CHAPTER-VII
SUMMARY, CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH
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7.1 INTRODUCTION

Amongst all the living beings, man is the most evolved creation in the universe. The excellence or superiority of man as compared to other living beings can be easily identified. A man’s life has to possess some meaning beyond mere self-preservation or existence. Indeed a human being is not, exactly, a human being unless he is educated. Education modifies the behaviour of a person from ‘instinctive behaviour’ to ‘rational behaviour’. Education, not only provides knowledge and skills but also inculcates values, training of instincts, fostering right attitude and habits.

The first and foremost aim of any educative process is to provide good life. Good life means maximum realization of values. And for each individual good life means achievement of dimensions of good life i.e. self-determination, self-realization and self-integration. And when the individual chooses in accordance with these dimensions of good life this means he has the best chances of realizing the maximum of values. But one of the most essential and important conditions of good life is a good society. And a good society, in turn is dependent upon good education i.e. value-based educative-aim. Good education is unthinkable if it fails to inculcate values essential to good life and social well-being.

Value is a more general term for worthiness to be chosen. Values are the masterminds which give direction to one’s strivings. They represent wants, preferences and opinions about what is right, fair or desirable. Indeed values determine the choice men make and the ends they live and thus put meaning into the existence of a human being.

The picture is dismal and distressing when we look at the world scenario—a total crisis of values in every field and every walk of life. There is weakening and neglect of the ethical, moral and spiritual dimensions of man’s nature and his existence carries this crisis of values. The need of hour is to strike a balance
between the two worlds—the world of facts and the world of values. And this is only possible through value-oriented education. It is imperative that first-knowledge (value knowledge) is provided and then application and action (value-inculcation) can be planned and insisted upon.

Values are seen almost endless in their variety and it is very difficult to present them in a certain set of classification. But in the present study, which has relevance to the indigenous milieu, Personal 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 were selected for assessment.

The values can be inculcated through various social institutions or agencies like school, church, home, museum, library etc. that are established directly or indirectly by the society. In the present study, two most important social institutions or factors i.e. the home and the school, which influence and develop the personal values of an individual, have been investigated. The two environments-home and school share an influential space in the child’s life and there exists a unique juxtaposition between the two.

Family is the most important unit which helps in imbibing values in a child. From it stems the attitudes and behaviour that set the pattern for social development and adjustment. The members of the family constitute the child’s first environment and are the most significant people around them (Powers, 1982). The present study is directed towards studying the fact whether the home environment has any relation to the personal values of the students.

The child receives the first experience of informal education in the family in which he is born. And finally he steps into the school which is considered as one of the most important agency of inculcating values in a methodical manner through formal system of education. The teacher is the foundation on which the edifice of education is erected. The students learn the values not from the oral teaching in the classroom but from the living example of the teacher. The present study is directed towards investigating the personal values of students in relation to school environment.
7.2 NEED OF THE STUDY

Man and values are inseparable. Good education is inconceivable, if it fails to inculcate values essential to good life and social well-being. A good life is considered as the ultimate aim of education and a good life is one, which has a realization of values. Values transform the man from animal to authentic and autonomous human beings, conscious of their role-play. The value system of a human being is determined by the level of his evolution as a human person. His conception of ‘ought’ determines the quality of his beliefs and norms, which he deems worth preserving and pursuing at any cost. Adherence to values lends a sense of dignity, direction and purpose to every individual as well as to the society and its institutions.

An individual is the primary unit of a society or a community. And the harmonious development of individual personality as an integrated human being depends upon the wider process of education, which takes full care of multiple dimensions of the personality i.e. physical, intellectual, emotional as well as spiritual. It is the act of education which marks the uniqueness of man, in relation to both his internal, and external personality. Fortunately, the human being is potentially perfect, but the potential has to be actualized like the actualization of the seed into a full tree with the help of the environmental factors. And education alone, that too value-based, can bring the actualization of this potential.

Education is becoming day-by-day, more or less materialistic and old value tradition is being slowly abandoned. The education system is information based. The fact, however is that information should move towards knowledge and knowledge should move towards wisdom. But, today there is an increasing tendency to treat education only as a mean of mundane success. Every one is trying to adapt oneself according to the present condition of the society. In the absence of wisdom, the society has moved towards the anarchy of valuelessness i.e. there is complete crisis of values.
The panacea to this value crisis lies in education. Basically what is required is the complete overhauling of the whole educational system so as to include value education as an implicit aspect of the same, because the value education is the need of the hour. Educational institutions and educational materials should serve as vehicles for peace, dialogue and intercultural understanding, but not to be instrumentalized for and used as vehicles to spread misunderstanding. In fact the fundamental goal of education should be complete integration of all the aspects, (physical, intellectual, emotional and ethical) of the individual into a complete man.

Man needs today both, the Science of Matter and Science of Soul. This calls for the cognizance of all those core values in the value education programmes, which are essential components of ancient Indian humanistic, spiritual culture as well as of modern culture of science, technology and democratic polity. So what is required is the coupling or integration of spiritual-scientific-technological-democratic culture. What human society in the twenty-first century requires for the balanced qualitative life is, the combination of first-rateness of material development with spiritual excellence.

So keeping in view this need of today’s man, it becomes imperative for the educational system, to first have a clear conception and understanding of the core values like SATYA, DHARMA, SHANTI, PREMA and AHIMSA and then to have a conviction about their relationship with the quality of life followed by a method (value-inculcation) and a commitment and dedication to pursue excellence for the attainment of values and the good quality of life. A mere positive and constructive use needs to be made of value education as a new science for the creation of value-based human being—the complete man.

The investigator undertook the study in Government and Privately managed-aided schools only because these schools represent the masses at large i.e. children belonging to average-socio-economic status level. The investigator has chosen senior secondary school students because this age belongs to adolescence stage of human development. This stage is a transitional period in a child’s life where he experiences number of changes in different spheres of life—physical, mental, social, emotional, moral, etc. There is no mental peace and serenity of mind for the
adolescent. In this period, which is full of stress and strain and heightened emotionality, the adolescent faces many problems such as adjustment at home, school, society, opposite sex, suitable vocation, developing a sound philosophy of life etc. So what is required to meet this situation is proper guidance in order to lead a good life and this is only possible through value inculcation. Therefore by instilling values in the child one can properly develop and control the emotional behavior and can direct the energies of the child towards socially acceptable channels because emotions have profound effect on the individual life. They can make or mar one’s life. Moreover at this stage the individual is capable enough to contribute towards the society i.e. he understands his roles and responsibilities towards the individual and the society as a whole.

Keeping in view the declining trend in values of younger generation, the investigator selected to study the personal values of senior secondary school students, because personal values are the core values of an individual which guide the behaviour and the actions of an individual and enables him to choose between good or bad throughout his life. Further, a close perusal of related literature also revealed that there is inconsistency in the results reported by various researchers and not much work has been done in the field of personal values. The investigator has studied the personal values of senior secondary school students in relation to two factors/social institutions only, namely, the school and the home, because these two social institutions play a prominent role in the value-knowledge and value-inculcation in an individual as compared to the other factors. The children at tender age try to imitate the teachers, their parents and the elders in the society. Teachers’ behavior in classroom interaction and interrelation, parents’ affection and actions have a significant effect on the children’s value development. In addition, though it was established by many studies that there were considerable differences in the values of adolescents, there were very few studies, which gave a complete account of personal values with respect to school environment. On the other hand, a close look at the analysis made about different studies, revealed no conclusive trend regarding home environment on values. It might be due to the fact, that these studies were conducted on different samples with varying age group, locality and
some other factors. Still further investigations are required to substantiate these findings. Moreover, it was quite clear from the related literature, that several studies were conducted in the area of values viz. values in relation to occupational preferences, parent-child relationships, moral judgment, academic- achievement, school organizational climate, socio economic-status, self-concept, sex, locale, parental attitude and alike but to the best of the knowledge of the investigator, the personal values of senior secondary school students have not been adequately explored in relation to school environment and home environment taken together.

Hence, the paucity of the research in personal values in relation to school environment and home environment, the inconsistency in the findings reported by various researchers as well as the greater concern for the present generation regarding declining trend in values inspired the investigator to take up the present study.

7.3 STATEMENT OF THE PROBLEM
“A Study of Personal Values of Senior Secondary School Students in relation to School Environment and Home Environment.”

7.4 OBJECTIVES
1 To compare the personal values of senior secondary school students of the three cultural regions of Punjab namely, Doaba, Majha, Malwa.
2(a) To compare the personal values of senior secondary school students studying in Government and Private schools of Doaba region.
   (b) To compare the personal values of senior secondary school students studying in Government and Private schools of Majha region.
   (c) To compare the personal values of senior secondary school students studying in Government and Private schools of Malwa region.
   (d) To compare the personal values of senior secondary school students studying in Government and Private schools.
3(a) To compare the personal values of male and female senior secondary school students of Doaba region.
(b) To compare the personal values of male and female senior secondary school students of Majha region.

(c) To compare the personal values of male and female senior secondary school students of Malwa region.

(d) To compare the personal values of male and female senior secondary school students.

To compare the school environment of senior secondary schools of the three cultural regions of Punjab.

5(a) To compare the school environment of Government and Private senior secondary schools of Doaba region.

(b) To compare the school environment of Government and Private senior secondary schools of Majha region.

(c) To compare the school environment of Government and Private senior secondary schools of Malwa region.

(d) To compare the school environment of Government and Private senior secondary schools.

To study the effect of school environment on the personal values of senior secondary school students.

To compare the home environment of senior secondary school students of the three cultural regions of Punjab.

8(a) To compare the home environment of senior secondary school students studying in Government and Private schools of Doaba region.

(b) To compare the home environment of senior secondary school students studying in Government and Private schools of Majha region.

(c) To compare the home environment of senior secondary school students studying in Government and Private schools of Malwa region.

(d) To compare the home environment of senior secondary school students studying in Government and Private schools.

To study the effect of home environment on the personal values of senior secondary school students.
7.5 HYPOTHESES

1 There will be no significant difference in the personal values of senior secondary school students of three cultural regions of Punjab.

2(a) There will be no significant difference in the personal values of senior secondary school students studying in Government and Private schools of Doaba region.

(b) There will be no significant difference in the personal values of senior secondary school students studying in Government and Private schools of Majha region.

(c) There will be no significant difference in the personal values of senior secondary school students studying in Government and Private schools of Malwa region.

(d) There will be no significant difference in the personal values of senior secondary school students studying in Government and Private schools.

3(a) There will be no significant difference in the personal values of male and female senior secondary school students of Doaba region.

(b) There will be no significant difference in the personal values of male and female senior secondary school students of Majha region.

(c) There will be no significant difference in the personal values of male and female senior secondary school students of Malwa region.

(d) There will be no significant difference in the personal values of male and female senior secondary school students.

4 There will be no significant difference in the school environment of senior secondary schools of the three cultural regions of Punjab.

5(a) There will be no significant difference in the school environment of Government and Private senior secondary schools of Doaba region.

(b) There will be no significant difference in the school environment of Government and Private senior secondary schools of Majha region.

(c) There will be no significant difference in the school environment of Government and Private senior secondary schools of Malwa region.
6 There will be no significant difference in the personal values of senior secondary school students with regard to school environment.

7 There will be no significant difference in the home environment of students of three cultural regions of Punjab.

8(a) There will be no significant difference in the home environment of senior secondary school students studying in Government and Private schools of Doaba region.

(b) There will be no significant difference in the home environment of senior secondary school students studying in Government and Private schools of Majha region.

(c) There will be no significant difference in the home environment of senior secondary school students studying in Government and Private schools of Malwa region.

(d) There will be no significant difference in the home environment of senior secondary school students studying in Government and Private schools.

9 There will be no significant difference in the personal values of senior secondary school students with regard to home environment.

7.6 DESIGN OF THE STUDY

The design of the study is the detailed procedure of testing the hypotheses and analyzing the obtained data. It is the detailed plan of investigation. The research design, thus, may be defined as the sequence of those steps taken ahead of time to ensure that the relevant data will be collected in a way that permits the objective analysis of different hypotheses formulated with respect to the research problems. It helps the researcher in testing the hypotheses by reaching valid and objective conclusions regarding the relationship between independent and dependent variables.

In accordance with the objectives and hypotheses Descriptive Survey Method was employed in the present study. This method describes what exists at
present. This is concerned with condition or relationship that exist, practices that prevail, beliefs, point of view or attitudes that are held and effects that are being felt on trends that are developing.

7.7 SAMPLE

In the present study the researcher has selected a sample of 900 senior secondary school students (300 from each cultural region of Punjab namely, Doaba, Majha and Malwa). To ensure representativeness, Multi-Stage Random Sampling technique was employed. Multi-Stage random sampling is used for a more comprehensive investigation. The researcher may use two, three or four stage sampling. Here in the present study the investigator has used three stage sampling i.e. at each stage (namely district, school and students) the investigator has selected the sample randomly, by listing the units of the population. From the list of districts belonging to Doaba, Majha and Malwa regions of Punjab, three districts one from each cultural region, was selected by employing simple random sampling. (In simple random sampling each and every unit of population has an equal opportunity of being selected in the sample and the selection of one unit is not affected by the selection of other units). After that, the list of various co-educational Government and Private schools belonging to each selected district was taken from the District Education Officer. From this list, ten schools, five Government and five Private schools were selected randomly from each district. (List of schools has been given in Appendix I). Thirty students (15 males and 15 females) from each school were again selected i.e. 150 students (75 males and 75 females) were selected from each type of school.

7.8 TOOLS USED

1. Personal Values Questionnaire (PVQ) by Dr. (Mrs.) G.P. Sherry and (Late) Prof. R. P. Verma (1971)
2. School Environment Inventory (SEI) by Dr. Karuna Shankar Misra (1984)
3. Home Environment Inventory (HEI) by Dr. Karuna Shankar Misra (1989)
7.9 PROCEDURE OF DATA COLLECTION

The investigator herself personally collected the data for the present study. Due permission was taken from the Heads of the concerned institutions, and time was fixed in advance, before the actual tests. The purpose of the research was made clear to the students and all their doubts regarding the filling of the personal data and mode of giving responses, in the Questionnaire and Inventories were removed. The students were motivated to give answers carefully and truthfully. Their cooperation was sought by assuring them, that their results would be kept strictly confidential.

The requirement of the study was to take students from Government schools and Private schools. Thirty students (15 males and 15 females) were taken from each school (i.e. Government and Private). It took 4-6 months for data collection. In order to secure representativeness of the sample every third or sixth name, was taken from the attendance register. Then on these selected students all the three tests were administered. First of all, Personal Values Questionnaire (PVQ) was administered, to the selected group of students and data was collected. Keeping in view the fatigue factor, only one test was administered in one day. The investigator administered the second test School Environment Inventory (SEI), on the next day. The third test Home Environment Inventory (HEI) was administered, the third day, on the same set of selected students and data was collected. In this way, the total data was collected from all the schools (i.e. 5 Government and 5 Private schools from each selected district, belonging to each cultural region of Punjab namely, Doaba, Majha and Malwa). The districts selected for data collection were Hoshiarpur, Amritsar and Ferozepur.

7.10 STATISTICAL TECHNIQUES EMPLOYED

Following statistical techniques were employed for testing research hypotheses:

1. Descriptive statistics such as Mean, Median, Standard deviation, Skewness and Kurtosis.
2. Inferential statistics such as One-way ANOVA and t-test.
3. Graphic representation of data was done wherever required.

7.11 CONCLUSIONS

Conclusions based on differential analysis of the data

Comparison of personal values of senior secondary school students of three cultural regions of Punjab.

- The senior secondary school students of three cultural regions of Punjab i.e. Doaba, Majha and Malwa did not differ significantly with respect to Religious, Social, Hedonistic and Power values but they differed significantly with respect to Democratic, Aesthetic, Economic, Knowledge, Family Prestige and Health values.

- The students belonging to Doaba region had higher Knowledge and Health values as compared to the students belonging to Majha and Malwa regions. Also, the students belonging to Doaba region had higher Aesthetic and Economic values as compared to the students of Majha region. Further, the students belonging to Majha region had higher Family Prestige value as compared to the students belonging to Doaba and Malwa regions. In addition, the students belonging to Majha region had higher Democratic value as compared to the students of Doaba region. Also, the students of Majha region had higher Health value as compared to the students of Malwa region. The students of Malwa region had higher Democratic value than the students of Doaba region. Also, the students of Malwa region had higher Aesthetic and Economic values as compared to the students of Majha region.

Comparison of personal values of senior secondary school students studying in Government and Private schools of Doaba region.

- The senior secondary school students studying in Government and Private schools of Doaba region did not differ significantly with respect to Religious, Social, Democratic, Aesthetic, Knowledge, Power and Family Prestige values but they differed significantly with respect to Economic, Hedonistic and Health values.
The students studying in Government schools of Doaba region had higher Hedonistic and Health values than those studying in Private schools, while the students studying in Private schools had higher Economic value as compared to those studying in Government schools.

Comparison of personal values of senior secondary school students studying in Government and Private schools of Majha region.

- The senior secondary school students studying in Government and Private schools of Majha region did not differ significantly with respect to Social, Democratic, Aesthetic, Knowledge, Hedonistic, Power, Family Prestige and Health values but they differed significantly with respect to Religious and Economic values.
- The students studying in Private schools of Majha region had higher Religious and Economic values as compared to those studying in Government schools.

Comparison of personal values of senior secondary school students studying in Government and Private schools of Malwa region.

- The senior secondary school students studying in Government and Private schools of Malwa region did not differ significantly with respect to Religious, Social, Democratic, Economic, Knowledge, Hedonistic, Power, Family Prestige and Health values but they differed significantly with respect to Aesthetic value.
- The students studying in Government schools of Malwa region had higher Aesthetic value as compared to the students studying in Private schools.

Comparison of personal values of senior secondary school students studying in Government and Private schools.

- The senior secondary school students studying in Government and Private schools did not differ significantly with respect to Religious, Social, Democratic, Aesthetic, Knowledge, Power, Family Prestige and Health values but they differed significantly with respect to Economic and Hedonistic values.
- The students studying in Government schools had higher Hedonistic value as compared to those studying in Private schools, while the students studying in
Private schools had higher Economic value as compared to those studying in Government schools.

**Comparison of personal values of male and female senior secondary school students of Doaba region.**
- The male and female senior secondary school students of Doaba region did not differ significantly with respect to Religious, Aesthetic, Economic and Family Prestige values but they differed significantly with respect to Social, Democratic, Knowledge, Hedonistic, Power and Health values.
- The male students of Doaba region possess higher Hedonistic, Power and Health values as compared to their female counterparts, while the female students possess higher Social, Democratic and Knowledge values as compared to their male counterparts.

**Comparison of personal values of male and female senior secondary school students of Majha region.**
- The male and female senior secondary school students of Majha region did not differ significantly with respect to Social, Democratic, Aesthetic, Economic, Hedonistic, Power and Family Prestige values but they differed significantly with respect to Religious, Knowledge and Health values.
- The male students of Majha region possess higher Knowledge and Health values than the female students, while the female students possess higher Religious value as compared to their male counterparts.

**Comparison of personal values of male and female senior secondary school students of Malwa region.**
- The male and female senior secondary school students of Malwa region did not differ significantly with respect to Religious, Social, Democratic, Aesthetic, Knowledge, Hedonistic, Family Prestige and Health values but they differed significantly with respect to Economic and Power values.
• The male students of Malwa region possess higher Power value than the female students, while the female students possess higher Economic value as compared to their male counterparts.

Comparison of personal values of male and female senior secondary school students.
• The male and female senior secondary school students did not differ significantly with respect to Aesthetic, Knowledge and Family Prestige values but they differed significantly with respect to Religious, Social, Democratic, Economic, Hedonistic, Power and Health values.
• The male students possess higher Hedonistic, Power and Health values than their female counterparts, while the female students possess higher Religious, Social, Democratic and Economic values as compared to their male counterparts.

Comparison of school environment of senior secondary schools of three cultural regions of Punjab.
• The school environment of senior secondary schools as perceived by the students of three cultural regions of Punjab i.e. Doaba, Majha and Malwa did not differ significantly with respect to Permissiveness dimension of School environment but it differed significantly with respect to Creative Stimulation, Cognitive Encouragement, Acceptance, Rejection and Control dimensions.
• The schools belonging to Doaba region provide higher Cognitive Encouragement and impose greater Control on the students as compared to those of Malwa regions. Also, the students studying in schools of Doaba region receive more Rejection in their schools as compared to those of Majha region. The schools belonging to Majha region provide higher Creative Stimulation, to the students as compared to the schools of Doaba and Malwa regions. In addition, the schools belonging to Majha region provide higher Cognitive Encouragement and impose greater Control on the students as compared to those of Malwa region. Further, the schools of Majha region provide higher Acceptance to their students as compared to the students of
Doaba region. On the other hand, the students studying in schools belonging to Malwa region receive more Rejection in their schools as compared to the other two regions i.e. Doaba and Majha.

Comparison of school environment of Government and Private senior secondary schools of Doaba region.

- The school environment of Government and Private senior secondary schools of Doaba region did not differ with respect to Acceptance and Control dimensions of School Environment but it differed significantly with respect to Creative Stimulation, Cognitive Encouragement, Permissiveness and Rejection dimensions.
- The Government schools of Doaba region provide greater Creative Stimulation, Cognitive Encouragement and Permissiveness to their students as compared to those of Private schools. Where as the students of Private schools feel more Rejection in their schools as compared to those of Government schools.

Comparison of school environment of Government and Private senior secondary schools of Majha region.

- The school environment of Government and Private senior secondary schools of Majha region did not differ with respect to Cognitive Encouragement, Permissiveness, Acceptance and Control dimensions of School Environment but differed significantly with respect to Creative Stimulation and Rejection dimensions.
- The Government schools of Majha region provide greater Creative Stimulation to their students as compared to those studying in Private schools. Where as the students of Private schools feel greater Rejection in their schools as compared to those studying in Government schools.

Comparison of school environment of Government and Private senior secondary schools of Malwa region.

- The school environment of Government and Private senior secondary schools of Malwa region did not differ with respect to Permissiveness, Acceptance and
Control dimensions of School Environment but differed significantly with respect to Creative Stimulation, Cognitive Encouragement and Rejection dimensions.

- The Private schools of Malwa region provide greater Creative Stimulation, Cognitive Encouragement and Rejection to their students as compared to the students studying in Government schools.

Comparison of school environment of Government and Private senior secondary schools.

- The school environment of Government and Private senior secondary schools did not differ with respect to Creative Stimulation, Cognitive Encouragement, Permissiveness, Acceptance and Control dimensions of School Environment but they differed significantly with respect to Rejection dimension.
- The students of Private schools feel greater Rejection in their schools as compared to the students studying in Government schools.

Comparison of personal values of senior secondary school students with regard to school environment.

- The Religious, Aesthetic, Economic, Knowledge, Family Prestige and Health values of students with low scores in Creative Stimulation did not differ significantly from those with high scores in Creative Stimulation but these students differed significantly with respect to Social, Democratic and Hedonistic values.
- The students with low scores in Creative Stimulation possess higher Hedonistic value than those with high scores in Creative Stimulation, while the students with high scores in Creative Stimulation possess higher Social and Democratic values than those with low scores in Creative Stimulation.
- The Religious, Democratic, Aesthetic, Knowledge, Hedonistic, Power, Family Prestige and Health values of students with low scores in Cognitive Encouragement did not differ significantly from those with high scores in Cognitive Encouragement but these students differed significantly with respect to Social and Economic values.
• The students with low scores in Cognitive Encouragement possess higher Economic value than those with high scores in Cognitive Encouragement, while the students with high scores in Cognitive Encouragement possess higher Social value than those with low scores in Cognitive Encouragement.

• The Religious, Democratic, Aesthetic, Economic, Knowledge, Hedonistic, Power, Family Prestige and Health values of students with low scores in Permissiveness did not differ significantly from those with high scores in Permissiveness but these students differed significantly with respect to Social value.

• The students with high scores in Permissiveness possess higher Social value as compared to those with low scores in Permissiveness.

• The Religious, Social, Democratic, Aesthetic, Economic, Knowledge, Hedonistic, Power, Family Prestige and Health values of the students with low scores in Acceptance did not differ significantly from those with high scores in Acceptance. This suggests that these values were equally possessed by the students with low and high scores in Acceptance.

• The Social, Democratic, Aesthetic, Economic, Knowledge, Power, Family Prestige and Health values of students with low scores in Rejection did not differ significantly from those with high scores in Rejection but these students differed significantly with respect to Religious and Hedonistic values.

• The students with low scores in Rejection possess higher Religious value than those with high scores in Rejection, while the students with high scores in Rejection possess higher Hedonistic value as compared to the students with low scores in Rejection.

• The Religious, Social, Democratic, Aesthetic, Knowledge, Hedonistic, Power, Family Prestige and Health values students with low scores in Control did not differ significantly from those with high scores in Control but these students differed with respect to Economic value.

• The students studying in schools with low scores in Control have higher Economic value as compared to those with high scores in Control.
Comparison of home environment of students of three cultural regions of Punjab.

- The Home Environment of students of three cultural regions of Punjab i.e. Doaba, Majha and Malwa did not differ with respect to Permissiveness dimension but it differed significantly with respect to Control, Protectiveness, Punishment, Conformity, Social Isolation, Reward, Deprivation of Privileges, Nurturance and Rejection dimensions.

- The students of Doaba region perceive higher Punishment in their homes as compared to those of Majha and Malwa regions. Further, the students of Doaba region feel more Control, Social Isolation and Deprivation of Privileges in their homes as compared to those of Majha region. Also, the students of Doaba region receive more Protectiveness, Conformity, Reward and Nurturance in their homes as compared to those of Malwa region. The students of Majha region experience more Protectiveness, Conformity and Reward in their homes as compared to those of Doaba and Malwa regions. In addition, the students of Majha region receive more Punishment and Nurturance in their homes as compared to those of Malwa region. On the hand, the students of Malwa region experience more Social Isolation, Deprivation of privileges and Rejection in their homes than those of Doaba and Majha regions. In addition, the students of Malwa region feel more Control in their homes as compared to those of Majha region.

Comparison of home environment of senior secondary students studying in Government and Private schools of Doaba region.

- The home environment of senior secondary students studying in Government and Private schools of Doaba region did not differ significantly with regard to Control, Protectiveness, Punishment, Deprivation of Privileges, Nurturance and
Permissiveness dimensions but it differed significantly with respect to Conformity, Social Isolation, Reward and Rejection dimensions.

- The students studying in Government schools of Doaba region perceive greater Conformity and Reward in their homes as compared to those studying in Private schools, while the students studying in Private schools feel more Social Isolation and Rejection in their homes as compared to those studying in Government schools.

Comparison of home environment of senior secondary students studying in Government and Private schools of Majha region.

- The home environment of senior secondary school students studying in Government and Private schools of Majha region did not differ significantly with regard to Control, Protectiveness, Punishment, Conformity, Social Isolation, Reward, Deprivation of Privileges, Nurturance and Rejection dimensions but it differed significantly with respect to Permissiveness dimension.

- The students studying in Government schools of Majha region perceive greater Permissiveness in their homes as compared to the students studying in Private schools.

Comparison of home environment of senior secondary students studying in Government and Private schools of Malwa region.

- The home environment of senior secondary school students studying in Government and Private schools of Malwa region did not differ significantly with regard to Control, Punishment, Social Isolation, Deprivation of Privileges, Nurturance and Permissiveness dimensions but they differed significantly with respect to Protectiveness, Conformity, Reward and Rejection dimensions.

- The students studying in Private schools of Malwa region perceive greater Protectiveness, Conformity, Reward and Rejection in their homes as compared to those studying in Government schools.
Comparison of home environment of senior secondary students studying in Government and Private schools.

- The home environment of senior secondary school students studying in Government and Private schools did not differ with regard to Control, Punishment, Social Isolation, Reward, Deprivation of Privileges and Nurturance dimensions but they differed with respect to Protectiveness, Conformity, Rejection and Permissiveness dimensions.

- The students studying in Government schools perceive greater Permissiveness in their homes than those studying in Private schools, while the students studying in Private schools perceive greater Protectiveness, Conformity and Rejection in their homes as compared to those studying in Government schools.

Comparison of personal values of senior secondary school students with regard to home environment.

- The Religious, Social, Aesthetic, Economic, Knowledge, Hedonistic, Power, Family Prestige and Health values of the students with low scores in Control did not differ significantly from those with high scores in Control but these students differed significantly with respect to Democratic value.

- The students with low scores in Control have higher Democratic value as compared to the students with high scores in Control.

- The Religious, Social, Democratic, Aesthetic, Economic, Hedonistic, Power, Family Prestige and Health values of the students with low scores in Protectiveness did not differ significantly from those with high scores in Protectiveness but these students differed significantly with respect to Knowledge value.

- The students with low scores in Protectiveness have higher Knowledge value than those with high scores in Protectiveness.

- The Religious, Social, Aesthetic, Hedonistic, Power and Family Prestige values of students with low scores in Punishment did not differ significantly from those with high scores in Punishment but these students differed significantly with respect to Democratic, Economic, Knowledge and Health values.

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• The students with low scores in Punishment have higher Democratic and Economic values as compared to those with high scores in Punishment, while the students with high scores in Punishment have higher Knowledge and Health values than those with low scores in Punishment.

• The Religious, Social, Democratic, Aesthetic, Knowledge, Hedonistic, Power, Family Prestige and Health values of students with low scores in Conformity did not differ significantly from those with high scores in Conformity but these students differed significantly with respect to Economic value.

• The students with low scores in Conformity have higher Economic value as compared to those with high scores in Conformity.

• The Social, Democratic, Aesthetic, Economic, Knowledge, Hedonistic, Power, Family Prestige and Health values of students with low scores in Social Isolation did not differ significantly from those with high scores in Social Isolation but these students differed significantly with respect to Religious value.

• The students with low scores in Social Isolation have higher Religious value than those with high scores in Social Isolation.

• The Religious, Social, Democratic, Aesthetic, Knowledge, Power and Family Prestige values of students with low scores in Reward did not differ significantly from those with high scores in Reward but these students differed significantly with respect to Economic, Hedonistic and Health values.

• The students with low scores in Reward have higher Economic value than those with high scores in Reward, while the students with high scores in Reward have higher Hedonistic and Health values than those with low scores in Reward.

• The Social, Democratic, Aesthetic, Economic, Knowledge, Hedonistic, Power, Family Prestige and Health values of students with low scores in Deprivation of Privileges did not differ significantly from those with high scores in Deprivation of Privileges but these students differed significantly with respect to Religious value.

• The students with low scores in Deprivation of Privileges have higher Religious value as compared to the students with high scores in Deprivation of Privileges.
• The Religious, Social, Democratic, Aesthetic, Knowledge, Hedonistic, Family
  Prestige and Health values of students with low scores in Nurturance did not
differ significantly from those with high scores in Nurturance but these differed
significantly with respect to Economic and Power values.

• The students with low scores in Nurturance have higher Economic and Power
  values as compared to the students with high scores in Nurturance.

• The Social, Democratic, Aesthetic, Knowledge, Hedonistic, Power, Family
  Prestige and Health values of students with low scores in Rejection did not
differ significantly from those with high scores in Rejection but these students
differed significantly with respect to Religious and Economic values.

• The students with low scores in Rejection have higher Religious value than
  those with high scores in Rejection, while the students belonging to homes with
  high scores in Rejection have higher Economic value as compared to those with
  low scores in Rejection.

• The Social, Democratic, Aesthetic, Economic, Knowledge, Hedonistic, Power,
  Family Prestige and Health values of students with low scores in Permissiveness did not
differ significantly from those with high scores in Permissiveness but these differed significantly with respect to Religious value.

• The students with low scores in Permissiveness have higher Religious value as
  compared to the students with high scores in Permissiveness.

7.12 IMPLICATIONS OF THE STUDY

The knowledge of the factors which promote personal values and which are
deterrent to it are of utmost importance. The factors, which promote the personal
values should be enhanced while those causing hinderance should be curtailed. The
study has revealed that the personal values of senior secondary school students are
affected by their school environment and home environment. It implies that both
these variables have a considerable role to play in the development of personal
values of male and female students studying in Government and private schools at
senior secondary level. School environment and home environment are directly
The findings of the study reveal that the students studying in schools with high Creative stimulation, Cognitive Encouragement and Permissiveness possess higher social and democratic values as compared those in schools with low Creative Stimulation, Cognitive Encouragement and Permissiveness. This implies that schools should provide more opportunities to stimulate creative thinking in the students, the cognitive development of the students should be encouraged and opportunities should be given to the students to express themselves, so as to develop these values in the students. Further, the findings of the study suggest that students studying in schools with low Rejection and Control possess higher religious and economic values as compared to those in schools with high Rejection and Control. It implies that teachers should accord recognition to students’ right to act freely and should not impose several restrictions on students. In fact, there should be a congenial and stimulating atmosphere in the school, which in turn helps in the inculcation and enhancement of values in the students.

The findings of the present study show that the students belonging to homes with low Control, Protectiveness, Punishment, Conformity, Social Isolation, Reward, Deprivation of Privileges, Nurturance, Rejection and Permissiveness possess higher religious, democratic, knowledge, economic and power values as compared to those in homes with high Control, Protectiveness, Punishment, Conformity, Social Isolation, Reward, Deprivation of Privileges, Nurturance, Rejection and Permissiveness. This implies that the parents should not impose many restrictions on children, infantile care should be adequate, should not punish the children too much, and should have reasonable expectations. In fact, whatever type of home environment the parents provide it should be balanced in all spheres and thereby help the child to develop good values, which is the need of the day.

The study points to the fact that home and parents do have a bearing on the personal values of the students although not wholly. This implies that educational system also has to shoulder a major responsibility with regard to development of values i.e. that both the teachers and the parents should assist each other. The study
further emphasizes that the school authorities, especially the teachers should feel 
that it is their responsibility to inculcate and enhance personal values in the 
students, not only through the medium of education (i.e. value-based educational 
objectives) but should also act as role model for the students. Since the teacher acts 
as a catalyst in the full development of the child and in sowing the seeds of eternal 
values, so teacher education should be given top priority, rather it should be revised 
and upgraded from time to time. Value-orientation programmes, in-service 
education, avenues for the professional growth and development of the teachers 
should be given first priority and a fresh and dynamic attitude should be developed 
in this direction. The study suggests that, it is the time to focus on values in 
education, so that a comprehensive programme of value inculcation must start at 
the earliest stage of school education as regular part of school’s daily routine.

7.13 SUGGESTIONS FOR FURTHER RESEARCH
1. The present study is limited to senior secondary schools of Punjab. A similar 
study may be conducted in other states and U.T.’s also.
2. The present study is focused on XI class students. Similar studies may be 
conducted in other classes and at various levels like primary, middle and higher 
education level.
3. The present study may be further extended, by exploring some other variables 
for study.
4. The present study is focused on Government schools and private schools. It may 
be extended to convent schools also.
5. A similar study may be conducted in schools situated in rural areas and a 
comparison can be drawn between students belonging to rural areas and urban 
areas.
6. The role of media in the development in the personal values of the students may 
be investigated.
7. The personal values of Science and Arts students may be compared with respect 
to school environment and home environment or by taking some other 
variables.
8. A replicate study on a larger or different sample may be explored in order to test the validity of the findings of the present study.

9. A similar study may be conducted by studying and comparing the personal values of Scheduled caste/Non-Scheduled caste students and other backward classes of the society.

10. A study may be conducted on the value patterns of students, the hierarchy of their values and the various factors that enhance or hinder the development of values.