

CONCLUSION

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This concluding chapter deals with the theoretical framework, which the present study was based on, and some final reflections on development of values in children in the contemporary Indian context.

Theoretical Framework

The present study has drawn from two theoretical frameworks – the Belief value system of the society on child and development by Kojima, 1982 and Thai value system and its implications for development in Thailand by Komin, 1988 in Sinha and Kao, 1988.

The framework depicts a schematic representation of the reciprocally influencing relations of the four classes of factors related to the adult's view of the child and child development. The adult's view of the child is a basic aspect of the belief-value system related to child-rearing and education. It portrays that the adult's view of the child influences his/her interaction with the child, and the latter also influences the former. It should also be noted that the adult's view of the child eventually influences child behaviour and development, with adult-child interaction working as a mediator. Knowledge obtained through observing one's own child's behaviour and development may also influence one's view of children in general. On the other hand, adult's view of the child concerning the nature of the child, adopting suitable beliefs and values from society and modifying them on the basis of personal experiences. In this sense adults in a given society share, to some extent, views of the child, and traditional beliefs and values about child-rearing and education may also be traced in an individual adult.

When the two theoretical frameworks are juxtaposed, the results of the study are clearly evident. The society in which we live plays an enormous role in shaping the attitudes and behaviour of all those who are a part of it. Humans, as social beings, are constantly being bombarded with information from the environment which can influence the way we perceive the world and also shape our attitudes and beliefs, gradually moulding each and every one of us into an 'accepted' member of society. In the past these influences which dictate how we should behave in a 'normal' society have emanated from sources such as the community, family and school. However, in today's world, the influences these institutions have seem to be declining as our changing society adapts to a more technological age. The growth of the mass media has had a significant impact on the lives of everyone, with specifically *television* and *internet* becoming an enormously powerful medium.

As discussed in the previous section, the family is the first unit with which the child has continuous contact and the first context in which value systems develop. The family is India's primary social structure; for it is through the family that Indian culture is reproduced. From their family, children learn the rituals and ideas that will consume the rest of their lives. From the study it was apparent that some parents talked specifically about keeping old practices and adopting new ones with the primary intention of benefiting their children. Also, some parents recognize that although they may be adding new practices to the way they parent their children, they do not have the same amount of time as their parents did to give their children love and attention. Further, there is a clear distinction between the ways that Indian boys and girls are treated in their families. Parents felt that their daughters should be independent and career oriented yet, they teach their daughters to be passive, dependent, and subservient so that they will grow up to be obedient wives. In contrast, Indian parents prepare their boys to be independent caretakers and providers.

The present study further supports empirical evidences that teachers' and schools' play important roles in the value development of children and requires no further argument. But the roles should neither be exaggerated nor dismissed as insignificant. Yet one can identify three areas in which the teacher can influence the value development of his children. First, in the subject he/she teaches, he/she will both advocate and get certain definite standards. Every subject has its own criteria and values which, with the discipline of study, make intellectual and moral demands upon the student and the teacher. Success in academic work requires qualities like imagination, determination, persistence, objective judgement, patience, integrity and so on. Secondly, the teacher should establish and maintain clear standards of behaviour and encourage his/her pupils to behave towards himself/herself, towards one another and towards the whole community in an orderly and considerable way. Every school demands certain standards of behaviour from its pupils. The teacher should develop a rational acceptance of these standards in his/her pupils and also the ability 'to discriminate the right from the wrong'. Lastly, the teacher has to help pupils become free and rational adults by personal example. It is well known that example exerts a more powerful influence than precept. He/She should provide for the children a model of a free and rational adult in his/her inter-personal relations through his/her conduct and reactions to the day-to-day incidents of school life.

Implications

Development of Framework on Value Education

The study on describing parents' and teachers' perceptions in developing values is particularly important for teachers and researchers on topics related to school success, as parents are the primary teachers of their children. Parents' values and beliefs are instantiated as childrearing and teaching practices at home (Harkness & Super, 1996), which in turn, have an impact on children's attitudes towards education, their motivation to succeed, and their performance in school. The study may help in developing a framework of value education programmes and activities during late childhood period. It shall include the role of teacher, teacher educators, parents, community and media, and shall provide guidelines for implementing the strategies, developing reading material and undertaking research.

Development of methodology for Value Education at secondary level

It should be admitted at the very outset that teachers have unlimited potential for value generation. The teacher conveys values through their personality as role models. The study attempted to identify values to be inculcated; and strategies to be adopted for their inculcation by parents and teachers both thus, it may help in developing methodology for Value Education at secondary level. Thus teacher's own context of values and cultures has to be broadened to include the universality of culture and society. Secondly, action has to be initiated for development of teacher's own inter-actional skills for facilitation of interpersonal interaction which includes skills of listening, responding, empathy and genuineness. Development of these skills involves making available reading materials, training modules and organization of training programmes.

Recommendations

India possesses a great cultural diversity within languages, ethnic groups, religions, castes and other. Thus to get a comprehensive view of the Indian value system, it is important to identify the values held by people, their beliefs and strategies used to develop the desirable behaviour. Moreover contemporary Indian research regarding traditional Hindu beliefs about children and parenting needs to be explored with people of different cultural groups across different states and varied socio-economic strata.

The present study has also looked at the general notion of Parents and Teachers perceptions regarding development of values with no consideration to the prevalent gender perspective in the subgroups. The data was analyzed with specific reference to gender of the child and not of the difference in perception of mothers and fathers separately.

The other factors that have immense potential for influencing values are textbooks, curricular content and processes of education. Thus it may be interesting to study further and analyze the text books using content analysis procedures to identify value inculcated in them. The textbooks are not only conveyors of knowledge but there are lots of values hidden in them (Richardson, 1995) and many times the values stated to be reflected in them may not actually get conveyed successfully (Driver et al., 1999). What values textbooks convey to the students have to be consciously analyzed. The content, its presentation, layout, figures, tables, questions, language used and its comprehensibility, etc. are issues related to textbooks. Each one of these aspects of the textbooks has implications for values. Therefore, continuous review of textbooks is very necessary for ensuring that the values they convey are not against those of the cultures prevailing indigenously, and also are in harmony with universal human values.