

## CHAPTER VI

### DISCUSSION

#### 6.0 Introduction

Collection of data and their analyses is an integral part of any research. Results based on the analyses of the data under each objective have been presented in the previous chapter. In this chapter, a discussion of the results is presented according to each objective under study.

As regards to the kinds of value conflicts the sample of subjects faced, it was found that students experienced different dimensions of value conflicts at the personal level. Value conflicts at the personal level included (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. A deeper analysis of the nature of value conflicts questions asked by the students had their roots in the socio-cultural milieu in which they lived. The value system upheld did not correspond with the value practiced by the people which gave rise to value conflicts. The double standard practiced by the elders, teachers and people in power and authority raised conflicts/questions in the mind of the subjects. This is in tune with the observation of Thomson (1969):

*Conflicts in personal value may occur in other areas of the child's life: between parents and teacher, between parents and children' peers, between teachers and church officials, and between many other combinations of adults and children.*

*Whenever conflicts of this type appear in the child's life, they have a deleterious effect upon his mental hygiene (p. 527).*

Further, the obtained results of the present study with regards to the nature of value conflicts corresponds with the findings of Kar (1985) and Sarangi (1994) who found that there is an urgent need for value education which can give education in social, moral and spiritual value in particular.

The results of the second objectives showed that the students coped with their value conflicts in two ways. 94% students sought assistance from parents, teachers, friends and elders. Only 6% students conformed to the societal norms while clarifying with their value conflicts. Looking at the data, it is beyond doubt that while taking decision, the wishes of their parents became their wish. When one lives by the introjected values only, then the child is most likely to face value conflicts. To minimize the conflicts, one should be able to ask question why he/she is doing.

A trend could be observed from the average stage score of pretest and posttest scores by the experimental group. The posttest average stage score of all the students is higher than the pretest scores. There is a significant increase in the average stage value of 19 students (56%) from stage three to four. There was an increase in the average stage value for 15 students (44%) in terms of points. However, there is no significant difference in their stage. The results of the data corresponded to the conventional stage (stage 3 and 4) of Kohlberg.

The objective number four covered six dimensions of value conflicts. These dimensions of value conflicts included Honesty/dishonesty, Obedience/disobedience, Discipline/Indiscipline, Cooperation/ Non-cooperation, Interest/lack of interest in study, and Punctuality/lack of punctuality. Prior to the intervention programme the entire sample group had very little respect for school rules and regulations. The nature of value conflicts experienced, it can be deduced that teachers commanded obedience from the students. The conflict stemming from the teacher's behaviour had an adverse effect on the sample group. W.C. Morse and G.M. Wingo (1968) have rightly said,

*A nagging, moralizing atmosphere brings out negative responses in students. It pricks their conscience without giving them any way to change or any help in learning better behaviour (p.346).*

After the intervention programme a significant change in the behaviour of the students in the area of obedience was observed. 30 students (86%) saw meaning in being obedient to teacher, parents, elders, friends etc. Of 6, two teachers strongly agreed that the students were obedient, three said good and one said average.

Prior to the intervention programme, the entire class lacked unity. There was no cordial atmosphere either for study or any other kind of school activities. Each one was insensitive to others' feeling. After the intervention programme cooperation was viewed as strength by the students. The entire class was united. The whole class was found extending cooperation for the school activities. 51% of students participated in the Independence Day celebration. Cooperation was

observed in sharing and respecting for each other irrespective of what caste he/she belonged.

The analysis of the data in the area of study, a significant change of behaviour was observed. The habit of self study was cultivated by the entire sample group. The academic climate of the class changed. Students became regular for the classes. Attendance improved. All of them were reported to have stopped blaming teachers. The sample group started owning it up the responsibility and viewed learning not only for the sake of a job only but for life. There was an improvement in the academic achievements of the students. 99% pass in the Board results 2005 of class VIII conducted by the Department of Education, Sikkim is the result of the intervention programme (refer, appendix-I). One failure may be considered as an exception.

The post intervention analysis of data by the teachers on discipline suggested a trend in the behaviour of the students. 28 students (80%) saw meaning in being disciplined. The meaningfulness was observed in the school attendance, silence observed in the class and being regular to different responsibility entrusted by the teachers. Thus, respect for discipline imbibed by the students helped them to grow a mature and good human person. That is why Hugh Blair has said,

*The discipline which corrects a baseness of worldly passions, fortifies the heart with virtuous principles, enlightens the mind with useful knowledge, and furnishes it with enjoyment from within itself, is of more consequence to real felicity, than all the provisions we can make of the goods of fortune.*

Analysis of data from different sources on honesty/dishonesty revealed that 26 (74%) students were found to be honest in following the order of the teachers, parents and elders. Their respect for them changed significantly. These aspects were reflected in students' daily behaviour. Students greeted the teachers as 'good morning or good afternoon and taking permission before going out of the class. For example, Miss, may I go to meet my friends?

Pre-intervention observations data on students' behaviour showed a very lethargic attitude towards punctuality. Teachers asking the students to do their work on time were regarded as demanding and restricting their freedom. Having gone through the process, the sample of subjects became more active in performing their given responsibility. Students came to school on time. If the teacher was late for one reason or the other for the class, students maintained silence.

The benefits of the Intervention programme were observed in the ways in which the sample group involved themselves in analyzing different value conflicts in the different dimension of the study. The result of analysis of data obtained from intensive journal showed that 31 (91%) out of 34 students learnt "to analyze and examine information and experience in objective manner and not carried away by the behaviour of the people". The principle morality of 30 (88%) out of 34 students indicated a trend of students being more adhering to the rules and regulations. A similar trend was reported by the teachers in the area of obedience and honesty.

Thus, having undergone the process of working on their value conflicts through value clarification strategies students were able to articulate

and see their life with greater clarity. In this regard S. Simon and P. deSherbinin (1977) have said,

*Value clarification is not a panacea, it is not meant to "cure" people. But it does provide them with insight into how they look at choices and how they work at making decisions (p. 66).*

## **6.1 Conclusion**

In this chapter, the results of this investigation have been presented and discussed according to each objective separately. The next chapter deals with a summary and findings of the study.