

## **Chapter 5**

### **SUMMING UP**

#### **5.1 Over View**

This chapter deals with the summing of the present study. It has five sections. The first section is the over view. The second section gives a brief account of the development of a child, common expectations of adolescence, their role perception and ends with the need of the study. The third section briefly states the method of investigation, instrumentation, sample design, reliability, validity, and data collection procedures. The fourth section deals with objectives and hypothesis of the study. The fifth section explains the major findings, limitations of the present study, scope for further research and educational implications.

Summary chapter is the most useful part of the research report because it could guide not only research scholars but also educational administrators, educationists and people who are interested in that particular problem.

#### **5.2 Summary**

##### **❖ Introduction**

The human being is never static. From conception to death, change is constantly taking place in physical and psychological capacities. As Piaget has explained, structures are "far from being static and given from the start".

Instead, a maturing organism undergoes continued and progressive changes in response to experiential conditions, and these results in a complex network of interaction even though development is a continuous process.

As a general rule, the development of the individual in each step can be divided into :

1. Physical Development
2. Mental Development
3. Emotional Development
4. Ethical Development
5. Aesthetic Development and
6. Social Development.

The development of a child depends on the environment. The environmental influences that can affect to development are :

1. Influence of family
2. Influence of the neighbour hood
3. Influence of school environment
4. Influence of cultural environment

The period of adolescence is characteristically an important period in the life span, a transitional period, a time of change, a problem age, a time when the individual strives for identity, a dreaded age, a time of unrealism and the threshold adulthood. But, the common expectations about adolescents are :

- i. To achieve outstanding success and fame of life
- ii. To care the welfare of the mankind
- iii. To achieve highest degree of efficiency
- iv. To make friendship with good persons
- v. To imbibe good qualities
- vi. To keep engaged in important assignments
- vii. To achieve peace
- viii. To receive the best and higher education.

Besides, the secondary school stage should also meet the needs of the adolescents. Education is a three fold process of imparting knowledge, developing skills and inculcating proper interests, attitudes and values. Perception is the true beginning of knowledge perception involves in comparison, assimilation, discrimination, association, recognition, objectification, localization and projection.

"A perception is a fusion of sensation and memories in which sensation and memory are indistinguishable". -- *Pillsbury*

"Sensation is the first response of the brain, and perception as the second response of the brain". -- *Woodworth*

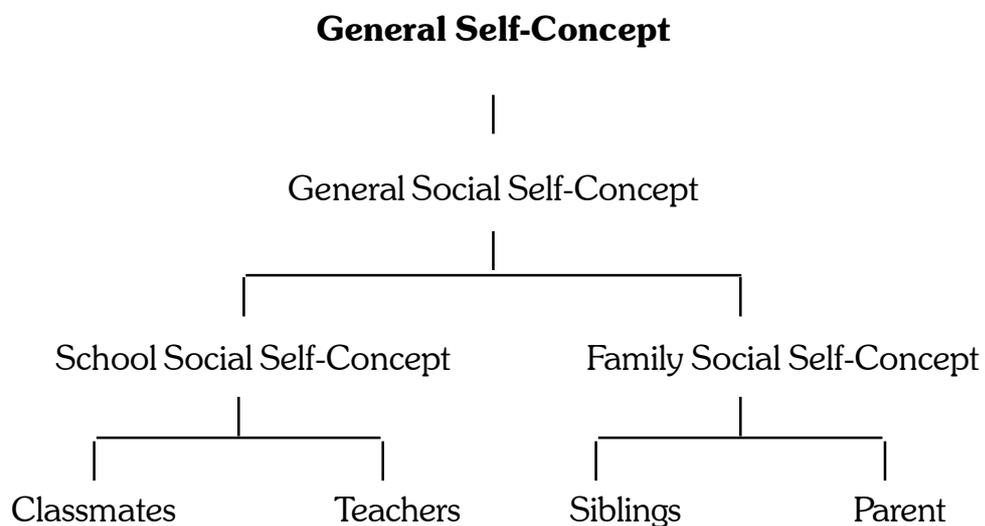
The role perception of adolescents is transient because their interests change in course of their development. Their attention to the people and things around changes according to the changes in their interest and role

perception. When they are interested they make persistent effort irrespective of the span of time and amount of energy it demands. At times they perceive themselves as children and all of a sudden feel independent and perceive them as grown-ups. Individuals perceiving totally, adopt their movements freely to varying circumstances due to changes in position, direction, and expectation.

Thinking about one self is an unavoidable human activity. Most people are literally self-centered. That is, the self is the centre of each person's social universe. While, as we indicated genetic factors play a role, one's self-identity, or self - concept, is largely based on what is learned in interactions with other people beginning with immediate family members and then broadening to interactions with those beyond the family.

The self concept is an organized collection of images, beliefs and self perceptions about one self.

Each person's overall self-concept is composed of many distinct components that provide schemes for specific aspects of one's life.



In developing self-concept one's home; school and other environment play a vital role when a person perceives his roles then he is ready to perform his functions in different areas of his life.

Roger's theory of personality in contrast to the commonly held conception that man is by nature an irrational, destructive and un social being, holds that 'man' is essentially rational, constructive and social. The theory can be presented in its basic concepts.

1. Perception is an active process and individuals perceive by attaching meanings to their experiences.
2. A part of the perceptual field is differentiated and is represented as an awareness of an individuals own personality. This is what is called the self.
3. The need for self regard may lead to selective perception or even to distortion of experiences such that they are in accordance with one's feelings of self worth.
4. If incongruity exists between the self and experience, problems of adjustment arise.
5. The individual is not ready to accept incongruity and modify his self. He perceives the incongruences as threatening and therefore, keeps them out of his awareness.

In Super's theory of vocational development he highlighted the life roles that one plays at any given age of life stage. The life roles, such as a son

or a daughter, student, sibling, home maker, leisurite, and citizen are to be played by almost all.

❖ ***Need, Nature and Importance of the Study***

In a developing country, literacy is almost universal and children stay at school till the ages 16, 17 and 18 as the case may be and discontinue after completing their secondary education.

In most cases, secondary education is the terminal stage for education. The country realises the importance of secondary education as a stage by itself.

It is being envisaged that qualitative and quantitative aspects of secondary education will receive due attention.

The adolescent is grown enough to evaluate the behaviour of teachers in the school. He accepts some teachers as good and he is vehemently against some who are undutiful, partial and devoid of human qualities. The adolescent is influenced by the behaviour of teachers in the school. The policy of the school also influences the personality of the adolescents. Adolescents have their tastes, interests and aptitudes. They entertain different views about schools, games and social activities.

According to Witmen and Kolinsky adolescents have characteristic sense of identity and clarification of who one is and what one's role is.

Perception of their role while learning occupies a very important place in the lives of pupils. Most of what do or do not do are influenced by what we perceive and how we perceive it.

The secondary school pupils have to meet their own needs as well as the needs of the democratic society in which he is expected to participate as a citizen while reaching maturity.

In developing one's society or nation students are playing very crucial role. So, the present investigation is found to be of great help in identifying the role perception and role performance of secondary schoolers in different areas.

Mothers, fathers, grand parents and other members of the family interact in multiple ways with infants, toddlers, young children and adolescents. An affectionate relationship between siblings is most likely if each sibling has a warm relationship with each parent, and if the parents perceive their marriage in positive term sibling relationships are important because the positive or negative affect associated with siblings is likely to be aroused over and over in interactions with peers, siblings are most likely to feel close if they are able to share attitudes and memories, stand for one another, experience companionship, and help one another to cope with difficulties. Even when siblings are very close in childhood they tend to grow apart in adolescence and young adulthood.

Beyond the family, persons relate with school, society etc., that means one has relationship with teachers, peer group, friends, neighbours, members of the society etc. A relationship in which two people spend a great deal of time together, interact in a variety of situations, exclude others from the relationship and provide mutual emotional support.

Hence, this study intends to know the level of role perception and role performance of secondary school pupils studying in private and government schools and in rural and urban schools and to know the relationship between role perception and role performance.

#### ❖ ***Summing of Related Studies***

Most of the studies on perception were done at the school level. Among them three studies are done on perception of school in relation to academic achievement, two are about their goal perception, few studies are done on perception related to home, school etc.

Some studies are done on self concept. Three studies are done on self concept in relation to achievement, one belongs to self-concept and adjustment, few are on self concept of students. Six studies are done on role related to different variables like role performance and role expectations of the teachers, role of parents in helping adolescents to cope with stress, role of socio-economic status etc.

A few studies on Role perception were done abroad. It is found that very little research was done on the perception of secondary school students in relation to teachers or family or school or academic climate. A few studies were done on role perception with different variables except secondary school pupils. No study was done on Role Perception and Role Performance of Secondary School Pupils. It is also found that no study was done in India or abroad on it. Hence the researcher intends to study the role perception of secondary school pupils and also their day to day functionality on their perceived roles.

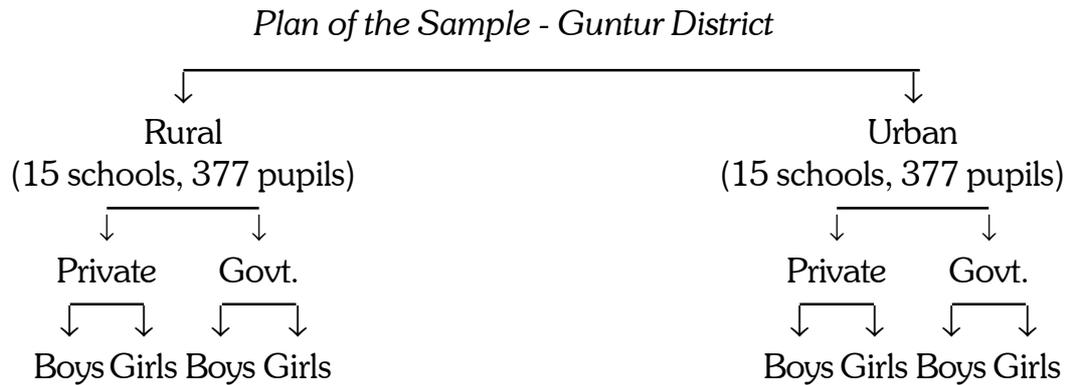
### ❖ **Methodology**

#### *Method of Investigation*

To collect the data about the role perception and role performance of the secondary school pupils a large sample had to be surveyed. Hence, the descriptive survey of the role perception and the role performance of secondary school pupils was carried out.

#### *Sample Design*

For the present study the investigator had taken up a stratified random sample of 754 pupils of secondary schools from 30 schools in Guntur district. Out of these thirty schools, 15 are government, 15 are private and 15 are urban, 15 are rural schools. The total sample of 754 includes 395 boys and 359 girls.



### *Instrumentation*

As no suitable tool was available for this purpose the questionnaire was developed by the researcher on different roles of the pupils in the specified stage. To identify the main roles of pupil, researcher used Super's theory. According to Super's theory the major areas of the secondary school pupils are school, home and society. Before going to develop questionnaire, researcher conducted interviews with this specific purpose of their perceived roles and collected information from the secondary school pupils. By studying so many related available standardised tools researcher developed a questionnaire consisting of three parts. The first part deals with bio-data, second part was on the role perception and the third part included role performance in three major areas of life of secondary schoolers. Second and third part was assessed against 5 - point scale ranging from mostly to very few times.

### *Scoring Procedure*

The responses of the questionnaire are set on 5 - point scale.

Marks	5	4	3	2	1
Responses	Mostly	More times	Some times	Few times	Very few times

### *Reliability and Validity of the Test*

By using Test - Re-test method researcher calculated reliability coefficient of role perception and role performance.

The reliability coefficient of role perception is  $\gamma = 0.5167$  which is high.

The reliability coefficient of role performance is  $\gamma = 0.5942$  which is high. Therefore this instrument is found reliable to serve the investigation.

As the test is reliable it is said to be valid.

### *Administration*

Researcher personally visited the schools, got permission from the respective heads of the institutions and personally administered the questionnaire. The investigator impressed the pupils to express their feelings with out any inhibition by following the instruction. And investigator requested the class teacher to give his / her opinion about their class pupils. The data of the secondary school pupils were collected from rural and urban, private and government schools belonging to Guntur District.

❖ **Statistics Used**

The following statistics were applied to analyse the collected data.

❖ **Objectives of the Study**

1. To find out the role perception of secondary school pupils and classify them.
2. To find out the role performance of secondary school pupils and classify them.
3. To find out the association between role perception and role performance of secondary school pupils.
4. To find out whether there is any association between the role performance and academic performance.
5. To find out whether there is any association between teacher's perception of students role performance and role performance of secondary school pupils.
6. To find out whether the role perception of secondary school pupils differs with respect to : a) Gender, b) Private and Government school pupils, c) Rural and urban school pupils. d) Economics Status, e) Parental education background.
7. To find out whether the role performance of secondary school pupils differs with respect to : a) Gender, b) Private and Government school pupils, c) Rural and urban school pupils. d) Economics Status, e) Parental education background.

❖ ***Hypotheses of the Study***

1. There would be no significant association between role perception and role performance of secondary school pupils.
2. There would be no significant association between role performance and academic performance of secondary school pupils.
3. There would be no significant association between teacher's perception of students role performance and role performance of secondary school pupils.
4. There would be no significant difference in the role perception of secondary school pupils with respect to : a) Gender, b) Private and Government school pupils, c) Rural and urban school pupils. d) Economics Status, e) Parental education background.
5. There would be no significant difference in the role performance between : a) Gender, b) Private and Government school pupils, c) Rural and urban school pupils. d) Economics Status, e) Parental education background.

**5.3 Findings of the Study**

1. Secondary school pupils perceived their role as more important.
2. Secondary school pupils are found to have performed their roles to the moderate extent.
3. There is a significant relation between role perception and role performance of secondary school pupils.
4. There is a significant association between role performance and academic performance of secondary school pupils.

5. There is a significant association between teacher's perception of pupils role performance and role performance of secondary school pupils.
6. Girls has perceived their role significantly better than the boys.
7. Role perception of private school pupils better than that of government school pupils.
8. Role perception of rural school pupils is better than that of urban school pupils.
9. Role perception of middle class pupils is better than the rich and poor pupils perception of their role.
10. Role perception of secondary school pupils did not differ significantly with respect to parental education background.
11. Role performance of Boys and Girls does not differ significantly.
12. Role performance of private and government secondary school pupils did not differ significantly.
13. Role performance of rural and urban secondary school pupils did not differ significantly.
14. There is no significant difference among the role performance of pupils with respect to their economic status i.e. poor, middle and rich.
14. Role performance of secondary school pupils did not differ significantly with respect to parental education background.

#### **5.4 Educational Implications**

1. Role perception helps in building the pupil's personality, academic life, and career.
2. If teachers have an idea about the role perception they can try to guide their pupils.
3. The teacher must help the pupils not only in learning the syllabus but also how to behave at home, in the school and in the society.
4. Pupils may be provided with opportunities to perceive good practices and procedures for better life.
5. Excursions, educational tours and such other kinds of activities help pupils to mingle with new ones.
6. Pupil can identify his role in the home, school and society.
7. Pupil knows how to behave with parents, elders, siblings, neighbours etc.
8. Pupils should express their feelings about studies if we provide good environment at school.
9. Pupil-peer group relation should become strong.
10. Pupil can estimate his do's and don'ts.
11. Pupil knows his interests to set up goals.
12. Pupil comes to understand his responsibility in the society.
13. Pupil has the idea about his "Role" he/she can perform it in best way.
14. Pupil can identify the relation between his role perception and performance. It helps to modify his behaviour.

15. Pupil can identify his abilities and disabilities from this and modify themselves.
16. Role perception helps the pupil to take up tasks and strive in that direction.
17. By perceiving healthy habits pupils can lead their lives healthily.

### **5.5 Delimitations of the Study**

1. The study is limited to 754 secondary school pupils.
2. The study is to identify the relationship between role perception and role performance.
3. The study is limited to Guntur district.
4. The study is limited to two types of schools : a) Government, ii) Private.
5. The study is limited to two types of locations : a) Urban, b) Rural.
6. The study is to identify the relationship between teacher's perception of role performance and role performance of secondary school pupils.
7. The study is limited to the influence of parental education background in three categories: a) below 5<sup>th</sup>, b) 6<sup>th</sup> to Inter, c) Above Inter on the pupils role perception and role performance.
8. The study is limited to the influence of parental economic status : a) Poor, b) Middle, c) Rich on the pupils role perception and role performance.

### **5.6 Scope for Further Research**

The present study suggests the need for carrying out studies of the following type. The researcher is able to suggest some topics which are left untouched.

1. Role perception in relation to school subjects and role performance in them.
2. Role perception and role performance at higher education.
3. Role perception and role performance in relation to self-esteem / self-concept at secondary school level.
4. Teachers perception of pupils roles at secondary school stage can be studied.
5. Role perception and role performance in relation to intelligence of secondary school pupil.
6. Role perception and role performance of secondary school pupils is to be extended with the variables : i) Medium - English / Telugu; ii) Intelligence level - below average, average, high; iii) Home atmosphere.

## **5.9 Conclusion**

Ninth class adolescence pupils perceived their varied roles as more important i.e. in doing the work on time, that too actively and pleasantly, in thinking independently, in studying well all the six subjects and also in being successful through hard work. They perceived that they are to take care of their belongings, obey the rules and regulations of the school admit errors, share the joys and sorrows with friends, co-operate with classmates, be happy with class groups, do one's duty, help the poor, take care of the environment and feel responsible to society, though they feel that their education is a waste of time.

They perceived their role in helping the family in domestic work, sharing many things with family members, caring relatives, loving siblings, and in accepting parental punishment to misbehaviour.

Though their role perception is felt more important, role performance is found only to the moderate extent. Realizing the responsibility or one's role is not lived to that extent, these days, this is the general trend of the people of any age. Secondary school pupils are found not an exception.

It is also note worthy to find that there is a significant relation between role perception and role performance of secondary school pupils which means the secondary school pupils who perceived their role as the most important performed their role to the most extent, who perceived it as more important performed their role to the more extent. Likewise pupils who perceived their role as moderately important performed to the moderate extent, who perceived as less important performed to less extent and who perceived as the least important performed to the least extent.

Significant association thus also found between role performance and academic performance and teacher's perception of pupils role performance and role performance of secondary school pupils.

Gender, type of school i.e. private and government, rural and urban and economic background influenced significantly the role perception of secondary school pupils but none of these variables had any significant

influence on role performance of the sample. Where as parental education background did not bring any significant difference both in role perception and role performance of the sample.

The needed effort either at home or at school or in the pupils miniature society is to put into practice what they perceive as necessary. In other words 'perception is action'.