CHAPTER VI
SUMMARY AND CONCLUSION

6.1: SUMMARY AND CONCLUSION

Each child is born with his certain innate potentialities. But the process of social development of a child starts just after his birth only. The process of social development makes the axiological aspects as inseparable part of life. It is very important to decide between virtues and vice, good and evil as well as between the ideal and actual. In these entire occasions, one’s level of sensitivity reflects in terms of value judgement pattern.

Every human being is gifted with the rational capacity. This rational capacity has developed the sense of values and this sense of values has made human life worthy to be lived. In human life values occupy a significant place. These human values help for a proper organised life in society. It is important to note that though human being is endowed with the rational capacity, but the values are internalised from the society and these are not acquired by birth.

Judgement is always associated with values because only through judgement values can be properly assessed and this judgement also reflects the value orientation and inclination of individuals. Value judgement pattern of individuals helps in knowing the value preferences of individuals. Also, values can be established by judging values from personal point of view only.

Values are the means of human behaviour. These values are handed over from one generation to another with minor change and adaptation and have attained a standardised form. What kind of society people desire and what objectives they wish to be pursued by a society may be determined by the pattern of value judgement. Value judgement pattern possessed by an individual reflects his values. Thus, value judgement pattern of an individual also reflects the ‘outside’ and ‘inside’ the person. The stability of a society as well as the generation depends on how people judge different values. Proper judgement of
different values can be considered as the key to stability and maintenance of the social system.

In the present society, it has been noticed that some of the basic human values are seemed to be more deteriorated among the adolescent generation. This creates a moral vacuum in the minds of the students of adolescence period. Such state of minds has led to many social problems in the present day society.

If we look into the various stages of human development, then it is seen that during the adolescence period, adolescent’s value judgement becomes stronger and this becomes permanent in the later period of life; because the adolescence period is the transitional period to adulthood. Thus, in this stage an individual develops certain values in his life. From the educational point of view the higher secondary education covers the later period of adolescence. As such the higher secondary school students develop their value judgement pattern regarding desirability and undesirability or rightness or wrongness in life.

At present, the society has been suffering due to widespread disturbance and dislocation of life and this is because of the gradual disappearance of the basic principles of morality from the heart of the people. The instances of deteriorating standards of human conduct and neglect of social concern are increasing rapidly in the recent past in all walks of life. This results in widespread disturbances and turmoil in the social life. Often it is noticed that this tendency is more prominent among the adolescents of the age group 16 to 18/19 year who are in the later period of adolescence irrespective of their locality, sex and streams. Modernization, westernisation, globalisation and scientific and technological innovations have influenced a lot in the youths’ mind which may be one of the reasons to deviate their value priorities from socially acceptable mode. The higher secondary stage of education covers this crucial period of human life. This stage is considered as the formative period of life. As such, along with other dimensions of life, value judgement pattern becomes prominent during this period of life, because these adolescent youths are the future society maker and they have to play different roles in the society as responsible citizens. As such, it is the crying need of the present time to consider this issue seriously to save
personal, social and cultural disorganisation. So, utmost importance should emphasise on proper channelization of the youths’ value judgement pattern beforehand with the intention to bring personal and social stability. This is because, value judgement pattern determines the manners, conduct as well as habits which are the basis for future life. Therefore, it is very much important to know the value judgement pattern of the students of higher secondary schools who are in the adolescence period and it should be harmonised properly with the intention to promote congenial personal and social life. Due to the immense importance of this period of life, the adolescence period is recognised as the milestone of an individual’s life.

The proper channelization of value judgement pattern of the higher secondary school students may be made possible with the knowledge of value preferences or value inclination of the students. Through the present investigation, the investigator has observed that the higher secondary school students have low level of value judgement pattern regarding religious value and health value, regarding social value, knowledge value and family prestige value, majority of the students have average level of value judgement pattern. In this study, it is also observed by the investigator that regarding aesthetic value, hedonistic value and power value majority of the students have high level of value judgement pattern whereas regarding democratic and economic value majority of students have very high level of value judgement pattern. Accordingly the investigator has recommended certain suggestions through which a balanced value judgement pattern may be obtained on the part of the students and a congenial life may be made possible.

Keeping in view the low level of value judgement pattern regarding religious value, it is needed to increase the inclination of the adolescent students towards it where emphasis should be given on love and respect for all religion. In order to enhance more inclination towards health value, emphasis should be given on maintenance of health of the adolescent students. At the same time, they should be encouraged to practice healthy habits too.
Summary and Conclusion

The present study also reveals that the variables i.e. locality, stream and sex have played influential role in making different the value judgement pattern between students in case of certain values. Localit of the higher secondary school students has made the value judgement pattern significantly different regarding all the entire ten values i.e. religious value, social value, democratic value, aesthetic value, economic value, knowledge value, hedonistic value, power value, family prestige value and health value. Streams of the higher secondary school students have made the value judgement pattern significantly different regarding religious value, social value, aesthetic value, economic value, knowledge value, power value, family prestige value and health value. On the other hand, sex of the students as a variable has made the value judgement pattern significantly different regarding social value, aesthetic value, knowledge value, hedonistic value, family prestige value and health value in case of rural area whereas the value judgement pattern is found to be different regarding religious value, democratic value, aesthetic value, economic value and hedonistic value in case of urban area. Thus, it is observed that out of the ten values, aesthetic value has been influenced by all the three variables i.e. locality, stream and sex of the students.

In order to assess and channelize the value judgement of the students, the education system should play a vital role. In the contemporary education system, immense importance should be given on inculcation and practice of proper values by introducing value oriented special courses for the adolescent students. In the curriculum of the higher secondary school students too, there should be made provisions for co-curricular activities not only to make the students physically fit and healthy, but to make stronger the moral aspect of the students. While selecting the co-curricular activities for higher secondary school students, the age level of the students as well as their mental requirement should be given priority. Thus, the co-curricular activities at the higher secondary education level, maximum opportunities should be given on to the adolescent students for the development of aesthetic, social, moral, cultural and spiritual aspects of personality along with other dimensions like physical, mental, emotional etc.
Again, in the educational system the teachers must have understanding and appreciation of the basic human values to develop proper value judgement pattern among the adolescent students. It should be the duty of the teacher to focus on channelizing the value pattern of the students.

Various discussions on value judgement pattern of adolescent youths may help to overcome the current ethical problems and to initiate fruitful developments in ethical reasoning and decision making.

On the other hand, the concerned authority of higher secondary education, curriculum constructors, teachers, school authorities, policy makers, counsellors should make attempt to develop congenial value pattern among the students so that they may be made morally sound individuals.

In the present study, an attempt was made by the investigator to find out the value judgement pattern of higher secondary school students and also to find out the difference in value judgement pattern between rural and urban students, science and arts students and male and female students of Kamrup District of Assam in relation to ten values i.e. Religious Value, Social Value, Democratic Value, Aesthetic Value, Economic Value, Knowledge Value, Hedonistic Value, Power Value, Family Prestige Value and Health Value.

As such, it is hoped that the findings of the present study may help the teachers, educators, curriculum constructors, educational administrators, counsellors and policy makers for providing guidance to students in imbibing proper value judgement pattern to a great extent. The investigator is also very much hopeful that the present study may come for use in carrying out further studies.

6.2: RECOMMENDATIONS

Value judgement pattern reflects the beliefs and outlook of people that are held by them. So, it is very important to develop proper beliefs and outlook among the adolescent students to protect them from dislocation and chaos of life. It is therefore, necessary to develop right value judgement pattern as per the
social norms and mode of society. So, some measures may be suggested for adolescent students especially for the higher secondary school students to develop proper value judgement pattern.

Following are some of the measures recommended by the investigator for developing effective value judgement among the students-

- It is recommended that every school must have a counsellor who will check the value preferences of students every year.
- The students should be encouraged to do more social and personal work which is related to personal and social value.
- Some guidance programme should be organized for urban and rural students as well as for parents also to practice value principles in their lives.
- While appointing a teacher, the overall record of his should be checked e.g. whether he has possessed some ideal values or not and whether he will be able to imbibe these values in his students promptly.
- It is also recommended that there must be one or two meetings of parents with the school administrators in a year regarding overall record of the students i.e. academic, behavioural, attitudinal etc.
- Special provision should be made to elaborate separate value based book for all students.
- Initiative should be made to evaluate every student of schools through some value test, personality development test and co-curricular activities.
- It should be made compulsory for every teacher to focus on values while teaching.
- Provision should be designed for axiological education. Axiological education is the education through and for values.
- Special programme should be designed to meet the moral challenges of students that are being faced during the adolescence period.
• Values are considered as the subject of immense importance in our education system. This is because of chaotic conditions observed in almost all sphere of our life. If contemporary education is to be value based, then the teachers must have understanding, appreciation of basic human values and also life sustaining morals. Therefore, it is suggested that one should practice values in life who is dreaming for teaching as a profession.

• It is also recommended that value education should be imparted compulsorily to the students of all the streams.

• Positive effort should be made for bringing about a synthesis of physical, intellectual, emotional, aesthetic, moral and spiritual values among students to revive morality and spirituality in them.

• The Indian culture is deeply rooted in spiritual values and unless these values find their way into the life of adolescents, the existence of humanity will lose its significance. Therefore, besides cherishing the goals of democracy, socialism, humanism and secularism, it is very essential to make provision to cherish Indian cultural elements through school curriculum.

• It is also very essential that the teacher should be exposed to the traditional values and ethics of education through training programmes time to time. They should not be confined to their job as a matter of completing syllabus and following the curriculum. There should be a platform for teachers to deliver lectures on any sensitive issues or topics as and when the need arises.

• Provision should also be made for exposing the ideas of accepting modernization, globalization and liberalization from the academic point of view to the teachers.

• Proper provision should be made to develop congenial environment to create intellectual rigor and freedom of expression as well as thought so that students may practice values in life.
• It is observed in various studies that certain amount of intellectual maturity is necessary for moral understanding and proper value judgement. So, importance should also be given for development of intellectual aspect of students.

• It is very essential to organize seminars, conferences, symposia, workshops related to value orientation programme at higher secondary school level.

• The teachers should be made responsible to provide the criteria for good thought to the students not only at higher secondary level of education, but at all the levels of education.

• Proper training should be given to develop good habits among the adolescent students. At the same time, importance should also be given on proper practice of Yoga, Meditation, Social activities, NSS and NCC.

• The teacher should have sound theoretical knowledge regarding values and should apply in practical life of himself and his students.

6.3: SUGGESTIONS FOR FURTHER RESEARCH

The present study has been undertaken to know the value judgement pattern of higher secondary schools students and to find out difference in value judgement pattern of the students of Kamrup District of Assam with the variables as locality, stream and sex. The present study is just a small step in this area of study. As no research work is complete in itself, so the investigator has suggested some areas for further research work. It is also seen that a few studies have been conducted in this area especially in Assam. Therefore, a number of studies and experiments are needed to be undertaken.

The following topics may be suggested as essential area for further studies-

• The present study is confined to higher secondary school students only. A similar investigation may be conducted by taking higher classes as such
students from graduate and postgraduate courses or lower classes such as students from primary or secondary level.

- A similar study may be undertaken to cover the other age groups of students.

- An analytical study of value judgement of students may be conducted in relation to the value judgement pattern of their parents and teachers.

- A study can be undertaken to examine the effect of modernization and westernization on value judgement of students.

- A study may be conducted to examine the impact of various psychological factors like self esteem, self concept, intelligence, interest, emotions and cognitive development on value judgement.

- A study may also be undertaken to know the effect of some significant factors like parental attitude towards morality, emotional morality, parental commitment, parental behaviour, child rearing practices, teachers’ behaviour, and peer influence etc. on value judgement.

- Experimental designs may be planned to examine the effective methods of developing programmes and techniques of giving moral instructions to children at various levels of schooling.

- A comparative study may be undertaken on value judgement pattern of the students studying in English medium school and Vernacular school.

- A comparative study may also be undertaken on value judgement pattern of the students of Govt. and private schools.

- A study can also be conducted on value judgement pattern of students of commerce stream of higher secondary schools.

A number of suggestions can be suggested for further research, but the above mentioned suggestions are seemed to be according to the demand of present time.