Findings and Suggestions

The present chapter is a discussion of the findings. It also shows how the findings are a contribution to existing knowledge. It also makes suggestions and recommendations for future actions.

8.1 Findings:

1. The findings show that the female respondents have shown greater courage and willingness to participate in this study.

2. Most of respondents were in 21-23 years age group. Only 4% were above 31 years. Most of the female respondents fell in the major age category of 21-23 years.

3. All respondents were post-graduate students from Mumbai region. The variation in their ages shows at which stage they joined the PG courses. The reasons vary; some join a postgraduate course immediately on completion of graduation. It is also likely that a few may have completed graduation late or may have joined PG course after a lag. Circumstances differ from individual to individual. It is important to note that all of them felt a postgraduate qualification to be important to their aspirations.

4. There were more women than men among the unmarried as well as the married respondents. Families see the importance of educating the girls in them. With girls spending more time in education, marriage is no longer a priority. There were also women respondents in the 21-23 years age group who were married. However, they were also committed to their education and balancing family demands with the necessity to give time to studies.

5. There is intense competition in the education and job fields. The students were clear about their priorities. Marriage was not regarded as important till they had acquired a qualification and settled into a career.

6. The data also revealed reality (the dream of eminent reformers like Savitribai Phule, Joytiba Phule, Chatrapati Shri Shahu Maharaja, Dr.Ambedkar, Mahatma Gandhi, Maharishi Karve, and others). The more women are educated the more they are empowered. We can call it as empowerment through education.
7. The major migration into Mumbai is basically from within Maharashtra. Major migration is taking place from other urban parts. It is basically for better education and employment. This needs to be understood.

8. Most of the youth were staying in the relatively underdeveloped parts of Mumbai, Thane, and Navi Mumbai.

9. The data proved that all national level religions are existed in this small city which is called as Mumbai the small India.

10. Most of the parents of the respondents had completed Secondary School of whom a significant number had finished high school. Parent’s education is an important determinant in the Socialization of youth.

11. A majority of people remain in the lower or lower middle classes in Mumbai.

12. Most families in Mumbai are nuclear. This is a compulsion of urban living. Joint families are in terminal decline.

13. In spite modern influences, most families were found to be traditional in their outlook and observance of cultural norms. This requires further study as it was expected that in a city like Mumbai, which is considered to be modern, the people would have a commensurate outlook. Few families admit to having a modern view and a few of them follow a mix of tradition and modern.

14. Caste and economic status are not linked significantly. Although the majority of respondents belonged to the open category, most of them also belonged to the lower and lower middle-classes (which included the BPL). Migration from rural or other urban areas to Mumbai has largely not resulted in improvement in economic status.

15. Family status and Youth preference to Faculty of education: Students belonging to the upper classes preferred courses that offered more opportunities for employment and a career. Good academic performance does not necessarily guarantee a seat in professional courses because those in the lower classes cannot afford the cost of professional education. The open category students try to maintain or improve their socio-economic status due to which they prefer engineering or other professional courses. Students from the SC use the affirmative action guaranteed by the Constitution to access professional courses to enhance job prospects. Arts and commerce courses are accepted only if they are unable to get subject streams of their choice.
16. Most of the youth will be completing their post-graduate studies by the time they complete 23 years. But there are a significant number who are studying at higher age.

17. Educational institutions teaching value education: Values are learned mostly from programmes like the NSS and NCC. Values are learnt even at college level. Colleges and departments of Mumbai University impart value education through programmes like NSS, NCC and Social Development activity.

18. Data showed that Annual Gatherings and Workshops are the major programmes for value education in their colleges.

19. Around 57 percent respondents learned ethics and values from NSS and NCC. Most said unity and discipline, the core slogan of the N.C.C., was the most important value they learned. Other values learned were Shramdana, to help those in trouble, to help the poor and needy people. Following instructions by the youth affairs ministry, colleges implemented activities to nurture these values. (Recently, Mumbai University and the NCC Head quarters, Maharashtra, with the intention to motivate, inculcate and teach National Values and to encourage youth to join the defence services, an elective Subject in NCC that included teaching and field training was introduced at Graduate Level.)

To promote fitness and discipline among college students, the University Grants Commission (UGC) sanctioned the introduction of the National Cadet Corps (NCC) training course as an elective subject in 30 universities across the country. The NCC had made this proposal to the HRD ministry, which in turn forwarded it to the UGC for its consideration. The course was introduced on a pilot basis. The NCC has also revised its syllabus and introduced personality development, communication skills and other courses to help cadets get more practical knowledge. (http://indiatoday.intoday.in/story/ncc-training-course-elective-subject-universities-ugc-cbse/1/240981.html)

20. Youths’ view on formal Education: The majority of the respondents said that they did not receive formal value education. Values were learnt through activities like meditation, visiting religious institutions, reading scriptures and from prayers.
21. The respondents also felt that education is lacking in values. Corruption is the main reason for the lack of values in education. There were also other causes like lack of Loyalty, untrustworthiness, Commercialization, etc.

22. The respondents felt that values must be taught. They also suggested that value education must include emotional and moral rights, religious education, how to control behaviour, nationalism, social responsibility, creative thinking, decision making skills, building relations and respect.

23. Other ways to impart values: Most respondents felt that personal guidance (Interpersonal Communication) is the most preferable medium for the teaching of values. Our daily routines keep us from talking to other people. Interpersonal communications are essential. It is because of the absence of interpersonal communications that values are not being transferred from one generation to the next.

24. Youth are in state of conflict about the validity of traditional values. They recognize their worth but are not sure of how to adapt them to modern living. Most youth admitted to celebrating and participating in festivals and family functions.

25. Honesty was accorded the highest importance in value education. Most respondents felt that honesty is on the decline in our society.

26. 47.6 percent reported that they did not receive any kind of sex education. Students, teachers and educators are is a state of dilemma on what is the best approach to sex education. The fact is that a majority are illiterates in their knowledge and awareness of sex and sexuality. Sex education should be at the core of value education.

27. The results of the survey also show that the youth want to learn values through a medium that does not place a burden on them. Value education will have the desired impact only if it is properly communicated. Machines (computers, television, etc.) are no substitutes for communication. Communications must be with love and care.

28. 28.8 percent said that the objective of value education must be to make raise one’s awareness of one’s duties.

29. Most respondents felt that religious education is necessary to control and purify the mind, which is a reflection of the importance today’s generation attaches to this trait.
30. Group discussions were seen as an important means of learning values.
31. The respondent youth did not view sex education as value education. The study confirmed earlier findings that young people do not have rational knowledge about sex and sexuality. This has resulted in youth experimenting to satisfy their curiosity.
32. Role of agents of Socialization: Parents’ role in the socialization process was seen as the most important factor, validating the laws of nature as well as well as the findings of several studies about the primacy of parents’ influence.
33. The majority of youth expected their parents to be guide. This means that parents role in the socialization process has not been a completely meaningful one. Studies and real-life incidents have shown that the failure of parents to perform the desired roles has resulted in adverse socialization outcomes for their children. Family relationships are being devalued, which is a bad sign for future generations and the health of society.
34. Teachers were also expected to play the role of guides. Evidently, as the results show, this is not happening in the educational institutions of today.
35. 92 percent believed that elders have an important role to play in the upbringing and development of young people. This must be seen as a positive sign of their self-awareness and understanding of their value needs.
36. Society, friends (including the peer group) and the media should also play a guiding role. The results show that this is not happening at present. On the contrary, young people are being exposed to unhealthy influences.
37. The majority of respondents reported positive changes due to value education. Their decision making skills improved and they also felt higher sensitivity (25.6 percent) to the needs of the less fortunate in society and those in need of help.
38. They also developed a humanitarian outlook that went beyond religion, which included opposition to blind faith, love for fellow humans and opposition to discrimination of any kind, and the equality of sexes.
39. When cheated or deceived others, most respondents said that that they would control their behaviour (reaction) and then try to resolve the issue. They said that this was the best way.
40. Most youth felt value education will contribute to the development of society and the nation. Value education will also bring about lasting peace and will
help to resolve other problems. Society will be less stressed; and love and empathy will spread.

41. Cultivation of values in the family: Over 95 percent of the respondents said that they participate in religious festivals and celebrations, observe rituals and practise traditions. They felt that this was the best way to cultivate values at home.

42. However, significant numbers were of the opinion that such participation does not promote values. They were not aware of ethics and values and their families did not celebrate functions and festivals.

43. Social duties of youth: Most youth said that they voted in elections and that they did not regret their choice of candidate. Exercise the right to vote is an indication of youth's awareness of rights and duties. However, a significant number also admitted that they did not see anyone deserving the vote and, hence, they abstained from voting.

44. 91 percent of youth were of the view that there is corruption in politics and this is the reason why candidates with the right qualifications are not elected.

45. Most of the youth held the view that one must be honest at all times.

46. Value education helps to eradicate socio-economic disparities. This view was held by most respondents.

47. Majority of youth are getting to learned value education from daily Social behaviour.

8.2 Findings based on testing of Hypothesis:

Based on the statistical results from study it confirms the hypothesis. With the reference to study hypothesis, each hypothesis has its uniqueness in the process of conformation.

1st Hypothesis is proved on the basis of the bivariate and multivariate analysis of youth socialization using logistic regression modelling among the respondents, suggest that youth socialization depends on the background characteristics supports the hypothesis significantly. It means low parental socio-economic conditions significantly impacted on to slows the process of socialization.

2nd Hypothesis is proved; on the basis of bivariate analysis using chi-square test indicate that there is statistically significant association between teaching of values by the agents of socialization and youth socialization. It means that all agents
of socialization have not fulfilled the expectations of being proper guide and the role model for appropriate values inculcation.

3rd Hypothesis is also disproved on the basis of bivariate analysis using chi-square test suggest that there is no statistical association between the role of value education through informal way and youth socialization. So statistical significance is not observed but still the direction of relationship is positive, in the sense social science students support the value education through informal way for positive socialization that can lead to youth development.

4th Hypothesis is found not proved with the help of applying bivariate analysis using chi-square test. This supports the hypothesis mathematically but not statistically. It suggests that there might be other factors may have influence on the value education in addition to respondent’s educational qualification.

8.3 Conclusions:
1. There is a steady decline in values in our lives. Educators, elders, social scientists and leaders have pointed out to this disturbing trend and its consequences. This is largely on account of socio-economic changes because of which the agents of socialization are not performing in their expected roles.

2. It is proved (reality) that low parental socio-economic conditions significantly impacted on to slow the process of socialization.

3. Role of agents of Socialization: The five major agents of socialization — parents, teachers, friends (peer group), society and media must play their role in imparting values. Parents are primarily responsible for laying the foundations for building a sound value system. They are the first, and the most important, teachers in a child’s life. The youths’ responses also validated the general view.

The failure of parents in performing this expected role will lead to the development of undesirable personality traits and poor development outcomes. It is observed that, generally, parents do not give their children sufficient time and attention. The consequence is lack of guidance at a time the child needs it the most. Youth responses confirmed this.

The role of teachers is no less important. Teachers are expected to be guides to their students and help them internalize important values. As the media has
enormous influence and reach, it is necessary that it, too, realizes its obligation to promote values.

Young people spend a significant proportion of their time with friends (the peer group). Therefore, it is essential, that this association has a positive influence in the inculcation of values. It is also society’s responsibility to provide a conducive environment for young people and guide them to acquire the necessary values.

Significant association is observed for teaching of values between the agents of socialization and youth socialization. It clearly shows that all agents of socialization are not fulfilling their expected role as being guide and role models for appropriate values inculcation.

4. The role of elders must be recognized. Most respondents said that elders are needed. They should not be viewed as a burden to their families. Rather, they play an important role in the upbringing of the young people in the family, especially when parents are unable to give them the necessary time and attention. The responses indicate that youth are conscious of this fact.

5. It is a fact that mathematically proportion of respondents given importance to values is more among non-professional individuals (social science) as compared to professional individuals.

6. Honesty, Family, Respect, Good Character and Justice are the values most respondents held as important. However, these values are not held in much regard today. There are no role models that youth can look up to and emulate. This is their major dilemma.

7. Those coming from the upper classes tend to pursue education opportunities that offer better job prospects. Hence, engineering and other professional courses are preferred. On hand, lack of financial strength often denies meritorious students from accessing the courses they would like. Lack of finances is a constraint for a large number young people. Not only does it result in deepening frustration, it also results in underutilization of India’s human resources potential.

8. Better educated parent’s means better educated children. Such families tend to use this advantage by selecting opportunities that offer better prospects for material advancement. Therefore, professional, engineering and science courses are the more preferred among the subject streams.
9. The open (Social Class) category tends maintain its ‘forward’ status and, to that end, prefers engineering and other professional courses that offer income and higher status.

10. On the other hand, students from the SC category make use of their constitutional right to access such opportunities through a quota and opt for science & engineering courses, which offer better employment prospects and lead to higher social status.

11. The places of origin from where the migrant students have come influence the outlook of the students.

12. The direction of relationship is positive, for students support to the value education through informal way for positive socialization that can be lead to youth development.

8.4 Recommendations:

1. The agents of socialization must realize their responsibilities and play their roles.

2. Since parents are the first teachers, their behaviour must always be such that their children should emulate.

3. In view of the constantly changing socio-economic environment, the agents of socialization must adapt to the circumstances and convey values with a positive message to the youth.

4. Teachers must understand that students imitate or copy their actions and tend to emulate them. Accordingly, they must alter their behaviours and attitudes to set a positive example. Values are learnt informally from teachers and their behaviour is the best example learning values. Educational Institutions must equip themselves with trends of Value loaded knowledge.

5. Appoint Social work professionals as counsellors in all colleges. At the least they can offer empathy to the youth who approach them with their problems. These counsellors can also work with the youth to finding solutions.

6. On appointment, trained and orient all teachers to counsel and guide youth and offer help when needed. Teachers must play an active role in preserving values among the youth.

7. As suggested by the respondents, there should be taught subject issues like seat of emotional and moral rights, religious education, behaviour control, and
age-appropriate information about sex and sexuality. Awareness must also be increased about the importance of communications in family relationships as well as with friends and society. A sense of national pride and social responsibility must be inculcated. Students must also be taught to think creatively, develop good decision making skills, relationship building and the social duties of youth towards family, society, media, friend, nation etc.

8. Society must understand and respond in a mature manner to the changes that are taking place and support young people to adapt.

9. The media understand that it has enormous reach and influence. It must also realize that it must play a positive role in the socialization process. Media must work with the government and educational institutions to create the necessary awareness of the need to preserve and strengthen national values.

10. Adequate publicity must be given posters, cable channels, and print media on the importance of the role of the agents of socialization and the values they must inculcate in young people.

11. The law and rules must so amended that equal access to education is available so that career opportunities are not denied to anyone.

12. Youth must be always united, be on the alert and prepared to fight any threat to society.

13. There must also be a pre-admission orientation programme for students and their parents. This will provide a forum in which they can express and share concerns about the future prospects and opportunities. Everyone should have the opportunity to speak up; no doubts should be left unattended. Counselling for alternative careers must also be provided.

14. Media, Educational experts, Educational Institutes must come together and do propaganda about the educational faculty’s, its reality, future, and progress. Parents, Teachers, Media, and Society these all agents of socialization must work together to clear the misconceptions about the educational institutions and the subject streams. All educational institution must do the compulsory educational counselling of all student youth before and after completion of education.

15. Students from underprivileged backgrounds must be special coaching to increase their awareness and capabilities so that they can compete on equal terms with the rest. For this purpose, NGOs working in this field can be co-
opted into the efforts and provide education and employment counselling to both parents and students.

16. Social work professionals, NGOs, educational institutions must work together for the complete inclusion of the underprivileged and marginalized sections of youth. They must be the watchdogs that are alert for any problems or issues that can potentially affect the youth.

17. A framework for informal value education must be established with the help of social workers, sociologists, and psychologists working with educators so that youth and society are enriched by the value system. The framework must be dynamic and be adaptable to the changing social environment.

18. Teaching values informally must be incorporated at the primary school stage and continue till the completion of formal education. Simultaneously, parents, teachers and other socializing agents must be suitable sensitized and made aware of the need to be appropriate role models.

19. Teacher Training must also incorporate learning and teaching of values.

8.5 Contribution to Knowledge in present and future studies:

1. Values are best learned informally. This study makes a contribution to existing knowledge by understanding the impact of value education on young adults and the necessity to teach and inculcate values from childhood.

2. Values are acquired informally and through practice. Several ways and means were discussed in this study. There may be many more ways of imparting values. These need to be studied and understood in a culture-specific context.

3. What are those reasons felt the need for inculcating values through informal way, which leads to youth socialization that need to study further more.

4. Awareness of values, importance and sensitization must also be imparted to parents, society, teachers, and media. Such an approach will result in an integrated view and understanding. A suitable approach can be determined after further studies.

5. Other than demographic characteristics, what are those components or characteristics influences the inculcation of values by agents of socialization as per the faculties of education which need to studies further research.

6. Valuing the values by youth in their life from the perspective of education faculties wise Background on micro-level need to study furthers more.