

CHAPTER-I

INTRODUCTION

1.1 INTRODUCTION :-

The word value is derived from the latin word, "Valere" which means to be of worth, to be strong. The Random house dictionary of the english language defines value as "Ideal", belief etc that arouses an emotional response for or against in a given society or a given person'. Value literally means something that has a price , something precious, dear and worthwhile.

Values refer to objects, experience , achievements etc., what we consider desirable and valuable for our existence and evolution .

Value are considered as determinants of human behavior . If a person observes a value this indicates that the person has his own discipline for living and behaving.

Values give meaning and strength to a person's character by occupying a central place in one's life. They influence our thoughts, feelings, and actions. Values guide us to do the right thing, they also help us to be morally sound.

Truth , righteous conduct, peace, love and non-violence are the basic traits of human beings which distinguish him/her from other creatives . Through the inculcation of there basic human values in feelings, thoughts and actions, one can acquire wisdom and virtues that will lead to the blossoming of human excellence , and the medium or instrument through which this excellence could be achieved in learning , is education or Vidya . Education is the process of human improvement, human enlightenment and human transformation for achievement of a letter and higher quality of life.



Education commission (1964-66) suggested the inculcation of values such as initiatives, self-confidence, creativity and the spirit of social service, in students by introducing work experience in General Education.

In 1960, **Sri .Prakash committee** on Religious and Moral Education suggested the teaching of moral and religious values in educational institutions, including a comparative and systematic study of the lives and teaching of great religious leaders and at later stages their ethical systems and philosophies .

The National Policy on Education (1986) recommended the inculcation of values in students. The NPE has Categorically taken a stand on value education by stating “The growing concern over the erosion of essential values and increasing cynicism in society has brought to the focus the need for re-adjustment in the curriculum in order to make education a forceful tool for cultivation of social and moral values” . **The Parliamentary Standing Committee on Human Resource Development (1999)** also emphasized the need to include value-based education in school curriculum and also in the teacher training programme.

The NCFSE 2000, also realized the need and significance of value education . A comprehensive programme of value inculcation must start of the very earliest stage of school education as a regular part of school’s daily routine. The entire educational process has to be such that the boys and girls of this country are able to know ‘good’, love ‘good’ and do ‘good’ and grave into mutually tolerant citizens. The comparative study of the ‘Philosophies’ of religions can be taken up at the secondary and higher secondary stages”. It is also stated in **the NCFSE 2000**, “Value education and education about religion would not form a separate subject of study or examination at any stage.

There would so judiciously integrated with all the subjects of study in the scholastic areas and all the activities and programmes in the co-scholastic areas that the objectives thereof would be directly and indirectly achieved in the classrooms, at the school assembly places, play grounds, cultural centres and such other places”.

1.2 Need and Justification of the Study:-

In spite of the recommendations of various education committees and commissions some efforts are being made by the educational institution run by the state and voluntary agencies, the condition of human values in day to day life is deteriorating. However, the blame of deterioration cannot be fully associated with education. A lot of factors are responsible for this deterioration, e.g. competition for materialistic possessions, lopsided development in the country, unemployment and insecurity in life, mis-interpretation of the principles of secularism, lack of faith in the Indian traditional wisdom, ignorance about the philosophical aspects of different religions capable of influencing the behavior of the people.

The other factors responsible for value crisis are related to the agencies involved in value transmission. The school, the family, the community, the peer group, the religious organisations, the social and political institutions the media both print and audio-visual etc are the various agencies involved in the value transmission. The irony is that each of these agency has its own preferred set of values which is popularized by them. The result is the individual is confused by the different values emphasised by the different agencies, as on an average an individual comes in contact with at least 3 to 4 agencies namely, the family, the school, the workplace and socio-cultural group in day to day life.

We all know that , the very first institution , each one of us comes in contact with, is the family. The parents and elders act as teacher and role-models for every act the human child performs or tries to perform. The process of value inculcation begins in the family. By observation and imitation , the child learns , the things valued in the family . These initial interaction with the values leaves an impact on the personality of the child, and lays the foundation of adult personality. The famous psychoanalyst Freud has contended that the personality of man is formed in his childhood and the period after that, marks only its development.

The family situation of a child can be comprehended through the study of following three factors:-

(1) Parent – Child Relation.

(2) Birth order of child.

(3) Presence of other members i.e. from the extended family.

On the basis of the presence or absence of the third factor, the family can be divided into two groups:-

(1) THE JOINT FAMILY.

(2) THE NUCLEAR FAMILY

FAMILY

Family is a fundamental unit of human society . Its foundations rest upon man's biological and psychological needs . A person is socialized in the family. According to **Dewey & Tufts** the family is a social agency for the education and protection of the race. It is in the family that the child acquires such important qualities as sincerity, sympathy , self-submission & realising responsibility etc. It is the character developed in the family which helps the child in forming an important & responsible member of society . In every family the child gets an opportunity for free expression of thoughts and developing his entire personality.

"Family is a more or less durable association of husband and wife with or man alone with children". ---- NIMKOOF

"Family is a system of relationship existing between parents and children ----- CLARE.

"Family is a system of a group of persons whose relationship to one another are fused upon consanguinity and who are therefore, kin to another" ----- DAVIS.

Family is the school of civic virtues, the child learns the first lessons of citizenship in the family. The virtues of love, Co-operation, tolerance , sacrifice , obedience & discipline are first learnt by the child in the family. These qualities enable him to grow into a good citizen. That is why family has been called the cradle of civic virtues .

Influence of family on the development of value of a child:-

A family develops moral and ethical values in the child which lead to the formation of habits and attitudes that builds the character which is the back bone of life . Other social institutions, like school, college, religious group etc. only adds to, whatever has been learnt in the family . Family is the first institution which introduces the child to values and helps in fostering values in the early childhood. A child learns these values through immitation . As the child grows older, he/ she learns the desired moral and social values through observation , experimentation and practice in daily life. Whatever has been learnt in the family is compared , and discussed with the peers, and then intanalized or put into the practice, by the growing child. Family is a cradle, where character of the child takes root upto the age of six years.

Classification of family :-

(1) Nuclear family:-

A Nuclear family is one which consists of the husband, wife and their children. A Nuclear family is an autonomous unit free from the control of elders. Since the newly weds creat a separate residence and physical distance between parents & married child or parent and grand parent minimizes the inter dependence between them.

(2) **Joint Family :-**

A joint family is one which consists of husband , wife , their children, their parents, or any other relatives living under one roof and are dependent on each other for smooth day today functioning of the family

"A joint family is a group of people who generally live under one roof who eat food cooked at one hearth , who hold property in common & who participate in common worship & are related to each other as some particular type of kindred".----- KARVE

"The hindu joint family is a group constituted by of known ancestors & developed sons and relatives related to these sons through marriage----- HENNRy MAINE

Joint family system has been the chief characteristics of Indian family . With the active co-operation , love and sympathy of father,mother , uncle,aunt,grand-father & grand-mother together with other close relatives, the child adopts the habits and thoughts of his elder in a natural way.

Joint family fosters great virtues like sacrifice , affection, co-operation , spirit of selflessness , broadmindedness among its members and make the family a cradle of social virtues. Under the care of elders the undesirable & antisocial tendencies of the young are checked & they are prevented from going astray. All members learn to obey family rules & respect their elders.

Due to various reasons the traditional joint family system is gradually disintegrating into smaller and smaller individual families . The result is that children donot get, those all prevailing, comprehensive & broad experiences necessary to shape their desirable personality and strong good character.

VALUES:-

Values are regarded as desirable, important and held in high esteem by a particular society in which a person lives. Values reflect one's personal attitudes & judgements, decisions & choices, behavior & relationship, dreams & vision. They influence our thought feelings & actions. They guide us to do the right things.

Values are the guiding principles of life which are conducive to all round development. They give directions and firmness to life and also bring joy, satisfaction & peace to life. Values are like the rail that keep a train on the track and help it move smoothly and quickly. They bring quality to life. Values guide our behavior and conduct, set goals and determine actions towards different events, objects and situations. These are the moving spirits in our lives.

Educationists and thinkers differ regarding precise meaning of the term value.. The following are some of important definitions of value.

***Values are the ideals, beliefs or norms which a society or the large majority of a society's member hold"--
KANE***

***"Values are something that we consider good such as-
love, kindness, contentment, fun, honesty, decency,
reformation, simplicity"---- JULES HENERY.***

***"A value is what is desired or what is sought"-----
M.T. RAMJI.***

"Values stand for ideas men live for" -----

A.K. C. OTTAWAY

"Out of experiences may come certain general guides to behavior . These guides tends to give direction to life and may be called values"-----RUTHS, HARMIN AND SIMON.

"Human values are a sum total of several criteria operating various sphere of life such as social relations, economy, politics, religion , cultural life etc. Values are derived from history tradition , religion , culture, education,environment and aspiration of future. They are subject to force calling for renewals, adaptation and changes. -----PREMKRIPAL.

Man are different from all other living creatures due to value system. Man and values are inseparable. The values embody man's conception of 'ought' which is indicative of the quality of beliefs and norms. Value is what is desired, liked or preferred. Values refer to those things that men desire, like, prefer, and men do desire many things like money, power, food, shelter, clothes, security, wealth and adventure. Men donot desire certain other things eg. Sufferings, pain, hunger, poverty & ignorance. The desires of men extend from highly concrete and immediate to ultimate and abstract; from marriage, job house, and promotion to social justice, peace, secularism and equality. Judgements about good and bad exist only because people value something over others.

SIGNIFICANCE OF VALUES

A value is enduring It refers to the mode of conduct or end state of existence. It is a preference as well as conception of the preferable. A value is something that is personally or socially preferable.

Values are multifaceted standards that guide our conduct. They lead person to take particular positions. They predispose, humans to favour one particular political /religious ideology. They are the standards to evaluate and judge; to praise & blame persons. They have strong motivational powers as well as cognitive, effective & behavioural components.

The concept of value consist of the affective aspects as well as the cognitive/behavioural aspect. Values are reflected in the personality of the individual in its various dimensions such as physical, intellectual , emotional and moral.

CLASSIFICATION OF VALUES:-

Values can be classified in different ways based on different criteria .The following paragraph describes the various classification schemes, with their basis, written in bold.

(1) Intrinsic values & instrumental values:-

If a value helps in the achievement of certain ends, purpose or a objective, that value is called intrinsic for eg. A student studying mathematics & science to become an engineer.

Instrumental values are subjective as they depend upon the person's desire, ambition etc. If something doesn't help or provide usefulness to a particular child, it has no value for the child. For example Ravi is not interested in cricket so cricket gear has no value for him, whereas it is of immense value to Radha, whose is mad about cricket.

(2) **Positive & Negative Value:-**

Positive values are the experience we would like to have for eg. Satisfaction, pleasure etc. Negative values are experiences we would prefer not to have for eg. aversion dissatisfaction displeasure etc.

(3) **Higher Values and Lower values:-**

Spiritual, intellectual, aesthetic, moral, religious and some of the social values are referred to as the higher values. Material & Physical values are called the lower values. The examples of higher Values are honesty, love, peace, non-violence, responsibility, co-operation, tolerance, patriotism etc. and the examples of lower values are egocentric behaviour, selfishness and quest for status which are related with material and physical value.

(4) **Consummatory Values:-**

Economic values, social values, cultural values, moral values, religious values, educational values, aesthetic values, spiritual values, biological value and so on are called by Brubacher as consummatory as they satisfy a unique craving or want of a person which cannot be satisfied by any other thing. Consumption or self fulfillment is the purpose and thus satisfaction of the instincts is the value.

- (5) According to Indian Philosophy values are classified as **Dharma (ethics), Artha (wealth), Kama, (Pleasure), and Moksha(Liberation).**

“**Dharma**” is right action or right conduct which is viewed in terms of cultivation of the virtues of non-injury sincerity, honesty, cleanliness and love .

“**Artha**” covered biological and economic values denoting the aim of money , power and material success relating to the survival of human life.

“**Kama**” refers to the emotional and aesthetic pleasures sexual , amorous desires. .

“**Moksha**” means spiritual freedom which is a ultimate goal of life and attained by Dharma .

- (6) Values can also be classified as those dealing with our notions of right & wrong , good and evil; beautiful and ugly.

In the **present study** we attempted to study those values, which influence the relationship among individuals. We choose total six values from social and moral values .

(1) Social Value:-

Social Values means that the concerning , the responsibilities and the contribution of individual towards the society and its well being.

(i)Co-Operation ,Tolerance environmental protection (ii) punctuality are religions(iii)manners (iv Art (v) Culture(vi) Respect for all religions (vii)Internation understanding (viii) Politeness (ix) Etiquetes (x) Sense of responsibility.

(2) Moral Value –

Moral values are relating to the code of conduct, honesty , self-control, the bad and ugly aspects of human behaviour , code of conduct based on logical reasoning.

(i)Devotion to duty (ii) Self Control (iii) Honesty (iv) Sincerity(v) Patriotism

PERSONALITY

ALLPORT:- "*Personality is the dynamic organisation in an individual of those psychophysical systems that determines his acquired dispositions*".

VALENTINE: " *Personality is the sum total of innate and acquired dispositions*".

BORING:- " *Personality is an individuals consistent adjustment to his environment*".

N.L. MUNN:- " *Personality may be defined as the most characteristic integration of an individuals structure , modes of behaviour , interests, attitudes, capacities , abilities and aptitudes*".

Allport's definition is the most accepted one .

Analysing these definitions we come to the following conclusion:-

- (i) Personality is the organisation of psychophysical conditions of the individual.

- (ii) Environment influences the personality.
- (iii) It is the combination of innate & acquired tendencies of the individual.
- (iv) Personality is the unique adjustment & environment .
- (v) It is the organisation of structure & behavior of the individual.
- (vi) It includes all the aspects of individuals life.

Each Letter of the term personality also indicates the various qualities of personality.

P = Perception Capacity.

E = Emotional Maturity.

R = Responsiveness to situation.

S = Self Expression or Sociability .

O = Organised

N = Not Permanent (flexible).

A = Appearance.

L = Leadership feeling.

I = Integrated .

T = Tendencies, impulses, dispositions, innate & required.

Y = Young, Vital & Unique.

This shows that personality is the dynamically integrated vital & unique organised systems.

PERSONALITY TRAITS:-

Allport was the first psychologist to analyse personality traits. He identified 17953 words in the English language which referred to personality.

After further selection he arrived finally at 4500 words devoting the various traits of personality.

After Allport, R.B. Cattell attempted a similar classification beginning with 171 traits & subsequently narrowing them down to 35 & finally to only 12.

These are the following :-

- (1) Cyclothymia:- Such a person is frank in expression and is known for frank expression of his views. He is quite outspoken.
- (2) General Mental Capacity:- This indicates the mental capacity of the person.
- (3) Dominance:- Person of this nature are self confident assertive & quarrelsome.

- (4) Sergency:- This is composed of self confidence , humour, intelligence etc. that is all those qualities which go towards making a person good humoured.
- (5) Positive Character:- A person of this nature gives special attention to the view of others.
- (6) Emotionally Stable :- Such persons are emotionally Stable; they donot suffer from instability.
- (7) Adventure Cyclothymia:- Individuals of this nature are adventures inclined to mire easily with others & taken interest in the other sex.
- (8) Mature:- These persons are nature independent, complete in themselves .
- (9) Socialised Cultured :- Individuals of this kind often revolt against the times in which they live.
- (10) Trustful:- These person are, by inclination, trustful & grateful to other.
- (11) Unconventional:- Indiscussed of this kind after revlot against the times in which they live.
- (12) Sophisticated:- Person possessing this nature are national reasonable , peaceable and inclinded towards solitude.

We can summarize there traits in this way personality in an integration , an active, adapting personality , characterized by unity of action in which the responses of the various parts having meaning only interims of their relation to the functionaries of the whole. Thus is a personality in which all the tensions and forces that play a part in hum life , physical , spiritual , etc. work together in harmony with the purpose , desires, and need and needs of the individual concerned.

1.3 STATEMENT OF THE TOPIC:-

In light of the fact that the family plays a significant role in the development of child's personality, the researcher often contemplated about the hows and ways, the joint and nuclear family influences the child. Is the influence of similar nature? Does the child's personality gets affected by the presence or absence of the extended family members? the use in the number of nuclear families, some how related to the decline of values in the society? Do the children belonging to nuclear families are more independent and responsible as compared to those belonging to the joint family?.

All the above question and more made the researcher to choose the topic for M.Ed. dissertation as :-

“A comparative study of value perception and personality traits of class VII students belonging to nuclear and joint family”.

1.4 Objective of the study:-

- (1) To find out the value-perception of students belonging to the nuclear family.
- (2) To find out the value-perception of students belonging to joint family .
- (3) To identify the personality-traits of students belonging to nuclear family
- (4) To identify the personality – traits of students belonging to joint family.
- (5) To compare the personality traits of students belonging to the nuclear family & joint family.
- (6) To compare the value – perception of students belonging to nuclear and joint family.

- (7) To find out the relationship(if any)between personality, traits and value – perception of students .

1.5 Delimitation of the study:-

- (1) Only the students of class-VII were taken as sample for this study.
- (2) The study was limited to students belonging to nuclear and joint family.
- (3) Due to low availability of students belonging to joint family the study is confined to 100 students only.
- (4) Standarized tools of value – perception were not available for this study , so investigator constructed a tool.
- (5) Sophisticated statistical technique for testing the reliability and validity could not be used because of the limited times.
- (6) The study was conducted only in the schools situated in Bhopal.