

EXPLORING THE INFLUENCE OF PARENTAL EDUCATION ON PERSONAL VALUES: A CRITICAL ANALYSIS

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Abstract

This study looks at the significant relationship that exists between pupils in Purba Medinipur District, West Bengal, and their personal values at the secondary level. It focuses on the unique ways that parental education and gender affect these values' formation. This study used a cross-sectional survey research strategy. Using the Persona Value Questionnaire, 300 secondary school students were chosen at random, and the data was analyzed using one-way ANOVA and t-tests. The study's main conclusions were that female students had higher personal values than male students did, and that gender was a significant predictor of students' personal values. Whose secondary school education has a greater personal significance for the student than whose elementary, upper secondary, or higher education does. Maternal education was an important personal value among students in this study. The study underlines the importance of these findings for educators, politicians and parents, and emphasizes the need for a thorough understanding of personal values to improve children's and #039; general development in a geographical context.

Keywords: *Personal values, Secondary level, Gender influence, Socio-cultural impact*

Introduction

Currently, the concept of personal values is of utmost importance as it serves as a foundation for making decisions, behaviour, and the formation of one's identity. According to Schwartz (2012), values are enduring beliefs that a specific way of acting or desired state of being is considered more desirable on a personal or societal level. The values mentioned act as fundamental principles that influence choices and actions, affecting different areas of life, including academic motivation and social interactions (Schwartz et al., 2012). Understanding these principles is essential in the field of secondary education, as they significantly influence students' academic achievements, career choices, and overall well-being. The formation of these values is significantly influenced by the educational environment, social networks, and family interactions. Eccles and Roeser (2011) emphasis the importance of school culture and peer influence in shaping students' values, stressing that the values promoted in these settings have significant effects on adolescent development. The interaction with teachers, the ethical standards enforced by the institution, and the interpersonal relationships among classmates all impact the formation of individual values. The advent of social media and online platforms in the modern digital era has introduced new dynamics in the development of values among teenagers. Twenge and Campbell (2018) argue that internet connections play a pivotal role in shaping the moral and ethical beliefs of young individuals. Students are subjected to a wide array of thoughts and values via social media, which could impact their perspectives and potentially alter the conventional methods by which they form their own values.

Considering the influence of family, community, and schools on the formation of personal values among students in Purba Medinipur is of utmost significance. Research conducted on Indian adolescents has revealed that both family and society play a crucial role in influencing their value system (Kumar & Maehr, 2007). Many locations in West Bengal are characterized by the prevalence of extended families. These families, in conjunction with communal ceremonies and customs, serve to impart principles such as reverence for older generations, maintaining unity as a collective, and fostering a sense of patriotism. Furthermore, the educational system in West Bengal provides a diverse array of learning environments, including government schools, private schools, and the Madrasah system. Varying circumstances might elicit diverse impacts on students' principles, influencing their sentiments towards education, their interpersonal connections, and their aspirations for the future (Bhattacharya & Sarkar, 2009). Considering the ramifications of digital technology is crucial in this domain, as an increasing number of young individuals are gaining internet and social media access. The impact of technology on society can introduce novel values and perspectives, perhaps resulting in a transformation of established value systems (Ghosh & Das, 2018).

Rationale of the Study

The study addresses the increasing demand for localised research that considers the distinct socio-cultural environment of Purba Medinipur District in West Bengal. Scholars like Galtung (1964) have emphasised the significant influence of culture on creating individual values. Examining these values within a particular regional context enables a more precise and contextual examination. The objective of this study is to enhance the current knowledge by offering a more profound comprehension of the personal values that are widespread among secondary level students in Purba Medinipur. Furthermore, the study is in line with the wider educational discussion on comprehensive student growth. Academics such as Noddings (2005) stress the need of not only focusing on students' academic accomplishments, but also on their moral and personal growth. The research seeks to illuminate the non-academic dimensions of students' life by emphasising their personal values. This approach provides a more holistic perspective on their overall well-being and development. The research is based on the premise that personal values have a substantial impact on behaviour and decision-making. Bandura's (1986) social cognition theory asserts that humans acquire knowledge and skills by observation and interaction with their surroundings. Additionally, personal values serve as fundamental beliefs that shape their understanding and reactions to various circumstances. An analysis of the personal values of secondary level students in Purba Medinipur can offer educators, politicians, and parents' significant insights into the influences that shape kids' decisions, actions, and overall growth. Moreover, the study enhances the worldwide conversation on education for sustainable development. According to UNESCO (2014), education plays a crucial role in teaching ideals that support sustainable development, such as social responsibility, environmental sustainability, and cultural understanding. Through an examination of the personal values of secondary level students in Purba Medinipur, this research can pinpoint specific areas where educational interventions might be focused to foster values that are in line with sustainable development goals. Ultimately, the research on the personal values of secondary level students in Purba Medinipur District, West Bengal, is justified due to its capacity to address a gap in existing literature, enhance the overall development of students, correspond with theories regarding the impact of personal values on behaviour, and promote global efforts towards education for sustainable development. This research has the potential to provide valuable insights for improving educational practices and policies, which will eventually contribute to the comprehensive development of students in the specific regional context.

Delimitations of the Study

The present study is delimited to the following areas:

- i) The present study was delimited to only 340 secondary level students as a sample.
- ii) The present study was delimited to only three independent or demographic variables like Gender, Father's education, and Mother's education.

Objectives of the Study

The present study has undertaken to achieve the following objectives-

1. To know the present status of secondary level students in Purba Medinipur district.
2. To find out the personal value of students by their gender.
3. To examine the personal value of students by their father's education.
4. To see the personal value of students by their mother's education.

Hypotheses of the Study

Keeping the objectives in mind, the following hypotheses were formulated-

H₀₁: There exists no significant mean different in personal value of students by gender.

H₀₂: There exists no significant mean different in personal value of students by father's education.

H₀₃: There exists no significant mean different in personal value of students by mother's education.

Methodology of the Study

The main purpose of the study to find out the present state of personal value among secondary level students in Purba Medinipur district of West Bengal. To achieve the objective of this study, a cross-sectional descriptive survey research design was employed. The population of the study consisted of secondary level students in Purba Medinipur district of West Bengal, and 340 samples of secondary level students were randomly selected from Purba Medinipur district. In this study, personal value was regarded as the dependent variable, which was hypothesized to be related to demographic or independent variables such as gender, fathers' education, and mothers' education.

Tools for Data Collection

To access an especially key dependent variable, namely personal value, highly reliable and standardized bilingual measuring instruments were used. The Persona Value Questionnaire by Dr. Archana Dubey and Mahendra Patidar (PVQ-DP, 2013) was used to investigate the current state of personal value among secondary level students. This questionnaire consists of thirty (30) items with three alternative choices thus a total number of 90 alternative choices. The tool measures ten (10) personal values, which were considered as the dimensions of personal values those are Commitment, Problem Solving, Discipline, Honesty, Self- Dependence, Challenge, Group Work, Hard Work, Punctuality and Co-operation.

Analysis and Interpretation of Data

Descriptive Statistics

Table 1 Descriptive statistics regarding personal value of students.

Variable	Category	Frequency (N)	Mean	SD
Gender	Male	157	90.39	1.435
	Female	183	90.78	1.176
Fathers Education	Primary	112	90.59	1.319
	Secondary	111	90.78	1.239
	Higher Secondary	76	90.29	1.335
	Higher Education	41	90.68	1.404
Mother Education	Primary	115	90.56	1.352
	Secondary	143	90.82	1.220
	Higher Secondary	63	90.25	1.367
	Higher Education	19	90.32	1.376

Figure 1: Showing Independent variables wise mean difference on Personal Value of students

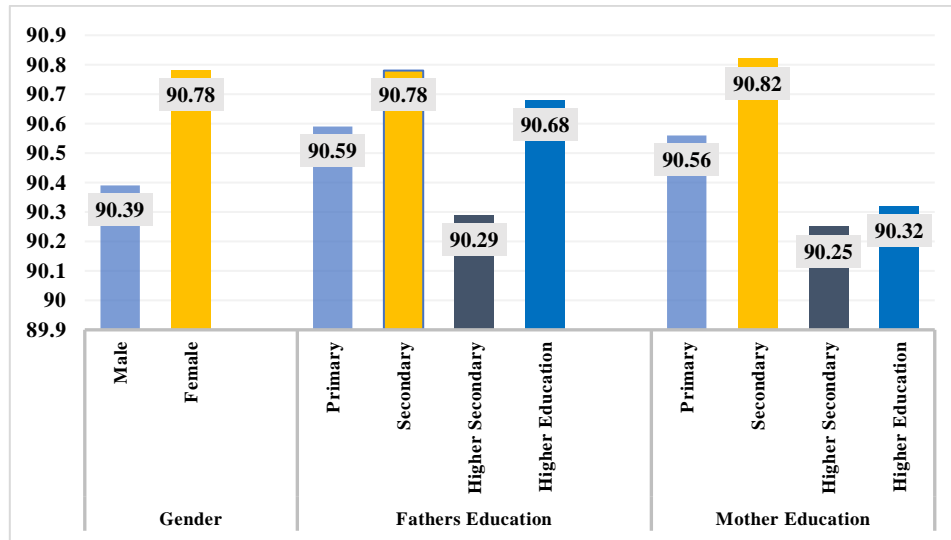


Table 1 and Figure 1 displayed the mean distribution of personal value among secondary level school students, categorised by independent variables. In terms of gender, female students (mean = 90.78, standard deviation = 1.176) indicated higher levels of personal value compared to male students (mean = 90.39, standard deviation = 1.435). In terms of father education, students whose fathers have completed secondary education (mean=90.78, standard deviation=1.239) exhibit higher personal value compared to those whose fathers have completed primary, higher secondary, or higher education. In terms of mother's education, students whose mothers have completed secondary level education (mean=90.82, standard deviation=1.220) exhibit higher personal value compared to those whose mothers have completed primary, higher secondary, or higher education.

Hypothesis Testing

Table 2: Hypothesis testing based on H₀₁ to H₀₃.

Independent samples t-Test									
Dependent Variable s	Independent Variables	t	df	Sig. (2-tailed)	Mean Difference	Remarks (0.05 level)	Result of H01		
Personal Value	Gender	-2.735	338	0.007	-.387	*Significant	Rejected		
One-way ANOVA									
Dependent Variable s	Independent Variables		Sum of Squares	df	Mean Square	F	Sig. (2-tailed)		Remarks (0.05 level)
Personal Value	Fathers Education	Between Groups	11.369	3	3.790	2.217	0.086		*Not Significant
		Within Groups	574.428	336	1.710				
		Total	585.797	339					
	Mothers Education		Sum of Squares	df	Mean Square	F	Sig. (2-tailed)	Remarks (0.05 level)	
		Between Groups	16.100	3	5.367	3.165	0.025	*Significant	

		Within Groups	569.69 7	336	1.696			
		Total	585.79 7	339				

Interpretation

Results of H₀₁: It can be observed from the table 2 that computed t-value of personal value based on gender was $t_{(338)} = -2.735$; p-value=0.007. Found difference in mean was found to be statistically significant at 0.05 level ($p < 0.05$). Therefore, the aforesaid H₀₁ was rejected and found differences can be attributed to any random chance factor.

Results of H₀₂: It can be observed from the table 2 that computed F-value of personal value based on father's education was $F_{(3,336)} = 2.217$; p-value=0.086. Found difference in mean was statistically not significant at 0.05 level ($p > 0.05$). Therefore, the aforesaid H₀₂ was failed to reject and found differences can be attributed to any random chance factor.

Results of H₀₃: It can be observed from the table 2 that computed F-value of personal value based on mother's education was $F_{(3,336)} = 3.165$; p-value=0.025. Found difference in mean was statistically significant at 0.05 level ($p < 0.05$). Therefore, the aforesaid H₀₃ was rejected and found differences can be attributed to any random chance factor.

Major Findings of the study

Findings based on overall Personal Value of students

- The present status of overall personal value of secondary level students in Purba Medinipur district of West Bengal was found to be 90.597.

Findings based on Gender and Personal Value

- Female students showed higher personal value than male students and the difference was statistically significant.

Findings based on Father's Education and Personal Value

- Students whose father's education secondary level showed higher personal value than whose father's education primary, higher secondary and higher education but the difference was not statistically significant.

Findings based on Mother's Education and Personal Value

- Students whose father's education secondary level showed higher personal value than whose father's education primary, higher secondary and higher education and the difference was statistically significant.

Discussion and Conclusion

Students' adoption and engagement with new technology are influenced by a multitude of personal values. Students can deliberately select technologies that are in line with their values, and their attitudes towards technology can influence how efficiently they incorporate it into their academic and personal spheres. Furthermore, it is crucial for educators and technology developers to consider these varied values while creating and executing instructional technologies.

The findings of the study appeared with some vital evidence that female students showed higher personal value than male students, similar findings were found in another research that female students possessed better personal value rather than male students (Bertsch et al., 2021; Sharma, 2013; Dafare & Bhende, 2016; Jahangiri & Zarei, 2016).

The study revealed that gender was a significant indicator of personal value and only a few studies found the same acquaintance (Jen Eaton & Giacomino, 2001; Borg, 2019; Kadic & Jusic, 2018; Posner & Munson, 1981; Volkova & Kuzina, 2020). Also, it was found that students whose father's education secondary level performed higher personal value than primary, higher secondary and higher education students but the difference was not statistically significant and only a few studies found the same acquaintance (Aiat & Hassan, 2013; Sinaga, 2022).

Finally, it was found that students whose mother's education secondary level performed higher personal value than primary, higher secondary and higher education students and the difference was statistically significant and apart from that no other handful study was found in this same context.

In conclusion, it is very important for teachers, policymakers, and researchers to understand the personal beliefs of their students. It changes the way students think, act, and make decisions, which affects both their academic and emotional growth. We can help students better align their values with their goals by recognising the many things that affect them, such as their family background, cultural impacts, and educational experiences. Strategies for creating a good learning environment, encouraging moral thinking, and getting students ready to be involved and responsible members of society can be based on personal values. As a result, ongoing study and educational programmes should keep looking into the complexities of students' personal values. This will help guide efforts to improve their overall development and improve the health of individuals and communities.

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