

MAIN FINDINGS, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS

The present chapter is devoted to the main findings of the study, educational implications and suggestions for further studies. From the analysis and interpretation of the data in the previous chapter, the investigator reached the following findings:

5.1 MAIN FINDINGS

5.1.1 Findings based on description of data

5.1.1.1 Findings based on Descriptive Statistics of Self-Disclosure for the total sample of adolescents (N=600)

- 1.1 The values of mean, median and mode on self-disclosure of adolescents were 415.21, 417 and 414 respectively which were quite proximate to one another. The values of skewness and kurtosis for the same were -0.03 and -0.41 showing that the curve is negatively skewed and platikurtic. However compared with normal values (0.00 for both skewness and kurtosis), the distortions in both the cases were negligible. Hence the distribution can be treated as normal.
- 1.2 The values of mean, median and mode on money (area of self-disclosure) of adolescents of senior secondary schools were 44.42, 42.50 and 38 respectively which were quite proximate to one another. The values of skewness and kurtosis for the same were 0.55 and 0.34 showing that the curve is positively skewed and leptokurtic. However compared with normal values (0.00 for both skewed and kurtosis), the distortions in both cases were negligible. Hence the distribution can be treated as normal.
- 1.3 The values of mean, median and mode on personality (area of self-disclosure) were 48.21, 48 and 50 respectively which were quite proximate to one another. The values of skewness and kurtosis for the same were 0.05 and -0.29 showing that the curve is positively skewed and platikurtic. However compared with normal values (0.00 for both skewed and kurtosis), the distortions in both the cases were negligible. Hence the distribution can be treated as normal.
- 1.4 The values of mean, median and mode on study (area of self-disclosure) of adolescents were 61.14, 61 and 56 respectively which were quite proximate to one another. The values of skewness and kurtosis for the same were -0.11 and -0.59 showing that the curve is negatively skewed and platikurtic. However compared with normal values (0.00 for both skewness and kurtosis), the distortions in both the cases were negligible. Hence the distribution can be treated as normal.

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- 1.5 The values of mean, median and mode on body (area of self-disclosure) of adolescents were 52.85, 52 and 56 respectively which were quite proximate to one another. The values of skewness and kurtosis for the same were 0.19 and -0.35 showing that the curve is positively skewed and platykurtic. However compared with normal values (0.00 for both skewness and kurtosis), the distortions in both the cases were negligible. Hence the distribution can be treated as normal.
- 1.6 The values of mean, median and mode on interests (area of self-disclosure) of adolescents were 61.30, 62 and 70 respectively which were quite proximate to one another. The values of skewness and kurtosis for the same were -0.05 and -0.38 showing that the curve is negatively skewed and platikurtic. However compared normal values (0.00 for both skewness and kurtosis), the distortions in both the cases were negligible. Hence the distribution can be treated as normal.
- 1.7 The values of mean, median and mode on feelings & ideas (area of self-disclosure) of adolescents were 62.73, 63 and 70 respectively which were quite proximate to one another. The values of skewness and kurtosis for the same were -0.15 and -0.58 showing that the curve is negatively skewed and platikurtic. However compared with normal values (0.00 for both skewness and kurtosis), the distortions in both the cases were negligible. Hence the distribution can be treated as normal.
- 1.8 The values of mean, median and mode on vocation (area of self-disclosure) of adolescents were 58.93, 60 and 44 respectively which were quite proximate to one another. The values of skewness and kurtosis for the same were -0.05 and -0.38 showing that the curve is negatively skewed and platikurtic. However compared with normal values (0.00 for both skewness and kurtosis), the distortions in both the cases were negligible. Hence the distribution can be treated as normal.
- 1.9 The values of mean, median and mode on sex (area of self-disclosure) of adolescents were 25.64, 18.50 and 20 respectively which were quite proximate to one another. The values of skewness and kurtosis for the same were 0.98 and 0.15 showing that the curve is positively skewed and platikurtic. However compared with normal values (0.00 for both skewness and kurtosis), the distortions in both the cases were negligible. Hence the distribution can be treated as normal.

5.1.1.2 Findings based on Descriptive Statistics of Values for the total sample of adolescents (N=600)

- 2.1 The values of mean, median and mode on theoretical values of adolescents were 41.57, 42 and 43 respectively which were quite proximate to one another. The values of skewness and kurtosis for the same were -0.85 and 6.07 showing that the curve is negatively skewed and leptokurtic. However compared with normal values (0.00 for both skewness and kurtosis), the distortions in both the cases were negligible. Hence the distribution can be treated as normal.
- 2.2 The values of mean, median and mode on economic values of adolescents were 41.39, 42 and 42 respectively which were quite proximate to one another. The values of skewness and kurtosis for the same were -1.62 and 11.11 showing that the curve is negatively skewed and leptokurtic. However compared with normal values (0.00 for both skewness and kurtosis), the distortions in both the cases were negligible. Hence the distribution can be treated as normal.
- 2.3 The values of mean, median and mode on aesthetic values of adolescents were 36.56, 38 and 39 respectively which were quite proximate to one another. The values of skewness and kurtosis for the same were -0.87 and 1.97 showing that the curve is negatively skewed and leptokurtic. However compared with normal values (0.00 for both skewness and kurtosis), the distortions in both the cases were negligible. Hence the distribution can be treated as normal.
- 2.4 The values of mean, median and mode on social values of adolescents were 40.96, 41 and 41 respectively which were quite proximate to one another. The values of skewness and kurtosis for the same were -1.21 and 7.81 showing that the curve is negatively skewed and leptokurtic. However compared with normal values (0.00 for both skewness and kurtosis), the distortions in both the cases were negligible. Hence the distribution can be treated as normal.
- 2.5 The values of mean, median and mode on political values of adolescents were 41.09, 41 and 43 respectively which were quite proximate to one another. The values of skewness and kurtosis for the same were -1.10 and 7.98 showing that the curve is negatively skewed and leptokurtic. However compared with normal values (0.00 for both skewness and kurtosis), the distortions in both the cases were negligible. Hence the distribution can be treated as normal.

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2.6 The values of mean, median and mode on religious values of adolescents were 37.29, 38 and 40 respectively which were quite proximate to one another. The values of skewness and kurtosis for the same were -0.57 and 2.31 showing that the curve is negatively skewed and leptokurtic. However compared with normal values (0.00 for both skewness and kurtosis), the distortions in both the cases were negligible. Hence the distribution can be treated as normal.

5.1.1.3 Findings based on Descriptive Statistics of Family Relationship for the total sample of adolescents (N=600)

3.1 The values of mean, median and mode on family relationship of adolescents were 119.98, 116.5 and 109 respectively which were quite proximate to one another. The values of skewness and kurtosis for the same were 0.55 and -0.06 showing that the curve is positively skewed and platikurtic. However compared with normal values (0.00 for both skewness and kurtosis), the distortions in both the cases were negligible. Hence the distribution can be treated as normal.

3.2 The values of mean, median and mode on mother acceptance (pattern of family relationship) of adolescents were 26, 22.5 and 20 respectively which were quite proximate to one another. The values of skewness and kurtosis for the same were 0.70 and -0.20 showing that the curve is positively skewed and platykurtic. However compared with normal values (0.00 for both skewness and kurtosis), the distortions in both the cases were negligible. Hence the distribution can be treated as normal.

3.3 The values of mean, median and mode on father acceptance (pattern of family relationship) of adolescents were 25.02, 24 and 25 respectively which were quite proximate to one another. The values of skewness and kurtosis for the same were 0.85 and 0.74 showing that the curve is positively skewed and leptokurtic. However compared with normal values (0.00 for both skewness and kurtosis), the distortion in both the cases were negligible. Hence the distribution can be treated as normal.

3.4 The values of mean, median and mode on parental acceptance (pattern of family relationship) of adolescents were 51.02, 47 and 34 respectively which were quite proximate to one another. The values of skewness and kurtosis for the same were 0.82 and 0.49 showing that the curve is negatively skewed and leptokurtic. However compared with normal values (0.00 for both skewness and kurtosis), the

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distortions in both the cases were negligible. Hence the distribution can be treated as normal.

- 3.5 The values of mean, median and mode on the perception about mother concentration (pattern of family relationship) of adolescents were 20.10, 19 and 21 respectively which were quite proximate to one another. The values of skewness and kurtosis for the same were 0.16 and -0.79 showing that the curve is positively skewed and platikurtic. However compared with normal values (0.00 for both skewness and kurtosis), the distortions in both the cases were negligible. Hence the distribution can be treated as normal.
- 3.6 The values of mean, median and mode on father concentration (pattern of family relationship) of adolescents were 19.40, 18 and 20 respectively which were quite proximate to one another. The values of skewness and kurtosis for the same were 0.23 and -0.82 showing that the curve is positively skewed and platikurtic. However compared with normal values (0.00 for both skewness and kurtosis), the distortions in both the cases were negligible. Hence the distribution can be treated as normal.
- 3.7 The values of mean, median and mode on parental concentration (pattern of family relationship) of adolescents were 39.50, 36 and 41 respectively which were quite proximate to one another. The values of skewness and kurtosis for the same were 0.25 and -0.85 showing that the curve is positively skewed and platikurtic. However compared with normal values (0.00 for both skewness and kurtosis), the distortions in both the cases were negligible. Hence the distribution can be treated as normal.
- 3.8 The values of mean, median and mode on mother avoidance (pattern of family relationship) of adolescents were 15.67, 16 and 16 respectively which were quite proximate to one another. The values of skewness and kurtosis for the same were -0.06 and -0.74 showing that the curve is negatively skewed and platikurtic. However compared with normal values (0.00 for both skewness and kurtosis), the distortions in both the cases were negligible. Hence the distribution can be treated as normal.
- 3.9 The values of mean, median and mode on father avoidance (pattern of family relationship) of adolescents were 13.82, 14 and 16 respectively which were quite proximate to one another. The values of skewness and kurtosis for the same were -

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0.03 and -0.77 showing that the curve is negatively skewed and platikurtic. However compared with normal values (0.00 for both skewness and kurtosis), the distortions in both the cases were negligible. Hence the distribution can be treated as normal.

3.10 The values of mean, median and mode on parental avoidance (pattern of family relationship) of adolescents were 29.46, 30 and 32 respectively which were quite proximate to one another. The values of skewness and kurtosis for the same were -0.11 and -0.73 showing that the curve is negatively skewed and platikurtic. However compared with normal values (0.00 for both skewness and kurtosis), the distortions in both the cases were negligible. Hence the distribution can be treated as normal.

5.1.1.4 Findings based on Descriptive Statistics of School Environment for the total sample of adolescents (N=600)

4.1 The values of mean, median and mode on school environment of adolescents were 174.72, 174 and 169 respectively which were quite proximate to one another. The values of skewness and kurtosis for the same were -0.32 and 1.16 showing that the curve is negatively skewed and leptokurtic. However compared with normal values (0.00 for both skewness and kurtosis), the distortions in both the cases were negligible. Hence the distribution can be treated as normal.

4.2 The values of mean, median and mode on creative stimulation (dimension of school environment) of adolescents were 51.25, 51 and 46 respectively which were quite proximate to one another. The values of skewness and kurtosis for the same were -0.21 and 0.45 showing that the curve is negatively skewed and leptokurtic. However compared with normal values (0.00 for both skewness and kurtosis), the distortions in both the cases were negligible. Hence the distribution can be treated as normal.

4.3 The values of mean, median and mode on cognitive encouragement (dimension of school environment) of adolescents were 26.25, 26 and 20 respectively which were quite proximate to one another. The values of skewness and kurtosis for the same were 0.11 and 2.40 showing that the curve is positively skewed and leptokurtic. However compared with normal values (0.00 for both skewness and kurtosis), the distortions in both the cases were negligible. Hence the distribution can be treated as normal.

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- 4.4 The values of mean, median and mode on permissiveness (dimension of school environment) of adolescents were 25.42, 25 and 20 respectively which were quite proximate to one another. The values of skewness and kurtosis for the same were - 0.34 and 0.32 showing that the curve is negatively skewed and leptokurtic. However compared with normal values (0.00 for both skewness and kurtosis), the distortions in both the cases were negligible. Hence the distribution can be treated as normal.
- 4.5 The values of mean, median and mode on acceptance (dimension of school environment) of adolescents were 23.86, 24 and 20 respectively which were quite proximate to one another. The values of skewness and kurtosis for the same were - 0.48 and 1.10 showing that the curve is negatively skewed and leptokurtic. However compared with normal values (0.00 for both skewness and kurtosis), the distortions in both the cases were negligible. Hence the distribution can be treated as normal.
- 4.6 The values of mean, median and mode on rejection (dimension of school environment) of adolescents were 22.25, 23 and 20 respectively which were quite proximate to one another. The values of skewness and kurtosis for the same were - 0.36 and 0.02 showing that the curve is negatively skewed and leptokurtic. However compared with normal values (0.00 for both skewness and kurtosis), the distortions in both the cases were negligible. Hence the distribution can be treated as normal.
- 4.7 The values of mean, median and mode on control (dimension of school environment) of adolescents were 25.69, 26 and 20 respectively which were quite proximate to one another. The values of skewness and kurtosis for the same were - 0.20 and 0.06 showing that the curve is negatively skewed and leptokurtic. However compared with normal values (0.00 for both skewness and kurtosis), the distortions in both the cases were negligible. Hence the distribution can be treated as normal.

5.1.2. Findings related to Correlation between Different Variables

5.1.2.1 Family Relationship and Self-Disclosure

5. There was a positive and significant relationship between self-disclosure and family relationship of adolescents of senior secondary schools. Family relationship was found to be positively and significantly related to self-

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disclosure along with its areas viz. money, personality, study, body, interests, feelings & ideas, vocation and sex.

- 5.1 There was a positive and significant relationship between parental acceptance (pattern of family relationship) and self-disclosure of adolescents of senior secondary schools. Parental acceptance was found positively and significantly related to self-disclosure along with its areas viz. money, personality, study, body, interests, feelings & ideas, vocation and sex.
- 5.2 There was a positive and significant relationship between parental concentration (pattern of family relationship) and self-disclosure of adolescents of senior secondary schools. Parental concentration was found positively and significantly related to self-disclosure along with its areas viz. money, personality, study, body, interests, feelings & ideas, vocation and sex.
- 5.3 A negative and significant relationship was found between parental avoidance (pattern of family relationship) and self-disclosure of adolescents of senior secondary schools. Parental avoidance was found negatively and significantly correlated with self-disclosure along with its areas viz. money, personality, study, body, interests, feelings & ideas, vocation and sex.
- 5.4 There was a positive and significant relationship between mother acceptance (pattern of family relationship) and self-disclosure of adolescents of senior secondary schools. Mother acceptance was found positively and significantly correlated with self-disclosure along with its areas viz. money, personality, study, body, interests, feelings & ideas, vocation and sex.
- 5.5 A positive and significant relationship was found between father acceptance (pattern of family relationship) and self-disclosure of adolescents of senior secondary schools. Father acceptance was found positively and significantly correlated with self-disclosure along with its areas viz. money, personality, study, body, interests, feelings & ideas, vocation and sex.
- 5.6 There was a positive and significant relationship between mother concentration (pattern of family relationship) and self-disclosure of adolescents of senior secondary schools. Mother concentration was found positively and significantly correlated with self-disclosure along with its areas viz. money, personality, study, body, interests, feelings & ideas, vocation and sex.

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- 5.7 There was a positive and significant relationship between father concentration (pattern of family relationship) and self-disclosure of adolescents of senior secondary schools. Father concentration was found positively and significantly related to self-disclosure along with its areas viz. money, personality, study, body, interests, feelings & ideas, vocation and sex.
- 5.8 There was a negative and significant relationship between mother avoidance (pattern of family relationship) and self-disclosure of adolescents of senior secondary schools. Mother avoidance was found negatively and significantly correlated with self-disclosure along with its areas viz. money, personality, study, body, interests, feelings & ideas, vocation and sex.
- 5.9 There was a negative and significant relationship between father avoidance (pattern of family relationship) and self-disclosure of adolescents of senior secondary schools. Father avoidance was found negatively and significantly correlated with self-disclosure along with its areas viz. money, personality, study, body, interests, feelings & ideas, vocation and sex.

5.1.2.2 School Environment and Self-Disclosure

- 5.10 A positive and significant relationship was found between school environment and self-disclosure of adolescents of senior secondary schools. The areas of money, personality, study, body, interests, feelings & ideas and vocation were found positively and significantly correlated with school environment of adolescents. No relationship was found for school environment and sex (area of self-disclosure) of adolescents.
- 5.11 There was a positive and significant correlation between creative stimulation (dimension of school environment) and self-disclosure of adolescents of senior secondary schools. Creative stimulation was found positively and significantly correlated with self-disclosure along with its areas viz. money, personality, study, body, interests, feelings & ideas and vocation. No relationship was found for creative stimulation and sex (area of self-disclosure) of adolescents.
- 5.12 A positive and significant relationship was found between cognitive encouragement (dimension of school environment) and self-disclosure of adolescents of senior secondary schools. Cognitive encouragement was found positively and significantly correlated with self-disclosure along with its areas viz. money, personality, study, body, interests, feelings & ideas and vocation.

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- No relationship was found for cognitive encouragement with respect to sex (area of self- disclosure) of adolescents.
- 5.13 There was a positive and significant relationship between permissiveness (dimension of school environment) and self-disclosure of adolescents of senior secondary schools. Permissiveness was found positively and significantly correlated with self-disclosure along with its areas viz. money, personality, study, body, interests, feelings & ideas and vocation. No relationship was found for cognitive encouragement with regard to sex (area of self- disclosure) of adolescents.
- 5.14 There was a positive and significant relationship between acceptance (dimension of school environment) and self-disclosure of adolescents of senior secondary schools. Acceptance was found positively and significantly related with self-disclosure along with its areas i.e. money, study, body, interests, feelings s & ideas and vocation. No relationship was found for acceptance with regard to personality and sex (areas of self-disclosure) of adolescents.
- 5.15 There was a negative and significant correlation for rejection (dimension of school environment) with regard to study (area of self-disclosure) of adolescents of senior secondary schools. No relationship was found for rejection with regard to self-disclosure along with its areas viz. money, personality, body, interests, feelings s & ideas, vocation and sex.
- 5.16 A positive and significant relationship was found between control (dimension of school environment) and self-disclosure of adolescents of senior secondary schools. Control was found positively and significantly correlated with self-disclosure along with its areas viz. money, personality, study, body, interests, feelings s & ideas and vocation. No relationship was found for control with regard to disclosure about sex of adolescents.

5.1.2.3 Family Relationship and Values

- 5.17 There was an insignificant relationship between family relationship and values of adolescents of senior secondary schools. The areas of values viz. theoretical, economic, aesthetic, social, political and religious values were found to be insignificant related to family relationship.
- 5.18 A negative and significant correlation was found between parental acceptance (pattern of family relationship) and aesthetic values of adolescents of senior

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- secondary schools. There was a positive and significant relationship was found for parental acceptance with regard to social values. No relationship was found between areas of values i.e. theoretical, economic, political and religious values.
- 5.19 There was a positive and significant relationship for parental concentration (pattern of family relationship) with regard to social and political values of adolescents of senior secondary schools. A negative correlation was found between parental concentration and aesthetic values. No relationship was found for parental concentration with regard to areas of values i.e. theoretical, economic and religious values.
- 5.20 A negative and significant correlation was found for parental avoidance (pattern of family relationship) with regard to areas of values i.e. social and political values. A positive and significant relationship was found between parental avoidance and aesthetic values. No relationship was found for parental avoidance with regard to theoretical, economic and religious values of adolescents.
- 5.21 A negative and significant relationship was found between mother acceptance (pattern of family relationship) and aesthetic values of adolescents of senior secondary schools. No relationship was found for mother acceptance with regard to values i.e. theoretical, economic, social, political and religious values.
- 5.22 There was a positive and significant relationship between father acceptance (pattern of family relationship) and social values of adolescents of senior secondary schools. A negative and significant correlation was found between father acceptance and aesthetic values. No significant correlation was found for father acceptance with regard to values i.e. theoretical, economic, political and religious values.
- 5.23 A positive and significant relationship was found for mother concentration (pattern of family relationship) with regard to social and political values of adolescents of senior secondary schools. There was a negative and significant relationship was found between mother concentration and aesthetic values. No relationship was found for mother concentration with regard to values i.e. theoretical, economic and religious values.
- 5.24 There was a positive and significant relationship for father concentration (pattern of family relationship) with regard to social and political values of

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adolescents of senior secondary schools. There was a negative and significant relationship was found between father concentration and aesthetic values. No relationship was found for father concentration with regard to values i.e. theoretical, economic and religious values.

- 5.25 There was a negative and significant relationship for mother avoidance (pattern of family relationship) with regard to areas of values i.e. social and political values of adolescents of senior secondary schools. A positive and significant correlation was found between mother avoidance and aesthetic values. No relationship was found for mother avoidance with regard to theoretical, economic and religious values of adolescents.
- 5.26 There was a negative and significant relationship for father avoidance (pattern of family relationship) with regard to areas of values i.e. social and political values of adolescents of senior secondary schools. A positive and significant correlation was found between father avoidance and aesthetic values. No relationship was found for father avoidance with regard to theoretical, economic and religious values of adolescents.

5.1.2.4 School Environment and Values

- 5.27 School environment was found positively and significantly correlated with regard to social and political values of adolescents. A negative and significant correlation was found between school environment and aesthetic values. No relationship was found for school environment with regard to areas of values i.e. theoretical, economic and religious values of adolescents of senior secondary schools.
- 5.28 There was a positive and significant correlation for creative stimulation (dimension of school environment) with regard to values i.e. theoretical, social and political values of adolescents of senior secondary schools. A negative and significant correlation was found between creative stimulation and aesthetic values of adolescents. No relationship was found for creative stimulation with regard to economic and religious values of adolescents.
- 5.29 A positive and significant relationship for cognitive encouragement (dimension of school environment) with regard to values i.e. social and political values. There was a negative and significant relationship was found between cognitive

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- encouragement and aesthetic values. No correlation was found for cognitive encouragement with regard to theoretical, economic and religious values.
- 5.30 There was a positive and significant relationship for permissiveness (dimension of school environment) with regard to social and political values of adolescents of senior secondary schools. No relationship was found for permissiveness with respect to areas of values i.e. theoretical, economic, aesthetic and religious values of adolescents.
- 5.31 A positive and significant relationship was found between acceptance (dimension of school environment) and political values of adolescents of senior secondary schools. No relationship was found for acceptance with regard to values viz. theoretical, economic, aesthetic, social and religious values of adolescents.
- 5.32 There was a positive and significant relationship for rejection (dimension of school environment) with regard to values i.e. religious values of adolescents of senior secondary schools. No significant relationship was found for rejection with regard to theoretical, economic, aesthetic, social and political values of adolescents.
- 5.33 There was a positive and significant relationship for control (dimension of school environment) with regard to values i.e. aesthetic, social and political values of adolescents of senior secondary schools. No relationship was found for control with regard to theoretical, economic and religious values of adolescents.

5.1.3 Findings based on Differential Analysis

5.1.3.1 Difference between Government Senior Secondary Schools and Private Senior Secondary Schools' adolescent students in terms of their Self-Disclosure, Values, Family Relationship and School Environment

- 5.34 (a) Government and Private Senior Secondary Schools' adolescents were found significantly different in terms of self-disclosure along with its areas i.e. personality, study, body, interests and sex. The mean scores of private senior secondary schools' adolescents were found higher than the mean score of government senior secondary schools' adolescents.

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- (b) Government and private senior secondary schools' adolescents were found similar with regard to three areas of self-disclosure viz. money, feelings & ideas and vocation.
- 5.35 (a) A significant difference was found between government and private senior secondary schools' adolescents with regard to theoretical, aesthetic and political values. The mean scores of private senior secondary schools adolescents were found higher in terms of theoretical and political values than government senior secondary schools.
- (b) Government and private schools' adolescents were found similar in terms of three values viz. economic, social, religious values.
- 5.36 (a) A significant difference was found between government and private senior secondary schools' adolescents with regard to acceptance (mother and father) and avoidance (mother and father) patterns of family relationship. The mean scores of private senior secondary schools' adolescents were higher than government senior secondary schools' adolescents.
- (b) Government and private secondary schools' adolescents were found similar with regard to family relationship and its pattern i.e. concentration.
- 5.37 (a) There was a significant difference between government and private senior secondary schools' adolescents in terms of school environment and its dimensions namely creative stimulation and cognitive encouragement. The mean scores of private senior secondary schools' adolescents were found higher than government senior secondary schools adolescents.
- (b) Government and private senior secondary schools' adolescents were found similar with regard to four dimensions of school environment viz. permissiveness, acceptance, rejection and control. The mean scores of private senior secondary schools' adolescents were found higher than government senior secondary schools adolescents.

5.1.3.2 Difference between Male and Female Adolescents in terms of their Self-Disclosure, Values, Family Relationship and School Environment

- 5.38 (a) A significant difference was found between male and female adolescents in terms of self-disclosure and its areas viz. money, personality, study, interests, feelings & ideas, vocation and sex. The mean scores of female adolescents were found higher than male adolescents of senior secondary schools.

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- (b) Male and female adolescents of government and private senior secondary schools were found similar with regard to body (area of self-disclosure).
- 5.39 (a) A significant difference was found between male and female adolescents in term of economic values. The mean scores of male adolescents were found higher than the mean score of female adolescents of senior secondary schools.
- (b) Male and female adolescents were found similar with regard to areas of values i.e. theoretical, aesthetic, social, political and religious values.
- 5.40 (a) A significant difference was found between male and female adolescents in terms of their perception about parental acceptance (mother and father), parental concentration (mother and father) and parental avoidance (mother and father) patterns of family relationship. The mean scores of female adolescents were found higher than the mean scores of male adolescents.
- (b) There was no significant difference between male and female adolescents in terms of their perception about family relationship.
- 5.41 (a) A significant difference was found between male and female adolescents in terms of school environment and its dimensions i.e. creative stimulation, cognitive encouragement, permissiveness, acceptance and control. The mean scores of female adolescents were higher than male adolescents of senior secondary schools.
- (b) Male and female adolescents were found similar with regard to dimension of school environment i.e. rejection.

5.1.3.3 Difference between Urban and Rural Adolescents in terms of their Self-Disclosure, Values, Family Relationship and School Environment

- 5.42 A significant difference was found between urban and rural adolescents in terms of self-disclosure and its areas viz. money, personality, study, body, interests, feelings and ideas, vocation and sex. The mean scores of urban adolescents were higher than the mean scores of rural adolescents of senior secondary schools.
- 5.43 (a) There was significant difference between urban and rural adolescents of senior secondary schools with regard to aesthetic values. The mean scores of rural adolescents were higher than the mean scores of urban adolescents in term of aesthetic values.

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- (b) Urban and rural adolescents were found similar in terms of theoretical, economic, social, political and religious values.
- 5.44 (a) Urban and rural adolescents were found different in terms of family relationship and its patterns i.e. parental acceptance (mother and father), parental concentration (mother and father) of adolescents of senior secondary schools. The mean scores of urban adolescents were higher than the mean scores of rural adolescents.
- (b) There was no significant difference between urban and rural adolescents with regard to perception about avoidance pattern of family relationship.
- 5.45 (a) There was a significant difference between urban and rural adolescents with regard to perception of creative stimulation and control of school environment. The mean scores of urban adolescents were higher than the mean scores of rural adolescents of senior secondary schools.
- (b) Urban and rural adolescents were found similar with regard to school environment and its four dimensions viz. cognitive encouragement, permissiveness, acceptance and rejection.

5.2 EDUCATIONAL IMPLICATIONS

The present study was undertaken to determine the relationship of adolescents' self-disclosure and values to their family relationship and school environment. The findings of the study have important implications for families, teachers, schools, policy makers and other professionals working in the field of education. Related researches have also proposed that families and schools affect personality traits like self-disclosure and values. Adolescence is the time of stress and strain; parents and families have to be very cautious in talking to adolescents. Self-disclosure and values have a life-long impact on any individual. Education begins in the family which constitutes the first point in the conveyer belt of our beliefs system and values. The school makes a major contribution by providing appropriate education which inculcates values. A society with high values and morals can create positive and lasting impressions on the mind of children. Family relationship marked by rigidly enforced rules and regulations make adjustment to adolescence difficult. In the families where excessive parental control is accompanied by extreme coldness and punishment, the adolescents may rebel against their parents' standards explicitly in an attempt to assert their independence. The teenagers become particularly angry when their self-boundary is repeatedly invaded by

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parental requests to perform tasks representative of parental values and they may begin to disclose less to their parents. Many findings suggest that reduced self-disclosure in adolescents is a part of developmental process of separation and individuation in which both parents and adolescents play a major role. Parenting and socialization may enhance or hinder adolescents' ability to deal effectively with the developmental issues. Rejected children have experienced some form of rejection by one or both parents. They have excessive emotional attachment with one of the parents. The rejection and abnormal pulling of children towards one side of parental axis result in various forms of personality distortions such as a sense of inferiority, a deep seated feelings of revenge, an immature and confused love life and an expectation of greater pleasure without efforts and responsibility. Rejected children tend to show attention seeking behaviour which is problematic in school as well as at home and tends towards delinquency. They also develop feelings of insecurity and inferiority complex and often try to win parental affection by attention seeking behaviour.

Self-disclosure is an inter-personal process in which a person communicates intimate information, ideas, desires, personal feelings and actions to other persons. Modern psychotherapy gives too much emphasis on self-disclosure and believes that it is a means of reducing mental tension. Generally, adolescents disclose themselves to their mother, father, brother, sister, friend and teacher and in whom they have firm faith. The present study is an effort to make parents and families aware of what sort of values are to be given to their children and where to stop their support so that their unnecessary acceptance and concentration do not spoil the child. It is helpful for educationists and teachers to understand better the behaviour of adolescents with whom they are concerned, and guide them in a better way. We know that values have a very important place in the life of an individual. They help in shaping the personality of an individual. Values are embedded in the education system. Hence, it is very important that right values are given to the students. This study can help a lot in improving the education system. The students who have values can make the nation strong and become better human beings. This type of study may be helpful in developing values among adolescents. The study of values patterns can be done and causes of bad values can be detected. This can be accomplished only when we instil in children a deep feelings of commitment to values that would build this country, bring back pride to the people and assure all round progress. Schools should ensure active participation of parents by

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involving them in different kinds of training of their children. Many studies indicate that unsatisfactory school environment may be a major cause for aggressive behaviour of adolescents. Thus, school environment plays a significant role in the education and development of adolescents. Parents should provide good family environment and opportunities to the children to express their views and ideas and keep healthy relations with them. Children should be provided freedom at home so that they can freely express their feelings and share their experiences. Undue control and restrictions should not be imposed on children. Good relationship between teachers and students will enhance the personality traits of self-disclosure and values in the students. Provisions of various types of co-curricular activities should be made in every school. Morning assembly, reading from books of wisdom, good literature or an appropriate address by a teacher or a guest speaker, social service during holidays, National Integration Camps, National Cadet Corps, National Service Scheme, Scouting, Guides programmes and cultural activities like play, debates etc. on appropriate themes will promote values and self-disclosure in adolescents. Schools may organize joint celebrations of important occasions and festivals of major religious and cultural groups. Meditation and education based on values should be included in school activities.

5.3 SUGGESTIONS FOR FURTHER STUDY

1. Self-disclosure and values of adolescents in different age group can be studied.
2. An experimental study can be conducted to find out the effect of other variables like internet on self-disclosure and values.
3. The present study is limited to senior secondary schools of Haryana only. Similar efforts can be put into to conduct study by selecting more subjects from different states of India.
4. A similar study can also be conducted by using other techniques of sampling in addition to random sampling.
5. A study can be planned to study other correlates of self-disclosure and values such as self-confidence, self-esteem, self-efficacy, self-concept, cultural climate of a society or any other personality trait.
6. Self-disclosure and values of adolescents studying in different streams like Arts, Commerce, Science, Technology and other Professional Courses can also be studied.
7. The study can also be replicated by employing other research tools to measure different variables involved in the study.