

RESULTS AND DISCUSSION

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This chapter includes the results and discussion of the study, and is organized as follows:

Section 1: Background Information of the parents

Section 2: Parents' perceptions of values they live by and sources of values

Section 3: Values Parents' consider important for their children and strategies used in development of values

Section 4: Teachers' perceptions in developing values in children

Section 5: Identifying Values present in children with respect to honesty, sympathy, tolerance and cleanliness.

Section 1: Background Information of Parents

Table 2 depicts the Background Information of parents.

Table 2. Background Information of the parents (N=80)

Background Information	Parents of Boys				Parents of Girls			
	Nuclear Family		Joint Family		Nuclear Family		Joint Family	
	Fathers (n=10)	Mothers (n=10)	Fathers (n=10)	Mothers (n=10)	Fathers (n=10)	Mothers (n=10)	Fathers (n=10)	Mothers (n=10)
Education								
Post Graduates	7	9	8	7	4	9	2	8
Graduate	3	1	2	3	6	1	8	2
Profession / Occupation								
Service(govt/ private)	2	8	1	5	2	8	1	5
Business				3				4
Professional (e g , doctor, teacher)	2	2	1	2	2	2		1
Housewife	6		8		6		9	

- Majority of Parents were post-graduates, except for the fathers of girls' belonging to joint family, whose educational level is graduation
- Most of the fathers work in government/private sectors, and mothers are mostly housewives

Section 2: Parents' Perceptions of Values They Live By and Sources of Values

What factors promote the development of values in children? According to Bornstein (2003), there is no formula, of course, no "magic bullet", to promote the positive characteristics and values in children. However, we can identify and define the most prominent source, which are undeniably parents. This is clearly evident in their views. This section features the perceptions of parents regarding values they live by and sources of values.

Part A: Values parents' live by

Part B: Sources of Values

Part A: Values Parents' live by

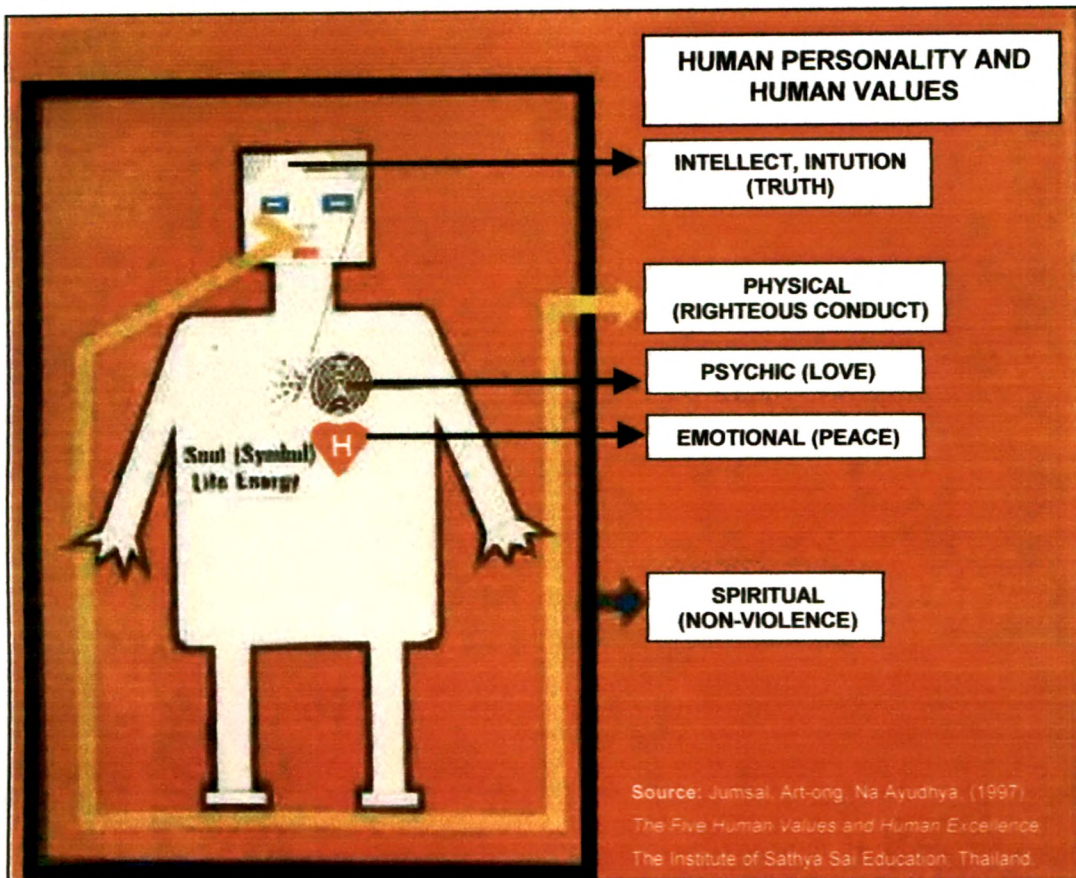
In a pluralistic society like India, it is necessary to identify the general acceptable universal human values. Fortunately a consensus is now emerging on basic, core, universal human values, namely Truth, Righteous Conduct, Peace, Love and Non-Violence, the five sources of moral strength. These values transcend all distinctions of country, religion, caste and creed. The five values are considered to be universal human values and were pointed out by the Eighty-first Report of the Parliamentary Standing Committee (1999). In this study, with reference to these five basic universal human values an attempt was made to identify the values by which parents live.

As seen in Figure 4 the life principle within each of us is the truth. We would not be existent without it and once we are not there, the world also ceases. The Absolute Truth is changeless and is not bound by space and time. Basically, this Truth resides within ourselves and we call it by different names - conscience, 'inner self', Atma. It is also referred to as "God or Divinity" within ourselves. It is without attribute and without space

and time. Zohar and Marshall (2000) have referred to this Truth as SQ, the intelligence and knowledge that exists in the deep part of the self. This is from where we derive our intuition.

When the actions are based on the dictates of the 'inner self', they become Right Action or Right Conduct. The term Right Conduct is used as there is no other equivalent term in English language to describe the Sanskrit word Dharma to which it relates. Dharma refers to righteousness or moral action derived not from some external forces, but through an individual's own perceptions of what is 'right'. The five senses (sound, sight, smell, touch, and taste) receive the information from the external world, but for the resultant action to be the Right Action, the interaction with the 'inner self and love is necessary. 'The Right Conduct' can be explained in relation to a number of related values.

Figure 4. Human Personality and Human Values.



When Right Action and Truth are practised, **Peace** follows. Peace is related to the recognition and management of feelings and emotions that are stored in the sub-conscious mind through past experiences. If as a result of information from outside, the conscious mind retrieves some negative files from the sub-conscious mind, the resultant action may not be the right action and in itself may add another negative file in the memory.

Love is the most important quality with which a human being is endowed from birth. Love is inter related to all other values. Love is an undercurrent and therefore cannot be visualised. Love has to begin by manifesting itself towards parents and grow and gradually to include family, neighbourhood, country and most of all God.

The person full of inner peace and love, following conscience, will not act with violence, emotionally, verbally or physically. Thus, **Non-violence** is the final culmination of all other values. Non-violence relates to Non-violation. Non-violence is present when people do not violate self or others. It includes concern for all living beings in form of Universal Compassion (Majmudar, 1999).

In the context of human beings, Non-violence means amity, harmony and the understanding; in the context of plants and animals it means non-injury that is, desisting from avoidable harm in the context of nature as such, it means non-violation of the law and balance of nature. Thus the practice of non-violence is not restricted to the physical plane alone but includes all the three, that is, thought word and deed.

Thus in light of the above framework, it was found that on the whole, parents' lives depict an integration of all the five basic core universal human values, however the predominant values they live by were Righteous conduct and Love as compared to Truth, Peace and Non-Violence. This data suggests that contemporary parents' dictates their lives by their own perceptions of what is 'right' and 'wrong'. Least significance is accorded to ones own conscience and inner self in guiding their lives (17.8%).

Table 3 further illustrates the mean scores and percentage distribution of Parents across five basic core universal human values highlighting gender differences and differences in the family type. Since the number of values in the five domains was not equal, mean scores were calculated by dividing the number of responses with the number of values in each domain.

Table 3. Mean Scores and Percentage distribution of Parents across five basic core universal human values (N=80)

Categories	Parents of Boys				Total		Parents of Girls				Total		Grand Total	
	Nuclear Family (n=20)		Joint Family (n=20)		Mean	%	Nuclear Family (n=20)		Joint Family (n=20)		Mean	%	Mean	%
	Mean	%	Mean	%			Mean	%	Mean	%				
TRUTH	57.22	20.7%	53.84	17.4%	111.06	19.2%	15.3	10.7%	30.25	20.0%	45.55	15.6%	156.61	17.9%
RIGHTEOUS CONDUCT	62.25	22.4%	62.6	20.3%	124.85	21.5%	36.13	26.2%	31.02	20.5%	68.24	23.3%	193.09	22.0%
PEACE	40.4	14.5%	59	19.1%	99.4	17.2%	30.4	21.4%	34.8	23.0%	65.2	22.3%	164.6	18.7%
LOVE	61.71	22.2%	65.09	21.1%	126.8	21.9%	34.6	24.4%	31.99	21.2%	66.59	22.8%	193.39	22.0%
NON-VIOLENCE	55.31	19.9%	68.13	22.1%	123.44	21.3%	24.19	17.0%	22.66	15.0%	46.85	16.0%	170.29	19.4%

As shown in Table 3, it is apparent that amongst five basic human values, in general, the predominant values by which parents of boys live was Love and least by Peace (i.e. 21.9% and 17.2% respectively). They reported that under the broad category of Love they live by values such as sincerity, sympathy, tolerance, and courtesy. However, the least lived by values under the broader category of Peace were self-control, endurance, self-respect, and meditation.

Interestingly the pattern is different for parents of girls, wherein they revealed that they lived by values such as honesty, loyalty to duty, hygienic living, punctuality, obedience, simple living, self-reliance, and leadership under Righteous Conduct (i.e. 23.3%). The values experienced as minimum were from the broader category of Truth (i.e. 15.6%)

It is important to understand here that these five basic values correspond to the five domains of the personality. The physical level corresponds to Right Conduct and the intellectual level corresponds to Truth. Thus the findings suggest that Parents of girls value the development of a strong, healthy body and also encompass the development of skills and habits and the mechanisms for control and discipline.

As seen in Figure 5, a similar trend for parents of children of nuclear family was observed, however the least preference was accorded to values related to Peace (i.e. 17.1% as compared to 24.1% for righteous conduct). Interestingly, although for the parents of nuclear family the next most important value by which they live is Love, yet for the parents of joint family, value of Peace is more prevalent. This may be because of a general view that in order to establish harmony amongst the family members in a joint set up it is essential to possess certain qualities like self-control, endurance and self-respect, and hence parents of joint family depict these.

Figure 5. Parental perceptions regarding the Values they live by: A hierarchal representation of values between Parents of boys and girls.

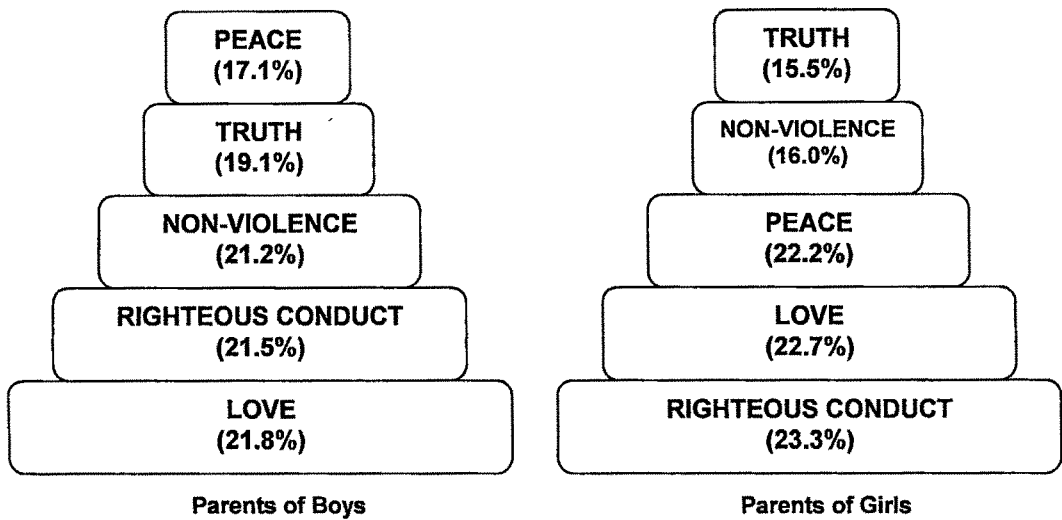
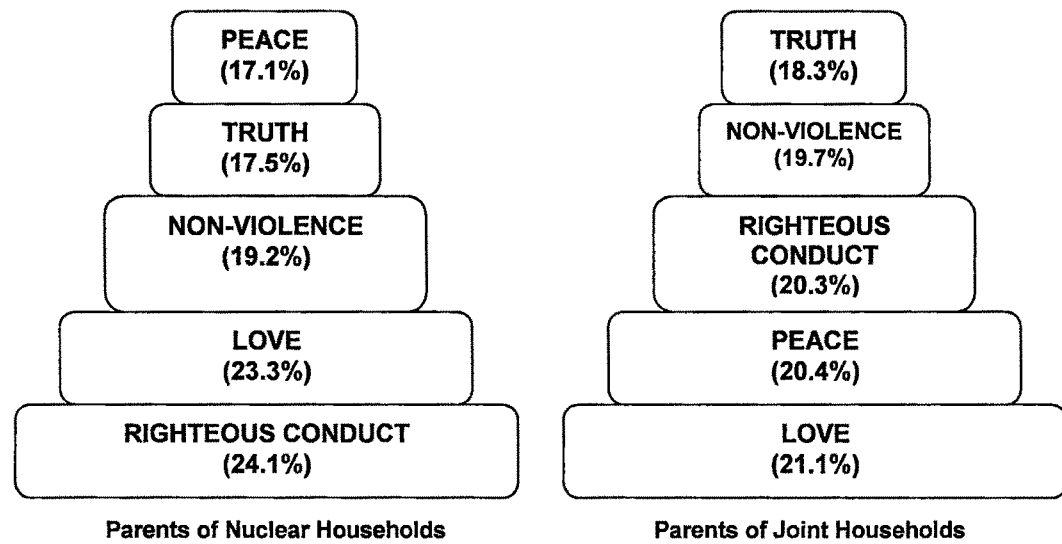


Figure 6. Parental perceptions regarding the Values they live by: A hierarchal representation of values between Parents of children of Nuclear & Joint Households.



Tables 4, 5, 6 and 7 represent the mean scores and t-values for the differences in the perceptions of parents regarding the values they live by.

Table 4. Differences in the perceptions of Parents of boys and girls regarding the Values they live by (N=80)

Categories	Parents of Boys (mean scores)	Standard deviation	Parents of Girls (mean scores)	Standard deviation	Degrees of freedom	t-value calculated
Truth	2.75	0.36	1.4	0.67	70	9.83**
Righteous Conduct	3.15	2.51	1.67	2.13	78	3.86**
Peace	2.47	1.17	1.66	1.31	77	3.31**
Love	3.17	1.69	1.76	1.71	76	4.79**
Non-Violence	3.07	1.33	1.27	1.42	73	7.26**

* = t tab at 5% level of significance

** = t tab at both 5% and 1% level of significance

Table 5. Differences in the perceptions of Parents of nuclear and joint family regarding the Values they live by (N=80)

Categories	Parents in Nuclear family (mean scores)	Standard deviation	Parents in Joint family (mean scores)	Standard deviation	Degrees of freedom	t-value
Truth	2.25	0.88	2.07	0.88	70	0.83
Righteous Conduct	2.47	1.94	2.35	1.77	78	0.29
Peace	1.79	0.97	2.35	1.25	77	2.19*
Love	2.42	1.44	2.55	1.51	76	-0.37
Non-Violence	2.07	1.23	2.36	1.53	74	-0.9

* = t tab at 5% level of significance

** = t tab at both 5% and 1% level of significance

Table 6. Differences in the perceptions of Parents of boys and girls regarding the Values they live by with reference to family type of children (N=80)

Categories	Parents of Boys				Parents of Girls							
	Nuclear Family		Joint Family				Nuclear Family		Joint Family			
	Mean	s.d.	Mean	s.d.	df	t-value	Mean	s.d.	Mean	s.d.	df	t-value
Truth	2.85	0.36	2.65	0.67	38	1.17	1.25	0.45	1.5	0.68	30	-1.11
Righteous Conduct	3.15	2.51	3.15	2.13	38	0	1.8	0.69	1.55	0.75	38	1.08
Peace	2	1.16	2.95	1.31	38	2.41*	1.57	0.69	1.75	0.85	37	-0.68
Love	3.1	1.68	3.25	1.71	38	-0.27	1.75	0.71	1.77	0.73	36	-0.11
Non-Violence	2.75	1.33	3.4	1.42	38	-1.48	1.8	0.48	1.55	0.42	34	0.72

* = t tab at 5% level of significance

** = t tab at both 5% and 1% level of significance

Table 7. Differences in the perceptions of Parents regarding the Values they live with reference to the gender of the child(N=80)

Categories	Parents of Boys of Nuclear Family		Parents of Girls of Nuclear Family				Parents of Boys of Joint Family		Parents of Girls of Joint Family			
	Mean	s.d.	Mean	s.d.	df	t-value	Mean	s.d.	Mean	s.d.	df	t-value
Truth	2.85	0.36	1.25	0.45	30	10.9**	2.65	0.67	1.5	0.68	38	5.35**
Righteous Conduct	3.15	2.51	1.8	0.69	38	2.31*	3.15	2.13	1.55	0.75	38	3.15**
Peace	3.1	1.16	1.75	0.69	38	3.3	2.95	1.31	1.75	0.85	38	3.42**
Love	2	1.68	1.57	0.71	37	1.35**	3.25	1.71	1.77	0.73	36	3.37**
Non-Violence	2.75	1.33	1.33	0.48	36	4.25**	3.4	1.42	1.22	0.42	36	6.21**

* = t tab at 5% level of significance

** = t tab at both 5% and 1% level of significance

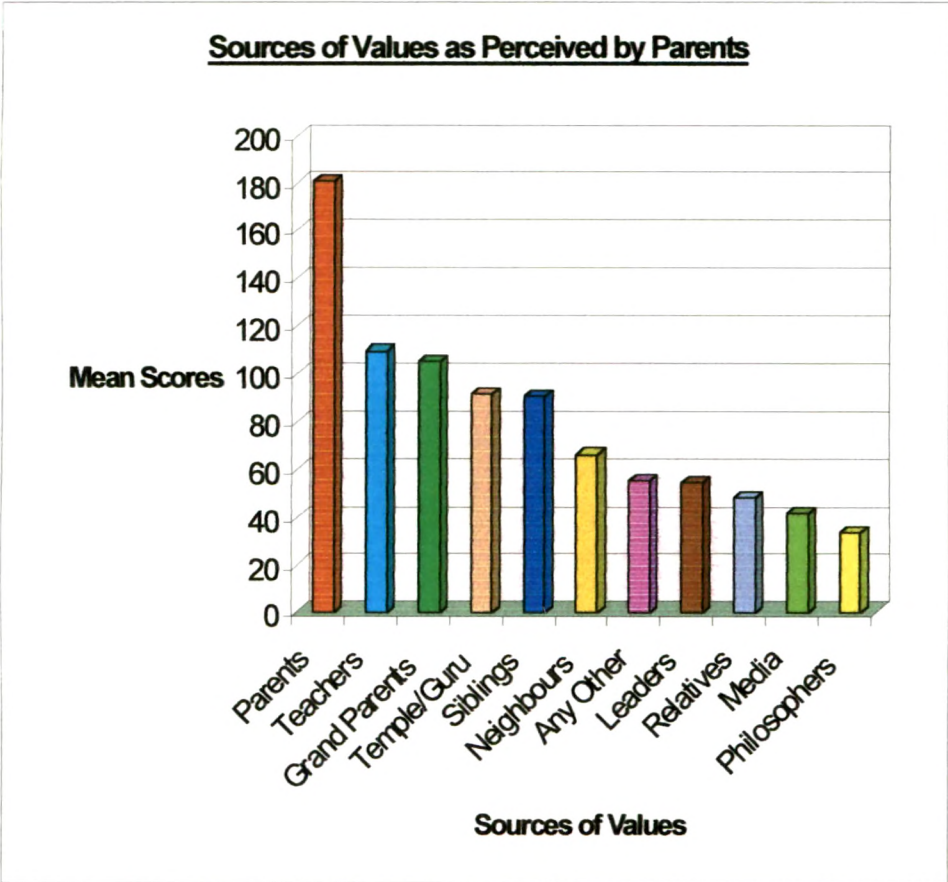
Key Findings for differences in the perceptions of Parents regarding the Values they live by

- As seen in Table 4, the t-values indicate that there is high significant difference between the parents of boys and girls regarding the values they live by. Mean scores also indicate that parents of boys across all the five values, live by more number of values as compared to parents of girls. (i.e. at both 5% and 1% level of significance)
- As far as the difference in the family type is concerned there is no significant difference between the values of parents except for the values related to peace wherein the difference was observed to be significant at 5% level of significance. The mean scores further strengthen that parents belonging to nuclear families were found to exhibit more number of values than parents belonging to joint families, except in the category of Peace wherein parents of joint families outnumbered significantly (see Table 5).
- The finding shows that at 5% level of significance, there is a significant difference between Parents of boys belonging to nuclear and joint family in the category of peace i.e. parents of boys belonging to joint family live by the value of peace more as compared to the parents of boys of nuclear family.
- In the nuclear family set up, a significant difference was observed in the values of parents of boys and parents of girls with reference to truth, righteous conduct, love and non-violence. However, in the joint family set up, a significant difference was observed across all the five values. It is interesting to note that in both the family types, parents of boys were found to exhibit more number of values.

Part B: Parental perceptions regarding the Sources of Values

The sources of values as perceived by the parents are represented in Figure 7.

Figure 7. Sources of values as perceived by the parents.



Family is the primary unit with which the child has continuous contact and the first context in which value systems develop. As indicated in Figure 7, Parents emerged as the highly significant source of values across all variables. These results are along expected lines as the presence of parental influence on the value system of the individual has been well documented (Kilby, 1993; Windmiller, 1980)

It was believed by majority of the respondents that their parents had significantly influenced their behaviour by counselling about Do's and Dont's of behaviours. These Do's and Dont's were communicated to them by their Parents, either verbally in direct form or through modelling. Moreover respondents emphasized more on the role of the mother than fathers in shaping their behaviour. Mothers were reported to be kind and indulgent and that is the reason mothers were looked upon more amicably as the source of values.

Another important source reported by majority of the parents were teachers and the school in which they studied. As Seetharam (2000) reported that teachers and school play important roles in the value development of children. The extent to which schools function effectively as training grounds for values depends on their physical condition and the professional idealism of teachers among other things.

Majority of the parents acknowledged that the personality of the teacher had casted a major influence on them in an enduring way. Teachers served as role models for majority them. Moreover, school with its hidden curriculum and overall organization has been instrumental in shaping their values.

The other source that emerged as important was the grandparents. Taking into account their position in the power structure within the family, their significance was expected to be at least equal, if not more, than the parents. This could thus be taken as an indication that the grandparents

may be looked upon as indirect sources of values. During interviews, it was also revealed that as compared to maternal grandparents, paternal grandparents were considered to be more active source. This pattern might have emerged because paternal grandparents share the collective family living and children are more in proximity with them. However, children's interaction with maternal grandparents happens generally on special family occasions or only during vacations. Thus time and distance limit the opportunity grand children have to spend together with maternal grandparent.

From the parents' responses it was evident that the siblings were also considered to be important sources of values. It was further highlighted that elder brother or sisters had much influence in shaping their behaviour than the younger siblings. Especially values like tolerance, sincerity and affection were passed on to them by elder siblings. Most of the parents reported that since most of the childhood years were spent sharing many things, thus they had influenced each others thinking. As per the review of literature, it was expected that friends could have been an important source of values, however, it is interesting to note that none of the parents reported friends as significant source of value. Similarly a source that emerged as a virtual non-entity was media.

Few parents reported that certain values or characteristics which they depict are inborn, "*yeh tou mere mein bachpan se hae, kisine sikhaya nahi*". Most of them believed that every child is born with innate powers and a basic temperament and thus it is the task of a parent or a teacher to discover, develop and use this potential force. It is true here to acknowledge the heredity potential but as the parents also rightly remarked it is possible that various other factors in the environment like media, literature may further mould or strengthen the values at a subconscious level and the respondents may not be aware of it. However, they also appreciated that certain values are developed in them through experience.

Figure 8. Sources of values as perceived by the parents of boys and girls.

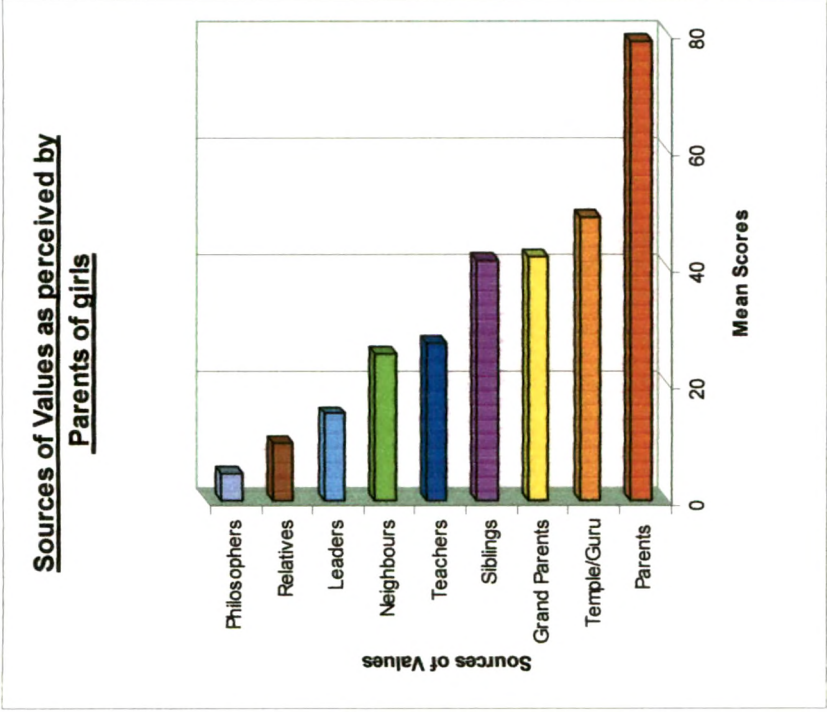
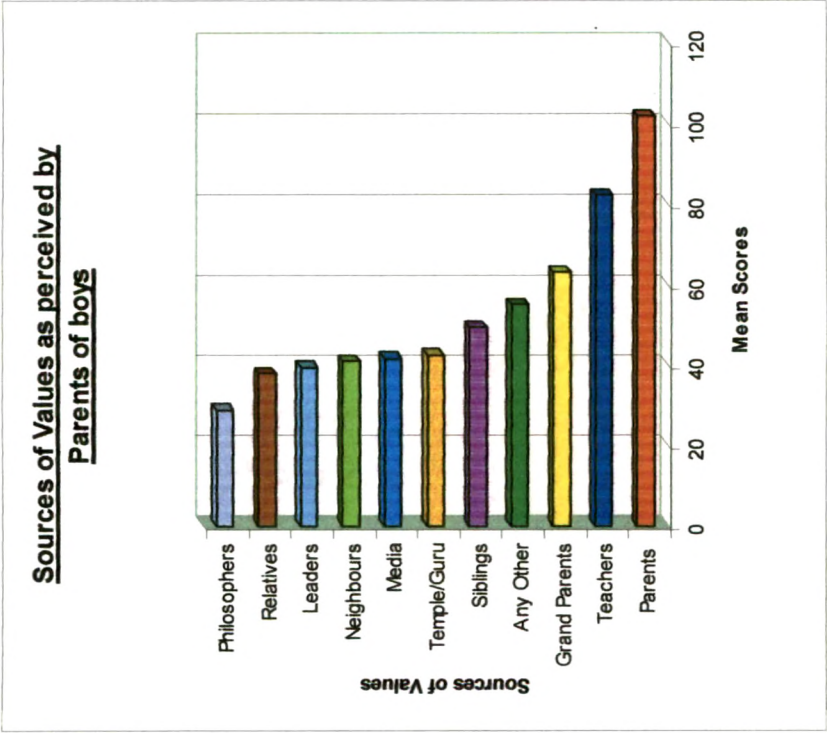
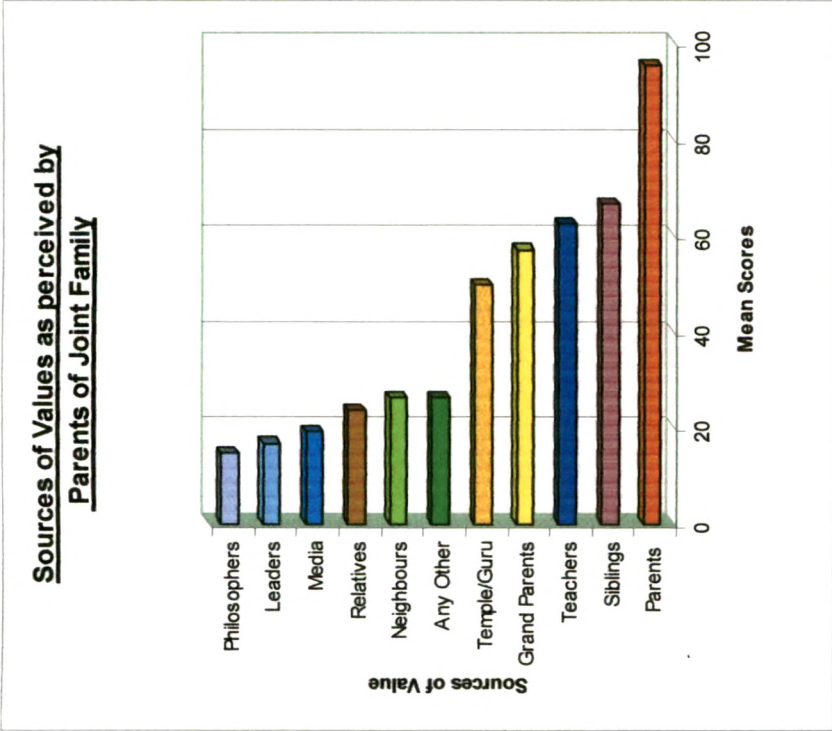
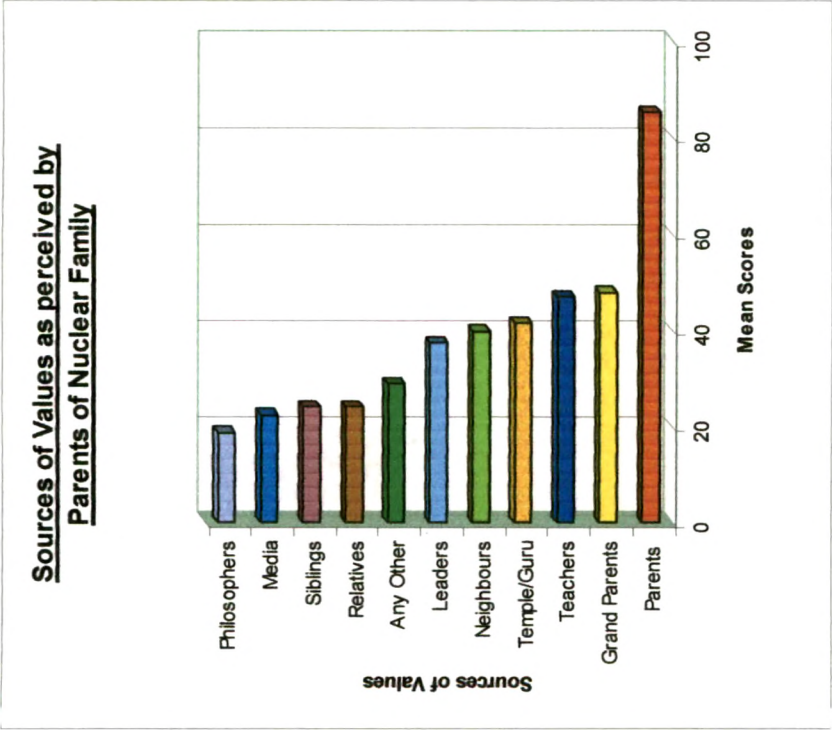


Figure 9. Sources of values as perceived by the parents of Nuclear and Joint Families.



Parents' perceptions regarding sources of values

In general there were no significant difference regarding the sources of values between parents of boys and girls. Yet, some differences were evident. Respondents, on the whole, rated parents as highly important source of values. Interestingly, although for the parents of boys the next most significant source of value were teachers, yet for parents of girls, temple or religious gurus were more prevalent (478 total responses for temple/guru as compared to 365 for teachers as sources of values). The other source that emerged as highly significant for parents of boys were inborn abilities and learning through experiences. It is interesting to note that parents of girls perceived negligible role of experience and heredity potential as a source.

A source that emerged as a virtual non-entity for the parents of girls was media. It is surprising to note because, in the present context everywhere people are advocating the influence of media. However, it is possible that media is moulding the values at a subconscious level and the respondents are not aware of it. It is also possible that the respondents reported the sources of only 'positive' values ignoring the 'negative' influences. Studies by Sinha (1988) and Verma (1985) who report a definite influence of the media on the life style of people also differ from this result.

On comparing the differences in the family types, it was found that Parents again emerged as an important source of values, with grandparents being perceived as next important source for parents of nuclear family. However, Parents in the joint household, considered siblings as next important source. Across all variables, philosophers as a source of variables were given least importance by the Parents.

It is essential here to note that the sampling criteria was established for children of 9-12 years of age belonging to nuclear and joint family, however, type of family was not controlled for parents of these children. It was observed whilst data collection that parents of children who are now heading nuclear households were themselves reared in a Joint or extended type families and vice versa. Thus it is essential to consider that the disparity and similarity in their opinions regarding sources of values might result due to the parents own life history and various other factors.

Section 3: Values Parents' consider important for children and Strategies used in Development of Values

This section entails the findings and discussion of the responses elicited through the Value Auction Scale distributed to the parents. Tables 8, 9 and 9 represent the values that Parents' consider important for their children.

For the purpose of analysis top 15% of the values in the value auction scale were considered. However, the allocation of amount across all the behaviours has been enlisted in the order of priority (see Appendix J). Further the differences in the perceptions of mothers and fathers were dealt with separately.

Table 8. Values Parents' consider important to be developed in children (N=80)

Categories	Parents		Total Amount in Rupees
	Mothers	Fathers	
<u>A Child who...</u> Is Independent	Rs. 910 (n=15)	Rs. 865 (n=13)	Rs. 1775
Is Respectful of me and other adults	Rs. 820 (n=26)	Rs. 755 (n=23)	Rs. 1575
Is Self-Disciplined	Rs. 825 (n=21)	Rs. 670 (n=11)	Rs. 1495
Is honest	Rs. 700 (n=21)	Rs. 750 (n=24)	Rs. 1450
Whose behaviour makes me feel proud	Rs. 855 (n=17)	Rs. 570 (n=16)	Rs. 1425

Table 9. Values Parents' of boys consider important to be developed in children (N=40)

Categories	Verbatims	Parents of Boys		Total amount in Rupees
		Nuclear family	Joint Family	
<u>A Child who is...</u>				
Independent	It helps him to achieve his goals without depending on others, it is all about taking decisions	Rs 490	Rs 635	Rs 1125
Respectful of adults	A child must respect adults It acts as a foundation for any relationship, whether it is of mother-child or friend or anyone Giving respect is one of the corner stone of Indian culture, one does not become small, and on the contrary he becomes great by getting respect	Rs. 610	Rs 485	Rs 1095
Self-disciplined	A self-disciplined child reflects the culture & good attitude taught by parents Well disciplined children are liked & remembered by everyone If children are not disciplined people says - <i>maa baap ne kuch sikhaya nahin</i>	Rs 380	Rs 480	Rs 860
Physically fit & Healthy	Health is wealth If the child is physically fit & healthy, then only he can acquire all the other characteristics, otherwise he will feel uneasy & may not participate in any activity	Rs 485	Rs 320	Rs 800
Control temper	Boys generally get angry very soon on any matter Temper destroys relationships and creates misunderstandings. A person who can control temper can easily control and handle any situation	Rs 485	Rs 280	Rs 765

Note The digits in the box represent the amount of rupees allocated to each behaviour
See Appendix K for the allocation of amount across all the behaviours

Table 10. Values Parents' of girls consider important to be developed in children (N=40)

Categories	Verbatims	Parents of Girls		Total amount in Rupees
		Nuclear family	Joint family	
<u>A Child who</u> ...				
Makes me feel proud	It is not essential for my daughter to be good looking or with good sense of humour but she should make me feel proud by her achievements & behaviour.	170	850	1020
Is Loyal	<i>Har maa-baap apni beti se yehi chahate hain.</i> It is naturally expected.	110	750	860
Does well in school	In today's competitive life education is very important. If she does well in school then she can achieve success and good job in the future and become independent. I want her to study as I was not able to.... Without studies life is worthless.	410	380	790
Is Honest	Honesty is the best policy, <i>yeh tou sirf ek quote hi ban gaya hae lekin mae yeh chahta hu ki mere bachhe honest ho.</i> People cheat others & progress but I want her to do something by herself & not use short-cuts.	460	290	750
Possess Leadership skills	I want my child to lead everyone & be ahead of other people. Leadership invites confidence to talk or communicate in front of many people... <i>aaj ke jamane me yeh tou har ladki me hona chahiye hee.</i>	280	440	720
Is self-disciplined	For a girl it is not much important to be adventurous or daring, rather she should be self disciplined, this will help her in fulfilling her future adult roles.	435	200	635

Note: The digits in the box represent the amount of rupees allocated to each behaviour. See Appendix L for the allocation of amount across all the behaviours.

Key findings for values Parents' consider important for their children

- Independence in children emerged as the most important value that parents' consider. Parents' of boys invariably gave importance to the child who is respectful of adults, physically fit, can control his temper besides being self-disciplined. However for Parents of girls, the child who makes them feel proud of their deeds was the most prized upon value. Doing well in school, being loyal, honest and possessing leadership qualities were also considered important for them.
- For Parents of Boys belonging to both Nuclear and Joint family, a child who is independent, respects adults and is physically fit and healthy were considered most important values. However the first priority of Parents of boys belonging to Nuclear family was a child who respects adults, whilst Parents of Boys belonging to Joint family valued Independent nature of child. Parents of Boys belonging to Nuclear family also gave importance to honesty as desirable quality in children, besides controlling temper. "Children should be loyal and self disciplined", however was a major expectation of the Parents of Boys of Joint family.
- Majority of Parents of Girls, regardless of their family type, expected their daughters to do well in school. However, there were different ideas about what 'doing well' in school means and what qualities their children should have in order to do well in school. Parents of Girls belonging to Nuclear family were also of the opinion that besides academic success, honesty, self discipline, Independence and respectful of adults is equally important. Parents of Girls belonging to Joint family however strongly believed that the child should make them feel proud along with being loyal and exhibiting leadership qualities. Curiosity and asking questions also emerged to be seen desirable in children of Parents of Girls of Joint family.

Values Parents' consider important for their children

In general as seen in Table 8, independence, respect, honesty and self discipline were highly valued by parents. It is interesting to note that across all the behaviours, mothers have allocated more amount to each behaviour as compared to fathers. The differences are clearly evident with reference to a child who is self disciplined and a child whose behaviour makes them feel proud. Further, it was found that mothers allocated more amount to a child who makes them feel proud of their deeds than fathers (i.e., Rs. 855 by 17 mothers as compared to Rs. 570 by 16 fathers). As seen in Table 9, most Parents of boys considered 'being independent' and 'being respectful' as the most prized upon value. Respect was considered acting as foundation for any relationship, whether it is of mother-child or between friends. Besides, they believed that it is very important for a boy to be independent. Some interesting remarks were made in terms of gender specific desirability for possessing this value.

A mother of a boy of a nuclear family remarked that it is very important for my son to be independent both physically and financially. After marriage boys have to take the major responsibility, they should be able to make their decisions. If he is not independent it is difficult for him to fulfil his own needs and in future his family needs.

Parents acknowledge the fact that Independence is very important in contemporary context. The children should try to solve their problems by themselves; they should learn to do their work by themselves. It was also expected that boys should be physically fit and must learn to control their temper. In support of this, a mother of a boy mentioned that *every parent wants their child to be fit and healthy also I want that my child should control temper because boys generally get angry very soon on any matter. Temper destroys relationships and creates misunderstandings. A person who can control temper can easily control and handle any situation.*

Parents of girls, on the other hand expected that a child should make them feel proud of their deeds. 'Honesty' and 'Loyalty' were considered as overlapping terms for many respondents but still it is clearly evident from the Table 10 that Parents of Joint family highly prioritized 'being loyal' as a desirable behaviour in a girl child. It was agreed by most of the parents that it is essential for a girl to be loyal, loyalty starts from the home i.e. between parents and children and a child who is loyal to the parent always do well to others too.

'A child who is honest' is considered important by majority of parents of girl child in a nuclear family, however, few respondents of the girl child were still of the opinion that honesty pays nothing. It is however important to note that the term *Honesty* was defined in different ways by the respondents. Honesty included behaviours like not cheating, not lying, not stealing, doing socially approved things and still for others it is being genuine and truthful in relationships. Mother/ Father of child reasoned that *'In today's world there is no value for Honesty, people cheat others and progress, but I want my child to do something by himself, by using honest ways and not using short-cut ways. If he is doing what is right, then he will be able to face the opposition bravely too.'*

Interestingly, as compared to parents of boys, the mothers and fathers of girls considered 'doing well in school' as desirable behaviour in today's competitive world. In the words of a father of a girl child, *'If she does well in school, she can achieve success and get good job in the future and become independent.'* This may be because parents of girls might consider doing well in school as a medium to achieve later success however Parents of boys might take this for granted and consider this as expected behaviour. This also depicts the socio-cultural transitions that are affecting the perceptions towards girls especially for parents aspiring for better opportunity for their daughters. The following Table 11 represents the parents' perceptions in developing values other than listed in the Values Auction Scale.

Table 10. Parental perceptions in developing values other than listed in Value Auction Scale (N=80)

Categories	Verbatims	Parents of Boys		Total	Parents of Girls		Total
		Nuclear family (n=20)	Joint family (n=20)		Nuclear family (n=20)	Joint family (n=20)	
Household Chores	I expect her to help me in household chores & she should learn to cook. <i>Chahe naukri pe jao, kaam wali maid rakh lo par khana tou khud hi banana padega.</i>				3	7	10
Value for Money	I want my daughter to understand the value for money. We don't make compromises with her education, neither with her desires, still she is too young to understand but I expect that in the long run she should realize				2	5	7
None	No, I don't think so there is any such characteristics left which I would like to buy The list covers everything			40	17	12	29

To summarize as revealed in Table 11, the values that parents consider important for their children were perceived primarily in terms of life goals such as make their parents feel proud. The other parental expectations were to do well in school, being respectful, being physically fit & healthy, and possessing leadership skills. And finally, expectations entailed in terms of personal attributes such as being independent, honest, loyal, self-disciplined.

Interestingly, parents mentioned gender-related parental expectations, when asked on the behaviours they would like to inculcate that were not present in the list of Values Auction Scale. Majority of parents of girls felt that their daughters should be independent and career oriented yet, there were expectation related to do household chores, cooking, managing house and realizing the value for money. The pattern could have emerged because in the present context parents still feels that exhibiting these behaviours would be helpful in fulfilling their future roles and all of these characteristics are necessary for a girl to become a good daughter, wife and mother. Parents of boys on the other hand, were contended with the provided list.

The strategies used by parents to develop values in children are included in the following Table 12.

Table 12. Parental Strategies to Develop Values in Children

Categories	Verbatims	Parents of Boys		Total	Parents of Girls		Total
		Nuclear family	Joint family		Nuclear family	Joint family	
Encouragement Verbal Encouragement e.g asking to try hard & study, through presenting own example or real life incidents, giving examples of lives of great people, narration of stories with morals	<ul style="list-style-type: none"> •Hum use acche sanskar denge, jyada se jyada comfort dene ki koshish karte hae, vichar nirman ke liye mahan logo ki kahaniya, achi books aur apne ache anubhav kehnte hae •Praising & encouraging I think are of utmost importance as it plays an important part to let the child know & understand the importance of certain behaviour that we value 	14	14	50	5	10	27
Materialistic Encouragement e.g <ul style="list-style-type: none"> •sending them to hobby classes, best schools •buying books on GK, puzzles, CD's, encyclopaedia, buying gifts and giving rewards •providing good nutritious food and taking for regular check-ups 	I encourage him I have bought him a set of books & set of CD's, which help to develop good knowledge I encourage him to take part in debate competitions, quiz I take test on sundays then I buy him some gift if he gets good marks	12	10		5	7	
Provide explanation, guidance & information On religious beliefs & culture for eg to do namaste, to attend family functions, to wear traditional dresses & learn aarti On eating nutritious food On studies On Good manners & etiquettes	I teach him to wear traditional clothing on festivals & marriages I teach him aarti, bhajan We go to temple I teach him how to worship god & fast as on shivratri or ekadashi	8	9	17	6	7	13

N>80 due to multiple responses (Responses given in frequencies)

table continues

Categories	Verbatims	Parents of Boys		Total	Parents of Girls		Total
		Nuclear family	Joint family		Nuclear family	Joint family	
Share adequate time & creating happy atmosphere Taking interest in children's talks, sharing experiences with children, go out to play, for swimming, for jogging, spare time to do homework and studies	I spend 2-3 hours with my children telling them my experiences I will do the things such as spending more time with my child as much as possible	8	7	15	1	2	3
Being a role model	The characteristics that my child would develop & value are the ones which I value & follow, because my child would see me more often than anyone else We should do whatever we want our children to display	5	4	9	1	4	5
Punishment (esp. scolding)	Sometimes when he try to argue with anybody, I definitely scold him so that he understand that this is something which is not to be done.	2	2	4			
Unique Responses Behaviour Controlling Techniques	For controlling temper, I ask her to count from 1 to 10 before reacting angrily & try to understand others point of view, as anger destroys life Also to repeat god's name and religious verses in mind					2	4
Situational Analysis Approach	I put a situation in a story format and ask her what she would do in such a situation, this has shown good results					2	

N>80 due to multiple responses (Responses given in frequencies)

Key Findings for strategies to develop values in children

- Most responses (93 as compared to 52) suggested that variety and more number of strategies for value inculcation were used for boys as compared to girls.
- One of the commonly mentioned strategies stated was Encouragement i.e. verbal and materialistic encouragement (50 responses of parents of boys and 27 responses of parents of girls). Providing explanation, guidance and information (17 responses of parents of boys and 13 responses of girls) were believed to be other effective strategies for value inculcation.
- Responses of nine parents of boys and five parents of girls revealed that being a role model for the children also tends to increase desirable values in children.
- Punishment especially scolding as a technique received a mention from parents of boys only.
- No clear cut differences in family type emerged between parents of boys and girls. However, interestingly, responses of parents of girls of Joint family reported of using behaviour controlling technique and situational analysis approach for value inculcation.

Parental strategies to develop values in children

In Table 12, one can clearly observe that encouragement (such as through presentation of example of self, narration of stories with morals and real life incidents) is the most common strategy used by parents to inculcate values in children. Wadhera (1995), has reported a similar trend in Indian context whilst exploring values in Punjabi context.

However, it is also evident that in the present context, parental encouragement to inculcate values is not only limited to verbal motivation but is extended to include various resources and opportunities provided to children. Parents believed that desirable behaviours should always be rewarded by things like getting a gift, chocolates and toys along with providing them with the best resources and materials such as buying books on General Knowledge, puzzle books, C.D's , encyclopaedias, sending their children to best schools and hobby classes.

Largely parents have also reported that providing explanations, guidance and role modelling are the major strategies used to inculcate values. A mother of a girl child stated that *I always told her what's wrong and what's not, but there are few things, which can not be forced upon her. Children see their parents as idols and whatever we expect from them, we should do that first.*

In general, the strategies used to inculcate values were common for both girls and boys, yet some gender differences were evident. Punishment especially in terms of scolding the child was a strategy used only by few parents of boys, and then too, not very often. It was found that children were scolded on not listening and on arguing with elders. Father of a boy child stated that *I don't want him to talk back to his elders. Sometimes when he try to argue with anybody, I definitely use to scold him so that he understand that this is something which is not to be done.*

Interestingly, parents of girls of joint family have also reported of using behaviour controlling technique and situational analysis approaches. Especially for behaviours like controlling temper, parents asked their children to use techniques like counting from 1 to 10 before reacting angrily, or repeating god's name and religious verses in mind. It was also found that children were asked to react to several hypothetical situations posed by parents. Parents believed that such techniques would help their children to introspect and at the same time would help them to guide their children in proper direction.

Table 13 presents the behaviour or characteristics valued by the respondent's parents'. Figure 10 depicts the transmission of values through generations.

Key Findings for Behaviours/ Characteristics Valued by Respondent's Parents

- A large number of respondents (35 from parents of girls and 20 from parents of boys) felt that their own parents had given importance to behaviours like following the religious beliefs of the family and showing interest in the culture.
- Thirty five responses from parents of girls as compared to 13 responses from parents of boys indicated the need of controlling temper and never talking back to elders by their parents
- Being a self-disciplined child received a mention from parents of boys only (i.e Eight parents of boys).

Key Findings for transmission of values through generations

- Values like giving respect, physical fitness & health, and self discipline are being held important by parents of boys and passed through generations. However, parents of girls had given importance to honesty, loyalty, doing well in school and self discipline across generations.
- Independence and controlling temper were the new expectations from the contemporary parents of boys. Parents of girls had expectations in terms of possessing leadership skills
- Values passed down to parents but not significantly held important by them in the current context were honesty, loyalty, following religious beliefs and doing well in school by parents of boys. Parents of girls on the other hand did not give importance to physical fitness, controlling temper and taking interest in the culture or religious customs

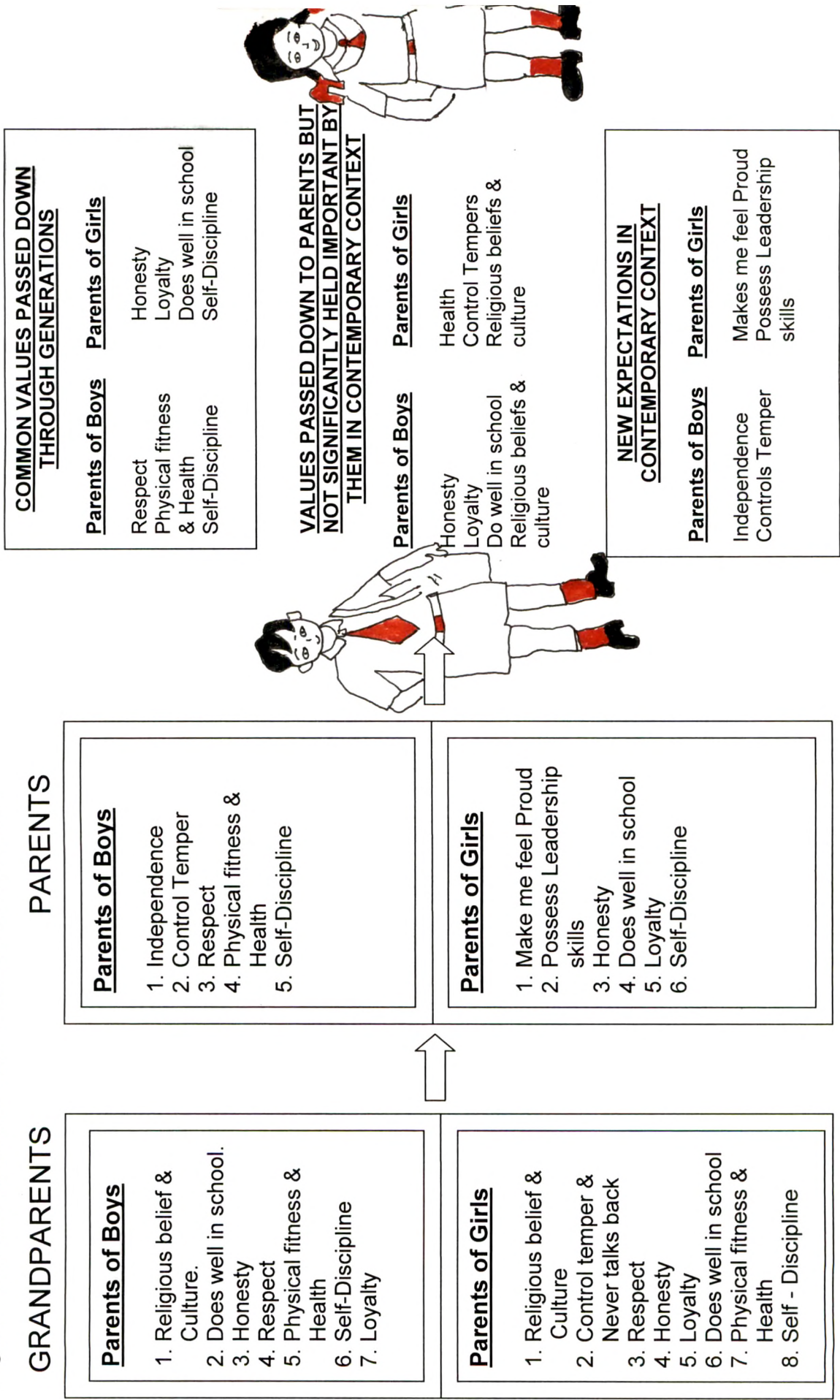
Behaviours/ Characteristics valued by respondent's parents & transmission of values across generations

On the whole, it was reported by majority of respondents that, parents of yesteryears did not expect them to display several characteristics. As indicated in Table 13 by and large, the behaviours / characteristics valued by the respondents' parents were inculcating religious values and generating interest of children in their culture. It is also noteworthy that parents of girls mentioned that behaviours like controlling temper and never talking back were strongly favoured by their parents. It was believed that a child who learns to tolerate things and respect elders is referred to as a child with 'sanskar' which are being held very important in all the Hindu families.

As seen in the Figure 10 values like being self-disciplined, physically fit and respectful of adults were emphasized and passed down through generations in boys. However, in case of girls the focus of rearing was on inculcating honesty, loyalty and performance in school, besides being self-disciplined. The main difference that parents perceive on comparing their own childhoods with those of their children is mainly in the emphasis of their parents on following religious beliefs of the family and taking interest in their culture. Interestingly, parents of both boys and girls reported of values like honesty and loyalty being appreciated by their parents, which is still held important by the parents of girls, however, in the present context parents of boys especially didn't favoured its inculcation in their children.

It needs to be emphasized that what each value means must be known before interpreting the trend of value systems. During the interview it was revealed that honesty for example included all characteristics like not cheating, not stealing, not exaggerating, not telling the truth so you would not get in trouble or twisting the truth just a little so it won't sound so bad or lying to protect yourself.

Figure 10. Transmission of Values across Generations.



Therefore while values like honesty, loyalty are still held important by the respondents, the very meanings of these values are changing and being adapted to the modern circumstances. It is also noteworthy that the parents' expectation in terms of doing well in school for boys and controlling temper for girls has decreased in importance with generations while values like Independence in boys and possessing leadership quality in case of girls have increased.

This pattern could have emerged because the children might be already exhibiting these behaviours or it is naturally expected of a girl child to control temper and for a boy child to earn a living and thus do well in school. Therefore, such behaviours were not held important and importance is being given to other values which help them achieve life goals without depending on others and further enhances their personality.

With regard to household it was found that Parents of boys belonging to joint family were more inclined towards values like giving respect, following religious beliefs and taking interest in culture as compared to Parents belonging to Nuclear families. However, the pattern was reversed in case of Parents of girls, wherein the emphasis on following religious beliefs and culture and controlling temper was stressed more in nuclear families than joint households. Thus data suggests that some parents reflects an image of an adaptive adult who is deeply rooted in the culture in which they were raised and rigidly following the values which their parents have passed them, while others are more characteristic of changing values with the passage of time. Parental perceptions also reflect the degree of socio cultural change they experienced as well as their attitude regarding the change.

Parents' perceptions towards the behaviour their parents valued and the behaviour they didn't value are included in the following Table 14 and 15.

Table 14. Parents Perceptions Towards The Behaviour ‘Their Parents’ Valued (N=80)

Categories	Parents of Boys		Total	Parents of Girls		Total	Grand Total
	Nuclear family	Joint family		Nuclear family	Joint family		
Happy and felt proud	8	7	15	9	7	16	31
Encouragement							
<u>Verbal</u>	6	6	25	4	8	32	57
<u>Non Verbal</u>	1			2	1		
<u>Materialistic</u>	5	7		13	4		
Neutral/ No reaction/ Ignoring the behaviour				3	2	5	5

N > 80 due to multiple responses (responses given in frequencies)

Table 15. Parents Perceptions Towards The Behaviour 'Their Parents' Didn't Value (N=80)

Categories	Parents of Boys		Total	Parents of Girls		Total	Grand Total
	Nuclear family	Joint family		Nuclear family	Joint family		
Got angry and scolded	3	7	10	13	11	24	34
Punished							
<u>Slapped/ Beaten</u>	4	4	21	2	3	7	28
<u>Denial of Food</u>	3	2		2			
<u>No one talked, not allowed to meet with friends, locked in dark rooms</u>	6	2					
Explained and Instructed	5	7	12	7	7	14	26
Ignored behaviours				2		2	2

N > 80 due to multiple responses (responses given in frequencies)

***Key Findings for Parents' perceptions towards the behaviour
'their parents' valued***

- Across all variables, majority of parents perceived that 'their parents' encouraged them verbally, materialistically and through gestures on displaying behaviours they valued (i.e. 32 responses of parents of girls and 25 responses of parents of boys respectively).
- Responses of 16 parents of girls and 15 parents of boys simply stated that their parents felt happy and proud on displaying the desired behaviour.
- Lack of expression or words by parents received a mention from parents of girls only.

***Key Findings for Parents' perceptions towards the behaviour
'their parents' didn't value***

- On the whole large number of responses of parents of girls stated that their parents got angry and scolded them on displaying undesirable behaviour. However, parents of boys on the other hand indicated of being punished more than scolded (21 parents of boys as compared to seven parents of girls).
- Many parents (i.e. 14 responses of parents of girls and 12 responses of boys) across all variables did mentioned about being explained and instructed by their parents.
- Some parents however realized of being ignored by their parents on exhibiting undesirable behaviours.

Parents' perceptions towards the behaviour 'their parents' valued

As seen in Table 14, majority of parents perceived that the most common gesture of 'their parents' to acknowledge the desired behaviour in them was through encouragement. They believed that parents usually feel proud when their child behaves according to their expectation; they think that their motto of life is fulfilled and thus encouragement by their parents involved words of complement or appreciation, giving little amount of money, chocolates, gifts, taking out to picnics and zoos. It is also significant to note that parents invariably used gestures like 'patting on back' or 'hugging them' to further encourage and strengthen the feeling that they have behaved well.

Most parents of both boys and girls have also reported that their parents simply felt happy and proud on displaying desired behaviour. It was further reiterated by parents of boys that through parents' expression children used to make out whether they have liked their doing something or not. It was never supplemented with gifts or chocolates as contemporary parents do it with their children.

Interestingly, parents of girls felt that in those days it was expected or taken for granted that children were always supposed to behave as their parents expect them to, so they never praised or acknowledged them. And perhaps, the child is not punished for a particular behaviour was motivating enough for them to do that act again.

Parents' perceptions towards the behaviour 'their parents' didn't value

Table 15 shows the parental perceptions towards the behaviour 'their parents' didn't value. On the whole, majority of parents of girls reported that on displaying undesirable behaviour, 'their parents' got angry and scolded them. However, it is interesting to note that parents of boys were punished more than being scolded. Punishment for any wrong act varied from being beaten to being restrained from eating food. Mostly parents of boys of nuclear family reported of punishment such as devoid of going out with friends, locked up in rooms for long time, made to stand on one leg and to do sit ups for issues like breaking glass wares too.

Few parents have also stated of parental response like giving toffees or gifts to their siblings and not to them, which really made them feel bad about it. However, besides punishment, largely parents of both boys and girls have also reported of strategies like providing explanation and instruction to them. In the words of a mother of a girl child belonging to nuclear family- *they never shouted at me but rather I was patiently explained that whatever I did was wrong and that I should not behave in this manner again.*

Interestingly, two parents of girls belonging to nuclear family stated that their parents generally ignored the behaviour which they didn't value. It was expected from the children themselves to be sensitive enough to understand parental desires. The only thing which children had to keep in mind was to keep their Parents' heads up! However, undesirable behaviour was not ignored in case of parents of boys.

Thus, it is apparent that yesteryear parents were not considered to be good at expressing feelings and thoughts. Moreover parent-child relationship was centered on the non-verbal interaction pattern more than on verbal means.

Most parents reported of not questioning the values of their parents until they were much older. One reason for this might be because disobeying one's parents might result in punishment or rejection. Moreover children come into the world highly dependent on their parental figures, both emotionally and physically, the idea of questioning parents' values was unthinkable. And because these values are passed down at a young age, during the formative stages of life, these beliefs are deeply ingrained and largely unconscious.

Parents' preference for selection of different values for a boy/ girl is shown in the Table 16.

Table 16. Parents perceptions on selection of different values based on gender (N=80)

Different values for Boys and Girls	Verbatims	Parents of Boys		Total	Parents of Girls		Total
		Nuclear family	Joint family		Nuclear family	Joint family	
NO	The selection would remain same because in today's generation whether it is boy or girl the opportunity to grow, to study remain same. So the selection would remain same	14	12	26	15	17	32
YES		6	8	14	5	3	8
(I) <u>Expectations from a boy child</u> Adventurous and daring Independent Lot of hobbies Do well in school	Because in our society this is expected from a man I think a boy should be independent A boy has to lead a family & earn money He will be the bread earner of the family & these qualities will help him yes, who has lot of hobbies, because now a days girls look after such kind of boys only yes, because a boy has to stand on his feet & take responsibility of his family & parents						
(II) <u>Expectations from a girl child</u> Good in cooking and household chores Who never talks back	I would want a girl child to be good in cooking As I think that in our society, when a girl grows & becomes a woman, she will be happier if she has all the feminine qualities Yes, because she has to go to other house where she can not argue to people						

Key findings for Parents perceptions on selection of different values based on gender (N=80)

- A large number of responses felt that their preference for selection of values would not change for a boy or a girl. Of these, 32 responses were from parents of girls and 26 responses were from parents of boys.
- Those who reported that parental selection of values would not change highlighted the gender equality in the present social context.
- Those who reported that parental selection of values would change (Eight parents of girls and 14 parents of boys) mainly highlighted the biological differences between the two genders and the stereotypic gender roles.

Parents perceptions for selection of different values based on gender (N=80)

Most parents stated that their preference for selection of values would not change if they were picking up values for a boy or a girl. According to them, in the contemporary society, girls and boys have equal capabilities and are looked upon equally by their parents. This also supports the Verma and Saraswathi's (in press) observations that gender difference in the upper middle class have been reduced in interactions with children. The responses and key findings are shown in Table 16.

Interestingly as seen as in Table 16, more number of parents of boys were in favour of changing their selection of values if they had a girl child. The expectations from a girl child were more in terms of stereotypical gender roles of society such as taking care of family, good in cooking, good in looks, following religious beliefs and knowledge of cultural values. Many parents whilst emphasizing the notion that girls have to go to other house after marriage 'ladki tou paraya dhan hoti hae' realized the need for possessing characteristics which facilitates their adjustment in later years such as like never talking back, being affectionate.

Mostly Parents of girls were in support of equality between genders however, those who reported differential selection primarily focussed on characteristics in boy child like being independent, daring, exhibiting leadership qualities. Interestingly, a mother of a girl child reported that *a boy should be daring, must have lot of hobbies, because now a days girl look for such kind of boys only.*

It is also noteworthy that though parents were in favour of equality among the two sex, still they were reported of saying that they would have opted for more characteristics for a girl rather than a boy because girls are the ones who build the next generation and they should possess more characteristics than boys. Still few of them reflected on the physical

differences between the two. A father of a boy child belonging to nuclear family stated that *my selection of values remains same but I would care more for a girl than for a boy. Boys can play cricket but girls **should not** as the ball is hard.* Thus it is apparent that though parents are acknowledging and supporting equality between the two sexes yet certain gender biases are prevalent and deeply rooted in the psyche of people.

Section 4: Teachers' Perceptions in Developing Values in Children

The following section presents the results and interpretations of the present study with specific reference to teachers' role in fostering values in children. The sequence followed is expectations of teacher from children and application of different strategies by them to foster values in children.

Values considered important by teachers' in an ideal student

The concept of an "Ideal Student" includes the qualities, traits, behaviour and characteristics that are considered wanted and desirable in the child in a school setting. All teachers were asked to enlist the qualities or behaviours they would look for in an ideal student.

Figure 11. Values considered important by Teachers in an 'ideal student'.

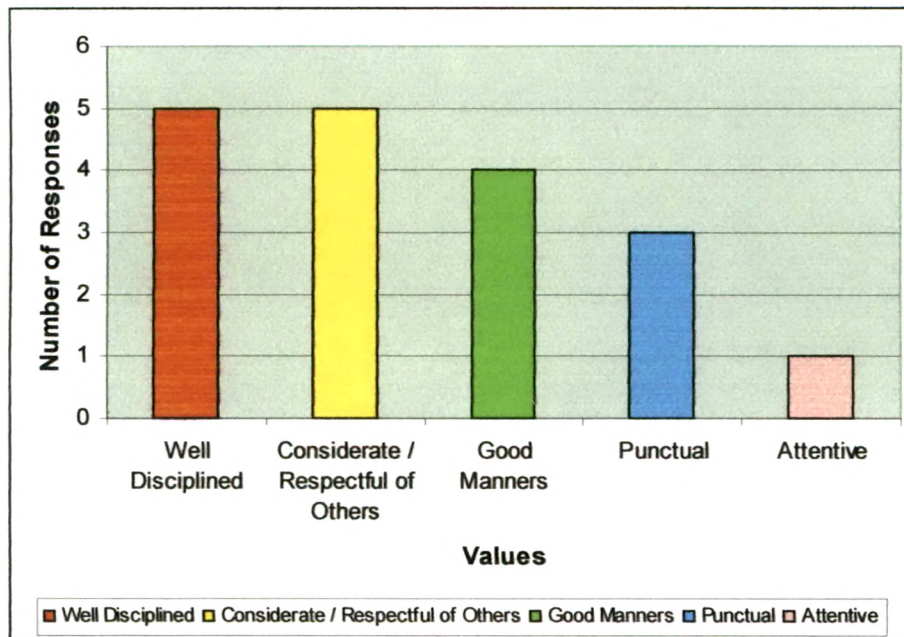


Figure 11 shows the full list of values which the teachers consider as desirable in an ideal student. The ideal student is one who is well disciplined, attentive, respectful of others, punctual and should withhold good manners. A well disciplined (27.77%) and a child who is considerate and respectful of others (27.77%) were considered very important by the teachers. A section of the respondents opined that the concept of an ideal student is influenced by the context, i.e the circumstances and the parents who develop the child. A class teacher of standard Vth stated that

...everything is proper of an ideal student, his homework is timely & proper, his dressing is proper, his behaviour towards friends and teachers is proper... and what else we require from a student?

Yet another teacher of standard VIth stated that

...a student should greet teachers and others, should listen and obey them, should share pencils and rubbers, and should come in school on time.

The terms listed in Figure 11 use the teachers' own words. A particular feature of these is that they are rather broad, umbrella terms. It is difficult to say to what extent the terms carry overlapping or differing meanings for different respondents. For instance, the idea of being well mannered may be interpreted differently by different teachers, similarly for caring, consideration and respect for others may all be ways of saying the same thing, or may convey subtly different ideas.

The word 'respect' itself emphasized not the meaning of 'respect' per se, but who or what were deserving of 'respect.' They defined respect as 'self respect', 'respecting others', 'mutual respect', 'respecting your elders', 'respecting parents', respecting God', 'respecting life', 'respecting rules', 'respecting the school', and 'respecting community. It was also found that for them – 'respect' was closely associated with 'discipline'.

In terms of desired values, 'respect' and 'discipline' far outstripped other values in terms of their importance to teachers. Interestingly, the behaviours teachers associated with respect and discipline overlapped to the extent that the meaning of the two concepts is indistinguishable. For teachers, respect / discipline is related largely to expectations of politeness and obedience on the part of a child when interacting with adults. It is interesting to observe that these desired values are related to good behaviour rather than to actions reflecting thinking. Behaviours associated with respect / discipline includes:

'Children say good morning, thank you and please';

'A child will greet adults in school in a proper manner, e.g. 'Good morning, Mam.'

'Children greet adults with respect'

'Children will be obedient and follow instructions, e.g. if a teacher says something, the child will do so without questioning' and

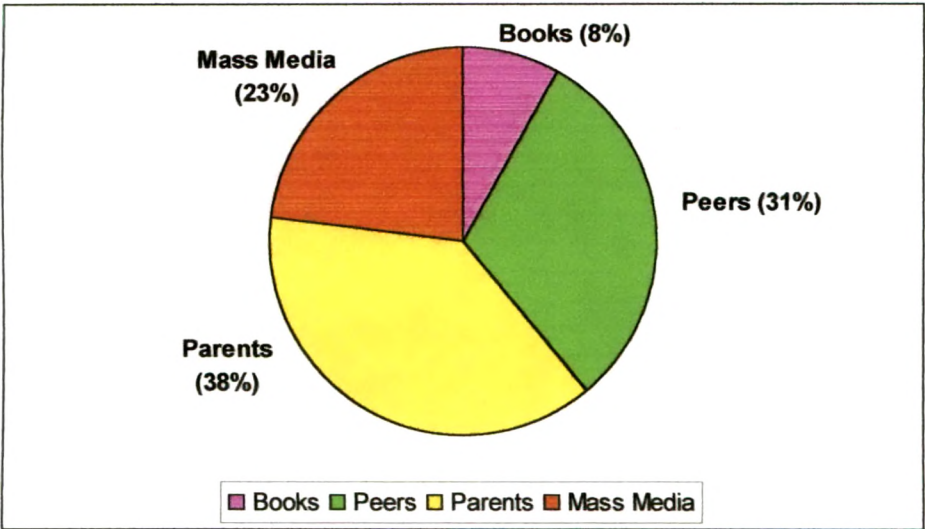
'Children would not interrupt when adults are talking';

Significant source of values in child's life

Teaching is an inescapably moral activity. Part of being a teacher is about representing and passing on the values of society. Teaching, especially of the young, involves a complex blending of personal and professional life and standards. Teachers believed that the home and the society were important in developing values, and perhaps more influential than school. They felt that inculcation of values especially in a school setting happens in the classroom but places such as assemblies, playground also played a part.

The teachers in their conceptions of significant people in the life of a child opined that school can claim to be one socialising medium; but other significant sources in shaping the life of a child includes the influence of the Home/ Parents(38.46%), the peer group(30.76%), including the mass media(23.07%), and books(7.69%).

Figure 12. Significant source of values in child's life.



Indeed, some research studies have indicated that such influences are more important than school in values acquisition (Musgrove and Taylor, 1969; Sutherland, 1988). Hill (1991) has argued that because school is compulsory its influence on our values may be more easily resisted. Nevertheless, there is a need to recognise that children may be put under some stress if two or more of the groups to which they belong eg home, school, peers, hold different values. Children are encouraged to be 'good pupils' which may not always coincide with the values necessary to survive in the world at large. Teachers are therefore to an extent using values education to control behaviour.

Teachers’ perceptions of their role in fostering values

In terms of the school as a whole, teachers generally saw it as their role to set the tone for values in the school. They regarded fostering values as part of their job, integral to what went on in the classroom (33.33%), Table 16 depicts the Teachers’ perceptions of their role in fostering values in children.

Table 17. Teachers’ Perceptions of Their Role In Fostering Values

Serial. No.	Teachers’ Perceptions of their role in Fostering Values (based on respondents' words)	Percentage (%)
1	Teachers as main source for providing guidance	50%
2	Inculcating values as part of their job	30.33%
3	Help child reach his/her potential	16.66%

In the words of a teacher of VIth standard

"We are not just preparing children for school; we are preparing them for life!

Teachers have a huge responsibility. This is the beginning of their lives out of the home – we are building the foundation for their lives, and it is our duty to do so".

Another teacher of standard VIth remarked that

"School really has a major role to play in the child's life. Looking in the contemporary scenario, most of the parents are working, family frictions are emerging.....thus for children only school as an institution is left which is responsible in inculcating values".....and in a school, teachers are

the main impact makers as far as the child's future is concerned. We give them stability and confidence to learn. We help them to acquire all the basic skills that they need to go on and succeed.

Table 17 further depicts that teachers considered themselves to be the main source of providing guidance to the child in all walks of life (50.0%)

Shuru me bacche mother ke paas rehte hae aur waise bhi attachment bacche ka family me mother se jyada hota hae. Mummy usse sab batayegi ki nahi beta aise karo....aur teachers tou pura guide karte hee hae. Main guidance tou teachers hee provide karte hae. Course tou complete karana hee hota hae, par bacche ke har activity me, behaviour me hamme proper guide karna hota hae.

It was also interestingly highlighted by the respondent that teachers can help a child reach his/ her potential (16.66%).

"A teacher can make an intelligent child feel inferior and at the same time a weaker one to reach his utmost potential. I personally believe that every child is born with certain qualities...a child may not be attentive in class, but then it is the job of a teacher to look at the underlying cause, praise the child, motivate him and within a month the child will do much better than expected of him".

"Being a teacher I know that a particular child can score upto 80% so I help him reach that level, however another child may not go beyond 60%, so I help him reach to that extent only..... the strategies differ with each".

Teachers' Listing of Methods for fostering values in children

Teachers were asked '...in what ways teachers and adults in school demonstrate and foster values in children'. Table 18 summarises a detailed listing of the open responses given under a number of headings. Most of them favoured informal approaches - primarily being a role model and providing examples for their pupils (19.23%), along with praising the child (19.23%).

Table 18. Strategies used by Teachers in Fostering Values in Children

In what ways do adults in the school demonstrate and foster values?	Percentage
Teachers listing	
<i>(Sample size = 5)</i>	%
Promoting the positive/praise	19.23 (n=5)
Example/Role model	19.23 (n=5)
General Talks (Draw attention to/ build on incidents)	19.23 (n=5)
Happy atmosphere/Good relationships	15.38 (n=4)
Pupils respected as individuals	11.53 (n=3)
Staff treat each other with respect	11.53 (n=3)
School get-togethers such as assemblies	3.84 (n=1)

A teacher responded to this by saying:

Kissi bacche ne chota sa bhi accha kaam kiya hae, acche marks aaye hae tou samne bula ke bolen- dekho iss bacche ne itni mehnat kari hae. So the child will be motivated to do better next time also... and this will also motivate other children in the class. "In order to motivate, you have to Praise the child".

From the Table 18 it is seen that methods used by teachers to foster values with their classes again show a bias towards the informal approaches. All of the respondents agreed that apart from the content of their respective courses, they do however engage in general talks and Build on incidents whilst conversation (19.23%)

Typical comments included in this heading were:

A teacher of standard VIth quoted that because we have a set time table and a syllabus which we have to rigidly follow it is difficult to talk of values specifically, but we never miss out the opportunity to talk informally with children and this generally happens again whilst we are teaching them our respective courses.

A teacher of standard Vth stated that we have to keep a constant check on the time frame so in that context we generally go for 'General Talks' for eg we talk about various things like discipline is required in all walks of life, why concentration is very essential, respect others and so on.

Still significant in the list is the importance teachers have placed on 'Pupils respected as individuals'. A majority of respondent (11.53%) placed major emphasis on the aspect that children should be given due regard and should be respected as individuals.

Hamare school me lunch laana compulsory hae- ek baccha khana nahi laya hae, ek tou aap daant do, kyo lunch kyo nahi laaye ho. Ek aap pucho kyo beta kya baat hui aaj lunch nahi bana , mummy ne nahi diya.....usko lagega yeh meri problem samajh rahi hae..... Bacche ko respect dena bahut jaruri hae, uski baato par dhyan dena bhi bahut zaruri hae. Chotte bacche bolte nahi hae lekin mann me bahut jyada guilt mehsus karte hae. Phir who dusri tarah react karte hae. Class me shaitani karenge, balls banna banna ke phekenge.

When teachers were asked to select the methods which they use more frequently in practice in fostering values, they listed the approach set out as shown in Table 19.

Table 19 Strategies used more Frequently by Teachers in Fostering Values

Sr. No.	Methods used more frequently by teachers in Fostering Values (based on respondents' words)	Percentages (%)
1	Building on incidents	50
2	Praising the child	50

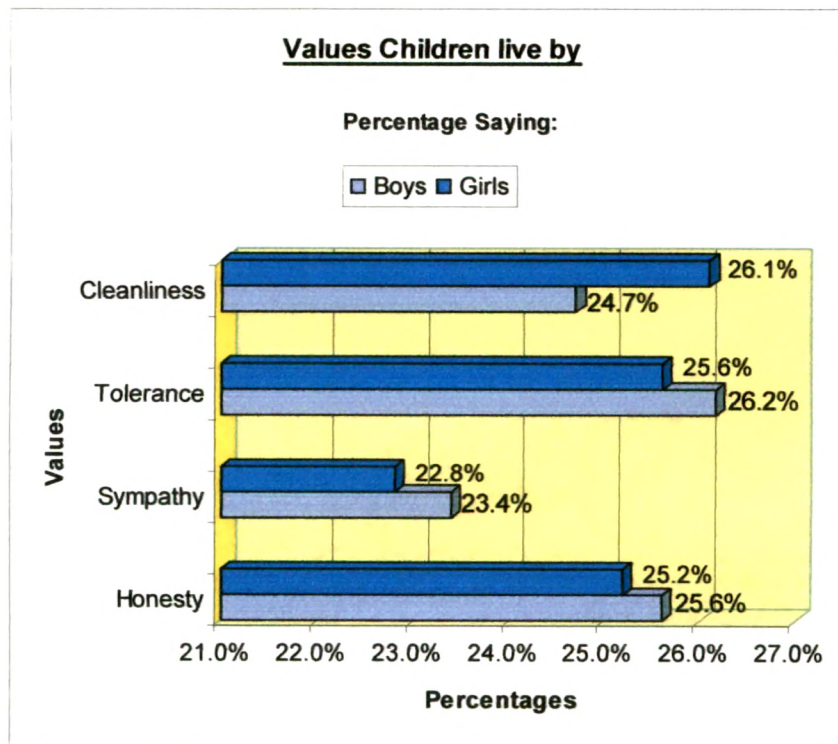
The results in Table 19 show that teachers clearly put more emphasis on the informal approaches especially on ‘Building on the incidents and events’ which comes naturally. The teachers spoke of discussion on a project in science class; it could be a moral story in Hindi language or a play in English class. Moreover according to them, praising the child also plays an essential role, by developing a positive behaviour, if not directly in inculcating values. Drawing together the survey findings, it was found that teacher’ used informal methods to demonstrate and foster values, for e.g., setting and example to children. They also recognized that home and society in general have an important influence on pupil's development of values and thus there is need to maintain a liaison with parents over this aspect of children's education.

Section 5: Identifying Values Present in Children With Respect to Honesty, Sympathy, Tolerance and Cleanliness

This section entails the findings and discussion of the responses of children elicited through the Questionnaire. It attempts to identify values present in children with respect to honesty, sympathy, tolerance and sympathy.

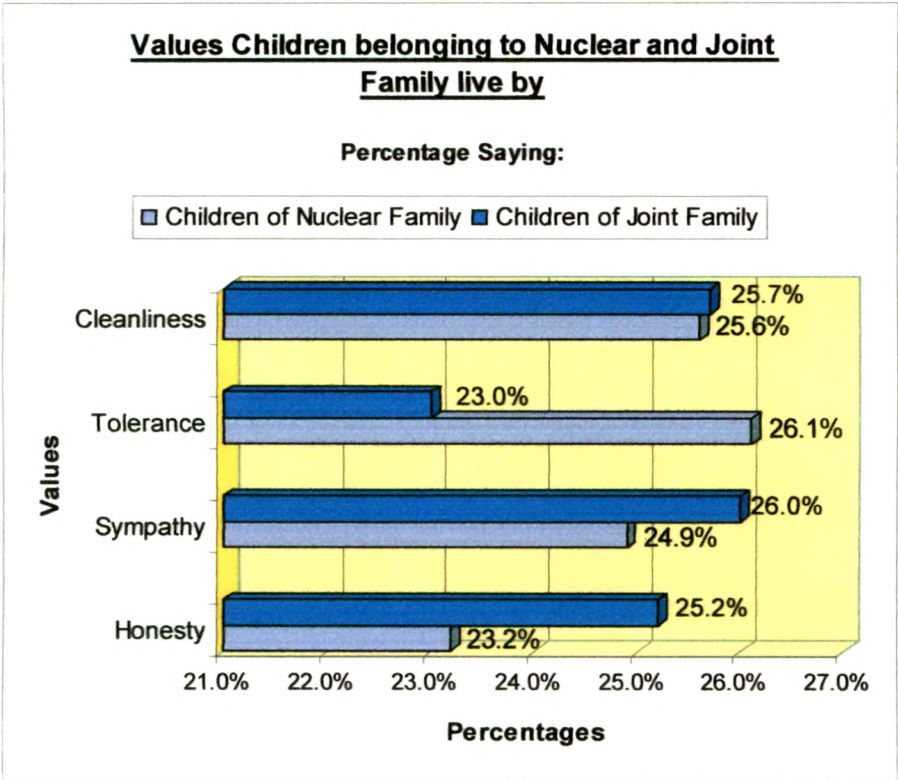
On the basis of the responses of parents on Family tree checklist and the quoted literature, a basic list of values to be developed in school going children of 9 to 12 years was prepared. Thus four most agreed upon values viz. Honesty, Sympathy, Tolerance and Cleanliness were identified. Figure 13 represents the values that Parents essentially want to pass on to their children and the level of existence of that particular value in the child.

Figure 13. Values children live by (N=40).



In figure 13, one can clearly observe that children live by all the four values, however slight variations in the percentages suggest that their priority varies with reference to gender and family type. On the whole, children were more tolerant (25.9%) than sympathetic (23.1%) with cleanliness (25.48%) and honesty (25.43%) being their second and third priority respectively. The percentage data reveals that boys live more by tolerance; however girls are inclined towards cleanliness. Being sympathetic appears to be the last preference for both boys and girls.

Figure 14. Values children belonging to nuclear and joint family live by (N=40)



A Similar trend was observed with children belonging to nuclear and joint family, that is, children belonging to nuclear family were found to depict more tolerance, as compared to children belonging to joint family, whose priority value is cleanliness. Sympathy for both the groups was least prioritized amongst the four.

Table 20. Differences in the values of Children they live by (N=40)

Categories	Boys		d.f.	t-Value	Girls		d.f.	t-Value
	Nuclear Family	Joint Family			Nuclear Family	Joint Family		
Honesty	28.2	28.5	18	-0.63	27.9	28.3	18	-0.7
Sympathy	26	25.8	18	0.25	24.8	26.1	18	-1.34
Tolerance	28.7	29.2	18	-0.62	28.5	28.7	18	-0.24
Cleanliness	29.2	28.8	18	0.6	28.5	29.8	18	3.07**

* = t tab at 5% level of significance

** = t tab at both 5% and 1% level of significance

The t-values in Table 20 show that on the whole, there is no significant difference between boys and girls regarding the values they live by except for cleanliness. The Significant difference at both the levels and mean scores indicate that girls of nuclear family give more weightage to cleanliness than the girls belonging to joint family.

Thus it could be inferred that though there is no significant difference between the values which children exhibit, mean scores does reveal the prevalence of more number of values in girls than boys and in children of joint family as compared to children in nuclear family set ups.