1 INTRODUCTION

“Values are concepts that conserve, comfort, promote and protect life. They foster peace, order, dignity, beauty, grace, and light reveal the divine side of man”.

The world is passing through great crises in almost all spheres of life. Social living in today's changing trends, which is marked by tremendous scientific and technological advancement, has resulting in an explosion of aspiration for achieving material goals. Globalization has brought an upheaval in the economic scenario worldwide. These, in turn, have brought about a corresponding decline in human's moral, spiritual and ethical values creating many problems, tension, conflict, competition, social distance, alienation and rivalries among human beings. These are nothing but manifestations of violence of one form or the other. In short, materialization is the keyword among new attitudes to life and living. The changes in lifestyles, family patterns and environment as a result of industrialization, urbanization and modernization have contributed to the increase in delinquency rates so becoming a cause of concern. Life is undergoing a significant transition and change and among the most affected are the adolescents (Swain, 2011 and Barma, 2011).

Today, India is also in the grip of octopuses of problems to its neck. The whole country is experiencing a massive erosion of values (Chenera, 2009). Balamohandas (2008) adds that political and economic corruption, scandals and scams, anti social and anti-national activities are on the rise all over the country. Das (2009) is of the opinion that modern civilization is becoming increasingly more materialistic, socially-insensitive and disoriented. Now-a-days newspapers, magazines and other channels of media are flooded with reports of crimes, murder, agitation, eve-teasing, disputes between parents and children, teachers and students, husbands and wives and in-laws. Incidence of violence, destruction, killing each other in the name of insurgency, strikes and lock-out are becoming more and more common. These occurrences indicate deterioration in environment, ethical standards, moral and social values and people's aspiration for acquisition of more power, that is, money and more money by fair means or foul.
In the medieval period, Indian culture was very rich in the value system. India has its own identity based on great values. Earlier, the family in India was often understood as an ideal unit with the inbuilt system of strong coping mechanism. Great importance was attached to the joint family structure. Roles, responsibilities, control and distribution of resources were strictly determined by age, gender and generation in an Indian family (Baradha, 2008). According to Siddique (2008), religious rites and social customs were based on family bonds. Joint families were organized on a monolithic structure. The head of the family decided every issue and directed every activity. This system fostered harmony and feeling of togetherness. The whole family looked like a solid rock against the onslaught of circumstances.

Education since time immemorial has been regarded as a respected institution, and a repository of values. The guru trained the pupil through concrete and practical life situation. Nalanda the renowned university of that period became an international center of learning and transmitted value education by inculcating values (Gupta, 2010 and Amanda, 2008).

Adolescence is the transitional period from childhood to adulthood. It begins around 10-12 years and ends at 18-21 years of age (Santrock, 2007). Papalia et al (2007) add that during this transitional period there are major physical, cognitive and psychosocial changes. This period is accompanied by great risks. In 1916, Stanley Hall, the father of adolescent research proclaimed adolescence as a period of “storm and stress”. It is a time of considerable changes in physical stature, physiological and endocrine changes and also changes in patterns of thinking and moral standard. It is a time of acquiring new skills, attaining mastery over environment, learning to handle new responsibilities and gaining control over emotions and thoughts. Such changes during adolescence are more rapid than any other stage. Due to this rapid growth, human personality develops new dimensions. Adolescence is a transitional redefinition and reorganization of family relations (Tung and Dhillon, 2006), the period of creativity, idealism, buoyancy and a spirit of adventure (Nagpal, 2011). Pastey and Aminbhavi (2006) aver that
adolescence is a time of rapid development of discovering one's realself, defining personal values and finding one's vocational and social direction.

To Sarita (2010) and Sobti and Singh (2010) values play a very important role in an individual's decision making process and are the chief determinants of one's behaviour. Values determine one's actions, preferences and priorities (Taba, 2010). They are socially approved desire or goals, conceptions or standards by which things are compared and approved or disapproved. Through the process of conditioning, learning, socialization and personal preferences, values are internalized. In fact, every human action is the reflection of personal or social values. According to Sorabjee (2009), “values symbolize the generally accepted and acceptable codes of human behavior, certain principles and standards which guide and influence the conduct of individuals and ultimately of the community”. They act as standards and principles that give direction to and integrate human’s thoughts, feelings and actions in a manner that is personally satisfying, socially desirable, culturally enriching and universally promoting the greatest good for all. Values are like rails that keep a train on the track and help to move smoothly, quickly and with direction (Bhatnagar, 2008). Value brings quality and meaning to life. It gives a person his individuality and character. It acts as a directive and tells what one should do and should not do.

Devadas and Jaya (2007) state that development is the product of an interaction between the organism and the environment and can be regarded as the two sides of the same coin. It includes all the factors, human and others, to which the individual is exposed from his birth-parents, family, friends, surroundings, school, office, food, clothing, education, socio-economic conditions and recreation. Environment also covers the social, moral, economic, political, physical and intellectual factors which influence the development of the individual from time to time. Environment act as a moulding and shaping agency, playing a vital role in nurturing the future life of an individual.

Daniel (2005) says that a tree’s strength depends on how deep the roots have gone. Likewise, the type of environment at home plays a very
important role in determining the values, aspirations, problems, cognitive, emotional and social development of children. **Home is the first socializing agent, value indicator and the most effective one too.** Children pick up all the desirable and undesirable social norms from their home environment. A child’s relationship to the universe can be more meaningful if he develops appropriate moral values, ideals and philosophy of life. No child can grow in a vacuum. He needs all the elements in this environment to help him to grow, develop, and become complete, in short, to possess integrity. In a child’s life, teachers, and parents have the enormous responsibility of creating wholesome individuals.

Santh and Sebastian (2011) consider home the most significant place for the development of the child. Inadequate home environment is likely to cripple the personality of a child from the point of his/her abilities and behavior adjustment. Home is where the heart is a common adage. Heart is moulded in the home. Family being the first and major agency of socialization has great influence in moulding a child’s character, laying foundation for personality bearing on the development of a child (Gartia, 2010, Ajila and Olutola, 2007). A child learns his first notions of the world around from his mother and his immediate surroundings (Chandra and Sharma, 2007). Bansal et al (2006) and Kaur and Gupta (2011) research studies prove that a supportive nurturing environment in home and school could enhance a child's all round development. **Results also reveal that most of the children who are successful and well adjusted with high values have come from families where wholesome relationships exist between children and parents.**

Moos (1976) viewed that from the perspectives of ecological and system theories, the relational aspects of the family and school environment are specially important to development. According to stage-environment fit theory (Eccles and Midgley, 1989 and Eccles et al, 1993) the unique transitional nature of adolescent results, in part, from the relation between changes in the development needs of adolescents and changes in the social contexts in which they live. Many of the development changes during adolescence precipitate strained relations within the family that are likely to
undermine adolescents’ mental health and behavioral outcomes (Eccles et al, 1996). Adolescents whose environments change in developmentally regressive ways are more likely to experience difficulties. In contrast, adolescents whose social environments respond to their changing needs are more likely to experience positive outcomes. Adolescents who experience more negative family interactions may engage in more delinquent behaviours, which may increase family negativity, which, in turn may result in higher rate of delinquency (Gutman and Eccles, 2007 and Rao et al, 2010).

Parent child relationship is the most important constituent of home environment. This fact is supported by several psychological theories. Freud, the founder of psychoanalysis theory expressed the view that as the child grows up, he learns to distinguish himself and his environment and acts as required by the urgency of the environment. Ideal principle stage ‘super ego’ is called the ideal principle of behavior development is considered a value based development of certain ideals. The children identify the value system from their parents and internalize in themselves. It is concluded that parents and significant people in the society play a vital role in value inculcation. Sears stated that it is the parent’s child rearing practices that determine the nature of a child’s development. Erikson also stated the view that the organism learns to regulate its system in accordance with the way in which the environment is organized in the methods of child care by parents. The cognitive theory of Piaget asserts that experience rather than maturation defines the essence of cognitive development. Kohlberg (1968) expanded Piaget’s work and emphasized that children’s value development is highly dependent on environment and social conditions. Bronfenbrenner’s ecological theory emphasizes environmental contexts. He held the view that a person’s development is influenced by five environmental systems. Behavioural and social cognitive theory holds that development can be described in terms of the behaviours learned through interactions with the environment. Bandura’s social cognitive theory also holds that behaviour and environment are important factors in development and learning occurs through observing what others do.
Obama (2011) advocates a structure for children which includes, learning the values of self-discipline and responsibility. Swami (2010) propounded that imparting value to children is the responsibility of parents. Teachers and educational institutions also play a significant role. Students spend more time in the campus than in their home. Educational institutions act as a link between home and society. It is in these institutions that students learn how to behave in the society and a good value system can be nurtured to the students. A constructive companionship between teachers and students has to develop. Gurus like Parashuram, Bhishma and Drona influenced their students by practicing what they preached (Thakur, 2007). The role of education is to culture the individual in such a manner that he himself lives blissfully and also contributes to the society in its progress and peace. Education today has reached the level of producing good programmers for computer programming but is not able to provide the technology to programme one’s mind, the most powerful cosmic computer to lead a balanced and progressive life in a positive manner (Sharma, 2010).

According to Swami Vivekananda, education is not the information that is put into brain and runs riot there undigested for life. Education must be life building, man making, character making, and assimilation of ideas. Education is the means by which character is formed, strength of mind increased, the intellect is expanded and by which one can stand on one’s feet. Dutta (2009) and Chaudhary (2011) propounded that the purpose of education is to help the individuals make necessary adjustments towards a constantly changing environment. Baligatti (2009) mentioned that the aim of education is to make overall development of one’s personality through nurture of values of life. Education can be viewed in one sense as the transmission of values and accumulated knowledge of a society. Self-realization was the ultimate aim of education in olden days. Mulimani (2008) says that ancient India considered knowledge as the third eye of the man, which gives him insight into all affairs.

Venkataiah (2007) was of the opinion that today, the divine learning places have become commercial centers and they are concerned only with academic achievement and its reputation in comparison with other centers,
neglecting the education for character moulding and nation building. 
Certification and getting jobs are the main objectives of present education. 
Earning for power and getting money by any means seem to be the ultimate 
aim of today’s education. Lavanga (2008) states that education is becoming 
more materialistic and values and traditions are being slowly given up. 
Dharmalingam (2010) opines that our education system is making nervous 
wrecks out of otherwise perfectly healthy individuals by privileging robotic 
learning and cut-throat competition. In the name of job oriented and technical 
education, humanistic and life or value oriented education is neglected. In 
this context it is enlightening to read the thoughts of Einstein (1952) who 
remarked that it is essential that the students require an understanding 
of lively feeling for values. He also opined that he wanted to be a man of 
value rather than to be a man of success. One must acquire a vivid 
sense of the beautiful values. Otherwise, one with the specialized 
knowledge resembles a well trained dog rather than a harmoniously 
developed person(Sharma, 2006).

Singh and Loomba (2009) are of the view that educational institutions 
in our country are facing a general all-round deterioration in discipline in the 
modern time. Things have degenerated to such an extent that the situation is 
considered alarming. Development and transmission of moral values in the 
case of adolescents are important concerns of the present-day Indian society. 
Present day crises are the crises of character and values among the 
adolescents. These problems of value crises of the students are a matter of 
great concern to the parents, teachers, educational administrators, policy 
makers and students themselves (Jeevarathina, 2010; Parthosarathy and 
Muralidhar, 2009). Therefore, urgent and immediate steps need to be taken to 
mend and reform the situations and remove the canker of indiscipline. 
Otherwise, the entire pattern of our society stands in constant jeopardy. It is 
impossible to conceive a civilized society without some system of discipline.

Singh and Kaur (2009) emphasize that a nation is built on its 
educational institutions. Education has a responsibility to equip the adolescent 
with real knowledge and skill, by which they will be able to build their
character, to enter into the world of good and great men. Pandit Nehru has clearly stated, “The leaders of India’s tomorrow will come out of the students of today”. Education has to impart values, a healthy tradition, a vision for the future, the image of which one wish to fashion and sensitize to fellow human beings (Patil, 2011). The reason behind the present education system far away from this dream is lack of values and spiritual oriented education at higher level. Education without human values will be imperfect, lop-sided and deficient. Education should produce not just skilled people but those with world class skill and values (Pillai, 2011).

Goswami (2009) states that school years, a key formative period, prepares future adults for life’s challenges, both personal and professional experiences and exposures. Meeting these challenges successfully depends on life skills and the moral values underpinning them. Children learn social skills, adjustment and healthy competition during school hours than at home.

Need of the study

Srivastava (2007) rightly considers the need to prepare future citizens of multi-dimensional capabilities, rather than one dimensional personality, with wisdom and knowledge and the importance of ethics and values is essential for spreading the value system in the society. The challenge of education is to make students more humane; more compassionate, more just, in a word, function as better human-beings. Value education is needed at all levels in schools to nourish the children to grow up into responsible citizens (Kaur and Gupta, 2011). The need today is to have students who will act with courage and responsibility, not ape the masses (Castelino, 2006). Education without culture and value is a vehicle without brake (Upadhyay, 2009). Gulhane (2008) was of the view that the rapid erosion of values in the society is causing concern, necessitating imparting value education. He suggested, a period to be allotted in the daily time table of the school for value education and theory examination even in board class. An alarming deterioration of values among humankind is eating into the character and moral fabric of society and often it is the adolescents who are victimized. This intensifies the urgency and
significance of imparting value education to the adolescents through concrete and formal means complemented by informal processes that continue to be an inherent part of the family system (Rekha, 2008). A meaningful promotion of a rational and human outlook on life would necessarily require education of human values (Swain and Meenakshi, 2008). Bhatia (2006) argued that the only effective anti-dote to this cancerous malaise like problems of the world is value-based system of education. The development of the inner moral and spiritual potentialities, supernatural consciousness of adolescent girl students is required for the prosperity of our nation.

Moreover, of all personality determinants home and school environment are the most important as they are the first social group where the child is identified, spends more time with the groups than with any other social group. Both home and school are like the two sides of a coin. Without each other’s understanding, support and sharing, value education would become rather ineffective. Guiding the adolescents in different aspects of life within the framework of human values is a shared endeavor. Hence, an understanding of the home and school environment is important as they play an significant role in framing the behavior and value acquisition of adolescents (Yamuna, 2010). Shee (2008) opines that it is time to analyze the context and the environment in which the future of the nation is being nurtured.

India is blessed with ‘unity in diversity’. It is a land of many homogenous sub-cultural and ethnic groups which share certain characteristics with the mainstream culture and have certain important differences from the mainstream culture also. Sachdeva and Mishra (2008) proclaimed that India has considerable amount of cultural diversity and pluralism. Different culturally homogeneous groups within India have developed distinct identities, life styles, goals and aspirations. Hence, the present study was formulated to investigate the impact of home and school environment on values of adolescent girls. Imphal West of Manipur and Coimbatore city of Tamil Nadu were chosen to see the differential pattern in values of the selected adolescent girls. By looking at people from different
cultures and ethnic groups, researchers can learn the universal aspects that development are universal and the culturally determined ones (Papalia et al, 2007). Naik and Kandlikar (2009) aver that the purpose of research is to discover, to create new knowledge, theories, technologies etc., to raise human civilization to greater heights.

Review of research also revealed that studies have been done on impact of environment on adolescents in relation to a number of variables, viz., academic achievement, intelligence, creativity, adjustment and socio-economic status. However, no cross-cultural study has been done on the impact of home and school environment on value of adolescent girls. The Sixth Survey of Educational Research (2007) observed that there was a marked decline of interest in value research and the area of value measurement had remained an illusive area as far as Indian research is concerned and it is at a nascent stage (Vanaja and Bharati, 2008).

Anticipating the importance and scarcity of research in this area the present study was taken to explore the impact of home and school environment on values of adolescent girls who are the future parents, treasure and the future of the country. Such study is vital for healthy development of the society so that efforts can be made to reform and rejuvenate the foundation of new civilization through education and march forward to the 21st century making it a golden era in education and the development of the nation. Failure to understand such core aspects will only lead to self-destructive behavior that will be harmful to the society.

This study “IMPACT OF HOME AND SOCIAL ENVIRONMENTS ON VALUES OF ADOLESCENT GIRLS : A CROSS-CULTURAL STUDY”, is therefore an attempt to explore value dimension of human behaviour that has not received due attention. Keeping this in mind, the objectives of the study were formulated as given below:

**General objectives to :**

- determine the impact of home and school environment on values of adolescent girls of Coimbatore city of Tamil Nadu and Imphal West of
Manipur to study the interactional association of culture
• impart value education to the selected girls

**Specific objectives to :**

• assess and compare the home environment (HE) of the selected girls of Coimbatore and Imphal West
• study and compare the school environment (SE) of both the groups
• explore and compare the personal values(PV) of the girls of Coimbatore and Imphal West
• formulate a manual on value education(VE)
• correlate the effect of home environment(HE) on value scores of the selected girls
• analyze the impact of school environment (SE) on value scores of the selected girls and
• evaluate the efficacy by eliciting the values possessed by the study sample before and after the value education

**Hypotheses**

In order to test the above objectives the following hypotheses were formulated :

• There will be no significant difference in the home environment of the adolescent girls of Coimbatore city and Imphal West
• There will be no significant difference in the school environment of adolescent girls of Coimbatore city and Imphal West
• There will be no significant difference in the value scores of the adolescent girls of Coimbatore city and Imphal West
• There will be no significant relationship between the home environment and values scores of the selected adolescent girls
• There will be no significant relationship between the school environment and values of the selected adolescent girls
• There will be no significant difference in the value scores of the study sample before and after the value education
Operational definitions

Values

Values are the guiding principles of life, socially approved desires and goals that are internationalized through the process of conditioning, learning or socialization. They are yardsticks of beliefs that influence our behavior and help in the making of choices. Faced with many choices, one makes decisions based upon their personal values.

Environment

Environment is what is available to the individual in a particular situation or stage of life. It exerts an influence on an individual every minute of the day. For this research family and school were chosen to study the impact of environment on values of adolescent girls.

Adolescence

Adolescence is the period when the individual becomes integrated into the society of adults, the age when the child no longer feels that he is below the level of his elders but equal. It is a complex period regarded by many psychologist and educationists as a period of “storm and stress” characterized by several kinds of high risk behaviour.

Value education

Value education is a process of interacting with the human being with a view, to develop capacities of reflective thinking and independent judgments. It is not a process of direct inculcation of a body of predetermined ‘right’ values in the learners by authoritarian instruction, but it is a process of helping the individuals to think freely and critically, to act responsibly with courage and conviction.

Cross-cultural

Cross-cultural studies involve the comparison of a culture with one or more other cultures, which provides information about the degree to which adolescent development is similar, or universal across culture, or the degree to which it is culture specific. In the present study the influence of South and North culture influence on values has been undertaken as that of Imphal (Manipur) and Coimbatore (Tamil Nadu).