



CHAPTER - V
SUMMARY, CONCLUSIONS
AND SUGGESTIONS

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5.1 Summary

Value oriented education includes all the subjects and all the teachers who can correlate their lessons to a higher purpose and meaning in life. In other words value oriented education comprises all type of education, aesthetic, ethical health, intellectual, scientific and spiritual. Mahatma Gandhi said "Strength by it self is in vain; skill by itself is in vain, they have value only when they are used for human welfare". It is rightly said that value education should not be intended to create values but to awaken them to the rich tradition of values they have in their mind and to regulate their intelligence and imagination in consonance with their values. To inculcate these values among the students the teachers should act as role models. Value occupies the most important part of the teacher's activity. It helps the teachers in maintaining discipline, in taking decisions and in many other school affairs. If the teachers possess good values, he/she may be helpful in directing the students to follow a correct path.

Secondary and Higher Secondary education is responsible for developing the values of democracy, leadership, scienticism, duty, healthy and honesty, unless the task is performed well by the secondary and higher secondary education, the future of our country remains uncertain. As society advances and young people are part of the changing society, there is always a "generation gap causing the older people to wonder" what is this younger generation coming to "This

generation gap in the gap in value and the gap of values calls for attention, particularly in education”.

The researcher has selected eight values for this thesis. A standard opinionnaire is taken which consists of forty questions or opinions, which is distributed for forty schools, consisting of five hundred and fifty teachers in different regions of East Godavary district. The researcher could collect only five hundred opinionnaires.

5.1.1. The Eight Values:

The researcher selected eight values to determine the attitudes towards values of school teachers. The following are the values considered for

1. Knowledge Value
2. Economic Value
3. Aesthetic Value
4. Social Value
5. Political Value
6. Religious Value
7. Creative Value
8. Humanistic Value

1) Knowledge Value:

This value is characterized by a dominant interest in advancement of knowledge by an empirical, critical, rational and intellectual approach. The person dominated by this value reflects favourable attitude towards higher academic achievements.

2) Economic Value:

This value is dominated by money and material gain. His attitude towards the industrialists and business related matters are more favourable. A person with high economic value is guided by considerations of money and material gain in the choice of his job.

3) Aesthetic Value:

It is characterized by appreciation of beauty, from proportion and harmony, love for fine arts, drawing painting, music, dance, sculpture, poetry and architecture, love for literature, love for decoration of home and surroundings, neatness and system in the arrangement of things.

4) Social Value:

This value is characterized by showing a lot of interest in social welfare activities and develops awareness among people regarding bad traditions and societal evils. A person dominated with this value reflects favourable attitude towards social workers and social organizations.

5) Political Value:

Primarily interested in personal power, influence and renown. A person with high political value is guided by consideration of political news, activities of government and political parties and shows keen interest for leadership.

6) Religious Value:

Faith in God and interest in activities and rituals related to religion. Appreciation of religious function and love for religious books, songs and holy places.

7) Creative Value:

Originality in thoughts, interest in the discovery of truth and new inventions, love for science and technology etc. are the characteristics of a person dominated by creative value.

8) Humanistic Value:

The devotion to render his service to the poor and needy person love and respect for poor and deprived people, enthusiasm towards to enhance their status in the society, are the determinants of humanistic value in this Eight Value Scale.

5.1.2. Need For The Study:

Value deterioration in the society is a concern common to all educationists. To re-establish these values in Mahatma Gandhi's words to students of Jaffna College, Ceylone that "Head should become sub-servant to Heart", may be taken as a dictum to be adhered strictly. In the race for the development of intellect, the educational system forgot the growth of Heart. The need for value education cannot be neglected particularly in the present set up of the society according to Dr. J.E. Adamson.

The education treated in relation to the three worlds that make up complete environment namely the natural world, the social world and the moral world obviously. All the natural and physical sciences belong to the first of all the humanist studies to the second and all the ethical and religious to the third world.

At primary stage student is very important because in this stage a person starts developing his personality like habits, manners etc., It is learned that seventy percentage of a man's personality is formed below the age of fourteen years, which means children who are found in school. So at that stage it is the moral responsibility of teacher to inculcate right type of thinking and action in the students. If teacher has to inculcate these values it is but obvious that the teacher must have the values. To eradicate the value crisis it is the need of the hour to inculcate values right from the primary stage.

In today's world we can see lot of horrifying incidents among the educated and the uneducated for instance acid attacks on young girls in the name of love, or force to be loved, sexual harassment on school girls in schools by the male teachers, selfish motivation of children in every aspect of behavior, ill-treatment of teachers on school children in the name of punishment etc., are the few examples of the young generation, especially in India.

5.2. Review of Related Literature:

In the second chapter, the Review of Related Literature the researcher referred different thesis from different Universities to have a clear -cut idea about his work and the work that has been done by different scholars related to value education. The researcher also referred different journals, magazines and daily newspaper articles that are useful for this thesis. The researcher also attended some seminars that are mainly value- based topics in different educational institutions. An attempt had been made to review the related researches conducted in India and Abroad. The researcher had gone through some reports in this area and a few are presented in this chapter.

5. 3. Research Methodology:

In the third chapter, Research Methodology, explains that research is a process of which a person observes the phenomena again and again, collects data and he draws some conclusions on the basis of data through a process of systematic analyses.

5.3.1. Statement of the Problem:

The topic for the present study is **“A STUDY ON THE VALUE PATTERN OF TEACHERS IN EAST GODAVARI DISTRICT”**. In this study the term value refers to the value system in existing society and values that are necessary for their development during schooling in the process of socialization. In the socialization process teacher plays a very vital role especially in the primary school and thus the teacher has

a lot of responsibility in inculcating the values in the students. The Researcher felt to ascertain the value pattern in teachers towards the selected values

5.3.2. Objectives of the Study:

The study was conducted with the following objectives:

1. To study the value pattern of school teachers in East Godavari District.
2. To compare the value patterns of teachers on some select values and their inter correlation
3. To compare the value patter of teachers based on some independent variables selected for the study i.e. educational qualifications, professional qualifications, gender, teaching experience, subject of teaching, locality of school and school management

5.3.3 Hypotheses of the study:

The hypotheses of the study is stated in terms of null hypothesis as given below.

1. There is no significant difference on the value pattern of teachers on the selected values.
2. There is no significant correlation among various values in terms of their value pattern in teachers.
3. There is no significant difference in the value pattern of teachers based on their educational qualification.

4. There is no significant difference in the value pattern of teachers based on their professional qualification.
5. There is no significant difference in the value pattern of teachers based on their gender.
6. There is no significant difference in the value pattern of teachers based on their teaching experience.
7. There is no significant difference in the value pattern of teachers based on their educational qualification.
8. There is no significant difference in the value pattern of teachers based on their subject of teaching.
9. There is no significant difference in the value pattern of teachers based on the type of management of school.
10. There is no significant difference in the value pattern of teachers based on the locality of school.

5.3.4. Variables Considered for the study:

Since the study pertains to the identification of values of primary and secondary school children teachers. The following variables have been selected.

Variables:

1. Educational Qualifications
2. Professional Qualifications
3. Gender
4. Teaching Experience

5. Subject of Teaching
6. Locality of the School
7. School Management

5. 4. Data Analysis:

After the qualification of data, various statistical measures such as Means , Standard Deviations, 't' - Ratio, Analysis of Variance (ANOVA) have been used to analyse the data.

5.5.1 Major Findings:

The study reveals that the teachers have shown a moderately high development of values towards teaching. The study further revealed that teachers have shown highest in the area of knowledge and lowest in classroom communication. Except in terms of school management and the location of the school i.e. urban and rural almost all teachers have shown equal levels of value development towards teaching.

1. There is a positive attitude with respect to Knowledge value, Economic value, Aesthetic value, Social value, Political value, Religious value, Creative value and Humanistic value towards the value orientation of teachers in East Godavari District.
2. There is a significant correlation between Knowledge value, Economic value, Aesthetic value, Social value, Political value, Religious value, Creative value and Humanistic value towards the value orientation of teachers in East Godavari District.

3. There is a significant between graduate and post graduate teachers opinion with respect to Knowledge value, Economic value, Social value, Creative value and Humanistic value towards the value orientation of teachers in East Godavari District.
4. There is no significant between graduate and post graduate teachers opinion with respect to Religious value, Aesthetic value and Political value towards the value orientation of teachers in East Godavari District.
5. There is a significant difference among teachers opinion based on their professional qualification with respect to Knowledge value, Economic value, Aesthetic value, Social value, Political value, Religious value, Creative value and Humanistic value towards the value orientation of teachers in East Godavari District.
6. There is no significant between male and female teachers opinion with respect to Knowledge value, Economic value, Aesthetic value, Political value, Religious value, Creative value and Humanistic value towards the value orientation of teachers in East Godavari District.
7. There is a significant between male and female teachers opinion with respect to Social value towards the value orientation of teachers in East Godavari District.

8. There is a significant difference between below 20 and above 20 years experienced teachers opinion with respect to Knowledge value, Economic value, Aesthetic value, Social value, Political value, Religious value, Creative value and Humanistic value towards the value orientation of teachers in East Godavari District.
9. There is no significant difference among teachers opinion based on their teaching subject with respect to Knowledge value, Economic value, Aesthetic value, Social value, Political value, Religious value, Creative value and Humanistic value towards the value orientation of teachers in East Godavari District.
10. There is no significant difference between urban and rural area teachers opinion with respect to Knowledge value, Economic value, Aesthetic value, Social value, Political value, Religious value, Creative value and Humanistic value towards the value orientation of teachers in East Godavari District.
11. There is a significant difference between government and private school teachers opinion with respect to Knowledge value, Aesthetic value, Social value, Creative value and Humanistic value towards the value orientation of teachers in East Godavari District.
12. There is no significant difference between government and private school teachers opinion with respect to Economic

value, Political value and Religious value towards the value orientation of teachers in East Godavari District.

5.5.2. Conclusions:

This research study focused on studying the pattern of value impartation on some selected values in teachers working in secondary schools. The study could focus on the extent of priority and preference given by teachers on some selected values as chosen by the researcher based on the standardized tool.

The study could reveal that out of the selected values, the teachers are almost uniformly and equally inclined towards all the selected values. This indicates that there is no significant hierarchy among the selected values. The study also reveals that there is a significant correlation in between each two of the eight selected values.

This study revealed that there is no influence of many of the variables under study except of educational, professional qualification, teaching experience and management of the school. Thorough investigations in these areas may reveal the actual influence of these variables in understanding the value patterns. In all the other variables where there is no significant influence, it may be due to the fact that all teachers have a uniform pattern of value impartation the variables may not be influencing the teachers value pattern significantly. Finally, this study has given an insight into the aspects of understanding the preference of values by teachers.

5.5.3. Suggestions for Further Research:

This study focuses on further research in the areas of value development of teachers. Some of the new areas of research on value education are:

- A study on the value development among teachers based on the subject content and value development through the respective subject teaching
- A study on the value development among students based on the school content and methodology of teaching.
- A study on activities taken up by the teachers in the classroom during classroom instruction and the value patterns developed as a result of these activities
- A study on the importance given to values in life by teachers, students and parents and the influence of socio cultural factors on the development of values.
- A study on the training programmes conducted to teachers on value education at various levels and their influence on the teaching effectiveness
- A study on the development of values among teachers based on the value development programmes offered in the school