

**CHAPTER – V**

**ANALYSIS OF DATA,  
RESULTS AND  
DISCUSSION**



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## ANALYSIS OF DATA, RESULTS AND DISCUSSION

The present study as explained earlier aims at exploring teachers' preparedness for value inculcation. The design and methodology employed for concluding the study have been discussed in the preceding chapter.

The analysis of the data has been reported in this chapter, in nine sections:

- (A) Desirability of value education in schools;
- (B) Perception of teachers about value education;
- (C) Value recall;
- (D) The perception of teachers about the mechanisms of imparting values in schools;
- (E) Suggested contents for Value Education Curriculum in schools;
- (F) Reasons for inadequate value inculcation in schools;
- (G) Values which teachers preach most of the time but do not practice;
- (H) Values exclusively associated with the job of teachers;
- (I) Values which teachers like to follow throughout their life.

The data were got analysed using simple statistics keeping in view overall objectives of the study:

### **(A) Desirability of value education in schools**

The analysis of data related to desirability of value education in schools is mentioned in Table V.1. All the teachers are in the opinion that value education is desirable in the elementary schools.

**Table V.1 : Desirability of Value Education in Schools**

Respondent	Distribution of Response			
	YES		NO	
	Frequency	%	Frequency	%
Male	64	33.50	00	00
Female	127	66.50	00	00
All Respondent	191	100%	00	00

In respect of the desirability of Value Education in Schools, the significant feature has been that all the trainees have expressed in favour of value education without reservation. Teachers have given reasons in support of their favour for value education which include the following:

- It is necessary for prosperous future of child and nation.
- Overall development of children.
- To make the person and society healthy.
- For peaceful life.
- Because of crisis of value in modern life and for the allover peace and development of life.
- For creating a sense of humanism, nationalism, politeness, co-operativeness love, sympathy, truth, morality in children.
- Because of disappearing of ancient culture and for its preservation.
- For the development of all the virtues in human beings.
- To understand an individuals duty to his family, neighbour, society and nation.
- To remove crime from society.
- To understand the importance of values in one's life.
- To become responsible citizen.
- For inculcation of good habits and removal of socially unaccepted behaviour.

- To get sensitized for truth, honesty, peace, kindness, love, and be free from negative values like terrorism and violence.
- To develop healthy relations and understanding.
- To become good human being.
- To understand rights and duties.
- To be sensitive to other people.
- It is necessary for the peaceful life of allover mankind.
- Because of increasing terrorism, non-violence, stealing, killing in the society.

**(B) Perception of teachers about value education**

The views of teachers' were obtained on six items concerning their meaning/relation with value education.

**Table V.2 : Perception of Teachers about Value Education**

S. No.	Meaning/Relation of Value Education	Distribution of Response			
		YES		NO	
		Frequency	%	Frequency	%
1.	Religious Education	81	42.40	110	57.59
2.	Moral Education	181	94.76	10	5.24
3.	Life Skill Education	176	92.14	15	7.86
4.	Education about Religion	107	56.02	84	43.98
5.	Awareness about norms, attitudes which determine how a person acts upon available choices.	152	79.58	39	20.42
6.	Awareness about Do's and Don'ts of socially approved behaviour	159	83.24	32	16.76

From the responses given in Table V.2, it may be seen that the teachers have certain amount of ambiguity in concept and classification of value education in respect e.g.

- A significant number (42.40%) opine that religious education is related to value education while (57.59%) opine that religious education is not related to value education.
- In item No. 4 (43.98%) respondents opine that education about religion is not related to value education. Whereas (56.02%) opine that education about religion is related to value education. Above two item shows that approximately (43%) teachers does not clarify about meaning of value education.
- Similarly, there are significant number of teachers who consider that moral education (5.24%), Life skill education (7.86%) are not related to value education. Moreover, a large number of teachers opine that awareness about norms, attitudes (20.42%), and awareness about do's and don'ts of socially approved behaviour (16.76%) are not related with value education.

From the above responses, we can say that majority of teachers have clarify of concept. The significant number of teachers do not have clear concept and require systematic introduction of concept, classification.

### **(C) Value Recall**

The teachers were asked to list three values which they consider most important in schools. The values listed by teachers consist of moral (29.31%), truth (24.08%), regularity (15.70%), social (15.18%), nationalism (12.56%), honesty (12.04%), duty (12.04%), personal

(9.94%), cleanliness (9.42%), work (9.42%), co-operation (8.37%), non-violence (7.85%), discipline (7.85%), cultural (7.32%), love (6.28%), unity (5.75%), secularism 3.66%), politeness (3.66%), good character (3.14%), patriotism (2.61%), self-confidence (2.61%), loyalty (2.61%), understanding (2.09%), kindness (2.09%), international (2.09%), courage (1.57%), peace (1.04%), tolerance (0.52%), simplicity (0.52%), etc.

Teachers give more emphasis on moral, truth, regularity, social, nationalism values as most important values in the schools and less emphasis on peace, tolerance, simplicity etc. Moreover, it also shows that teachers do not have comprehensive exposures about values.

#### **(D) Perception of Teachers about the mechanisms of imparting values in schools**

The opinion of teachers on few selected items related to value inculcation mechanisms were taken on five-point scale and shown in Table V.3.

**Table V.3:** The Perception of Teachers about the Mechanisms of Imparting Value Education in School.

S. No.	Mechanisms	Response (%)				
		SA	A	UC	DA	SDA
1.	Direct School Curriculum	44	42.40	8.90	3.66	1.04
2.	Indirectly through teachers' behaviour	53.40	42.40	1.57	2.61	00
3.	Co-curricular activities	50.26	43.97	4.71	0.52	0.52
4.	Incidental approach	6.28	34.55	37.17	19.89	2.09
5.	Critical Inquiry approach	13.61	45.02	29.84	8.90	2.61
6.	Total atmospheric approach	50.26	30.89	15.18	2.09	1.57

(SA = Strongly Agree; A=Agree; UC=Uncertain, DA=Disagree; SDA=Strongly Disagree)

The teachers opine that transaction of value education should be through direct school curriculum (SA=44%, A=42.40%), indirectly through teachers' behaviour (SA=53.40%, A=42.40%), Co-curricular activities (SA=50.26, A=43.97%), total atmospheric approach (SA=50.26, A=30.89%). Moreover, the significant number of teachers don't have confidence in incidental approach (UC=37.17%), and critical inquiry approach (UC=29.84%) as a mechanism for value inculcation in school. While significant number of teachers are disagree in incidental approach (DA=19.89%) as a mechanism for value inculcation in school.

#### **(E) Suggested Contents for Value Education Curriculum in Schools**

The teachers opine that the teaching-learning material in value education should contain life of great people (SA=79.05%, A=19.89%), information about various culture (SA=51.83%, A=45.02%) and education about religion (SA=35.60%, A=42.93%). Very few teachers opined that negative aspects of great persons (SA=20.94%, A=25.65%) should be included in content. While majority of teachers 25.65% and 25.13% are uncertain regarding negative aspects of great persons and downfalls of various culture respectively. Moreover, significant number of teachers are disagree and strongly disagree regarding inclusion of negative aspects of great persons (DA=17.27%, SDA=10.47%) and downfalls of various culture (DA=14.65%, SDA=11.51%) in curriculum.

**Table V.4 : Suggested Contents for Value Education Curriculum in Schools.**

S. No.	Content Description	Response (%)				
		SA	A	UC	DA	SDA
1.	Life of great people	79.05	19.89	0.52	00	0.52
2.	Information about various culture	51.83	45.02	3.14	00	00
3.	Negative aspects of great persons	20.94	25.65	25.65	17.27	10.47
4.	Downfalls of various culture	9.94	38.74	25.13	14.65	11.51
5.	Education about religion	35.60	42.93	6.28	9.94	5.23

**(F) Reasons for Inadequate Value Inculcation in Schools**

The teachers have expressed about the possible reasons for inadequate value inculcation in schools.

**Table V.5 : Opinion of Teachers about Reasons for Inadequate Value Inculcation in Schools.**

S. No.	Possible reasons for degradation of values	Response (%)				
		SA	A	UC	DA	SDA
1.	Lack of adequate time assigned for value education	28.27	25.65	11.51	25.65	8.90
2.	Lack of specific syllabus on value education.	25.65	47.12	12.04	9.42	5.75
3.	Lack of awareness about teachers role in promotion of values.	15.70	40.83	12.56	16.23	14.65
4.	Lack of detailed knowledge about values	21.46	41.88	13.61	15.70	7.32
5.	Lack of adequate books and learning material in value education in school.	31.93	43.45	11.51	10.99	2.09
6.	Lack of proper incentives for teachers and students	21.98	52.35	12.04	7.85	5.75



	exhibiting exemplary behaviour.					
7.	Inadequate and no contact between home and school for value development	27.74	42.40	15.18	8.37	6.28
8.	Insufficient or no orientation programme for value education	20.41	42.40	16.75	15.70	4.71
9.	Misconception among teachers that value education is a burden	26.70	41.36	14.65	12.56	4.71
10.	Teachers not being role model	12.04	30.36	16.23	27.22	14.13
11.	Lack of awareness that practices in values leads to greater peace of mind.	13.75	35.60	17.13	23.56	9.94
12.	Incompatibility in preaching and practice of values in schools.	17.80	40.83	19.89	13.08	8.37

*The reasons obtaining the concern of more than 70% respondents consist of the following:*

- Lack of specific syllabus on value education (SA=25.65%, A=47.12%)
- Lack of adequate books and learning material in value education in school (SA=31.93%, A=43.45%)
- Lack of proper incentives for teachers and students exhibiting exemplary behaviour (SA=21.98%, A=52.35%)
- Inadequate and no contact between home and school for value development (SA=27.74%, A=42.40%)

*The reasons receiving more than 50% included the following:*

- Lack of adequate time assigned for value education (SA=28.27%, A=25.65%)

- Lack of awareness about teachers role in promotion of values (SA=15.70%, A=40.83%)
- Lack of detailed knowledge about values (SA=21.46%, A=41.88%)
- Insufficient or no orientation programme for value education (SA=20.41%, A=42.40%)
- Misconception among teachers that value education is a burden (SA=26.70%, A=41.36%)
- Incompatibility in preaching and practice of values in schools (SA=17.80%, A=40.83%)

*The reasons receiving less than 50% included the following:*

- Teachers not being role-model (SA=12.04%, A=30.36%)
- Lack of awareness that practices in values leads to greater peace of mind (SA=13.75%, A=35.60%)

Significant number of teachers are disagree and strongly disagree in their opinion about reasons for inadequate value inculcation in schools included the following:

- Lack of adequate time assigned for value education. (DA=25.65%, SDA=8.90%, UC=11.51%)
- Teachers not being role model. (DA=27.22%, SDA=14.13%, UC=16.23%)
- Lack of awareness about teachers role in promotion of values. (DA=16.23%, SDA=14.65%, UC=12.56%)
- Lack of awareness that practices in value leads to greater piece of mind. (DA=23.56%, SDA=9.94%, UC=17.13%)

**(G) Values which teachers preach most of the time but do not practice**

When teachers were asked to list one value which they preach most of the time but does not practice. They listed moral (28%), truth (21.6%), social (6.4%), regularity (4.8%), honesty (4%), non-violence (3.2%), cleanliness (3.2%) etc. This shows that even teachers teach values but do not practice in their personal life. Teachers preach most of the time about morality, truthfulness, social value, regularity but never follow themselves.

**(H) Values exclusively associated with the job of teachers**

When teachers were asked that which values are exclusively associated with the job of a teacher. They listed truth, moral, love, regularity, kindness, cleanliness, social, nationalism, honesty, non-violence, secularism, discipline, politeness, duty, co-operation, work, economic etc. Respectively. It shows that according to teachers opinion the above mentioned values a teacher must possess.

**(I) Values which teachers like to follow throughout their life**

Teachers were asked to list one value which you would like to follow throughout your life. They enlist truth (16.66%), honesty (12.87%), moral (9.84%), regularity (9%), duty (6%), work (5.30%), non-violence (3.78%), secularism (3.78%), co-operation (3.78%) etc. It shows that teachers want to follow truthfulness, morality and honesty etc. throughout their life which are exclusively associated with the job of teacher.