A
Research Proposal

On

Values Orientation Among Senior Secondary School Students In Relation To Home Environment

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INTRODUCTION

      In recent years it is being realized that the traditional Indian culture is undergoing considerable transformation under the impact of western education, privatization, urbanization, industrialization and globalization which constitute the broad process of Modernization (Srivastava, 1976). Pragmatic values have gained prominences over idealistic values. As a result of it with the advent of modernization, there has been consistent deterioration in values that were held dear for centuries.

      Generally speaking, values are ideas and concepts that the individual holds to be desirable or worthwhile. Value may be defined as the worth of an object, event or situation as perceived and judged by a person. It may be emphasized that values are concepts of the desirable conditions or ideas judged desirable as a result of applying the values to specific situations.

      Value literally means something that has a price, something precious, dear and worthwhile; hence something one is ready to suffer and sacrifice for. In other words, values are set of principles and standard of behavior. In the words of John Dewey, "The values means primarily to prize, to esteem, to appraise and to estimate. It means the act of achieving something, holding it and the act of passing judgment upon the nature and amount of values as compared with something else."Values are regarded desirable, important and held in high esteem by particular society in which a person lives. Thus values give meaning and strength to a person's character by occupying central place in his life. Value reflects one's personal attitude and judgment, decisions and choice, behavior and relationships, dream and vision. They influence our thought, feeling and actions. They guide us to do the right things. They are the guiding principles of life which are conducive to all round development. They give direction and firmness to life and bring joy, satisfaction, quality and peace of life.

      The term value has originated from the Latin word 'Valerie' which means ability, utility and importance on its etymological basis, we can say that the trait or quality of a person or thing due to which its importance or utility is known as values. Different scholars have varying opinions regarding values, values enrich life and self-advantage. In psychological terms value is generally employed to designate a dominate interest, motive or

broad evaluation attitude. Sociologically values may be defined as these criteria according to which the group or society fudges the importance of patterns, goals and other socio-cultural objects. More lists take a value as a standard or norm of goodness, desirability and propriety as a standard or norm of goodness, desirability and propriety.

Value characterizes the personalized meaning of certain realities for individuals .The concept of values may extend over a wide range from individual to organizational, social and universal. Values differ from individual to individual, group to group and community to community. Differences in human beliefs, values, attitudes, ways of life and ideologies lead to divergent human actions. These differences often generate conflicts and affect the growth of societies. The concern for understanding human values and actions has been primarily due to the fact that these influence the growth process and living styles of human beings.

Values and beliefs are contents of man's mind. These are essentially dynamic in nature. Hence they influence and direct the process of growth and development. Transformation of an underdeveloped society into a developed one entails the transformation and modernization and modernization of human values, beliefs and styles. Some societies , which are more developed than others, have adopted advancement and massive socio-economic transformation as a way of life. Some, on the other hand, have accepted the path of modernization with resistance and still some others are in a dilemma. These differences explain the contribution of human values and actions to the growth process.

Values are defined as desirable motivational goals that operate across situations to guide attitudes and behaviors (Kluckhohn 1951; Rokeach 1973; Schwartz 1992; Schwartz 1996; Williams Jr. 1968). According to Cuber (1963),"Values are beliefs upon which man acts by preference. Values are simply enduring attitudes about class of observation held by mature individual, one who had thought about and organized attitudes into comprehensive system. The extent to which individual's image of himself is reflected in his values will determine his emotional reaction to attempt to change his values or attitudes on which values are based."

Values are different in that they serve to guide behavior across situations and are more general guides for action rather than specific guides for action like attitudes, norms, and

traits (Kluckhohn 1951; Williams Jr. 1968). Values often act as guiding principles in one's life and are thus tied to the self. The more important a value is to the self, the more influence it will have over one's behaviors (Hitlin 2003; Hitlin and Piliavin 2004; Verplanken and Holland 2002). Thus it can be said that values act as standards for behaviors since persons try to act in congruence with their value standards. Values represent basic convictions that a specific mode of conduct or end state of existence is personally or socially preferable to an opposite or converse mode of conduct or end state of existence (Rokeach, 1973).

Values represent something more than just a person's acceptance of the validity of a view of acts. It is not only a belief but one with a judgment of rightness attached. Values represent what is thought to be desirable not what may be desired. The beliefs concerning desirable modes of conduct or desirable end states of existence may be classified into Instrumental and Terminal values (Rokeach, 1968).Values generally influence attitudes and behavior. A significant portion of the values we hold are established in our early years – from parents, teachers, friends and others. As we grew up and were exposed to other value systems, we have altered a number of our values. Values are important of the study of organizational behavior because they lay the foundation for the understanding of attitudes and motivation and because they influence our perceptions.

Personal value system is viewed as a relatively permanent and stable perceptual framework which shapes and influences the general nature of an individual's behavior. When we rank an individual's values in terms of their intensity, we obtain that person's value system. All of us have a hierarchy of values that forms our value system. This system is identified by the relative importance we assign to such values as freedom, pleasure, self-respect, honesty, obedience, and equality (Robbins, 1996). Thus, a hierarchy based on a ranking of an individual's values in terms of their intensity may be defined as value system of that individual.

A significant portion of value system is genetically determined. The rest is attributable to factors like national, cultural, parental dictates, teachers, friends and similar environmental influences. The importance of values has been emphasized in National Policy on Education (1986), which advocated the growing concern over the erosion of essential values. An increasing criticism in the society has brought to focus the need for readjustments

in the curriculum in order to make education a forceful tool for the cultivation of social and moral values. Prentice (2000) defined values as enduring beliefs about what is worthwhile, about which outcomes and course of actions are desirable or good. A value is defined as a "concept of the desirable", an internalized criterion or standard of evaluation a person possesses (Aswathappa, 2000). Hofstede (2001) defined values as "broad tendency to prefer certain states of affair to others." Values are means to perfection, which bring excellence and universal good. These are internal dealing with the internal development of a person purify mind and heart. These values provide the basic understanding a person's personality, perceptions and attitude (Bhatia, 2002).

VALUE ORIENTATION

Values orientation refers to those conceptions that are generalized and organized. They influence behavior of nature, of man's place in nature; of man's relation to man, of the desirable and the undesirable as they relate to man's environment and inter-human relations.

Values orientation is a behavioral disposition that determines the direction of behavior in a predictable manner when there is a choice or preference for one among several alternatives. It may predict the direction of decisions. That is, value orientation is a psychological construct – an inferred mental disposition of a person that influences his or her choice behavior. The choice or personal preference is on the basis of subjective evaluation of the psychological object/idea or material event in dichotomous categories of choices such as desirable vs. undesirable, good vs. bad, liked vs. disliked, preferred vs.non preferred, etc.

According to Rao (2003), value orientation is the process of directing the interest and passion of individuals to the desired socio-cultural values that promote societal development and good human relations. Values are dispositions of generalized nature that influences many of our personal preferences and interests. The core values of a society reflect its orientation of five basic and universal problems, namely, orientation towards human nature, orientation towards environment, time orientation, activity orientation and interpersonal orientation (Kluckhohn & Strodbeck, 1961). The reactions normally to these orientations in our society determine the background against which we develop our own personal system of values.

Values have been successful in describing society's collective conscience (Durkhein, 1960).

Value orientation and action system are closely interrelated as logical devices to formulate our central aspect of the articulation of cultural traditions. It refers to those conceptions that are generalized and organized. They influence behavior of nature, of man's place in nature, of man's relation to man, of the desirable and undesirable as they relate to 'man's environment and inter- human relations' (Parsons 1954). As techniques of evaluation, value orientation organizes action systems.

The classical six categories of values (Spranger, 1922) were made the focus of measurements by psychologists. These values are found in all of us with varying degrees we construct the unity of our lives around them. Hence, no one person falls exclusively under anyone value category. Different value combination is more or less silent in the lives of different individuals. These values are best described by Allport as deep level traits.

Spranger's basic value types as depicted in the' Study of Values' Manual (Allport-Vemon-Lindzey, 1960) are the following:

1. **The Theoretical.**

    Discovery of truth is the primary concern of the theoretical person. He or she assumes a 'cognitive' attitude in pursuing this objective. The theoretical individual rejects any consideration of beauty or utility and searches for fundamental identities and differences. Such person's interests are rational, critical, and empirical. So he or she is essentially an intellectual, most probably a scientist or philosopher. To order and systematize their knowledge is what they want most.

2. **The Economic.**

    The economic individual is thoroughly 'practical' and places highest value up on what is useful. So he or she confirms closely to the type of the successful businessperson. The economic value is rooted originally in the satisfaction of bodily needs (self- preservation). But it gradually extends to the everyday affairs of the business world.-the production. The economic person is interested in making money. Economic individuals are likely to confuse luxury with beauty in their personal lives.

But above all, economic individual values what is practical and useful. He or she wants education to be such and regards unapplied knowledge as waste.

3. **The Aesthetic**.

The aesthetic person places highest value on 'form' and 'harmony'. He or she judges each single experience from the stand point of grace, symmetry or fitness and perceives life as a procession of events with each individual impression enjoyed for its own sake. Such a person need not be a creative artist. But he/she is aesthetic to the degree that his/her chief interest is in the artistic episodes of life. The aesthetic individual agrees with Keats that truth is beauty and with Mencken that to make a thing charming is million times more important than to make it true. This is in direct opposition to the theoretical value. Also they oppose destruction of their most primary values. Aesthetic individuals are interested in persons, but not in their welfare. They tend toward individualism and self sufficiency in their dealings with others

4. **The Social.**

Love of people is the highest value of the social type persons. Only the altruistic or philanthropic aspects of love are focused in the 'study of values 'Hence social persons prize others as ends and are kind, sympathetic and unselfish. Such a person is likely to experience the theoretical, economic and aesthetic attitudes as cold and inhuman. To a social type person the only suitable form of human relationship is love. In its purest form, the social attitude is selfless and is closely related to the religious value.

5. **The Political.**

Power is the dominant interest of the political individual. Leaders in any field generally place a high value on power. Competition and struggle are inherent in all life. Taking this into consideration, many philosophers have argued that power is the most universal and 15 fundamental human motives. In fact, some of the early writings of Alfred Adler reflect this point of view. However, there are clear individual

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differences in the power value according to Spranger. Direct expression of this motive overrides all others for certain personalities, in that they yearn for personal power, influence and renown above all else.

6. **The Religious.**

Religious individuals place their highest value upon unity. They being fundamentally mystical, seek to take understand and experience the world as a unified whole. According to Spranger, the religious person is permanently oriented towards the certain of the highest and absolutely value experience. However, there are different modes of seeking this level of experience. For example, some religious persons are 'immanent mystics' (individuals who find religious meaning in the affirmation and active participation in life); while others are 'transcendental mystics' striving to unite themselves with higher reality by withdrawing from life. The religious person basically seeks and higher meaning in the cosmos, regardless of the particular type of expression.

Reddy and Parameswaran (1966) studied the factors influencing the value patterns of college students. 'Modified Allport-Vernon-Lindzey scale of values' was administered to a group of college students. Results revealed that college students were more oriented towards theoretical values and least to religious values. Girls were high on aesthetic, social and religious values and low on theoretical, economic and political values. Engineering, medical and science students were more theoretic al and arts subjects more social and aesthetic value-oriented. Students of low-income families were more oriented to economic values than students from high-income families.

Joni (1984) concluded that ego-identity and values of adolescents in Kumauni area in relation to school and home environment are found that ego-identity, perception of school and home environment belonging to the same perceptional domain.

Annamma (1984) conducted a study, "Values, aspirations and adjustment of college students in Kerala." The results revealed that values taught in families are important education and many of them are lasting values. Rapid changes in our culture do not necessarily alter basic life values. Value differences are noticeable between men, women

who are higher educated indicating that men are more materialistic oriented, and women are more spiritualistic oriented. Christian religion is more favorable to spiritualism than other religions. Academic merit, residential back ground, Fathers educational and occupational status has no relationship to value-orientation of college students. Economic status has relevance to value-orientation indicating that low income group is more spiritualistic oriented and high income group is more materialistic oriented. Men seem to have higher levels of aspirations than women with regard to education and vocation.

Poduval (1987) a study conducted to identify the dominant values of the MBAs students of the School of Management Studies, Cochin University of Science and Technology revealed the dominant value-orientation as achievement. This dominant value-orientation is followed by social, self-esteem, economic, political and religious value-orientations.

Anshu (1988) investigated that family affects home adjustment and emotional maturity of adolescents.

Deal and Kennedy (1989) found that the value system influences employee's behavior and attitudes. The aspirations and objective reality of their work and society make to think in such fashion n and thus, make them differ in their perception about those factors of quality of work life in terms of importance they attach to these factors.

Badger and Simpson (1991) investigated the development of a caring value orientation in four-age groups. Gender differences were found across age groups and geographic region.

Upadhyaya (1993) conducted a multivariate factorial study to note changes in value-orientation due to the operational presence of modernism, education and culture stratum. They results have been; value–orientation of cosmopolitanism an democratize are determined by the strata of culture. Nepal remains better than India I n this respect. Highly educated and highly modernized people of Nepal and highly educated people of India show greater toward skepticism. Progressivism as a value-orientation remains a function of cultural stratum. Education promotes value-orientation of empathy progressivism and skepticism. Modernism promotes ventures sameness.

HOME ENVIRONMENT

The word home connotes warmth, safety and emotional dependence. Home is nursery for the future of child. As soon as a child is born, he takes shelter in home and then gradually as he grows, he starts learning to talk, to eat, to walk etc. He lives in a family, which provides him best ground for training of social life. Here only a child gets all opportunities to develop himself physically, mentally and cultural.

The home plays an important role in the development of personality of children. Just as a big grown up trees gives shelter to young saplings and help then to grown up to fare world, its challenges and problems. The child is just like clay and we shape him according to their own wishes. So the interest, personality, aptitude, attitude, adjustment, creativity, values etc of the child depends upon the relationship of child with his parents behavior. As we hear the word home a beautiful picture moves in our mind's imagination because home gives us satisfaction and we forget all types of hurries and worries of physical world. So the home is most important thing in child's life which is help to him in

Home is a place where child inhales his first fragrance of love, learns empathy through playful learning activities. The foundation of the child's upbringing and education are laid in the home. The influence of family in the first few years of the life of the child is tremendous. Home reflects in its behavior and interaction the standards and ideals of the social group or community of which the family is an integral part. The home is social institution through which social heritage is transmitted.

Home is the primary and most important place for the child's inclusive growth and development. It provides not only the hereditary transmission of basic potentials for the development of the child but also the favorable environment in terms of interpersonal relationship and cultural pattern. It as the immediate social environment of child and thus refers to it as the ecology of child development because the child spend maximum time and gets maximum experiences related to all aspects of life like personal, social, aesthetic, cultural and moral values. At the home child observe and understand the behavior of his/her parents and siblings, which has influences his/her own behavior pattern and habits. Each

family is made up different individuals in a different setting because each family environment is unique. There are many types of home environments exist in society like -:

Types of Home Environment

1. Authoritarian dominant over protective

2. Democratic permissive and accepting

3. Laissez-faire-cum submission

Family has to provide cordial and congenial atmosphere and economic condition. Home environment is complex of social and cultural conditions, The combination of external, extrinsic physical conditions the affect and influence the growth and development of the family, the most instinctive fundamental group which includes parents and children

Stephens (1958) stated that a child living in favorable environment for a long time becomes bright, while on the other hand if a child lives in an unfavorable environment he/she falls behind the national norms. Tiwari, Morbhatt and Kumar (1981) concluded that family environment is most important socializing agent that influences the child's life.

Newman and Newman (1981) Family environment is first and perhaps the most enduring context for growth. Adjustment within the family means identifying with models accepting values playing out family rules, developing affections and eventually distinguishes one's own values and goals from these hold by other family members.

Home environment to all sorts of moral, emotional and social values as well as intellectual environment set up by the family in the oldest, basic fundamental unit of human society, parents, child interaction and parent's way to deals with the children development certain attitude among the children. It has great impact of child as on the bank of sea shells lie useless, but when a rain drops in its contacts, it becomes a precious pearl. It means, home environment is considered as a proper development personality of a person and leading appropriate adjust with self and society. It is not the number of family members which is

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important but it is strong feeling of sharing, love, compassion and security. To a child nothing is more important than the family. In the family the child receives his/her first lesson of citizenship and moral discipline through face to face contact. Good family environment tend to improve the academic achievement, right values, whereas dissatisfactory family environment discourages the child.

Family also play a dominant role the deeming the future pattern of a child's attitude towards education. It is in the family that the child learns to trust people or to help the others. So the type of home life, a child has determined by his/her parents. Home environment is a complex social and cultural condition, combination of external and extensive physical condition .That effects and influence of the growth and development of the members of the family group, which include parents and their children. Thus, a good home environment means that a child is given fullest opportunity of self-expression within the limits parental acceptance and supervision. It leads to better performance on part. So, that home environment plays a very pivotal role in providing congenial atmosphere to the child to focus his/her style of life and basic pattern of behavior. It enables the child to establish fundamental relationship with parents and other adults. Home environment has great influence on the development of the child. In the family, the child comes in the contact with his parents and others members of the family. Family life, aims, aspirations and attitudes of parents, their emotional stability or instability, their own protection and under protection all these are important for optimum development of the adolescents.

Kohlberg (1981) says," Parental behavior can effect growth in moral behavior issues. Discussion can also develop cognitive conflict or disequilibrium which seems to facilitate movement to higher levels of moral reasoning as the individual seeks to resolve the conflict." In the families where parents keep their children under supervision and use punishment as a method of discipline growth in moral development is less allowing.

Chahdary and Kaur (1993) found that impact of home environment on moral values of children concluded that the child home-environment have positive impact on his/her moral values. Sheik (1997) concluded that family factors play an important role in influencing the psycho-socio adjustments, particularly the positive moral health of Chinese adolescents .Parents shape the lives of their children from birth through adulthood. In adolescents the

Influence friends and peers take a greater important, but parents in shaping the behavior and choices of teens as they face the challenges of growing up.

King (1998) found that for the Pre College age student's level of conflict with in the family living situation is negatively related to academic achievements. Yadav and Patel (1999) found that interrelated effect of home-environment and locality on creating and concluded that their high level of favorable home–environment plays a significant role in developing creations abilities.

Thakur (2002) studied that emotional maturity as related to home-environment, these exists a positive relationship between home environment and emotional maturity. Artic (2005) found that number of siblings, father's education and occupation and family income had significantly positive influence in family environment of adolescents.

Khosla (2002) inferred that positive and significant relationship between well-being and family environment of findings also indicated no significant differences in relationship of well-being and family environment among boys and girls.

Morris (2007) found that the role of family climate in the development of regulation. He stated that parenting practices specially related to maturity was affected by the climate of family. Mason (2009) found that the prime significance of family influence on character development. The child's character maturity appeared to be directly related to the degree of consistency, mutual trust and mutual approval he/she experienced with the family

SIGNIFICANCE OF THE STUDY

Everyone knows that life is precious. If life is so important, the values of life are even more important. Values are guiding principles or standards of behavior, which are regarded, desirable important and held in high esteem by a particular society in which a person lives. Values orientation means inculcating in the children humanism, a deep concern for the well-being of others and the nation. In today's scenario, our values are being discarded by the new generation in the upcoming of new fashion. Despite such a great influence of modernization and westernization on day-to-day lives.

The child finds much to learn in the behavior of his family member parents, relatives and friends. He imitates them in their mannerisms, behavior, clichés etc. He tries to such activities which result in punishment or which are considered bad in the family environment, which forms his good habits, and it is in the family that he acquires criminal tendencies.

Social intelligence can also relate with the home environment because family is pivotal unit of unit of society, which plays an important role in the development of person. He lives in society, socializes, and fulfills his psychological and sociological needs. His personality develops in the society due to the impact of his home environment. We usually see that parents emphasize great impact on the personality of the child. It is reality that the child develops in social atmosphere but he acquires qualities and values from parents.

In this study, the researcher wants to see contribution of home environment in values orientation among the senior secondary school students.

STATEMENT OF THE PROBLEM

The present study is stated as, "VALUE ORIENTATION AMONG SENIOR
SENIOR SECONDARY SCHOOL STUDENTS
IN RELATION TO HOME ENVIRONMENT."

OPERATIONAL DEFINITION OF TERMS

Value orientation

The process of involving the principles of right or wrong that are accepted by an individual or a social group is called value orientation. Value orientations represent the choices of an individual regarding the value pluralities that are grouped in organized and generalized categories and influence the person at an attitudinal and behavioral level. In the present study value orientation is the measure on the scale of value orientations.

Home Environment

Home environment is defined as the climate operable one's home, which differs from culture to culture, society to society and from family to family depending upon different factors. In the present study, home environment is the measure on the scale of home environment.

OBJECTIVES OF THE STUDY

1. To study the level of value orientation and type of home environment of senior secondary school students.

2. To analyze the difference in value orientation and home environment of senior secondary school students with respect to gender, type of school and locality.

3. To analyze the relationship between value orientation and home environment of senior secondary school students.

HYPOTHESES OF THE STUDY

Following hypotheses will be tested in the proposed study

1. There exists no significant difference in value orientation of male and female senior secondary school students.

2. There exists no significant difference in value orientation of government and private senior secondary school students.

3. There exists no significant difference in value orientation of rural and urban senior secondary school students.

4. There exists no significant difference in home environment of male and female senior secondary school students.

5. There exists no significant difference in home environment of government and private senior secondary school students.

6. There exists no significant difference in home environment of rural and urban senior secondary school students.

7. There exists no significant relationship between value orientation and home environment of senior secondary school students.

DELIMITATIONS OF THE STUDY

1. Keeping in the view paucity, resources and time study will be limited to only two districts (Jalandhar and Kapurthala) of Punjab state.

2. Study will be confined to students studying in 11th standard.

METHODOLOGY

Research methodology is a systematic way to investigate the research problem, including various steps. It is one of the most important aspects of any study. It describes the various steps to be adopted by the researcher in solving research problem in systematic and logical way. A well-defined procedure provides the research a plan of action for selecting, collecting and analyzing the data economically and effectively. It helps the researcher to proceed systematically while conducting the research and ultimately saves the researcher's time, efforts and money. It is important to take up a systematic method for the collection of relevant data. Relevant data should be sufficient in quality and quantity.

RESEARCH METHOD

For the present study Descriptive survey method will be used by the investigator. Descriptive research studies are designed to obtain pertinent and precise information concerning from the facts discovered.

SAMPLING TECHNIQUE

Sampling is the process of selecting units from a population of interest so that studying the sample fairly generalizes our results back to the population from which they were chosen. By keeping in mind, the nature of the problem, stratified sampling technique will be used because data will be divided into government and private secondary school students from rural and urban schools and under this boys and girls of these schools will be taken as sample.

SAMPLE DESIGN
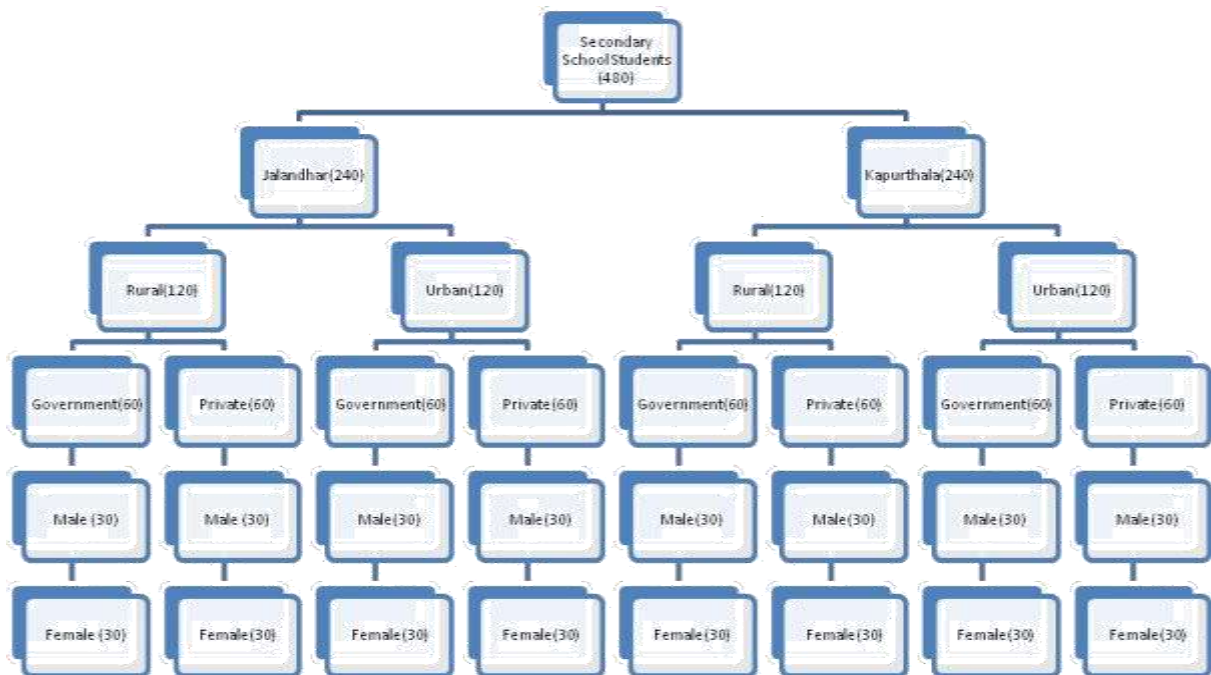
TOOLS FOR DATA COLLECTION

For the present study following tools will be used to collect data:

1. Home environment inventory (HEI) by Dr. Karuna Shankar Mishra
2. Value Orientation Scale by Dr. N.S. Chauhan & Dr. Saroj Aurora

PROCEDURE FOR DATA COLLECTION

The investigator will take a list of secondary school students from Jalandhar and Kapurthala district. A sample of secondary school students will be taken by stratified sampling technique having 240 secondary school students from Jalandhar and 240 secondary school students from Kapurthala. This sample will further be divided into urban and rural areas, government, and private schools. Investigator will go personally to the students and collect the data by giving clear instructions to the subjects and clearing the doubts.

DATA ANALYSIS TECHNIQUE

Data analysis technique will be used are as follows:

1. To explore groups' trend mean, Standard deviation and percentage will be calculated.
2. To find out difference between group analysis of variance ANOVA will be used.

3. To find the relationship between variables coefficient of correlation will be calculated

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