Chapter-V

SUMMARY
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In the present day world the value orientation among adolescents is the key concern of the educators. The fast changing society is going through erosion of traditional values which has both positive but mostly negative impact. The youth e.g. is becoming alienated from his family, religion, exhibit attribute of irresponsibility, insincerity and dishonesty. He sometimes revolts from the norms of the society and culture. Dr. Radhakrishnan (1926) said, “The universities should be the strongholds of ethical and cultural traditions. Modern education has undoubtedly done a greater job by providing comforts to our bodies, but our minds and souls are still starving. The knowledge of science and technology can manifest our personalities, but for the manifestation of our inner personality a separate discipline is required. Though we have made enormous progress in knowledge and scientific inventions, we are not above the levels of our past generation in ethical and spiritual life. In some respect, we have declined from their standards. Our natures are becoming mechanized: void within. We are reduced to mere atoms in a community, members of a mob.”

Freeman (1962) considered value as “generalized and dominant interest.” In their work the study of values. Certain psychologists view value as moral preferences. Values consequently may influence our perception and actions. In this sense, value becomes a generalized attitude. A conceptual definition of values by Schwartz (1992) incorporates five formal features of values.
Accordingly values are (a) concepts or beliefs, (b) that pertain to desirable end states or behaviors, (c) transcend specific situations, (d) guide selection or evaluation of behaviors and events, and (e) are ordered by relative importance. Values may be classified as mean values and end values. Realization of mean values proves instrument for realization of the more fundamental values termed as end or instrumental values (Rokeach, 1973). The terminal values such as honesty and loyalty are prized primarily on their own account and hence are also known as intrinsic values. The individuals acquire social values through socialization and occupational roles. Tandon (1981) observes that the basic values transmitting social agencies are the family, educational institutions peer group and organized group in the society. Value orientation may be defined as value directions. It is an integrating factor in mature personality. Much or most of the unity in life comes from following the value. Values have selective power. What a person perceives remember and thinks is determined by his personal values. Value orientations are powerful and silent agents for selecting and directing whatever is related to them. The concept of value orientation was introduced by Kluckhohn (1951). He observed value orientation is a set of linked proposition embracing both value and existential element. At another place he defines value orientation as a generalized and organized conception influencing behaviours of nature of man’s place in it, of man’s relation to man, desirable and non desirable as they may relate to man environment and inter-human relations. Under the dimension of organization hierarchy of values as
well as isolated and integrated values are considered. Value orientations guide
both actions and behavior of people.

The term “Learning Style” has been defined as “the composite of
characteristic cognitive, affective and physiological factors that serve as
relatively stable indicators of how a learner perceives, interacts with, and
responds to the learning environment (Keefe, 1979)”.

Laycock (1978) describes learning style as an individual’s characteristic
way of responding to certain variables in the instructional environment.
However, to state it more briefly a student’s learning style is the way with
which he learns best. Sigel and Coop (1974) have viewed learning style as an
“integral concept that bridges the personality cognitive dimensions of
individuals”. Gibson (1976) on the other hand argues that learning style and
cognitive style are synonymous and defines learning style as “the different
ways in which people process information in the course of learning”. Vermunt
(1992, 1995) describes the concept of a learning style as consisting of four
aspects: processing strategies, regulation strategies, mental models of learning
and learning orientations.

By birth human beings are social creatures. The social behaviour is often
referred to as social psychology but reality is that studying social interactions is
not the solely domain of psychologist, sociologist and anthropologists, among
others also study social interactions in various ways. Social psychologists tend
to focus on how individuals act in social situations, and how they are
influenced by social processes. Social behaviour may be defined as behaviour in which the responses either serve as social stimuli or are evoked by social stimuli (Allport, 1924). Stimuli may be divided into two classes, social and non-social. The particular character of social behaviour is determined by a number of circumstances. Among these are (1) the grouping or placing of the individuals and the number and direction of the social stimuli; (2) the relative significance of social and non-social objects in the general field of stimulation; and (3) the degree of intelligence and ability to communicate possessed by the individuals of the group upon the last named condition depends the value of social behaviour as a means of biological. Social life has throughout been essential to man. Processes of social interaction involving changing relations, in which human relationships change over a period of time. The social behaviour of the adolescent is a pressing need of the time. By social behaviour we mean those positive behaviour which the society expect from the growing child. Society has its own norms and standard of behaviour. The growing adolescent sometimes may have certain problems of behaviour partly because of changes in his physiological development and partly because of the training which includes his family background and his cognitive and emotional development.

Academic achievement helps in declaring examinees as successful or unsuccessful, choosing students for various professional and academic courses and selecting candidates for different jobs. It is now a common practice to
promote students from one class to another on the basis of academic achievement. Acquiring a degree/diploma and obtaining a good job depends upon the academic achievement. Besides this the children perceive themselves as happier and more able and perceive the task as easier when they have experienced success than when they think they have failed.

Achievement refers the measure of what and how much an individual has learnt. It may be the quality or quantity of learning attained by an individual in a subject of study after a period of instruction. Academic achievement is interpreted as a general term for the success, feeling of attainments of some goal requiring certain effort and the degree of success attained in a task. Academic achievement of pupils has been a matter of concern for long and its prediction has assumed enormous importance in view of its practical values. Attempts have been made to identify the main determinants of achievement which led to studies involving both cognitive and non-cognitive variables. Academic achievement is not a uni-dimensional function but a multi-dimensional activity.

Adolescence is regarded as a period in the life span which begins when the individual becomes sexually mature and ends when he reaches legal maturity. Adolescence is that span of years during which boys and girls move from childhood to adulthood, mentally, emotionally and physically (Jersild, 1963). Usually it is thought of as that period of life in which maturity is being attained and chronologically adolescence comes roughly in between the years
12 to 19 years of age. Adolescence is traditional period of life between childhood and adulthood. Adolescence is a time when the individual is expected to prepare for adulthood by replacing childish attitudes and behaviour patterns with those of an adult type.

5.1. Objectives

Every research must have some objectives to achieve. The present study aimed at achieving the following objectives:

- To explore the relationship and effect of value orientation and styles of learning on social behaviour and academic achievement among adolescents.
- To determine the relationship between value orientation and styles of learning with social behaviour and academic achievement among adolescent girls.
- To find out the contribution and relationship of value orientation and styles of learning on social behaviour and academic achievement among adolescent boys.
- To explore the effect of value orientation and styles of learning on social behaviour and academic achievement among adolescent students of science stream.
- To find out the effect of value orientation and styles of learning on social behaviour and academic achievement among adolescent students of non-science stream.
5.2. Hypotheses

In the light of the objectives of the present investigation, the following hypotheses were made, all the hypotheses were formulated in the form of null hypothesis:

- There will be no significant relationship between value orientation and styles of learning with social behaviour and academic achievement among adolescents.

- There will be no significant relationship between value orientation and styles of learning with social behaviour and academic achievement among adolescents girls.

- There will be no significant relationship between value orientation and styles of learning with social behaviour and academic achievement among adolescents boys.

- There will be no significant relationship between value orientation and styles of learning with social behaviour and academic achievement among adolescents students of science stream.

- There will be no significant relationship between value orientation and styles of learning with social behaviour and academic achievement among adolescents students of non-science stream.

Second chapter that is “Review of Related Studies” covered studies related to the variables of the study.
Third chapter was devoted to “Methodology” which includes sampling, tools, procedure and data analysis. In order to achieve the objectives of the present study, the following measures were employed.

For measuring the value orientation of the adolescents personal value questionnaire (PVQ) of Sherry and Verma (1989) was used. Personal value questionnaire is constituted of ten factors namely – Religious value, Social value, Democratic value, Aesthetic value, Economic value, Knowledge value, Hedonistic value, Power value, Family prestige value and Health value.


For measuring the social behaviour of adolescents social behaviour inventory of Joshi and Pandey (1988) was used. The inventory contains some positive and negative items. For measuring academic achievement, the marks obtained in the previous class have been taken as the academic achievement of the subjects. Three categories of academic achievement have been considered high, moderate and low academic achievement.
The data on all the measures was collected from 12th class students studying in senior secondary schools of A.M.U., Aligarh. A sample of 410 was selected, it consisted of 260 boys and 150 girls.

In the present study correlational research design is used to see the relationship with each variable and also predict the factors that contribute to influence the criterion variables. According to the design of the research the data were analyzed by Pearson’s product-moment correlation and step wise multiple regression analysis. The analysis was carried out on total sample as well as different groups separately.

The results of the analysis along with necessary tables, its interpretations and discussion were presented in the fourth chapter.

5.3. Findings

In order to ascertain the relationship between independent and dependent variables, Pearson’s product-moment correlation was used. The step wise multiple regression was applied to determine the factors that influence the dependent variables on total sample as well as different groups.

**Analysis revealed the following results on total sample (N=410):**

- Social value is positively correlated with social behaviour among adolescents but field independent vs. field dependent and short attention span vs. long attention span learning styles are negatively correlated with social behaviour among adolescents.
Short attention span vs. long attention span, social value and environment oriented vs. environment free learning styles are found to contribute significantly to social behaviour of adolescents in total sample. Short attention span contributes negatively, however social value and environment oriented made a positive contribution to social behaviour among adolescents.

Social value, democratic value and economic value are positively correlated with academic achievement among adolescents but hedonistic value and power value are negatively correlated with academic achievements among adolescents.

Power value, economic value and hedonistic value are found to contribute significantly to academic achievement of adolescents in total sample. Power value and hedonistic value have negatively contributed whereas economic value made a positive contribution to academic achievement among adolescents.

**Analysis revealed the following results on adolescent girls (N=150):**

Social value, democratic value and environment oriented vs. environment free learning style are positively correlated with social behaviour among adolescent girls but aesthetic value and short attention span learning style are negatively correlated with social behaviour among adolescent girls.

Short attention span vs. long attention span and environment oriented vs. environment free learning styles emerged as the most dominant predictor of social behaviour among adolescent girls. Short attention span learning
style contributes negatively whereas environment oriented learning style made a positive contribution to social behaviour among adolescent girls.

➢ Social value, economic value and health value are positively correlated with academic achievement among adolescent girls but power value and field independent vs. field dependent learning style are negatively correlated with academic achievement among adolescent girls.

➢ Power value, field independent vs. field dependent learning style, economic value and social value emerged as the most important predictors of academic achievement among adolescent girls. Power value and field independent learning style contributed negatively to the academic achievement whereas the economic value and social value positively contributed to academic achievement among adolescent girls.

Analysis revealed the following results on adolescent boys (N=260):

➢ Social value is positively correlated with social behaviour among adolescent boys but hedonistic value and short attention span vs. long attention span are negatively correlated with social behaviour among adolescent boys.

➢ Hedonistic value and short attention span vs. long attention span learning style emerged as the most important predictors to social behaviour but both are negatively contributors to social behaviour among adolescent boys.

➢ Social value, democratic value, economic value, knowledge value, field independent vs. field dependent and motivation centred vs. non-
motivation centred learning styles are positively correlated with academic achievement among adolescent boys. Hedonistic value, power value and short attention span vs. long attention span learning style are negatively correlated with academic achievement among adolescent boys.

- Power value, hedonistic value, economic value, motivation centred vs. non-motivation centred, short attention span vs. long attention span and field independent vs. field dependent learning styles are found to be significant contributors to academic achievement among adolescent boys. Power value, hedonistic value and short attention span learning style negatively contribute to academic achievement whereas economic value, motivation centred and field independent learning styles made a positive contribution to academic achievement among adolescent boys.

**Analysis revealed the following results on science stream adolescents (N=220):**

- Social value is positively correlated with social behaviour among science stream adolescents. Field independent vs. field dependent and short attention span vs. long attention span learning styles are negatively correlated with social behaviour among science stream adolescents.

- Short attention span vs. long attention span learning style significantly contributed to social behaviour among science stream adolescents. Short attention span learning style negatively contributed to social behaviour among science stream adolescents.
- Religious value, power value and individualistic vs. non-individualistic learning style are negatively correlated with academic achievement among science stream adolescents but health value is positively correlated with academic achievement among science stream adolescents.

- Power value emerged as an important predictor of academic achievement among science stream adolescents but power value negatively contributes to academic achievement among science stream adolescents.

**Analysis revealed the following results on non-science stream adolescent (N=190):**

- Social value, democratic value, individualistic vs. non-individualistic, environment oriented vs. environment free learning styles are positively correlated with social behaviour among non-science stream adolescents. Aesthetic value and short attention span vs. long attention span learning style negatively correlated with social behaviour among non-science stream adolescents.

- Democratic value, environment oriented vs. environment free and short attention span vs. long attention span learning styles emerged as the most dominant predictors of social behaviour among non-science stream adolescents. Democratic value and environment oriented learning style made a positive contribution to social behaviour whereas short attention span learning style negatively contributes to social behaviour among non-science stream adolescents.
Religious value and hedonistic value are negatively correlated with academic achievement among non-science stream adolescents but economic value is positively correlated with academic achievement among non-science stream adolescents.

Economic value and hedonistic value emerged as the most important predictors of academic achievement among non-science stream adolescents. Economic value made positive contribution to academic achievement whereas the hedonistic value negatively contributed to academic achievement among non-science stream adolescents.

The results of the study have been discussed in detailed in the previous chapter.

5.4. Educational implications

Knowledge is a pre-requisite for all kind of success in life. Education should prepare the youth to understand existential problems which to a great extent is associated with value oriented education—an education which (takes care of) is based on the philosophy of sound mind, sound body including sound spirit. This is the demand of the day. Morality among adolescents has become an area of major concern in psychology, education and other social science researches. The education commission (1964-66) while recommending the education of moral values in schools highlighted the importance of a proper value orientation to our educational system. Later the national policy of education (1986) voiced the growing concern over erosion of essential values and the increasing cynicism in society and stressed the need for readjustments.
in curriculum to make education a forceful tool for cultivation of social and moral values.

The finding of the present research that economic value emerged as the most important predictor of social behaviour and academic achievement has important implications. Nowadays education is becoming more information centred rather than knowledge centred. Knowledge for the sake of knowledge is becoming a rare phenomena. The students strive for achievement for the sake of material gain. Spiritual values are in opposition to material values. Therefore, some spiritual training is necessary for the students so that knowledge is valued for the sake of knowledge and not only for material gains. This is important as extreme materialism is responsible for many corruptions in the society.

Another important finding of the present study that hedonistic value contributed negatively to social behaviour and academic achievement also has important implications. Students must adopt the non-hedonistic value orientation for better social behaviour or social adjustment as well as academic achievement.

The present study suggested that the students should follow a non-power value orientation in order to have social adjustment and better academic achievement. The persons who have power value orientation want to have authority over others are deeply status conscious and follow moral principles because of others rather than fear of God. These characteristics are hindrance in the way of social behaviour and academic achievement.
Since short attention span learning style contributes negatively to social behaviour and academic achievement, which implies that adolescents must developed long attention span learning style to enhance the capacity of grasping power as well as to do continuous work on a given task.

Motivation centred style of learning contributed positively to academic achievement. The teachers must encourage and motivate adolescents to achieve higher academic goals that fulfil the social, economic, religious and political demands of the present day society.

5.5. Suggestions for further researches

Researches and explorations are not the end results but these always open the way for future investigations. Similarly, the present work is not the end in itself. In fact, all the variables can never be studied in a single research. So the present study is confined to study only certain value orientations, styles of learning and social behaviour. The results of the present investigation led to certain possibilities for further researches.

- Other dimensions of value orientation e.g. moral/ethical values such as honesty, sincerity, accountability etc. should be studied.
- Other dimensions of learning style such as responsible vs. irresponsible, concrete experience, reflective observation, active experimentation, abstract conceptualization etc. should be studied.
- Other dimension of social behaviour such as discipline, cooperativeness, altruism should be studied.
• It is suggested that further studies in this area may be conducted on public and private school students as well as the government and self financing students of professional courses. This will enable to find out the difference between different groups.

• The further researches may also be conducted taking into consideration of demographic variables such as parents income, education, family types, number of siblings etc.

• The present research consists of only 410 adolescents but the larger sample may provide better results.

• It is also suggested that for future research in this area samples to be selected from different provinces and multi religious groups. This may enable the better results.

• It is also suggested that sample from rural and urban schools to be selected in a sizeable number to compare the results. This will give insight to the adolescents as well as teachers.