CHAPTER V

Findings, Interpretations, Recommendations and Suggestions
CHAPTER V

MAJOR FINDINGS, INTERPRETATIONS, RECOMMENDATIONS AND SUGGESTIONS

5.01 MAJOR FINDINGS

The major findings of the preset investigation are given below.

1. The level of values such as religious value, social value, democratic values, aesthetic value, economic value, knowledge value, hedonistic value, power value, family prestige value and health values of higher secondary school students is moderate.

2. The level of values such as religious value, social value, democratic value, aesthetic value, economic value, knowledge value, hedonistic value, power value, family prestige value and health value of higher secondary school students with reference to their standard is moderate.

3. The level of values such as religious value, social value, democratic value, aesthetic value, economic value, knowledge value, hedonistic value, power value, family prestige value and health value of higher secondary school students with reference to their sex is moderate.

4. The level of values such as religious value, social value, democratic value, aesthetic value, economic value, knowledge value, hedonistic value, power value, family prestige value and health value of higher secondary school students with reference to their location of school a) rural b) urban is moderate.
5. The level of personality traits such as self-concept, temperament and adjustment of higher secondary school students is high. The level of anxiety is moderate.

6. The level of personality trait - self-concept of higher secondary school students with reference to their standard, sex, religion, community, nature of school, type of school and location of school is high.

7. The level of personality trait - temperament of higher secondary school students with reference to their standard, sex, religion, community, nature of school, type of school and location of school is high.

8. The level of personality trait - adjustment of higher secondary school students with reference to their standard, sex, religion, community, nature of school, type of school and location of school is high.

9. The level of personality trait - anxiety of higher secondary school students with reference to their standard, sex, religion, community, nature of school, type of school and location of school is moderate.

10. There is no significant difference between XI and XII standard higher secondary students in their values and its dimensions such as religious value, social value, aesthetic value, economic value, knowledge value, hedonistic value, power value, family prestige value, health value and values in toto. There is significant difference between XI and XII standard students in their democratic value. XII standard students are better than the XI standard students in their democratic value.
11. There is no significant difference between male and female higher secondary students in their family prestige value. There is significant difference between male and female students in their religious value, social value, democratic value, aesthetic value, economic value, knowledge value, hedonistic value, power value, health value and values in toto. Female students are better than male students in their religious value, social value, democratic value, aesthetic value, economic value, knowledge value, hedonistic value, power value, health value and values in toto.

12. There is no significant difference between rural and urban area higher secondary school students in their values and its dimensions such as hedonistic value and family prestige value. There is significant difference between rural and urban area higher secondary students in their religious value, social value, democratic value, aesthetic value, economic value, knowledge value, hedonistic value, power value, health value and values in toto. Urban higher secondary students are better than rural students in their religious value, social value, democratic value, aesthetic value, economic value, knowledge value, power value, health value and values in toto.

13. There is no significant difference among hindu, christian and muslim higher secondary school students in their values and its dimensions such as religious value, social value, democratic value, aesthetic value,
economic value, knowledge value, hedonistic value, power value, family prestige value, health value and values in toto.

14. There is no significant difference among FC, BC and MBC higher secondary school students in their values and its dimensions such as religious value, social value, democratic value, aesthetic value, economic value, knowledge value, hedonistic value, power value, family prestige value, health value and values in toto.

15. There is no significant difference among boys’, girls’ and co-education school students in their values and its dimensions such as religious value, social value, democratic value, aesthetic value, economic value, knowledge value, hedonistic value, power value, family prestige value and health value. There is significant difference among boys’, girls’, and co-education school students in their values and its dimension values in toto.

16. There is no significant difference among government, aided and unaided school students in values and its dimensions such as democratic value and knowledge value. There is significant difference among government, aided and unaided higher secondary students in their values and its dimensions such as religious value, social value, aesthetic value, economic value, hedonistic value, family prestige value, health value and values in toto.
17. There is no significant difference among hindu, christian and muslim students in their personality traits - a. self-concept, b. temperament, c. adjustment and d. anxiety.

18. There is no significant difference among FC, BC and MBC students in their personality traits - a. self-concept, b. temperament, c. adjustment and d. anxiety.

19. There is no significant difference among boys', girls' and co-education school students in their personality traits - such as a. temperament, b. adjustment and c. anxiety. There is significance difference among boys', girls' and co-education school students in their self-concept.

20. There is no significant difference among government, aided and unaided school students in their personality traits - a. self-concept and b. temperament. There is significance difference among government, aided and unaided school students in their personality traits - adjustment and anxiety.

21. There is no significant relationship between values and personality traits of higher secondary school students.

22. There is no significant relationship between values and self-concept of higher secondary school students with reference to the background factors (i) standard- a. XI and b. XII, (ii) sex - (a) male and (b) female, (iii) religion - (a) hindu, (b) christian and (c) muslim, (iv) community - (a) FC, (b) BC and (c) MBC, (v) nature of school - (a) boys', (b) girls' and
(c) co-education, (vi) type of school - (a). government, (b) aided and (c) unaided and (vii) location of school- (a) rural and (b) urban.

23. There is no significant relation between values and temperament of higher secondary school students with reference to the background factors (i) standard- a. XI and b. XII, (ii) sex - (a) male and (b) female, (iii) religion - (a) hindu, (b) christian and (c) muslim, (iv) community - (a) FC, (b) BC and (c) MBC, (v) nature of school - (a) boys’, (b) girls’ and (c) co-education, (vi) type of school - (a). government, (b) aided and (c) unaided and (vii) location of school- (a) rural and (b) urban.

24. There is no significant relationship between values and adjustment of higher secondary school students with reference to the background factors (i) standard- a. XI and b. XII, (ii) sex - (a) male and (b) female, (iii) Religious - (a) hindu, (b) christian and (c) muslim, (iv) community - (a) FC, (b) BC and (c) MBC, (v) nature of school - (a) boys’, (b) girls’ and (c) co-education, (vi) type of school - (a). government, (b) aided and (c) unaided and (vii) location of school- (a) rural and (b) urban.

25. There is no significant relationship between values and anxiety of higher secondary school students with reference to the background factors (i) standard- a. XI and b. XII, (ii) sex - (a) male and (b) female, (iii) Religious - (a) hindu, (b) christian and (c) muslim, (iv) community - (a) FC, (b) BC and (c) MBC, (v) nature of school - (a) boys’, (b) girls’ and (c) co-education, (vi) type of school - (a). government, (b) aided and (c) unaided and (vii) location of school- (a) rural and (b) urban.
5.02 INTERPRETATIONS

According to the objective testing, the level of values of higher secondary students is moderate. This may be due to lack of proper value education given to them. And also they may be unaware of different values and value system. Along with these, complexities of the society, examination oriented educational system etc may also affect the values of the students.

Both male and female students show moderate level of values. This may be due to the reason that now-a-days both are taught at the same type of educational environment.

Both urban and rural area students exhibit moderate level of values. This may be because of the availability of various facilities and encouragement programmes in their schools.

The level of personality traits-self-concept, temperament and adjustment of higher secondary students is high. This may be because of their social consciousness and equality. The level of anxiety of higher secondary students is moderate. This may be due to the reason that most of the students are attracted by the materialistic world.

The level of self-concept of higher secondary students with regard to the background factors (i) standard- a. XI and b. XII, (ii) sex – (a) male and (b) female, (iii) religion – (a) hindu, (b) christian and (c) muslim, (iv) community - (a) FC, (b) BC and (c) MBC, (v) nature of school – (a) boys’, (b) girls’ and (c) co-education, (vi) type of school - (a). government, (b) aided and (c) unaided and
(vii) location of school- (a) rural and (b) urban is high. This may be due to the reason that most of the students have high opinion about themselves though they have some weaknesses.

The level of temperament of higher secondary students with reference to the background factors (i) standard- a. XI and b. XII, (ii) sex - (a) male and (b) female, (iii) Religious - (a) hindu, (b) christian and (c) muslim, (iv) community - (a) FC, (b) BC and (c) MBC, (v) nature of school – (a) boys’, (b) girls’ and (c) co-education, (vi) type of school - (a). government, (b) aided and (c) unaided, (vii) location of school- (a) rural and (b) urban is high. This may be due to the fact that most of the students are unaware of different value system.

The level of anxiety of higher secondary students with reference to the background factors (i) standard- a. XI and b. XII, (ii) sex - (a) male and (b) female, (iii) Religious – (a) hindu, (b) christian and (c) muslim, (iv) community – (a) FC, (b) BC and (c) MBC, (v) nature of school – (a) boys’, (b) girls’ and (c) co-education, (vi) type of school - (a). government, (b) aided and (c) unaided, (vii) location of school- (a) rural and (b) urban is high. This may be due to the examination oriented educational system.

Significant difference is noticed between the XI and XII standard students in their democratic value. XII standard students are better than XI standard students. This may be due to the fact that the XII standard students are more attachment to the school environment. They have better opportunity
to interact with their teachers and classmates. And also they spend most of
their time within the school campus.

Significant difference is observed between male and female higher
secondary students in their values. Female students are better than male
students in their religious value, social value, democratic value, aesthetic value,
economic value, knowledge value, hedonistic value, power value and health
value. This may be due to the fact that female students give more importance to
religion and they are very particular in practicing the rituals. So female
students are better than male students in their religious value. Female students
have more social value than male students. This may be due to the fact that
most of female students involve in cultural programmes in and out of the
school. They also actively involve in NSS, NCC and other social works. And
also they incline to know what is happening all over the world especially in our
own society. Female students have more democratic value than male students.
This may be due to the fact that female students give importance to
relationship with neighbours and relatives. Moreover, their classmates are
more understanding and friendly among themselves.

Female students have more aesthetic value than male students. This may
be due to the fact that generally female students have more aesthetic sense.
And also they actively involve in culture programmes and hand works like
spinning, drawing, painting, etc.
Female students have more economic value than male students. This may be due to the reason that female students give more importance to finance. Because they may know about their parents' difficulty.

Female students have more knowledge value than male students. This may be due to the fact that they are updated with reports and news in their leisure time. And they feel comfortable to share their knowledge value.

Female students have more hedonistic value than male students. This may be because of the fact that female students are in general undergoing social humiliation in their life and they have the desire to enjoy life.

Female students have more power value. This may be due to the fact that most of female students take up the leadership role in their classrooms and school related activities.

Female students have more health value than male students. This may be the reason that they may think about their future role in the family to act as the responsible women, taking care of the family members in both physical and mental aspects.

Significant difference is observed between rural and urban area higher secondary students in their religious value, social value, democratic value, aesthetic value, economic value, knowledge value, power value and health value. Urban area higher secondary students are better than rural area students in their religious value, social value, democratic value, aesthetic value, economic value, knowledge value, power value and health value. Urban area
students have more religious value than rural students. This may be due to the fact that most of the urban area students are strict in practicing the rituals.

Urban area students have more social value than rural area students. This may be due to the reason that they give importance to friendship and also social consciousness and equality. And when they study and do all the activities in the school they could interact freely and friendly. Urban area students have more democratic value than rural area students. This may be due to the reason that most of the urban students give importance to friendship.

Urban area students have more aesthetic value than rural area students. This may be because of the fact that most of the urban area students spend their leisure time in writing poems, essays etc.

Urban area students have more economic value than rural area students. This may be due to the fact that most of the urban area students give importance to money. Urban area students have more knowledge value than rural students. This may be due to the reason that they get a chance to spend much for their exposure to mass media. And also they spend most of their time in front of computer, reading newspapers and sharing the knowledge with others.

Urban area students have more power value than rural area students. This may be due to the reason that they give more importance to power value. Urban students have more health value than rural area students because they may find more time to spend in health related activities like sports, games and gymnastics.
5.03 RECOMMENDATIONS

1. The very first step in improving values is to make the individuals to know about the need of values in the present day to day life.

2. Teachers should provide various activities to the students to improve their values.

3. Some project works can be arranged in order to improve the values and personality traits.

4. By providing better social environment, one can achieve automatically the qualities of a matured personality and values.

5. Better family atmosphere is very essential for developing good values and personality traits.

6. Civic training groups such as NCC, NSS, Scout etc, can help a lot in this area. One or two years compulsory training in any one of these programmes is to be arranged for each and every students.

7. Teachers should help the students to draw out their innate potentialities as early as possible so that they bloom into well developed human beings.

8. Better family atmosphere is very essential for developing good value orientation and personality traits.

5.04 SUGGESTION TO IMPROVE VALUE ORIENTATION

The present system of education is examination oriented; cognitive domain is given utmost importance. Hence value education should be included in the curriculum. Value education should be given more importance.
In order to inculcate values among students, teachers should have value-changed personality. He will bear the responsibility to get his pupils committed to every sort of wholesome values. Teacher should organize various types of co-curricular activities, value oriented projects. During teaching, he should make all efforts to inculcate social, moral, cultural and national values among students. Hence, teacher must posses value-oriented outlook.

The curriculum should be designed in a proper way to inculcate values. Every study course must clearly indicate not only the instructional objectives, but also be bifurcated into two worlds; the world of facts and the world of values. Science has highlighted the facts, and ignored the values. Education of mind and education of heart should be taught in conjugation with each other.

Education alone cannot change the value system of the society. There are always conflicts between the values taught at the school and the value that a child receives at the home. Therefore, society has to actively participate in the educational programmes of educational institutes and also suggest new area of education as per the need of our society. Voluntary organizations should plan and provide activities having social relevance and social need.

UGC, IGNOU and NCERT have developed various educational TV programmes for the inculcation of values. UGC and NCERT should make provision for value-oriented education throughout the country; UGC should take a pioneering step in introducing value education programmes for the teachers at higher education, belonging to all faculties.
5.05 SUGGESTION FOR THE FUTURE STUDY

1. The present study has covered only higher secondary students, an elaborate study could be conducted at college level.

2. Kuzhithurai Educational district is the area of study for the present work. This could be elaborated to the whole Kanyakumari District or to the State of Tamil Nadu.

3. The investigator has dealt with values of higher secondary school students in relation to their self-concept, temperament, adjustment and anxiety only. This could be conducted with other personality traits also.

4. The investigator has taken for her study only ten values. This could be conducted with other different types of values.

CONCLUSION

Even though there are some limitations in the present study, it is evident that the higher secondary students are having moderate level of values with personality traits. So amble opportunities should be given to students to develop their values with personality traits.