Chapter – VI
Summary, Conclusion & Suggestion
6.1. SUMMARY

The present study was undertaken to study the objectives of secondary education viz., all round development (physical, social, emotional and aesthetic) qualities of leadership, vocational efficiency, democratic citizenship and academic achievement of secondary school students of three areas of Kashmir division viz., rural, semi-urban and urban. The purpose was to promote a better understanding of the role of below mentioned objectives.

The following objectives were formulated for the present investigation.

A. To measure the all round development of secondary school student in terms of physical, social, emotional and aesthetic development.
B. To study out the leadership behaviour qualities of secondary school students.
C. To assess the vocational efficiency of the secondary school students.
D. To assess the degree of democratic values of secondary school students.
E. To measure the academic achievement of secondary school students.

720 students reading in 10th class and 12th class of Govt. High and Higher Secondary schools of rural, semi-urban and urban (Budgam, Anantnag, Srinagar) areas of Kashmir Division of the J&K state were randomly selected to serve as the sample for the present study. The sample was drawn from the three areas viz., rural, semi-urban and urban. For this purpose one high and one higher secondary school from each zone of each area were randomly selected. The students were in the age group of 16 to 18 years.

The students reading in the class 10th and class 12th were contacted and administered an observation schedule constructed by the investigator with the guidelines provided by the co-supervisor to measure the physical, social and emotional development of the secondary school students. To measure the
development of aesthetic appreciation among secondary school students an Aesthetic Appreciation Test was constructed by the present investigator in consultation with research co-guide. Subsequently on the identified groups Dr. (Mrs.) Haseen Taj's Leadership Effectiveness Scale (LES) consisting of six components (79 items) were administered to measure the leadership behaviour qualities of secondary school students.

Translated English version of Test of Democratic Values from Hindi version by S.P. Kulshresthas consisting of seven components (47 items) were administered to measure the democratic values of the secondary school students. In order to assess the vocational efficiency of secondary school students Dr. (Mrs.) Manju Mehta's (V.A.M.S) Vocational Attitude Maturity Scale consisting of eight components (20 items) were administered.

Academic achievement of sample subject for the year 2004 and 2005 were collected from the result Gazette of the respective schools.

The data obtained from a sample of 720 subject was statistically analyzed by mean, S.D, %age, t-test, Histogram and Pie chart conclusions.

6.2. CONCLUSIONS

On the basis of analysis interpretation and discussion of the results present in the foregoing chapter certain meaningful conclusions have been drawn. These have been arranged in five sections and are reported as under:

A. All round development of secondary school students in terms of physical, social, emotional and aesthetic development:

1. The overall analysis of students enrolled in Government Secondary Schools regarding physical development revealed that a significant proportion of 37.50% possessed "Poor" physical development. The study
revealed that only 27.22% showed “Excellent” physical development and 35.27% possessed “Average” physical development.

2. The area-wise percentage analysis of secondary school students has shown that rural and urban students possessed “Excellent” physical development in comparison to semi-urban students.

3. The area-wise mean difference showed that urban students showed good physical development than rural students ($t = 3.64$, $P<0.01$) and rural students showed good physical development than urban students ($t=4.07$, $P<0.01$); however, no difference was found in the mean scores of semi-urban & urban students.

4. The overall analysis of students regarding social development has shown that a good number of students 37.50% possessed ‘Excellent’ social development.

5. During area-wise analysis, it was found that rural students were excellent on social development in comparison to urban and semi-urban students.

6. The area-wise mean difference regarding social development revealed that rural students showed good social development than urban students ($t = 3.90$, $P <0.01$) also rural students showed good social development than semi-urban students ($t = 7.07$, $P<0.01$) and semi-urban students showed good social development than urban students ($t = 4.07$, $P<0.01$).

7. The study has revealed that a good number of Government secondary school students 38.47% possessed ‘Average emotional development.

8. The area-wise analysis of secondary school students has shown that the urban students had better emotional development than rural and semi-urban students.
9. The area-wise significance of mean difference has shown that rural & urban, rural & semi-urban and semi-urban & urban students differ significantly on emotional development. Rural students have shown poor emotional development than urban students ($t = 13.08, P<0.01$); semi-urban students have shown better emotional development than rural students ($t = 4.15, P<0.01$) and urban students showed better emotional development than semi-urban students ($t = 9.92, P<0.01$).

10. The overall analysis of secondary school students regarding aesthetic development has shown that a significant proportion 36.66% possessed Poor aesthetic development. Since 34.02% showed excellent aesthetic development and 29.30% show average aesthetic development.

11. During area-wise analysis, it was found that semi-urban students showed excellent aesthetic development than rural and urban students.

12. The area-wise mean difference has shown rural & urban, rural & semi-urban and semi-urban & urban students differ significantly on aesthetic development. Urban students have shown better aesthetic development ($t = 17.79, P<0.01$) than rural students; while as, semi-urban students have shown better aesthetic development ($t = 19.64, P<0.01$) than rural students and semi-urban students have also shown better aesthetic development than urban students ($t = 6.93, P<0.01$).

13. During the dimension-wise significance of mean difference it has been found that rural students differ significantly from urban students on all the five dimensions (i.e.,) artistic objects, evaluative terms, aesthetic categories, artistic style and aesthetic taste of aesthetic appreciation. Also out of five dimensions of aesthetic appreciation, rural students differ significantly on four dimensions from semi-urban students (i.e.,) evaluative terms, aesthetic categories, artistic style and aesthetic taste,
while as semi-urban students show no difference of significance on artistic objects. It has also been found that semi-urban students differ significantly from urban students on all dimensions of aesthetic appreciation.

B. Leadership behaviour qualities of rural, semi-urban and urban secondary school students:

1. On the basis of overall percentage comparison the results have shown that a good number of secondary students showed 'Average' leadership qualities.

2. The area-wise percentage analysis has shown semi-urban students in comparison to rural and urban showed 'Excellent' leadership qualities.

3. On the basis of dimensions wise percentage analysis it has been found that out of six dimensions of leadership effectiveness, rural students possess 'Poor' leadership qualities on four dimensions i.e., interpersonal relations, behavioural and emotional stability, ethical & moral strength and operation as a citizen. It has also been found that semi-urban students also possess poor leadership qualities on four dimensions out of six dimensions of leadership effectiveness i.e., interpersonal relations, intellectual operations, behavioural & emotional stability and operation as a citizen. Also the results reveal that out of six dimensions of leadership effectiveness urban students showed 'Poor' leadership qualities on two dimensions (i.e.,) interpersonal relations and behavioural & emotional stability. It has also been found that out of six dimensions of leadership effectiveness the students of all the three areas viz., rural, semi-urban and urban showed 'Poor' leadership qualities on two dimensions i.e., interpersonal relations and emotional stability.
4. The area-wise mean difference on leadership effectiveness between rural & urban, rural & semi-urban and semi-urban & urban students showed that rural students possessed better leadership qualities than urban students ($t = 22.34, P<0.01$); while as, semi-urban students have shown better leadership qualities than rural students ($t = 16.17, P<0.01$) and semi-urban students have also shown better leadership qualities ($t=27.70, P<0.01$) than urban students.

5. During dimensions-wise significance of mean difference the results reveal that out of six dimensions of leadership effectiveness, rural students differ significantly from urban students on five dimensions excluding operation as a citizen. Also rural students differ significantly from semi-urban students on all the six dimensions of leadership effectiveness. Similarly semi-urban students differ significantly on all six dimensions of leadership effectiveness from urban students.

C. Vocational efficiency of rural, semi-urban and urban secondary school students:

1. The overall analysis on vocational efficiency of students enrolled in Govt. secondary schools has shown that a significant proportion 37.50% possessed "Average" vocational efficiency.

2. During the area-wise analysis on vocational efficiency the results reveal that rural, semi-urban and urban students have shown almost same attitude towards vocational efficiency.

3. The area-wise mean difference has shown that no difference was found in the mean scores of rural and urban students; however, semi-urban students showed better attitude ($t = 4.33, P<0.01$) towards vocational efficiency.
than rural students, also semi-urban students showed better vocational efficiency \( t = 5.00, P<0.01 \) than urban students.

4. During the dimension-wise significance of mean difference, it has been found that rural & urban and rural & semi-urban students differ significantly from each other on vocational aspiration level 1\(^{st}\) dimension of vocational efficiency; where as semi-urban & urban students are same on vocational aspiration level. Semi-urban students show higher mean score as compared to rural and urban students. It has also been found that all the three groups i.e., rural & urban, rural & semi-urban and semi-urban & urban differ significantly from each other on influence and money in job choice, 2\(^{nd}\) dimension of vocational efficiency and on indecisiveness on vocational choice, 5\(^{th}\) dimension of vocational efficiency.

6. The results also reveal that rural and urban students are same on altruism and passivity in job choice, lack of job awareness and change in performance and on vocational understanding choice factors in vocational choice 3\(^{rd}\), 4\(^{th}\), 6\(^{th}\) and 8\(^{th}\) dimension of vocational efficiency, while as rural & semi-urban and semi-urban & urban students differ significantly from each other on 3\(^{rd}\), 4\(^{th}\), 6\(^{th}\) and 8\(^{th}\) dimension of vocational efficiency. It has also been found that rural & urban and semi-urban & urban students differ significantly from each other on lack of independence, 7\(^{th}\) dimension of vocational efficiency. Rural students in comparison to urban and semi-urban students showed higher mean score. While as rural and semi-urban students are same on lack on independence and show no difference of significance.
D. Democratic values of rural, semi-urban and urban secondary school students:

1. The overall analysis of students regarding democratic values revealed that a good number of secondary school students 36.94% have shown 'Poor' attitude towards democratic values.

2. The area-wise percentage analysis has shown that semi-urban students possessed 'Poor' democratic values in comparison to rural and urban students; since 40.83% semi-urban students possessed 'Poor' democratic values. While as 35.00% and 36.66% of rural and urban students showed 'Poor' attitude towards democratic values.

3. The dimension-wise analysis has shown that out of seven dimensions of democratic values, rural students show poor attitude towards democratic values on four dimensions i.e., character, freedom, intellectual values and dignity of labour. Where as, semi-urban students show poor democratic degree on five dimensions i.e., character, freedom, intellectual values, national integration and health. Similarly urban students show poor democratic degree on four dimensions of democratic values (i.e.,) character, freedom, equality and health.

4. The area-wise mean difference revealed that urban students showed more attitude towards democratic values than rural students (t = 14.11, P<0.01) and rural students showed more attitude towards democratic values than semi-urban students (t = 4.97, P<0.01) also urban students showed more attitude towards democratic values than semi-urban students (t = 25.46, P<0.01).

5. It has been found that out of seven dimensions of democratic values rural students differ significantly from urban students on six dimensions of
democratic values and show no difference of significance on one dimension i.e., character. Also rural & semi-urban and semi-urban & urban students differ significantly on all the seven dimensions of democratic values.

E. Academic achievement of 10th class and 12th class students for the year 2004 and 2005:

1. It has been found that on the average secondary school students have shown poor academic achievement.

2. It has been found that of all the three groups i.e., rural, urban and semi-urban 10th class students, semi-urban students have shown good academic achievement for the year 2004 also for the year 2005 of all the three groups semi-urban students achieved good academic ‘pass’ percentage.

3. It has also been found that 10th class rural, semi-urban and urban students showed increase in ‘pass’ percentage for the year 2005 as compared to the year 2004. The present study also reveal that on the average, 10th class students have shown ‘poor’ academic achievement. The students of all the areas viz., rural, semi-urban and urban have shown lowest academic achievement while as of all the areas semi-urban students have shown ‘average’ pass percentage higher than urban and rural area. The overall performance standard of 10th class students on academic achievement for the year 2004 and 2005 revealed that a neglected percentage of urban students secured distinction. On the average 4.54% urban students secured distinction, where as 5.66% of semi-urban students secured distinction and 6.47% of rural students got distinction.

4. The results reveal that for the year 2004 of the three groups viz., rural, semi-urban and urban, urban 12th class students secured higher ‘pass’
percentage while as also for the year 2005 urban students showed higher ‘pass’ percentage as compared to rural and semi-urban students. It has also be found urban and semi-urban 12th class students have shown decrease in pass percentage for the year 2005 as compared to the year 2004, where as rural students have shown increase in pass percentage. The area wise average pass percentage revealed that in all study areas, maximum of average pass percentage for the year 2004 and 2005 has been achieved by urban students.

5. The overall performance standards of 12th class students on academic achievement for the year 2004 and 2005 reveal that in all study areas, viz., rural, semi-urban and urban, urban 12th class students secured greater percentage of distinction than rural and semi-urban students. It has also been observed through average percentage for the year 2004 and 2005 that urban students are ahead in securing distinction.

6. **EDUCATIONAL IMPLICATIONS**

1. Educational authorities should recognize the need of vocational counselling and vocational counselling should be introduced in educational programmes at secondary level.

2. There is a need to help adolescent girls regarding the physique and to make them aware about unhealthily and irregular eating.

3. There is a need to re-organize educational curriculum at secondary level and make it job oriented.

4. There is a need to provide basic infrastructure at secondary level constructed with aesthetic sense.
5. There is a need to provide educational counselling at secondary level so as to make students understand that education is not only for acquiring Govt. jobs.

6.4. SUGGESTIONS

On the basis of findings of the present endeavour, the following suggestions need to be taken care of for the fulfillment of the objectives of secondary education.

6.4.1. Suggestions for Qualitative Improvement for Secondary Education

The following improvements are needed for the fulfillment of objectives of secondary education with reference to methodology, content, evaluation and interaction.

6.4.1.1. Methodology

1. Secondary education plays a decisive role in determining the quality of education both at the elementary level and the higher stages of education as secondary schools supply teachers for elementary schools and students for higher education. It is therefore recommended that secondary education should be made relevant to the socio-economic needs of the society. This will decidedly expose students to the differentiated roles of society.

2. Secondary education can play an important role in training the youth of country to take an effective part in the social reconstruction and economic development of their country. The need of the hour is to relate secondary education with productivity and economic development. It can be achieved by giving a strong vocational bias to secondary education.
3. There is a need to increase facilities for technical and vocational education. Provision of facilities for vocational education should confirm broadly to requirements of the developing economy and real employment opportunities.

4. The teacher and his methods of teaching are very much responsible for fall of standard in education. Therefore only those persons should be appointed as teachers who have Bachelors in education (B. Ed) as a basic qualification. The officers in the education department of government should have a sympathetic attitude towards teachers so that teachers appear to be interested in finding out the solutions to academic issues. The teachers should be given training in Psychological methods of teaching. In service training program should be instituted for teachers already in service. Refresher courses should be started for acquainting teachers with latest development in teaching methods.

5. Class size needs to be lessened. Tutorial education should be encouraged. Suitable teachers should be appointed in large no according to the strength of the students in the class. More teachers should be appointed to facilitate contact between the student and the teacher. This will enable the teacher to find out the interest and ability of the student.

6. Every institution should have suitable infra-structure, library, laboratory and playgrounds and the necessary equipments for sports and games. The students and teachers should get adequate facilities for investigation research. Adequate physical facilities should be provided in all schools. Subject-wise library and laboratories should be provided.
7. The purpose of education should not confine to pass the examination with good marks and obtain the certificate but to develop the various aspects of personality of the student.

8. Assessment of performance is an integral part of any process of learning and teaching. As a part of sound educational strategy, examinations should be employed strictly to bring about qualitative improvements in education.

9. The educated man is an incomplete man if his needs for artistic expression are not satisfied. Expressive arts will help the young to develop their creative abilities, and to grow in the appreciation of not only their own heritage, but that of mankind all over the world. Therefore, the expressive arts should be included as field of study in the secondary schools.

10. Since adolescence stage is a stage of social awareness and social intercourse. Therefore it is very essential on the part of teacher to help the students to develop positive self-concept according to his capacities, potentialities, attitudes and interests and thereby help them to become competent and worthy members of the society.

11. Encouraging students to pursue personal interests. A variety of co-curricular activities like games and sports, debates, declamations, singing, dancing, variety programmes, girl – guiding, scouting, N.S.S, N.C.C, clubs and societies, excursions and trips etc. should be organized from time to time and adolescents should be encouraged to take active part in the activities which suit their talent. It will help them in maximum achievement, increasing self-confidence and developing positive self-concept.
12. Involve students in voluntary programmes. This will develop social, interpersonal and leadership skill of students in addition to academic proficiency. Encouraging students in voluntary programmes will enable them to solve the problems they face through their own efforts. Through these activities, the students acquire the virtues of clear thinking, initiative originality, resourcefulness, good judgement, tolerance, patience, self-confidence, reliance etc. Which are the essentials of a leader.

13. Learning environment should be made conducive. Corporal punishment and rebukes should be avoided. Free atmosphere should be provided for making learning goal-oriented thereby preparing students for competitive life.

14. Special attention is needed towards providing proper personal, vocational and educational guidance and counselling for adolescents. This will help them in making home adjustment, school adjustment and social adjustment by developing healthy ideas and building a healthy philosophy of life.

15. Education should be made value oriented. Apart from academic proficiency, strong efforts should be provided by all the institutions for organizing and involving students in physical activities, cultural activities, creative and productive hobbies, social service activities, civic training activities, community life activities, work experience and activities related to Emotional and National Integration. This will aid in the total development of the learner. Moral education should also be up-graded.

16. In teaching, the emphasis should shift from verbalism and memorization to learning through purpose, concrete and realistic
situations. Activity method and Project method should be adopted in teaching. The methods of instruction should be according to the needs of the individual students. All the categories of students must have chance to progress according to their mental capabilities. The students should be encouraged to acquire knowledge through personal efforts.

17. Students with special talent or aptitude should be provided opportunities to proceed at a faster pace, by making good quality education available to them, irrespective of their capacity to pay for it.

18. Remedial Teaching and a chance for supplementary exam should be provided to the students who fail to qualify their academic session. This program is already functioning but only for 8th class and needs to be approved for 9th and 10th class students. So that they can continue their studies without losing their new academic session.

19. An effective programme Capacity Building Improvement Programme (CBIP) being recently launched by Serva Shiksha Abiyan (SSA) in language, science and social-science subjects at secondary and higher secondary level, organized by State Institute of Educational Training (SIET) in J&K in consultation of DIET in all districts. It needs to be systematically and properly utilized in all institutions. The length of this programme needs to be extended from a period of 6 days to a minimum period of 20 days.

6.4.1.2. Content

1. Secondary Curriculum should be reorganized according to geographical conditions, local conditions, socio-economic problems and the cultural background. It should touch life of the students at all points and help in the development of balanced personality. It
must be related to the needs of life and should be more practical and useful. Students should be left free to choose their optionals according to their needs, interests and capacity. Industrial, vocational and technical subjects should be included in the curriculum. Keeping in view the present needs of the society it should be dynamic, flexible and diversified and should represent the soul of the society.

2. Courses are designed corresponding to number of working days during an academic session of the whole country. Though due to geographical variations, the number of working days differ from state to state. As far as our state is concerned, it faces a long and difficult winter thereby causing early winter variations and thus reducing the number of working days and if working days are reduced the course content correspondingly needs to be lessened, so as to avoid stress among students due to overloading of syllabus.

3. An educational program should not only emphasize upon the expansion of literacy but should contribute to the formation of character. Education has not only to impart bookish knowledge but to give a knowledge which may contribute to personal, social and national prosperity. There should be an all-round development of learner. They should be made physically, mentally, economically, morally and spiritually strong. They should be made citizens who may think for themselves and who may acquire such experiences which they may fruitfully utilize.

4. There is a need to frame educational programme that is comprehensive, challenging, purposeful, integrated, relevant and standards-based, to prepare men and women for citizenship in a
democratic society, to meet the needs not only of more students, but of students with a wide range of ability, aptitudes and interest, to create an atmosphere in which students will learn to think critically and constructively and seek truth and solve problems.

6.4.1.3. Evaluation

1. Evaluation should aim at helping the learners to improve their academic and non-academic aspect of education. It should help teachers to attain success in teaching and bring about improvement of instruction. It should improve the effectiveness of the learning experiences provided in the class-room and determine the goals being accomplished. It should improve the effectiveness of the learning experiences provided in the class-room and determine the goals being accomplished. It should exercise a great influence on the pupil’s study habits and the teachers methods of instructions and thus should help not only to measure educational achievement but also to improve it with reference to the objectives of secondary education.

2. The student’s should be provided their answer scripts after evaluation, so that they can learn from their own mistakes. Also their weakness can be recognized by their parents.

3. An examination committee should be organized in each secondary school. The teachers should be given part-time or refresher courses for acquainting them with latest development in standardization of evaluation.

4. Strict steps are needed to tackle the problems of leak of questions papers, mass copying and unfair means. There should be constant supervision by the concerned authorities to ensure that proper secrecy
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is maintained in all steps of evaluation. The adoption of guess papers by the students from the teachers before examinations should be strictly avoided as it makes them habitual. Irrespective of this the teacher should provide proper guidelines for examinations.

5. Heads of the institutions should be given adequate freedom, adequate powers so that the educational needs within the institutional premises should be fulfilled without any delay.

6. The school should not only make the student literate but to educate his total personality. Hence the students should be tested at the understanding level also and not on the memory level alone.

6.4.1.4. Interaction

1. Interaction of the school with pupil’s total environment; family environment, social environment and school environment can help to a large extent in improving the quality education.

2. Ensure that all students develop ability to co-operate with others, tolerate the view of others, adjust to members of various school groups and develop sense of competition, group loyalties, belongingness and social acceptance. There is a need for united efforts on the part of parents and teachers who are the custodians of the welfare of children.

3. Co-operative interaction, mutual understanding and coordination between school and home can improve physical environment for the persons who serve in the schools and for the pupils who came there to receive education.
4. An educational calendar and school time table needs to be formulated and furnished well in advance so that students, teachers and parents fix their targets in the systematic way and ensure smooth working of the school. By this the philosophy of the school as well as the professional competence of the staff will be reflected.

The above suggestions require sincere consideration in the hands of efficient administration and competent authorities and if implemented immediately and executed efficiently will bear good fruits and will help to improve the quality of secondary education with reference to the objectives of secondary education.

6.4.2. Suggestions for Future Research

1. The present study may be conducted on physical development of secondary students and socio-economic status of parents and its impact on academic achievement of secondary students.

2. A comparative study may be undertaken to compare aesthetic appreciation of secondary school boys and girls.

3. A comparative study may be undertaken to compare vocational efficiency of secondary students of both sexes and socio-economic status of their parents.

4. A comparative study may be undertaken between different divisions of J&K State to make objective based evaluation of secondary school students.

5. The present study may be replicated on a larger sample.

6. A study may be conducted on leadership qualities of secondary school students and school administrators and its impact on school environment.
7. A study may be conducted on vocational counselling and academic counselling of secondary school students and its impact on vocational efficiency of secondary school students.