CHAPTER-VI

EDUCATIONAL IMPLICATIONS AND SUGGESTIONS
FOR FURTHER RESEARCH

This empirical study has revealed significant discrepancy between the professed and practised disciplinary orientations of secondary school teachers working in the government schools of the State of Punjab. If this finding is also confirmed by other similar studies, it should awaken us to the need for launching such programmes of teacher education which aim at bridging the gap between the professed and the practised modes of conduct on the part of teachers. From the disciplinary and all other educational angles, what is professed by the teacher community must be genuinely practised and implemented.

Another important finding of the study relates to the bearing of the emotional maturity level on the professed and practised disciplinary modes of teachers. As revealed by the study, the higher is this level, the lesser is the discrepancy between the professed and the practised disciplinary sensitivities and lines. The lesson to be derived from this situation is that programmes of teacher education should be geared up as to make teacher trainees and teachers in-service well conversant with such facts and to motivate them psychologically and spiritually for a stable emotional life capable of withstanding the day to day strains of the problems of living.

This study has further revealed that as compared to the factor of emotional maturity, the factor of professional commitment bears a much closer positive relation with what is professed and practised in the form of disciplinary orientations. The educational implication of this finding is obvious. Programmes of teacher education—at all levels—should be precisely
streamlined to foster loyalty to all the professional commitment areas.

**SUGGESTIONS FOR FURTHER RESEARCH**

It is but natural for every investigator to offer suggestions for further research in the area from which he/she herself has selected the problem. The present investigator humbly takes the courage to make the following suggestions which can be of some help for new investigators interested in chiselling out their research problems or projects from the field of discipline in educational institutions.

1. Divergent disciplinary orientations, both professed and practised, need to be studied not only at secondary school level but also at all other levels of school and college education.

2. Educational thinkers of the world have been propounding their concepts of disciplinary orientations that teachers should profess and adopt. The thought sociological, psychological and philosophical at the back of each concept of disciplinary orientation needs investigation.

3. An integrated and practical view of disciplinary orientations is the need of our times. This integrated view can be formulated only by thorough research on the view points on disciplinary matters which have been emerging since Spartan and Greek times down to this day. This surely calls for research at the highest level.

4. The relationship of disciplinary orientations with variables like self-concept, introversion – extroversion and pessimistic and optimistic outlook on life also need vigourous scientific exploration.

5. New models of discipline in schools need to be experimented upon.