.05 level of significance. Hence the Null Hypotheses are not accepted therefore alternative hypothesis are accepted.

Objective 4: To study and compare between the Rural and Urban Prospective Teachers studying in Central Universities in respect to their Values and its Dimensions

Findings 4: it is clear that the calculated t-value for the dimensions of value – Aesthetics and Political Values of Prospective teachers studying in Central Universities with reference to Locality (Rural and Urban) is lesser than the table

value (1.96) at 0.05 level of significance. Hence the Null Hypothesis is accepted. Therefore we can say that calculated 't' value for the dimensions of value – Theoretical, Social Economic, and Religious Values of Prospective teachers studying in Central Universities with reference to Locality (Rural and Urban) is greater than the table value (1.96) at 0.05 level of significance. Hence the Null Hypotheses are not accepted therefore alternative hypothesis are accepted.

Objective 5: To study and compare between the Rural and Urban Prospective Teachers studying in State Universities in respect to their Values and its Dimensions

Findings 5 It has been observed that the calculated t-value for the dimensions of value – Theoretical and Aesthetics Values of Prospective teachers studying in State Universities with reference to Locality (Rural and Urban) is lesser than the table value (1.96) at 0.05 level of significance. Hence the Null Hypothesis is accepted

Since the calculated t- value for the dimensions of value – Political, Social Economic, and Religious Values of Prospective teachers studying in State Universities with reference to accepted

Objective 6: To study and compare between the Arts and Science Prospective Teachers studying in Central Universities in respect to their Values and its Dimensions.

Findings 6: It has been observed that the calculated' value for the dimensions of value Political Value of Prospective teachers studying in Central Universities with reference to Subject Stream (Arts and Science) is lesser than the table value (1.96) at 0.05 level of significance. Hence the Null Hypothesis is accepted Since the calculated 't' value for the dimensions of value –Theoretical, Aesthetics Social Economic, and Religious Values of Prospective teachers studying in Central Universities with reference to Subject Stream (Arts and Science) is greater than the table value (1.96) at 0.05 level of significance. Hence the Null Hypotheses are not accepted therefore alternative hypothesis are

Objective 7: To study and compare between the Arts and Science Prospective Teachers studying in State Universities in respect to their Values and its Dimensions.

Findings 7 Therefore It has been observed that the calculated 't' value for the dimensions of value Theoretical Value of Prospective teachers studying in State Universities with reference to Subject Stream (Arts and Science) is lesser than the table value (1.96) at 0.05 level of significance. Hence the Null Hypothesis is accepted. Since the calculated 't' value for the dimensions of value –Economic, Aesthetics, Social, Political and Religious Values of Prospective teachers studying in State Universities with reference to Subject Stream (Arts and Science) is greater than the table value (1.96) at 0.05 level of significance. Hence the Null Hypotheses are not accepted therefore alternative hypothesis are accepted

Objective 8: To study and compare between the Prospective Teachers of Central and State Universities in respect to their Vocational Interest and its Dimensions

Findings 8 Since the calculated 't' value for the dimensions of dimensions of Vocational Interest- Agriculture, Commerce, Executive, House hold, Literacy, Scientific, Social and overall of Prospective teachers studying in Central and State universities are greater than the table value (1.96) at 0.05 level of significance. Hence the null Hypotheses are not accepted and alternative hypothesis are accepted.

Objective 9 : To study and compare between the Male and Female Prospective Teachers studying in Central Universities in respect to their Vocational Interest and its Dimensions

Findings 9 clear that the calculated 't' value for the dimensions of Vocational Interest – Agriculture, Commerce, House hold, Literacy, and overall, of prospective teachers studying in Central Universities with reference to their gender variable (Male and Female) are lesser than the table value (1.96) at 0.05 level of significance. Hence the null Hypothesis is accepted. Since the calculated' value for the dimensions of Vocational Interest- Artistic, Executive, Scientific and Social of Prospective teachers studying in Central Universities with reference to their gender variable (Male and

Female) are greater than the table value (1.96) at 0.05 level of significance. Hence the null Hypotheses are not accepted and alternative hypothesis are accepted.

Objective 10 : To study and compare between the Male and Female Prospective Teachers studying in State Universities in respect to their Vocational Interest and its Dimensions.

Findings 10 Since the calculated 't' value for the dimensions of Vocational Interest- Artistic, House hold, Executive, , Scientific and overall, of Prospective teachers studying in State Universities with reference to their gender variable (Male and Female) are greater than the table value (1.96) at 0.05 level of significance. Hence the null Hypotheses are not accepted and alternative hypothesis are accepted Difference of mean score of Male and Female Prospective teachers studying in State Universities are significant.

Objective 11: To study and compare between the Rural and Urban Prospective Teachers studying in Central Universities in respect to their Vocational Interest and its Dimensions

Findings 11 It has been observed and it is apparent that the calculated 't' value for the dimensions of Vocational Interest – Agriculture, Literacy, and Scientific of prospective teachers studying in Central Universities with reference to their Locality (Rural and Urban) are lesser than the table value (1.96) at 0.05 level of significance. Hence the null Hypothesis is accepted.

Since the calculated 't' value for the dimensions of Vocational Interest- Artistic, Commerce, House hold, Executive, Social and overall, of Prospective teachers studying in Central Universities with reference to their Locality (Rural and Urban) are greater than the table value (1.96) at 0.05 level of significance. Hence the null Hypotheses are not accepted and alternative hypothesis are accepted.

Objective 12: To study and compare between the Rural and Urban Prospective Teachers studying in State Universities in respect to their Vocational Interest and its Dimensions

Findings 12) it is apparent that the calculated 't' value for the dimensions of Vocational Interest – House hold of prospective teachers studying in State

Universities with reference to their Locality (Rural and Urban) is lesser than the table value (1.96) at 0.05 level of significance. Hence the null Hypothesis is accepted. Since the calculated 't' value for the dimensions of Vocational Interest- Artistic, Commerce, Agriculture, Literacy, and Scientific Executive, , Social and overall, of Prospective teachers studying in State Universities with reference to their Locality (Rural and Urban) are greater than the table value (1.96) at 0.05 level of significance. Hence the null Hypotheses are not accepted and alternative hypothesis are accepted.

Objective 13: To study and compare between the Arts and Science Prospective Teachers studying in Central Universities in respect to their Vocational Interest and its Dimensions

Findings 13: From the above table (4.2.6) it is perceptible that the calculated 't' value for the dimensions of Vocational Interest – Commerce, House hold and Scientific of prospective teachers studying in Central Universities with reference to their Subject Stream (Arts and Science) is lesser than the table value (1.96) at 0.05 level of significance. Hence the null Hypothesis is accepted. Since the calculated 't' value for the dimensions of Vocational Interest- Artistic, Agriculture, Literacy, Executive, Social and overall of Prospective teachers studying in Central Universities with reference to their Subject Stream (Arts and Stream) are greater than the table value (1.96) at 0.05 level of significance. Hence the null Hypotheses are not accepted and alternative hypothesis are accepted.

Objective 14: To study and compare between the Arts and Science Prospective Teachers studying in State Universities in respect to their Vocational Interest and its Dimensions.

Findings 14: It has been observed that the calculated 't' value for the dimensions of Vocational Interest – Commerce, Literacy and Executive of prospective teachers studying in State Universities with reference to their Subject Stream (Arts and Science) is lesser than the table value (1.96) at 0.05 level of significance. Hence the null Hypothesis is accepted. Since the calculated 't' value for the dimensions of Vocational Interest- Artistic, Agriculture, House hold, Scientific, Social and overall of Prospective teachers studying in State Universities with reference to their Subject Stream (Arts

and Stream) are greater than the table value (1.96) at 0.05 level of significance. Hence the null Hypotheses are not accepted and alternative hypothesis are accepted.

Objective 15: To study and compare of Prospective Teachers of Central and State Universities in respect to their Teaching Competency and its Dimensions.

Findings 15 It has been observed that the calculated 't' value for the dimensions of Teaching Competency – Planning, Presentation, Closing, Evaluation and Managerial of Prospective teachers studying in Central and State Universities are greater than the table value (1.96) at 0.05 level of significance. Hence the null Hypotheses are not accepted and alternative hypothesis are accepted.

Objective 16: To study and compare between the Male and Female Prospective Teachers studying in Central Universities in respect to their Teaching Competency and its Dimensions

Findings 16 It has been observed that the calculated 't' value for the dimensions of Teaching Competency Planning, Closing, of Prospective teachers studying in Central Universities with reference to their gender variable (Male and Female) is lesser than the table value (1.96) at 0.05 level of significance. Hence the Null Hypothesis is accepted Since the calculated 't' value for dimensions of Teaching Competency – Presentation, Evaluation, Managerial and overall of Prospective teachers studying in Central Universities with reference to their gender variables (Male and Female) is greater than the table value (1.96) at 0.05 level of significance. Hence the Null Hypotheses are not accepted therefore alternative hypothesis are accepted.

Objective 17: To study and compare between the Male and Female Prospective Teachers studying in State Universities in respect to their Teaching Competency and its Dimensions.

Findings 17 It has been observed that the calculated 't' value for the dimension of Teaching Competency - Presentation of Prospective teachers studying in State Universities with reference to their gender variable (Male and Female) is lesser than the table value (1.96) at 0.05 level of significance. Hence the Null Hypothesis is accepted. Since the calculated 't' value for dimensions of Teaching Competency –

Planning , Closing, Evaluation, Managerial and overall of Prospective teachers studying in State Universities with reference to their gender variables (Male and Female) is greater than the table value (1.96) at 0.05 level of significance. Hence the Null Hypotheses are not accepted therefore alternative hypothesis are accepted.

Objective 18: To study and compare between the Rural and Urban Prospective Teachers studying in Central Universities in respect to their Teaching Competency and its Dimensions

Findings 18 it is obvious that the calculated ‘t’ value for the dimensions of Teaching Competency – Planning, Presentation, Closing, Evaluation and Managerial of Prospective teachers studying in Central Universities with reference to their Locality (Rural and Urban) are greater than the table value (1.96) at 0.05 level of significance. Hence the null Hypotheses are not accepted and alternative hypothesis are accepted.

Objective 19: To study and compare between the Rural and Urban Prospective Teachers studying in State Universities in respect to their Teaching Competency and its Dimensions.

Findings 19 It has been observed it is obvious that the calculated ‘t’ value for the dimensions of Teaching Competency – Planning, Presentation, Closing, Evaluation and Managerial of Prospective teachers studying in State Universities with reference to their Locality (Rural and Urban) are greater than the table value (1.96) at 0.05 level of significance. Hence the null Hypotheses are not accepted and alternative hypothesis are accepted.

Objective 20: To study and compare between the Arts and Science Prospective Teachers studying in Central Universities in respect to their Teaching Competency and its Dimensions

Findings 20 It has been observed that the calculated ‘t’ value for the dimension of Teaching Competency - Closing of Prospective teachers studying in Central Universities with reference to their Subject Stream (Arts and Science) is lesser than the table value (1.96) at 0.05 level of significance. Hence the Null Hypothesis is accepted .Since the calculated ‘t’ value for dimensions of Teaching Competency –

Planning , Presentation , Evaluation, Managerial and overall of Prospective teachers studying in Central Universities with reference to their Subject Stream (Arts and Science) are greater than the table value (1.96) at 0.05 level of significance. Hence the Null Hypotheses are not accepted therefore alternative hypothesis are accepted.

Objective 21: To study and compare between the Arts and Science Prospective Teachers studying in State Universities in respect to their Teaching Competency and its Dimensions

Findings 21 It has been observed that the calculated ‘t’ value for the dimension of Teaching Competency - Closing of Prospective teachers studying in State Universities with reference to their Subject Stream (Arts and Science) is lesser than the table value (1.96) at 0.05 level of significance. Hence the Null Hypothesis is accepted. Since the calculated ‘t’ value for dimensions of Teaching Competency – Planning , Presentation , Evaluation, Managerial and overall of Prospective teachers studying in State Universities with reference to their Subject Stream (Arts and Science) are greater than the table value (1.96) at 0.05 level of significance. Hence the Null Hypotheses are not accepted therefore alternative hypothesis are accepted.

Objective 22: To study and compare of Prospective Teachers of Central and State Universities in respect to their level of Aspiration and its Dimensions

Findings 22 it is clear that the calculated ‘t’ value for the dimension of Level of Aspiration - Goal Discrepancy Score(GDS), Attainment Discrepancy Score(ADS) and overall (Level of Aspiration of Prospective teachers studying in Central and State Universities are greater than the table value (1.96) at 0.05 level of significance. Hence the Null Hypotheses are not accepted therefore alternative hypothesis are accepted.

Objective 23: To study and compare between the Male and Female Prospective Teachers studying in Central Universities in respect to their Level of Aspiration and its Dimensions

Findings 23 it is comprehensible that the calculated ‘t’ value for the dimension of Level of Aspiration - Goal Discrepancy Score(GDS) of Prospective teachers studying

in Central Universities with reference to their Gender (Male and Female) is lesser than the table value (1.96) at 0.05 level of significance. Hence the Null Hypothesis is accepted. Since the calculated 't' value for dimensions of Level of Aspiration - Attainment Discrepancy Score(ADS) and overall (Level of Aspiration) of Prospective teachers studying in Central Universities with reference to their Gender (Male and Female) are greater than the table value (1.96) at 0.05 level of significance. Hence the Null Hypotheses are not accepted therefore alternative hypothesis are accepted.

Objective 24: To study and compare between the Male and Female Prospective Teachers studying in State Universities in respect to their Level of Aspiration and its Dimensions

Findings 24 It is comprehensible that the calculated 't' value for the dimension of Level of Aspiration - Goal Discrepancy Score(GDS), Attainment Discrepancy Score (ADS) and overall (Level of Aspiration) of Prospective teachers studying in State Universities with reference to their Gender (Male and Female) are greater than the table value (1.96) at 0.05 level of significance. Hence the Null Hypotheses are not accepted therefore alternative hypothesis are accepted.

Objective 25: To study and compare between the Rural and Urban Prospective Teachers studying in Central Universities in respect to their Level of Aspiration and its Dimensions

Findings 25 From the above table (4.4.4) it is graspable that the calculated 't' value for the dimension of Level of Aspiration - Goal Discrepancy Score(GDS) of Prospective teachers studying in Central Universities with reference to their Locality (Rural and Urban) is lesser than the table value (1.96) at 0.05 level of significance. Hence the Null Hypothesis is accepted. Since the calculated 't' value for dimensions of Level of Aspiration - Attainment Discrepancy Score (ADS) and overall (Level of Aspiration) of Prospective teachers studying in Central Universities with reference to their Locality (Rural and Urban) are greater than the table value (1.96) at 0.05 level of significance. Hence the Null Hypotheses are not accepted therefore alternative hypothesis are accepted.

Objective 26: To study and compare between the Rural and Urban Prospective Teachers studying in State Universities in respect to their Level of Aspiration and its Dimensions

Findings 26 it is logical that the calculated 't' value for the dimension of Level of Aspiration - Goal Discrepancy Score(GDS) and Attainment Discrepancy Score(ADS) of Prospective teachers studying in State Universities with reference to their Locality (Rural and Urban) are lesser than the table value (1.96) at 0.05 level of significance. Hence the Null Hypothesis is accepted Since the calculated 't' value for dimensions of Level of Aspiration - overall (Level of Aspiration) of Prospective teachers studying in State Universities with reference to their Locality (Rural and Urban) are greater than the table value (1.96) at 0.05 level of significance. Hence the Null Hypotheses are not accepted therefore alternative hypothesis are accepted.

Objective 27: To study and compare between the Arts and Science Prospective Teachers studying in Central Universities in respect to their Level of Aspiration and its Dimensions

Findings 27 It has been observed that the calculated 't' value for the dimension of Level of Aspiration - Goal Discrepancy Score (GDS), Attainment Discrepancy Score(ADS) and overall (Level of Aspiration) of Prospective teachers studying in Central Universities with reference to their Subject stream (Arts and Science) are greater than the table value (1.96) at 0.05 level of significance. Hence the Null Hypotheses are not accepted therefore alternative hypothesis are accepted.

Objective 28: To study and compare between the Arts and Science Prospective Teachers studying in State Universities in respect to their Level of Aspiration and its Dimensions

Findings 28 It has been observed that the calculated 't' value for the dimension of Level of Aspiration - Goal Discrepancy Score (GDS), Attainment Discrepancy Score (ADS) and overall (Level of Aspiration) of Prospective teachers studying in State Universities with reference to their Subject stream (Arts and Science) are greater than

the table value (1.96) at 0.05 level of significance. Hence the Null Hypotheses are not accepted therefore alternative hypothesis are accepted.

Objective 29: To find out correlation between the Values and Vocational Interest of Prospective Teachers studying in Central and State Universities.

Findings 29 Table 4.5 shows that correlation between Values and Vocational Interest among Prospective Teachers significantly positive at 0.01 level. This finding leads to reveal that “not accepted of the hypothesis 4.5” states that "There is no significant relationship between Values and Vocational Interest among Prospective Teachers." The Earlier studies done by Singh, H.L.(1974); Chen (1977); Goyal (1980); Reddy, B.P. (1989); Naik, G.C. (1990), Sharma (1991); Babu, Ram Mohan (1992); Lai, Mohan (1994) and Kusum (1999) also found positive correlation between Values and Vocational Interest of Prospective Teachers.

Objective 30: To find out correlation between the Values and Teaching Competency of Prospective Teachers studying in Central and State Universities.

Findings 30 Product moment correlation was worked out between Values and Teaching Competency of Prospective Teachers for total sample. The value of correlation is presented in table 4.6. Table 4.6 Relation between Values and Teaching Competency among Prospective Teachers (Total Sample) (N = 500) Table 4.6 shows that correlation between Values and Teaching Competency among Prospective Teachers significantly positive at 0.01 level. This finding leads to reveal about the none accepted of the hypothesis 4.6 which states that "There is no significant relationship between Values and Teaching Competency among Prospective Teachers."

Objective 31: To find out correlation between the Values and Level of Aspirations' of Prospective Teachers studying in Central and State Universities.

Findings 31 Product moment correlation was worked out between Values and Level of Aspiration of Prospective Teachers for total sample. The value of correlation is presented in table 4.7. Table 4.7 reveals the Relation between Values and Level of Aspiration among Prospective Teachers (Total Sample) (N = 500) Table 4.7 shows

that correlation between Values and Level of Aspiration among Prospective Teachers significantly positive at 0.01 level. This finding leads to the not accepted of the hypothesis 4.5 which states that "There is no significant relationship between Values and Level of Aspiration among Prospective Teachers and found positive correlation between Values and Vocational Interest of Prospective Teachers.

National Importance of Study

Teacher education institutions must integrate the value orientation strategies among themselves. Through every subject, the true spirit of values must be revealed to the students. Proper orientation program, yoga, health education programmes must be arranged and focused to the need of value orientation especially for Arts subject students. Practical strategies must be adopted for the long range Objectives of education to inculcate values- Kothari commission report. Teacher educators can conduct extension programmes for value orientation in all levels of society.

SUGESSTIONS FOR FURTHER STUDY

The study makes the following suggestions and recommendations:

- Investigational study on Value development among Teacher Educators.
- Descriptive study on strategies of developing creativity of bigger secondary school students.
- Influence of Value orientation and job satisfaction of college level teachers. Awareness of human values among Prospective Teachers with their teaching practice experiences.
- Developing creativity among teachers for better teaching learning process.
- Relationship between creativity and values among adolescence students.
- Teacher educators value orientations and their compatibility with the curriculum for teacher education.
- Correlation of value teachers and students moral values formation in high school and higher secondary.