CHAPTER V

SUMMARY AND CONCLUSION

Introduction of the problem, tools used, methods of the study and interpretation of the results were discussed in the preceding chapters. The present chapter has been devoted to the summary of results. A brief description of purpose, design and procedure along with the conclusions and suggestions for further research have also been presented for providing the background to the findings.

5.1 INTRODUCTION

Values are neither easy to define nor to measure. Yet education is a normative enterprise where values play a vital role for determining the quality of life. It is true in case of values underlying the democratic social order. But there are some individuals for whom the democratic values seem to be unimportant even if they live in a democratic society. Especially adolescent boys and girls conform to this category as because they lack stable self-identity. That is too adolescents with overconforming and inconsistent behaviours are the worst sufferers of this kind. Many scholars in the area of adolescent studies believe that stable values are a key element of stable self-identity. But how can these values be made stable? It is possible by imparting democratic value education through strategic approaches of value education. The present study selected two strategies viz, the self-confrontation and clarifying-response strategies to serve the above purpose. But how far these strategies are effective? The present study, thus, entitled EFFECT OF STRATEGIES FOR INCULCATION OF DEMOCRATIC VALUES AMONG ADOLESCENTS.
IN RELATION TO INTROVERSION-EXTRAVERSION AND VALUE-RELATED BEHAVIOURAL TYPES was undertaken with a view to examine the efficacy of the strategies for democratic value education with regards to the personality types, conforming and inconsistent value-related behavioural types.

5.2 OBJECTIVES

The present study was designed to attain the following objectives:

1. To develop the Democratic Value Survey.
2. To adapt the instrument of self-confrontation strategy for inculcating the seven democratic values on the lines of Value Change Instrument of Rokeach (1973).
3. To adapt the clarifying-response strategy for the seven democratic values.
4. To adapt the Value-related Behaviour Problem Device in its three forms: self-rating, peer-rating and teacher-rating, in order to measure the overconforming and inconsistent behaviours.
5. To draw the democratic value preference patterns for the self-confrontation and clarifying-response strategies separately for the following groups:
   i. Overconforming-inconsistent-introverts (OC - IC - I)
   ii. Overconforming-consistent-introverts (OC -CS -I)
   iii. Nonconforming-inconsistent-introverts (NC - IC- I)
   iv. Nonconforming-consistent-introverts (NC - CS- I)
   v. Overconforming-inconsistent- extraverts (OC - IC -E)
   vi. Overconforming-consistent-extraverts (OC - CS - E)
   vii. Nonconforming-inconsistent-extraverts(NC - IC - E)
viii. Nonconforming-consistent - extraverts (NC - CS - E)

6. The study has been designed to attain the following objectives separately for each of the seven democratic values:

i. To examine the effectiveness of the two strategies for orientating the adolescents into the democratic values.

ii. To study the effectiveness of the two strategies separately with respect to the following:
   (a) Personality types i.e. introverts and extraverts,
   (b) Overconformers and nonconformers.
   (c) Inconsistent and consistent adolescents.

iii. To examine the effectiveness of both the strategies for introverts and extraverts among overconformers and nonconformers.

iv. To investigate the effectiveness of the two strategies for introverts and extraverts among inconsistent and consistent adolescents.

v. To examine the effectiveness of the two strategies for the overconformers and nonconformers among inconsistent and consistent adolescents.

vi. To study the effectiveness of both the strategies with respect to the personality types, overconformity and consistency as behavioural types.

5.3 HYPOTHESES.

The present study has been designed to test the following hypotheses for each one of the seven democratic values separately:
The self-confrontation and clarifying-response strategies yield equal results.

The self-confrontation strategy yields better results than the clarifying-response strategy.

The clarifying-response strategy yields better results than the self-confrontation strategy.

Differences in the criterion scores obtained through self-confrontation and clarifying-response strategies are not qualified by the personality types viz, introverts and extraverts.

"The self-confrontation strategy yields better results with extraverts than with introverts.

The clarifying-response strategy yields better results with introverts than with extraverts.

The two strategies yield better results with introverts than with extraverts.

Extraverts are benefited more with the self-confrontation strategy and introverts with clarifying-response strategy.

Differences in the criterion scores obtained through the self-confrontation and clarifying-response strategies are not qualified by conformity levels.

The self-confrontation and clarifying-response strategies yield better results with nonconformers than with overconformers.

The self-confrontation strategy yields better results with nonconformers than with overconformers.

The clarifying-response strategy yields better results with overconformers than with nonconformers.
Differences in the criterion scores obtained through the self-confrontation and clarifying-response strategies are not qualified by consistency levels.

The self-confrontation strategy yields better results with inconsistent adolescents than with consistent adolescents.

The clarifying-response strategy yields better results with consistent adolescents than with inconsistent adolescents.

The self-confrontation strategy yields better results with consistent adolescents than with inconsistent adolescents.

The clarifying-response strategy yields better results with inconsistent adolescents than with consistent adolescents.

The two strategies yield equal results for introverts and extraverts with overconforming and nonconforming behavioural types.

With nonconforming-extraverts, the self-confrontation strategy yields higher results than the clarifying-response strategy.

With overconforming-introverts, the clarifying-response strategy yields higher results than the self-confrontation strategy.

The self-confrontation strategy yields higher results than the clarifying-response strategy for nonconforming-introverts as compared to overconforming-introverts.

The two strategies yield equal results for the two personality types with inconsistent and consistent
behavioural types.

$H_{ABD:1}$ - The performance of extraverts with consistency through the self-confrontation strategy follows same pattern as through the clarifying-response strategy.

$H_{ACD:0}$ - The two strategies yield equal results for the two levels of conformity and the two levels of consistency.

$H_{ACD:1}$ - The performance of overconformers with consistency through the clarifying-response strategy exceeds the same through the self-confrontation strategy.

$H_{ACD:2}$ - The performance of nonconformers with consistency through the self-confrontation strategy follows a similar pattern as the same through the clarifying-response strategy.

$H_{ABCD:0}$ - The two strategies yield comparable results in case of introverts and extraverts with both the levels of conformity and consistency.

$H_{ABCD:1}$ - With those overconforming-introverts who are inconsistent, both the self-confrontation and clarifying-response strategies yield higher results.

$H_{ABCD:2}$ - With those nonconforming-introverts who are inconsistent, the two strategies show a similar pattern of performance.

$H_{ABCD:3}$ - With overconforming-extraverts, the self-confrontation strategy yields higher results than the clarifying-response strategy with increasing consistency level.

$H_{ABCD:4}$ - The performance of nonconforming-extraverts through the clarifying-response strategy follows a pattern similar to the one through the self-confrontation strategy.
5.4 SAMPLE

The research investigation was carried out on adolescent boys and girls of the final pre-university classes of Arts, Science and Commerce in four different colleges of Aizawl. The age of students ranged between 16 and 17 years. The final sample comprised of 174 students with 92 introverts and 82 extraverts. The selected subjects were randomly allocated to the self-confrontation strategy and the clarifying-response strategy.

5.5 TOOLS

The following tools were used for the purpose of data collection:

1. Democratic Value Survey.
2. Kundu Introversion Extraversion Inventory.
5. Guidelines for Values Clarifying Instrument

5.6 DESIGN

For analysing the effect of different variables on the value preferences, the present study employed a 2x2x2x2 factorial design with pre-test and post-test scores separately on each one of the democratic values of the Democratic Value Survey as the criterion measure. There were four independent variables i.e. the strategies for the teaching of democratic values (the self-confrontation and clarifying-response strategies), personality types (introverts-extraverts) and the value-related behaviour types (the overconforming type at the two levels and the inconsistent type at the two levels). Each of the independent
variables was, thus, studied at the two levels.

5.7 PROCEDURE

The study comprised of the two main stages:

(1) Selecting The Experimental Sample.
(2) Conducting The Experiment.

(1) Selecting The Experimental Sample

In order to select the experimental sample, Kundu Introversion Extraversion Inventory was administered to 608 final year pre-university adolescent boys and girls of Aizawl town in April 1989. The selected introverts and extraverts were further screened through three different forms of Value-related Behaviour Problem Device (self-rating form, peer-rating form and teacher-rating form) in order to identify overconformers and nonconformers with inconsistent and consistent behaviours. The eight different combinations of groups were randomly allotted to the two strategies viz, the self-confrontation strategy and the clarifying-response strategy.

(2) Conducting The Experiment

The experiment was conducted in the following phases:

Phase I: Administration of the Democratic Value Survey as Pre-test.
Phase II: Administration of the Value Self-confrontation Instrument and the Values Clarifying Instrument as Treatments.
Phase III: Administration of Democratic Value Survey as Post-test.
5.8 RESULTS

The summary of the results of the study has been presented below:

(A) Democratic Value Preference Patterns

Self-confrontation Strategy:

- The democratic value preference pattern for the two groups (OC-CS-I and NC-IC-I) was curvilinear which resembles M in shape.
- The value preferences of NC-CS-I, OC-IC-E, OC-CS-E and NC-IC-E groups follow a curvilinear pattern resembling N in shape.
- The value preference pattern of the OC-IC-I and NC-CS-E groups was found curvilinear which resembles \( V \) in shape.

Clarifying - response strategy:

- The democratic value pattern followed by the four groups (OC-IC-I, NC-IC-I, NC-IC-E and NC-CS-E) was curvilinear which resembles M in structure.
- The democratic value pattern was curvilinear resembling N in shape for the groups (OC-IC-E and OC-CS-E).
- The OC-CS-I group comprised a pattern of democratic values which resembles V shape.
- The NC-CS-I group's democratic value pattern was curvilinear resembling \( V \) in shape.

(B) Effectiveness Of The Two Strategies For Democratic Values

- The two strategies viz, self-confrontation and clarifying-
response were found equally effective for imparting education on value SYMPATHY WITH EVERYONE.

- The clarifying-response strategy was found more effective than the self-confrontation strategy for educating adolescents on values such as, REGARDS FOR THE DIGNITY OF INDIVIDUAL and TOLERANCE FOR DIFFERENCES IN OPINIONS.
- The self-confrontation strategy found to be more effective than the clarifying-response strategy for inculcating the values: EQUALITY OF STATUS AND OPPORTUNITY, OPENNESS TO REASON, RESPONSIBILITY and CO-OPERATIVE DECISION-MAKING.
- The effect of the two strategies was not qualified by personality types viz, introverts and extraverts for values SYMPATHY WITH EVERYONE, CO-OPERATIVE DECISION-MAKING, TOLERANCE FOR DIFFERENCES IN OPINIONS and EQUALITY OF STATUS AND OPPORTUNITY.
- The clarifying-response strategy was found better for introverts and the self-confrontation strategy for extraverts than their counterparts on values: REGARDS FOR THE DIGNITY OF INDIVIDUAL and RESPONSIBILITY.
- The self-confrontation strategy was better for extraverts than introverts for the instruction of value OPENNESS TO REASON.

The self-confrontation strategy and the clarifying-response strategy were found equally effective with overconformers and nonconformers for values: REGARDS, EQUALITY, SYMPATHY, TOLERANCE and RESPONSIBILITY.
- The self-confrontation strategy was found uniformly better than the clarifying-response strategy with both overconformers and nonconformers. But nonconformers were benefited more than their counterparts for the
value OPENNESS TO REASON.

- Regarding the value CO-OPERATIVE DECISION-MAKING, the self-confrontation strategy was better for nonconformers than overconformers and the clarifying-response strategy was found better for overconformers than their counterparts.

- The two strategies yielded comparable results for the adolescents with different levels of consistency on values: REGARDS FOR THE DIGNITY OF INDIVIDUAL, EQUALITY OF STATUS AND OPPORTUNITY, SYMPATHY WITH EVERYONE and CO-OPERATIVE DECISION-MAKING.

- The self-confrontation strategy yielded higher results in case of inconsistent adolescents and the clarifying-response strategy in case of consistent adolescents than their counterparts in respect of value TOLERANCE FOR DIFFERENCES IN OPINIONS.

- For inconsistent adolescents, the strategies viz, self-confrontation and clarifying-response were better than for their counterparts for the instruction of value OPENNESS TO REASON.

- For consistent adolescents, the self-confrontation strategy was better and for inconsistent adolescents, the clarifying-response strategy was better than for their counterparts for the instruction of value RESPONSIBILITY.

- The self-confrontation strategy and the clarifying-response strategy found to be equally effective for the two personality types (introverts and extraverts) with overconforming and nonconforming behaviours for imparting education on values: SYMPATHY WITH EVERYONE, RESPONSIBILITY and CO-OPERATIVE DECISION-MAKING.
- With nonconforming-extraverts, the self-confrontation strategy yielded higher results than the clarifying-response strategy for the instruction of values viz, REGARDS FOR THE DIGNITY OF INDIVIDUAL and OPENNESS TO REASON.
- The clarifying-response strategy yielded uniformly higher results for introverts with increasing conformity level as compared to the self-confrontation strategy for imparting education on the value REGARDS FOR THE DIGNITY OF INDIVIDUAL.
- The performance of overconforming-introverts through the self-confrontation strategy follows a similar pattern with uniformly higher scores compared to the same through the clarifying-response strategy for the instruction of the value EQUALITY OF STATUS AND OPPORTUNITY.
- With overconforming-extraverts, the self-confrontation strategy yielded higher results than the clarifying response strategy for the education of value EQUALITY OF STATUS AND OPPORTUNITY.
- Nonconforming-introverts are benefited more through the self-confrontation strategy compared to the clarifying-response strategy for the teaching of the values: OPENNESS TO REASON and TOLERANCE FOR DIFFERENCES IN OPINIONS.
- Nonconforming-extraverts are uniformly more benefited through the clarifying-response strategy than through the self-confrontation strategy for the education of value TOLERANCE.
- The strategies viz, self-confrontation and clarifying-response yielded comparable results for the two personality types (introverts and extraverts) with consistent and inconsistent behaviours for the values: DIGNITY OF
INDIVIDUAL, EQUALITY, OPENNESS and CO-OPERATIVE DECISION-MAKING.

- With inconsistent-introverts and consistent-extraverts, the clarifying-response strategy yielded better results than the self-confrontation strategy in respect of the value TOLERANCE.

- The self-confrontation strategy yielded better results for introverts with consistency than the clarifying-response strategy for the instruction of values like SYMPATHY and RESPONSIBILITY.

- As the level of consistency increased, the performance of extraverts through the self-confrontation strategy increased faster than the same through the clarifying-response strategy for the value SYMPATHY WITH EVERYONE.

- The self-confrontation strategy yielded better results than the clarifying-response strategy for extraverts with both consistent and inconsistent behaviours with respect to the value RESPONSIBILITY.

- The two strategies were equally effective with overconformers and nonconformers with the consistent and inconsistent behaviours for the instruction of the values: EQUALITY, SYMPATHY, OPENNESS, TOLERANCE, RESPONSIBILITY and CO-OPERATIVE DECISION-MAKING.

- With inconsistent-nonconformers, the clarifying-response strategy yielded uniformly better results than the self-confrontation strategy in respect of the value REGARDS FOR THE DIGNITY OF INDIVIDUAL.

- Consistent-overconformers performed better through the clarifying-response strategy than through self-confrontation
strategy for the value REGARDS FOR THE DIGNITY OF INDIVIDUAL.

- The effectiveness of the two strategies were not qualified by introversion-extraversion with both the levels of conformity and consistency for the values: INDIVIDUAL DIGNITY, SYMPATHY and TOLERANCE.

- The inconsistent-overconforming-introverts performed higher than consistent counterparts through both the strategies for the value EQUALITY. The self-confrontation strategy yielded uniformly higher results for both inconsistent adolescents and consistent adolescents.

- The two strategies showed a similar pattern of performance for nonconforming-introverts with inconsistency and consistency with regard to the value EQUALITY. The self-confrontation strategy showed uniformly better results than the clarifying-response strategy.

- The self-confrontation strategy yielded markedly higher results than the clarifying-response strategy for those overconforming-extraverts who were consistent in respect of EQUALITY.

- The nonconforming-extraverts performed higher with increasing consistency through both the strategies. But, the performance through the clarifying-response strategy was uniformly higher than the self-confrontation strategy for the value EQUALITY.

- Those overconforming-introverts who were inconsistent performed better through the self-confrontation strategy than the clarifying-response strategy for the value OPENNESS.

- With increasing consistency level, the overconforming-
extraverts performed better through the self-confrontation strategy than the clarifying-response strategy for the value OPENNESS.

- The self-confrontation strategy was more effective for those nonconforming-extraverts who were inconsistent than their counterparts in regard of OPENNESS.

- The self-confrontation strategy yielded higher results than the clarifying-response strategy for those nonconforming-introverts who were consistent with regard to the values: OPENNESS and CO-OPERATIVE DECISION-MAKING.

- Those overconforming-introverts who were consistent performed higher through the self-confrontation strategy and those overconforming-introverts who were inconsistent performed higher through the clarifying-response strategy for the value RESPONSIBILITY.

- The clarifying-response strategy yielded better results than the self-confrontation strategy for those nonconforming-introverts who were consistent with regard to RESPONSIBILITY.

- For the value RESPONSIBILITY, the overconforming-extraverts with inconsistency performed higher through the self-confrontation strategy than through the clarifying-response strategy.

- For those nonconforming-extraverts who were consistent, the self-confrontation strategy was more effective than the clarifying-response strategy with regard to RESPONSIBILITY.

- The overconforming-introverts followed a comparable pattern through both the strategies which increased with the increasing consistency level in respect of CO-OPERATIVE
DECISION-MAKING.
- For those overconforming-extraverts who were consistent, the clarifying-response strategy yielded better results than the self-confrontation strategy with respect to the value CO-OPERATIVE DECISION-MAKING.
- The two strategies showed parallel results for those nonconforming-extraverts with inconsistency and consistency. The self-confrontation strategy yielded uniformly higher results than the clarifying-response strategy.

5.9 EDUCATIONAL IMPLICATIONS

All the cherished goals of a nation can be realized through its classrooms as they determine the future of races and shape the destiny of nations. Every effort, thus, should be made to enrich the classroom climate. Empirical research evidences can serve much of this purpose.

India, a largest democratic country in the world, has always aspired to direct its youth to follow the path of democratic social order. But this can be achieved when the millions of youngsters can realize its importance. It is a fact that democracy as a political philosophy cannot survive unless it percolates into the lives of people in general. The present study throws light as to how the democratic values can be realized through different strategies: self-confrontation as a laboratory teaching strategy and clarifying-response as a classroom teaching strategy.

India is a country of composite culture with diversified faiths where development of value curriculum and value teaching specific to a particular faith is not practicable.
The study of democratic values can assist the curriculum specialists for developing curriculum on democratic values which are non-religious in character and independent from any faith.

In the present state of communal disharmony people trespass the rights of others and resort to the way which is injurious to the mental and physical health of community. Democracy may not be a panacea to all these social evils and problems, but the implications of values which a democratic form of government prescribes are of prime importance as they help the youngsters to lead a democratic life by overcoming all those problems.

The findings of the present study suggest that no uniformly effective strategy exists for imparting education on democratic values to all the types and levels of adolescents. Precisely, the democratic value preference patterns reveal that the effect of both the strategies is partly similar and partly dissimilar on values of different categories of adolescents such as, introverts and extraverts with conformity and inconsistent behaviours. The findings showed that both the strategies are equally effective for imparting education on value SYMPATHY. But the clarifying-response strategy is more preferable for education on values i.e. INDIVIDUAL DIGNITY and TOLERANCE, whereas the self-confrontation strategy for EQUALITY, OPENNESS, RESPONSIBILITY and CO-OPERATION. It implies that the teachers have to be much careful while making an attempt for choosing a strategy for orientating the adolescents into the specific democratic value.

The obtained findings categorically tend to reveal that
the self-confrontation strategy may preferably be used for imparting democratic value education to extraverts and nonconformers, whereas the clarifying-response strategy to those type of adolescents who display introversion and overconforming tendencies. Both the strategies are equally beneficial for imparting democratic value education to adolescents showing consistent and inconsistent behaviours. The efficacy of both the strategies indicates that the appropriate strategic approach may be tried by teachers for teaching of the democratic values to the specific groups of adolescents.

The two strategies may be used by those who work professionally with children like psychologists, guidance workers and counsellors. Through these strategies they will assist the particular groups of adolescents in two different ways: (i) for adding more clarity in their goal-perception and self-awareness with respect to their values and (ii) for developing insight into the wholeness of life by maintaining a balance among one's thought, feeling and action.

5.10 SUGGESTIONS FOR FURTHER STUDY

The present study on democratic values has been conducted only through the two strategies: self-confrontation strategy and clarifying-response strategy. In order to cross-validate the present findings, more studies may be conducted on the democratic values through other strategies like value analysis, cognitive developmental approach, consideration approach, social action model and rational building approach.

Effectiveness of the two strategies for orientating
into different values may be investigated with students selected on the basis of value-based behaviour.

A cross-validation study may be undertaken by employing the two strategies to other four robust dimensions of personality: friendliness-hostility, conscientiousness, neuroticism-emotional stability and intellect.

Strategic effects of the two approaches may be investigated for the other value-related behavioural types: apathy, flightiness, uncertainty, drifting, dissension and role-playing.

The strategies of self-confrontation and clarifying-response may be employed for orientating adolescents into moral, spiritual, religious and social values.

Effectiveness of the two strategies may be studied for imparting democratic value education to students during childhood period.

Studies may also be conducted to examine the impact of the two strategic approaches on long-term value change in case of students belonging to different developmental stages.

In the present study clarifying-response strategy was employed through the dialogue. It may also be employed through other channels of communication like television, computer and print in order to examine their effectiveness for imparting democratic value education.