

## **Values: A study of Teacher and Student Perceptions in Four Countries**

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The study aimed to assess and compare the values prevalent among the students and teachers of Universities in Bangladesh, Japan, U.S.A, and Germany. The sample includes students and faculty from Hokkaido University, Japan; Dhaka University and Chittagong University, Bangladesh; Alvernia University, U.S.A., and the Ruhr University, Germany.

To identify the value preferences of the individuals a list of 10 values, pro-social, achievement, and power over others, security, self direction, otherworldliness, fatalism, narcissism, inner directed, and conservative, based on previous values studies by Singh (1975) and Parek (1988) were prepared. The first five values were identified in previous studies as functional (Singh, 1975) and other five were identified as dysfunctional (Parek, 1988) in the context of national development of Asian cultures.

The results revealed that Bangladeshi students held stronger preferences for values identified as functional values than for those identified as dysfunctional. Japanese indicated stronger preferences for the values identified as functional values except narcissism. The American students indicated a preference for three of the five values identified as function but also ranked narcissism and other worldliness as third and fifth preferred values respectively. German student showed a preference for functional values, except narcissism which they also ranked as third.

Bangladeshi teachers' preferences for functional values were higher than dysfunctional values. Japanese teachers indicated a preference for functional values except narcissism. American teachers preferred functional values except other- worldliness. German teachers' value preferences were also functional, except for narcissism which they ranked as fifth.

Students and teachers in the four countries sampled indicate preferences for values identified as functional with few exceptions. This research suggests that value preferences among university students and teachers are more similar than different, suggesting a homogenizing effect (Boli, 2005) on human values.