CHAPTER VI

OBSERVATIONS, CONCLUSIONS AND SUGGESTIONS

6.0  INTRODUCTION

6.1  SUMMARY OF THE RESEARCH WORK

6.2  GENERAL OBSERVATIONS

6.3  STATISTICAL OBSERVATIONS AND CONCLUSIONS

6.3.1  Statistical Observations and conclusions with reference to n-Ach.

6.3.1.1  Significant Studies

6.3.1.2  Non Significant Studies

(a)  Main Effects

(b)  First order Interactive effects

(c)  Second order Interactive effects

(d)  Third order Interactive effects

6.3.2  Effect of SCEP on Defensiveness and Anxiety

6.4  FINDINGS AND DISCUSSION OF THE STUDY

6.5  EDUCATIONAL IMPLICATIONS

6.6  SUGGESTIONS FOR THE FURTHER RESEARCHES
CHAPTER VI

INTRODUCTION

The research study entitled:

"An investigation into the effect of self-concept enhancing programmes on Achievement Motivation, Anxiety and Defensiveness of primary school children of Std. VII".

For this research study first of all I have gathered the information about self-concept. Detailed study about self and components of self led me to prepare and develop my concept about self-concept. It was a good experience for me to have an orientation in learning the self.
The scholastic self-concept was defined as pupil's concept of his ability to perform academic tasks in a school setting. Scholastic self-concept was found to be a dimension of personality which consists of at least three factors: attitude and accuracy. Development differences were found to exist in scholastic self-concept between early and middle adolescent boys but not between girls. When boys and girls are compared, early adolescent girls are more certain, more positive and more accurate than adolescent boys. By middle adolescence this relationship is reversed and the boys are more certain, more positive and more accurate than the girls.

This research study taken by the investigator was an attempt to investigate the effect of self-concept enhancing programme on Achievement Motivation, Anxiety, and Defensiveness of the primary school children of Std. VII. The brief summary of the research work is stated in forthcoming caption.

6.1 SUMMARY OF THE RESEARCH WORK

The present study indicates to investigate the effect of self-concept enhancing programme on Achievement Motivation, Anxiety, and Defensiveness of primary school children of Std. VII. Here the investigator has used self-concept enhancing programme prepared by K. M. Shah,
Reader in Education, Sardar Patel University. It is a refreshing new break-through in education and it will definitely become the most widely use method for the teaching of self concept. Self concept enhancing programme helps children to broaden their self-confidence, self-esteem perception and motivation and has wide implications in enhancing life. It leads to closer and more satisfying friendships, to better relationships with life partner and family, and to a removal of the need to hide from oneself in alcohol or drugs.

The SCEP contains the forty-one specific teaching programmes based on the six components of self-concept suggested by Sabbine Beecher of Australis. The SCEP were given to the students of two experimental groups. Three weeks training was given to both groups.

The tools used for the study

(1) Self-concept enhancing programme prepared by K.M. Shah.

(2) A Standardized Childrens Self-concept Scale prepared by J.Z. Patel.

(3) Student's Anxiety and Defensiveness Rating Scale.

(4) Smith's n-Ach measure by D.M. Patel, M.T. Patel
and J.C. Parikh was used for Achievement Motivation.

The experimental factorial design (3x2x2x2) used corresponding to the four independent variables namely:

(i) Self-concept enhancing programme,
(ii) Self-concept,
(iii) Parent Education and
(iv) Parent Income

A total of 315 students from the VII grade classes participated in the study. In all there were six classes and divided into three equal groups. Out of which one was control group. One experimental group was treated as complete class teaching and other was treated as small group teaching. No programme i.e. No treatment was administered to the control group.

After the administration of the whole programme, the Achievement Motivation Scale was administered to the students of all the three groups under treatment. These scores subjected to the statistical technique of ANOVA (F-test) to study the overall significance of difference in the main and interactive effects of these four independent variables and also student's anxiety and defensiveness rating scale was administered to all the three
179

groups under treatment. These scores subjected to the statistical technique of ANOVA (F-test) to study the overall significance of difference in the main and the interactive effects of these four independent variables. All these results have been presented in the various tables and discussed in the main body of the thesis under chapter V. The inferences warranted by statistical analysis have been summarised in the coming caption after general observations made by him during the administration of the SCEP.

6.2 GENERAL OBSERVATIONS

In the process of self-concept enhancing, the teacher plays an important role as the open classroom climate induced the students to think freely. The teachers were the same here throughout the training period. Moreover, necessary instructions to maintain proper classroom climate were imparted to the students. Behler\(^1\) had suggested some essential points for open classroom climate, the investigator had tried to follow these points, which are as under:

(1) Be on the alert for new ideas and encourage the pupils to develop all their creative talents.
(2) Make children more sensitive to environmental stimuli.
(3) Develop to tolerance of new ideas.
(4) Beware of forcing a set pattern.
(5) Develop creative classroom atmosphere - a free, relaxed and unhurried one.
(6) Encourage students to note their ideas in concrete form whenever possible.
(7) Encourage and evaluate self-learning.
(8) Develop constructive criticism—not just criticism.

Such a healthy and open classroom climate encouraged the students to think in various dimensions of life. Consequently they tried out numerous and varied responses.

In the beginning of the training programme SCKP, the students were not happy with such work, but after few days a little more understanding and interest were appeared on their faces. The discussion followed the programme and was carried out poorly in the beginning, but later on the students were accelerated to take part in the discussion.
of the exercises. By the end of the training, the treatment group students were felt more enthusiasm as compared to the control group students.

In the process of implementation, pupils of experimental groups took part with keen interest. This shows a success. The statistical observations would give a clear and perfect picture of its effect.

6.3 STATISTICAL OBSERVATIONS AND CONCLUSIONS

As there were three dependent variables in the experimental study namely Achievement Motivation, Anxiety and Defensiveness only with Achievement Motivation significant difference are there. The observations and conclusions have been presented as under:

6.3.1 Statistical Observations and conclusions with reference to Achievement Motivation

On the basis of data obtained in the previous chapter V, the statistical observations and conclusions with reference to Achievement Motivation are discussed according to the formulated study wise hypotheses. They are briefly given below:
6.3.1.1 Significant Studies

Study-1: SREP with Teaching approaches (A₁) v/s n-Ach

From the table 5.6, the F-value of the treatment (A₁) is 18.70, which is significant, hence the hypothesis is rejected and concluded that there is a significant effect of the treatment. The mean score of n-Ach along with the treatment with small group teaching is (6.48) and that of the treatment with complete class teaching is (5.43). This means the treatment with small group is better than the treatment with complete school teaching group.

As there is a small number of students in the small group, there are every chances to have healthy interactions between the teacher and the taught. Moreover in the small group the students can participate in the discussion without any fear and shyness. Therefore, there is high probability of participation on the part of students, which would develop their self-esteem through developing self confidence. These aspects naturally would support the findings of the study i.e. the treatment for enhancing self concept helps in raising the level of Achievement Motivation of the students.
Study-2: **SCEP (Treatment as a whole) (A_2) v/s n-Ach.**

From the table 5.6, the F-value of the treatment \( (A_2) \) is 48.98, which is highly significant, hence the hypothesis is rejected and concluded that there is a significant effect of the treatment \( (A_2) \). The treatment groups seem better than the control group. This study suggests that whatever may be the teaching approaches SCEP do have positive effect on the level of Achievement motivation of the students.

Study-20: **SCEP (Treatment as a whole), Parent Education and Parent income group (A_2-CD) v/s n-Ach.**

From the table 5.6, the F-value for \( A_2-CD \) is 245, which is highly significant, hence the hypothesis is rejected and concluded that there is significant joint effect of SCEP, Parent education and Parent income group on n-Ach of primary school children of Std. VII. It is seen from the former studies that there is no significant effect of parents education and their income on the Achievement Motivation of their children over and above there is also no interaction effect of the above both variables on Achievement Motivation.

Even though this study shows the joint effect of Parent education and their income along with the special treatment of self concept enhancement programme on n-Ach...
From this it is clear that the aspects of family background such as education and economical conditions indirectly play an important role in developing the achievement motivation in the presence of such special programmes for developing the self.

The mean differences between two particular groups (136 groups out of 276 groups) are found to be significant (vide p. 172).

6.3.1.2 Non Significant Studies

The remaining twenty studies, (i.e. from 3 to 19 and 21 and 23) were found to be non significant. The conclusions about the main effects, and First, Second and Third interactive effects on the dependent variable Achievement Motivation are stated as below:

(a) Main Effects

Study-3: Self-concept (B) v/s n-Ach

There is no significant difference in n-Ach of primary school children of High Self-concept and low self-concept even when SCEP is implemented.

Study-4: Parent Education (e) v/s n-Ach

There is no significant difference in n-Ach
primary school children of High parent education and poor parent education and whatever the difference observed is by chance.

Study-5: Parent income (D) v/s n-Ach

There is no significant difference in n-Ach of primary school children of High parent income and low parent income even though the SCEP is implemented.

(b) **First Order Interactive Effect**

Study-6: SCEP with two teaching approaches and self-concept ($A_1^B$) v/s n-Ach

There is no interactive effect of $A_1^B$ on n-Ach of primary school children.

Study-7: SCEP treatment as a whole and self-concept ($A_2^B$) v/s n-Ach

There is also no interactive effect of $A_2^B$ on n-Ach of primary school children.

Study-8: SCEP with two teaching approaches and parent education ($A_1^C$) v/s n-Ach

Here also no interactive effect of $A_1^C$ on n-Ach of primary school children has been found.

Study-9: SCEP with Treatment as a whole and parent
Education ($A_2^C$) v/s n-Ach.

No interactive effect of $A_2^C$ on n-Ach of primary school children has been observed.

**Study-10**: SCEP with Teaching Approaches and Parent Income ($A_1^D$) v/s n-Ach.

There is no interactive effect of $A_1^D$ on n-Ach of primary school children.

**Study-11**: SCEP Treatments as a whole and Parent Income ($A_2^D$) v/s n-Ach.

Here also no interactive effect of $A_2^D$ on n-Ach has been observed.

**Study-12**: Self-concept and Parent Education ($BC$) v/s n-Ach.

There is no interactive effect of ($BC$) on n-Ach of primary school children.

**Study-13**: Self-concept and Parent Income ($BD$) v/s n-Ach.

Here also it is observed that there is no interactive effect of BD on n-Ach of primary school children.

**Study-14**: Parent Education and Income ($CD$) v/s n-Ach.
There is no interactive effect of CD on n-Ach of primary school children.

(c) Second Order Interactive Effects

Study-15: SCEP with Teaching approaches, self-concept and parent education (A\textsubscript{1}BC) v/s n-Ach.

No interactive effect has been observed here for A\textsubscript{1}BC on n-Ach of primary school children.

Study-16: SCEP Treatments as whole, self-concept and Parent Education (A\textsubscript{2}BC) v/s n-Ach.

Here also no interactive effect has been found of A\textsubscript{2}BC on n-Ach of primary school children.

Study-17: SCEP with Teaching approaches, self-concept and Parent Income (A\textsubscript{1}BD) v/s n-Ach.

No interactive effect of A\textsubscript{1}BD on n-Ach has been observed here.

Study-18: SCEP Treatments as a whole, Self concept- and parent income (A\textsubscript{2}BD) v/s n-Ach.

Here also no interactive effect has been observed of A\textsubscript{2}BD on n-Ach of primary school children.

Study-19: SCEP with Teaching approaches, parent education and income (A\textsubscript{1}CD) v/s n-Ach.
Here in this study no interactive effect of $A_1CD$ has been observed on $n$-Ach of primary school children.

**Study-21**  
Self-concept, Parent education and Income (BCD) v/s n-Ach.

There is no interactive effect of BCD on $n$-Ach of primary school children in this study.

(d) **Third Order Interactive Effect**

**Study-22**  
SCEP with Teaching Approaches, Self-Concept, Parent Education and their Income ($A_1BCD$) v/s n-Ach.

In this study no third order interactive effect of $A_1BCD$ on $n$-Ach of primary school children has been observed.

**Study-23**  
SCEP Treatments as a whole, self-concept, Parent Education and their Income ($A_2BCD$) v/s n-Ach.

Here in this study also no interactive effects of $A_2BCD$ on $n$-Ach of primary school children has been found.

The mean difference between two groups, (166 not groups out of 276 groups) are found to be significant.
6.3.2 **Effect of SCEP on Defensiveness and Anxiety:**

The 3x2x2 Factorial Study was carried out to observe the effect of four independent variables (i.e., Treatment, Self-concept, Parent Education and Parent Income) on the dependent variables Defensiveness and Anxiety. None of the studies found significant. So it is concluded that Defensiveness and Anxiety both have no interrelationship with treatment, self-concept, parent education and their income. Both these variables are the affecting factors of the Self-concept.

6.4 **FINDINGS AND DISCUSSION OF THE STUDY**

From the above observations and conclusions the investigator has made some important views. The major findings of this study are noted as under:

1. The self-concept enhancing programme is a powerful tool to increase the self-concept of the primary school children.

2. Initial self-concept inherited plays much more role in the enhancement of self-concept of the children. They acquired high levels of self-concept after execution of the self-concept enhancing programme.
The Self-concept enhancing programme is an indirect successful mean to develop the Achievement Motivation of primary school children along with their Self-concept.

The role of this programme is also jointly dependent on self-concept, parent education and parent income of primary school children with reference to Achievement Motivation.

The main effect of the Treatment $A_1$ & Treatment $A_2$ is significant with reference to Achievement Motivation.

Most of the first order and second order interaction effects are found negligible to a greater extent.

6.5 EDUCATIONAL IMPLICATIONS

An individual is an important factor in every educational institution. The individual has to endeavour keeping himself among the group of individuals. The communication and mutual relation among the individuals play an important role in making educational administration and organisation more efficient. For this the individuals are associated with the institution, can contribute a lot
through self learning and self progress.

Under the present critical situation, when the National Policy of Education in India (1986) puts emphasis on the self learning, self evolution, child centred education and thinking process, the self-concept enhancing programme is useful to the teachers as well as pupils.

In education, the objectives, methods and process are in a state of constant renewal, in keeping pace with changing value in society. Its process of renewal can be accelerated only if new growth can be achieved. The requirement of boosting self-concept in individuals from the early period of life is the task force in every area. These objectives can be realised only if education can produce lively, dynamic, original and productive thinkers who through their creation work are able to make their lives more comfortable, meaningful and healthy understanding.

Today, it is seen that the school programmes are not giving the due place to the environment which are conductive to the development of self-concept of school children.

The result of the study proved that this short term programme has increased the self-concept of primary school children. So, any educated person can use such programme for Gujarati primary school childrens applying any of the following ways:
It is possible to introduce such self-concept enhancing programme when the schools have a fixed period per week for co-curricular activities. This activities would raise the interest of the students and enhance the self-concept in general.

During day-to-day teaching, teacher spare 15 minutes for this programme to pose a question, this involvement of the students in thinking would provide highly motivating opportunities to achieve as many as good and appropriate responses to the stimulus.

In order to improve self-concept and so that achievement motivation of the children in the classroom, one can implement the programme during any term of any academic year. A period of 35 minutes per week may be allotted in regular time table or after the school hours. The sole responsibility of success for administering of these programme is on the shoulders of the school teachers.

Teacher can work on a project and can give new way of teaching through this SCKP.

Thus, by the end of the school education, there are every possibilities for the students to become a real self perceived and motivated citizen of the nation. And so it is advisable to do some more further research work.
in this particular area of self-concept, the guidelines for this work have been mentioned in the next caption.

6.6 SUGGESTIONS FOR FURTHER RESEARCHES

More intensive and valuable research work by the research worker in this field of self-concept and its development. In fact, this investigation has produced some positive and encouraging results, deserves a few suggestions for further researches, as enlisted below:

* There is a need for more longitudinal studies of the development of the self-concept, and of its stability and changing characteristics during growth and maturity.

* There is need for work on self-concept in conjunction with sociometric techniques. The self-concept would seem an important variable in the sociometric investigation of leadership, isolation, friendship and other social groupings.

* The teacher has an important influence on the child's concept of himself but the self-concepts of teachers themselves have received scant attention. It would be instructive to examine the self-concepts of teachers as they develop from
initial training to maturity in the classroom; to examine the influence of pupil behaviour on the self-concepts of teachers; and to investigate the effects of teachers' self-concept on change of school or promotion.

* The same study should be replicated on larger sample, i.e. at district or state level.

* The same study should be replicated on primary school children other than class VII.

* The effect of SCEPT might be found with reference to sex as well as area.

* The post effect of such training programme might be found as a follow up work.

* It is also a subject of research that "An investigation into the effect of SCEPT on the performance and personality of primary school pupils."

* The same study should be replicated for higher secondary pupils also.

* All the groups of intelligence level should be selected as a sample for the replication.

* The impact of SCEPT can be studied on the various self-concept components levels of the children.

* An investigation into the impact of SCEPT on
self-concept in relation with school performance and sex.

A correlational study of academic performance and attitude towards primary school subjects after implementing the SCEPT can be undertaken.

It is so essential to keep in mind, in the field of education to give some new approaches of teaching and learning. Our education field is facing some critical challenges and problems. Personality and performance are the major criteria for the allround development of the pupils. In such a challenging ground the self-concept enhancing programme may be useful to the field of education. It is our duty to find out the effect of this approaches in various branches of education through varied research work.