CHAPTER V

FINDINGS, DISCUSSION AND SUGGESTIONS

V.1. Introduction

The obtained data has been examined, analysed and interpreted in the last chapter. In this chapter we are going to list all the major findings and discussion of the study which will throw light on the current situation regarding the spirit of nationality and Social Competence of the Secondary School students of Ri-Bhoi District of Meghalaya.

V.2. Major Findings and Discussion on Value of Spirit of Nationality

The data collected from the different Secondary Schools of Ri-Bhoi District has been analysed and interpreted in the previous Chapter. Based on the analysis and interpretation of the data we give the findings of the study. So, the following are the major findings of the present study regarding the Spirit of Nationality of Class IX students of Ri-Bhoi district.

1. Findings on the Overall value of Spirit of Nationality: It was found that Overall Value of Spirit of Nationality of class IX students of Ri-Bhoi District is in the average level. The trend is similar when we separate them into sex (male and female) and management (government, Government Aided and private). The average level of the students according to sex and management fluctuated from 53% to 64%. 53% was the lowest and 64% was the highest. This showed that majority of the students of class IX in Ri-Bhoi District had an average Value of Spirit of Nationality. This means that all of them have Value of Spirit of Nationality in varying degrees. This was also found by Packard (1856) that the Spirit of Nationality is all pervading (Refer Ch II. P. 31). It was later proved by Pakem (1998) that there is national integration in respect of political, social, economic and cultural life of the people of India (Ref. Ch. II. P. 30 above).

2. Findings on Value of Spirit of Nationality of Male: It was obvious that majority of the males have an average score in the level of Value of Spirit of Nationality. Their score in the average level is 59.82% which is more than half of
the total number. Their percentage in the high level needed to be improved and the low level to be minimised. Only 19.64% had a high level in Value of Spirit of Nationality and almost 21.54% still have a low level which needed to be taken into consideration.

3. **Findings on Value of Spirit of Nationality of Female**: It was cleared that more than half of the females i.e., 64.29% of Secondary Schools, Ri-Bhoi District have an average level of Value of Spirit of Nationality. In fact, their percentage was more than 64%. It was also observed that not even a quarter of the female (16.96%) had a high level of Value of Spirit of Nationality and only 18.75% have a low level. This affirmed that majority of them prefer their own country to the other. This was also established by Moore (2005) who found that nationalists prefer their own nation over others. (Ref. Ch. II. P. 36)

4. **Findings on Value of Spirit of Nationality of Government Secondary School**: It was found that the percentage of students in high level in the Value of Spirit of Nationality of Government Schools was still wanting. It was only 21.88%, while the percentage in the low level i.e., 25% is too high. The Value of Spirit of Nationality is to be improved in the students who had a low level of Value of Spirit of Nationality. Even the average level is only 53.12% of the total number of students. More number of students should be under the average or high level and the same should be lesser in the low level of Value of Spirit of Nationality.

5. **Findings on Value of Spirit of Nationality of Government Aided Secondary School**: It was evident that majority of the students of Government Aided schools of Ri-Bhoi District have an average level (62.5%) of Value of Spirit of Nationality. These Government Aided schools are mostly run by Christian missionaries and private organisations but still the Value of Spirit of Nationality is strong in them. They love their country and are ready to cultivate the feeling of oneness with their countrymen. The percentage of students in the high level is only 16.7% which is less than expected. And the percentage in the low level is 20.8%. This needed to be corrected in course of time in order to improve the Value of Spirit of Nationality among Secondary Schools of Ri-Bhoi District.
6. **Findings on Value of Spirit of Nationality of Private Secondary School:** It was obvious that the Value of Spirit of Nationality of private schools of Ri-Bhoi District is in the average level. Their percentage in the average level is 62.5%. This means that majority of the student of private schools had an average Value of Spirit of Nationality. The percentage of high Value of Spirit of Nationality is 19.79% which is slightly higher than the Overall percentage. This means that the percentage of high value of nationality of private schools was almost the same with that of the male students and the Overall Score. And the score of students in low level was 17.71% which was lower than the Overall Score and the percentage of other groups.

7. **Findings on the Comparison and Significant Difference of Value of Spirit of Nationality between Male and Female:** It is found that the Mean of male in the Value of Spirit of Nationality is 133.4 and SD is 21.13. And the Mean of female is 135.9 and SD is 20.42. However, the ‘t’ value is .38 which is less than the table ‘t’ value of 1.97 with 222 df at 0.05 level of significance. This value is not significant. Hence, there is no significant difference between the score of male and female regarding the Value of Spirit of Nationality at 0.05 level of significance.

8. **Finding on the Comparison and Significant Difference of Value of Spirit of Nationality between Government and Government Aided School:** It was evident that that the Mean of students of Government Schools in the Value of Spirit of Nationality is 130.4 and their SD is 15.56. And the mean of the students of Government Aided schools is 133 and SD is 20.31. The ‘t’ value is .51 which falls short of the table ‘t’ value of 1.98 with 126 df at .05 level of significance. Therefore there is no significant difference between the score of the Government and Government Aided in the Value of Spirit of Nationality at 0.5 level of significance.

9. **Finding on the Comparison and Significant Difference of Value of Spirit of Nationality between Government and Private School:** It is cleared from the calculations that the Mean and SD of the score of the students of Government School regarding the Value of Spirit of Nationality are 130.4 and 15.56 respectively. And the Mean and the SD of the score of Private School Students are 137.7 and 22.42 respectively. It was found that the value of ‘t’ is 0.09 which is
below the table ‘t’ value of 1.98 with 126 df at 95 level of confidence. Hence the difference between the score of Government and private schools in the Value of Spirit of Nationality is not significant at 0.05 level.

10. **Finding on the Comparison and Significant Difference of Value of Spirit of Nationality between Government Aided and Private School:** It is observable that there are differences between the Means and SDs of the score of Government Aided and that of private schools regarding the Value of Spirit of Nationality. The Mean of Government Aided is 133 and SD is 20.31 while the Mean of private schools is 137.7 and SD is 22.42. When ‘t’ value is calculated, its value is 0.52 which falls short of table ‘t’ value of 1.97 with 190 df at 0.05 level of significance. Hence there is no significance difference between the score of students of Government Aided and private schools at 0.05 level of significance regarding the Value of Spirit of Nationality.

V.3. **Major Findings and Discussion on Social Competence**

The following are the findings of the study regarding Social Competence of class IX students of Ri-Bhoi district.

1. **Findings on the Overall Social Competence:** It was evident that the Overall Score of students of Ri-Bhoi District in Social Competence was placed in the average level (71.42%). The trend was similar when we separate them into sex (male and females) and management (government, Government Aided and private). The highest average level is 72.3% and the lowest is 62.5% on Social Competence. Majority of the students had an average score in Social Competence. This means that most of the students had a great sense of social life. It was also found that only 15.63% had a high score of Social Competence and 12.95% had a low level in the scale.

The students who score low in the Social Competence Scale are probably students who come from the family that have narrow outlook at life and the society as a whole. These are very few as found by the study. Rebecca (1976) also found that even parents were not so willing to allow their children to play with children of other castes and languages (ref. Ch. II. P. 24). So family background and narrow
mentality of the parents could affect adversely the Social Competence of the students.

2. **Findings on Social Competence of Male:** It was obvious that majority of the males have an average score in the level of Social Competence. Their score in the average level is 72.32% which is more than half of the total number. It was also found that only 16.07% had a high level in Social Competence and only 11.61% have a low level in Social Competence. Majority of the males are under the average level of Social Competence.

3. **Findings on Social Competence of Female:** It was cleared that more than half of the females of Secondary Schools, Ri-Bhoi District have an average level of Social Competence. Their percentage was 67.86%. It was also observed that the percentage of the females who had a high level of Social Competence was only 16.96% and the percentage of those who had a low level of Social Competence was above 15.18%. Actually, more females were expected to score high in the Social Competence.

4. **Findings on Social Competence of Government Secondary School:** It was found that the percentage of students in high level in the Social Competence of Government Schools was still wanting. It was only 18.75%, and the percentage in the low level was 18.75%. The Social Competence is to be improved in the students who had a low level of Social Competence. The average level is more than half i.e., 62.5% of the total number of students. More percentage of students should be under the average or high level of Social Competence and less percentage of students should be in the low level of Social Competence.

5. **Findings on Social Competence of Government Aided Secondary School:** It was evident that majority of the students of Government Aided schools of Ri-Bhoi District had an average level (69.79%) of Social Competence. Though these schools are not run directly by the government, still Social Competence is strong in them. It was also found that the percentage of students in the high level was only 17.71% which means that very few students have high level of Social Competence. And the percentage in the low level is 12.5%. This was evident that
the vast majority of the students of Government Aided schools had either high or average Social Competence.

6. **Findings on Social Competence of Private Secondary School:** It was obvious that the Social Competence of Private School of Ri-Bhoi District is in the average level. Their percentage in the average level is 70.83%. This means that majority of the students of Private School had an average Social Competence. The percentage of high Social Competence is 17.71% which is equal to that of the Government Aided. This means that the percentage of high value of Social Competence of Private School was the same as that of the students of the Government Aided schools. It is also cleared that the percentage of students in low level was only 11.46% which was lower than that of the Government and Government Aided schools.

7. **Findings on Comparison and Significant Difference in Social Competence between Male and Female:** It was also found that the Mean and SD of males of Secondary Schools of Ri-Bhoi District in the competence scale is 165 and 15.9 respectively. While the Mean and SD of females are 163.6 and 13.24 respectively. The ‘t’ value of these scores is 0.47 which is falls below the table value of 1.97 at 95 level of confidence with 222 df. Hence, there is no significant difference between the score of males and females regarding Social Competence at 0.5 level. This would mean that the Social Competence of boys was equal to that of girls. Both boys and girls had average Social Competence. This contradicts the findings of Nayal (1990) that females were better than males regarding social responsibility (ref. Ch. II. P. 25). However, Mulia (1991) (ref. Ch. II. P. 26) and Shukla (1992) approved the findings of the present study by finding that sex did not influence social maturity of the students (ref. Ch. II. P. 28).

8. **Findings on Comparison and Significant Difference in Social Competence between Government and Government Aided:** It was observed that the Mean of students of Government Schools is 163.9 and their SD is 12.33. The Mean of Government Aided School Students is 163.7 and their SD is 14.1. The calculated ‘t’ value is 0.94. This value is less than the table value which is 1.98 with 126 df at 0.05 level of significance. Therefore the difference between the score of Government and Government Aided Schools is not significant at 0.5 level of significance.
9. **Findings on Comparison and Significant Difference in social Competence between Government and Private School:** It was observed that Mean of score of students of Government Schools is 163.9 and their SD is 12.33. It was also observed that the Mean of Private School Students is 165.1 and their SD is 15.9. The calculated value of ‘t’ is 0.69 which less than the table ‘t’ value of 1.98 with 126 df at 0.05 level of significance. Therefore, there is no significant difference between the score of students of Government and that of the Private Schools at 0.5 level of significance. The present findings disproved the findings of Nayal (1990) who found that Public School Children shown better social integration (ref. Ch. II. P. 25).

10. **Findings on Comparison and Significant Difference in Social Competence between Government Aided and Private School:** It was found that the Mean and SD of the score of students of Government Aided schools are 163.7 and SD is 14.1 respectively. It is also found that the Mean and SD of Private schools are 165.1 and 15.9 respectively. The calculated ‘t’ value is 0.52. This value is less than the table ‘t’ value of 1.97 at 0.05 level of significance. Hence, the difference between the score of students of Government Aided and private schools is not significant at 0.5 level of significance.

V. 4. **Major Findings and Discussion on Correlation between Value of Spirit of Nationality and Social Competence.**

1. **Findings on the Relationship between Value of Spirit of Nationality and Social Competence:** It was found that Overall Mean of Value of Spirit of Nationality is 134.6 and that of Social Competence scale is 164.3. And the SD of Value of Spirit of Nationality is 20.7 and that of Social Competence is 14.5. It was found that the calculated value of Pearson ‘r’ is 0.99. When tested at 0.01 level of significance, it was found that the calculated value is less than the Table Value of .181 with 222 df. Hence there is no significant relationship between value of nationality and Social Competence at 0.01 level.

The calculated value of Pearson ‘r’ is 0.99 and it is less than the table ‘r’ value of 0.138 with 222 df. Hence the relationship between Value of Spirit of Nationality and Social Competence is not significance at 0.05 level too.
It was found that the relationship between the value of nationality and Social Competence is not significant. The students who have great Social Competence may not be having the same enthusiasm for the Value of Spirit of Nationality. The probable reason is that the students are not exposed to other parts of the state of Meghalaya nor to other parts of the country. The schools did not have the means to conduct study tours or excursion to other parts of the country since they are coming from poor and less educated family background. There is a lack of awareness and feeling of emotional integration. The feeling of local loyalty is stronger than the national unity.

It was observed that the probable reason for the lack of Spirit of Nationality and Social Competence is the tendency to have secluded group of friends. They often choose those belonging to the same language, same customs and traditions and same economic background. They hardly mix with other pupils from different groups. This affected their Value of Spirit of Nationality as well as Social Competence. They tend to neglect other groups in schools and society. This was also found by Rebeca (1976) that Children of all the caste groups and also religious groups did not socially interact freely among themselves.

Another likely reason for low Value of Spirit of Nationality and Social Competence is the lack communication. Schools hardly have magazines, newspapers, journals etc that will help in building their Value of Spirit of Nationality and Social Competence.

Another possible cause for the unsatisfactory Value of Spirit of Nationality and Social Competence is the little knowledge that students have about the Indian Heritage. The language is the great barrier for the students to know about India’s past. Though the national language (Hindi) is taught in many of the schools, students never had the command of it. They come to know about their heritage only from textbooks that had been written in English language.

The above are some of the probable reasons for the lack of Value of Spirit of Nationality and Social Competence in the Secondary School Students of Ri-Bhoi District.
V.5. **Suggestions for Enhancement of Value of Spirit of Nationality.**

1. Students have to build up the spirit of love, respect and self-sacrifice for their country. To achieve these noble objectives, the school atmosphere can play a great role. The students have to be fed continually with real life stories of the present and the past nationalists who had sacrifice everything, even their life for safeguarding the unity of India. The life of Freedom Fighters and defence forces will be the great inspiration for the students of the present generation to improve their Value of Spirit of Nationality.

2. Majority of the students have average score in the Value of Spirit of Nationality. The Spirit of Nationality has to be fostered among school children so that the percentage of high score in the Spirit of Nationality may be increased.

3. Children are lacking in knowledge of the customs, traditions of the people belonging to other parts of India. The school authorities can conduct some kind of seminars or various types of cultural dances of different parts of the countries so as to create awareness among the children that these people too belong to the same country.

4. There are a number of students who score low in the Value of Spirit of Nationality. The number of such students has to be minimised. This can be done by encouraging them to move out of their own cocoon and reach out to the world. To break unwanted barrier and be friendly to people who belong to different castes and tribes.

5. Both the male and the female have to improve their Value of Spirit of Nationality. This can be done by organising group activities like games, quiz competition, and other activities that will help the students to increase the spirit of co-operation among themselves.

6. The students of Government Schools have to improve their Value of Spirit of Nationality. The atmosphere in the school compound can be improved if the students mix freely with one another. Since both the Government Schools are situated in the interior part of western Ri-Bhoi, it is important that the teachers feed the students the importance of feeling of nationality regularly.
7. The students of Government Aided (Deficit as well as Ad hoc) schools can increase the Value of Spirit of Nationality by encouraging them to take part in different games and sports like Subroto Cup and other games and sports conducted by the District Sport Officer or other organisations. This will improve the feeling of nationality of the students.

8. Private schools scored the highest among all in Value of Spirit of Nationality. This is so because these schools are run mostly by non-local who may be having a broad outlook and experience in adjusting in the particular society to the Spirit of Nationality. The Value of Spirit of Nationality flourishes when there is a mixture of many cultures and languages. Therefore, mixture of cultures to a certain extent improved the Spirit of Nationality.

9. Most of the school stressed so much on the improvement of English which is not the original language of India. There is less usage of Hindi which is the medium of communication in other parts of India. Hence to improve the Value of Spirit of Nationality we need the improvement of the national language in our schools.

10. The compulsory subjects of the syllabus must have some of its portion concentrated on the writing about national figures like freedom fighters, great thinkers of India, religious leaders and movements, and the richness of our heritage.

11. India has a vast richness of cultures, religions and traditions. It has been the heritage of India from time immemorial. And students are by nature national in spirit. But this national spirit may be misled into a local/regional spirit by certain unwanted groups in the society. Local and regional feelings should not be a hindrance to national spirit. This has to be checked and students should be encouraged to put the national spirit above their local/regional spirit.

12. Majority of the schools do not have the National Scouts and Guides. National Scout and Guides has the capacity to instil the spirit of nationality to the participants. They will be invited to participate in many important national functions and they will be taught to defend their country. The absence of Scouts and Guides affects adversely the Value of Spirit of Nationality.
13. The Value of Spirit of Nationality can be realised by teaching the children to respect for diversities in our country. India is known for its unity in diversities. This is the strength and uniqueness of India. Every citizen should feel proud of it. Right from the early age, children should be taught how to cope with various diversities in their school compound and the proper way to respect one another.

14. The students of Ri-Bhoi District need to have a high Value of Spirit of Nationality. This could be done by the idea of toleration of others’ ideas, thought, belief, cultures etc. The country is built on the spirit of toleration. India would not be as it is at present without the spirit of toleration.

15. Respect for national value – emblem, flags etc is so important in the life of Secondary School students. By teaching them national value, respecting national emblem, flags etc; students will feel one with the country. Once the feeling of unity is achieved, they will naturally increase the Value of Spirit of Nationality.


1. The Students should be educated in social life. They should feel that the society is theirs and they belong to the society. They have to be taught to understand that the future of the society and the community in which they live will depend on their actions. So they have to cultivate habits that are building the society and the community in which they live. They need to be taught social value like love, respect for one another and sharing with one another.

2. The Overall Social Competence of the students falls in the average level. Social Competence can be improved by providing them with social works. Works that are meant to improve the society. These works could be cleaning the school compound, the village footpath, or other works in the hospitals and other places.

3. It was observed that majority of the schools in Ri-Bhoi District did not have any form of recognised social services. It is the high time for the schools to think of introducing social services in the schools. The Government of India is providing some schemes that will enhance the Social Competence of students. One
of them is National Service Scheme (NSS). National Service scheme is to be introduced in the schools of Ri-Bhoi District.

4. The students can improve their Social Competence by knowing the dignity of works. The teachers and school authorities have a great role to play in raising the dignity of works. Students should not feel embarrassed or low in doing menial works. They should realise that any work is dignified.

5. According to the findings it is found that there are some students who have a low level of Social Competence. These students have to be specially trained in Social Competence.

6. Man is a social animal. Students of the schools in Ri-Bhoi should realise the importance of co-operation with one another. Some students have low Social Competence may be because they lack co-operation with each other. Those who cooperate for the welfare of the society will naturally have high Social Competence.

7. It was observed that the number of students who score high in Social Competence are very few. This probably was because of the lack of training in leadership techniques. Therefore leadership training should be made available to Secondary School students of Ri-Bhoi District.

8. In order to increase the Social Competence of the students, they have to be taught to become useful in some way or the other to the school or society. This sense of contribution for the welfare of society should be introduced to the students at the earliest and the increase its frequency at the secondary stage.

9. The Secondary School students of Ri-Bhoi District can improve their Social Competence by introducing equal partnership – relationships among themselves. The idea of equality should pervade the whole area of the schools and its surroundings.

10. Both males and females need social alertness. They should be alert and aware of the good and bad things in the society and they should be able to choose and to do what is best for the individuals and the society.
11. Social Competence is built by understanding towards others. The one who understands others better, will have a high Social Competence. The schools under investigation should help the students to understand one another’s background, culture, traditions, caste, tribe etc. This will be of great help in increasing Social Competence of Secondary School Students.

12. The Secondary School Students already have an average Social Competence. Still they can improve their Social Competence by learning more about social requirements and adjusting with other members in the school. Ways and means to improve social life should be made known to them.

13. The students of Ri-Bhoi District can enhance their Social Competence by cultivating the habit of respect for the sentiments of others – customs and traditions, language, etc. Once the students know how to respect others, the school/society would become more tolerable and more peaceful. That is the indication of Social Competence of the members of the school or society.

14. Some students score low in Social Competence probably because they lack social qualities and social feelings – love, respect, spirit of helping others, self confidence, self reliance, self-respect etc. In order to develop Social Competence, the students have to cultivate these social feelings and qualities.

15. Sense of belonging to the society is missing in the minds of some students. Some of them did not feel that they belong to the society in which they live. It is important that each student feels that he/she belongs to the school or the society in which he/she live.

16. Social emotions will play a lot in Social Competence. So, to increase Social Competence, emotion has to be exploited carefully. Students should feel that the school belongs to them and treat one as such. The feeling that the school is meant for them will help the students to become more responsible.

17. Reward system is to be introduced to encourage social activities. Students who do some social works will be recognised in front of the other students in the form of gift, prize, or some other forms of encouragement that will move others to follow the same.
18. Students should frequently be fed with positive social information. Information plays a very important role in the society. Lack of information will diminish the role of students in school and society. Teachers could be very handy in this task of providing positive social information to the students.

V.7. Conclusion

The Value of Spirit of Nationality and Social Competence are being discussed throughout this study. After the discussion certain facts are cleared. The most important fact is that the Value of Spirit of Nationality existed since time immemorial and it exists in the present age in different ways of expression. In the past, it was more of a loyalty to the king or queen or kingdom, emperor or empress or empire but in the present generation it is a loyalty to the country or nation where one belongs.

There have been studies conducted on spirit of nationality as well as on Social Competence in the past and it continues to be studied in the present and the future generations as well. This shows that the Value of Spirit of Nationality and Social Competence are important topics to be examined carefully in the present age. Different country spent a lot of capital and energy in spreading the Spirit of Nationality and Social Competence among its citizens. Our country too tries to frame certain guidelines for national and emotional integration of the citizens and particularly of the students in secondary and higher classes.

The study shows that the Value of Spirit of Nationality and Social Competence is pervading in the Secondary School Students of Ri-Bhoi District. Very few of the students of different schools have a high Spirit of Nationality and Social Competence, a vast majority have an average score and a few of them have a low score, which is to be improved.

It is also found that there is no significant relationship between the spirit of nationality and Social Competence of the Secondary School students of Ri-Bhoi District. This has to be checked. Efforts are to be made so that the students who have high score in Value of Spirit of Nationality should also have a high score in Social Competence. Our country cannot afford to separate these two important issues that matter our daily life.
There have been many suggestions provided at the end of the study to improve and increase the score in Value of Spirit of Nationality and Social Competence. The Value of Spirit of Nationality and Social Competence of the Secondary School Students of Ri-Bhoi District may be improved by keeping in mind and taking into account the given suggestions listed by the investigator.