Chapter V

Discussion Of the Results
Researchers have revealed that education is the most single factor in achieving rapid economic development and technological progress in creating a social order founded on the values of freedom, social justice and equal opportunity. Although early years of life are of great importance but the foundations of future adult personality are laid in the age of 11 – 17 years. It is this stage where a proper understanding of work ethos and values of a human and composite culture are provided to future citizens of the country.

We have to bear in mind that secondary education is a complete unit by itself and not nearly a preparatory stage. At the end of this period, the students should be in a position, to enter on the responsibilities of life and take up some useful vocation. It should, therefore, be periodically re-viewed in the light of the role of secondary education in the total programme of national development, so as to make education relevant to the socio-economic needs of the society.
The need for secondary education is widely recognized but the status of secondary education needs to be steadily raised and improved. It should be determined by the needs of the society to be served and the character of the individuals to be educated. An overview of the available literature reveals that substantial work has been carried out on different aspects of secondary education but so far no serious effort has been undertaken to empirically analyze and assess the secondary education, with reference to its objectives. Against this background the present study was undertaken to analyze the objectives of secondary education with the help of different tools and techniques and to study the extent to which the objectives of secondary education have been realized in practice.

Realizing this goal, the collected data was statistically analyzed and the results have been interpreted in chapter (IV). On the basis of interpretations the results are being discussed and are presented in the following order so as to have clarity of results. The results are discussed as under:

A. All round development of personality of secondary school students.

B. Leadership qualities of secondary school students.

C. Vocational efficiency of secondary school students.

D. Democratic citizenship of secondary school students.

E. Academic achievement of secondary school students.

A. All round Development of Personality

All round development of personality has been discussed in terms of physical, social, emotional and aesthetic development.
Regarding the physical development the results have revealed that maximum students (37.50%) possess poor physical development. The results have revealed that in rural, semi-urban and urban students the trend is the same. The results have shown that the students of all the three areas have poor physique.

While analyzing the area-wise comparison of secondary students on physical development, the results revealed that the mean score favours urban students in comparison to rural students, which means that urban students are physically better as compared to rural students. The results also reveal that the mean score favours semi-urban students in comparison to rural students, which means that semi-urban students are physically better as compared to rural students. While as semi-urban students have no significant difference as compared to urban students, which means semi-urban and urban students show same physical development. Not much of the work has been done in this important aspect of personality.

Regarding the social development the results have revealed that a large chunk of students (37.50%) possess excellent social development. The results have revealed that in all the study areas i.e., rural, semi-urban and urban the trend is the same. The results have shown that the students of all the three areas are socially well developed. The analysis of data regarding mean difference between rural, semi-urban and urban students on social development revealed that mean score favours rural students in comparison to urban and semi-urban students, which means that rural students are socially better as compared to urban and semi-urban students. Not much of the work has been done on this important aspect of personality.

Regarding the emotional development the results have revealed that maximum students (38.47%) possess average emotional development. The
results have revealed that in all the study areas i.e., rural, semi-urban and urban the trend is the same. The results have shown that the students of all the three areas have shown average emotional development. The analysis of data regarding mean difference between rural, semi-urban and urban students on emotional development revealed that mean score favours urban students in comparison to rural and semi-urban students, which means that urban students are emotionally better as compared to rural and semi-urban students. The results are in contradiction to the results shown by Davey and Maurun (2003), reported that adolescents rated high on emotional instability.

The results have also shown that maximum students (36.66%) have shown poor aesthetic development. While analyzing the area-wise aesthetic percentage similar trend holds true for the rural, semi-urban and urban students showing poor aesthetic development.

The present study has further revealed that rural students differ significantly from urban students on aesthetic development. In the same way rural students differ significantly from semi-urban students on aesthetic development. Similar results hold true for semi-urban and urban students on aesthetic development.

The area-wise analysis of data regarding mean difference of secondary students on dimensions of aesthetic appreciation has shown that rural students in comparison to urban students differ significantly on artistic objects dimension of aesthetic appreciation. While, as rural students do not differ significantly from semi-urban students on artistic objects. The results also show that semi-urban students in comparison to urban students differ significantly on artistic objects dimension of aesthetic appreciation.

The results further reveal that rural students show significant difference from urban students on, evaluative terms, aesthetic categories, artistic style
Discussion of the Results

and aesthetic taste dimensions of aesthetic appreciation similar results holds true for rural students in comparison to semi-urban students and semi-urban students in comparison to urban students on the evaluative terms, aesthetic categories, artistic style and aesthetic taste, dimensions of aesthetic appreciation for the aesthetic development of secondary school students.

The results are in tune with Bajpai, and Sunil (1997), revealed that aesthetic values were found to be significant in case of the urban students.

Based on the above discussion it may be concluded that on the ground basis results have not been found as satisfactory as per the objectives of secondary education are concerned. The students have shown poor physical development, which is one of the important aspect of all round development of secondary school students. The results have also revealed that students have shown better social development and average emotional development. The results have further revealed that the students have shown poor aesthetic development. The factors mainly responsible for this state of affairs may be attributed to:

i. Non participation of students in co-curricular activities.

ii. Lack of sports equipment’s / play grounds.

iii. Unavailability of physical education teacher.

iv. Unawareness regarding the benefit of games and sports.

v. Lack of balanced diet.

vi. No facility of outings, picnics, study tours.

vii. Improper eating / irregularity in eating.

viii. Huge burdened syllabus at secondary stage.
ix. Tension of examination.

x. Parental stress on academic achievement.

xi. Lack of aesthetic subjects in curriculum.

xii. Negligence and ignorance of aesthetic qualities due to poor finance.

xiii. Lack of aesthetic knowledge.

xiv. Lack of infrastructure of aesthetic sense.

xv. Lack of funds.

B. Qualities of Leadership

Regarding the overall percentage comparison of secondary school students on the leadership effectiveness the results have shown that the maximum of students show average leadership effectiveness. Similar trend holds true for area wise percentage comparison of rural, semi-urban and urban students on leadership effectiveness. The results reveal that semi-urban students show excellent leadership effectiveness than rural and urban students.

While analysing the dimension wise percentage comparison of rural, semi-urban and urban students on leadership effectiveness, the results reveal that rural students possess poor leadership percentage on interpersonal relations, behavioural and emotional stability, ethical and moral strength and operation as a citizen. While as rural students show excellent leadership percentage on intellectual operations and adequacy of communication. Likewise the semi-urban students show poor leadership percentage on interpersonal relations, intellectual operations, behavioural and emotional stability, and operation as a citizen. While as semi-urban students show
excellent leadership percentage on ethical and moral strength and adequacy of communication. Similarly urban students show poor leadership percentage on interpersonal relations, behavioural and emotional stability and average percentage on ethical and moral strength, while as urban students show excellent leadership percentage on intellectual operations, adequacy of communication and operation as a citizen. The results also reveal that of all the six dimensions of leadership effectiveness, the students of all the three areas, rural, semi-urban and urban show poor leadership quality on two dimensions viz, interpersonal relations and behavioural and emotional stability.

The present study has further revealed that the rural students differ significantly from urban students on leadership effectiveness. In the same way rural students in comparison to semi-urban students differ significantly on leadership effectiveness. Similarly the semi-urban students also differ significantly from urban students on leadership effectiveness. Similar results holds true for the dimension wise analysis of data regarding mean difference between rural and urban, rural and semi-urban, semi-urban and urban students in all the dimension of leadership effectiveness excluding (5th) dimension i.e., operation as a citizen. The results reveal that rural students do not differ significantly from urban students on operation as a citizen, while as rural students differ significantly from semi-urban students on operation as a citizen. Also semi-urban students show difference of significance from urban students on operation as a citizen.

The results are partly in tune with Mercurius, Neil (2006), Shwu-Young L. Huang (2006).
Dicussion of the Results

Mercurius, Neil showed that teacher’s good character promotes great leadership. Teacher’s performance in the classrooms is closely to the administrator’s support, trust, respect and leadership.

Shwu-Young L. Huang showed by effective principal leadership majority of science teachers positively perceived their school environments.

The above discussion reveal that the students show average leadership qualities and that the leadership qualities differ from area to area. Leadership which is the 2nd important objective of secondary education has not been shown by the secondary students as expected. The factors mainly responsible for this state of affairs may be attributed to:

i. Strict school administration.

ii. Lack of recognizing of interpersonal qualities students have.

iii. Failure of schools to encourage the talent of students.

iv. Less social interaction.

v. Lack of sense of group loyalty and sportsmanship.

vi. Lack of virtues of versality, courage, skill, sympathy and organizational ability.

vii. Poor physique.

viii. Less voluntary efforts.

ix. Lack of confidence.

x. Negative teacher / head relationship.

xi. Incompletion of syllabi.

xii. Lack of membership character by school heads / administrators.
C. Vocational Efficiency

While analyzing the overall percentage comparison of secondary school students on vocational efficiency the results reveal that maximum students show average vocational efficiency. Similar results hold true for area wise analysis of rural, semi-urban and urban students on vocational efficiency.

The analysis of data regarding mean difference between rural and urban, rural and semi-urban, semi-urban and urban students on vocational efficiency revealed that rural students do not differ significantly from urban students on vocational efficiency. While as rural students differ significantly from semi-urban students on vocational efficiency. Similar results holds true for semi-urban and urban students.

While analyzing the dimension wise comparison of rural, semi-urban and urban students on vocational efficiency, the results reveal that rural student differ significantly from urban students on vocational aspiration level, 1st dimension of vocational efficiency, similar results holds true for rural and semi-urban students. While as semi-urban and urban students do not differ significantly on vocational aspiration level.

The analysis of data regarding mean difference between rural, semi-urban and urban students on influence and money in job choice, 2nd dimension of vocational efficiency revealed, rural students differ significantly from urban students on influence and money in job choice. Similar results holds true for rural and semi-urban students, semi-urban and urban students on influence and money in job choice.

The present results further reveal that the rural students do not differ significantly from the urban students on altrusim and passivity in job choice.
(3rd) dimension of vocational efficiency. While as rural students in comparison to semi-urban students differ significantly on altruism and passivity in job choice. Similar results hold true for semi-urban and urban students. While analyzing the mean difference between rural, semi-urban and urban students on lack of job awareness and change in performance (4th) dimension of vocational efficiency, same results were found as found in (3rd) dimension.

During area wise investigation, it was observed that rural students differ significantly from urban students on indecisiveness in vocational choice, (5th) dimension of vocational efficiency. Similar results hold true for rural and semi-urban students, semi-urban and urban students on indecisiveness in vocational choice.

While analyzing the mean difference of rural, semi-urban and urban students on vocational understanding, (6th) dimension of vocational efficiency the results reveal that rural students do not differ significantly from urban students on vocational understanding. While as rural students differ significantly from semi-urban students on vocational understanding. Similarly semi-urban students differ significantly from urban students on vocational understanding.

The present results further reveal that the rural students differ significantly from urban students on lack of independence, (7th) dimension of vocational efficiency whereas rural students do not differ significantly from semi-urban students on vocational understanding. While as semi-urban students differ significantly from urban students on lack of independence.

While analyzing the mean difference of rural, semi-urban and urban students on choice factors in vocational choice, (8th) dimension of vocational efficiency, the results reveal that rural students do not differ significantly from
urban students on choice factors in vocational choice. While as rural students
differ significantly from semi-urban students on choice factors in vocational
choice. Similar results hold true for semi-urban and urban students on choice
factors in vocational choice.

The results are partly in tune with Manju, Sadhana, Vineeth, (2006),
Wang, (2005), Mattoo (2003), Neeraj (2002), Dr. Raj Kumar, (1999), Kaur

Manju, Sadhana, Vineeth, (2006) showed personality intervention
programmes were found to be more effective than career intervention
programmes in terms of reducing vocational indecision among secondary
school students.

Wang, (2005) showed that female adolescents reported more positive
self images than males in vocational attitudes.

Mattoo, (2003) showed that secondary school high and low creative
students differ significantly in their vocational interests.

Neeraj, (2002) showed there was no significant difference between
senior secondary schools boys and girls in vocational and academic streams in
respect of self-esteem.

Dr. Raj Kumar, (1999) showed that the high school students have
highest preference for administrative and executive jobs.

Kaur Mandeep, (1999) showed that gifted children prefer more of
scientific and technical type vocations in comparison to average students who
prefer social services, business, arts and entertainment type of vocations.
Mahmood, (1998) showed academic achievement correlated significantly and positively with socio-economic status and occupational aspiration of senior secondary school students.

The above discussion reveals that the students have shown average vocational efficiency, which is one of the important objectives of secondary education. The factors mainly responsible for this state of affairs may be attributed to:

i. Subject oriented syllabi not vocational oriented.

ii. Lack of vocational counselling.

iii. Choosing of occupation beyond one’s interest and abilities.

iv. Lack of knowledge about the world of work.

v. Problems in making career decision.

vi. Choosing of subject at secondary level by parental stress.

vii. Selection of subjects without satisfaction.

viii. Aimless and purposeless education.

ix. Lack of quality education.

x. Explosion of unemployment.

xi. Wrong notion of private jobs.

xii. Negative parent – child relationship regarding vocation.

xiii. Neither parents nor teachers provide proper guidance.
D. Democratic Citizenship

Values are the sum-total of physical, mental, emotional social and temperamental make up of the individual. The results of an overall analysis of percentage comparison of secondary school students reveal that maximum of the students exhibited the poor democratic values. While analyzing the area wise percentage comparison the results revealed that in all study areas i.e., rural, semi-urban and urban; maximum of the students possess poor democratic values.

While analyzing the dimension wise percentage comparison of rural, semi-urban, urban students the results reveal that of 7 dimensions of democratic values rural students possess poor percentage on character, freedom, intellectual value and dignity of labour. While as rural students show excellent percentage on equality, national integration and health. The present results further reveal that the students from semi-urban show a similar trend (i.e.,) possess poor percentage on character, freedom intellectual value, national integration and health and show average percentage on equality and dignity of labour. In the same way the urban students posses poor percentage on character, freedom, equality and health while as urban students show average percentage on intellectual values and excellent on national integration and health.

The overall results reveal that maximum of students show poor percentage on most of the dimensions of democratic values. The results were confirmed while analyzing the statistical mean difference between rural, semi-urban and urban students over test of democratic values. The rural students differ significantly from urban students on democratic values. Similar results hold true for rural and semi-urban students. In the same way semi-urban students differ significantly from urban students on democratic values.
While analyzing the dimension wise comparison of rural, semi-urban and urban students on democratic values, the results reveal that rural students and urban students are same on character, 1st dimension of democratic values, thereby showing no difference of significance. While as rural students difference significantly from urban students on character. Similarly semi-urban students differ significantly from urban students on character, 1st dimensions of democratic values.

The present results further reveal that rural students differ significantly from urban students on freedom, equality, intellectual values, national integration, dignity of labour and health, similar results hold true for rural and semi-urban students on 2nd, 3rd, 4th, 5th, 6th and 7th dimension of democratic values. Like wise the semi-urban students differ significantly from urban students on freedom, equality, intellectual value, national integration, dignity of labour and health.


Srivastava (2004), showed that optimistic students had significantly better mental health than pessimistic students.

Laible (2004), showed high levels of perceived maternal support and low levels of maternal rigid control were related to adolescents reports of sympathy.

B.P. & Murti (1998), revealed that in senior secondary school male students group, the main effect of prolonged deprivation was found only in case of social values where as in female students group there was no effect of prolonged deprivation on values.
Bajpai (1997), reported that urban students were found to be non-significant as compared to the rural students on political value.

The above discussion reveals that the students have shown poor attitude towards democratic values, which is one of the objectives of secondary education. The factors mainly responsible for this state of affairs may be attributed to:

i. Lack of moral education.

ii. Parental restrictions on expressing ideas and thoughts.

iii. Favouritism and corruption.

iv. Future consciousness thereby lacking discovery of thoughts and knowledge.

v. Lack of love because of generation gap.

vi. False social status and competition of false social values.


viii. Psychological depression.

ix. Unavailability of Govt. jobs.

x. Subject oriented syllabus.

xi. Lack of role models.

xii. Irregularity of students by engaging themselves in the watching of T.V.

xiii. Aimless and purposeless education.

E. Academic Achievement

Regarding the year wise percentage comparison of rural, semi-urban and urban 10th class students on academic achievement the results reveal that for the year 2004 rural students attained 32.20% pass percentage which for the year 2005 has increased showing 42.81% pass percentage. The results further reveal that for the year 2004 and 2005 rural students show an average
of 37.50% pass percentage. Similarly urban students attained 44.61% pass percentage for the year 2004 thereby showing an increase in the pass percentage for the year 2005 i.e., 54.43 percent. The present results further reveal that for the year 2004 and 2005 urban students attained an average of 49.52% pass percentage. Likewise semi-urban students attained 53.32% pass percentage for the year 2004 and for the year 2005, the semi-urban students showed increase in pass percentage i.e., 59.60 percent. The results further reveal that for the year 2004 and 2005 the semi-urban students showed an average of 56.46% pass percentage. The analysis of the results reveal that from the three areas (i.e.,) rural, urban and semi-urban, semi-urban students attained the maximum of pass percentage. This shows that semi-urban students showed good academic achievement for the year 2004 and 2005. During area wise investigation, it was observed through percentage analysis that 10\textsuperscript{th} class students of semi-urban area are ahead in academic achievement showing nearly an average of 56.46% pass percentage for the year 2004 and 2005, while as 10\textsuperscript{th} class urban students show an average of 49.52% pass percentage for the year 2004 and 2005. Similarly 10\textsuperscript{th} class rural students show nearly an average of 37.60% pass percentage for the year 2004 and 2005.

The above discussion reveals that on the average, secondary school students have shown poor academic achievement. It is clear from the findings that the students have not attained the minimum levels of expected achievement. The students from all the areas viz., rural, urban and semi-urban have shown lowest academic achievement.

While analyzing the year wise academic achievement of 12\textsuperscript{th} grade students, the results reveal that the rural students attained a minimum of pass percentage for the year 2004 and for the year 2005 the rural students attained an increase in pass percentage. This means for the year 2005 academic
achievement of rural students was improved. The present results reveal that urban students attained the expected pass percentage for the year 2004 and for the year 2005 an increase in pass percentage of urban students was expected but the urban students showed decrease in pass percentage for the year 2005. This means for the year 2005 academic achievement of the urban students has not improved. Similar results hold true for semi-urban students showing good pass percentage for the year 2004, which was expected to increase, but for the year 2005 semi-urban students showed decrease in pass percentage. This means for the year 2005 academic achievement of the semi-urban students has not improved. The area wise pass percentage revealed that in all study areas i.e., rural, urban and semi-urban; maximum of pass percentage for the year 2004 and 2005 has been achieved by urban students.

While analyzing the average academic achievement of 12th grade students the results revealed that for the year 2004 and 2005 rural students achieved minimum level of average pass percentage. While as urban students achieved an expected level of average pass percentage for the year 2004 and 2005. Where as semi-urban students showed minimum level of average pass percentage for the year 2004 and 2005. The area wise average pass percentage revealed that in all study areas (i.e.,) rural, urban and semi-urban; maximum of average pass percentage for the year 2004 and 2005 has been achieved by urban students.

The overall analysis of the above results revealed that urban students on average showed good academic achievement.

The overall performance standards of 10th class students on academic achievement for the year 2004 and 2005 revealed that a small percentage of rural students secured distinction and a large chunk of students obtained 2nd division for the year 2004, similarly for the year 2005, a small percentage of
rural students secured distinction and a large chunk obtained 2nd division. In the same way for the year 2004 a small percentage of urban students secured distinction and a large chunk of students obtained 2nd division. While as for the year 2005 none of the urban students secured distinction and a large chunk of the students obtained 2nd division. Likewise for the year 2004 a small percentage of semi-urban students secured distinction and a large chunk of students obtained 2nd division. Similar results holds true for the year 2005. During area wise investigation, it was observed through average percentage for the year 2004 and 2005 that 10th grade students of rural area are ahead in securing distinction and 2nd division.

While analyzing the overall performance standards of 12th class students on academic achievement for the year 2004 and 2005, the results reveal that a neglected percentage of rural students secured distinction and a large chunk obtained 2nd division for the year 2004. Similar results hold true for the year 2005. In the same way for the year 2004 a neglected percentage of urban students secured distinction and a large chunk of students obtained 2nd division. While as for the year 2005 a small percentage of urban students secured distinction and a large chunk of students obtained 2nd division. Similarly for the year 2004 a neglected percentage of semi-urban students secured distinction and a large chunk of the students obtained 2nd division. Similar results hold true for the year 2005.

During area-wise investigation, it was observed through average percentage that urban students are ahead in securing distinction.

Scales, (2006); Benson, (2006), revealed that a broad focus on building the developmental nutrient in young peoples lives may contribute to academic success.

Brown, (2005); Trusty, (2005), revealed that there is a growing body of evidence that suggests that school counselors can use strategic interventions to improve academic achievement.

De Bruyn, (2005), revealed that parent and school role strain were directly and negatively associated with academic achievement of adolescents.

Heath, (2005), reported that small learning community (SLC) can have a significant impact on school climate, student’s academic persistence.

Shan, (2003), revealed that academic achievement of high school students varies significantly across high and low levels of an intelligence and creative thinking. Girls seem to perform better than boys. High creative students have higher level of academic achievements irrespective of gender and intelligence groups.

Krishnamustty, (1998), revealed that the parents educational status finds a significant place in the achievement of the students. The academic achievement motivation play a very vital role in enhancing the students achievement.

Singh, (1995), reported that both intelligence and academic aspiration correlated positively with scholastic success of both rural and urban students and that this positive nature of correlation was found to be statistically significant.
The above discussion reveals that on the average secondary school students have shown poor academic achievement. The factors mainly responsible for this state of affairs may be attributed to:

i. The faulty mechanism of examination.
ii. Lack of subject wise teachers.
iii. Unavailability of libraries and laboratories.
iv. Lack of basic infrastructure.
v. Incompletion of syllabi.
vi. Trend of private tutions.

vii. Parents negligence and lack of awareness.

viii. Slow poisoning of media, negative role of media.
ix. Irregularity of students by engaging themselves in the domestic activities especially in rural areas.

x. Maximum number of holidays.

xi. Teachers professional problem (i.e.,) salaries, increments, promotions etc.

xii. Burden of syllabus.

xiii. Lack of students’ interest in classroom.

xiv. Psychological stress of adolescence.

xv. Fear of failure in examination / examination fear.

xvi. Mushroom growth of students and dearth of teachers.

From the available literature, it has been found that not much of the work has been done on the important objectives of secondary education. More work needs to be done on this vital aspect of the secondary education which is the need of the hour.