CHAPTER VI

SUMMARY, FINDINGS AND CONCLUSION
6.1 OVERVIEW

This chapter briefly describes the significance of the problem, objectives, hypotheses, methodology, findings followed by discussions, educational implications, delimitations, recommendations, suggestions for further research and conclusion.

6.2 SIGNIFICANCE OF THE PROBLEM

The main function of education is the all round development of the students. It is essential to promote good conduct and values through the transaction of school curriculum. In the present situation, people tend to ignore traditional values of the society. The students are facing vigorous problems of casteism, communalism, and regionalism. These evils are destroying cooperation, Loyalty, Social Justice and humanism. The inculcation of right blend of values, in to-day's context, is the most challenging and daunting task of our educators. Secularism, Democracy, National Unity, Professional ethos and other cherished values are under increasing strain. A vigorous and pace-setting programme calls for immediate implementation in all of our educational institutions. Most of the teachers of the present day attempt in the class room to cover the syllabus prescribed for the course. They find no time to develop the character and values of the students in right way. Most of the students today, do not have the ability for taking decisions in problematic situations. Keeping these ideas, in mind the present investigation was undertaken.
6.3 OBJECTIVES OF THE STUDY

1. To identify the Democratic values that are incorporated in standard XI Tamil Text book.

2. To identify and develop a suitable strategy for developing Democratic values of students of standard XI.

3. To develop a Democratic Value Scale to measure the level of students of standard XI on Democratic values.

4. To develop a Value Judgement scale to measure the level of students of standard XI on Value Judgement.

5. To find out the effectiveness of Dilemma Discussion Model in developing Democratic values at higher secondary level.

6. To find out the significant difference, if any, between boys and girls of standard XI in the development of their Democratic Values, Value Judgement, Social Adjustment, Intelligence, and Self-Concept.

7. To identify the significant association, if any, between Democratic value development and (a) Value Judgement, (b) Social Adjustment, (c) Intelligence, (d) Self-Concept, (e) age, and (f) groups of study of students of standard XI respectively.

6.4 TITLE OF THE PROBLEM

"Development of Democratic Values through Dilemma Discussion Model at higher secondary level".

6.5 HYPOTHESES

1. There is significant difference in the development of Democratic values among the Control group, Experimental group I and Experimental group II students of standard XI who were taught through traditional method, Dilemma
telling method and Dilemma discussion method respectively.

2. Dilemma Discussion Method of Teaching has a significant effect on students of standard XI in their development of Democratic values.

3. There is significant difference in the development of Equality value among the Control group, Experimental group I and Experimental group II students of standard XI who were taught through traditional method, Dilemma telling method and Dilemma discussion method respectively.

4. Dilemma Discussion Method of Teaching has a significant effect on students of standard XI in their development of Equality value.

5. There is significant difference in the development of Liberty value among the Control group, Experimental group I and Experimental group II students of standard XI who were taught through traditional method, Dilemma telling method and Dilemma discussion method respectively.

6. Dilemma Discussion Method of Teaching has a significant effect on students of standard XI in their development of Liberty value.

7. There is significant difference in the development of Fraternity value among the Control group, Experimental group I and Experimental group II students of standard XI who were taught through traditional method, Dilemma telling method and Dilemma discussion method respectively.

8. Dilemma Discussion Method of Teaching has a significant effect on students of standard XI in their development
9. There is significant difference in the development of Justice value among the Control group, Experimental group I and Experimental group II students of standard XI who were taught through traditional method, Dilemma telling method and Dilemma discussion method respectively.

10. Dilemma Discussion Method of Teaching has a significant effect on students of standard XI in their development of Justice value.

11. There is significant difference in ranking the Democratic values in their order of preference among the Control group, Experimental group I and Experimental group II students of standard XI who were taught through traditional method, Dilemma telling method and Dilemma discussion method respectively.

12. Dilemma Discussion Method of Teaching has a significant effect on students of standard XI in ranking the Democratic value in their order of preference.

13. There is significant difference in the development of value Judgement among the Control group, Experimental group I and Experimental group II students of standard XI who were taught through traditional method, Dilemma telling method and Dilemma discussion method respectively.

14. Dilemma Discussion Method of Teaching has a significant effect on students of standard XI in their development of value Judgement.

15. There is significant difference in the development of
Social adjustment among the Control group, Experimental group I and Experimental group II students of standard XI who were taught through traditional method, Dilemma telling method and Dilemma discussion method respectively.

16. Dilemma Discussion Method of Teaching has a significant effect on students of standard XI in their development of Social adjustment.

17. There is significant difference in the development of Intelligence among the Control group, Experimental group I and Experimental group II students of standard XI who were taught through traditional method, Dilemma telling method and Dilemma discussion method respectively.

18. Dilemma Discussion Method of Teaching has a significant effect on students of standard XI in their development of Intelligence.

19. There is significant difference in the development of Self-concept among the Control Group, Experimental group I and Experimental group II students of standard XI who were taught through traditional method, Dilemma telling method and Dilemma discussion method respectively.

20. Dilemma Discussion Method of Teaching has a significant effect on students of standard XI in their development of Self-concept.

21. Boys and Girls of standard XI differ significantly in their development of Democratic values.

22. Boys and Girls of standard XI differ significantly in their development of Equality value.
23. Boys and Girls of standard XI differ significantly in their development of Liberty value.

24. Boys and Girls of standard XI differ significantly in their development of Fraternity value.

25. Boys and Girls of standard XI differ significantly in their development of Justice value.

26. Boys and Girls of standard XI differ significantly in ranking the Democratic value in their order of preference.

27. Boys and Girls of standard XI differ significantly in their development of value Judgement.

28. Boys and Girls of standard XI differ significantly in their development of social adjustment.

29. Boys and Girls of standard XI differ significantly in their development of Intelligence.

30. Boys and Girls of standard XI differ significantly in their development of self-concept.

31. There is significant association between the development of Democratic Value and ranking of the Democratic value in their order of preference in all the three groups of students of standard XI.

32. There is significant association between the development of Democratic Value and value Judgement of all the three groups of students of standard XI.

33. There is significant association between the development of Democratic value and social adjustment of all the three groups of students of standard XI.

34. There is significant association between the development
35. There is significant association between the development of Democratic value and self-concept of all the three groups of students of standard XI.

36. There is significant association between the development of Democratic value and the age of students of standard XI.

37. There is significant association between Science, Arts, and Vocational groups students of standard XI and their development of Democratic value.

6.6. METHODOLOGY:

Since the aim of the present study is to develop the Democratic values at higher secondary level, the investigator used Experimental Method with three groups before after Research Design. The contents of standard XI Tamil Text-book were subjected to Content Analysis and suitable Dilemmas related to Democratic values were prepared. Dilemma Discussion Model was used in experimentation to develop the Democratic values of students of standard XI.

6.7. POPULATION AND SAMPLE.

Pupils of standard XI in all higher secondary schools in Devakottai Educational District are the population of the present study. This study has been carried out in two stages, namely Try out stage and Field stage. The tools were developed at Try out stage using a sample of 350 pupils who were randomly selected from the population. One higher secondary school (S.M.S. HSS) was randomly selected (lottery
method) for the pilot study and another school (M.V. Govt. HSS) was purposely selected for the experimentation of this study. For experimentation 150 students of standard XI were selected and divided into three equivalent groups.

6.8. TOOLS USED IN THIS STUDY

The following tools were used to assess the Democratic values, value Judgement, Social Adjustment, Intelligence and Self-concept of the students: 1. Personal Value Questionaire (P.V.Q) 2. Democratic Value Scale (D.V.S.), 3. Value Order Scale (V.O.S.), 4. Value Judgement Scale (V.J.S.), 5. Social Adjustment Scale (S.A.S.), 6. Culture Fair Intelligence Test (CFIT) and 7. Self concept Scale (S.C.S). Tools 2, 3, 4 were developed and validated by the investigator whereas other tools were already standardized tools.

6.9. STATISTICAL TECHNIQUES:

The data collected were subjected to Descriptive, Differential and Relational analysis. 't' test, chi-square technique, Kruskal-Wallis one way analysis of variance by ranks and multiple comparison tests were used to test the hypotheses in this study.

6.10 FINDINGS OF THE STUDY

1. There is significant difference at .01 level among the three groups (Control Group, Experimental Group I and Experimental Group II) of students of standard XI in the development of their Democratic values due to the Dilemma Discussion Method of Teaching.

2. There is significant difference at .01 level among all the
groups of students of standard XI in the development of their
Equality value due to Dilemma Discussion Method of Teaching.
3. There is significant difference at .01 level among all the
groups of students of standard XI in their development of
Liberty value due to Dilemma Discussion Method of Teaching.
4. There is significant difference at .01 level among all the
groups of students of standard XI in their development of
Fraternity value due to Dilemma Discussion Method of Teaching.
5. There is significant difference at .01 level among all the
groups of students of standard XI in their development of
Justice value due to Dilemma Discussion Method of Teaching.
6. There is significant difference at .01 level among all the
groups of students of standard XI in ranking the Democratic
values in their order of preference due to Dilemma Discussion
Method of Teaching.
7. There is significant difference at .01 level among all the
groups of students of standard XI in their development of
Value Judgement due to Dilemma Discussion Method of Teaching.
8. There is significant difference at .01 level among all the
groups of students of standard XI in their development of
Social Adjustment due to Dilemma Discussion Method of Teaching.
9. There is no significant difference at .01 level among all
the groups of students of standard XI in their development of
Intelligence due to Dilemma Discussion method of Teaching.
10. There is no significant difference at .01 level among all
the groups of students of standard XI in their development of
Self concept due to Dilemma Discussion Method of Teaching.
11. There is significant development at .01 level in the Democratic values (Equality, Liberty, Fraternity and Justice) of students of standard XI who were taught through Dilemma Telling Method and Dilemma Discussion Method of Teaching.

12. There is no significant development at .01 level in the Democratic values (Equality, Liberty, Fraternity Justice) of students of standard XI who were taught through Traditional Method of Teaching.

13. There is significant development at .01 level in ranking the Democratic value in their order of preference of students of standard XI who were taught through Dilemma Telling and Dilemma Discussion Method of Teaching while it is not in the case of students who were taught through Traditional Method.

14. There is significant development at .01 level in Value Judgement of students of standard XI, who were taught through Dilemma Telling and Dilemma Discussion Method, while it is not in the case of students, taught through Traditional Method.

15. There is significant development at .01 level in Social Adjustment of students of standard XI, who were taught through Dilemma Telling and Dilemma Discussion Method while it is not in the case of students, taught through Traditional Method.

16. There is no significant development in the Intelligence level of students of standard XI in all the three groups in course of their Democratic value development.

17. There is no significant development in the Self-concept level of students of standard XI in all the three groups in course of their Democratic value development.
18. Dilemma Discussion Method of Teaching is more effective than Dilemma Telling and Traditional methods of Teaching in developing the Democratic values at higher Secondary level.

19. Dilemma Discussion Method of Teaching is more effective than Dilemma Telling Method and Traditional Method of Teaching in developing the order of preference in ranking the Democratic values at higher Secondary level.

20. Dilemma Discussion Method of Teaching is more effective than Dilemma Telling and Traditional Methods of Teaching in developing the Value Judgement at Higher Secondary level.

21. Dilemma Discussion Method of Teaching is more effective than Dilemma Telling and Traditional Methods of Teaching in developing the Social Adjustment at higher Secondary level.

22. Dilemma Discussion Method of Teaching does not produce significant development in Intelligence in course of Democratic value development at higher Secondary level.

23. Dilemma Discussion Method of Teaching does not produce significant development in self concept in course of Democratic value development at higher secondary level.

24. Boys and Girls of standard XI do not differ significantly in the development of their Democratic values.

25. Boys and Girls of standard XI do not differ significantly in ranking the Democratic value in their order of preference.

26. Boys and Girls of standard XI do not differ significantly in their level of value Judgement.

27. Boys and Girls of standard XI do not differ significantly in their level of social Adjustment.
28. Boys and Girls of standard XI do not differ significantly in their level of Intelligence.

29. Boys and girls of standard XI do not differ significantly in their level of self-concept.

30. There is no significant difference in the development of Democratic values among 16, 17, 18 years age group students of standard XI.

31. There is no significant difference among the science, arts, vocational group students of standard XI in the development of their Democratic values.

32. There is significant Association between the Development of Democratic values and the order of preference in ranking the Democratic values of students of standard XI.

33. There is significant association between the development of Democratic values and the Value Judgement of students of standard XI.

34. There is significant association between the development of Democratic values and the social Adjustment of students of standard XI.

35. There is no significant association between the development of Democratic values and the Intelligence of students of standard XI.

36. There is no significant association between the development of Democratic values and the self-concept of students of standard XI.

37. There is no significant association between the development of Democratic values and the age group of
38. There is no significant association between the development of Democratic values and the groups of study of students of standard XI.

6.11. DISCUSSION ON FINDINGS

(i) Development of Democratic values

It is found that there is significant development in the Democratic values of students of standard XI taught by Dilemma Discussion Method through their Tamil Text Book.

This finding is in conformity with the findings of Sullivan et.al (1975) which revealed that if students were given proper moral and ethical education, there would be proper increasing of moral reasoning in children. This finding is also in agreement with the findings of Sethuraman, (1974) which indicated that the scores on fair play or Democratic character improved significantly on the Experimental Group.

(ii) Value development strategy

The present investigation is an Experimental study using Dilemma Discussion Model, in which value-clarifying process is a part. This study concludes that Dilemma Discussion Model is more effective in developing Democratic values at higher secondary level. This finding is in concordance with the findings of Raths (1961, 1964), Sullivan (1975), Seetharamu, A.S (1974) and Singh L.C and Sing.P (1986) which revealed that the value clarification strategy was more effective than the conventional method of teaching.

This study is in accordance with findings of Das R.C et.al
(1991) and Singh, A.K. (1992) and it concludes that the Dilemma Discussion Model can be used for teaching the content of school syllabus in different subjects and that the Dilemma Discussion Model is more effective than conventional Method of Teaching.

(iii) Democratic value Development and sex difference
This study concludes that boys and Girls do not differ significantly at .01 level of significance in the development of their Democratic values and the order of preference in ranking the Democratic values. This finding is in agreement with the findings of DE(1974), Sharma(1977) and Humphry, Sherry hale(1991) but it does not agree with the findings of Ghosh.N.(1977), Roy, D.K.(1980) and Diwedi,C.B(1983) who found significant difference in the development of values of boys and girls.

(iv) Democratic value development and value Judgement
This study reveals that there is not only significant development in value Judgement of students of standard XI but also a significant association between value Judgement and Democratic value development of students of standard XI. Boys and girls of standard XI do not differ significantly in their Value Judgement. This finding is in agreement with the findings of Bandyopadhyaya. R.(1981) and it is contradictory to the findings of Prahallada .N.N.(1982) and Srinivasa Rao,A(1984) who found out significant difference between boys and girls in Moral Value Judgement.
(v) Democratic value development and Social Adjustment.
This study reveals that boys and girls of standard XI do not
differ significantly at .01 level of significance in their
Social Adjustment. It is also found that there is significant
association, between Democratic value development and Social
Adjustment of students of standard XI. This finding is in
concordance with the findings of Kumari, K (1975) and contrasts
to the findings of Annamma, A.K. (1984) who found that female
students were better adjusted socially than male students.

(vi) Democratic value development and Intelligence
This study reveals that there is no significant association
between Democratic value development and Intelligence of
students of standard XI. This finding is in conformity with
findings of Kumari, K (1975) and Singh, L.C and Singh, P (1986).

(vii) Democratic value development and Self Concept
This investigation reveals that there is no significant
association between Democratic value development and Self-
concept of students of standard XI. This finding is in
agreement with the findings of Gray (1975) and Saraswat, R
(1982) but contradictory to the findings of Govault (1973) and

(viii) Democratic Value development and age
Roy, D.K (1980) revealed that the role of
conscience increased with age and values developed with the
advancement of age. But this experimental study has shown that
there is no significant association between the democratic
value development and the age group of 16 to 18 years.
(ix) Democratic Value development and Groups of study

Katiyar P.C (1976) found maths and science students were high in Democratic, social and knowledge value. The study of Patni, U(1983) revealed that science, arts and commerce students differed significantly in knowledge value, social value, National and political values. But this study reveals that there is no association between the Democratic value development and Groups of study of students of standard XI.

6.12 EDUCATIONAL IMPLICATIONS

This study has identified a suitable strategy for developing democratic values of students at higher Secondary level which is the urgent need of the present situation.

This study has elaborately described how to teach and practise the life-oriented values through the Tamil Text-book.

This investigation has thrown more light to stimulate analysis, discussion and response to value issues and found better improvement in Social Adjustment and Value Judgement of students in developing Democratic values.

This study has established the effectiveness of Dilemma Discussion Model in developing the Democratic values among students at higher Secondary Level.

This investigation has identified and analysed the factors that influence and the factors that do not influence in the development of Democratic values among higher secondary class students.

It has also examined the role of sex in the development of desirable Democratic values.
6.13 DELIMITATIONS:

1. This study is limited to the content of the Tamil text book of standard XI only.

2. Only students of standard XI are chosen for the study.

3. The area of study is limited to Devakottai Educational District in Pasumpon Thevar Thirumaganar District for the construction of Democratic Value Scale and Value Judgement Scale.

4. For experimentation, the sample is limited to 150 students selected from one school.

5. This study includes only four variables - intelligence, self-concept, social adjustment and value Judgement.

6. Among the different demographical factors that influence the development of Democratic values, sex, age, groups in the course of study alone are considered for this study.

6.14. RECOMMENDATIONS

This study reveals that if proper value-orientation is given through the teaching of content in the text-books, there will be significant value development among the students. The Dilemma Discussion Method of teaching enables the students to develop their awareness of value conflicts, problem solving ability, self-reliance, qualities such as love, compassion, co-operation, brotherhood, social justice etc. The students prefer and practise Democratic way of living. On the basis of research findings, the following recommendations are pointed out for the development of Democratic, social, moral and spiritual values among students.
1. Value-orientation in education should be treated in its totality and for all stages and in all forms of education.

2. Preference should be given to inculcation of human values and national outlook through all the subjects rather than through a single subject.

3. Teachers should realise the importance of value development of the students and the necessary role to be performed by them. The primary obligation of the teaching profession is to guide students in the pursuit of knowledge and skills and to prepare them in the ways of Democracy.

4. Inculcation of the desirable social, moral, Democratic and spiritual values is not a matter of imparting knowledge alone. Favourable attitudes are to be developed. The pupils ought to appreciate these values and reflect them in their conduct and behaviour in and outside the educational institutions.

5. The teacher's duty is not only the transformation of knowledge but also to encourage thinking. He/she will be an adviser and guide. He/she must devote more time and energy to productive and creative activities: interaction, discussion and stimulation. The teacher should use new methods and techniques to make value education fruitful and successful.

6. If we want students, to develop desirable social, moral, democratic and spiritual values, we must provide suitable environment to inculcate these values in them. If the
influences of homes and community fail in this respect, the school has an added responsibility. Conducive atmosphere should be created for developing good rapport between students, parents and teachers.

7. Teaching of languages and history should be treated as a resource for inculcation of various social, moral, democratic and spiritual values by exposing the students to various social, political and cultural phenomena.

8. Morning assembly, N.S.S, Scouts, Literary association activities, Sports, Curricular and co-curricular activities should be so designed and planned well that they lead to spontaneous development of desirable values.

9. Proper value orientation training should be given to all teachers so that they will be able to use new methods, models and techniques in developing desirable values among students.

10. Text-books should be well prepared with a view to develop desirable values among students. At the end of each lesson, a sub unit on evaluating the impact of the lesson on students' behaviour should be added.

11. A variety of resource materials should be prepared for the development of different values. This emphasises the need for establishing a resource centre for literature on value-oriented education.

12. Value education kits should be prepared for each desirable value and they should be distributed to all schools and colleges. The teachers should be encouraged
13. Value education programmes should be made an integral part in all teachers pre-service and in-service training programmes.


6.15 SUGGESTIONS FOR FURTHER RESEARCH

1. Development of other desirable values may be studied.
2. Development of values through curricular and co-curricular activities at high school level could be studied.
3. Development of values through curricular and co-curricular activities at Higher Secondary level may be studied.
4. This study may be extended at college level.
5. This study may be extended through History and English Text-books at High School, Higher Secondary and College level.
6. Influence of other variables that were beyond the scope of the present study may be attempted.
7. Value-orientation of teachers at all levels of education could be attempted.

6.16 CONCLUSION

It is apt to state the sayings of Dr. Radha Krishnan, one of the greatest teachers of our times and the former President of India, "If we want to build a great Nation, we must try to train a large number of young men and women who
have character, who look upon others as their own living images, who subordinate self to service, who regard greed as an evil and who eschew violence and practise love and compassion."

This study has established that Democratic Values could be developed through Dilemma Discussin Model, among students. Further, Development of democratic values lead the students to develop their Value Judgement and Social Adjustment which are the basic criterion, for any democratic country. This also highlights that value development is not associated with Self concept and Intelligence but in turn it establishes that values could be developed by appealing through senses with reasoning. This situation cautions that the curriculum, Text-books and formal teaching alone cannot inculcate Democratic and other values in our youth. Values are amalgam of the intellect, emotion and will. The intellectual appeal may not reach the heart and the emotional appeal alone may not mould the conduct and character. Hence teachers through their Role Models should blend their intellectual and emotional appeals so as to enable the students to develop Democratic Value Orientation among their students which will in turn develop the democratic fervour of the Nation.

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