CHAPTER-V FINDINGS, DISCUSSIONS, IMPLICATIONS & SUGGESTIONS

FINDINGS, DISCUSSION, IMPLICATION & SUGGESTION

The present chapter deals with the findings, discussions, conclusions, and educational implications of the study. The findings of the study with respect to the objective of the present study is obtained after the statistical analysis of data. On the basis of the findings of the study discussions are made in reference to the findings of the previous studies that has been conducted and supports the findings of the present study. The discussions help to draw the conclusion of the present study. After all the educational implications of the present study are discussed and suggestion for further study is revealed.

5.1. OBJECTIVE OF THE PROPOSED STUDY

- To compare family values of adolescence students studying in boarding and non-boarding schools.
- To analyse the family bonding and togetherness value of adolescence students studying in boarding and non-boarding schools.
- To analyse the respect and obedience value of adolescence students studying in boarding and non-boarding schools.
- To analyse the responsibility and decision-making value of adolescence students studying in boarding and non-boarding schools.
- To analyse the family support and care value of adolescence students studying in boarding and non-boarding schools.

5.2. HYPOTHESES FOR THE PRESENT STUDY

• There is no significance difference in family values of adolescence students studying in boarding and non-boarding schools.

5.3. POPULATION

In this study the secondary grade students studying in two different types of schools affiliated under central government in Bhopal city have been taken as population of the study. Both boys and girls of secondary grade have been considered for this study.

Non-boarding school system i.e. students of Kendriya Vidyalaya.

❖ Boarding school system i.e. students of Jawahar Navodaya Vidyalaya.

5.4. SAMPLE

A sample size of total 100 students i.e. 50 students from Kendriya Vidyalaya and 50 students from Jawahar Navodaya Vidyalaya has been selected for the study. The students have been chosen randomly from different sections of 12th standard because their age is in an intermediate phase of late adolescence and early adulthood.

5.5. TOOL

A self-made questionnaire developed by the researcher was used. There are 30 items in the questionnaire which are distributed under four dimensions.

5.6. STATISTICAL TECHNIQUES USED

The following statistical techniques were used for the analysis of data-

- Mean
- Standard deviation,
- T-test
- Graphical representation

5.7. FINDINGS

Based on the analysis of the family values of the adolescent students studying in boarding and non-boarding schools of Bhopal city, it is found that the family values are higher in the students studying in boarding school as compared to students studying in non-boarding school.

In the present study the major findings are as follows-

- There is significant difference in the mean family value scores of students studying in boarding school (JNV) and non-boarding school (KV).
- The overall family values of students studying in boarding school (JNV) is higher than the students studying in non-boarding school (KV).
- The students studying in boarding school show higher level of family bonding and togetherness as compared to students studying in non-boarding school.

- The level of respect and obedience towards family is higher in case of the students studying in boarding school as compared to students studying in nonboarding school.
- The students studying in boarding school possess higher level responsibility towards family and decision-making ability than the students studying in nonboarding school.
- Higher values regarding family support and caring are found in the students studying in boarding school as compared to the students studying in nonboarding school.

5.8. DISCUSSIONS

The critical roles of education are highlighted on the basis of formal and informal education for shaping the family values of adolescents. The schools provide structured knowledge, while the family environment remains the primary agent of value inculcation, especially regarding social, moral, and emotional development. The transition from joint to nuclear families, urbanization, and modernization have all contributed to a shift in the value orientation of the younger generation. Adolescents today are often more focused on personal achievement and less attentive to family responsibilities, leading to a decline in family bonding and an increase in social issues such as neglecting behaviour towards elders, rising divorce rates, and indulged in antisocial behaviour. Present study is analysing the family value of students studying in boarding and non-boarding schools located in Bhopal city.

On the basis of analysis of collected data, it is found that the family value of students studying in boarding school is higher than the students studying in non-boarding school. Same results were also found in the study of P. A. Kumar which was conducted in 2019, but significant difference was not seen. Whereas, in the present study there is a significant difference in family value of students studying in JNV and KV was seen at 0.01 level. The possible reasons for this significance difference may be due to the changing of family structure, socio-economic status of parents, urbanisation, and modernization.

Recently the changing of family structure is very common in our society. The Indian family structure is shifting towards nuclear family from joint family structure. The students studying in JNV belong to rural area and their family structure is joint family.

But the students studying in KV belong to urban area and their family structure is nuclear. As a result, the child from nuclear family is unable to get knowledge regarding own values, culture, and tradition. Such types of evidences were also found in a study which was conducted by S. Sarkar in 2024. In joint family the child gets more opportunity to interact with other family members and relatives which helps in developing a good relationship among family members as well as distant people. Thus, the joint family adolescents show a good family relationship with other family members. These facts were also revealed through a study conducted by A. Vashistha in 2020. In the present study same results were also found, in which analysed data revealed that the higher values regarding family bonding and togetherness were assessed in the students studying in JNV than KV.

The socio-economic status of parents has impact on the value orientation of adolescent students. In case of students studying in boarding school (JNV) most of students' parents were farmers. So, they belong to rural areas and their socio-economic status is low. Whereas, the students studying in non-boarding schools (KV) are located in urban areas and most of their parents were central government employee. So, their socio-economic status is generally high. The low socio-economic status shows more family prestige values as compared to students coming from urban areas having high socio-economic status (Mittal, 2016). The students coming from rural areas show more family prestige values as compared to students coming from urban areas. Rural adolescents believed in maintenance of purity of family blood by avoiding inter-caste marriages (Devi & Vig, 2014). As far as present study is concerned, it is also found that the students studying in JNV possesses higher values of respect and obedience towards family members than the students studying in KV.

The modernization has impact on parenting of students. Due to urbanization and industrialization, the number of dual earning couples have been increased. These parents are unable to afford time for their children. In nuclear family there is no elderly family member to guide the adolescents. Their loneliness has been increased which drives their interest towards using various ICT devices and getting addicted to social media. As a result, their family values are getting degraded day by day. These all facts were also found in several studies. The addiction towards social media has been resulted in meaningless love, friendship, sexuality, time spending in online gaming gradually detaching them from their blood relationships. Globalization facilitates the use of social media and impacts the moral and behavioural development of the younger

generations (Rahman Zhang, 2017) Thus, the moral and family values are decaying day by day in young generations. The family values are drastically changing due to modernization. It found that while the all-time value of children has remained high, the time parents spend with them at home is greatly reduced due to involvement in their jobs and other economic engagements (Chineyemba, 2023).

In the above study the impact of urbanization, family structure and family income on the development of family values of adolescents are observed. It is concluded that the degradation of family values may be due to the effect of modernization, urbanization, family structure and family income and addiction towards social media and their use.

5.9 EDUCATIONAL IMPLICATIONS

The present study revealed that the family values of the adolescents studying in JNV is high as compared to the students studying in KV. The degradation of the family value may be due to the rapidly changing family structure, modernization, and urbanization. Thus, the development of family values of adolescents is too much crucial because just after completion of adolescence period everyone enters youth and then family life. Value education helps in the development of the social, moral, emotional, and cultural values. Thus, this study has implications for students, teachers, parents, teacher educators, curriculum developers and policy-makers. The implications for each of these are dealt in the caption 5.9.1 to 5.9.7.

5.9.1 IMPLICATIONS FOR STUDENTS

The family value education is too much crucial for the students because it helps in developing overall personality by enriching the behaviour, attitude, and responsibility of students towards the family. It enables the adolescents to understand the family life as well as family bonding properly. They will be able to respect the elderly family members and show love and affection towards youngsters. The family value education will guide them to take right and judicious family decisions by understanding the responsibility towards family. Finally, they will realise the importance of support and care needed for the family.

5.9.2 IMPLICATIONS FOR TEACHERS

The role of teachers is not only confined to the classroom teaching learning process but also the teachers are responsible for the holistic development of the child. The value education plays a crucial role in the holistic development of the students. The teacher should integrate value education and family life education into daily classroom activities, not just as separate lessons but as part of the school culture. They should encourage discussions, role-plays, and real-life case studies that highlight the importance of empathy, respect, and responsibility towards the family members. The partnerships with parents to reinforce family values both at school and at home should be fostered. The guidance and counselling should be provided to the students struggling with family issues, helping them to develop coping skills and emotional intelligence.

5.9.3. IMPLICATIONS FOR PARENTS

The parents are considered as the primary agent for inculcation of the moral, ethical, cultural, and family values in their offsprings. The behaviour and attitude of the parents within the family reflects on the development of the family value in their offsprings. The parents should Serve as positive role models by demonstrating respect, care, and responsibility within the family. They should prioritize to spend quality time with children despite of their busy schedules in their professional life. By creating and providing a comfortable and unrestricted home environment open communication with the offsprings should be fostered and emotional support should be provided in the adolescent stage. The children should be encouraged to participate in family activities and take on age-appropriate responsibilities for the family members. The parents should establish and maintain a good relationship with the school to monitor the progress and behaviour of their offsprings in the school environment.

5.9.4. IMPLICATIONS FOR TEACHER TRAINING PROGRAMMES

The teacher training programme is meant for the professional development of the teachers by providing both pre-service and in-service teacher training programme. The training should be provided to enrich the family values of the students in both the teacher training programmes. Various workshops, seminars, and webinars should be arranged on the development of the family values of the adolescents. The process of guidance and counselling should be involved in the teacher training program and the knowledge should be provided to the teachers. The training should be provided to the

teachers so that they can create a supportive school environment in which the diverse orientation of values of the students from different background can be addressed.

5.9.5. IMPLICATIONS FOR TEACHER EDUCATORS

The role of teacher educators is also too much important in the inculcation of values because they educate and make the teachers ready for the school. They should motivate the pupil teachers to implement the practices of value orientation in their classroom teaching. They should set up workshops to train the pupil teachers on how to develop and inculcate the values in the students.

5.9.6. IMPLICATIONS FOR CURRICULUM DEVELOPERS

The curriculum developers are the key guide to the educational program. They provide guidelines in designing and planning of curriculum on which the whole education system sustains. They should design the text-books in which the contents should be based on the development of the values. As per NEP 2020 Specific value-added course of two credit should be provided. Apart from this the value-added course should be designed and implemented in the classroom.

5.9.7. IMPLICATIONS FOR POLICY MAKERS AND ADMINISTRATORS

The policy makers make the educational policies and curriculum frameworks. They should mandate the inclusion of value education in the policies and curriculums with clear guidelines and measurable outcomes. The support for research and development of innovative teaching materials and training programs should be provided to the educators on value education. They should promote community-based initiatives that bridge the gap between schools and families, especially in urban and high-mobility areas. The broader social policies that impact family cohesion, such as work-life balance, parental leave, and elder care support should be addressed. The administrators should monitor the proper implementation of the strategies for promoting value education. They should provide a flexible environment in which the teacher can practice the implementation of value education inside the classroom. The focus should be given on the development of spiritual and emotional intelligence of the students.

5.10. SUGGESTIONS FOR FURTHER STUDY

- This study can be conducted on a greater number of adolescent students studying in other boarding and non-boarding, rural and urban schools.
- We can conduct the study especially on the adolescent students belonging to families having high socio-economic status and studying in various private international schools in which the course fee is very high.
- A comparative study can be conducted on family values of adolescents studying in government and private schools.
- The family value of students studying in schools running under state government and central government can be analysed separately.

5.11. CONCLUSION

In the present study we concluded that the decline in family values among adolescents is closely linked to broader societal changes, such as the rise of nuclear families, increased parental work commitments, and the influence of materialistic and individualistic cultural trends. Boarding school students, often coming from rural backgrounds and joint families, may retain stronger family values compared to their non-boarding counterparts, who are more likely to experience urban, nuclear family environments. However, both groups face challenges in maintaining family cohesion and intergenerational respect. The study also identifies the limitations of current educational approaches, with many students and parents feeling that schools alone cannot address the complexities of preparing youth for family life. Instead, a holistic approach involving families, schools, and the wider community is necessary to effectively nurture family values. By adopting these targeted strategies, stakeholders at every level can help reverse the decline in family values and ensure the holistic development of adolescents, preparing them for responsible adulthood and stronger family relationships.