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Findings & Implications
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Findings and Implications

The previous four chapters are devoted to the main body of this research report detailing out the theoretical background of the subject of investigation, the precise statement of the problem and operational definition of key terms/concepts, the systematic design of the method followed in carrying out the study along with the research instruments used, and presentation and analysis of data gathered. As mentioned earlier, the analysis of data involved the use of sophisticated statistical techniques like multiple regression analysis which resulted in a set of regression equations. These results and their interpretations have been presented in sufficient details in the fourth chapter.

The findings of every research study in the fields of education and psychology have certain implications for educational practices and/or psychological well-being of the subjects of study. In this chapter the findings of this study have been listed in precise terms and their implications for current educational practices at higher education stage in India have been explained. The chapter also gives some directions for further research in this area for the benefit of future researchers.

5.1 Findings

Coping behavior, gender and faculty-affiliation

1. The incidence of regressive behavior in the face of some frustrating situation is quite large in the case of male students of the faculties of Arts and Commerce, while the male students of the faculty of Science exhibit average level of regressive behavior. However, female students studying in the Science stream show high tendency of resorting to regressive behavior in the face of a frustrating situation while those of the faculties of Arts & Commerce are at the average level. In the case of combined
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sample (when students of all streams, male and female, were combined) results indicated high tendency of regressive behavior on the part of Arts and Commerce students. The overall results show clear gender differences, female students exhibiting greater tendency of resorting to regression when they encounter frustrating situation.

2. The adoption of high degree of fixation mode of coping with frustrating situation is the characteristic feature of male students of the faculty of Arts, while those of the faculties of Commerce and Science have a tendency of showing normal level of fixated behavior when faced with a frustrating situation. In the case of female students, the faculty of Commerce requires due attention. The female students of this faculty have a higher tendency of showing fixated behavior than female students of the other two faculties. But, no clear pattern emerges when boys and girls are combined. The overall situation shows gender differences in fixated behavior with males of Arts and females of Commerce faculties showing increased tendency of fixated behavior.

3. In the case of resignation the picture is different. The results have shown that the male students of the faculty of Arts have a tendency of showing higher level of resignation mode while coping with frustrating situations than those of other faculties. But most of the female students of all the faculties exhibit normal level of resigned behavior. In the case of the combined sample, the majority of students in all the three faculties have shown average or lower level of resigned behavior.
4. The tendency to resort to aggression was found to be low among girls of all steams – arts, science, and commerce. The aggressive behavior is a prominent mode of coping with frustrating situations among male students of all faculties.

5. Significant gender differences were observed in the faculty of Arts on regression mode of reaction to frustrating situations, the male students showing higher tendency of resorting to the regression mode of coping when faced with some frustrating situation. There were no gender differences in the faculty of Science and Commerce on this mode.

6. The results, on examining gender-differences on fixation mode, showed that the male students of the faculty of Science had a higher tendency of resorting to fixation mode than females, and the female students of the faculty of Commerce showed greater tendency of resorting to fixation mode while coping with frustrating situations. In the case of the students of the faculty of Arts, there were no gender-differences. This indicated an interaction between gender and faculty affiliation in this regard.

7. On the resignation mode significant gender differences were observed in the case of Arts faculty, male students showing a greater tendency of resorting to this mode of reaction than female students. In the case of the faculties of Science and Commerce, there were no significant gender differences on this mode of reaction.

8. In the case of aggression mode, significant gender differences were observed for students of the faculties of Arts and Science, male students having greater tendency of resorting to aggression than
female students in the face of any frustrating situation. The students of the faculty of Commerce did not show any gender differences in this regard.

9. However, when students of all faculties were studied as a combined group, only aggression mode exhibited gender-differences, the male students showing greater tendency of resorting to aggression mode than female students while facing a frustrating situation.

Coping behavior gender and value profile

1. The results of the analysis of scores on value profiles led to some interesting conclusions. Significant gender differences were observed with female students, having higher levels of Religious, Social, Democratic, Aesthetic and Knowledge Values than male students. On the other hand, male students had significantly higher Hedonistic, Power, Family Prestige and Health Values than female students. No significant gender differences were observed on Economic Value.

2. Significant faculty-wise differences in value-profiles were also observed. The students of the faculty of Arts had higher Religious Value than the students of Science and Commerce faculties while Science and Commerce students did not show significant difference on this value.

3. Science students had a higher Social Value than Arts and Commerce students. Similarly, the students of Science faculty had higher Aesthetic Value than Arts students. The Knowledge Value was found to be higher among the students of Science than those
of Arts and Commerce. The students of Arts faculty had the highest 'Hedonistic' Value while those of Science had the lowest.

4. The Family Prestige Value was dominant among the students of the faculty of Arts as compared to Science students. The students of Science faculty had higher Democratic Value than those of Commerce faculty. Similarly, the students of the faculty of Commerce held higher Economic Value than those of Arts and Science.

5. The relationships between modes of reaction to frustration and values were also studied. For combined sample, regression mode had significant positive relationship with Knowledge Value, and significant negative correlation with Hedonistic and Power Values. Fixation mode showed significant negative correlation with Social, Democratic and Knowledge Values, and significant positive relationship with Power and Family Prestige values. The resignation mode correlated significantly and negatively only with Power Value. Significantly, the aggression mode had no significant correlation with any of the values.

6. However, these correlations showed significant differences faculty-wise. For the students of the faculty of Arts, regression mode correlated negatively with Hedonistic value, fixation correlated negatively and significantly with Religious value while social and Democratic values had positive correlation with Economic and Hedonistic Values. Regression mode had negative correlation with Power Value, and aggression mode had no significant correlation with any of the values.
7. For the students of Science faculty, regression mode and values showed no significant correlation; fixation mode showed negative correlation with Religious and Social values, and positive correlation with Power and Family Prestige values; resignation mode had negative correlation with Economic value but positive correlation with Religious and Family Prestige values; and aggression mode showed negative correlation with Religious and Family Prestige value but significant positive correlation with Economic value.

8. In the case of Commerce students, regression mode correlated negatively with Aesthetic, Economic, Hedonistic and Power values but positively with Religious and Knowledge values; fixation mode correlated positively with Religious and Power values but negatively with Social value; resignation mode correlated positively with Knowledge value and negatively with Family Prestige value; and aggression mode had negative correlation with Religious, Economic and Hedonistic values, but positive correlation with Knowledge value.

Coping behavior, gender and socioeconomic factors

1. Some significant relationships were also found between modes of reaction and factors related to socioeconomic status, namely Parents' Education, and Family Income. For combined sample, Parents' Education correlated negatively with fixation, and Family Income showed no correlation with any of the modes of reaction. However, in the case of faculty of Arts, Parents' Education correlated significantly with resignation and fixation modes, while in the case of Science students, Parents' Education had negative
relationship with *regression* and *fixation*, and positive relationship with *aggression* mode.

2. Family Income correlated negatively with *fixation* mode. For Commerce students, Parents' Education showed negative relationship with *regression* and *fixation*, while Family Income showed negative relationship with *resignation*.

**Predicting coping behavior**

1. The regression analysis of all the four modes of reaction on gender difference, stream, values, parents' education and family income provided some useful results. In the combined sample the only potential predictor of *regression* mode was the Hedonistic Value. The concerned regression equation (chapter 4) indicated that if scores on Hedonistic Value are known, it is possible to predict the intensity of one's regressive behavior. In the same way the *fixation* mode could be predicted by two variables, namely Social Value and Parents' Education. Likewise, the potential predictors of *resignation* mode were Power Value and Social Value. Interestingly, gender as a variable was found to be the most significant predictor of *aggression* mode. Male students were found to be more inclined to exhibit aggression than female students in the face of a frustrating situation.

2. In the case of the students of Arts faculty, Gender, Hedonistic Value and Social Value were found to be significant predictors of *regression* mode of reaction to frustration. Likewise, Social Value, Parents' Education and Economic Value were found to be the best predictors of *fixation* mode. *Resignation* mode could be predicted effectively by Gender, Power Value, and Family Income. Here
also aggression mode could be effectively predicted by gender difference and hedonistic value.

3. For the students of faculty of Science, no variable was found to be significant predictor of regression mode. But, fixation mode could be potentially predicted by three variables - Power Value, Health Value and Family Prestige Value. The potential predictors of resignation mode were identified as Economic Value and Family Prestige Value. However, in the case of aggression mode, five predictors were identified - Economic Value, Parent's Education, Gender, Family Prestige Value and Aesthetic Value.

4. In the case of the students of the faculty of Commerce regression mode could be predicted by Knowledge Value, Religious Value and Parent's Education. For fixation mode, the potential predictors were Social Value, Family Income, Gender, Knowledge Value, Power Value and Religious Value. In the case of resignation mode, only one predictor Family Prestige Value was identified as the most potential predictor. However, aggression mode of reaction could be predicted effectively by Knowledge Value, Aesthetic Value and Parents' Education.

5. In the analysis given above, the predictors of each mode have been listed in order of their contribution to predicted variance, the first one making the highest contribution and last one making the least. For all practical purposes, the first one or two predictors may be taken as potential predictors in each case. The overall situation shows that gender is one of the most important predictor of all the modes of reaction especially 'aggression'. The male
students tend to exhibit greater tendency of aggression than female students.

6. Among values, Social, Hedonistic and Family Prestige Values are dominant predictors of all modes of reaction. Similarly among the socio-economic factors, Parents' Education was found to play the most important role in determining students' reactions to frustrating situations.

5.2 Implications for Educational Practices

During the post-independence period, higher education system in India has faced many challenges. In addition to serious fallouts of unplanned expansion to quality and standards of education, higher education has faced problems related to students' unrest. There have been instances when universities remained closed for months due to strikes by the students, sometimes on trivial issues like demand for postponement of examinations, early declaration of examination results, relaxation in admission criteria or cut-scores, relaxation in minimum attendance requirement for appearing in the examination, and even, admission of student leaders in various courses irrespective of their eligibility in terms of minimum percentage of marks. The student aggression sometimes results in complete halt of teaching learning activities, delay in holding examinations and declaration of results and serious damage to public property.

There has been a continuous deterioration in values during the last few decades among individuals, especially the youth, and the phenomenon is universal. The present scenario of indifference to and deterioration in values is rather alarming. And as a result there is a rise in immoral acts, violence and crime.
India boasts of being one of the most ancient civilizations, the cradle of spiritual giants who gave to the world the message of piety, compassion, universal love and brotherhood, and yet morality and ethics seems to be at their lowest ebb in our society. Generosity and compassion seem to have evaporated from the society. Youngsters engage in voyeurism, killing, kidnapping, and stealing and in other antisocial activities. The situation is worsening day by day.

All Education Commissions, right from Radhakrishnan Commission (1948-49) to Kothari Commission (1964-66) have repeatedly stressed the need for incorporating moral and spiritual education as a part of the mainstream of education system. All accept that a civil society cannot exist without adherence to the basic human values of truthfulness, non-violence, honesty, kindness, compassion and abstinence from stealing, sexual misconduct etc.

Education is a powerful instrument of social change and human progress. It is also a powerful tool to cultivate moral and spiritual values in an individual. Universities are the institutions which play a vital role in shaping the personalities of youth. A university is a place where the students spend 7 to 8 hours per day.

'Morale or character is not readymade but it is created bit by bit and day by day."

Youth today has a lot of impatience and little enthusiasm for life - a restlessness to achieve too much in too little time. The aim of education should be to put everything in its proper place in mind so that they are able to stand in equilibrium with the rest of the world. As George Eliot puts it, "In the man whose childhood has known
caresses and kindness, there is always a fiber of memory that can be touched to gentle issues."

To convert Latent into Talent Communicative skills need to be developed constructively, building confidence and curiosity, therefore leading to self-motivation. The power of expression truly can empower the youth, and drive them away from violent manifestations.

There must be a provision of adequate and multifarious curricular activities and all young boys and girls must be involved in such activities on regular basis. This will prove as a psychological therapy for the channelization of negative tendencies namely aggression, hostility and anxiety. Youth should also be involved in healthy, recreational activities like participation in different clubs, committees, groups and associations related to activities like sports, swimming, cultural items, dramatics adventure sports, tours and picnics. Informal social get-togethers need to be encouraged in educational institutions.

The reputation of a university is created by its teachers. Teachers in fact are the designers of the future of their students. Directly or indirectly they influence their students, hence teachers should present themselves as ideals. According to Radhakrishnan, a teacher must be an example of good conduct – a role model for the students. Teachers should follow professional ethics; they must devote time for discussion with the students. Discussion should be made informal, outside the classrooms also, not only on contents but on social problems, individual problems faced by students and on social values. Teachers should be sensitive, sympathetic and have positive attitude towards students’
emotions. It is the duty of the teachers to make the students realize the depth, magnitude and significance of values.

Today, the social role of teaching community has assumed greater importance. The teaching community should restore the self reliance needed for our socio-educational culture. There is a need for reawakening of the entire teaching community so as to improve the younger generation which is utterly confused and bewildered about moral and social values of life. Let us accept this challenge with a spirit of dedication and national service to develop morally and socially well equipped younger generation.

Another vital step which should be taken by the Indians educational system is the provision of guidance services in educational institutions. In the fast changing society, guidance services are a dire need to reduce the mounting pressures on students. The Education Commission (1964-66) recommended the appointment of trained counselors in universities and colleges on the basis of one counselor for every 1000 students.

The student's population, especially the adolescents and those who have just crossed the adolescent stage may find life too difficult and perplexing. They may have physical problems (due to rapid changes in their physical appearance), social problems (due to the confusion about how to behave or maintain relationships), psychological problems (arising out of anxiety, stress, low confidence level and feeling of insecurity), educational problems (due to unreasonable parental pressure) and vocational problems (which vocation to choose).

To overcome this problem and to help students face life as it comes, guidance and counseling centers may be set up in universities
and colleges headed by trained professional counseling officers, with a PhD or Master's degree in Psychology and counseling along with considerable counseling experience. These centers should -

(1) Have a **humanistic approach** towards students. They should honestly, sincerely and genuinely try to help the students in solving their problems.

(2) Sponsor **hobby Clubs**, workshops at the university and colleges which may be helpful in developing technical and professional skills of students.

(3) Give **training** for preparing youth for intervarsity competitions.

(4) Supply detailed, latest and up-to-date **information** on occupations, training, admissions, higher studies, apprenticeships facilities, scholarships, study facilities abroad, employment information, general trends to job market situation etc.

(5) Have a good reference **library**

(6) Arrange **group discussions** on common problems.

(7) Arrange **mobile exhibitions** for the benefit of students in the rural and urban colleges.

(8) Undertake **research projects**, relevant especially to psychological, academic and vocational problems of students.

The findings of this study provide very useful guidelines and directions to contain the problem of unwanted student aggression. One clear indication is that there are certain gender differences in the modes of coping with situations that cause frustration and lead to aggressive and abnormal behavior. The general finding that male students have a greater tendency to resort to aggressive behavior than girls, more or less across all faculties, is a significant one. Regression and fixation are supposed to be safer or relatively healthier modes of coping with
frustrating situations than resignation and aggression. The two modes -
resignation and aggression are supposed to be relatively unhealthy
modes, the former having potential of causing harm to self and the
latter to the society.

These results point clearly to the need of instituting compulsory
guidance and counseling services in all higher education institutions
including colleges. A regular and intensive counseling may help
discover alternative means of channeling students' aggression and lead
them to constructive and healthier modes. The gender differences in the
adoption of coping mechanisms indicate that counseling services
instituted in the universities and colleges must provide for this
difference. There is a need for deployment of women counselors in the
counseling centers. Faculty-wise differences in the coping behavior of
male and female students should be taken care of while planning the
guidance and counseling services, because the female students of
different faculties may require different kinds of counseling services.

So far, only some of the universities in India have established
such centers with slightly different mandate and nomenclature. The
Coaching and Career Guidance centers functioning in some of the
universities and prestigious colleges serve the limited purpose of
guiding the students in the choice of their career and providing for
coaching to help them prepare for competitive examinations. There is a
need to extend their functions to include personal guidance and counseling
services to enable them to face and overcome their psychological
problems related to coping with tension and stress arising out of
socioeconomic and academic conflicts. The findings also indicate that the
students studying in the faculty of Arts need more attention than those
studying in the faculties of science and commerce. Studies have shown
that the main sources of frustration among university students career anxiety, socioeconomic deprivation and the stress and strain caused by desire to do well in the examination. Examination stress has been found to be a major cause of frustration among university students.

A person's value system has a significant impact on his adjustment. The findings of this study have indicated that there are gender-based and faculty-based differences in the value patterns of students. In general, religious, social, democratic, aesthetic and knowledge values dominated the behavior of female students and hedonistic, power, family prestige and health values guided that of male students. This difference should be taken care of while devising the programs for guidance and counseling services. Religious, social and hedonistic values characterize the students of faculty of Arts; democratic, aesthetic and knowledge values dominate the personalities of students of science faculty; and expectedly, the students of commerce faculty had highest economic value. These findings can serve as useful guidelines for differentiating the guidance and counseling services. Relationships among the values and modes of coping with frustration show that a student with high knowledge and low hedonistic and power values resorts to regression mode while the one with high power and family prestige, and low social, democratic and knowledge values use fixation mode. The students with dominant power value do not resort to resignation mode but prefer to use aggression mode. These relationships also showed minor gender-based and faculty-based differences.

These results point to a strong need of providing value education at university level also. Traditionally, the Indian society has been known for her healthy value system which is fast receding these days
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with globalization of trade, liberalization of economy and mercerization of education like other commodities. These circumstances tend to infused market-based value system among the youth which include unhealthy competition, self-centeredness, profit-orientation and unsociability. This situation has serious implications for adjustment. The prevalent social evils like economic offences even by responsible people, street violence on trivial issues and rampant corruption not only in the public life but also in the government. Value education, therefore, is crucial at all levels of education. The socioeconomic factors have been found to play significant role in determining the coping behavior of a person in the face of frustrating situation. Significantly, sons and daughters of parents with high income and middle or low level of education tend to exhibit aggressive behavior. All curricular revisions in future should take care of this fact.

The present study also shows that possible mode of coping with frustration in respect of a person may be predicted with the prior knowledge of his value system and socioeconomic status. The investigator has set up regression equations for this purpose. If an individual student's scores on values, socioeconomic variables, faculty affiliation and gender are known his probable mode of coping - say regression, of coping with a frustrating situation may be predicted. This approach can help in identifying student's who could resort to unhealthy mode of reaction to frustration and value-education, and guidance and counseling services may be planned accordingly.

The investigator is of the opinion that if the findings of this study are implemented the campus violence may be controlled to a considerable extent and healthy academic environment may be restored.
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5.3 Implications For Further Research

Research is a systematic continuous process in pursuit of truth. On the one hand, it answers crucial questions related to the phenomenon under consideration, and on the other, it gives rise to new questions which require further probe. The process goes on, perhaps, unendingly. Likewise, the present investigation answers certain questions embedded in the objectives listed in the second chapter of this report. In the process, the investigation raises certain new questions which should be answered through fresh studies undertaken by interested researchers in this area. The main emerging questions are:

What are the various social, economic and institutional factors that create and enhance frustration among students at all levels, especially at the university stage?

What can be done to remove or reduce the influence of these factors so that better learning environment may be generated in the universities and colleges?

Will the institution of regular guidance services help in solving the problem of student unrest partially or wholly? There is a need to conduct experimental or causal comparative studies to examine the impact of guidance and counseling services wherever such facilities exist.

How can we provide for value education? Can we teach socially desirable values directly by placing them in the curriculum or should we imbibe them in the curricula and provide the students with opportunities by way of our teaching to catch them?

Which values are more desirable for students of different faculties providing for gender-based differences in the modes of coping with
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frustrating situations? What strategies should be planned to achieve these goals? Intensive studies need to be conducted in order to answer these questions.

If we can predict the probable reaction of a student to frustrating situations, what measures can we take to ensure that his reactions are healthy?

Examination stress is one of the major causes of frustration among students. What can we do to reduce the effect of this source of frustration? This and other related questions need to be answered through future research.

Does occupation of the family influence a student’s reactions to frustration? If yes, what should we do as educators and teachers? This question requires an in-depth probe.

There are many other questions which this research may lead to. The student unrest has been a very serious problem in Indian higher education. Further research in this area may help in overcoming such problems.