

*CHAPTER - V*

DATA ANALYSIS AND  
INTERPRETATIONS

## CHAPTER V

### DATA ANALYSIS AND INTERPRETATIONS

#### 5.0 Introduction

This chapter deals with data analyses and their interpretations after the implementation of the value clarification strategies applying critical pedagogy. The data have been collected through (i) observation of students' behaviour in different situations, namely classroom, playground and during intervention sessions, (ii) unstructured interviews with teachers and students, (iii) intensive journal maintained by the students, and (iv) anecdotal records maintained by the investigator.

The present study is a qualitative intervention study; its data consists of two types, namely, quantitative and qualitative. For the analysis of quantitative data percentage analysis has been employed. For the analysis of the qualitative data the researcher has employed content analysis method. The data obtained for the study have been analyzed, interpreted and discussed with reference to the research questions stated in Chapter I. Students of Junior Secondary were aware of what is honesty and dishonesty but had considerable difficulty in discriminating between honesty and dishonesty in a specific situation. Inability to discriminate the value practices by other people in a specific situation gave rise to value conflicts in the sample of subject. Many times students thought in terms of "right/wrong" or "good/bad" when their values were in opposition. Hence, in the following discussion, the areas of value conflicts of the sample have been presented as honesty / dishonesty, obedience / disobedience and so on.

## **5.1 Research Question No. 1**

*What kind of value conflicts are faced by the sample of subjects?*

The value conflicts among the sample of subjects were identified with the help of Focus Group Discussion. The following areas of value conflicts/themes emerged from the focus group discussion: Dignity of labour, Discipline, Honesty, Obedience, Friendship, Loyalty, Justice, Team spirit, Fellow feeling, Study, Hygienic living, Mutual help, Love, Discipline, Cleanliness, Equality, Justice, Freedom, Happiness, Trust, Environment and Punctuality.

From the above enlisted value conflicts, the investigator selected six conflicting values/themes. The criteria applied for the selection of these value conflicts were those value conflicts which were common to all the sample of subjects have been considered for the present study. They were:

(1) Honesty/dishonesty, (2) Obedience/disobedience, (3) Discipline/Indiscipline, (4) Cooperation/ Non-cooperation, (5) Interest/Lack of Interest in study and (6) Punctuality/Lack of Punctuality.

### **5.1.1 Value conflict: Honesty/Dishonesty**

#### **5.1.1.1 Introduction**

Honesty is referred to as truthfulness. It is a quality within an individual that urges a person to be true to oneself and to others. It is actualized by the person's ability to stand up for one's convictions and commitment. It

ennobles a person's character, establishes a person's reputation as a trustworthy individual and brings respectability.

The following is the analysis and interpretations of data on value conflict experienced by the students on honesty/ dishonesty prior to intervention programme have been tabulated in table 5.1 below.

Table - 5.1: Value conflict on Honesty/Dishonesty

Types of conflict	Number of students	Number of students in %
Honesty/Dishonesty	9/26	26/74

Table 5.1 presents the pre intervention data of 35 students on value conflicts- **honesty/dishonesty**. From the above table, it can be observed that 9 students (26%) wanted to be honest. On the other hand 26 of them (74%) did not want to be honest. The nature of value conflicts for both groups were similar. The nature of value conflicts as reported by the students were:- (1) They felt disgusted with the practices of dishonesty in and around them, (2) It was difficult to survive for an honest person in this part of the world, and (3) Why should they be honest when every one else is dishonest? The nature of value conflicts raised by the students showed that the environmental factors played an important role in the perception as well as the behaviour of the students.

## **5.1.2 Value conflict: Obedience/ Disobedience**

### **5.1.2.1 Introduction**

Obedience refers to being ready to subject oneself to the commands, wishes and guidelines of others. It trains one to rise above one's personal and individual wishes and desires for something nobler.

The value conflicts experienced by the students in the area of obedience /disobedience prior to intervention programme was obtained through focus group discussion have been analyzed and tabulated in table 5.2 below.

Table- 5.2: Value conflict on Obedience /Disobedience

Types of conflict	Number of students	Number of students in %
Obedience/ Disobedience	5/30	14/86

Table 5.2 presents the pre-intervention data on value conflict **obedience/disobedience** from the student. The table 5.2 showed that 5 students (14%) wanted to be obedient while 30 students (86%) did not want to be obedient. The nature of value conflicts as reported by them was similar for both the group. They reported that the school authorities were too hard on them. They were treated like small children. “We are not kids, we do not like to be told always, treat us like grown ups” were some of their worries. Another factor that gave rise to value conflict was attributed to the teacher’s behaviour of favouritism. The teachers favoured a few and neglected and did not care for others. From this it can be concluded that the authoritarian and favouritist behaviour of the teachers as well as administration gave rise to value conflicts among students.

### **5.1.3 Value conflict: Discipline/Indiscipline**

#### **5.1.3.1 Introduction**

Literally, discipline means a mode of life in accordance with certain rules and regulations. It also refers to a state of an individual’s orderly conduct gained through training in self-control and in obedience to socially approved standards of thoughts and actions.

The following is the analysis and interpretation of data obtained prior to intervention programme through focus group discussion on value conflicts- **discipline/ indiscipline** is given in Table 5.3 below.

Table- 5.3: Value conflict on Discipline/ Indiscipline

Types of conflict	Number of students	Number of students in %
Discipline/Indiscipline	7/28	20/80

Table 5.3 presents the pre-intervention programme data of students on discipline/indiscipline revealed that out of 35, 7 students (20%) preferred discipline. But the entire school environment made them to follow the crowd. 28 students (80%) reported that life in the school was too mechanical. There were too many rules and regulations and dos and don'ts. Thus, it can be concluded that rigid rules and regulations without human touch gave rise to value conflicts on discipline/indiscipline.

#### **5.1.4 Value conflict: Cooperation/ Non-cooperation**

##### **5.1.4.1 Introduction**

Cooperation is the ability to work well with others, keeping in mind that all are working toward a common goal. It involves pulling one's own weight, plus pitching in and helping whenever necessary. It requires going out of the way to help others or helping when one is free.

The following is the analysis and interpretations of data on value conflicts- **Cooperation/ Non-cooperation** reported by the students prior to intervention programme is given in Table 5.4 below.

Table -5.4: Value conflict on Cooperation/ Non- cooperation.

Types of conflict	Number of students	Number of students in %
Cooperation/Non-cooperation	8/27	23/77

Table 5.4 presents the pre intervention data on cooperation/non-cooperation obtained through focus group discussion. It revealed that 8 students (23%) belonging to the higher caste did not want to mix with those belonging to the lower caste. The feeling of caste superiority over the other forbade free mingling with the rest in terms of going out of the way to help others or helping when one is free. On the other hand, the rest of the class which constituted 27 (77%) felt segregated, left out and not respected. They therefore, did not want to cooperate with the former group.

Thus, it can be concluded that lack of acceptance and feeling of being better than the other acted as barriers in the behaviour of the students.

### 5.1.5 Value conflict: Interest/ Lack of Interest in study

#### 5.1.5.1 Introduction

This value stands for love of knowledge of theoretical principles of any activity, and the love for the discovery of truth. A man with knowledge values hard work in studies, develops his ability to find new facts and relationships, and is a seeker for knowledge.

The following analysis and interpretation of data on value conflicts- **Interest/Lack of Interest** in study reported by the students prior to intervention programme is given in Table 5.5 below.

Table - 5.5: Value conflict on Interest/Lack of Interest in study

Types of conflict	Number of students	Number of students in %
Interest/ Lack of Interest in study	6/29	17/83

Table 5.5 presents the pre intervention programme data on interest/lack of interest in study obtained through focus group discussion shows that out of 35 students, 6 of them (17%) were interested in their studies. But they said, “what is the point of studying? We are not going to get a job on the basis of our studies?” Academic qualifications mean very little or no value for seeking jobs. Of 34 students, 29 (83%) had no interest for studies. They said they were not going to get anything out of their studies. These days jobs were not given on the basis of merit but on the basis of one’s affinity towards a particular group. The students viewed education as merely earning a living. There was a clear indication of lack of motivation for study among them.

### **5.1.6 Value conflict: Punctuality/Lack of Punctuality**

#### **5.1.6.1 Introduction**

The word punctuality is originated from a Latin word “punctuare”, which means the observance of the appointed time (E. Charles, 1998). Thus, it means arriving and acting on time. Punctuality also implies obedience to the authority of a person or law. It is also defined as ‘the art of doing the right thing, at the right time’.

The following analysis and interpretation of data on value conflicts- **punctuality / lack of punctuality** reported by the students prior to intervention programme is given in Table- 5.6 below.

Table- 5.6: Value conflict on Punctuality/Lack of Punctuality

Types of conflict	Number of students	Number of students in %
Punctuality/Lack of Punctuality	9/26	26/74

Table-5.6 presents the pre intervention data on punctuality/lack of punctuality obtained through focus group discussion. 26 out of 35 students (74%) felt that coming to school on time was of no use. The students reported that they did not gain anything by working regularly on their home work and study. While 9 students (26%) wanted to be punctual but then there was no use of being punctual because, others too come late or do not do their work on time. "A few of them who came late no action were taken against them. So, why to take extra trouble of coming to school on time. Why to submit homework on time?" The value conflict as reported by the students had an impact of work culture of the school environment. Students' behaviour was influenced by what others did or was done to others.

## 5.2 Research Question No. 2

*How are the sample of subjects coping with the value conflicts that they face in their day to day life?*

The following is the analysis and interpretation of data on the ways in which the sample coped with their value conflicts. It was obtained through Focus Group Discussion. Persons, from whom the subjects got help is presented in table 5.7 below.

**Table -5.7: Persons from whom students got assistance**

	Got help from	No. of students	No. of students In %
01.	Father	10	28
02.	Mother	07	20
03.	Teacher	05	14
04.	Friends	09	26
05	Self help	02	6
06.	Others(Elders/ Neighbours)	02	6

Data presented in table 5.7 indicates that out of 35 students constituting the sample, 17 of them (28%) sought assistance from their parents for resolving their value conflicts. Another 9 of them (26%) approached their friends for resolving their value conflicts. Teachers were approached for assistance by only 5 (14%) of them. 2 (6%) out of 35 relied on their judgement for arriving at a solution to their value conflicts. Another 2 of them (6%) sought assistance from their neighbours.

Thus, it can be concluded that 98 students (94%) totally depended on parents, teachers, friends or neighbours for assistance for the solution of their problems. Only 2 students (6%) reported to have taken decision relying on their value judgement.

Having ascertained the persons from whom assistance for resolving conflicts the sample group got, the investigator asked further questions such as what kind/sort of help did they get? The data on the kind of help the sample group got was obtained through Focus Group Discussion is presented in table 5.8 below.

**Table- 5.8: Kind of help the sample group got**

Sl. N.	Help sought	Kind of help got
01	Parents	48% of the sample of subjects got help from their parents in the form of advice, dos and don'ts, using appeals to morals, adherence to traditions, social norms and customs.
02	Teachers	14% of the sample of subjects got help in the form of moralistic talks, pointing to consequences and threatening actions.
03	Friends	26% of the sample of subjects got help from friends was mostly group status, showing enthusiasm and suggestions.
04	Self	6% of the sample of subjects decided their actions on the basis of moralistic talk received from parents, teachers and elders.
05	Others(Elders & Neighbours)	6% of the sample of subjects got help from others in the form of advice, dos and don'ts.

From the above table 5.8, it can be observed that the sample group got assistance from different persons. 48% of the sample of subjects got help from parents. Assistance was given by the parents in the form of advice, do's and don'ts, using appeals to morals, adherence to traditions, social norms and customs. Using appeals to morals, refer to as good boys/girls do not do this or that. It is appropriate to adhere to the customs and traditions. If you do not, then you are a bad boy/girl. Parental control meant- if you do not obey, then I'll tell your father or vice versa. 14% of them got help from the teachers, in the form of

moralistic talks, pointing to consequences and threatening actions. Pointing to consequences by the teachers was like “if you do that you will get hurt”. This type of help was based on the superstitious belief and fright rather than reasons. Threatening actions was like “I will punish you if you violate or do not do as I tell you”.

26% students sought help from their friends mostly in the form of group status, showing enthusiasm and suggestions. It was conforming to what parents and teachers said. For example, because parents and teachers said therefore we have to comply, we should not displease our parents, if they come to know they will punish us. 6% students who decided their courses of action were aware of the expected behaviour of the society and they judged and acted accordingly.

### **5.3 Research Question No. 3**

*In what stage of moral development do we find the sample of subjects?*

Test of moral judgement developed by R.C. Das (1991) was used as tool for the pretest and post test for the experimental group. The procedure recommended by R.C.Das (refer Appendix- C, D and E) was used to analyze the pretest and posttest data.

The average stage value and Principled Morality (P) score on pretest and post is given in table 5.9 below.

**Table- 5.9: Average stage value and Principle score (P) on Pretest and Posttest of students**

Experimental Group				
S.N.	Pretest	P	Posttest	P
1	3.5	6	4.1	16
2	3.30	5	3.97	14
3	2.38	2	3.94	17
4	3.63	11	3.80	12
5	3.97	14	4	13
6	4.05	14	4.41	20
7	2.97	6	3.66	13
8	3.27	8	3.38	7
9	3.69	11	4.27	16
10	4.02	17	4.13	17
11	3.11	7	3.47	9
12	4.05	15	4.47	22
13	3.13	6	4.36	19
14	3.69	12	4.38	17
15	3.72	12	4.44	17
16	3.44	11	5.25	30
17	3.36	8	3.6	9
18	3.44	5	4.27	13
19	3.58	13	3.6	8
20	3.61	9	3.97	18
21	4	14	4.94	22
22	3.47	9	4.4	17
23	3.97	16	4.22	17
24	3.80	10	4.02	15
25	3.94	11	4.16	13
26	3.61	11	4.19	19
27	3.36	7	3.55	11
28	3.41	7	4.30	15
29	3.94	16	4.16	17
30	3.36	11	4.02	14
31	3.83	12	4.30	18
32	3.27	8	3.94	13
33	3.58	10	3.66	10
34	3.25	8	4.1	16

Table 5.9 presents the pretest and posttest average stage value score and Principled Morality Score (P) obtained by each student. The

comparative average stage values and principled morality score showed a definite measured pattern of stage value. Prior to the intervention programme, the average stage value of 2 students out of 34 corresponded to stage 2. The average stage value of 4 students out of 34 was stage 4. The average stage value of 38 students corresponded to stage 3.

All the sample of subjects, after the intervention programme showed an increase in the average stage value. 2 out of 34, whose average stage value was stage 2, in the pre intervention programme increased to stage 3. The average stage value of 19 students increased from stage three to stage four. The average stage value of 15 students remained in the same stage as pre intervention programme but there was an increase in the average stage score in terms of points.

On the whole, the average stage value of the sample increased significantly. The increase in average stage value suggested that the right behaviour of the students consisted in doing one's duty, showing respect for authority and maintaining the given social order. Thus, it can be said that the intervention programme had an impact on the sample of subjects.

The scores on the pretest and posttest on the experimental group have been presented graphically in figure 5.1 below.

## Experimental Group

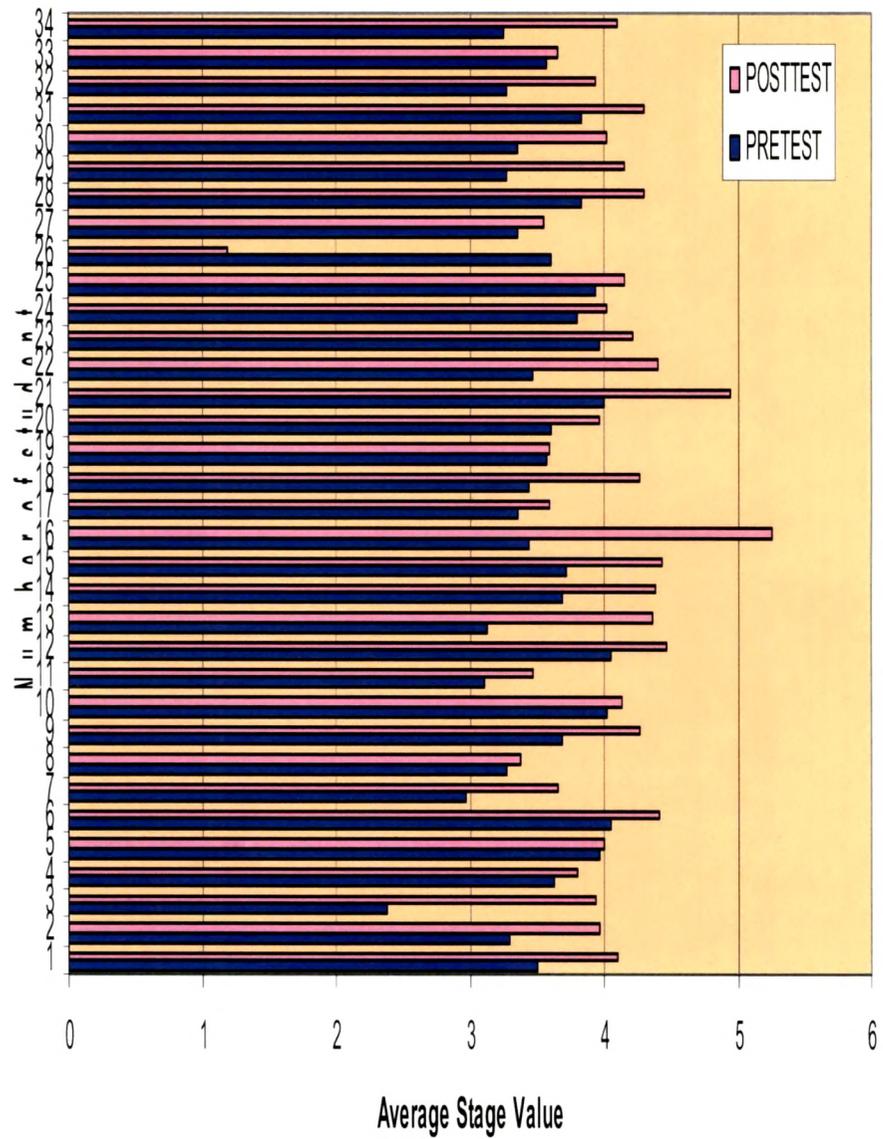


Figure: 5.1 Average stage values on Pretest and Posttest of students

#### **5.4 Research question no. 4**

*Is there any impact of the prepared Intervention Programme in helping the sample in dealing with value conflicts?*

Data were collected from different tools like, Intensive Journal, Anecdotal records, Participative Observation and Unstructured Interviews of teachers. The unstructured interview of teachers was done in two phases; one prior to the intervention programme and the other after the intervention programme. Pre intervention and post intervention programme data obtained through unstructured interviews of teachers is given under each dimension of value conflicts.

The data were analyzed qualitatively following content analysis method which enabled the investigator to gain insight into the ways of dealing with the value conflicts by the sample of subjects. The data obtained from different tools have been presented in the descriptive form in a specific pattern. The pattern consisted of three columns, namely area of value conflict, pre and post intervention. In the post intervention column students' learning has been presented in the descriptive form.

##### **5.4. 1 Obedience/Disobedience**

The following is the analysis and interpretation of the data obtained through different tools, namely, observation and unstructured interviews of teachers.

Table - 5.10: Pre-intervention and post-intervention data on obedience /disobedience

Area of value conflict	Pre-intervention	Post-intervention
obedienc e/disobe dience	<p>1. We feel disgusted to see the practice of disobedience in and around us.</p> <p>2. Why should we be honest when every one is dishonest?</p>	<p>Analysis of data revealed the following:</p> <ul style="list-style-type: none"> <li>- 5 out of 6 teachers reported the following areas of behavioural changes in the students:               <ul style="list-style-type: none"> <li>a) Homeworks were done regularly and submitted on time without failure.</li> <li>Inability to submit their homework, students informed the concerned teacher.</li> <li>b) Respect for authority and teachers had improved, and</li> <li>c) Students became more receptive towards school rules and regulation.</li> </ul> </li> <li>- The investigator observed total involvement of the students in co-curricular activities and peer group learning. This indicated that mutual help and respect for each other in the class significantly improved.</li> </ul>

Analysis and interpretation of pre-intervention and post-intervention data on obedience/disobedience from teachers is given in Table 5.11 below.

Table – 5.11: Pre intervention and post intervention data on obedience /disobedience based on unstructured interviews of teachers.

Obedience/ disobedience	V. good	Good	average	Poor	V. poor
Pre-intervention score			2	3	1
Post-intervention score	2	3	1		

Table 5.11 presents the pre and post intervention programme data from teachers on obedience/disobedience. Prior to the intervention programme, out of six, four teachers said that student's behavior toward obedience was poor to very poor. Prior to intervention, the teachers described students' behavior as lack of respect for teachers and administration. They did not do their home works. The other two teachers described the behaviour of the students in the area of obedience as average. Post intervention programme results as reported by the teachers showed a very positive change in the behaviour of the students. Five teachers rated the behaviour of the students in the area of obedience as good and very good. The teachers reported that the students had become regular in submitting their homework. Students respect for rules and regulation had undergone changes. They had become more receptive towards rules and regulations. The mutual respect for each other in the class as well as outside the class improved significantly. Only one said it was average.

A comparative graphical presentation of pre intervention and post intervention data obtained through unstructured interviews of teachers on value conflicts: obedience/disobedience is presented in figure 5.2 below.

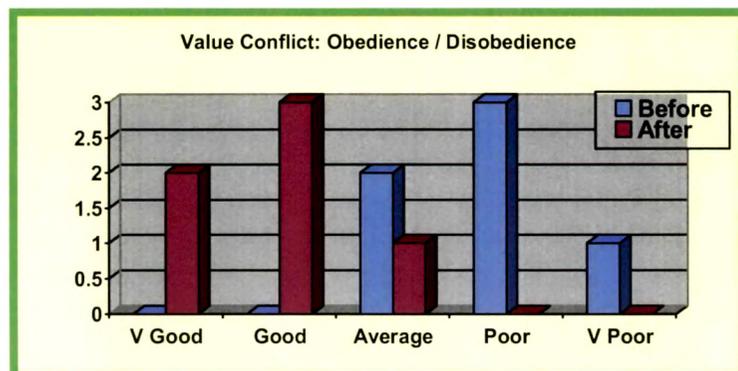


Figure 5.2

(Before and After the Intervention Programme)

#### 5.4. 2 Cooperation/ Non- cooperation

The following is the analysis and interpretation of the data obtained through different tools namely observation and unstructured interviews of teachers.

Table- 5.12: Pre-intervention and post-intervention data on cooperation/non-cooperation.

Area of value conflict	Pre-intervention	Post-intervention
Cooperation/ non-cooperation	- Each one was insensitive to others' feeling.	The post intervention data obtained through observation showed cohesiveness and fellow feeling among the students. - Cooperation was observed in the peer teaching in the absence of any teacher in the area of study.

	- The entire class lacked unity.	- Sharing of notes, books and helping each other became the common feature. - Students started actively participating in the school programme. 14 represented the class in independence day parade. 4 girls took part in the cultural programme for same occasion.
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Analysis and interpretation of pre-intervention and post-intervention data on cooperation/non-cooperation obtained from teachers is given in Table 5.13 below.

Table- 5.13: Pre-intervention and post-intervention data on value conflict: cooperation/non-cooperation based on unstructured interviews of teachers.

Cooperation/non-cooperation	V. good	Good	average	Poor	V. poor
Pre-intervention score			1	3	2
Post-intervention score	1	3	2		

Table 5.13 presents the pre intervention and post intervention programme data on value conflict- cooperation/non-cooperation. Before the intervention programme, five out of six teachers reported that cooperation among the students was poor. There was no unity among themselves. Whenever volunteers were asked, most often only a few

volunteered. The rest were either too shy or did not show any interest in the group activity. While only one teacher who said that the cooperation among the sample group was average. After the intervention programme the same teachers were interviewed to ascertain the effects of the study. Out of six teachers, two said that cooperation was average, while three said it was good and the rest said that it was very good. The teachers reported that the students were ever willing to help in the school activities.

A comparative data on cooperation/non-cooperation obtained from the teachers through unstructured interviews before and after the intervention programme have been graphically presented in figure 5.3 below.

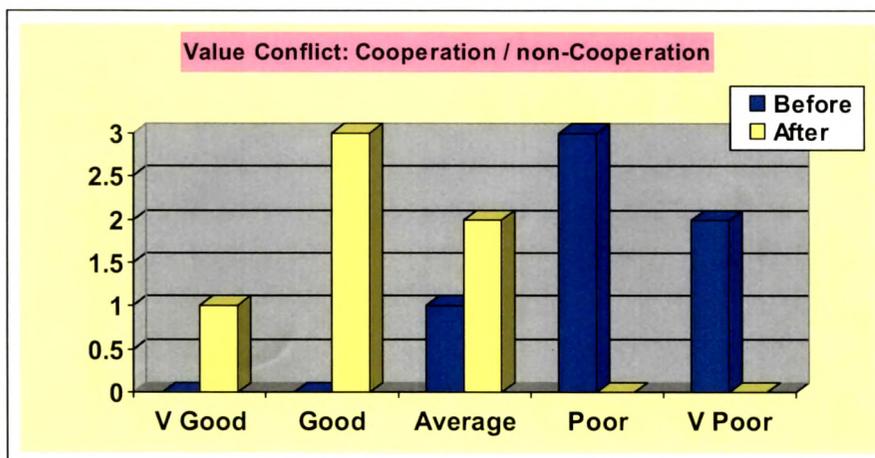


Figure 5.3

(Before and After the Intervention Programm)

#### 5. 4. 3 Interest / Lack of Interest for study

The following is the analysis and interpretation of the data obtained through different tools namely observation and unstructured interviews of teachers.

Table 5.14: Pre-intervention and post-intervention data obtained through observation on interest /lack of interest in study by the investigator.

Area of value conflict	Pre-intervention	Post-intervention
Interest/lack of interest in study	<ul style="list-style-type: none"> <li>- Only 5 were interested in study.</li> <li>- 29 of them were not interested in study.</li> </ul>	<p>The post intervention data obtained from different sources reveals that students were taking interest in their studies. Their interests were observed in the following areas:</p> <ul style="list-style-type: none"> <li>- All had made their time table for study at home and it was followed sincerely.</li> <li>- In the absence of teacher each one did his/her personal study, home work and helped the weaker one in their study.</li> <li>- They became regular in submitting their homework.</li> <li>- Conducive atmosphere was created by decorating the classroom with poster and appropriate quotations.</li> <li>- Academic achievement of students improved. 99% of them were declared passed in the Class VIII Board</li> </ul>

		Examinations. (refer, appendix-I) Thus, it can be concluded that students started taking interest in their studies and study was viewed for knowledge and not for seeking job only.
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A comparative data on interest/lack of interest in study before and after the intervention programme obtained from teachers through unstructured interviews is given in Table 5.15 below.

Table 5.15: Pre-intervention and post-intervention data on interest/lack of interest in study based on unstructured interview of teachers.

Interest/Lack of Interest in study	V. good	Good	average	Poor	V. poor
Pre-intervention score			1	2	3
Post-intervention score		3	3		

Table 5.15 presents the data obtained from teachers before and after the intervention programme on the interest/lack of interest in study. The data revealed that prior to the intervention programme students were least interested in their study. Except one, all the others said that the students were poor to very poor in their studies. Post intervention programme data from the teachers, however, showed an entirely different picture. Out of six, three teachers perceived students' interest in study as good and average respectively. It was reported that the

students were found trying their level best to excel in their studies. The students constantly approached teacher for help and guidance.

A comparative data on interest /lack of interest obtained from teachers through unstructured interviews before and after the intervention programme have been graphically presented in figure 5.4 below.

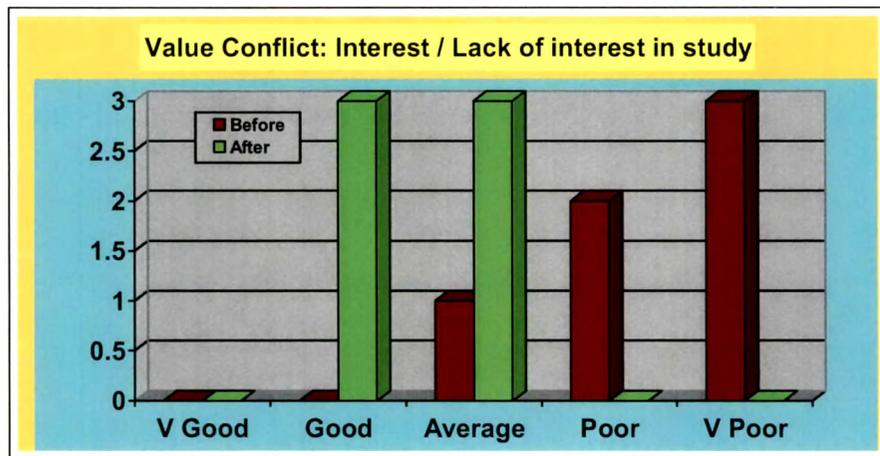


Fig. 5.4

(Before and After the Intervention Programme)

#### 5.4.4 Discipline / Indiscipline

The following is the analysis and interpretation of Pre-intervention and post-intervention data from teachers on discipline/indiscipline obtained through observation and unstructured interviews.

Table- 5.16 Pre-intervention and post-intervention data on Discipline /Indiscipline

Area of value conflict	Pre-intervention	Post-intervention
Discipline/In discipline	<ul style="list-style-type: none"> <li>-The sample group disregarded the rules and regulations of the school.</li> <li>- In the absence of the teachers, students would bang the table, sing and make fun among themselves.</li> <li>- At two occasion boys picked up a quarrel and used physical violence.</li> </ul>	<p>The post intervention data obtained from different sources showed that a gradual realization from indiscipline to respect for discipline was observed in the behaviour of the students. This is evident from the following facts:- that</p> <ul style="list-style-type: none"> <li>- School attendance improved.</li> <li>- Noisy classroom scene in the absence of teachers stopped.</li> <li>- The average stage value of 56% students indicated that students followed school rules and regulations.</li> <li>-Incident of verbal fight as well as physical fight among boys was not reported.</li> </ul>

A comparative data on discipline /indiscipline before and after the intervention programme obtained from teachers through unstructured interviews is given in Table 5.17 below.

Table- 5.17 Pre-intervention and post-intervention data on discipline/indiscipline based on unstructured interview from teachers.

discipline/indiscipline	V. good	Good	average	Poor	V. poor
Pre-intervention score			2	3	1
Post-intervention score	2	3	1		

Table 5.18 presents the Pre-intervention and post intervention data obtained from teachers through unstructured interviews. From the pre intervention programme data, it was observed that out of 6 teachers, three said that discipline was poor, while 1 said very poor. Only two said that discipline was average. The post intervention programme revealed that over all discipline had improved. Two of them said that at present discipline was very good. Other teachers reported that students were well behaved and well mannered in the classroom and in the school.

A comparative data obtained from the teachers before and after the intervention programme on discipline/indiscipline is given in figure 5.5 below.

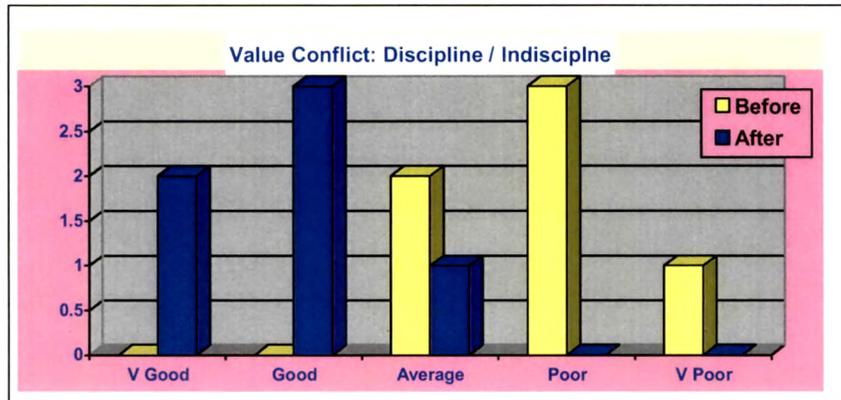


Figure 5.5

(Before and After the Intervention Programme)

#### 5.4.5 Honesty/Dishonesty

The following is the analysis and interpretation of data obtained on honesty/dishonesty through different tools namely observation and unstructured interviews of teachers.

Table – 5.18: Pre-intervention and post-intervention data on honesty /dishonesty

Area of value conflict	Pre-intervention	Post-intervention
Honesty/Dishonesty	<p>We feel disgusted to see dishonesty in and around us.</p> <p>Why should we be honest when every one else is dishonest?</p>	<p>The post intervention data obtained from different sources revealed that</p> <ul style="list-style-type: none"> <li>-Students were honest in their given tasks such as home work, and following of the time table made by themselves.</li> <li>- Students maintained attendance registered honestly and sincerely. In case of any tampering of attendance</li> </ul>

		<p>was brought to the notice of the class teacher.</p> <ul style="list-style-type: none"> <li>- Students owned up their mistakes.</li> </ul> <p>On two occasions students broke the furniture and it was reported to the Headmistress of the school.</p> <ul style="list-style-type: none"> <li>-Use of unfair means during examinations reduced.</li> <li>- Forging of parents' signature forged in case of being absent was not reported.</li> </ul>
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Analysis and interpretation of data obtained from the teachers before and after the intervention programme through unstructured interviews is presented in Table 5.19 below.

Table - 5.19: Pre-intervention and post-intervention data based on unstructured interviews on honesty/dishonesty from teachers

Honesty/dishonesty	V. good	Good	Average	Poor	V. poor
Pre-intervention score			2	3	1
Post-intervention score	1	3	2		

As the figure shows, prior to the intervention programme, the teachers perceived the sample of students as poor to very poor in the area of honesty. Half of the teachers said that students were dishonest in their school works, they were not sincere in their given tasks. Only two rated the honesty of the students as average. The post intervention

programme data by the teacher showed that there was a significant change in the behaviour of the students. Of the six, four teachers said that students were found to be honest in their given responsibilities such as maintaining the attendance registered and doing their home work sincerely. Two teachers rated students' honesty as average.

A comparative data obtained from the teachers before and after the intervention programme on honesty/dishonesty have been graphically presented in figure 5.6 below.

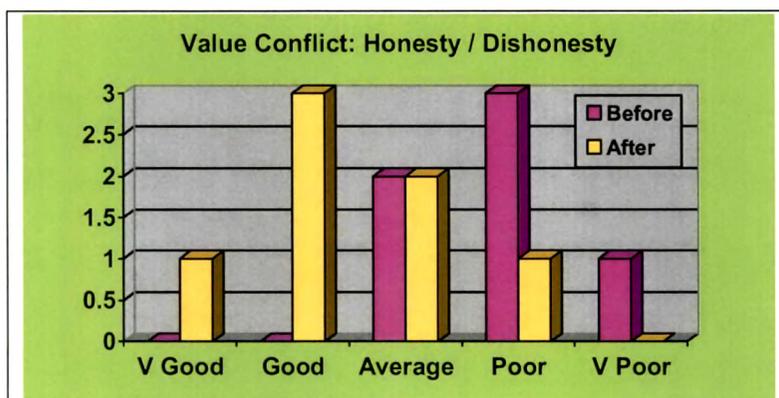


Figure 5.6  
(Before and After the Intervention Programme)

#### 5.4.6 Punctuality/ Lack of Punctuality

The following is the analysis and interpretation of Pre-intervention and post-intervention data obtained from teachers on punctuality/lack of punctuality through different tools namely, observation and unstructured interviews .

Table: 5.20. Pre-intervention and post-intervention data on Punctuality/Lack of Punctuality.

Area of value conflict	Pre-intervention	Post-intervention
Punctuality/ Lack of Punctuality	<ul style="list-style-type: none"> <li>- Students were very lethargic to school activities.</li> <li>- They were irregular in submitting their home work.</li> <li>- Habitual returning home late after the class was common.</li> </ul>	<p>The data obtained from different sources revealed that</p> <ul style="list-style-type: none"> <li>- The majority of the students became more active and regular in their studies, and co-curricular activities. Participation in school activities significantly increased.</li> <li>- Given tasks like home assignments submitted on time.</li> <li>- Coming to school on time improved.</li> <li>-The habit of returning home late after the class were not reported.</li> </ul>

Analysis and interpretation of data obtained through unstructured interviews of teachers before and after the intervention programme is presented in Table-5.21 below.

Table- 5.21: Pre-intervention and post-intervention data on punctuality /lack of punctuality based on unstructured interviews of teachers

Punctuality/lack of punctuality	V. good	Good	average	Poor	V. poor
Pre-intervention score		1	2	2	1
Post-intervention score	1	2	2	1	

Table 5.21 presents the data obtained from teachers through unstructured interview on punctuality/lack of punctuality. It shows that pre and post intervention data differed to a great extent from each other. Before the intervention programme, two teachers rated punctuality as average and one said it was good. The rest of them rated as poor and very poor respectively. Prior to the intervention programme, students were very lethargic to school activities. They were irregular in submitting their home work.

The effects of the intervention programme were observed in their rating. Two teachers rated punctuality of students as average and good. Only one rated as very good. Another one said that students still lacked punctuality. 5 out of six teachers reported that the students became more active in the school activities. The students completed the given task well on time.

A comparative data obtained from the teachers before and after the intervention programme on punctuality/ lack of punctuality is presented graphically in figure 5.7 below.

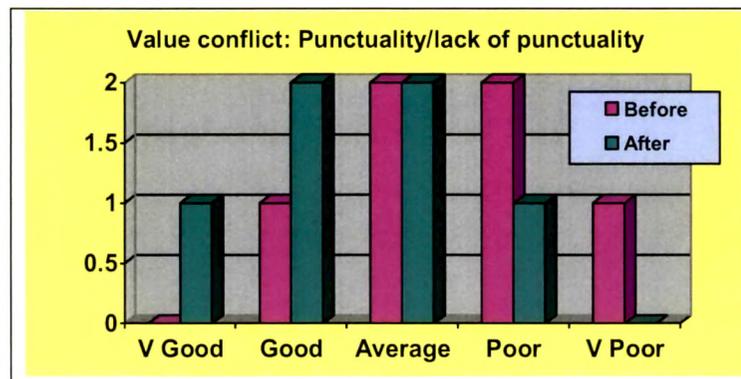


Figure 5.7

(Before and After the Intervention Programme)

From the observations made by the investigator and the teachers, it was observed that value clarification strategy using Critical Pedagogy enabled the students to clarify their value conflicts. The students were found to rise above their likes and dislikes in the area of six dimension of value conflicts. It was also observed that the students stopped blaming their behaviour on other's behaviour. Hence, it can be said that the intervention programme was found to be effective to clarify and deal with the value conflicts of the sample of students.

### 5.5 Research Question No. 5

*Will there be any benefits of the prepared intervention programme on the sample of subjects?*

Data collected from the Intensive Journal, Anecdotal Records and Participative Observation were analyzed to assess the benefits of learning value clarification strategies for the sample of subjects. The

following were the benefits of learning value clarification strategies by the students.

#### **5.5.1. Reason out and behave appropriately in different situation**

The reasoning ability of the sample showed significant changes in behaviour of the students in six areas of value conflicts under study. A comparative study of the pretest and posttest scores has been presented in Table 5.9 on page 154. From the table, it can be seen that the index of reason out and behave appropriately in different situations showed an upward movement in the stage value of the entire sample. The average stage value of 19 students (56%) who were in stage 3, have moved on to the fourth stage. According to Kohlberg theory of moral stages of development, stage 4 refers to an orientation toward authority, fixed rules and maintenance of the social order. Right behaviour consists of doing one's duty, showing respect for authority and maintaining the given social order of its own sake.

In the area of study, the entire class (100%) decided to create a conducive classroom atmosphere by decorating the classroom with posters, quotations of important personalities etc. Each had made his/her own time table for study. Academic achievement improved (refer, Appendix-I). Students showed respect toward their teachers and observed rules and regulations of the school. In the absence of the teacher, peer tutoring was practiced by the students.

#### **5.5. 2. Respecting needs of self as well as those of others**

Prior to the intervention programme, a small groups of students exercised authority to control over the others. As a result, the later felt let – down and lacked respect from the former. This had created

resentment among the students in the class. Post intervention data obtained through observation revealed that the entire class was united. There prevailed a cordial and friendly relation among the sample group. Cooperation was observed in their peer learning, co-curricular activities, especially preparation for 15 August celebration 2005. In the class those who faired better in studies extended their help to the weaker ones in their studies. Sharing of books and class notes became common practices.

Thus, it can be concluded that it is the organized intervention programme in the classroom that enabled the sample of subjects to rise above their likes and dislike and grow towards cooperation and mutual respect.

### **5.5. 3. Students learnt to respect rules and regulation in school and at home.**

The post intervention data showed that the students learnt to respect rules and regulations in schools and at home. Analysis of data obtained through unstructured interviews and observation revealed that 29 students (80%) who viewed rules and regulation as forceful imposition upon them began to understand the importance of norms in their life. They understood as a means to achieve goals set by the school. 15 students (44%) reported that, "group activities have helped them to understand how each one's behaviour had affected others and also the work".

A comparative analysis of the Principle morality score of pre and posttest (Table 5.9, page 154) indicated that principle morality score of 30 out of 34 students increased significantly. According to this

principles, right action is defined in terms of general individual rights and standard which have been critically examined and agreed upon by the whole society. Hence, it can be concluded that after the intervention programme students had become more receptive to school rules and regulations. The investigator observed that the instructions given by the teachers to the students were followed in right spirit with reverence.

#### **5.5.4. Self management skills**

Another assumption with which the investigator had approached the present study was to study whether the intervention programme would facilitate the students to gain self management skill. The analysis of data obtained from intensive journal showed that 30 students (88%) had learnt “to analyze and examine information and experience in objective manner and not carried away by the behaviour of people”. The usual blame that teachers did not teach properly stopped when the students started teaching and helping each other. Thus, a shift from total dependence on teacher for learning to self reliance gradually had emerged among the students, making the process of learning a joyful experience. Thus, it can be concluded that the present study had its impact in enabling students with abilities to analyze issues critically which enabled them deal with value conflicts in their day to day life.

#### **5.6 Conclusion**

In this chapter, the data collected through various tools were of two types namely, quantitative and qualitative. The quantitative data were analyzed numerically and qualitatively according to the research questions. A detail discussion of the results is presented in chapter VI.