

## Chapter 5

### Findings, Educational Implications and Suggestions for Further Research

#### Key Findings in Context of Values

- The study highlights the correlation between different values (theoretical, economic, aesthetic, social, political and religious) of high school students.
- There is statistically significant and negative correlation between theoretical values and economic( $r=-.112$ ), aesthetic( $r=-.767$ ), social( $r=-.232$ ) and religious( $r=-.534$ ) values of high school students, which means that students having high theoretical values do not have high economic, aesthetic, social and religious values or vice versa.
- Economic values also have statistically significant negative correlation with social( $r=-.409$ ), aesthetic( $r=-.107$ ), religious( $r=-.146$ ) and political( $r=-.249$ ) values at 0.01 level. This means that students having high economic values have less inclination towards social, aesthetic, religious and political values.
- There is a statistically significant positive correlation between political and theoretical ( $r=.555$ ) values of high school students at 0.01 level. However political values have statistically significant negative correlation with other sets of values that include economic( $r=-.294$ ), Social( $r=-.239$ ), aesthetic( $r=-.744$ ) and religious( $r=-.420$ ) values at 0.01 level. This means that students who have inclination towards management, administration and leadership are more inclined towards enhancing their knowledge and skills rather than materialism, humanity, creativity or religion.
- Aesthetic values also have statistically significant high positive correlation with social values( $r=.175$ ) and religious values( $r=.418$ ).

- There exists no statistically significant difference in the values of male female high school students. The p value for theoretical ( $p=0.555$ ), aesthetic ( $p=0.55$ ), social( $p=0.334$ ), political ( $p=0.683$ ) and religious( $p=0.486$ ) values at 0.05 significance level are not statistically significant. For all the set of values p is greater than 0.05 ( $p>0.05$ ). However, there exists statistically significant difference in the economic values ( $p=0.030$ ) between male and female students. While there is statistically significant difference exists only in the economic values of male and female students, male economic values are higher than of females. Other values are not affected by the gender of high school students.
- Furthermore, it was analysed that, except economic values all the other values have significant difference between urban and rural high school students. There exists statistically significant difference in the theoretical ( $p<.01$ ), aesthetic ( $p<.01$ ), social ( $p<.01$ ), political ( $p<.01$ ) and religious ( $p<.01$ ) values of high school students living in rural and urban area. Theoretical and political values of urban high school students are higher than rural students
- The research further highlights that there is a statistically significant difference in aesthetic, political and religious values among high school students in relation to working status of their mothers. The value of p are statistically significant for aesthetic ( $p=.030$ ), political ( $p=.005$ ) and religious ( $p=.042$ ) values of high school students with respect to the employed and home maker mothers
- On the basis of occupation of the fathers only aesthetic and social values of high school students of self employed and government employed fathers have significant difference. The p value for aesthetic values is statistically

significant for high school students of self employed ( $39.30 \pm 7.70$ ,  $p = 0.033$ ) and government employed ( $41.18 \pm 6.136$ ,  $p = 0.033$ ) fathers. Also the p value is statistically significant for social values of the students whose fathers are self employed ( $40.47 \pm 3.614$ ,  $p = 0.025$ ) and government employed ( $41.43 \pm 3.410$ ,  $p = 0.025$ ).

### **Key Findings in Context of General Wellbeing**

- 42% male and 50% female high school students fall into low general wellbeing category. 58% male and 44% female high school students have average general wellbeing. Only 6% of the female and no male high school students have high general wellbeing. However, female high school students have lower general wellbeing as compare to male and interestingly few show higher general well being as well.
- There exists no statistically significant difference in the general wellbeing of male and female high school students as the value of p is 0.39 ( $p=0.39$ ) which is greater than 0.05 ( $p>0.05$ ). Although physical ( $M=33.90$ ), emotional ( $M=47.06$ ), school ( $M=43.80$ ) wellbeing and general wellbeing ( $M=174.38$ ) of female high school students is higher than their counterparts.
- The results state that there is no significant difference in the physical, social, emotional and school and overall general wellbeing of high school students with respect to the occupation of their parents. However, the mean of general wellbeing of high school students of private employed father is highest ( $M=174.39$ ) and for students of government employed father is lowest ( $M=171.39$ ). In case of mothers' working status the mean of general wellbeing of high school students of homemaker mothers ( $M=173.40$ ) is little higher in comparison to students of employed mothers ( $M=172.96$ ).

- The study also reflects that there is very low correlation between residence and general wellbeing. The value of  $R = 0.047$ , that means very low correlation between residence and general wellbeing. The value of  $R^2 = 0.2\%$ , which is very low. Only 0.2% of the total variation in the general wellbeing of high school students can be explained by variation in residence. Residence as an explanatory/predictor variable cannot predict the general wellbeing significantly well. As the p value is not significant, it is 0.25 ( $p = 0.25$ ), which is greater than 0.05 ( $p > 0.05$ ). However the mean of overall general wellbeing of rural high school students ( $M = 174.03$ ) is higher than urban high school students ( $M = 171.01$ )
- It is exposed by the study that there is neither positive nor negative statistically significant correlation between any value set and general wellbeing. The value of p related to correlation of values and general wellbeing is not significant as p is more than 0.05 ( $p > 0.05$ ).

### **Educational Implications of the Study**

As the findings shows that values (theoretical, economic, aesthetic, social, political and religious) are correlated negatively or positively to each other, it is very important for the education system to incorporate value education in the curriculum stringently so as to raise a balanced individual who is practical yet empathetic, religious yet intellectual. The values related to society, culture, religion and science should be integrated proportionately so that culture stimulates the scientific temperament of the nation's youth. The education system should ensure aesthetic and qualitative life to its citizen besides achieving the economic goals related to education, and thus, emphasis on the art and its importance should be taught to students.

While all dimensions of values (theoretical, aesthetic, social, political and religious) had no significant difference between male and female high students, except the economic values, the findings question the stereotypical mindset of perceiving the personality of an individual on the basis of their gender. For instance, female students can have the same level of political values that male students have and male students can have the same level of aesthetic and social values that female students have. This is not generally anticipated. This further implies that schools should not have to consider the gender of the students while designing the value education course for their curriculum and they need not to treat the students differently on the basis of their gender while inculcating the values.

The study found significant difference in values of rural and urban high school students. Thus the value education course and its implementation process should take into account the differences for urban and rural high school students while designing the course.

As the results of the study show that no male and merely 6% females falls in high general wellbeing category. This finding of the study recommends for enhancing general wellbeing of students and positive education for developing high general wellbeing. For this curriculum must be reformed to include content of positive psychology, like psychological wellbeing, anxiety, stress which consequently will improve the learning outcome of the students. Efforts should be made to make the school environment positive and friendly for enhancing school wellbeing. Knowledge, attitude and behaviour in context of wellbeing must be made as integral part of school curriculum.

Psychological intervention must be made available for students needing additional mental health interventions. For the wellbeing of students, each school

should have a separate dedicated cell/committee comprising of experienced teachers and psychiatrists. The students and parents should be made aware of the activities and objectives of the cell in the orientation program.

The study also identified that general wellbeing of the students is not related to their values, so, teachers and parents can address both the subjects separately with different processes and activities.

### **Recommendations for Further Research**

The study found no significant difference in values of male and female high school students. So there lies a further scope of analysing the differences in the values of male and female students in rural India alone.

The study found that there is a difference in the theoretical, social, political, religious and aesthetic values of urban and rural high school students. But they do not have significant difference when it comes to economic values. This may depend upon various reasons like quality of education, extracurricular activities of the school, environment at home etc. There lies a further scope of analysing the reasons behind the significant differences in values of urban and rural high school students.

It is also recommended that the other socio-economic factors like qualification, status, income and lifestyle of the parents and time spent with the children should be considered to draw more specific observations, because occupation alone cannot be a measure of effectiveness of values and general wellbeing.

The present study observed that physical, emotional, social, school and overall general wellbeing of high school students of working and home maker mothers do not differ significantly. Thus, there is further scope of analysing the factors that affect the wellbeing of high school students. There is a scope of analysing if the wellbeing is

affected by education, income, and lifestyle, status of the parents and the amount or quality of time adolescents spend with their parents.

Most importantly, the study has not taken into consideration the role of social media in the values and wellbeing of high school students. However, as per the current scenario, it is anticipated that social media have a significant impact on attitude, behaviour and beliefs of adolescents. Thus, for future reference it is recommended that impact of social media should also be analysed and considered.

### **Limitations of the Study**

- Some school principals denied for data collection from their schools as this could disturb the timetable and study of that particular class.
- The questionnaires used for data collection were self-reported and subjective. The responses of the respondents could not be verified whether they were true and responded seriously.
- A focus group interview could be conducted to find out the correlation between values and general wellbeing as the present study found neither positive nor negative correlation between values and general wellbeing.

### **Importance of Study at National Level**

The study suggests the importance of values for the education system. It is very important for the education system to incorporate value education in the curriculum stringently to raise a balanced individual who is practical yet empathetic, religious yet intellectual, as in the study most values are correlated negatively or positively. The values of culture and science should be integrated proportionately so that culture stimulates the scientific temperament of the nation's youth. The education system should ensure aesthetic and qualitative life to its citizen besides achieving the

economic goals and thus, emphasis on the arts to develop aesthetic sense should be given and its importance should be taught to students.

Findings of the study reveals that most values had no significant difference in male and female high school students, thus the findings question the stereotypical mindset of perceiving the personality of an individual on the basis of their gender. For instance, female students can have the same level of political values than male students and male students can have the same level of aesthetic and social values than female students which is not generally anticipated. This stays same for all the values except economic values, which further implies that schools will not have to consider the gender of the students while designing the value education course for their curriculum and they need not to treat the students differently on the basis of their gender while inculcating the values.

In India, we do not have a separate comprehensive policy that addresses the child mental health issues. The present policies like National Health Policy, Integrated Child Development Scheme, National Youth Policy and National Mental Health Program emphasis the need for developing an integrated child mental health program and services at different levels. Intervention by schools possesses a great possibility of reducing the risks and increasing the protective factors to promote the mental health and well-being of adolescents. A timely action with the help of a comprehensive program in the schools is required, where teachers can facilitate and coordinate to uplift the wellbeing of the students. Many of the mental, behavioral and psychological problems, among children and adolescents can be prevented if it is intervened at an early stage.