ABSTRACT

Values hold prime importance in the overall development of any individual especially in today’s world, where an individual is influenced or distracted by many factors. Values are subjective in nature and related to one’s choice and can change over time causing changing attitudes, needs, and interests. Values develop by direct learning through parents at home and the teachers at school and later on the person acquires the values of his society through the different media of communication. The Indian society is changing rapidly due to the impact of globalization and technology. With modernization comes better communication that bridges the gap not only between places but also between people. These advances have brought changes in the lifestyle preferences among the people and which have subsequently influenced the value pattern in the society. The objective of study was to find the value preference existing among higher secondary school students of Pune city, their parents and teachers. Further, the impact of home, school, and modernization was also ascertained.

The study adopted an integrated interdisciplinary approach to investigate the research problem. Descriptive research method and survey research design was found relevant as it enables the researcher to assess variables as they were. The sample size of the study was 928 respondents, which comprised of 712 higher secondary students, 83 teachers and 133 parents. Random sampling design and incidental and purposive sampling was used to pick the schools and respondents. The study used two standardized tools to collect data: SVT questionnaire for students, parents and teachers and CMI questionnaire for students of the selected schools.

Data collected was analyzed with help of SPSS version 11.5 computer package, both descriptive and inferential statistics were used to analyze the data. To establish the significant differences between the different groups and test the hypothesis, ‘t’ and ANOVA rests were adopted. Further to ascertain the influence of parents, teachers, and modernization on the value preferences of students, multiple regression was utilized. Finding of the study were presented by the use of tables and figures.

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’. Influence of the values of parents on student’s values has been confirmed only with respect to theoretic and religious values it was found to be positive while influence of teacher’s social value has been negative on their values. Influence of modernization has been negative on student’s religious and aesthetic values. 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.

The study implications among others were that school personnel need to communicate effectively and regularly with parents so that there is no discrepancy in the values that are taught at home and school. In service training should be provided to the teachers from time to time to enhance the development of required values among them. 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 from time to time. Educationist and researchers should evaluate prevailing curriculum regularly to ensure that content required for the development of all the values are taken care of.