CHAPTER - II

REVIEW OF LITERATURE
Chapter – II

REVIEW OF LITERATURE

Several studies were carried out by sociologists, psychologists and other social scientists regarding the development of values. Most studies were related to one or the other factors related to different values. All these studies were not taken into consideration but a few relevant researches are reviewed here. Since there are several such studies and it is not possible to quote them all here, hence only a few representative studies are presented here.

Kalhorn, (1944) compared positive and negative values and sources of values in Mennonite and non Mennonite children in rural area. She found differences in the emphasis on such values as individual achievement and religion. In both groups the parents are indicated by the children to have the most dominant influence as a source of values. The same conduct may have different cultures. For instance, going too church is liked with as the source of approval by the Mennonite children, with everyone by the non-mennonite children. This indicate that church – going is primarily a religious affair with former, a social affair with the latter.

Kale (1961) asked the subjects to write seven wishes. Inspite of knowledge some people considered certain values important for the child.
The subjects shield away from major changes in their value system. The study was conclusive except for the verification of some common value source such as parents.

Bhatganar, (1963) studies values of male graduates. A sample of three groups of 80 students from arts, science and commerce was taken. The subjects were administered a scale of values. It was found that the value differences existed between the group and the general population of students. Theoretical values were considered most important by all the three groups. Next to that, social values shifted in order to important front one group to another.

Nandy Kumar (1964) studied the concept of values in the behavioural sciences, Values are essential ethical, moral and beyond the scope of science, yet the behavioral sciences have to take cognizance of them and in doing so they are likely to fall into many a trap. The author has elucidated the various approaches to the study of values.

Manoranjan and Parmeshwaran, (1966) studied factors influencing the value patterns of college students, both male and female. Students from low income families were found to be more economically oriented than those coming from high income families. Students from middle income families were more aesthetically oriented than low and high income groups. Students from administrative and agricultural homes were
more oriented towards theoretical value than students from non professional homes. Students from both graduate and undergraduate families, had high social value. Students from poorly educated families have high aesthetic value.

Joshi and Sharma, (1968) found the sex differences in value preferences of same SES background, most of the values of boys had idealism, religion patriotism. Girls were highly religious and there is significant difference between boys and girls in monetary values.

Divekar, (1970) studied some new values in modern Indian education. Divekar analyzed types of values, educational values, in education freedom as a value, equally as a value, democratic spirit, scientific spirit and national integration. The emphasis was given that the time has come to interpret the ancient values in terms of the modern development of education as an instrument of social changes, while creating such awareness of the new social and national values in Indian education, however, the purpose was not to underrate the intrinsic and eternal values which ancient Indian Education makes us aware of.

Kakkar, (1970) carried out a study to assess the influence of teacher on students values. The sample of 150 graduate teachers trainees was taken. The Ss were administered the Allport – Vernon Lindsey Study of Values. Slight changes observed after training course alone, especially
when the trainees are exposed to the whole wide world and when several other factors, perhaps more potent than the factor of teacher training, which can influence their values, have not been controlled.

Pestonjee and Shrivastava, (1971) examined proffered values of engineering students. They were self expression, profit and individual interests.

Dayal, (1972) found that majority of supervisors in the banking industry shared the view that human beings have no inherent dislike for work (Contrary to the Brahminical Values) and the majority are responsive and hard working.

De and Jaiswal (1972) conducted research on differences in value patterns of adolescents students. Girls’ means were significantly higher than boys on aesthetic value, where as the boys means were significantly higher than the girls on social values.

Tiwari and others (1973) studied value pattern as function of sex. The study was done on 100 boys and girls. They differed significantly on 3 values, theoretical, economic and political and did not show any variation of aesthetic, social and religious values. The value of money was more for the boys than girls. The cosmetic and social perceptions of the two groups were alike. It appeared that the girls were more politically conscious than the boys.
Rao (1974) studied work value pattern of Indian Medical Students. They seem to value independence, being social and creative, having status, freedom and autonomy in work. They did not want to work in villages. There were inter institutional differences on some of the value dimensions.

Raja (1974) found poor reading habit in managers who were low intellectually. If social needs, values and habits are acquired in the process of socialization particularly in the family, the family atmosphere is likely to be transferred to a work place, and that the family should still be an anchor point for an individual.

Mathur (1975) reported in college differences in hopes and fears of students. As the sample was too small, no generalization was attempted by the investigator.

Ronen, (1976) in their cross national comparison of a large number of countries showed that Indian comes closer to Latin American and other developing countries of world values and attitudes.

Agrawal, (1976) studied the relationship between social values and work values while the social values are acquired by individual through socialization from culture, work values are shaped jointly by culture. Work values are shaped jointly by culture and occupational role. Agrawal

Ghosh (1977) studied distribution of four social values among certain selected strata of youths an predication of Good Citizenship with the help of the values. The study was done on 720 students, half males and half females. The subjects were administered value test and the Good Citizenship Inventory developed by the investigator and socio-economic status of Kuppuswamy. A $4 \times 3 \times 2$ factorial design was used. The findings showed that the increase in the years of schooling had no direct impact on the acquisition of the values and boys had significantly higher scores on all the four values than girls. The four values could predict the emergence of good citizenship in India.

Sharma, (1977) conducted a research to study differential values of students and teachers. The sample of 280 subjects was randomly selected from the government high school and the university of Jodhpur. Half sample was consisted of male subjects and other of female subjects. The Ss were administered a scale of values developed by Bhatnagar. The findings show that no significant differences were found in the case of political, social, religious, economic and aesthetic values except in theoretical value. The mean difference between the male teachers and
their female students was significant on the political value. The male university students scored higher on theoretical and political values than their female teacher. Mean score was significantly higher than that of male students whereas the political value the Mean Score of the male students was significantly higher than that of their female teachers. Anantharam, (1980) studied the effect of sex, social class and rural urban locality on values of 100 male and 100 female P.G. students. Male students had more theoretical values. Subjects from urban locality had lesser theoretical and more aesthetic values.

Reddy (1980) studied values and attitudes of the youth of different backgrounds – rural and urban. A large sample of 876 rural, 657 urban and 214 migrant – Urban students was taken. As regards to the sex breakup there were 1064 boys and girls. The subjects were administered social attitude scale. Reaction to Authority Inventory, Rokecash. Belief system scale, Osgood semantic differential technique and Allport, Vernon & Lindsey study of values. The findings showed, the higher rate of acquisition of modern attitudes with the increase of age in the urban students than the rural ones. The rural subjects were more traditionalistic than the urban subjects especially in the areas of home, and hetero sexual relations. The rural students showed greater preference for theoretical, economic, political and social values, were more inclined to aesthetic and religious values.
Chakraborti, Kundu (1981) studied the attitude towards national defence and social values as resultants of socio economic status and sex. A sample of 690 students was chosen randomly from recognized high school and intermediate colleges. The subjects were administered, the national defence attitude scale (NDAS) and SES and measurement of study of values. The findings show no significant differences between rural and urban students in the area of N.D. attitude. The rural and the urban boys of all groups of SES were more or less similar in their social values. A significant difference between low and moderate as well as of high and low SES groups was identified in the area of economic values.

Kareem and Vijay (1981) conducted research on value orientations of college students relation of SES, of students from different SES levels, found that there were non significant differences among three groups in their social, political and religious values. However, there are significant differences between upper and lower class in their theoretical, economic and esthetic values. The middle lower classes differ significantly in their theoretical and economic values, the upper and middle classes differ only on the economic value.

Kalio, (1981) carried out a study on values and ideals of early adolescents living in different types of Home Environment. A large sample of 562 adolescents in the age range twelve to fourteen plus were
taken as a subjects from both parent homes; ninety five boys and one hundred girls second from one parent homes; ninety two boys and four girls and ninety seven boys and eighty four girls were taken from orphan homes. The Ss were administered, adjustment inventory developed by Mittal, and study of values and a scale to assess the ideals developed by the investigator.

Sethi and Sud (1981) studied sex differences in values oriented among adolescents. Ninety males and ninety females were tested and found that it indicated change in value orientation from traditional to modernity during 16 – 17 yrs. To 22 – 23 yrs. But not during 16 -17 yrs. To 19 – 20 yrs. Sex of the subject was not found to be significant factor.

Hoge, et al (1982) studied the transmission of religious and social values from parents to teenage children, mean age of youths was 16 years, most and no effect but several enhanced religious values transmission. Value socialization takes place in cultural sub group more than in nuclear families.

Kundu, (1982) carried out a study to trace whether uniformity in the relationship within different values really existed in a recognizable form in the college student population and to find out whether there was any unique combination of the value pattern with the selected Psycho – Social Variables. A sample of 440 students both male and female
undergraduate and first year post graduate art and science were taken. The Ss were administered Allport, Vernon, Lindsey study of value – scale and socio – economic status scale developed by Kuppuswamy, sixteen personality factor test by B. Cattell. The major findings were, there seemed to be a generalized trend towards the preference for theoretical value among the higher grade students population indicating their three academic orientation and in breast and the extent of maximum of each single value was found to vary from group to group.

Warmer, (1983) studied values of Indian managers. The study was done on 103 managers. The study reveals that today’s Indian manager is more concerned with contentment for himself and a “Good Man” image. Self decidedly taken a back seat, though stark materialistic western values like success, prestige, power and money have not yet made by major in roads into his life. In value realization, the Indian Manager stands somewhere midway, he has been able to realize his values moderately.

Biswa & Rai (1991) studied extraversion, neuroticism and lying in the 100 tribal vs. nontribal adolescents belonging to either the Mizo tribes of Mizoram or the nontribal Bengali of West Bengal. The Junior Eysenck Personality Inventory (JEPI) was administered to both groups. Tribal Ss scores significantly higher on the neuroticism scale and significantly lower on the lying scale than did the nontribal Ss. There was no
significant difference between the groups on the extraversion scale. Both groups' scores were compared to the standardization scores for the JEPI. Both groups' extraversion scores were comparatively lower than the standardization scores, and tribal Ss' lying and neuroticism scores were higher than the standardization scores.

Allan, et al. (1993) compared values held by 36 White and 31 Black women related to body size and identified factors that influenced these values and linkages between body size values and weight management activities. Black women of a higher SES and White women regardless of SES, in that they were heavier viewed themselves as heavier than the other groups before they defined themselves as overweight. It is suggested that Black women with lower social status have a wider range is developed from comparisons of other women in their social milieu and influences the initiation of weight loss activities.

From the studies reviewed here it appears that there is ample of scope to carry out such studies and to reveal the relevant factors.

A review of theory and controversy reveals that the Sinderman, et al. defaultatuion dose not address the form of theory advanced by Sears and Kinder. The review highlights the symbolic racism construct (defined as the conjunction of traditional values and a racist negative effect towards black) and indicates the need to study the relationship between the values
and the effect. Research on intergroup behaviour suggests that the values are likely, to be fused with motives for in-group favoring but that Whites solidarity with other Whites is likely more motivationally significant than their negative effect towards Blacks. A racists negative affect many be learned and motivationally significant (Wood, 1994)

Daney and Wynn (1994) examined spirituality as a focus for the Black elderly person/s transmission of family values within the Black community. The process of aging is presented as a spiritual journey that offers the elderly opportunity for continued growth. The grandparent’s roles in transmitting values through the oral tradition of story telling and proverbs main significant within the Black community, although urban crowding has diminished their influence in more recent decades. Strengths of the Black elderly in coping with life’s vicissitudes are demonstrated through their proverbs with messages of faith and hope.

Nice (1994) conducted a study to determine whether the female US public health service (USPHS) officers engaged in the practice of medicine, nursing and pharmacy possess a different value structure than male officers. To measure organizations and professional values, a mail survey was send to 600 male and female USPHS physicians nurses and pharmacies. Values were analyzed by multivariate and multiple regressions techniques to ascertain the relationship between independent
variables (Sex, race, age, marital status, and position of practice of health professional) and the levels of each measurement. The independent variables appeared to affect the values held in varying degree.

Simmons et al. (1994) surveyed 96 adolescents in an English comprehensive school, 118 Arab adolescents in 3 schools in Israel, 39 adolescents in 2 schools in Saudi Arabia. All Ss were aged 13-16yrs. The open ended questionnaire comprises 10 prompts designed to elicit response concerning what they would most and least like to be, their most and least preferred companions their use or solitude, the best and worst things that could happen to them, the most and least desired outcomes to life and their nascent philosophies. References to dominants themes were totaled, then responses were assigned to 6 categories according to the dominant values express from materialistic to altruistic. Most marked was the high value placed on parents and friendship by the English Ss, the importance attached to education by the Israeli-Arab Ss and the prominence given to Islam by the Saudi Arabian Ss.

Watkins & Maner (1994) Investigated the differences similarities between the performance values of white and blacks manager to formulate indexes for the successful managers of interrogation. It was found that typical western performance values were virtual base among Black managers. From a social-psychology vie point, it is reasoned that
the exclusion of Black employees from human recourse practices at the managerial level repressed value of importance for organizational growth. From a cognitive-psychology viewpoint, it appears that a lack of instinct and extinct rewards handicapped the development of performance values.

Ninety Seven undergraduates completed materials from which uncertainty orientations was assessed. Several months later, 60 of the Ss were asked to complete an abbreviated versions of G. W. Allport and P. E. Vernon’s (1931) values surveys subsequently, they were shown their scores and permitted to view as many as comparisons scores as they wished. Uncertain – oriented Ss (UCOSs) viewed more comparisons scores than did certain oriented (COSs). This occurred regardless of whether they believed that the scores came from a similar (student) of dismissal (community) sample or of how important the specific value was to them. UCOS’s also scored higher than COS’s in theoretical and aesthetic values on the values survey, reflecting an interest in trying to understand one’s world. COSs scored higher in religious values. (Roney and sorrenting, 1995).

The impact of age and gender on value priorities is an area which has not been sufficient explored by researchers. As people age societies change and socio-cultural role expectations change these interactive effects are likely to a reevaluation of value systems. The purpose of the
present study was to evaluate the value priorities of men and women of
different age groups. The results of this study indicate that general
younger adults considered the more “self-centered” personal values as
more important than other as groups whereas those over the age of 65
considered wisdom security freedom, and salvation as more important.
Women were found to place more important than men on values such as
equality peace and self-respect which are less “individualistically”
oriented. Results are discussed in relation to age and gender socialization
and role expectations. (Mccontha & Schnell, 1997).

Sudarkasa (1997) place the recent changes in African American
family structure in their historical context, to promote a better
understanding and more accurate interpretation of these changes # discuss
begin with an overview of West American family structure # discuss
some aspect of the transformation of African families during the period of
slavery and beyond # call attention to special aspects of African
American household and family organization and outlines the changes
that have occurred in these structures in the past 30 yrs. # highlight the
extraordinary decline in 2-parents households, the phenomenal increase
in female-headed households, and the increase in households with
individuals living by themselves take up the issue of “family values”
from an African American can perspective # refer to some of the values
that other scholars of Black family life have identified as important
through their research # discuss 7 values [respect, responsibility, reciprocity, restraint, reverence, reason, and reconciliation] that emerge from [the author's] research as guiding principles for interpersonal relations within African families # indicate that some of these clearly survived as guiding principles in African American families of the past and, to some extent, of the present.

Children in urban and rural parts of the Brazilian Amazon were interview in Portuguese on how they understand and value their relationship with the natural environment. Forty-four 5th-grade children (mean age = 13 yrs, 8 months) participated. Children in the both locations were aware of environmental problems, believed that throwing garbage in the Rio Nergo harmed various parts of the environment (i.e. birds, insects, the view of the river, people who live along the river), and care that such harm might occur. Moreover, children believed that throwing garbage in the Rio Nergo constituted a violation of a moral obligation. Children supported the conversation of the Amazon rain forest. Additional analyses showed striking similarities between this Brazilian population and a population of African American urban children in the US. (Howe, et al. 1996).

The authors use quantities analysis to look at the connections between the home environment and educational attainments among 74,
15.23 yrs. Old poor African-American Females They analyzed the perceived family values about education, the way in which the girls families act on those values with the intention of influencing their daughters educational outcomes and how these practices do influence the academic and childbearing outcomes in the daughters. The authors raise the question of whether there are some core Americans values that appear to be shared across subcultures and provide a concrete illustration of the important distinction between professed and lived values as they play out in the lives of these families (Farber and inversion, 1998).

This study was premised on the assumption that learning more about Black American women’s beliefs and values regarding health and illness could inform public policy initiatives in the area of cancer prevention and control so that a more equitable basis for participation could be achieved I future medical and scientific research. Qualitative methods of research were used. A semi-structured interview of guide was used in 36 hrs of in-depth and face-to-face interviews with 13 Black American women recruited to the study using snowball technique. The Ss were middle-class, professional, and semi-professional. Results indicate that there is a poor understanding by the dominant White medical community concerning the belief and values of Black patients and that this compromises their health and illness care. Coexisting with well-founded, deep-seated fears and wariness that are expressed by these Ss,
are their optimistic and even hopeful feeling that there is benefits in scientific research and that they have a desired to contribute to medical inquiry. Results indicate the important of using specific research methodologies. A number of recommendations are presented. (Freedman, 1998).

Heaven (2000) examined the value correlates of different social identities among two groups of South Africans, those identifying themselves as White Afrikaners or as Black South Africans. 615 undergraduate indicated the importance of their membership of different groups and also completed indices national strength order, and interbation harmony and equality. The results show that the social identities associated with both values for self identified Afrikaners were mainly linked with ethnic language (Afrikaans) and religion. Among the self identified Black South Africans, however the social identities were more encompassing, including the notion of global citizens and south Africans. The finding are discussed in the light of ongoing political and social change in south Africa and the nature of changing identities, as well as the role of cultural symbols in facilitating in group identifications among White Afrikaners.

Inglehart and Baker (2000) test the thesis that economic development is linked with systematic changes in basic values. Using
data from the three waves of the Worlds Values Surveys, which include 65 societies and 75 of the world’s population, that authors find evidences of both massive cultural changes in the persistence of distinctive cultural traditions. Economic development is associated with shifts away from absolute norms and values toward they are increasingly rational, tolerant, trusting, and participatory. Cultural change however is path dependent. The board cultural change, however, is path dependent. The board cultural heritage of a society – Protestant, Roma Catholic, Orthodox, Confucation, or Communists leaves as imprint on values that wdures despite modernization. Moreover the differences between the values held by members of different religions within given societies are much smaller than are cross national differences. Once established, such cross cultural differences become part of a national culture transmitted by educational institutions and mass media. The authors conclude with some proposed revisions of modernization theory.

Phinnet et al. (2000) explored the generality of development processes related to intergenerational value discrimpicences across 701 families from immigrant and non immigrants groups. In this study involving 471 immigrant families (197 American, 103 Vietnamese, and 171 Mexican) and 230 non – immigrant families (95 African Americans and 135 European American), Adolescent and parents reported their endorsement of value pertaining of family obligations. The authors
examined similarities and differences at 3 levels of analysis, from the general to group specific. Results provide evidence for general development processes (family obligations were endorsed more by parents than by adolescents in all groups), processes associated with immigration (the internal generation value discipancy generally increased with time in the US), and processes that are unique to each other to each ethnic group.

Godwin et al. (2000) explored how the values, beliefs and everyday activities of different groups of citizens in 3 post communist societies influence their social support in 2 experiments. In Exp.1, 450 manual workers, students and entrepreneurs (aged 18-64 yrs.) in Russia, Georgia and Hungary completed structured questionnaires assessing demographic and valid predictors of the perception of support availability and the support they obtained to deal with changes in their societies. In exp. 2, the smale respondents participated in semi-structured interviews investigation the relationship between their work lives and support networks investigating the relationship between their work lives and support networks. The results demonstrated the importance of culture, occupation and values for both the perception and the reception of support, and underline the multifaceted manner in which different work experiences in different nations influence support networks.
Several studies demonstrated that S. H. Schwartz's (1992) theory of human values is valid in cultures previously beyond its range. The authors measured the 10 value construct in the theory with Portan Value Questionnaire (PVQ), a new less abstract method. Analyses in representative sample of 3493 South African and 5870 Italians and in samples of 840 Ugandan girls aged 13 – 14 yrs. Yielded structures of relations among values similar to the theoretical prototype. In a sample of 200 Israel university students, the values exhibited convergent and discriminate validity when measures with the PVQ and with the standard value survey. Predicted relations of value priorities with a set of 10 background, personality, attitude and behavioural variables in the 4 samples supported the construct validity of the values of the values theory with an alterative method of measurement (Schwartz et al. 2000).

Romero, et al (2001) investigated relationship between values and self reported antisocial behaviour in 3 adolescent groups; 435 school attending boys (aged 14 – 19 yrs.) 529 school attending girls (aged 14-19 yrs), and 95 delinquent boys (aged 14-20 yrs.) in juvenile rehabilitation centers or prisons. Ss were administered on values and antisocial behaviour. The results indicate that antisocial behaviour is associated with hedonistic values and a lack and a lack of interest in conventional values. The authors maintain that these relationships cannot be explained by instituzanianlzains effects.
Existing instruments for measuring Asian American acculturation emphasize behavior acculturation to the exclusion of value acculturation, most are based on the assumption that acquisition of European American behavior occur simultaneously with the loss of Asian behavior. With the advent of the Asian values scale (AVS; B. S. K. Kim, D. R. Atkinson & P. H. Yang, 1999), it is now possible to assess adherence to Asian cultural values. This article describes the development of a scale that can be used to measure Asian American adherence to European American values. The current scale combined with the AVS, can be used to independently measure Asian American acculturation to European American values and enculturation in Asian values. (Wolfe, et al. 2001).

Based on the values common to most Asian cultures, a set of the proposition on the relationship between Asian cultural values and the counseling process is presented in the context of current theory of acculturation/enculturation. Recommendations for future research resulting Asian cultural values to the counseling process are offered in an attempt to stimulate more empirical attention in this area. (Kim, et al. 2001).

The determinants and effects of cultural differences in the values describes by individualism-collectivism were examined in series of four experiments using US and Hong Kong university students. Confirmatory
factor analyses of a traditional measure of this construct yielded five independent factors rather than a bipolar structure. Moreover, differences between Hong Kong Chinese and European American in the values defined by these factors did not consistently coincide with traditional assumptions about the collectivistic vs. individualistic orientations. Observed differences in values were often increased when situational primes were used to active (1) concept associated with a participant own culture and (2) thoughts reflecting a self-orientation (i.e. self- vs. group-focus) that is typical in this culture. Although the values the author identified were help in clarifying the structure of the individualism-collectivism construct, they did not account for cultural differences in participants’ tendency to compromise in a behavioral decision task. The authors conclude that a conceptualization of individualism vs. collectivism in the term of the tendency to focus on oneself as an individual vs. part of a group may be useful. (Briley & Wyer, 2001).

Keung & Bond (2002) examined the structure of political attitudes among 204 college students (aged 18-23 yrs.), relating the endorsement of these political attitudes to their values and social beliefs in the Chinese society of Hong Kong. A 32 item measure of political attitudes was developed, building on previous research (M.C. Ashton et al. 2001) and incorporating item of social of local relevance to Hong Kong. Consistence with previous research in other cultural settings, 2
dimensions of political attitudes were identified, enlargiansim and freedom from regulation. Both dimension of political attitudes correlated with certain dimension of value and of social belief. Freedom from regularization was, however, predicted by the belief dimension of spiritually over and its prediction by both dimension of value, indicating the additional importance of the belief construct in political arena. The higher male endorsement of freedom from regularization unpacked and explained in terms of the lower male beliefs in spiritually.

Gourcia et al. (2002) examined the value correlates of social identities in two collectives cultures. (Brazil, n = 471; Spain n = 719 ) Ss were undergraduates students (228 males, 719 females aged 16-55 yrs.) From J Studies in Brazil and Spain. They were administered the identification collectivism questionnaire the basic value survey, the in – group identification scale the Geospatial identification scale and a questionnaire wit demographic, questions. Results confirm the importance attributed to social values is correlated with traditional in group. Local Geospatial identification, and that values predicting social identities are different across cultures. Specifically among the set of social human values belonging and tradition of were most important to explain social identities Ss that assigned more importance to privacy were less identified with traditional in group, independently of their national cultural. Geospatial identification was based on the values religiosiy and
belonging for Brazilians, and tradition social order, honesty and power of Spaniards. In these findings corporate previous ones, suggesting the existence of a common set values to explain social identity based on principally nonnative values.

As the U.S. becomes increasingly multicultural traditional values from various cultures will influence health–related attitudes and behaviour from greater number of adolescent in the U.S. Unfortunately, few scales were to measure cultural influences on adolescent health behaviours. This study developed a Multiethnic Cultural Value Scales to assess some cultural attitudes and beliefs relevant adolescent health behaviours. In a multiethnic sample of 211 California adolescents, the associations between cultural values and substance use were examined. Filiality and familism were associated with a lower risk of substance use. Machismo was associated with a higher risk of substance use among boys and a lower risk among girls. Collectivism and fatalism were not significantly associated with substance use, Cultural value may influence adolescent decisions about substance use. Prevention programs in particular setting may be more effective if there address these cultural values (Unger, et al. 2002)

Struch, et al. (2002) investigated possible gender differences in the value meaning at three levels; 2 dimensions that organize value system.
10 motivationally distinct values and 45 value items. The authors assessed differences across and within diverse cultures and perform multidimensional scaling analysis (AMS) and procrustes analyses on responses to a value survey by 11,244 respondents in eight cultural religious (Chinese East Asia, European, Finland, France, Israel, Japan, Latin American, and the U.S.0) Statistical fit indices and inspection of graphic representations reveal neither cross culturally consistent gender effects on the value nor gender x culture interactions. The implications of these findings for theories of gender effect and for the cross cultural study of gender differences in value importance are discussed.

This paper synthesizes literature on person centered planning and Asian American families who have children with disabilities. The purpose of the paper is to evaluate the extent to which core values of person centered planning are consistent with those held by Asian American subgroups. Based on existing research studies, Values of person centered planning do not seem to be explicitly consistent with Asian American cultural values. However, given specific modifications, person centered planning may be implemented and effective for some Asian American families. Guidelines and suggestion for implementation are presented. (Bui & Turnbull. 2003)

Religious values were investigated in 70 psychiatric outpatients
(mean age 2.69 yrs.) using the Allport, vernon and lindzey study values and the revised symptom check list – 90 revised. Scores of 70 psychiatric patients were compared with those of a control group of 50 university, staff and students were compared with these of a control group of 50 university, staff students. Analysis indicated that scores for religious values was significantly lower in the outpatients group than in the control group. There was a low significant correlation between religious values and anxiety (-.260 and depression (-.23) (Mirzamani & Mohammadli. 2003).

For many university which sponsor intercollegiate athletes programs, it is a constant battle to maintain the balance between academic success and competitive success. There is a great deal of criticism and discussion both in an off college campuses regarding the low graduation rates of athletes, particular particularly African American males competing in the spots of football and basketball. In response, the NCAA implemented legislation that focused on the academic progress of the students athletes. Addition, individual institutions has tent to implement academic, and student on there campuses. Unfortunately, these programs are often initiated without gaining an understanding of the student population they are designed to serve. Understanding the variable at affecting persistence in a particular student population, at a particular institution is the first step in developing programs. There are many
variable that affect persistence in college student. The variables are typically categorized as either cognitive (intellectual) or non-cognitive (attitudinal or motivational) (Hyatt, 2003).

A model of intervention for academic persistence and motivation of African American and Latin high school students is provided in this article. The authors provide a theoretical and practical description of the educational navigational skills seminar (TENSS) as a demonstration of an educational persistence intervention. By reviewing the higher education literature four protective factors (e.g. self-concept, alienation, realistic self appraisal and self seeking strategies) were developed into a curriculum of navigation skills. Te authors suggests that pre-college programs should provide “affective based” educational navigational skills to prepare African American and Latino high school students, who are seeking to be the first in their families to attain higher education (Caldwell & Siwatu, 2003).

The author investigated student persistence regarding career aspirations in science and engineering (SE) professional careers as a function of race and sex. In a nationality representative sample of 8th graders, persistent racial minority and female students were compared with non persistent racial minority and male students regarding the self concept, parental involvement, socioeconomic status, and academic
achievement men were more likely than women in SE career aspiration. Persistent student scored higher than did non persistent students on all of the variables studied. Academic proficiency and math self efficacy were 2 of the strongest predictors of persistence in SE careers (Marr, 2003).

A variety of measures of organizational culture have been proposed one widely used in Australia is that based on R.E. Quinn’s competing values model. To date, however, there has been no published research examining its validity and reliability when used with Australian organizations. This paper presents the results of a study of 462 managers perceptions of their organizations and concludes that Quinn’s measure is a useful one in an Australian context. It also suggests that Australian organization may have cause to be concerned about the environment within which the employees operate (Lamond, 2003)

A total of 160 Asian American (55 Chinese, 13 Filipino, 27 Japanese, 32 Korean, 15 pacific Islander and 18 Vietnamese aged 18-49 yrs.) complete a series of standardized instruments assessing their environmental, social and psychological experiences as undergraduates. The purpose of these study was three fold : 1. To provide a composite of student experiences; 2. to investigate the interrelationships of comfort in the university environment, social support and self beliefs; 3. and to examine the influence of these constructs on the academic persistent
decisions of Asian American undergraduates. Overall, social support variables were the strongest predictors of academic persistence. Research-derived implications for university personnel and professional counselors are provided (Gloria and Ho, 2003).

Complex welfare states put pressure on local public organization for better performance and management. The present article discussed value based management as a response to this pressure. We define value based management as both an instrumental and ethical from of management taking its point of departure from common determination of values of organizations. We concentrate on a case study of value base management in the Mayor's administration in a major Danish Municipal; Aalborg Kommune. Value based management was introduced as an effective way to make the origination more open to stakeholders expectations and demands. We found that value based management was a very good way to improve relations to stakeholders. And we demonstrate that it was important that values were introduced in a demographic process among employees in the organization.

We have emphasized the significance of middle managers for the success of the process in organization. Middle managers are the ones who have to implement values in practices and they have do this in a responsible and consistent way. Thus, we discover that value based
management is an efficient way to improve public organization without transforming them totally into privat market driven organization. (Pederson and Rendtort, 2004)

The myth of Narcissus provide an appropriate metaphor for the continuing debate over the relationship between academics, business and other stakeholders; mist recently express in terms of Mode 1 and mode 2 knowledge and academic enterreneilaism. Both myth and debate are based partly on conflict over identity. However, surprisingly little empirical work has been conducted on the identity. Of the management academics step towards this is made here by exploring the role of embedded and enduring values as a primary element of academic identity in business school. Contextualized in the Mode / entrepreneurialism debate, a layered metaphor academic organization is adopted, in which values are located among deep constructs and a comparative and longitudinal perspective employed.

A value ranking instruments is devised, applied and retested over five years in two business schools in Britain and Canada. This reveals values that are wide held by management academics and those that are more pervasive in each it situation. Understanding such values helps provide insight into the strategic role of academic identity, grounded in ontological and epistiological frame works. (Stiles, 2004).
In a laboratory experiment, three person interactive and three person nominal groups of college students brainstormed without externally imposed time constraints. All groups were homogeneous with regard to gender the participations were instructed to continue the brainstorming until they ideas (expectancy stop rule), whereas the other half were instructed until they were satisfied with their performance found that interactive groups were persistence that nominal both of the stop rule conditions and thereby compensated for their ductility loss. We also found, as predicted, that women were more in the satisfaction stop rule condition, whereas men were more per the expectancy stop rule condition. This effect may be due to gender differences in self evaluation (Nistad et al. 2004).

Increasing attention has been paid to cross cultural psychiatry in the past five to ten years, and a large number of studies are being published that involve cross-national comparisons as comparisons of different population groups within countries (e.g. immigrant ethnic groups). Nerveless, theory – driven and systematic investigations of cross-cultural differences in psychopathology and epidemiology are still scares. The main difficulties are that the factors to be explored in research process must be meaningful and produce a coherent pattern, thus laying the groundwork for further research. Cross-cultural psychology, a domain of psychology that has flourished over the past ten years, may be of
assistance here. Within this domain, research on values has been a focused of particular interest in recent years. In one of the attempts to link clinical and cultural values, the systematic relationships between value orientations and the prelence of psychiatric disorders and psychological complaints were studied. The results indicate that the study of values may represent a promising new approach to issues of psychiatric epidemiology.

This study relationship between outcome expectations, outcome value and cultural mistrust among African American male high school students (N = 75) attending an urban, Southern California school. We hypnotized that a negative perception of the dominant culture would negatively affect academic outcome expectations ad academic achievement values. The results indicated, as hypothesized a significant inverse relationship between cultural mistrust and outcome expectations. There was also a significant relationship between cultural mistrust and outcome value. In addition, cultural mistrust and outcome value were significant predictors of academic outcome expectations. Findings are discussed in term of the importance of understanding socio-cultural influences on achievement motivation among ethnic minority youth (Irving and Hudey, 2005).

Based on a both a theological and a socio-psychological analysis,
the goals of Roman Catholic religion were identified and translate in terms of Schwart’z (1992) 10 value types of Hedonism, Stimulation, Self Direction, Universalism,, Benevolence, Tradition, Conformity, Security, Power and Achievement. The relations between these value types and Wulff’s (1991, 1997) two religiosity dimensions of Exclusion versus inclusion of Transcendence and Literal verses Symbolic, as measured by the Post-Critical Belief scale (Forntaine, et al. 2003) were tested in seven samples (N = 1695) gathered in Flanders (Belgium).

The value pattern associated with the Exclusion verses conflict between Hedonsim, Stimulation and Self-Direction on one hand, and Tradition and conformity on the other hand. The value pattern associated with the literal versus Symbolic dimensions was characterized by a conflict between security and power on one hand and universalism and benevolence on the other hand.

The author asses sex differences in the importance of 10 basic values as guiding principals. Findings from 127 samples in 70 countries (N = 77,528) reveal that men attribute consistently more importance than women do to power, stimulation, hedonism, achievement and self direction values; the reverse is true for benevolence and universalism values and less consistently for security values. Sex differences are small (median d = .15 ; maximum d = .32[power]) and typically explain less
variance than age and much less than culture. Culture moderates all sex differences and sample type and measurement have minor influences. The authors discuss compatibility of findings with evolutionary psychology and sex role theory and purpose an agenda for future research (Schwartz & Rubel, 2005)

Values are commonly thought to be important in the construction of personal and group morality, in personality, and as a basis for living life. The Rokeach Values Survey (RVS) was administered to gifted and talented adolescents in 1999, 2000, 2001 and 2002. Two groups were compared in this study; Group I, pre - September 11, 2001 (n = 191; M = 64, F = 127); and Group II post-September 11, 2001 (n = 96, M = 36, F = 60). Results showed that the attacks on the world trade center and the pentagon did not affect the values of the teenagers. Values were ranked thus; Terminal Values ; 1. Salvation 2. Freedom 3. Self Respect 16. World of Beauty 17. Social recognition 18. National Security. Instrumental Values 1. Love , 2. Honesty 3. Imagination 16. Obedience 17. Politeness, 18. Cleanliness, Qualitative analysis was conducted of student essays and interviews (Piirto, 2005)

This grounded theory investigation aimed to understand international family roles and the food management strategies of African American women from a social – ecological perceptive. Thirty women
from 10 low/moderate income 3 generation urban families participated in interviews covering roles, health, nutrition and food management strategies. Four dynamic family systems for managing food and nutrition emerged from quality data analysis. Participants expressed values of responsibility, social connections, caretaking, reward and equal opportunity, and fulfill responsibilities for family care, connections and finances. These values and systems provide a basis for culturally appropriate, interpersonal – level nutrition interventions among African American women that build on family structures, needs , and recourses. (Ahye et al. 2006)

This brief review suggested that there is much scope to carry out research on persistence, values and sense of security in India.

*-*-*-*-*