CHAPTER VIII

SUMMARY OF THE STUDY

CONCLUSIONS AND SUGGESTIONS

8.1 The Study in retrospect

The present study has been designed to investigate on the role of the curriculum of central Board of Secondary Education on the personality development of adolescents in Kerala, at the level of senior higher secondary classes with special emphasis on the role given to values.

8.2 Objectives of study

The specific objectives of the study are,

(i) To study the role given to values in the central Board of Secondary Education Curriculum for the personality development of adolescents of senior higher secondary classes.
(ii) To examine and compare the effect of type of management of schools with respect to Moral, Social, and Spiritual mean value orientation scores of adolescent students at senior higher secondary level of C.B.S.E.

(iii) To examine and compare the effect of sex with respect to Moral, Social, and Spiritual mean value orientation scores of adolescent students at senior higher secondary level of C.B.S.E.

(iv) To examine and compare the effect of religion with respect to Moral, Social, and Spiritual mean value orientation scores of adolescent students at senior higher secondary level of C.B.S.E.

(v) To examine and compare the effect of residence with respect to the Social, Moral, and Spiritual mean value orientation scores of adolescent students at senior higher secondary level of C.B.S.E.

(vi) To examine and compare the effect of Socio-economic status with respect to the Social, Moral, and Spiritual mean value orientation scores of adolescent students at senior higher secondary level of C.B.S.E.
8.3. Hypotheses for the Study:

Null hypotheses

(i) There is no significant role given to values in CBSE Curriculum for the personality development of adolescents at the higher secondary level.

(ii) Moral, Social, and Spiritual value orientation of adolescent CBSE students at higher secondary level are independent of the type of management of schools.

(iii) Moral, Social, and Spiritual value orientation of adolescent CBSE students at higher secondary level are independent of sex.

(iv) Moral, Social, and Spiritual value orientation of adolescent CBSE students at higher secondary level are independent of religion.

(v) Moral, Social, and Spiritual value orientation of adolescent CBSE students at higher secondary level are independent of the locality of residence.

(vi) Moral, Social, and Spiritual, value orientation of adolescent CBSE students at higher secondary level are independent of Socio-economic status.
8.4 Variables for the study

The variables such as Moral, Social and Spiritual value orientations of the senior higher secondary students in relation to their personality development were considered as the dependent variables. The CBSE Curriculum is the independent variable for the study. The type of management of schools, gender of the adolescent students, religion, area of residence, and Socio-economic status of the parents were are considered as the intervening variables, thus altogether nine variables were involved in the study.

8.5 Methodology in brief:

The study was conducted in two distinct phases as described below. In the first phase the 'sample survey' method of study was used to test the first objective. The interviewers consisted of 32 principals of higher secondary schools, 160 teachers and 11 counsellors thus altogether 203 persons were drawn from 41 higher secondary schools of Ernakulam District. An interview schedule (Appendix -I) with two parts namely 'Form A' and Form 'B' was employed for survey. Form 'A' was used to collect, personal and official
informations of the interviewee and 'Form B' with 25 questions was used to collect data.

The second part of the study was held with 511 students of senior higher secondary classes of which 243 were boys, and 268 were girls. This tool was a rating scale to estimate the value orientation of the students who were completing the study under CBSE curriculum.

The tools were administered on the sample under standardized conditions. The data obtained were subjected to the following statistical techniques.

(i) Computation of the frequencies, percentages, Arithmetic mean, Standard Deviation, and Coefficient of Variation of Values, were tested.

(ii) Calculation of the Rank order of the main values along with the sub values, with respect to 5 intervening variables were done.

(iii) 'Z' test of significance for statistically calculating the difference if any, between sample means while the data was classified with respect to 5 intervening variables there by testing the null hypothesis, for a final conclusion.
8.6 Major findings of the descriptive study.

The important findings that have emerged from the study as per Appendix -I are presented below, under appropriate heads.

8.6.1 Value Orientation and role of CBSE Curriculum

The opinion of teachers on the effectiveness of content of CBSE curriculum regarding the moral value orientation were differing. Majority (fifty eight per cent) opined that the curriculum is well equipped for moral value orientation. Another group (thirty five per cent) said that the curriculum is only partially equipped for moral value orientation. Remaining seven per cent opined that curriculum is definitely ill equipped for the personality development of the adolescents for their moral value orientation.

Regarding the effectiveness of Social value orientation, seventy two per cent of the respondents agreed while twenty five per cent agreed partially. The remaining three per cent believed that, C.B.S.E curriculum is ill equipped for the social value orientation among the adolescents.
Fifty two per cent of the respondents agreed that, CBSE curriculum is well equipped for the spiritual value orientation. Forty two per cent of them agreed only partially. The remaining six per cent responded that, curriculum is ill equipped for spiritual value orientation.

8.6.2 Evolving trend of Moral, Social, and Spiritual Values among adolescents

Moral Values

Regarding the evolving trend of moral values among the adolescent higher secondary students when compared to the senior generation, majority of the respondents (Sixty three per cent) replied that they feel a decline.

Twenty two per cent replied that moral values of the adolescents were showing a partial improvement. Ten per cent of the respondents said that, moral values were showing a trend of definite improvement down through the generations. The remaining five per cent were indecisive.

Social Values

Regarding the evolving trend of Social, Values among the adolescent students, seventy per cent of the respondents believed that the Social Values were on it’s
decline. The other twenty per cent opined that the social values were showing partial improvement. The remaining ten per cent were indecisive.

**Spiritual Values**

Regarding the evolving trend of spiritual values, sixty five per cent believed that it was on a decline. Fifteen per cent opined that, the spiritual values show a definite improvement. The other ten per cent feel a partial improvement. The remaining ten per cent were not able to say any comment on it.

**8.6.3 Values Effectiveness in the inculcation of Moral, Social, and spiritual values.**

Majority (sixty per cent) were of the opinion that moral, social, and spiritual values were inculcated effectively among the adolescent students. Twenty five per cent of the respondents were partially agreeing on the effective inculcation of the above said values. Fifteen per cent opined that, the values were not effectively inculcated among students. No one was undecided on the issue.

All the interviewees said that they got specific periods for general studies per week according to the time table prepared, as per the curriculum.
Regarding the number of periods allotted for general studies, there were variations among schools. Eleven per cent of schools were having one period per week. Sixty nine per cent were allotted two periods and twenty per cent got three periods per week.

Majority of schools (eighty two per cent) instruct, moral, social, and spiritual values but eight per cent did not.

Fifty two per cent of the respondents were partially depending on, curriculum for moral, social, and spiritual value instruction. Twelve per cent of the teachers were not depending on the curriculum for value inculcation.

Fifty two per cent of the respondents were partially depending on the CBSE recommended books on value education. Thirty eight per cent of the respondents, strictly refer to curriculum and the books recommended and published by CBSE. The remaining twelve per cent were depending on the CBSE texts or texts recommended by it. Out of the fifty two per cent of the respondents who claimed to be referring to CBSE books for value education, only twenty four per cent were able to mention the names of books.
Eighty four per cent of the respondents said that they refer to NCERT books but only twelve per cent of them remembered the names of books and it's authors correctly.

8.6.4 : Evaluation of the values held by the adolescent students:

Majority of the respondents (Eighty four per cent) felt a need for evaluation of values held by students at higher secondary level. Fourteen per cent responded that a meticulous evaluation of values held by the adolescent students were not needed. Two per cent opined that evaluation is good and necessary but it must not be a mandatory curricular exercise.

8.6.5 Method of evaluation:

Majority of respondents (Fifty five per cent) agreed on an internal evaluation, of values. Twenty percent agreed on a combined evaluation comprising both internal and external evaluation with teachers from home, school and out side. The remaining eighteen per cent of the respondents were for an external evaluation by external examiners.

Majority (Sixty percent) of the, respondents agreed for an internal evaluation which shall be done by the
teacher who handles general studies. Thirty six percent
opined that internal evaluation should be done by a board
of 'two' or 'three' examiners thus avoiding subjectivity. Only
four percent supported an internal evaluation, by the class
teacher.

8.6.6 Tools for the evaluation of values

Sixty percent of the respondents were not using
socio-metric evaluation by standardized tools. Twenty three
percent opined that they use it occasionally. The remaining
twelve percent employ socio-metric evaluation methods
with specially designed sociological tools.

8.6.7 Maintenance of Reflection sheet and personality chart:

Ninety eight percent of the respondents were not in practice of maintaining any reflection sheet. The
remaining two percent said that they kept individual
reflection sheet for every student and internal evaluation will
be a cumulative record of these reflection sheets. Ninety
nine percent were not keeping an individual personality
chart. The remaining nine percent keep it but not
comprehensive and all inclusive.
8.6.8 Grading for general studies, method and it's impact on results

Sixteen percent of the respondents prepare the grades of the students in all terms. Forty two percent per cent start their preparation of grades during the middle term. The remaining forty two percent, prepare their grades during the final term.

Ninety eight per cent said that they did not give, 'E' grades. Remaining two per cent were undecided.

8.6.9 Monitoring by CBSE over the internal assessment of individual schools:

Ninety six per cent answered that, there were inspection by a team send by CBSE but not strict regarding it's periodicity of visit. Four per cent of the respondents said that, they are undecided. Sixty eight per cent opined that, CBSE is not stipulating any general format for higher secondary level evaluation of items for internal assessment. Thirty percent were critical of it and two per cent were undecided.

It was further revealed that majority (Eighty per cent) were not following CBSE handbook for value education, sixteen per cent were following it. The remaining four per cent were not seen or heard of it.
8.7. Major findings of the empirical study

Comparison of the Mean, Standard Deviation, Coefficient of Variation ‘z’ value, and level of significance of Moral, Social and Spiritual values of the five intervening variables such as Type of management of schools, Gender, Religion, Area of residence, and Socio-economic status of the students have brought to light the following findings.

8.7.1 Type of management

The effect of type of management of schools with respect to Moral, Social, and Spiritual mean value scores of adolescent students at senior higher secondary level of CBSE was investigated with the rating scale. Comparison of mean, standard deviation, Coefficient of variation, ‘Z’ value and level of significance of moral value scores of the related sub samples of adolescents with respect to 3 types of managements considered viz. independent schools, Kendriya Vidyalaya, and Navodaya schools were made elucidating the following findings.

(a) Comparison of the mean of moral value scores of Kendriya Vidyalaya Vs. independent schools, accept that, the type of management of schools is independent of moral value orientation among the
adolescent higher secondary students. While a comparison of the mean of moral value scores of the independent schools Vs. Navodaya Vidyalaya, and Kendriya Vidyalaya Vs. Navodaya Vidyalaya, reject the null hypothesis, thus proving correlation between the two variables.

(b) Comparison of the mean of social value scores of Kendriya Vidyalaya Vs. Independent schools, reject the null hypothesis, thus proving a correlation between Social Value orientation and the type of management of schools. Comparisons of independent schools Vs. Navodaya Vidyalaya, and Kendriya Vidyalaya Vs. Navodaya Vidyalaya, accept the null hypothesis, thus the type of management of the schools is independent of social value orientation among the adolescent higher secondary students.

(c) Comparison of the mean of spiritual value scores of Independent schools Vs. Kendriya Vidyalaya, Independent schools Vs. Navodaya Vidyalaya and Kendriya Vidyalaya Vs. Navodaya Vidyalaya, accept hypothesis, thus proving that the type of management of schools is independent of spiritual
value orientation among the adolescent higher secondary students.

8.7.2 GENDER

Comparison of the mean, standard Deviation, Coefficient of Variation, 'Z' value and level of Significance of Moral, Social, and Spiritual value of the males, and females under study has brought to light the following findings.

(a) A comparison of the Moral, as well as spiritual mean value scores of male and female adolescent students of the senior higher secondary classes reject, the null hypothesis hence proving a correlation between the gender and the above two dependent variables i.e. Moral and spiritual value orientation.

(b) A comparison of the social mean value scores of male and female adolescent students of the senior higher secondary classes accept the null hypothesis, thus proving nil correlation between the variables considered.
8.7.3 Religion:

Comparison of the mean, standard Deviation, Coefficient of variation, 'Z' value and level of significance of moral, social, and spiritual value of the 4 types of religious groups under study Viz. Hindus, Muslims, Christians, and others, has brought to light the following findings.

The adolescent students of the senior higher secondary classes show, moral social and spiritual value orientation, independent of their religions thus accepting and proving the null hypothesis.

8.7.4 Area of residence:

Comparison of the mean, standard deviation, coefficient of variation, 'Z' value and level of significance of moral, social, and spiritual values of the adolescents hailing from three different types of localities, such as Panchayaths, Municipalities, and corporation had brought to light the following.

The adolescent students of senior higher secondary classes show Moral, Social, and Spiritual value orientation quite independent of their area of residence from where they hail, thus accepting the null hypothesis.
8.7.5 Socio-economic Status:

Comparison of the mean, standard deviation, coefficient of variation, 'Z' values, and level of significance of moral, social, and spiritual values of the adolescents with regard to low, medium, and high socio-economic status had brought to light the following.

(a) When the adolescent students of Senior higher secondary classes, of the CBSE curriculum is compared between low socio-economic status and Medium socio-economic status, low socio-economic status and high socio-economic status, it was shown that, their moral value orientation was dependent on their socio-economic status thus rejecting the null hypothesis. But when the medium SES and high SES was compared, the null hypothesis was accepted thus proving nil correlation.

(b) A comparison of social mean value scores of adolescent students of senior higher secondary classes between low socio-economic status Vs medium socio-economic status, low socio-economic status Vs high socio-economic status, and medium socio-economic status Vs high socio-economic status have proved that the
orientation of social values were independent of levels of socio-economic status thus accepting the null hypothesis.

(c) A comparison of the spiritual mean value scores of adolescent students of senior higher secondary classes such as low socio-economic status Vs. medium socio-economic status and medium socioeconomic status Vs. high socio-economic status were shown to be rejecting the null hypothesis, thus proving a correlation between socio-economic status and spiritual value orientation.

But a comparison of spiritual mean value scores of adolescent students of senior higher secondary classes among low socio-economic status and High socio-economic status have shown that, the null hypothesis is accepted thus proving the absence of any significant correlation between low socio-economic status and high socio-economic status regarding the orientation of spiritual value.

8.8 Conclusions.

The major conclusions that are arrived at are the following.

The study brought to light the finding that the CBSE curriculum is giving due role to values and the paper
on general studies is specially meant in the syllabus for that. Other instructional part also is sufficiently value loaded but the internalization by the learners is found insufficient. CBSE identified that the major thrust required is to bring about a change in the teacher to orient values in the students. Board also found that one time training will not adequately serve the purpose. In these circumstances CBSE had decided to bring out a publication which would serve as an instructional resource support material for the guidance of the teacher, containing a wealth of information on value education and it’s methodologies namely 'Teachers Hand book. The inculcation of values among learners is a matter of teaching learning strategy and the investigators’ interview with the principals and the teachers revealed the following.

Teachers as well as students stress on grades for the external examination, because the course is a threshold for higher studies, especially for professional courses where the external examination grades are decisive. CBSE had identified that, for the curriculum to inculcate desirable values, commitment of the teachers is significant. The survey revealed that majority teachers agreed on the sufficiency of the role given to moral, social and spiritual values in the CBSE curriculum. But on the other side majority of them also
agreed that all those values are showing a declining trend among the students. A large majority of schools were allotting less than three periods per week for general studies, against to the prescription of the syllabus. This also reveals the lapse in the execution of the curricular provision on values. Majority of teachers are not doing any sociometric evaluation for internal evaluation, thus not conforming to the guidelines of the CBSE. Personality chart and reflection sheets are not maintained properly by majority. No student is reportedly getting an 'E' grade equivalent to a failure, in internal evaluations. Hence no withholdings of the results and retention of the students also, is reported. Majority are not following the teachers hand book published by CBSE.

The following are the conclusions of the empirical study regarding the remaining five objectives in relation to the intervening variables considered.

i. Findings of the study regarding the type of management of schools indicate that the moral value orientation among the adolescent students of the Kendriya Vidyalaya Vs. Independent schools are not correlated thus accepting the null hypothesis while it is significantly correlated in the comparison of Independent schools Vs. Navodaya Vidyalaya and
Kendriya Vidyalaya Vs. Navodaya Vidyalaya thus rejecting the hypothesis.

The social value orientation among the adolescent students of Independent schools Vs. Kendriya Vidyalaya are not correlated thus accepting the null hypothesis, while social values were seen correlated in the comparison of Independent schools Vs. Navodaya Vidyalaya schools and Kendriya Vidyalaya Vs. Navodaya Vidyalaya Schools, thus rejecting the null hypothesis.

The spiritual value orientation among the adolescents of Independent schools, Kendriya Vidyalaya and Navodaya Vidyalaya schools were compared and found that there is no correlation, thus accepting the null hypothesis.

ii. The findings on the study regarding gender and value orientation of adolescents revealed that, Moral and spiritual value orientations are correlated thus rejecting the null hypothesis while the social value orientation is not significantly correlated hence accepting the null hypothesis.
iii. The findings on the study regarding the religion and value orientation of adolescents revealed that Moral, Social and spiritual value orientations are independent of religious faith and thus accepting the null hypothesis.

iv. The findings on the study regarding the area of residence and value orientation of adolescents revealed that Moral, Social and spiritual value orientations are independent of the area of residence thus fully accepting the null hypothesis.

v. The findings on the study of socio economic status and value orientation revealed that the moral value orientations among the adolescent students of low socio economic status Vs. medium socio economic status and low socio economic status Vs. high socio economic status are correlated thus rejecting the hypothesis. But moral value orientation is not correlated in a comparison of medium socio economic status Vs. High socio economic status thus accepting the null hypothesis.
The social value orientation among the adolescents of all levels of socio economic status are not correlated thus accepting the null hypothesis.

The spiritual value orientation among the adolescent students of Low socio economic status Vs. Medium socio economic status and Medium socio economic status Vs. High socio economic status are significantly correlated thus rejecting the null hypothesis.

But the spiritual value orientation among the adolescent students of low socio economic status Vs. High socio economic status are not correlated thus accepting the null hypothesis.

8.9 Suggestions

CBSE curriculum is the one with largest coverage among the secondary and higher secondary adolescent students of India. It is the one meant for the children of the central Government employees, with transferable jobs. Due to the privatization of the school education, more and more independent schools have started functioning. Now majority of CBSE schools are run by private educational trusts under the category of independent schools.
As revealed by many psychologists and sociologists, significant development of individual personalities of the adolescents are taking place during their secondary and higher secondary stages. There should be definite, steps, for their formation. Now thrust is on their information because it is the crucial time when they have to prepare, and compete for entrance examinations. In short the findings of the study highlight a deprivation, regarding the attempts of personality development at the higher secondary level especially regarding Moral, Social, and Spiritual value orientation. On the basis of the above conclusions the following suggestions are made.

(i) General studies paper meant particularly for the personality development and value orientation of the higher secondary adolescent students in the CBSE curriculum has to be seriously dealt with, and special care should be given to it’s actual learning activity. Steps should be taken for not only learning but internalisation and practice of the cherished values. Pragmatic steps should be taken to sociometrically, evaluate the levels of achievement

(ii) The sociometric grading should be considered and the students should be provided with, compensatory
counselling, guidance, and encouragement for the proper value orientations from among the 84 values enlisted by NCERT. Problems should be identified and analysed scientifically so that, the relationship of students with parents, peers, teachers, relatives and other components of the society should be cordial and healthy. Students should be given with remedial suggestions for correction along with the evaluation.

(iii) Effective measure should be taken for reorganizing the present secondary and higher secondary curriculum incorporating the 84 values included in NCERT guide lines with more historical anecdotes. In this context, a curriculum committee, may be organized to frame graded syllabi, for value education at, primary, secondary, and higher secondary levels. The existing learning outcomes should be reexamined and new exercises are incorporated.

(iv) The services of a fulltime counsellor should be made available in all the higher secondary schools. The counsellor shall be with the full qualification of a P.G.T (Post Graduate Teacher) with competency to serve as a coordinator in conducting in service education programmes for teachers.
(v) More attention than ever before must be given to the training of teachers as value educators and practitioners so that, there must not be any paradox in their advice and practice in life. Pre-service and in service training courses and training programmes may be devised by specialists in curriculum research, adolescent development and personology, highlighting the different aspects of value inculcation at adolescence. All teachers should be given special training by the qualified counsellor, in content, methods, and evaluation of the personality development aspects of the students, appropriate to their age. Training in special methodologies is also important since it involves, values, and decision making in individual life. Hence it is also advisable to offer personality development and value orientation as a topic of specialization for B.Ed. and M.Ed. Courses.

(vi) To carry out personality development and value orientation programmes, the teachers and counsellors must be supported by the school administration by providing the infrastructural facilities such as audio-visual aids and other equipments. Authorities must ensure that personality development programmes must
not be hindered for scholastic activities especially for the sake of scholastic examination performance and entrance examination coaching.

(vii) Parent teacher's association should be effectively functioned in every school with a focus on character formation. Seminars and conferences can be arranged periodically by the PTA giving involvement to all the parents, and teachers in organizing, and conducting the personality development of the students along with value orientation. Management should promote the P.T.A meetings, to discuss problems and determine a course of action for developing effective methodology for imparting values.

(viii) The service of the various voluntary organisation and personality training agencies such as lions club, Jaycees, YMCA, YWCA, Rotary club etc. can be effectively utilized for organizing value orientation and personality development programmes for the adolescents. Family life education, peer association, adolescent psychology, Biographies of great men, Human culture, human values etc. topics can be dealt in seminars. Necessary parent counselling for early detection and correction of behavioural problems of
adolescents can be attempted through these voluntary agencies. It shall be handed over to the counsellor when required by him/her.

(ix) Reflection sheets, and personality chart concerning each individual student should be maintained by the class teacher as advised by the teacher's hand book. The same should be handed over to the counsellor when required by him/her.

(x) Personality development and value orientation programmes may be organized for the benefit of parents, and other adult members of the community. Such programmes may be arranged with emphasis on adult-adolescent communication. Effective steps can also be taken to educate the public simultaneously through Radio T.V and other mass media to appreciate the significance of value orientation and personality development.

8.10 Suggestions for further research

Based on the design for the investigation, the studies made, the findings that are arrived at, and the limitations that are inevitable, certain suggestions can be
made for further research in the area. These are summarized and presented as given below.

(i) The number of variables included in the present study was necessarily limited. The relationship between value orientation and personality development are linked with a wide range of variables, remaining to be explored. The variables such as, family climate, value orientation of students during primary and secondary schools, the influence of teachers, parents, peer group, influence of voluntary organisations in which they have membership, student organisation, individual life experiences etc. are also to be taken into consideration.

(ii) Longitudinal studies may be taken up to understand how the personal demographic and other psychosocial variables act on the development of personality traits and values in different ages of childhood and adolescence. Differences in the attitude and interest at varying age levels, may also be studied.

(iii) It may be recalled that the present study was confined to the state of Kerala, and to the district, Ernakulam. The findings may not be capable of generalisation to
identical populations in other states of India with
dissimilar social and cultural conditions. It is suggested
that the present study may be replicated using
different samples selected from other states or from
other districts of the state. It may be with revised tools,
or with more and different items in the tools so that the
possible differences in results can be understood. The
present study envisages only '9' sub values, from the list
of 84, envisaged by NCERT. So the replication of the
study can be made with another set of sub values.

As there is considerable scope for conducting
several new studies, in the area of personality development,
a few topics are suggested below for further research.

(iv) An investigation shall be made into the attitude of
parents, towards the introduction of personality
development programmes with positive value
orientation in the CBSE schools of Kerala.

(v) A study can be made and an inventory can be
prepared individually for the adolescent students
regarding their preference among the 84 values
recommended by NCERT.
(vi) Casual comparative studies may be conducted on normal and problem students with reference to their attitudes towards values.

(vii) Projective techniques like TAT and word association can be employed to study the attitude of adolescent towards different cardinal values of life.

(viii) Studies may be conducted to find out, the relationship between personality development, through value orientation and the family climate of pupils at various ages.

(ix) Attempt can be made to study the effectiveness of art and literature, for personality development through value orientation.

(x) Impact of short-term value orientation courses upon the development of personality can be explored. The long term effect of such courses on student's positive and successful adjustment to life can be examined.

(xi) The effect of teachers as role models to the adolescent students in terms of the imitation of them can be studied.
(xii) The role of locus of control and moral education in the development of autonomy in young adolescents can be investigated.

(xiii) Attempt can be made to study the feasibility of introducing personality development training within the non formal education set up in Kerala.