CHAPTER 5

SUMMARY OF FINDINGS, DISCUSSION AND CONCLUSION

5.1 Introduction

This study was conducted to investigate prevailing values among higher secondary school students and also examined the differences in the value preference among students, their parents and teachers. Efforts were also made to find out the significant differences in the values of the students with respect to gender, religion, caste, medium of instruction, and type of school. Apart from this, the study also assessed the extent to which the values of students are influenced by the values of their parents, teacher and their attitude towards modernization.

The content in this chapter is presented in the following sequence. Section one presents a summary of the problem, purpose of the study, sample, the procedure and methodology used for the study. Section two presents the results of the study followed by discussion. In the final section, the researcher attempts to draw implications and recommendations for practice and further research.

5.2 Summary of the Study

5.2.1 Statement of the Problem

To study the above investigation, the research titled “Coherence and Influence of Home, School and Modernization on Value Preference among Higher Secondary School Students:” has been undertaken.
5.2.2 Objectives of the Study

1. To study and compare the value preference of higher secondary school students with respect to gender, religion, caste, medium of instruction, and type of school.
2. To study the value preferences of Parents of higher secondary school students.
3. To study the value preferences of Teachers of higher secondary school students.
4. To study and compare the value preference of higher secondary school students, their parents and teachers.
5. To study the attitude of higher secondary school students towards modernization with respect to gender, religion, caste, medium of instruction, and type of school.
6. To study the extent to which the value preference of higher secondary school students is influenced by the value preference of their parents and teachers.
7. To study the extent to which the value preference of higher secondary school students is influenced by their attitude towards modernization.
8. To suggest measures that could help parents, teachers and school administration to establish coherence in values as well as promote desirable values among higher secondary school students.

5.2.3 Hypotheses

1. There is a significant difference in the value preference of higher secondary school students with respect to gender.
2. There is a significant difference in the value preference of the higher secondary school students representing different religion.
3. There is a significant difference in the value preference of the higher secondary school students representing different caste.
4. There is a significant difference in the value preference of higher secondary school students with respect to medium of instruction.
5. There is a significant difference in the value preference of higher secondary school students with respect to type of school management.
6. There is a significant difference in the value preference among higher secondary school students, their parents and teachers.
7. Value preference of higher secondary school students are significantly influenced by the value preference of their parents and teachers.

8. Value preference of higher secondary school students are significantly influenced by their attitude towards modernization.

5.2.4 Purpose of the study

This study aims at finding and analyzing the prevailing values among higher secondary students in Pune city. The purpose of the present study is to examine if there is any significant difference between students with respect to gender, religion caste, medium of instructions, and type of school management. In addition to this, it intends to find the significant difference in the values of parents, teachers and students. The attitude of students towards modernization was also analyzed gender wise, religion wise, caste wise, medium of instruction wise, and type of school management wise. Further, the influence of home and school on the values was also analyzed. In addition to this, the influence of modernization on the values of students was also measured. Its aim is to provide guidelines for parents, teachers, curriculum developers and school authorities to promote desired values.

5.2.5 Methodology

Sample

The sample selected for the present study is higher secondary schools located in Pune City. The sample size of the present study is 15 schools, among which 8 English medium and 7 Marathi medium schools were selected randomly for the study. The present study focused on XI standard students.

Within the 15 selected schools, students from XI standard of a section were selected from each school. The sample size of the students was 712. The sample size of XI class teachers was 83 and parents were 133.

Tools of data collection

The following two standardized tools were administered to collect data for the present study.

1. **Study of Values Test** (Ojha & Bhargava, 2010)
   (Measures six values-theoretical, economic, aesthetic, social, political, and religious)

2. **Comprehensive Modernization Inventory** (Ahluwalia & Kalia, 2010)
   (It measures the change in attitudes of students in seven areas-education, parent-child relations, politics, status of women, marriage, religion and socio culture).
The tool was further translated and validated for Marathi medium schools to Marathi language with the help of experts.

**Procedure for Data Collection**

The researcher started the data collection process by visiting the selected schools and introduced herself to the school Principal and explained the purpose of the study. After seeking the permission of the Principal, the respective teachers of the class were contacted to decide upon the time schedule for administering the questionnaire. The tools were administered to the whole class in the regular classroom atmosphere after the class teacher introduced the researcher to students in the class and explained the purpose of her visit to their class and requested them to cooperate. First Study of Values Test (SVT) was administered and after ensuring that all the students had completed the questionnaire, the second questionnaire Comprehensive Modernization Inventory (CMI) was distributed to the students. The Study of Value Test (SVT) tool was also administered to the teachers and parents individually. Class teacher along with other subject teachers were contacted to fill the questionnaire personally in the staff room during recess time or their free period. The help of class teachers was taken to collect data from parents during parent’s teachers meetings. After completing the data collection, the collected data was coded using the manual tool and the derived values were obtained for analysis. The responses of the students, parents and teachers were scored according to criterion specified in the manual tool. Derived scores for both the questionnaires were subsequently analyzed using appropriate statistical techniques.

**Data Analysis**

The descriptive data was analyzed using frequency and percentages. Further to test the hypotheses statistically, t- test and ANOVA tests were adopted. Both the tests enabled to find the significant difference between different groups. Multiple regression was adopted to measure the influence of different factors on the values of students.
5.3 Summary of the Findings

Values Preferences

Total Students

(a) Higher secondary school students of Pune city have shown ‘average’ inclinations towards all the values except aesthetic value, for which their inclination is seen as ‘poor’.

(b) Further, a significant number of students have also shown ‘high’ inclinations towards theoretic, economic, social and political value, while ‘very poor’ trend towards religious and aesthetic values.

Male Students

(a) Male students have shown ‘average’ inclinations towards all the values namely; theoretic, economic, social, political, religious and aesthetic values.

(b) Significant numbers of male students have also shown ‘high’ inclinations towards theoretic, economic, and social values while in aesthetic and religious values ‘poor’ inclinations have been noticed.

Female Students

(a) Female students have shown ‘high’ preference for theoretic and social value and ‘average’ preference in economic and political values and ‘poor’ inclinations in aesthetic and religious values.

(b) In theoretic, economic, social, and political values a significant number of female students have also shown ‘high’ inclination whereas ‘average’ and ‘very poor’ inclinations for aesthetic and religious values.

Male and Female Students

(a) Male and female students have shown have shown minimum disparity with respect to theoretic and economic values respectively.

(b) However, with respect to aesthetic, social, political, and religious values more variations have been noticed.

(c) Male and female students differ significantly with respect to economic, aesthetic, social, political, and religious values.

(d) There is no significant difference between the male and female students with regard to theoretic value.
**Hindu Students**
(a) Hindu students have ‘average’ preferences in theoretic, economic, social, political and religious values. However, they have shown ‘poor’ preference in aesthetic value.
(b) Significant numbers of Hindu students have also shown ‘high’ preference towards theoretic, economic and political values, ‘high’ as well as ‘very high’ preferences in social value while ‘average’ inclination towards aesthetic value and ‘poor’ inclination towards religious value.

**Buddhist Students**
(a) Buddhist students have shown ‘average’ trend with respect to five values namely; theoretic, economic, social, political, and religious values, whereas their trend is ‘poor’ in aesthetic value.
(b) Significant number of students have also shown ‘high’ trend with respect to theoretic, social, and political values, ‘high’ as well as ‘poor’ in economic value whereas ‘average’ and ‘very poor’ trend towards aesthetic value and ‘poor’ trend towards religious value.

**Muslim Students**
(a) Muslim students have ‘average’ preferences in theoretic, economic, political, and religious values and ‘high’ inclinations towards social value while their preference towards aesthetic value was seen to be ‘poor’.
(b) Significant numbers of students have also shown ‘high’ preferences towards theoretic and economic values, ‘average’ preference in social value whereas ‘average’ and ‘very poor’ preferences towards aesthetic value and ‘poor’ preferences towards religious value.

**Jain Students**
(a) Jain students have ‘high’ preferences in social value. Their inclination towards theoretic, economic, political and religious values was seen to be ‘average’ while it is ‘poor’ in aesthetic value.
(b) Significant number of students has also shown ‘high’ preference towards theoretic value while ‘average’ inclination towards social, value, and ‘very poor’ orientation towards religious value.
**Hindu Vs Buddhist Vs Muslim Vs Jain Students**

(a) Students of all the groups have shown almost similar value preferences with respect to five values namely; theoretic, economic, aesthetic, political, and religious values. However, variations are noticed in social value.

(b) No significant difference was found in the value preference of the higher secondary school students with respect to their religion.

**Open Category Students**

(c) Open category students have ‘high’ preferences in theoretic value and ‘average’ preferences in economic, social, political and religious values. However, they have shown ‘poor’ preference in aesthetic value.

(d) Significant numbers of open category students have also shown ‘high’ preference towards economic, social and political values while ‘average’ inclination towards theoretic and aesthetic values and ‘poor’ inclination towards religious value.

**OBC Students**

(c) OBC students have shown ‘average’ trend with respect to five values namely; theoretic, economic, social, political, and religious values, whereas their trend is ‘poor’ in aesthetic value.

(d) Significant number of students have also shown ‘high’ trend with respect to theoretic, economic, social, and political values whereas ‘average’ and ‘very poor’ trend towards aesthetic value and ‘poor’ trend towards religious value.

**SC Students**

(c) SC students have ‘average’ preferences in theoretic, economic, social, political, and religious values while their preference towards aesthetic value was seen to be ‘poor’.

(d) Significant numbers of students have also shown ‘high’ preferences towards theoretic, economic, social, and political values whereas ‘average’ and ‘very poor’ preferences towards aesthetic value and ‘poor’ preferences towards religious value.

**ST & NT Students**

(c) ST and NT students have ‘high’ preferences in theoretic and social values. Their inclination towards economic, political and religious values was seen to be ‘average’ while it is ‘poor’ in aesthetic value.
(d) Significant number of students has also shown ‘high’ preference towards economic and political values while ‘average’ inclination towards theoretic, and social, values, ‘average’ and ‘very poor’ orientation towards aesthetic value and ‘poor’ inclination towards religious value.

**Open Vs OBC Vs SC Vs ST & NT Students**

(c) Students of all the groups have shown almost similar value preferences with respect to four values namely; economic, aesthetic, political, and religious values. However, variations are noticed in theoretic and social values.

(d) No significant difference was found in the value preference of the higher secondary school students with respect to their caste.

**English Medium Students**

(a) English medium students have ‘average’ preferences towards theoretic, economic, social, political and religious values. However, they have ‘poor’ inclinations towards aesthetic value.

(b) Significant numbers of English medium students have also shown ‘high’ preferences towards theoretic, economic, social and political values while ‘average’ and ‘very poor’ preference towards aesthetic value and ‘poor’ preference towards religious value.

**Marathi Medium Students**

(a) Marathi medium students have ‘high’ theoretic and social values. Further they have shown ‘average’ preferences in economic, political and religious values and ‘poor’ preferences for aesthetic value.

(b) Further, it is also seen that a significant number of Marathi medium students have also ‘very high’ and ‘average’ orientation towards social value, ‘high’ preferences towards economic and political values while ‘average’ preference towards theoretic value, ‘average’ and ‘poor’ inclination in aesthetic value and ‘poor’ preference towards religious value.

**English Vs Marathi Medium Students**

(a) Students of English and Marathi medium schools have least variations with respect to three values namely; economic, political and religious value and more variations were noticed between the two groups with respect to theoretic, aesthetic, and social values.

(b) A significant difference was noticed among English and Marathi medium students with respect to aesthetic and social values.
(c) No significant difference was found between the English and Marathi medium students towards theoretic, economic, political, and religious values.

**Students of Unaided schools**

(a) Students of unaided schools have ‘average’ theoretic, economic, social, and political values, whereas they are ‘poor’ in aesthetic and religious values.

(b) It is also noticed that a significant number of these students have also ‘high’ preferences towards theoretic, economic, social, and political values while ‘average’ and ‘very poor’ preference towards aesthetic value and ‘poor’ preference towards religious value.

**Students of Aided schools**

(a) Higher Secondary School students have ‘average’ economic, social, political, and religious values while they are ‘high’ in theoretic value and poor in aesthetic value.

(b) Further, it was also found that a significant number of students have shown ‘high’ preferences towards economic, social, and political values while ‘average’ preference towards theoretic value, ‘average’ and ‘poor’ preferences in aesthetic values and ‘poor’ preference towards religious value.

**Unaided Vs Aided School Students**

(a) It is seen that there is not much variation between the two groups of students with respect to four values namely; economic, aesthetic, social, and political values while some variation is noticed in two values theoretic and religious values.

(b) There is a significant difference between unaided and aided school students with regard to social value.

(c) There is no significant difference among unaided and aided school students with respect to theoretic, economic, aesthetic, political, and religious values.

**Values Preference of Parents**

(a) In general parents have ‘average’ preferences towards theoretic, economic, political and religious values. However, their value preference for social value is found to be ‘high’ and ‘poor’ for aesthetic value.

(b) It was also noticed that a significant number of parents have shown ‘high’ preference towards theoretic, economic, and political values while ‘average’ preference towards social value. Further, they have also shown ‘poor’
preference towards religious value and ‘very poor’ preference towards aesthetic value.

**Values Preference of Teachers**

(a) It is noticed that teachers have shown ‘average’ preferences in five values namely; theoretic, economic, social, political, and religious values. However, they have shown ‘poor’ inclination towards aesthetic values.

(b) Significant number of teachers have also shown ‘high’ inclination towards four values namely; theoretic, economic, social, and political values. They have also shown ‘poor’ inclination towards religious value while ‘very poor’ inclination towards aesthetic value.

**Students Vs Parents Vs Teacher**

(a) Among the values measured, it was seen that students coincide with parents on theoretic and religious values and with teachers on social values.

(b) No significant difference was found in the theoretic value among Students, Parents, and Teachers.

(c) It is revealed that students and parents differ actually in economic, aesthetic, social, and political value. Parents and teachers differ in economic and political values and teachers and students differ significantly in aesthetic and religious values.

**Student’s Attitude towards Modernization**

**Total Students**

(a) It is seen that all the students have ‘extremely high’ opinion towards Politics and status of women dimension of modernization whereas they have shown ‘very high’ opinion towards education, marriage and religion dimension of modernization.

(b) As far as Parent-Child relation and socio-cultural factors dimensions of modernization are concerned, students have shown ‘high’ opinion.

**Male and Female Students**

(a) It was evident that male students are ‘extremely high’ in three dimensions of modernization namely; Politics, status of women, and marriage. They are ‘very high’ in education and religion dimension of modernization. In parent-child relation and socio-culture factors, they are found to have ‘high’ opinion in these dimensions of modernization.
(b) It was clearly seen that the female students have ‘extremely high’ opinion towards education, politics, and status of women dimensions of modernization. Further they are ‘very high’ in marriage & religion and ‘high’ in parent-child relation and socio-cultural factors dimensions of modernization.

(c) Male and female students have shown similarities in four dimensions of modernization namely; education, parent-child relation, religion, and socio-cultural factors. However, they have shown variations in politics, status of women and marriage aspect of modernization.

**Hindu, Buddhist, Muslim & Jain Students**

(a) It was noticed that Hindu students have ‘extremely high’ opinion in politics, and status of women dimension of modernization. However, they are ‘very high’ in education, marriage and religion dimensions of modernization. Further, they are found to be ‘high’ in parent-child relation and socio-cultural factors areas of modernization.

(b) It is also seen that the Buddhist students have ‘extremely high’ attitude towards politics, and status of women dimension of modernization. Further they have shown ‘very high’ opinion in education, marriage and religion dimension of modernization. In parent-child relation and socio-cultural factors they have shown ‘high’ opinion.

(c) It is noticed that the Muslim students have ‘extremely high’ opinion in politics and status of women dimension of modernization. In education, marriage, and religion areas of modernization, students have ‘very high’ opinion. Further, in parent-child relation and socio-cultural factors they have ‘high’ attitude.

(d) Jain students on the other hand have ‘extremely high’ opinion in four dimension of modernization namely; education, politics, status of women, and marriage. They have shown ‘very high’ in religion and ‘high’ attitude towards parent-child relation and socio-cultural factors.

(e) It is evident that students belonging to all religion have shown almost similar opinion in four dimension of modernization namely; parent-child relation, status of women, politics, religion and socio-cultural factors. In education and marriage dimension of modernization variations were noticed among these groups.
Open, OBC, SC, ST & NT Students

(f) It was noticed that open category students have ‘extremely high’ opinion in education, politics, and status of women dimension of modernization. However, they are ‘very high’ in marriage and religion dimensions of modernization. Further, they are found to be ‘high’ in parent-child relation and socio-cultural factors areas of modernization.

(g) It was also seen that the OBC students have ‘extremely high’ attitude towards education, politics, and status of women dimension of modernization. Further they have shown ‘very high’ opinion in marriage and religion dimension of modernization. In parent-child relation and socio-cultural factors they have shown ‘high’ opinion.

(h) It was noticed from the table that the SC students have ‘extremely high’ opinion in politics and status of women dimension of modernization. In education, marriage, and religion areas of modernization, students have ‘very high’ opinion. Further, in parent-child relation and socio-cultural factors they have shown ‘high’ attitude. ST and NT students on the other hand have ‘extremely high’ opinion in four dimension of modernization namely; education, politics, status of women, and marriage. They have shown ‘very high’ in religion and ‘high’ attitude towards parent-child relation and socio-cultural factors.

(i) It was evident that Open, OBC, SC, ST and NT students have shown almost similar opinion in four dimension of modernization namely; parent-child relation, politics, marriage, and socio-cultural factors. In education, status of women, and religion dimension of modernization variations were noticed among these groups.

English and Marathi Medium Students

(a) Students from English medium have ‘extremely high’ inclination in four dimensions of modernization namely; education, politics, status of women, and marriage. However they are ‘very high’ in religion and ‘high’ in parent-child relation & socio-cultural factors dimensions of modernization.

(b) Marathi medium students have ‘extremely high’ opinion in two dimensions of modernization; they are politics and status of women. Further, they are found to be ‘very high’ in three dimensions of modernization namely; education, marriage, and religion. In parent-child relation & socio-cultural factors, students have shown ‘high’ inclinations.
(c) Students of English and Marathi medium have shown almost similar value pattern with respect to three dimensions of modernizations namely; politics, marriage, and religion. However with respect to education, parent-child relation, status of women, and socio-cultural factors dimensions of modernization, variations are noticed between the two groups.

**Type of School**

(a) It was revealed that students of unaided schools have indicated ‘extremely high’ attitude towards three dimensions of modernization namely; education, politics, and status of women. On marital and religious aspects of modernization, the students were found to be ‘very high’. Further, they have ‘high’ opinion towards parent-child relation and socio-cultural factors aspects of modernization.

(b) Aided school students have ‘extremely high’ attitude towards politics and status of women dimension of modernization and ‘very high’ attitude towards three dimensions of modernization namely; education, marriage, and religion. However, they have shown ‘high’ attitude towards parent-child relation and socio-cultural aspects of modernization.

(c) Unaided and aided schools have shown similarities in almost all dimensions of modernization namely; education, parent-child relation, politics, status of women, marriage, religion, and socio-cultural factors.

**Influence of Home and School on the values of students**

(a) Influence of teacher’s social value was significant and negative, whereas parent’s social value had insignificant effect. Further, in theoretic and religious values, the parent’s influence was found to be significant and positive, whereas teacher’s influence was insignificant.

(b) Apart from these values, no other values of parents and teachers have any influence on the values of the students.

**Influence of Modernization on the values of students**

(a) Influence of modernization was found to be significant and negative on student’s aesthetic and religious values. Apart from these two values, no significant influence was noticed.

(b) Student’s attitude towards status of women and socio-cultural factors have positive influence on student’s theoretic values.
(c) Student’s attitude towards politics has negative effect on their aesthetic value, while positive influence on their social value.

(d) Student’s attitude towards parent child relation and politics has positive influence on their political value.

(e) Further, student’s attitude towards education, status of women, and socio-cultural factors has negative influence on their religious value, while their attitude towards religion has positive influence on their religious value.

5.4 Discussion of the Results

Values are not static, they are being influenced by political indoctrination, religious dogmatism, natural calamities, scientific education, and mass communication. In other words, they are constantly being affected by infrastructure of certain assumptions, beliefs and broad consensus (Tripathi, 1990 & Yuktananda, 1989). As India moved from an agrarian society to an industrial society and with the influx of modernization, media and technology there has been a change in value pattern in the society. For instance, if we trace the value patterns four decades back, it was seen that the values prominent during that period were democratic, social, and theoretic values (Katiyar, 1976). Subsequently after a decade, religious values emerged as prominent and later on, social values resurfaced again in the 90’s along with religious values ((Joshi, 1984; Kalamani, 1991; Padmamanaban, 1992 & Zamen, 1982). However, after 2000, it was seen that theoretic and political values gained prominence along with social values while religious and economic were less preferred and aesthetic had least preference (Kalia & Sheoran, 2004 & Selvi, 2014). The values currently prevailing among the higher secondary students are theoretic, political, social and economic values. Looking at the emerging value trend, it is noticed that among all the values aesthetic and religious values have fluctuated to a large extent when compared to other values and it is apparent that today they are being replaced by economic and political values.

Favorable inclination towards political and economic values projects that higher secondary students are more likely to choose career that offer opportunities to achieve power and wealth. In a recent study it was estimated that 70 percent of adolescents aspired for economically comfortable careers (Asakawa
It seems that higher secondary students of modern India to some extent are aware of the problems existing in the society and also are willing to participate and resolve them, which was visible from the huge number of protests and demonstration that took place during the incidences relating to Jessica lal murder and Nirbhaya rape case (Jain, 2014 & Sebastian, 2009). This was also confirmed in their attitude towards modernization, wherein extremely high inclination towards politics and status of women was observed and at the same time, the study showed that modernization had significant and negative influence on student’s aesthetic and religious values. Moreover, the current study finding has also revealed that the inclination of higher secondary female students towards political value is significantly greater than male students. This was noticed from the data obtained from both the values as well as modernization tool. This affiliation towards politics by the female students is attributed to modernization, since the study data has shown that politics, which is one of the dimensions of modernization has positive influence on political value, implying active involvement of women in the world of work in order to attain power, independence and achieve equal social status in society.

Prominence of social values among higher secondary students may indicate that family as a social institution continues to be one of the most important institution that has survived with the changing times (Mishra, R. et al., 2012). However, female students have shown more preference towards social values when compared with male students. Ironically, home has no significant influence on the social values while school has negative influence on the social values, thereby signifying that the high value pattern prevailing among the students are due to factors beyond home and school. Negative influence of school on social values of students implies that more emphasis is laid on competition and less on cooperation leading to stress and anxiety among them (Kristine, 2015 & Porwal & Kumar, 2014). On the other hand, the political aspect in modernization has shown positive influence on student’s social values thus indicating that the tendency to be altruistic and philanthropic is a process of social change.

Student’s inclination towards theoretic value signifies that he/she has high aspirations and is likely to pursue higher studies in India and abroad. This tendency was also evident from HRD ministry report which highlighted that
12.4% of the students leave country for higher education (Gupta, 2012). Existence of theoretic value among higher secondary students is a favourable trend as knowledge is a driving force in today’s rapidly changing and globalized society (Dukkipati, 2010). Moreover, this tendency towards theoretic value is higher among female students, and this has also been revealed in the modernization dimension wherein status of women and socio-cultural factors have positive influence on student’s theoretic values, which is a favourable indication that more women are likely to pursue higher studies and especially in areas of science and technology. An increase of more than 10 percent enrolment was also noticed in engineering, technology and medicines disciplines among female students from 1995-1996 to 2003-2004 (Man Power profile India, 2005). Further influence of parent’s theoretic values has also been positive on the theoretic values of students showing that parents are the motivating factors and primary source of advice for students in helping them to select their courses and careers (Guerra & Braungart, 1999).

Among all the values, religious and aesthetic values have diminished with time for which globalization and modernization are the causes since, they have raised demands for courses and careers related to science and technology and also diverted student’s priority towards science and technology (Looker, 1993 & Singh & Shakya, 2013). Most importantly, the female students are significantly lower in aesthetic values when compared to male students, which may also denote that more female students are pursuing higher studies especially in science and technology, which is also reflected in their high proclivity towards theoretic value. With the advancement in science and technology, the society is changing and it is viewed that modernization has caused a deeper change in the way of religious thinking and feeling (Kumar & Mittal, 2014). This is also supported by the modernization dimension wherein education, status of women, and socio-cultural factors have shown negative influence on their religious value, while their attitude towards religion has positive influence on their religious value. It is interesting to note that inclination of males towards religious value is an emerging pattern in the society which needs further investigations.

5.4.1 Value variation among social groups

Since the beginning of human civilization in India, women have been considered as a weaker section of the society, as time progressed women came
forward and took up male dominated jobs and even performed better than males (John, 2012). In the present study too, females have shown more inclination towards theoretic, social, and political values, whereas the male students have shown more inclination towards economic, aesthetic and religious values. Furthermore, male and female students differ significantly in five values namely; economic, political, religious, social, and aesthetic values which was also revealed in earlier studies (Gupta, 1992; Laxmi, 2000; Malti, 2006; Padmanaban, 1992; Seth, 2001; Singh, 1993 & Singh, 1997). Inclination of female students towards theoretic, social and political values reflects that females are more inclined towards family, society, social causes, and higher studies, and with the changing times have realized the importance of self power and independence. High inclination of female towards theoretic value is also reflected in the state of Maharashtra Higher secondary certificate examination results 2014 wherein, the pass percentage of female students was 94.74 when compared to male student’s percentage which was 87.65 (www.mahahsscboard.maharashtra.gov.in/). The male students, on the other hand, have shown prevalence of high aesthetic value which signifies that they have more inclination towards art and literature. The notability of economic values among the males proves their tendency to earn more money or give more importance to materialistic world and eventually will choose professions that provide higher incentives. Their inclination towards religious values may reflect the undergoing change in our present society, where earlier religion was considered more of a female trait (Diwedi, 1983; Laxmi, 2000; Patni, 1981; Saraswat, 1982 & Zamen, 1982).

With regard to caste, difference in value predilections was noticed wherein theoretic was prominent among open, ST and NT students, economic value among OBC students, social value among ST and NT students, and religious value among SC and ST students. However, no conspicuous difference was noticed between students belonging to all the religions and caste. In terms of school’s medium of instruction it was seen that English medium students showed disposition towards aesthetic value, while Marathi medium students showed propensity towards theoretic and social values. Further, weighty difference was also noticed with respect to aesthetic and social values which was also supported by Shrivastava (2003). Prominence of aesthetic value among English medium students indicates their love for fine arts, drawing, painting, poetry, literature and
shows environmental consciousness. Inclination of Marathi medium students shows that these students believe in social system which reflects possibility of more harmonial structure among these students. However, based on the modernization scores, English medium students have not shown much difference, but in case of status of women English medium students have scored higher than Marathi medium students. This may reflect the difference in socio-economic background of the students enrolled in the English and Marathi medium schools. This was also evident from some studies, wherein it was noticed that girls and children of low socioeconomic status do not study in English medium schools (Mehta, 2005; Aggarwal, 2000). In case of the type of school, students from aided schools preferred theoretic, political, and religious values, while unaided schools students inclined more towards aesthetic and social values, while in terms of modernization large variation is not noticed between the two groups. Further a significant difference was noticed between the two groups in social value. The above results indicate that unaided school students are more inclined towards social and human relationships and are more likely to take social causes which are related to social upliftment of people.

5.4.2 Expected Vs Prominent Values

The task of determining values has always been associated with class or group of thinkers who were commonly at the top of social structure (Thapar, 1966). Keeping in view the social and cultural diversity existing in India, the constitution of India in its preamble has laid emphasis on the development of universal values like secularism, justice, liberty, equality, dignity of individual, democracy, socialism and fraternity among its citizens. In this context, the National Curriculum Framework (NCF, 2005), has also provided the guidelines to include values such as social justice, equality and secularism, building a citizenship committed to democratic practices, values, sensitivity towards gender in the school curriculum. Similarly, the Maharashtra state board of secondary and higher education has revised its syllabus for standards XI and XII in 2012 based on NCF 2005 norms and ensured that school syllabus focused on life skills training, constructive approach, environment awareness, fighting terrorism, safeguarding human rights, entrepreneurship, stress management, value education, eradication of superstition, education for peace, and improvement of emotional quotient (Syllabi for standards XI and XII, 2012). It is assumed that,
school curriculum based on such framework facilitates the development of generic values among students, irrespective of their caste, creed, and demographic context. Although, efforts are made to inculcate the emphasized values in school curriculum, the transfer of these values among students largely depends on the role and capacity of a teacher. Since the teacher has the capability to influence favourable values and generate commitment in his/her class, the National Curriculum for Teacher Education (NCFTE, 2009), highlighted the needs for the teacher to be empowered to recognize and value what children learn from their home, social and cultural environment (Krishnamurti, 1985 & Rajput, 2006).

Findings of the current study have revealed that the students have shown ‘average’ pattern in all the values, except aesthetic value, in which the pattern is ‘poor’. Yet, a significant number of students have shown ‘high’ inclination towards theoretic, economic, political, and social values and at the same time, a significant number of students have shown ‘very poor’ trend towards aesthetic and religious values. These value trends reflect existence of some amount of harmony among the students which is evident in their ‘high’ and ‘average’ inclination towards theoretic and social values. They characterize the students to be kind, sympathetic, unselfish and their tendency to be empirical, critical and rational. Existence of lesser inclination towards aesthetic and religious values and more inclination towards economic and political values may connote that the values among students are likely to be influenced due to parents and teachers value inclinations and are largely imbibed through the process of modernization, as well as this has been confirmed by the study findings.

Among the teachers it was seen, in addition to religious value, they also show ‘average’ preferences for social, political, theoretic, and economic values while ‘low’ preference trend towards aesthetic value. Similar trend was also noticed among students except in the case of religious value. However, while looking at the significant differences between the two groups, differences are noticed between students and teachers only with respect to aesthetic and religious values wherein inclination of students is more towards aesthetic value and less towards religious value when compared with teachers. Based on the regression analysis, it is manifested that among all the teachers values, only the social values
has significant negative effect on the social value of students. This may signify that the influence of teachers values on students values is minimal.

Even the parents have shown ‘average’ pattern in economic, political and theoretic values and ‘poor’ inclination towards aesthetic value. It is more interesting to note that the parents have shown ‘high’ predilection towards social value. Moreover, parents inclination was more towards economic, social, and political values when compared with students inclination and students showed more inclination towards aesthetic value when compared with parents. Students when compared to parents have shown significant differences in economic, political, social, and aesthetic values while no significant differences are noticed in religious and theoretic values. One of the reasons of discrepancy between parents and students may be due to the adolescent age group of the students who are in the process of becoming more independent and prefer to venture beyond the family expectations and rather be more responsive to their peers (Allen & Land, 1973 & Damen, 1983). Influence of the values of parents on students values has been confirmed only with respect to theoretic and religious values and the influence has been positive. This may be the reason for no significant difference in the theoretic and religious values between parents and students. In all, looking at the coherence between students, parents, and teachers, it is evident that the students comply with both teachers and parents with respect to theoretic value and do not comply with both the groups with regard to aesthetic value. Further, the coherence between the students and teachers is more when compared to students and parents.

5.5 Conclusion

The higher secondary students in Pune city, irrespective of their social and school factors have shown inclination towards theoretic, social, political and economic values. This would suggest that they have tendency to gain more knowledge, preference for career that provide economic gains, enhance power status but at the same time would like to hold social responsibility. Even though the students have shown less inclination towards aesthetic value, they have shown sensitivity towards social issues and problems, women and politics. This has also been reconfirmed through their attitude towards modernization wherein high
inclinations towards politics, status of women and education was noticed. However, the concern is that, the students are less likely to be aesthetic which connotes inclination towards art, culture and environment are not areas of interests among them. The cause for this less inclination towards aesthetic and religious values is associated with modernization which was shown in the present study. This would imply that as we progress with modernization, the demand for career related to science and technology increases while those related to arts, humanities and social sciences have decreases. This has significant relevance for higher education, job market as well as for the well being of youth, since imbalances created in choice of disciplines leads to severe competition for science and technology subjects. Moreover, in future the youth would be representing the majority of population in India.

In terms of gender as usual it is seen that, male students are largely affiliated towards economic value and female students are oriented more towards social and political values. Thus, showing that male and female value inclinations differ and hence their choices of career are also likely to vary. Although in terms of religion and caste there has not been any significant trend. Medium wise, the Marathi medium students have been found to be more associated with theoretic and social value when compared with the students of English medium students. This indicates a positive trend that Marathi medium students have more thrust for knowledge and are more likely to be involved in social activities.

Values inculcated among the students are also dependent on the extent and nature of influence of homes and schools. The present study shows that values of parents have more influence on students values when compared with teacher’s influence. Among all the values, only religious and theoretic values of parents have positive influence on the students values, while the social values of teachers have negative influence on the students values. However, looking at the extent of coherence between parents, teachers and students, it is apparent that students are more coherent with teachers when compared with parents implying that traces of conflicts are more likely to be present at home than in school and hence requires attention. Such conflicts can be resolved when school provides platform for teachers, students and parents to interact informally and discuss on issues relating to career choices, aspirations and other social issues.
The lesser discrepancies between home, school and students, the more harmony is expected in the school as well as in the society. Hence, schools need to come forward and initiates activities that facilitate development of appropriate values among students by strengthening the linkage with their parents too.

**5.6 Implications of this Study**

From the findings and above discussion of the study, the following implications have been derived.

1. To promote healthy social relationship in the classroom, teachers need to be encouraged to use cooperative learning strategies, collaborative group exercises, and group work during teaching learning process.
2. Schools can also organize various activities like field trip to historical place or monument, to make students aware about Indian history and heritage.
3. Activities that promote students towards environment awareness, reading, writing and other fine arts such as singing, dancing, art and craft exhibition, folk dance festivals can be conducted to promote the aesthetic values among the students. Schools must be encouraged to celebrate festivals of all the religions and conduct events of national importance.
4. Other social activities such as visit to a nearby locality or village which has under-privileged population can be promoted by school to enhance interaction with their society. During this visit, voluntary activities like teaching, seminar and raising awareness of social issues like superstition, women education, gender bias and health can be conducted.
5. To promote writing and reading skills among students, the schools can initiate reading libraries, different reading groups, creative writing clubs, film appreciation and critics clubs and photography clubs. Schools can also maintain journals/magazines to publish student’s writings.
6. The school can organize activities such as blood donation camp, awareness programme regarding some issues where community can
also be requested to involve and participate. This promotes unity among both the groups and provides them an opportunity to share and work together.

7. School personnel need to communicate effectively and regularly with parents and a common platform should be developed between school and home to facilitate communication, sharing so that there is no contrariety in the values that are taught at home and school.

8. Regular in-service training should be provided to the teachers periodically to enhance the development of appropriate values among them.

9. Each school must prioritise values which require immediate attention according to the values highlighted in the curriculum and constant efforts should be made to evaluate them at regular interval.

10. Educationist and researchers should evaluate prevailing curriculum regularly to ensure that content required for the development of all the values are taken care of.

5.7 Recommendation for Further Research

Based on the research findings and implications, the study suggests that the following areas could be considered for future research;

1. The present study can be replicated in other district of state to understand and compare the influence of home and school on the values of students.

2. A comparative study of the values of students belonging to different professional institutes like: Engineering, Medical, Management, and Social work, different religions, and locale can also be undertaken.

3. A study can also be conducted to find the influence of peers, media and technology on the value preferences of the students.

4. Influence and comparison of mother and father separately on the student’s values can be studied.

5. A study on the influence of parents and teachers modernization on students values can also be conducted.

6. A relationship between students and their parent’s education, socio-economic status and occupation can also be studied.
5.8 Limitations of the Study

The present study has yielded several pertinent findings. An effort was made to make the study as precise and scientific as possible. The study suffered from unavoidable limitations which included:

1. Some parents were reluctant to fill up the questionnaire. They were distracted by the school noise.
2. Sometime students were having difficulty in understanding in one or two difficult words while filling the questionnaire.
3. The study faced difficulty as many principals were not keen to allow the researcher to conduct this study and therefore didn’t give the permission.