

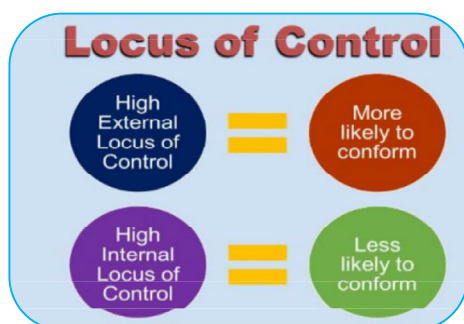


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IMPACT OF LOCUS OF CONTROL AND EDUCATIONAL BACKGROUND ON PERSONAL VALUES OF PROSPECTIVE TEACHERS OF ODISHA

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ABSTRACT:

Crisis in character and loss of values are reflected in every sphere of human life and they have already become global scenario. Standard of moral and social life of our people are gradually declining. We realize the deteriorating conditions of the system of values and ethics in our daily life.

The crisis of values has already become global scenario

resulting in an adverse development in all walks of human life. It is realized that the standard of moral and social life of our people are gradually declining. The family, school and society have important role in individual build up and setting the life patterns of which the values is one of the major components. Promoting values within the young generation is one of the major concerns of modern education system and the teachers are the Key Persons in developing so. Further, the impact of Locus of Control and Educational Background on Personal Values has also been studied. Hence, this paper attempted to identify the level of the personal values of the secondary level prospective teachers so that they can play their roles for developing all dimensions of personal values in the learners for their integrated as well as differentiated growth. In the present study, a standardized Locus of Control Scale by Roma Pal (1983) and Personal Values Questionnaire developed by Sherry & Verma (2005) were administered to a sample of 150 prospective teachers pursuing B. Ed. Course in three teacher training institutions situated in Ganjam, Kandhamal and Koraput Districts of Odisha. It was found that the prospective teachers of different levels of Locus of Control did differ significantly in their personal values such as, aesthetic value, knowledge value and family prestige value. It was further revealed that there existed significant difference between graduate and post graduate prospective teachers in aesthetic, knowledge, hedonistic and health values.

KEYWORDS : *Locus of Control, Personal Values and Prospective Teachers*

INTRODUCTION:

Personal values are the beliefs and philosophies that we deeply hold about life, its purpose, and how we should behave and act. Our values are core to our sense of ourselves. Personal values are implicitly

related to choice; they guide and even drive our decisions. As we grow, we take on board the personal values of others around us until we reach the teen years and start to accept or reject such values as being a part of who we are or who we want to be. They may be derived from those of particular groups or systems, such as culture, religion, and political party. Personal values

are not universal; one's family, experience, community, nation, culture, and historical environment influence one's personal values. Personal values evolve from circumstances with the external world and can change over time. Integrity in the application of values refers to the steadfastness and continuity of an individual applying his or her values

appropriately regardless of arguments or negative reinforcement from others. Each individual possesses a unique conception of their own values applied to their life. Defining our personal values requires taking a deep look at ourselves and facing our assumptions. It is well worth the effort to know rather than assume what matters most to you.

Just as teachers bring and develop a variety of professional and personal values to classroom relationships, the students also bring a variety of values from the home. These will include varying expressions of tolerance, respect for others, social conscience and personal responsibility. So classroom relationship is a dynamic process that is informed by the values of both students and teacher.

The study of another important variable of prospective teachers i.e. locus of control has not drawn adequate attention of the researchers. Moreover, the influence of locus of control on the personal values of prospective teachers has not been attended to. The personal values or individual values are the values to which an individual is committed and which influences his behaviour (**Theodorson and Achilles, 1969**). A more elaborate definition has been 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." Thus, the values refer to the way in which people evaluate activities or outcomes and guide to a person's intentions and actions. Most of the early attempts in studying values have observed that values play a very important role in determining individual behaviour, decision making and managerial success. Personal values are the beliefs and philosophies that we deeply hold about life, its purpose and how we should behave and act. As we grow, we take on board the personal values of others around us until we reach the teen years and start to accept or reject such values as being a part of who we are or who we want to be. They may be derived from those of particular groups or systems, such as culture, religion, and political party. Personal values are not universal; one's family, experience, community, nation, culture, and historical environment influence one's personal values. Personal values evolve from circumstances with the external world and can change over time. Each individual possesses a unique conception of his own values applied to his/her life.

Locus of control is an important aspect of the behavior of the child. For the practicing school, psychologists or teachers, this concept is apt to bring a variety of ideas. A foundation for the conceptualization of Locus of control and extensive and elaborate theoretical views of its development are found in the works of Aronfreed (1968), Bialer (1961), De Charms(1968), Rotter, Seeman and Liverant(1972), Weiner(1972, 1973) etc.

Actually the Locus of control concept is formulated within the framework of the social learning theory (Rotter, 1954). It is related to the measurement of the extent to which an individual is self-motivated, directed or controlled (Internal frame of reference) and the extent to which the environment (luck, chance etc.) influences his behavior. Within the framework of social learning, it forms the elements of a behavior prediction formula, the other elements being those of situational determinants, reinforcement value and behavior potentials. Simply stated, locus of control has to do with the placement of responsibility for the outcomes of events or behaviors. The outcomes of events are sometimes pleasant or unpleasant, encouraging or discouraging, gratifying or distressing and can generally be referred to as reinforcers and different people perceive them differently which is characterized as either internal or external control. External control refers to the belief that rewards or outcomes are not controlled by the individuals. Fate, luck and significant others (i.e. parents, teachers, peers etc.) are viewed as responsible for the outcome of events. In contrast an individual who believes that his own ability and efforts are controlled by events are to be characterized as internally controlled. In view of the importance of this variable, the investigators attempted to know whether this variable influences the personal values of prospective teachers or not.

It is a no denying fact that the ethics of teaching is based on the rich ethical inner self of the teacher. Teachers abilities would include not only knowledge but also skills, competencies and with ethical values, the ability to build and sustain relationship with the students, to innovate, to develop new educational programmes, to meet the changing demands of the society and most importantly to inculcate human values among students. A student is like a seed, which needs constant showering of

knowledge, advice and guidance to bloom into a beautiful flower. It is mainly the teacher whom he/she depends upon for this nourishment. But inculcating or developing desired values among children can happen only when teachers have their own values. In view of this, the values that the prospective teachers who are expected to be appointed as teachers in future need to be explored. Thus, the present study is an attempt to explore the personal values of prospective teachers studying in different secondary teacher education institutes of South Odisha. Moreover, an attempt was also made to find out the influence of locus of control and educational background of prospective teachers on their personal values.

REVIEW OF RELATED LITERATURE

Social class and modernization had an impact on personal values of students, religion, type of family and size of family had considerable effect on the personal values of students was reported by **Taj (1998)**.

While examining the relationship among personal values, career aspirations, socio economic status, academic achievement and educational choice, **Mohammad Ali (1998)** revealed that the academic achievement correlated significantly and positively with socio-economic status, knowledge value and occupational aspiration and negatively with power value. In the case of arts and science group's academic achievement was correlated significantly with socioeconomic status but in the case of commerce group these variables found to be uncorrelated.

The study conducted by **Chandrasekaran (2000)** revealed that female higher secondary teachers got more religious value and aesthetic value than their male higher secondary school teachers; the male higher secondary school teachers got more theoretical value, economic value, social value and political value than their female higher secondary school teachers.

Gangte (2001) investigated to compare the locus of control, achievement motivation and modernity attitude scores between boys and girls, and also between post-graduate and under-graduate students, compare locus of control, achievement motivation and modernity attitude score among students of different socio-economic background and also students studying in different faculties, examine relationship among locus of control, achievement motivation and modernity attitude scores. The sample used of randomly selected 805 students (513 under graduate students and 292 post-graduate students) of the different academic streams covering all the three campuses of NEHU and 13 affiliated colleges of the NEHU. The data were collected by use of standardized tools and were subjected to such statistical treatments as 't' test, 'F' test and coefficient of correlation. The major findings were (1) The gender of respondents did not significantly affect their level of locus of control (2) The different levels of socio-economic status groups were found to differ in the level of internal locus of control, level of achievement motivation and levels of modernity attitude with higher level of these variable associated with higher level of SES. In the case of external locus of control, higher level of SES group exhibited a lower level in the variable (3) The comparison of post-graduate and under-graduate did not show any significant difference in their levels of internal locus of control, levels of achievement motivation and levels of modernity attitude, but undergraduate students showed a significantly higher level of external locus of control (4) No significant differences existed between students studying in different faculties in their levels of locus of control, but some significant differences appeared on the variable of achievement motivation with Arts students showing a significantly lower level than both commerce and science students.

Bar and Gurmit (2004) found that female teacher-trainees had significantly high aesthetic value, whereas male teacher trainees had significantly high hedonistic and power value. Urban teacher trainees had significantly high economic values, whereas rural teacher trainees had significantly high family prestige value

Kanwar, Jasminder, Pal & Singh (2004) conducted a study to find out the relationship of various aspects of values and attitude towards teaching profession of school and college teachers. The study revealed that the various aspects of values like theoretical value, social value, aesthetic values and attitude towards teaching profession have significant and positive correlation.

Balakrishnan (2006) attempted to examine the value pattern of teachers in relation to social and emotional maturity and revealed that female post graduate teachers have got more aesthetic value, religious value and social value than their male post graduate counterparts. Further the study revealed that male post graduate teachers have got more theoretical value, economic value and political value than the female post graduate teachers.

Srihari & Bhaskara Rao (2007) conducted a study on a sample consisted of 196 male and 172 female prospective teachers studying in Colleges of Education in Guntur District and reported no significant difference in the possession of values by the male and female prospective teachers.

Choudhury (2009) in his study found that the knowledge value among teachers of Government aided Private Schools, knowledge and power values among teachers of Vidya Bharati and knowledge, power and aesthetic values among teachers of Minority Schools were at high level. Health value among teachers of Government aided private schools social among teachers of Vidya Bharati.

Yadav & Yadav (2011) reported that in the hedonistic value and economic value of arts students were higher than science students, whereas knowledge value of science students was higher than arts students. However, the religious value, social value, democratic value, power value, Family Prestige Value and health Value.

Bhattacharyya and Jana (2012) found that the different pairs of M. Ed students i.e.; Male-Female, In-service-Pre-service and Arts-Science did not differ significantly on any one of the values.

Fatin and Ahmed (2012) attempted a study on a sample of 305 teacher candidates from 1st, 2nd, 3rd, and 4th year, Ankara University in the 2010-2011 academic year and revealed a significant positive relationship between personal values and attitude towards teaching profession.

Nitasha (2013) investigated a study of values among school teachers across gender and school management style. The study revealed that the male teachers have got more theoretical values, political values than their female teachers. Further the study revealed that the female teachers have got more economic values, social values, aesthetic values and religious values than their male teachers.

Pawan (2013) conducted a study on values of the 200 senior secondary school teachers and revealed that female senior secondary school teachers had more religious value and aesthetic value than the male senior secondary school teachers. Further, the study revealed that male senior secondary school teachers have got more social value and economic value than their senior secondary school counterparts.

Alli, Wakiyal & Sukla (2014) undertook a study to compare personal value of secondary level of boys and girls and also personal values of secondary level students of Government schools and Non-Government schools. Results of t-value indicated that there was no significant difference between boys and girls of secondary level students with regards to their Personal Values. Similarly, no significant difference between students of Government School and students of Non-Government Schools in respect of their Personal Values was revealed.

Panda, Kar & Samantraya (2018) attempted a study on Personal Values of Student Teachers in Relation to their Self-concept and 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) conducted a study on a sample of 95 prospective teachers in Balasore District of Odisha and the study 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.

Many studies have found that employees, who attribute causes of good performance to their own control; confident with their efficiency and competence; capable of making decisions to solve problems and taking necessary steps, i.e. internal-locus-of-control individuals, have a higher level of job satisfaction, job involvement and motivation (**Solmus, 2004**).

A close look at the studies reviewed clearly shows that very few studies are available in India as well as in foreign countries. Besides, rare studies have been conducted on personal values of the

prospective teachers along with non-cognitive characteristics such as, achievement motivation and gender. 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.

OBJECTIVES OF THE STUDY

1. To explore the level of personal values among prospective teachers.
1. To find out whether the prospective teachers differ in their personal values with regard to educational background.
2. To find out whether the prospective teachers differ in their personal values with regard to locus of control.

HYPOTHESES

Ho 1- The prospective teachers do not possess high level of personal values (10 personal values).

Ho2- There is no significant impact of locus of control on the personal values of prospective teachers.

Ho3- There is no significant impact of educational background on the personal values of prospective teachers.

METHODOLOGY

The study was conducted through Descriptive survey method of research.

Population and Sample

The population consisted of all the prospective teachers studying in three Colleges of Education of Ganjam, Kandhamal and Koraput Districts of Odisha under Berhampur University. The intake capacity of each college is 100. As such 300 prospective teachers were considered as the population of the study. From each college, 50 prospective teachers pursuing B.Ed. course were selected on the basis of simple random sampling technique. Out of 150 prospective teachers 75 were graduates and 75 were post graduate prospective teachers.

Tools

In the present study, standardized locus of control Scale developed by Roma Pal (1983) and Personal Value Questionnaire developed by Sherry and Verma (2005) were administered to the subjects for collection of data.

RESULTS AND DISCUSSION

The first objective of the study was to explore the personal values among prospective teachers. This was studied by first converting the obtained raw score of the prospective teachers into T-scores after computing the Z-scores. Later on, the mean scores of the T-scores in respect of Ten dimensions of personal value of different categories of prospective teachers were computed which have been presented in **Table 1**.

Table 1: Mean T-Scores indicating the Level and Value Patterns of Prospective Teachers

| Values | Locus of Control | | Educational Background | |
|-----------------|---------------------------|---------------------------|------------------------|---------------|
| | Internal Locus of Control | External Locus of Control | Graduate | Post Graduate |
| Religious | 44.86 | 44.54 | 43.34 | 45.75 |
| Social | 48.90* | 48.26* | 42.23 | 41.42 |
| Democratic | 42.41 | 47.47* | 39.65 | 40.23 |
| Aesthetic | 42.33 | 50.29* | 38.81 | 43.22 |
| Economic | 44.49 | 44.94 | 47.95* | 48.33* |
| Knowledge | 51.56* | 45.25 | 48.88* | 44.33 |
| Hedonistic | 44.44 | 42.62 | 48.55* | 44.89 |
| Power | 43.95 | 43.38 | 46.55* | 47.66* |
| Family prestige | 39.94 | 46.77* | 43.51 | 43.32 |
| Health | 50.88* | 49.45* | 45.35 | 48.51* |

** High Value: 55-64, *Moderate Value: 46-54, □ Low Value: 35-45

It is observed from the Table 1 that all the prospective teachers do not possess high level of personal values as a whole. Thus, this finding corroborates the earlier findings of Panda, Samantraya and Panda (2018), who reported that both graduate and post-graduate prospective teachers do not possess high values in any dimensions of P.V.Q although this finding is Contradicted by Srihari and Bhaskara Rao (2007) who observed high level of values possessed by prospective teachers. However, the prospective teachers belonging to internal locus of control group possess moderate level of social, knowledge and health values and low level of religious, democratic, aesthetic, economic, hedonistic, power and family prestige values whereas, the prospective teachers belonging to external locus of control group possess moderate level of social, democratic, aesthetic, family prestige and health values but low level of religious, economic, knowledge, hedonistic and power values. Further, a glance at the mean values obtained by the prospective teachers reveals that the graduate prospective teachers possess moderate level of economic, knowledge, hedonistic and power value whereas, they possess low value in other dimensions of Personal Value Questionnaire. Similarly, their counterparts as post graduate prospective teachers possess moderate level of economic, power and health values, but low level in other dimensions of personal values. Therefore the Null Hypothesis i.e. "The prospective teachers do not possess high level of personal values" is retained. This finding corroborates the earlier findings of Panda, Samantaray and Panda (2018) who reported that prospective teachers do not possess high values in any dimensions of P.V.Q. although this finding is contradicted by Srihari and Bhaskar Rao (2007) who reported that prospective teachers do not possess high level of values.

The second objective of the study was to find out whether the prospective teachers differ in their personal values with regard to their Locus of Control. This was done by first categorizing the respondents into internal locus of control and external locus of control group, then by observing the influence of these levels on ten individual dimensions of personal values. In order to create two levels of locus of control, the Mean and SD were first computed and respondents who scored between Mean + 1SD were considered as internal locus of control group whereas, the respondents who scored between Mean - 1 SD were considered as external locus of control prospective teachers. However, the prospective teachers possessing scores above Mean + 1SD and below Mean - 1 SD were not considered for studying their influence. Finally, the Mean scores of the two categories of respondents with respect to ten dimensions of personal values were compared by computing "t"- ratios the results of which have been presented in below **Table 2**.

Table 2: Mean Scores, SD and 't' values of Internal Locus of Control and External Locus of Control Prospective Teachers on Different Dimensions of Personal Values

| Sl. No. | Name of the Values | Internal Locus of Control Group | | | External Locus of Control Group | | | SED | t-test value |
|---------|--------------------|---------------------------------|-------|-------|---------------------------------|-------|-------|------|--------------|
| | | N | Mean | SD | N | Mean | SD | | |
| 1. | Religious | 35 | 44.86 | 10.80 | 41 | 44.54 | 9.46 | 2.32 | 0.06NS |
| 2. | Social | 35 | 48.90 | 9.13 | 41 | 48.26 | 11.32 | 2.35 | 0.13NS |
| 3. | Democratic | 35 | 42.41 | 10.65 | 41 | 47.47 | 9.46 | 2.32 | 1.71NS |
| 4. | Aesthetic | 35 | 42.33 | 12.30 | 41 | 50.29 | 8.17 | 2.41 | 3.46** |
| 5. | Economic | 35 | 44.49 | 11.54 | 41 | 44.94 | 10.68 | 2.56 | 0.22NS |
| 6. | Knowledge | 35 | 51.56 | 10.51 | 41 | 45.25 | 9.23 | 2.27 | 2.74** |
| 7. | Hedonistic | 35 | 44.44 | 10.57 | 41 | 42.62 | 11.40 | 2.52 | 0.32NS |
| 8. | Power | 35 | 43.95 | 9.99 | 41 | 43.38 | 10.37 | 2.34 | 0.13NS |
| 9. | Family prestige | 35 | 39.94 | 12.98 | 41 | 46.77 | 10.52 | 2.72 | 2.73** |
| 10. | Health | 35 | 50.88 | 12.59 | 41 | 49.45 | 11.64 | 2.78 | 0.31NS |

NS - Not Significant, ** - Significant at 0.01 level with DF=74

It is revealed from the Table 2 that "t" values of prospective teachers of internal locus of control and external locus of control level do not differ significantly with regard to religious value, social value, democratic value, economic value, hedonistic value, power value and health value since the calculated "t" values are less than the table values (**Garrett, 1981, p. 441**) with a df equal to 74. Thus, there is no significant difference between the two groups of locus of control in respect of the possession of the above personal values.

However, there existed significant difference between the prospective teachers of both the levels of locus of control with regards to the aesthetic value knowledge value and family prestige value as the calculated "t" values are more than the table values at 0.01 level of significance with df equal to 74 (Garrett, 1981, p. 441). Further, it is indicated that prospective teachers belonging to external locus of control group are more impartial, more democratic and believe in social justice. It is also observed that the prospective teachers are more knowledgeable and the same has been reflected in their behaviour too. There is a clear indication that prospective teachers from external locus of control group are having high aesthetic sense and believe in maintenance of purity of family blood avoiding inter caste marriage and they are traditional and conservative in their idea of family. Therefore, the null hypothesis i.e. "The prospective teachers of different levels of locus of control do not differ in their personal values such as, aesthetic value, knowledge value and family prestige value" is rejected.

The third objective of the study was to find out whether the prospective teachers differ in their personal values with regard to their educational background. This was done by computing the Mean Scores and Standard Deviations on 10 dimensions of personal values of 75 graduate and 75 post graduate prospective teachers. Then the t-ratios were computed. The results of such analyses have been presented in **Table 3**.

Table3: Mean Scores, SD and 't' values of Graduate and Post graduate Prospective Teachers on different Dimensions of Personal Values

| Personal Values | Graduate (N=75) | | Post graduate (N= 75) | | SED | 't' Value | Significant Level |
|---------------------|-----------------|-------|-----------------------|-------|------|-----------|-------------------|
| | Mean | SD | Mean | SD | | | |
| Religious Value | 43.34 | 10.33 | 45.75 | 8.10 | 1.51 | 1.60 | NS |
| Social Value | 42.23 | 9.37 | 41.42 | 10.29 | 1.61 | 0.69 | NS |
| Democratic Value | 39.65 | 8.97 | 40.23 | 10.38 | 1.58 | 0.39 | NS |
| Aesthetic Value | 38.81 | 9.74 | 43.22 | 9.71 | 1.59 | 2.77 | 0.01Level |
| Economic Value | 47.95 | 9.83 | 48.33 | 7.38 | 1.42 | 0.51 | NS |
| Knowledge Value | 48.88 | 11.27 | 44.33 | 9.92 | 1.73 | 2.69 | 0.01Level |
| Hedonistic Value | 48.55 | 10.81 | 44.89 | 8.71 | 1.60 | 2.41 | 0.05 Level |
| Power Value | 46.55 | 7.26 | 47.66 | 7.73 | 1.23 | 1.19 | NS |
| FamilyPrestigeValue | 43.51 | 8.81 | 43.32 | 9.23 | 1.48 | 0.80 | NS |
| Health Value | 45.35 | 7.78 | 48.51 | 9.89 | 1.45 | 2.27 | 0.05 Level |

NS- Non Significant

It observed from the Table3 that prospective teachers having post graduate qualification possess significantly more aesthetic value and health value than their counterparts whereas, the prospective teachers having graduate qualification possess significantly higher knowledge value and hedonistic value than their counterparts since the calculated t-values are found to be greater than the table values in these dimensions of personal values with a df equal to 148 (Garrett, 1981, p.441). Thus, there exists a significant difference between graduate and post graduate prospective teachers with regards to Aesthetic Value, Knowledge Value, Hedonistic Value and Health Value. However, in other dimensions of personal values, the graduate and post graduate prospective teachers do not differ significantly. Hence, the null hypothesis i.e. "there is no significant difference between the graduate and post graduate prospective teachers with regard to personal values like Aesthetic Value, Knowledge Value, Hedonistic Value and Health Value is rejected. However, there exists no significant difference between the graduate and post graduate prospective teachers with regard to personal values like Religious Value, Social Value, Democratic Value, Economic Value, Power Value and Family Prestige Value since the calculated "t" values are less than the table value (Garrett, 1981, p.441) with a df equal to 148. Hence, the null hypothesis i.e. "there is no significant difference between the graduate and post graduate prospective teachers with regard to personal values like Religious Value, Social Value, Democratic Value, Economic Value, Power Value and Family Prestige Value" is accepted.

MAJOR FINDINGS

- The prospective teachers did not possess high level of personal values.
- The prospective teachers belonging to internal locus of control group possessed moderate level of social, knowledge and health values.
- The prospective teachers belonging to external locus of control group possessed moderate level of social, democratic, aesthetic, family prestige and health values.
- The male prospective teachers having graduate qualification possessed moderate level of economic, knowledge, hedonistic and power values.
- The prospective teachers having post graduate qualification possessed moderate level of economic, power and health values, but low level of values in other dimensions of personal values.
- The prospective teachers of internal locus of control group and external locus of control group did not differ significantly with regard to their Religious Value, Social Value, democratic, Economic Value, Hedonistic Value, Power Value and Health Value.

- There existed significant difference between the prospective teachers of internal locus of control group and external locus of control group with regards to their Aesthetic Value, Knowledge Value and Family prestige Value.
- Significant difference between the graduate and post graduate prospective teachers was found with regard to their Personal Values, such as, Aesthetic Value, Knowledge Value, Hedonistic Value and Health Value.
- No significant difference between the graduate and post graduate prospective teachers was revealed in other dimensions of Personal Values.

EDUCATIONAL IMPLICATIONS

Personal values are peoples' internal conception of what is good, beneficial, important, useful, beautiful, desirable, constructive, etc. Values such as honesty, hard work, and discipline can increase an employee's efficacy in the workplace and help them serve as a positive role model to others. The NCTE Teacher Education Curriculum: A Framework (1978) had set guidelines for a functional value orientation of teacher education for preparing teachers which can be termed as the Historic milestone in the progress of Teacher education in India and these should be adhered to. It is a matter of great sorrow that today teachers have proved themselves worthless to great extent. They have not been justifying themselves as they thought to have their educational growth, standard, ideology and other aspects of their personality are embarrassing to the society. Therefore, educational institutions have to work in a way that the whole child is taken care of. Since teachers play an important role in the field of education, it is imperative that they should possess higher personal values so that they can transmit and inculcate proper values among their students. The result of the study can be usefully employed in educational situation. The accomplishment of any instructive framework relies upon the nature of the educators which relies upon the compelling encouraging learning process in a study hall. Educators' exhibition is the most critical contribution to the field of instruction. In this way, the instructors ought to know about the way that their job is of essential criticalness for cultural advancement and change. They should put forth an attempt to light a flame as opposed to reviling the haziness and sow the seeds of significant worth training with an incredible expectation that they would scatter their scent towards the making of a fair and new society as they spurt and bloom. The social, economic, cultural and human values play a very important role in the overall development of society and help in achieving the socialistic pattern of the society.

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