CHAPTER - V
MAIN FINDINGS, DISCUSSION
OF THE RESULTS AND
CONCLUSIONS

We pass through research from subjective or personal experience to objective validity and universal applicability

- Robert R. Rusk
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5.0.0 Introduction

The present chapter deals with main findings, the discussion of results and conclusions. Efforts have also been made, in this chapter, to throw light on the educational implications of the study in the present context. Investigator has also indicated some of the potential areas for further research in the field related to this study. The statistical data of the present study revealed the following main findings:

5.1.0 Main Findings

1. The Peace Education Curriculum Module has a significant impact on Social, Democratic, Aesthetic, Economic, Knowledge, Hedonistic, Power, Family Prestige and Health Values of govt. secondary school students.

2. The Peace Education Curriculum Module has a significant impact on Religious, Social, Democratic, Aesthetic, Economic, Knowledge, Hedonistic, Power, Family Prestige and Health Values of govt. urban secondary school students.

3. The Peace Education Curriculum Module has a significant impact on Social, Democratic, Aesthetic, Economic, Hedonistic, Power, Family Prestige and Health Values of govt. rural secondary school students.

4. The Peace Education Curriculum Module has a significant impact on Religious, Social, Democratic, Aesthetic, Power and Health Values of govt. urban boys secondary school students.
5. The Peace Education Curriculum Module has a significant impact on Democratic, Aesthetic, Economic, Knowledge, Power, Family Prestige and Health Values of govt. urban girls secondary school students.

6. The Peace Education Curriculum Module has a significant impact on Social, Democratic, Aesthetic, Economic, Power, Family Prestige and Health Values of govt. rural boys secondary school students.

7. The Peace Education Curriculum Module has a significant impact on Aesthetic, Economic, Hedonistic, Power, Family Prestige and Health Values of govt. rural girls secondary school students.

8. The Peace Education Curriculum Module has a significant impact on Religious, Social, Democratic, Aesthetic, Economic, Knowledge, Hedonistic, Power, Family Prestige and Health Values of public secondary school students.

9. The Peace Education Curriculum Module has a significant impact on Religious, Social, Democratic, Aesthetic, Economic and Power Values of public urban secondary school students.

10. The Peace Education Curriculum Module has a significant impact on Religious, Social, Democratic, Aesthetic, Economic, Knowledge, Hedonistic, Power, Family Prestige and Health values of Public rural secondary school students.

11. The Peace Education Curriculum Module has a significant impact on Democratic, Aesthetic and Economic values of public urban boys secondary school students.

12. The Peace Education Curriculum Module has a significant impact on Social, Democratic, Aesthetic and Power values of public urban girls secondary school students.

13. The Peace Education Curriculum Module has a significant impact on Religious, Aesthetic and Knowledge values of public rural boys secondary school students.
14. The Peace Education Curriculum Module has a significant impact on Religious, Democratic, Economic, Knowledge, Hedonistic, Family Prestige and Health values of public rural girls secondary school students.

15. The Peace Education Curriculum Module has a significant impact on Emotional, Social and Educational aspects of Adjustment of govt. secondary school students.

16. The Peace Education Curriculum Module has a significant impact on Emotional, Social and Educational aspects of Adjustment of govt. urban secondary school students.

17. The Peace Education Curriculum Module has a significant impact on Emotional, Social and Educational aspects of Adjustment of govt. rural secondary school students.

18. The Peace Education Curriculum Module has a significant impact on Emotional, Social and Educational aspects of Adjustment of govt. urban boys secondary school students.

19. The Peace Education Curriculum Module has a significant impact on Emotional, Social and Educational aspects of Adjustment of govt. urban girls secondary school students.

20. The Peace Education Curriculum Module has a significant impact on Emotional, Social and Educational aspects of Adjustment of govt. rural boys secondary school students.

21. The Peace Education Curriculum Module has a significant impact on Emotional, Social and Educational aspects of Adjustment of govt. rural girls secondary school students.

22. The Peace Education Curriculum Module has a significant impact on Emotional, Social and Educational aspects of Adjustment of public secondary school students.
23. The Peace Education Curriculum Module has a significant impact on Emotional, Social and Educational aspects of Adjustment of public urban secondary school students.

24. The Peace Education Curriculum Module has a significant impact on Emotional, Social and Educational aspects of Adjustment of public rural secondary school students.

25. The Peace Education Curriculum Module has a significant impact on Emotional, Social and Educational aspects of Adjustment of public urban boys secondary school students.

26. The Peace Education Curriculum Module has a significant impact on Emotional, Social and Educational aspects of Adjustment of public urban girls secondary school students.

27. The Peace Education Curriculum Module has a significant impact on Emotional, social and Educational aspects of Adjustment of public rural boys secondary school students.

28. The Peace Education Curriculum Module has a significant impact on Emotional, Social and Educational aspects of Adjustment of public rural girls secondary school students.

29. The Peace Education Curriculum Module has a significant impact on Attitude towards peace of govt. secondary school students.

30. The Peace Education Curriculum Module has a significant impact on Attitude towards peace of govt. urban secondary school students.

31. The Peace Education Curriculum Module has a significant impact on Attitude towards peace of govt. rural secondary school students.

32. The Peace Education Curriculum Module has a significant impact on Attitude towards peace of govt. urban boys secondary school students.

33. The Peace Education Curriculum Module has a significant impact on Attitude towards peace of govt. urban girls secondary school students.

34. The Peace Education Curriculum Module has a significant impact on Attitude towards peace of govt. rural boys secondary school students.
35. The Peace Education Curriculum Module has a significant impact on Attitude towards peace of govt. rural girls secondary school students.
36. The Peace Education Curriculum Module has a significant impact on Attitude towards peace of public secondary school students.
37. The Peace Education Curriculum Module has a significant impact on Attitude towards peace of public urban secondary school students.
38. The Peace Education Curriculum Module has a significant impact on Attitude towards peace of public rural secondary school students.
39. The Peace Education Curriculum Module has a significant impact on Attitude towards peace of public urban boys secondary school students.
40. The Peace Education Curriculum Module has a significant impact on Attitude towards peace of public urban girls secondary school students.
41. The Peace Education Curriculum Module has a significant impact on Attitude towards peace of public rural boys secondary school students.
42. The Peace Education Curriculum Module has a significant impact on Attitude towards peace of public rural girls secondary school students.

5.2.0 Discussion of Results

It is evident from the findings that the Peace Education Curriculum Module has a significant impact on Aesthetic, Democratic and Social values in a number of groups. These findings are in consonance with the general observations of the people. When the subjects received a treatment for three months they got an opportunity to think which resulted in the change in their mindset. Consequently, in the post-test the subjects scored better on the aforesaid values. In some groups such impact was also observed in Economic, Power, Family Prestige and Health values which might be due to the reasons beyond the control of the investigator. On the other hand, this module has least impact on Religious, Knowledge and Hedonistic values which is quite logical because such values are a bit difficult to change in short duration of time. So far as Religious values are concerned, these are learnt
from home environment, rituals and cultural ethos of the family. It is very difficult to hold that a curriculum taught for three months can change the Religious values and attitude. Regarding Knowledge, it more or less depends upon the aptitude or educability of the persons than on any training or treatment. Hedonistic values are hard to change because their foundation is laid in the family and peer group in the early childhood or we can say that it depends upon the nurturance of the child.

Peace Education Curriculum Module has a significant impact on Adjustment of the subjects. All the groups whether of govt. schools or public schools, rural, urban, boys or girls exhibited remarkable improvement in their adjustment scores after they received the treatment. This change is quite natural because adjustment is the ability to keep pace with the environment which can be modified through discussions, treatment or counselling.

A perusal of the findings also reveals that the treatment has a significant positive impact on the attitude of the subjects irrespective of their groups. All the subjects scored higher on the post-test of Attitude towards peace than their pre-test scores. This indicates that they became more inclined to peace as a result of the treatment.

**5.3.0 Conclusions**

After going through the results of the investigation it has been concluded that ‘Peace Education Curriculum Module’ leaves a significant positive impact on all the students whether they belong to rural area or urban area or they are either studying in govt. schools or in public schools. It brings desirable changes in the values and adjustment of the subjects alongwith their attitude towards peace. So if it is made a part of the school curriculum most of our current day problems can be solved which exist in the minds of the people. Since wars begin in the minds of men, it is the minds of men that the defence of peace must be constructed. If the mind of the people is trained to live with peace, the development of the nation and the whole human society can touch the greater heights. Delors Commission (1996) says that education
must be organised on four pillars such as (i) Learning to know; (ii) Learning to do; (iii) Learning to live together and (iv) Learning to be. Only then education will help the students to learn to live together peacefully in the society. The parents, their values and family environment can play a very important role in developing a positive attitude among children. So Peace Education Curriculum Module may not only be included in school curriculum but the parents can also be trained with positive attitude so that the teachers as well as parents on go hand in hand for the betterment of whole human race.

5.4.0 Educational Implications

The most outstanding characteristics of any research are that it contributes something new to the development of the area concerned. Keeping this objective in mind the investigator has to suggest the educational implications of her study.

Now-a-days society, the educational institutions, the schools, the colleges and the families are so complex that the students are facing a number of problems in their daily life. It is the responsibility of the researchers, teachers, parents that the problems should be identified at an early stage and the immediate remedial measures should be provided to the students for the betterment of their life.

The present study has its implications for parents, teachers, guidance workers and educational administrators. Parents should identify the potentialities of their wards because they are first who come in contact with the child in the family. As the saying goes ‘catch them young’ parents should inspire their children for better development of values, adjustment and attitude towards peace right from their childhood.

The teachers in the class room face the problem of the development of moral behaviour, they should emphasize the concept of learning together, education for better adjustment and try to inculcate values through content, methods of instruction and co-curricular activities.
It is the responsibility of teachers especially to provide for such congenial and conducive environment for the development of peace in the minds of students. The teacher by acting as a friend and guide is able to perform his duty well. He/she should have command over the subject and should have creativity which will help in arousing curiosity and interest among the children. Subsequently the teacher can relate the subject/content to the lofty ideal of Peace and thus can provide Peace Education to the young would be citizens of the country.

The specialised guidance services should provide guidance to the students at different stages of their school age especially at the stages which denotes the transition from one stage to another so that they can have clear cut goals and may not face aimlessness and frustration which may lead to undesirable behaviour. So guidance services should be provided to develop values like non-violence, cooperation, brotherhood and democratic values in the students for better adjustment.

It is the responsibility of educational administrators that they integrate peace education subjects with curriculum in schools. Methods of teaching should be according to the needs, interests, ability and the potential of the students. Care should also be taken to provide maximum opportunities for the development of the child so that his innate abilities may not remain inchoate in the absence of a meaningful exposure.

5.5.0 Suggestions for Further Research

The investigator cognizant of her own limitations suggests that more and more replica studies can be conducted taking representative samples from different parts of the country. Some other similar studies like the following needs to be conducted to broaden the ambit of the present problem.

1. A similar study can be conducted on a larger and more representative sample of students selected from a larger area.
2. A similar study may be carried out by including various other variables like school climate, socio-economic status, anxiety etc.

3. A similar study can also be conducted on students of different disciplines such as Science, Arts, Commerce and other professional courses like Law, Medical and Engineering etc.

4. A similar study may be conducted on students taken from other districts of Haryana and other states.

5. To study the impact of Peace Education Curriculum Module in other areas the available training packages may be translated into Regional languages of the area concerned.