

**CHAPTER - VI**

**FINDINGS,  
RECOMMENDATIONS,  
LIMITATIONS &  
SCOPE FOR  
FURTHER RESEARCH**

# CHAPTER - VI

## FINDINGS, RECOMMENDATIONS, LIMITATIONS & SCOPE FOR FURTHER RESEARCH

### VI.1 Findings

On the basis of the analysis and interpretation of data the following specific findings has been drawn:

1. The major finding is that all the teachers (100%) are in favour of value education in schools.
2. The significant number of teachers don't have clear concept about value education, they have certain amount of ambiguity regarding value education.
3. When teachers were asked to list some values, they mentioned only few numbers of values. It shows that teachers do not have comprehensive exposure about values.
4. Teachers' perception regarding the mechanisms of imparting value education in school is not clear. Significant number of teachers are uncertain and disagree in 'Incidental Approach' and 'Critical Inquiry Approach' as mechanisms of imparting value education.
5. Teachers are of the opinion that the teaching-learning material in value education should contain life of great people, information about various cultures. Majority of teachers opine that while discussing value education 'Negative Aspects of Great Persons' and 'Downfalls of Various Cultures' should not be included.
6. Teachers strongly opine that degradation of value education is due to lack of specific syllabus, books, learning material, proper incentives for teachers and students and no contact between home

and school. Moreover, they are not strongly agreed regarding teachers' awareness and teachers' misconception regarding values. In addition, teachers are disagree regarding teachers are not aware about values and teachers not being role model.

7. Majority of teachers opined that values such as morality, truthfulness, regularity, honesty, non-violence which teacher preach but does not practice. Moreover, they are of the opinion that truthfulness, morality, love, regularity, kindness, cleanliness etc. such values should be associated with the job of teacher.
8. Teachers opine that values like truth, honesty, morality, regularity, duty they want to follow throughout their life. It shows that teachers wishes to follow these values but they do not put into practice.

## **VI.2 Recommendations**

This study indicates that there is a need for comprehensive exposure of teachers in terms of content and also in techniques related to value inculcation in schools. The task need to be structured and proper orientation need to be provided to the teachers so that they are sensitized and empowered for availing all possible opportunities for value inculcation among children. So, awarenesss programmes for value education for teachers be organized at various levels. It may include in-service and pre-service programmes for teachers. It is suggested that value orientation to teachers should be provided following direct, indirect, incidental and other mechanisms in a formal manner. As the value education in schools is not provided through direct approach it makes extremely important that the teachers have expertise in the area and are sensitive to their actions enabling them to act as facilitator and role model in the school environment.

### **VI.3 Limitations of the Study**

The findings of the present study must be viewed in the backdrop of the following limitations:

- The study of teachers' preparedness for value inculcation has been carried out using survey technique. The sample size is small in the context of the importance of the task.
- The study is limited to teachers working in Elementary schools located in Visnagar block of Mehsana District of Gujarat State.
- The teachers included in the study are only from the Government Schools.
- A number of variables such as age, sex, qualification, value orientation associated with the teachers opinion and awareness about value inculcation. In view of small size of sample the effect of such variables cannot be studied.
- The study has been conducted on both male and female in-service teachers.

### **VI.4 Scope for Further Research**

After the detail research and the study the following suggestions are made for the purpose of further study:

- The study may be replicated on a large sample.
- For standardization, the reliability and validity of the test may be conducted for further studies.
- Few more variables like age, qualification, teaching experience, value orientation etc. may be included for the study.
- To study the difference between the Elementary school male and female teachers in the awareness level regarding values.

- To study the difference between the Elementary teachers of private and government schools in the awareness level regarding values.
- The same study may be conducted on high-school teachers.
- A comparative study may be conducted between rural and urban elementary school teachers' preparedness regarding values.