CHAPTER VI

SUMMARY, CONCLUSIONS AND SUGGESTIONS

This Chapter deals and discusses the summary, conclusions, suggestions for value oriented education and suggestions for further researches.

6.1 SUMMARY

Values refer to objects that we human beings cherish and desire, and consider desirable. These may be material things (e.g. house, food, etc) or abstract qualities and ideals like truth, happiness, peace, etc. Education, as we know, is a process of bringing about desirable changes of behaviour in the learner – in the way he thinks, feels and acts in accordance with our concept of good life. In other words, it is a process of developing in the child knowledge, skills, attitudes, values and behaviour patterns that we consider desirable for him to have, both as an individual and as a member of society.

The various goals and aims of education – development of human resources, creativity, commitment to human values and social justice, national cohesion, scientific temper and independence of mind and spirit, socialism, secularism, democracy – are no more than educational expressions of our concept of the good life. To realize these aims, we design a curriculum, and curriculum is nothing but a planned and organized collection of desirable experiences – knowledge, skills and attitudes. We thus see that education, in its aims, curriculum and methods, is inseparably bound up with values. Even more, it is through education that society seeks to preserve and promote values.

6.1.1 Need of the Study

Today there is lot of degradation of values in every walk of human life. Old traditions and system of values like respect for elders, etc can be rarely seen in our young children and also adults in this present generation. Value crisis is a global phenomenon of our times. Rapid scientific growth and technological advancements resulting in industrialization have threatened our age-old moral standards. We must realize that this atmosphere of valuelessness and this process of value deterioration will prove disastrous and lead to disintegration of the society.
Hence it is necessary to give proper foundation on values since the initial stages of the child. What they learn at this tender age stays with them all through their life. Schools and colleges are the institutions which can shoulder the responsibility of inculcating and imbibing values among the students. Views also differ on what the objectives of value education should be, how it should be delivered and what role the teacher has to play in the whole process. Hence there is a need to take up research activities in the area of values-oriented education.

Therefore the present study is undertaken to make our future teachers aware of values and shoulder the responsibility of inculcating and imbibing values to students.

6.1.2 Statement of the Problems

The investigator is interested to study the attitude of the DIET’s student teachers towards value-oriented education, and the title of the present study is stated as, “A Study of Value-Oriented Education in relation to certain Socio-demographic variables of DIET’s student teachers in Meghalaya”.

6.1.3 Objectives of the Study

The objectives of the present study are as follows:

1. To study the attitude of DIET’s student teachers towards value-oriented education.
2. To study the influence of socio-demographic variables on the attitude of DIET’s student teachers towards value-oriented education.

6.1.4 Hypotheses of the Study

The hypotheses of the study are given below:

1. There is no significant difference between male and female DIET’s student teachers towards value-oriented education.
2. There is no significant difference between first year and second year DIET’s student teachers towards value-oriented education.
3. There is no significant difference between rural and urban DIET’s student teachers towards value-oriented education.
4. There is no significant difference between DIET’s student teachers which are of age upto 23 years and those who are above 23 years, towards value-oriented education.

5. There is no significant difference between DIET’s student teachers with family annual income upto Rs.1,00,000/- and those with family annual income above Rs.1,00,000/-, towards value-oriented education.

6. There is no significant difference among different religions of DIET’s student teachers towards value-oriented education.

7. There is no significant difference among different sizes of family of DIET’s student teachers towards value-oriented education.

8. There is no significant difference among types of occupation of father of DIET’s student teachers towards value-oriented education.

9. There is no significant difference among types of occupation of mother of DIET’s student teachers towards value-oriented education.

10. There is no significant difference among qualification of father of DIET’s student teachers towards value-oriented education.

11. There is no significant difference among qualification of mother of DIET’s student teachers towards value-oriented education.

6.1.5 Delimitation of the Study

1. The study is confined only to DIET’s student teachers of Meghalaya.

2. The study is confined to DIET’s student teachers of 2013–14 academic year.

6.1.6 Population

The population of the present study comprises of all 450 first year and 237 second year pre-service student teachers studying in all the seven (7) District Institutes of Education and Training (DIETs) in Meghalaya during 2013 – 14. It includes various distinct sub-groups such as first year and second year, male and female, urban and rural student teachers, belonging to different socio-economic status and of varying age groups.

6.1.7 Sample

The sample selected for the present study consists of 30 student teachers belonging to 1st Year and 20 student teachers belonging to 2nd Year from each of the
seven DIETs. Thus altogether, the sample includes 210 First Year and 140 Second Year student teachers from all the seven DIETs. Stratified random sampling technique was used to select sample from the population.

6.1.8 Tools used for Data Collection

In the present study, in order to study the attitude of DIET’s student teachers towards value-oriented education, the questionnaire developed by B.Yella Reddy was adopted. The adopted questionnaire consists of seventy (70) statements. Each statement was arranged on a five-point scale: Strongly Agree(SA), Agree(A), Doubtful(D), Disagree(DA) and Strongly Disagree(SDA).

The Personal Data Sheet for collecting information related to Personal Data and Socio-demographic variables has been developed by the Investigator himself. Personal data regarding the DIET’s student teachers include: (1) Name, (2) Name of Institution, (3) Sex, (4) Year of Study, (5) Religion, (6) Age, (7) Size of Family, (8) Occupation of Father, (9) Occupation of Mother, (10) Educational Qualification of Father, (11) Educational Qualification of Mother, and (12) Family Annual Income.

6.1.9 Method of Data Collection

The collection of data was done during November 2013 after informing and taking permission from the Principals of the DIETs. The student teachers were apprised regarding the purpose of the study. All the subjects were assured in the beginning that their responses will be treated and kept strictly confidential, and hence they were asked to provide and give their responses without any hesitation. The instruction for responding the tool was given before asking them to respond. Care has been taken to ensure that all particulars had been filled/ responded, and all items/questions were answered by the student teachers.

6.1.10 Procedure of Data Analysis

The data obtained are first entered in excel worksheet and the analysis is done by using S.P.S.S. (Statistical Package for Social Science) software. The attitudinal scores of the DIET student teachers towards value oriented education are calculated using descriptive statistics, such as mean, median, mode, standard
deviation, quartile deviation, skewness, kurtosis and graphical representation. Inferential statistics such as ‘t’ test and F-ratio were also used.

6.1.11 Findings of the Study

The findings of the study are summed-up as follows:

1. The maximum and minimum scores of the DIET’s student teachers towards value-oriented education are 309 and 209 respectively out of possible score of 350. The mean attitudinal score 264.83 of the DIET’s student teachers is far greater than the neutral value of 210. Hence that the DIET’s student teachers have high attitude towards value-oriented education.

2. The mean score of DIET's student teachers towards value-oriented education is 264.83, while the Median and Mode are 264.00 and 260.00 respectively. Since the Mean, Median and Mode are not the same, the curve may not be a normal curve. However, the gap among the Mean, Median and Modes is negligible. Hence, the distribution is very close to normal distribution.

3. The values of kurtosis and skewness are 0.369 and 0.14 respectively. The frequency distribution will be platykurtic and the skewness is positive and the curve inclines more to the right.

4. The mean scores of male DIET’s student teachers is 266.41 and that of the female DIET’s student teachers is 263.68. This indicates that the mean score of male DIET’s student teachers is higher than that of female DIET’s student teachers by 2.73. However, the calculated ‘t’ value 1.43 is less than table value 1.97 for 348 df at 0.05 level. Hence, there is no significant difference between male and female DIET’s student teachers towards value-oriented education.

5. The mean scores of first year DIET’s student teachers is 262.24 and that of the second year DIET’s student teachers is 268.71. This indicates that the mean score of second year DIET’s student teachers is higher than that of first year DIET’s student teachers by 6.47. The calculated ‘t’ value 3.408 is also greater than table value 2.59 for 348 df at 0.01 level. Hence, there is
significant difference between first year and second year DIET’s student teachers towards value-oriented education.

6. The mean scores of rural DIET’s student teachers is 266.35 and that of the urban DIET’s student teachers is 261.90. This indicates that the mean score of rural DIET’s student teachers is higher than that of urban DIET’s student teachers by 4.45. The calculated ‘t’ value 2.25 is also greater than table value 1.97 for 348 df at 0.05 level. Hence, there is significant difference between rural and urban DIET’s student teachers towards value-oriented education.

7. The mean scores of DIET’s student teachers of age upto 23 years is 263.60 and that of the DIET’s student teachers of age above 23 years is 265.93. This indicates that the mean score of DIET’s student teachers of age above 23 years is higher than that of DIET’s student teachers of age upto 23 years by 2.33. However, the calculated ‘t’ value 1.23 is less than table value 1.97 for 348 df at 0.05 level. This implies that the difference between the mean scores of DIET’s student teachers of age upto 23 years and of age above 23 years is not significant at 0.05 level. Hence, there is no significant difference between DIET’s student teachers which are upto 23 years and those who are above 23 years, towards value-oriented education.

8. The mean scores of DIET’s student teachers with family income up to Rs.1,00,000/- is 264.64 and that of the DIET’s student teachers with family income above Rs.1,00,000/- is 265.05. This indicates that the mean score of DIET’s student teachers with family income above Rs.1,00,000/- is higher than that of DIET student teachers with family income up to Rs.1,00,000/- by only 0.41. However, the calculated ‘t’ value 0.22 is less than table value 1.97 for 348 df at 0.05 level. Hence, there is no significant difference between DIET’s student teachers with family annual income up to Rs.1,00,000/- and those with family annual income above Rs.1,00,000/-, towards value-oriented education.

9. Religion has no significant impact or influence on the attitude of DIET’s student teachers towards value-oriented education. (The calculated ‘F’ value 1.084 is less than table value 2.64 for 3 and 346 df at 0.05 level).
10. Sizes of family have no significant impact or influence on the attitude of DIET’s student teachers towards value-oriented education. (The calculated ‘F’ value 0.293 is less than table value 19.50 for 2 and 347 df at 0.05 level).

11. The occupation of father has no significant impact or influence on the attitudes of DIET’s student teachers towards value-oriented education. (The calculated ‘F’ value 0.147 is less than table value 19.50 for 2 and 347 df at 0.05 level).

12. The occupation of mother has no significant impact or influence on the attitudes of DIET’s student teachers towards value-oriented education. (The calculated ‘F’ value 1.194 is less than table value 2.64 for 3 and 346 df at 0.05 level).

13. The qualification of father has no significant impact or influence on the attitudes of DIET’s student teachers towards value-oriented education. (The calculated ‘F’ value 0.591 is less than table value 19.50 for 2 and 347 df at 0.05 level).

14. The qualification of mother has no significant impact or influence on the attitudes of DIET’s student teachers towards value-oriented education. (The calculated ‘F’ value 0.009 is less than table value 19.50 for 2 and 347 df at 0.05 level).

6.2 CONCLUSIONS

The present study was mainly concerned with finding the influence and impact of socio-demographic variables on the attitude of DIET’s student teachers towards value-oriented education. The study reveals that there is significant difference between first year and second year, and between rural and urban DIET’s student teachers towards value-oriented education.

But there is no significant difference between male and female DIET’s student teachers, between DIET’s student teachers which are upto 23 years and those who are above 23 years, and between DIET’s student teachers with family annual income up to Rs.1,00,000/- and those with family annual income above Rs.1,00,000/-, towards value-oriented education. The study also reveals that
religion, size of family, parents’ educational qualification and occupation have no significant impact or influence on the attitude of DIET’s student teachers towards value-oriented education.

6.3 **SUGGESTIONS FOR VALUE-ORIENTED EDUCATION**

The following are suggestions that may be taken into consideration for value-oriented education:

1. **Value oriented Education and Curriculum:**
   - The present curriculum should reflect value-orientation. Even various Commissions and Committees had recommended value-oriented education at all levels. Curriculum should imbibe such topics and lessons which would be able to generate the values among students.
   - An important aim of education is to develop positive attitude and values in children since they are young. Hence, value-oriented education may be integrated and built into the whole school curriculum, i.e., elementary stage and secondary stage.
   - Value education should not form a subject of study or examination, but it may be judicially integrated into all the subjects of study, curricular and co-curricular activities and other programmes.
   - A certain credit may be assigned at the time of assignment for some of the values like honesty, social service etc.

2. **Value oriented Education and School:**
   - The organization and atmosphere of the school are essential components of education for value-oriented education.
   - The values should ideally be reflected in all the daily operations of school life like in morning assembly programmes, in the relations between teacher and pupils as well as in between peers.

3. **Value oriented Education and Teacher:**
   - Teacher’s attitude and interactions in the classroom make difference in students’ learning of values. Accordingly, the teacher has to be trained to function as an agent who stimulates, provokes, informs and sensitizes the learners with reference to value situations in life.
• It is essential for teachers to create an atmosphere of love, trust and security in the school.

• Values cannot be taught, they are imbibed and the teacher needs to be a role model to set an example. The most effective teachers are the ones who model the values they want their students to learn. Students will learn the values, if teachers model these values themselves. Modeling of desirable values by the teacher therefore is considered to be as essential prerequisite. Gandhi has observed, “The secret of teaching values is to inspire and kindle the quest among the students by means of one’s own example of character and mastery of knowledge. It is by embodying values within themselves that the teachers can really radiate values to their students.”

• It is also essential that teachers carry out their professional obligations in accordance with the highest standards and ethics of the teaching profession.

4. **Value oriented Education and Teacher Education:**

• Teachers’ education should provide ample experiences for the teacher trainees to understand the professional code and its rationale, and ensure its honest observance by teachers and teacher educators in the training institutions.

• To introduce value-oriented education in the curriculum at all levels of the school, first of all we have to educate our elementary and secondary school teachers so that they can efficiently educate their students later.

• The whole teacher education curriculum needs rethinking. It should compulsorily train teachers to practice integrated value-based education approach in transacting a lesson. This may require inclusion of a paper on value-oriented education, the techniques of value education, and various disciplines/methods. It is also necessary to sensitize teacher educators to the issues and concerns regarding the same.

• For successful implementation of value-oriented education, the teachers should develop the competencies such as identifying values related content from textbooks.

• All teachers should be oriented to inculcation of values through value-integrated approach to education. They should be trained in communicating value in their day-to-day classroom teaching.
Thus, value-oriented education should be made a part of pre-service and in-service teacher training programmes to meet the present requirements.

6.4 SUGGESTIONS FOR FURTHER RESEARCH

After undertaking a systematic study on ‘the value-oriented education in relation to certain socio-demographic variables of DIET’s student teachers in Meghalaya’, the investigator felt the need for conducting further researches related with value-oriented education. Some of the research works that could be undertaken are given below:

- The present study was carried out for DIET’s student teachers only. Similar studies can be carried out for B.Ed. student teachers and other professional courses like engineering, medicines, etc. in Meghalaya.
- Similar studies could be carried out for teacher educators in DERT, DIETs and CTEs of Meghalaya.
- Similar studies could also be conducted for students from school level to university level in Meghalaya.
- This study is limited to some socio-demographic variables only. Studies in relation to some other variables like psychological variables could also be carried out.