



CHAPTER-I

INTRODUCTION

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1.1 INTRODUCTION

“Education is the best weapon to change the world.”

-Nelson Mandela

Education is the only medium for transmission of knowledge as well as modification of behaviour and characters of a human being. Education has been accorded an honorary place in the society (NPE, 1968). Education is a fundamental pillar of human development which not only shapes the intellectual growth but also helps in the cultivation of essential values that guide individuals throughout their lives beyond academic knowledge. Education is closely associated with values and must develop in learners' caring, co-operation and respect for one another. Our educational policies and the curriculum framework all along have emphasized the need for value education co-curricular activities play a very important role for inculcation of values in the school students (Yadav, V., 2021). As per NPE 1986 the essence and role of education is that education is essential for all for all round development i.e. material and spiritual. Also, the NEP 2020 emphasizes on the holistic development of child. The holistic development of child not only indicates the development of cognitive domain but also emphasizes the development of affective domain and psychomotor domain of the child. The development of all the three domains should be developed simultaneously.

The effect of education can be manifested in two ways i.e. (1) Formal (2) Informal. The institutionalised education helps in imparting the formal effect of education while the informal effect is imparted by the family, society and psycho-biological environment. The formal effect of education is provided through the institutions in 4 levels i.e. pre-school, elementary, secondary, and senior secondary. Both formal and informal settings of education help in shaping the personality and development of social, moral, emotional, and family values. But formal education is more focused on providing content knowledge of various subjects and disciplines. The informal educational effect plays a crucial role in proper socialisation of individual by shaping its personality and developing democratic, social, and moral values of student.

1.1.1 VALUE

“Values” are something which makes our life more valuable and meaningful through guiding the path of life towards spirituality, morality, and ethicality. The various aspects of human beings such as behavioural, emotional intellectual, physical, moral, social, spiritual can be developed by inculcating the values in life through which the personality of a human being can be enriched. The values make everyone a perfect human being (Sarkar, S., 2024). India is a country of values. Values can be considered as guiding stars which guide the path of the human being to choose the right alternative (Mittal, A., 2016). Value means something which has a price, something precious, dear, and worthwhile; hence something one is ready to suffer and sacrifice for. Values are a set of principles or standards of behaviour (Dhinakaran, V. and Sivakumar, R., 2014). According to Davidov et.al. (2008) values are defined “as deeply rooted, abstract motivations that guide, justify or explain attitudes, norms, opinions and actions”. In the words of Surinder (2012), “value is an intrinsic truth. It is an essential norm and governs the moral universe of man.” The term value may refer to interests, pleasure, likes, preference, duties, moral obligation, desires, needs and attraction and many other modalities of selecting orientation (Vashistha, A., 2020). The value education encompasses a broad spectrum of values which includes social, cultural, religious, moral and family values. The concept of value education has been prevailing as a prominent part of education system from Vedic era (Sarkar, S., 2024). It is widely accepted by every nation that ‘Education’ as a vital instrument for the development and modification of society. Thus, for this reason after independence various educational policies and commissions have emphasized on inculcating the social, moral, and democratic values to the citizens through education. The influence of education is reflected in the personality of an individual which starts from birth and continues till death. It can also be said that the impact of education continues from womb to tomb. A value-based education system contributes social values like forgiveness, gratitude, brotherhood, team spirit, sharing, tolerance, etc. Krishnamurthy (1953) opined that education should help man to discover the true values about him through self-awareness and unbiased investigation. Moral values can help individuals in making distinction between right and wrong, good and bad (Sarkar, S., 2024). Moral development is closely intertwined with social and emotional competencies such as empathy, self-awareness, and interpersonal skills.

Understanding the moral dimensions of adolescent development contributes to the advancement of socio-emotional learning initiatives within educational settings, promoting holistic well-being and positive social interactions among students (Ponmozhi D. & Mala. G., 2024)

1.1.2 FAMILY

The family consists of the peoples having blood relations. The family can be treated as a primary institution of socialization. The family environment also plays a crucial role to inculcate values like social, moral, spiritual, emotional etc. The family environment depends upon the family structure. The family structure can be classified into two types i.e. (i) Nuclear family, (ii) Joint family. In recent era the family structure is shifting towards nuclear family from joint family because of urbanization, modernization, globalization & industrialization.

1.1.3 FAMILY VALUES

The family value is reflected through valuing family members and family relationships. The family values can be classified into two types i.e. ascribed & acquired. The ascribed family values are inherited from the time of birth but the acquired family values are learned and inculcated through education. At initial stage the family is the primary agent through which these values are acquired.

Family values are positive and negative indicators of the importance of the objects related to the based on a single joint activity community of people connected by ties of marriage, parenthood, relationship, due to the involvement of these objects in the sphere of human life, human interests, needs, social relations (Shiyanov & Kotova, 1999).

According to Shiyanov, E. N. & Kotova, I. B. (1999), family values are of two types: self-sufficient and instrumental values. Self-sufficient type includes social status and social importance of family, responsibility to the family, relatives and society, affection, respect, and love for children, spouse, and parents; the implementation of self-affirmation. Instrumental values include values-attitudes, values-qualities, values-knowledge, and skills. Their formation occurs in the parental home, and they are developed and implemented throughout a person's life, and form the basis of a family man personality.

1.1.4 FAMILY VALUE EDUCATION

Education is considered as a vehicle of knowledge. The development of family values is also too much important for an individual. The inculcation of family value is only possible through Education. The concept and process of inculcating family value through education has been continuing from Vedic era. According to Hindu philosophy the whole Human life is divided into four Ashrams. Which are-

- (1) Brahmacharya
- (2) Grihastha
- (3) Vanaprastha
- (4) Sannyasa

Among the Four ashrams of life the second ashram i.e. the Grihastha represents the family life and for maintaining a healthy family life the family values were inculcated through education and being provided in ‘Gurukul’ at the stage of first ashram i.e. Brahmacharya. Not only in Vedic era but also in Buddhist and medieval era the education system also focused on preparing a person suitable for family by inculcating family values through education.

1.1.5 FAMILY VALUES OF ADOLESCENTS

The adolescent period is a transition phase between childhood and adulthood, a critical period characterized by rapid growth and development which results a considerable physical and physiological changes (Steinberg, 2014, Bhasin, G., et al., 2024). The students of age group 10-19 are considered as adolescence and this time is defined by distinct health and developmental needs, as well as the rights required to promote growth and well-being (WHO, 2022). In this time various skills, emotional regulation, and social connections are developed and which are necessary for managing social connections and preparing for adult responsibilities (Eccles, 1999; Casey et al., 2008). Furthermore, the significance of this stage is identity formation and the development of characteristics which will influence adulthood (Arnett, 2000; Masten et al., 2004). The inculcation of value-based education system in this stage is necessary for enhancing social competence, emotional intelligence, morality, spirituality and family values.

1.2 THE PRESENT STUDY

Now-a-days the value orientation of younger generation is getting degraded day by day. The modern materialistic world is losing the humane beings. Due to urbanization the family structure is getting shifted from joint family to nuclear family structure. For example, dual-earning couple being well educated and doing highly respected job they are lacking attention to their children, parents, and family members. They are losing their sense of duty and responsibility for their family members. The development of family value along with social and moral value is badly needed in case of adolescents just before the onset of early adult hood. The present study measured the family values of adolescents studying at secondary level. In this study researcher compared family values of students studying in boarding and non-boarding schools run by central Government. The study aims to analyse the effect of Modernization, Urbanization, family structure and socio-economic status on family values of adolescents. Although both types of schools were located in urban area but one of those having students from rural background. Therefore, both types of school's students having different family structure and socio-economic background.

1.3 ORIGIN OF STUDY

Family values, morality and family bonding are fading these days. The youngsters are busy preparing for their careers and enjoying their life. They have little concern for social problems or family affairs. The old people are often neglected. We used to hear many cases of old age parents are being mistreated by their offsprings and small children are being neglected due to the highly competitive life. The parents leave their children in creches where they are devoid of warmth and care. The culture is degrading day by day because of the western influence and movies which often mislead the younger generation.

As a result, now-a-days the number of old age persons are increasing in old age home many folds. The degradation of social, moral and family values of youth are resulting in enhancing the anti- social activities such as increasing crime rate, brutal rape & murder, sexual abuse, drug & alcohol addiction etc. Divorce rate and conflicts between family members also have been increased continuously. The education is the only way through which the inculcation of family values can be increased.

Thus, keeping all these issues in mind the researcher intended to study the family value of adolescents belonging to diverse categories i.e. rural, low socio-economic status, joint family and urban, high socio-economic status, nuclear family.

1.4 STATEMENT OF THE PROBLEM

In the present study the statement of problem is-

A Study on Development of Family Values of Students Studying in Boarding and Non-Boarding Schools of Bhopal.

1.5 OPERATIONAL DEFINITION OF THE KEY TERMS

- **Family value:** The skill of valuing family members by understanding family relationships.
- **Boarding School:** The school system which provides both the food and accommodation facility to the students as well as teachers inside the school campus.
- **Non-Boarding School:** The schools in which the students come from their home daily and go back to their home after the school.
- **Development:** The process of acquiring social skills and inculcating moral values among the students.

1.6 OBJECTIVE OF THE PROPOSED STUDY

- To compare family values of adolescence students studying in boarding and non-boarding schools.
- To analyse the family bonding and togetherness value of adolescence students studying in boarding and non-boarding schools.
- To analyse the respect and obedience value of adolescence students studying in boarding and non-boarding schools.
- To analyse the responsibility and decision-making value of adolescence students studying in boarding and non-boarding schools.
- To analyse the family support and care value of adolescence students studying in boarding and non-boarding schools.

1.7 HYPOTHESES FOR THE PRESENT STUDY

- There is no significant difference in family values of adolescence students studying in boarding and non-boarding schools.

1.8 DELIMITATION OF THE PROPOSED STUDY

- This study was confined to the Bhopal city only.
- The present study was confined to the secondary class students only.
- Boarding and non-boarding schools run by central government were included in the present study.

1.9 NEED AND SIGNIFICANCE OF THE STUDY

The values can be classified into two types i.e. ascribed and acquired. The child born with some ascribed values, whereas the acquired values are learnt through the interaction of family, society and school. Thus, almost all the national policies, curriculum framework and commissions on education emphasized on inculcation of values through education. The NPE, 1986 emphasized on development of morality and spirituality. The NEP, 2020 also introduced a 2-credit course for value education. The NEP, 2020 also says about the holistic development of child. The holistic development of child not only represents the academic performance, a successful career and life but also it includes the development of social, moral, spiritual, and emotional values. The development of family value is also too much crucial in present scenario. The family values are eroding vigorously. Being well educated the younger generations are focussing on their job and career. Simultaneously their sense of family relationships and responsibility are getting ruined. They are also unable to provide proper attention to their children. The family structure is being shifted from joint to nuclear family. There is no else elderly family member to guide the children in a proper way. As a result, most of the adolescents are lacking moral values, the sense of family relationship and valuing family members. The relationship between brothers, sisters and grandparents are affected. If someone is unable to value their own family then how she/he can value the entire nation. Thus, the inculcation of family values in secondary adolescents through education is badly needed in present context. Therefore, proposed study analysed the family values of adolescents.