

CHAPTER - VII

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VII.1 Introduction

Value based education is the demand of the society which can be achieved with the help of suitable teacher. Teachers are the main instrument to inculcate values through different subject contents. The teacher should understand the values inherent in the content and should know the skills needed to inculcate those values among learners. A number of prominent personalities and several Commissions and Committees have expressed importance of imparting value education in schools. The need for value developed has been emphasized time and again by various commissions and committees. With the recommendations to include value component in school education, there is increase in role and responsibility of teacher starting from pre-school.

In the above context, it is extremely important that the teacher be sensitized, trained and empowered in terms of contents and techniques towards inculcation of values among children. In respect to teachers importance in value inculcation, there is a need to see teachers' preparedness and awareness regarding value inculcation. Therefore, it is necessary to look into teachers' preparedness for value inculcation among students.

VII.2 Objectives

In order to study teachers' preparedness for value inculcation among students at elementary level following four major objectives has been taken up:

- (1) To assess the views of teachers' about desirability of value education.
- (2) To assess perception of in-service teachers regarding value education.
- (3) To know the views of in-service teachers on the mechanisms of inculcation of values among pupils.
- (4) To assess teachers' views about the reasons for inadequate value inculcation in schools.

VII.3 Scope of the Study

The scope of the work covers the preparedness of teachers at elementary stage for value inculcation among students. The study has been carried out in Visnagar Taluka of Mehsana District of Gujarat.

VII.4 Methodology

In order to accomplish the objectives of the present study the normative survey method was considered for identifying teachers' preparedness for value inculcation among students at elementary level.

The random sampling method was used and total 191 teachers were selected from 24 government schools. The questionnaire for the data collection was developed by the researcher himself.

VII.5 Findings

On the basis of the analysis and interpretation of data following 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 number 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 agree 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.

VII.6 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.