Review of Related Literature

Introduction

A careful review of research literature is one of the important steps in the planning of any research study after identification of problem. In first chapter, the researcher formed objectives, hypothesis and knew the need and importance of the study. But, to understand the research methodology which refers to the way the study to be conducted is only done by reviewing the related literature.

Availability of sources and possession of knowledge about them, both are necessary. Two forms of such literatures direct and indirect. Direct i.e.; educational literature, periodicals, journals, books, bulletin, year book, thesis, govt. publication etc. Indirect i.e.; guides to educational literature, encyclopaedia, abstracts, bibliographies and directories etc. It is therefore in this light that the researcher understood the review of related literature in the field of values of the students.
Importance of review of related literature

As the best (1953) says “It helps the researcher to discover that is already known what other have attempted to find out, what methods to attack have been promising and what problems remain to be solved.”

Moreover, it determines the researcher credibility. Thus, related literature gives the vision and direction to the researcher. The past researches guide the researcher for the different steps of the research. It saves time, money and energy and helps the researcher to think in a divergent way. The importance of related literature is as follows

- It lays foundation for principles of research.
- It renders direction to researcher.
- It informs about how much work has been done in the area related to the problem.
- It puts forward ideas and hypothesis related to problem.
- It helps in selecting proper method and tool for data collection.
- It increases the area of knowledge in relation to research.
- It guides regarding the proper selection of statistical method.
• Also in these researches, it is reviewed to create the context from the past for the new study.

• In the historical approach, the review of literature provides the research data.

Thus review of related literature is the prominent aspects of research process which provides ideas and guides towards as how to take up the task of research and how to make it progressive and result oriented. And besides this whatever loss has been found in the previous researches it can also be compensated and repetition of research can be stopped.

Besides, the recommendations of previous research listed in their studies for further research. If the researcher doesn’t study the related literature and earlier researches, researcher is tempted to start any research right from the beginning rather to pick up the thread at which the earlier research is left. As a result, significant research findings are difficult to draw any significant generalization for practitioners or policy makers. Thus, it could be said that the study of the earlier related research is very important by which researcher can understand to start the research work to make it fruitful. The review of related literature thus deals with accumulation of the knowledge regarding the concepts related to the study and the past study. The variables under the study are discussed under this heading followed by the review of the past researches. The variables of the research are shown in details as follows

**Value**

One of the most celebrated thinkers on education Mahatma Gandhi considers “Values as an inseparable component in the full flowering of development of
personality. For him every value component is a typical way of life that distinguishes one human being from another.”

Values are attributes that spring from the sublimity of soul. They are sentiments like love that involves mind feelings and will which are strong, deep and enduring. They are like truth, reflections of reality that are not obstructed by any kind of prejudice. They are like beauty, perfections in themselves in every sense of the term. They are like justice the moral constituents of a state that confer on everyone what is due to him/her. Values in short shape the personality of an individual. Values in one word are the divine side of man or woman.

Value a semantically loaded word: The term ‘value’ has different connotations; depending on the context in which it is used. Value may mean principles, ideals, standards, moral, ethics and worth. Psychologically, valuing falls under the affective Domain. Affective Domain has five major categories:

1. **Receiving (Attending):** it implies receiving or attending the stimulus, which one values.

2. **Responding:** to accept that value in a positive way.

3. **Valuing:** Commitment to a certain goal, idea or belief.

4. **Organization:** It builds a value system and includes one’s behavior.

Thus the behavior gets organized in the direction of that particular value.
Value Complex

Here one acts assiduously and consistently in accordance with the value he has internalized.

In the words of Kluckohn, A value is a conception of the desirable and not something “merely desired”.

“Values are like fingerprints, Nobody’s are the same but you leave them all over everything you do."Elvis Presely

Various thinker have classified value in different ways,

1. Indian view of values is based on Dharma, Artha, Kama and Moksha.

2. National Council of educational research and training (1979) has worked out 84 values.

3. A conference organized by the Central Board Of Secondary Education in 1986 listed 50 values.

4. As per my in depth study of literatures on values, the following classification of values in possible (Human Value Education)

  1. Moral Values
  2. Constitutional
  3. Cultural
  4. Scientific
  5. Religious
  6. Economic
  7. Intellectual academic
  8. Aesthetic
A serious issue raising its head with greater velocity in the present era is nothing but “Value – Crisis.”

Causes of Value – Crisis
Causes of Value – Crisis

- Modernization
  - Lust for Money
  - No Place for Value culture
- Westernization
  - Disrespect For value Attitude
  - Selfish and Self centred
- Materialism
  - Mad race for money
  - Sacrificing human values

The diagrammatic representation of cause.
Need for Inculcation of values in Education

The National Curriculum Framework for school Education (2000) emphasized that these should be judiciously integrated with all the subjects of study in the scholastic areas and all the activities and programmers in co-scholastic areas.

The National Policy of Education (NPE) 1986, highlights the need for inculcation of values.

Seshadri (1984) makes clear the scope of value – education without vision is waste, education without value is crime and education without mission is life burden.

Education in our life enables as to become comfortable and look after our family well. But so far as the social progress is concerned value-based education is an unavoidable necessity.

Gender

Classification of human beings as male and females means Sex. The males are physically more stronger, well – built, stout. Males are capable of doing heavy and hard work. The females are delicate, soft spoken, caring natured.
Category

Category is a class or division in a system of classification. In the present study, the category is purely due to a person being born in a particular category group. The system of division society into classes based on differences in family, region, rank or wealth.
Area

It is difficult to define area in terms of magnitude. Simply it determines the geographical position. In the present study the Area being restricted to Ahmedabad city. Here the area Ahmedabad city means area of Ahmedabad covered by Vinjal in South, Naroda in North, Sarkhej in West and Maninagar in East. The area has two indicators like urban area & rural area.

Urban Area:

An area is characterized by highest population density, maximum facilities available, easily approachable in comparison to surrounding it. Urban areas may be cities and town. Urban areas are created & further developed by the process of urbanization. In the present study Urban area of Ahmedabad city means. Maninagar, Navrangpura, Naranpura, Laldarwaja, Kalupur, Shahibaug.

Rural Area

This is an area outside of cities & towns it is large and isolated areas of a country, often with low population density. In the present study rural area of
Ahmedabad city means Vatva, Isanpur, Vinjal, Thaltej, Vasna, Bopal, Satelite, Sarkhej, Jodhpur.

**Socio Economic Status (SES)**

Socio economic status indicates the social status an individual enjoys in relation to their economical status. In the present study SES is divided into two categories high SES and low SES. High SES means the high school students having the yearly family income five lac or more and low SES means the high school students having the yearly family income less than five lac.

![Diagram of SES categories]

**Type of school**

School could be divided as boys school, girls school or the coeducation school. Further it could be grouped as the school taking grant or the self-finance schools. The granted schools are those which is run in lieu of the government by the people and the government takes care of the salary of the teachers. The non-granted schools are those where the teachers are paid by
the school management. In the present study, the type of school means the granted and the non-granted schools.

Grade

Grade means the class in which the high school student studies as such the ninth grade and tenth grade. In the present study the grade is divided into ninth and tenth grade.

Study of Past Researches

Patel, J.B. (2004) Value patterns of school teacher’s in relation with some variables Ph.D., Education, SNDT Women’s University, Mumbai
Objectives

1. To study the value patterns of school teachers of self-finance and finance schools.
2. To study the values pattern of school teachers in context with gender and compare it.
3. To study the values patterns of school teacher in context with age and compare it.

Hypotheses

$\text{HO}_1$ There will be no significance difference between Male and Female Teacher for their values.

$\text{HO}_2$ There will be no significance differences between Age group of Teachers for their values.

$\text{HO}_3$ Self finance schools teachers and finance school teachers will be no differ, significance on account of their values.

Variables

Independent variables – Gender: Male, Female – School Type: finance and self-Finance; Age group: Below 35 and above 35. Dependent variable - Value pattern.

Tools

Teacher values Inventory (TVI) by Harbhajan Singh and S.P.Ahluwalia was used to measure values patterns of the teachers. It has been based on the six values, the theoretical, economic, aesthetic, social political and religious. The mean reliability coefficient using a $Z$ transformation is 0.81, and coefficient at 0.01 level of confidence.
Sample

100 teachers were selected as sample by random sampling method of Bharuch city.

Findings

1. Male teachers are having significantly higher aesthetical social values than female teachers but female teachers are having significantly higher theoretical, economical and religious values than male teachers.

2. There will be no significance different between young and aged teachers for their theoretical and political values. Young teachers are significantly higher in economical, aesthetical values; whereas aged teachers are significantly higher in social and religious values.

3. Granted teachers are having significantly higher economic, social values than non-granted teachers.

4. Non granted teachers are having significantly higher aesthetical, religious values than granted teachers.

Jain, S. (2003), Value patterns of industrial personnel’s in relation to their age and working environment; D.P. Vipra College of Education, Bilaspur (C.G.)

Objectives

1. To study the value pattern of industrial managers of various age group and compare them.

2. To study the value pattern of managers of various industrial departments and compare them.
Hypotheses

**HO₁** There will be significant difference between young and aged managers for their values.

**HO₂** Managers of various industrial departments (working atmosphere) will differ significantly on account of their values.

**Methodology:** - Variables – Independent Variable:

1. Age (below 35 and above 50)
2. Working environment (Production, Sales, Maintenance Departments)
   dependent Variable = value patterns.

**Tools**

Personal value questionnaire (PVQ) by sherry and verma was used to measure values patterns of the managers in ten values areas. This test is highly reliable and valid.

**Sample**

30 managers coming under middle level management (managing various departments) were selected as sample by purposive sampling method. In this sample only extreme age group personnel’s (bellows 30 and above 50) were selected. ‘t’ – test and ‘F’ ratio were employed to see the significance of differences.

**Findings**

1. Young managers were having different value patterns showing high values in aesthetic, economics and hedonistic value areas whereas
aged managers were having comparatively different value pattern showing high values in religious, social and power value areas.

2. Sales managers were having significantly higher Aesthetic and hedonistic values then production and maintenance mangers.

3. Production and sales managers are significantly higher in economic values than maintenance managers.

4. Apart from these there significantly different value areas in rest of seven value areas the difference is not significant.

Sharma, Manju Lata (1992), Value Orientation, Socio-economic status and culture in relation to personality needs Ph.D., Psychology Agra University

Objectives

The researcher attempts to study the four needs of the sample and see its relation with value orientation, SES and Culture.

1. To study value orientation in relation to personality needs

2. To study SES in relation to personality needs.

3. To study cultural in relation to personality needs.

(The 4 needs related were: need-affiliation need change, need order and need achievement)

Methodology

The sample of the study comprised 500 units. Mean, S.D., skewness and Kurtosis were computed to read the data.
Major Findings

1. Need – affiliation need order and need – achievement was more prominent in the rural culture irrespective of their values and SES, Need order was more prominent in those persons who belongs to high SES, irrespective of their values and culture.

2. Need affiliation was more prominent in those persons who belonged to the rural culture with low theoretical, economic and social values.

3. Need change was more prominent in those persons who belonged to rural culture and high economic value.

4. Need – change was more prominent in urban people with low SES.

5. Need – affiliation, need – achievement and need – order were more prominent in the high SES group.

6. Need – affiliation was more prominent in those persons who belonged to the rural culture, low social value and high SES. [ss1361]

Rizvi, S.A.H. (1996), A Study of Attitudes towards Religious Education in Relation to Certain Value Orientations, Ph.D. Psychology, AMU

Objectives

The objectives of the investigation were to study student’s attitudes towards religious education in relation to the value system and to know whether they regarded religious education as useful in life.
Methodology

The data are collected from 200 postgraduate students of the Hindu and Muslim communities studying in Aligarh Muslim University, Aligarh, with the help of the following instruments: (1) Likert type attitude scale entitled “Attitude Towards Religious Education Scale” constructed by the investigator; this scale has yielded satisfactory reliability and validity indices; (2) Rajmanickam’s Religious Attitude Scale; (3) Kilby’s way to Live Scale; and (4) Ansari’s value Orientation Scale. The data were classified with reference to sex, religion and socio-economic status. The relationship between different measures was studied employing product moment correlation. The significance of the difference between the scores obtained by different groups was ascertained by the help of chi-square and t-test.

Findings

1. A majority of students held moderate attitudes towards religious education, but the students of the Hindu and Muslim religious group were found to hold different attitudes towards religious education.

2. Favorable attitudes towards religious education were found to be associated with such values as helpfulness, preserving traditions and adaptation to nature. In this respect sex, socio-economic status and religious group differences were not found.

3. Irrespective of the difference in their sex, socio-economic status and religion, students held similar views with respect to the association between attitudes towards religious education and conservative liberal and scientific – fatalistic value dimension.

Parmar, M.S. (1996), Sociological Study of Social Values and Aspirations of students of Colleges of Rural Background, Ph.D. Sociology, Avadh University.
Objectives

The objective of the investigation was to make a sociological analysis of values and aspirations (in educational, economic and political dimensions) of youth in a changing rural environment.

Methodology

The investigation was an exploratory and the study was descriptive. The sample consisted of 296 male and 54 female students who were selected, using the stratified random sampling techniques, from all the six rural colleges of Pratapgarh district all affiliated to Avadh University. The tools of the study were the socio-economic status Scale (Rural) of Parekh and Trivedi, and an interview schedule prepared by the investigator. Percentages and chi-square were used for analysing the data.

Findings

1. Acquisition of knowledge was the main aim of education according to majority of students. More than half favoured vocational – technical education.

2. A sizeable number of students wanted education for females and believed its purpose was to make them self-dependent.

3. Students planned to continue their studies further. Most of them studied arts subjects. Their educational aspiration was of medium level.

4. There seemed to be a close relationship between educational aspiration and social class, caste and sex.
5. The ideal profession was considered to be that which gave status in society and developed personality. Teaching was considered as an ideal profession. Higher administrative services and agricultural occupied second and third places.

6. For success is one’s profession, health, family background and behaviours were considered as significant factors.

7. Students were mostly inclined to seek white-collar jobs. They were determined to achieve their professional aspirations and wanted to join these profession because of personal interest, higher income and status.

8. Aspiration for material objects was limited. Income aspiration was also low.

9. Social mobility was limited.

10. A positive relationship seemed to exist between social class, caste and sex, and aspirations for professions material possession and income.

Paul, P.V. (1996), A study of value Orientations of Adolescent Boys and Girls, Ph.D. Psychology., M. S. University

Objectives

1. To compare rural and urban adolescent boys and girls going to schools and colleges with respect to personal, social, instrumental, terminal and work values.

2. To study the relative degree of importance within the same hierarchy for the same set of values for different groups of subjects.
3. To study the factor structure of various values for rural and urban groups.

**Methodology**

The sample consisted of 1076 adolescent boys and girls of Baroda district. Students of classes’ xi and xii of higher secondary schools and those of the first year of the degree course in arts, science and commerce of urban and rural areas comprised the sample. The tools used were the Personal value scales Social value scale, Instrumental values scale, and Terminal Value Scale, all developed by the investigator and the Work Value Scale of Vyas adapted for the study by the investigator. The scales had reliability ranging from 0.33 to 0.76 measured by the test – retest method. Analysis of variance and factor analysis with varimax rotation were used to arrive at findings.

**Findings**

1. The urban adolescent were more highly oriented to competence, maturity and maintaining harmonious relations, more affectionately disposed to others, with sincerity and tolerance; and strove for the accomplishment of their goal in more mature and competent ways than rural adolescents. They had a stronger social orientation than rural adolescents. The rural adolescents were more concerned about economics returns and variety, whereas the urban adolescents were more concerned about prestige.

2. The college adolescent were more strongly oriented towards applying themselves steadily to goals aimed at., more stable and more optimistic, whereas school adolescents were more oriented to appreciating the value of tidiness. With respect to social values, the college adolescents strove more for social harmony, peace and social service, while the school adolescents were more oriented to showing
warm affection to others. The college adolescents were more courageous while the school adolescents were more oriented towards being independent and loving to others. In the case of terminal values, the school adolescents strived more for freedom and mature appreciation. With respect to work values, the school adolescents were more strongly oriented towards enjoying happiness and social recognition, which college adolescents strived more for economic returns and intellectual stimulation, whereas college adolescents strived more towards achievements orientation.

3. The male adolescents were more striving for their ambition and excellence and more service oriented than female adolescents. The female adolescents were more oriented to appreciating tidiness, more aesthetic in nature, conscious of being punctual and regular, more striving for harmony, love, sympathy, tolerance, peace and more oriented to competence and sound character, striving more for happiness, a peaceful life and gaining economic returns as compared to male adolescents.

4. The science – stream adolescents strived more for strong work habits and were more courageous than general stream adolescents. Their orientation was more towards maintaining and practising social relations in comparison with the general stream adolescents. The science stream adolescents were more competence oriented, strived more for freedom and recognition as compared to general – stream students who strived for happiness and comfort. The general – stream students strived more towards seeking a job full of variety and social contact than the science – stream students.

5. Factor analysis showed rural adolescents striding for personal happiness and competence, having a materialistic bent of mind, striving for self-discipline, more concerned about prestige and economic returns, attaching importance to dignity of work, striving for
national security, being more service-oriented, striving for self-esteem orientation, gaining self-strength and showing signs of social and personal retardation. The factors underlying the value orientation to urban adolescents were the striving for pleasure and security, creative achievements, a self-constricted personality, personal courage, social-orientations, self-adaptation, low achievement orientation, a strong leaning towards working more earnestly for achievement of their aspirations, being more moralistic, seeking recognition, pleasure, social harmony more concerned about self-reliance.

Sharma, S. K. (1996) Values of college students of Different Socio – Economic Groups and Relationship with their Intelligence and Adjustment in the colleges Ph.D. Education M. Sukhadia University

Objectives

To study the qualities of adjustments and intelligence and their impact upon developing intrinsic desirable values.

Research Design

One thousands student reading in the first year of 20 different colleges of Rajasthan were selected by the satisfied method of sampling. Factors like socio-economics status, place of living, sex, intelligence and level of adjustment were selected to serve as the basis of comparison of their attainments. The normative, comparative and correlation survey method was employed to study the values and personalities of students. For data collection a value test, a group intelligence test and adjustment inventory were adapted
Findings

1. The role of teachers was quite different in traditional and industrial societies.

2. In the context of rapid development in the field of science and technology, teacher faced a changed and disorganized social order, met with explosion of expectations and had to take up the role of an agent of social change and an innovator of educational ideas.

3. The teaching experience did not affect significantly their classroom behaviour.

4. Student’s perceptions regarding female teacher’s classroom behaviour were better than their perceptions regarding the classroom behaviour of male teachers.


Objectives

1. To find out the effectiveness of the brainstorming techniques in providing value-oriented education.

2. To find out the relative effectiveness of the brainstorming techniques and ordinary method of teaching in providing value-oriented education.
Methodology

The variables studied were attitude towards selected values, attitude toward making various discoveries, inventions and innovation, attitude towards the improvement of quality of life, intelligence and creativity. The pretest-posttest parallel matched group design of experiment was employed for the study. The sample of the study includes all the 166 boys studying in standard IX from an English medium school of Bombay. The tools used for the study were attitudes scale prepared by the investigator, Ravens Standard Progressive Matrices and Torrance Tests of Creative Thinking. The t-test was used for analysis of data.

Findings

1. A significant difference was observed between the pre-test – post-test means score of pupils with regard to the value of ‘righteousness’.

2. The experimental treatment was effective in lowering the pupils attitudes towards doing anything just for fame.

3. The experimental treatment did not bring about a significant change in the attitude of the pupils toward the value of ‘persistence’, ‘wealth’, and ‘power’.

4. Within two classroom session (70 minutes) by using the brainstorming techniques it was possible to make the pupils of the experimental group realize the value of inventing methods of conserving resources as well as increasing their score on fluency of ideas regarding ways and means of conserving natural resources and minimizing pollution whereas this was not possible to achieve through the ordinary method of teaching. At the same time, the value for sharing natural resources
with others could not be affected in any direction even through brainstorming sessions.

Johi, J.K., (1994), A study of Ego-Identity and values of Adolescents Living in Hill Areas of Kumaun Religion in Relation to Their School and Home Environment, Ph.D., Education., Kumaun University

Objectives

1. To determine whether ego-identity and values of adolescents were related to their school and home environments respectively.

2. To determine whether ego-identity of adolescents was related to their values.

3. To study the factorial structure underlying six variables corresponding to the first six crises/conflicts of life, ego-identity values, school environment and home environment of adolescents and to find out whether some common factors could be extracted as a result of constellation of some of these variables.

4. To determine whether differences in their school and home environments affected their ego-identity and values.

Methodology

Proportionate stratified random sampling technique was employed for selecting the sample (M=531) adolescents. Survey method was used.
Findings

1. Ego-identity was positively and significantly related to the perception of the adolescents of their school and home environments.

2. Ego-identify, perception of school environments and home environments belonged to the same perception domain implying that one who perceived himself favourably also tended to perceive his socio-emotional environment more favourably and vice-versa.

3. More adherences to economic value and social value and fewer adherences to aesthetic value might lead to more stable and stronger ego-identity.


Objectives

The objectives of the study were to investigate educational viewpoints of secondary school teachers and their relation to teacher’s value, attitudes and preferences for political ideologies.
Methodology

The sample of the study consisted of 251 male and 79 female secondary school teachers. The educational view-point and political ideologies of teachers were measured by the tool constructed by the investigator. Ojha’s Measurement of Values Scale and Verma’s Attitude Towards Teaching Scale were employed as measures of teacher’s values and attitude towards teaching respectively. Chi-Square and t-tests were employed to determine the significance of the difference between the means of scores of the compared groups. Product moment correlation was employed to determine the relationship between the different variables.

Findings

1. Most of the teachers had a progressive outlook on different aspects of education like aims, methods, pupil control, policy of promotion, need for in-service education.

2. Female teaches held more progressive views than male teachers regarding the aims of education, pupil control, policy of promotion, and in-service education. The difference in the viewpoints of male and female teacher’s regarding methods of teaching was not significant.

3. Science teachers held more progressive views than arts teachers regarding policy of the promotion and in-service education, but their views in others areas were similar.

4. Teacher’s educational viewpoints was found to be unrelated to their political aesthetic and economic values. Progressive teachers were found to be more theoretical and social-value oriented than traditional teachers.
5. Teacher’s educational viewpoints were found to be unrelated to their attitude towards work activities in teaching and towards principles functioning style. However the progressive, mixed and traditional teachers differ significantly in their attitude towards economic and psychological rewards in teaching and their attitude towards pupils.

6. Progressive and traditional teachers were found to favors leftist and rightist political ideologies respectively.

**Bhatnagar, I. (1994) Ph.D. A study of some family characteristics as related to secondary School Students Activism, Values, Adjustments and School Learning Education Meerut University**

**Objectives**

1. To study the relationship of some family characteristics with student values, student adjustment and student’s school learning.

**Methodology**

The study was conducted on 540 students studying in class IX. A student Activism Inventory, SES Scale (kuppuswami). Test of Values (Agrawal), Hindi version of Adjustment Inventory (Asthana), students examination records and questionnaires were applied. The data were analyzed using kalmogorovsmirnov, chi-square and extended medium tests.

**Findings**

1. Socio economic status was found to be significantly related with activism, educational and materialistic values, and school learning,
whereas it was not found to be related with personal, religious and humanistic values.

2. The broken family was positively related to activism, poor adjustment and high personal and materialistic values, while the intact family was positively related to educational and social values.

Goswami, N.S. (1993) A study of value Orientation of Post-Basic Schools in Gujarat, Ph.D., Education, SPU

Objectives

1. To study the educational, moral, social, religious, cultural, aesthetic and economic values in post-basic schools of Gujarat.

2. To survey the present status of values in the schools of Gujarat on the basis of Gandhi’s axiology of education.

3. To study the impact of Gandhian thought in the development of the life of students of Post-basic schools.

4. To compare the different values among students and teachers of post-basic schools and ordinary schools

5. To study the value orientation of students and teachers of post-basic schools.

Methodology

Three tools namely, Allport-Vernon and Lindzey value Questionnaire, the value Orientation Questionnaire constructed by the investigator, and a scale
for Teacher’s values constructed and standardized by S.P..Kulsreshtha were used for collecting the data. The test-retest reliability and split-half reliability of the questionnaire constructed by the investigator were found to be 0.82 and 0.93 respectively. In order to compare the different values among students and Teachers of post-basic schools and ordinary secondary schools, the tools were administered to 1100 students of class X of 80 general schools selected at random. A scale for teacher’s values was administered to 250 teachers of 80 post-basic schools and 250 teachers of 80 secondary schools selected at random. The mean, S.D and mean differences were computed and the t-test was used to test the significance of differences between the two means.

Findings

1. The mean differences of scores of theoretical, social and religious values between the teacher of post-basic schools and teachers of ordinary schools were highly significant and were in favour of teachers of post-basic schools. Theoretical social and religious values of teacher of post-basic schools were better than those of teachers of ordinary schools.

2. The mean differences of scores of economics, aesthetic and political values between the teachers of post-basic schools and teacher of ordinary schools were highly significant and the differences were in favour of teachers of ordinary schools. The economic, aesthetic and political values of teachers of ordinary schools were better than those teachers post-basic schools.

3. The theoretical, social and religious values of girls studying in post-basic schools were better than the values of girls studying in ordinary schools.
4. The economic and aesthetic values of girls studying in ordinary schools were better than those of girls studying in post-basic schools. The mean difference of political values of girls was not significant.

5. The mean differences of scores of theoretical, social and religious values were significant and were in favour of boys studying in post basic schools.


Objectives

1. To investigate the present state of values of postgraduate students and the guardians.

2. To access the extent of change in student values in comparison with those of the old generation.

3. To suggest educational implication of such changes.

Methodology

A social value inventory was developed by the researcher. The study was conducted on a sample of 400 postgraduate students and 354 guardians of the group of 40-60 years.

Finding

1. The place of residence (rural/urban) had a close relationship with values—religious, ethico-cultural, political and educational.
2. Age group of the respondents was significantly related with religious, societal, political, economic and educational values

3. Women were more religious, ethical, cultured and keenly interested in societal problems compared to men. Scores of men were higher on political values than those of women. Thus, sex played an important role in development values.

4. The old values were not shared by the modern youth. They were rather sceptical concerning religion. Widow and inter-caste marriages, love marriages, casteless society etc. were popular values of the student respondents.

5. Devaluation in the personality, knowledge and character of the political leaders as well as the teachers of the day was revealed.

6. The traditional, caste-wise occupational structure was no longer liked by the students.

7. Students favoured change in the old curriculum of education as to them, it was useless.

8. They liked co-education, and opposed traditional systems of education. They demanded student’s participation in academic and administrative decision of educational institutions.


Objectives
   1. To study the religious, moral and social values of class XI students.
2. To find out their relationship with character traits and personality adjustment.

Methodology

The investigation was of the survey type. The sample consisted of 560 students (148 urban and 39 rural girls; and 249 urban and 124 rural boys) of class XI selected from 21 intermediate college for both sexes of Allahabad district. The tools of the study were the value scale and character Trait Questionnaire, both prepared by the investigator, the personality Adjustment Inventory of M.S.L. Saxena and a Hindi Version of the 16 P.F. Questionnaire of cattell. Test-retest and split-half-reliabilities of the value scale were significant. The data were tabulated and analysed using suitable statistical techniques.

Findings

1. Among both the rural and urban samples, religious value were the strongest, followed by moral values, the social values were the weakest. However the coefficients of correlation between the three values were positive and highly significant.

2. The mean of the three values for the students of the rural area were consistently higher than those for the urban area, both in the case of boys and girls.

3. The mean of all the three values for the girls were higher than those for boys.
4. Community-wise the means for all the three values for the Hindu group were generally higher than those for the Christian or the Muslim groups.

5. All the three values had the greatest influence on character traits and lowest on personality adjustment.

6. In the case of personality adjustment, social values had the greatest influence, followed by moral values.

7. All the five character traits (geniality, helpfulness, kind-heartedness, truthfulness and dutifulness) appeared to be positively and significantly influenced by values.

8. The educational implications of the study is that the development and strengthening of a healthy social, moral and religious value systems among students should be a very important function of the secondary schools, which would help in solving problems of student unrest and discipline.


Objectives

1. To study the philosophical and psychological aspects of value systems

2. To construct an inventory of value systems
3. To establish the reliability, validity and norms of the inventory of value systems.

4. To validate the prepared inventory against other available measurement of value systems.

5. To study the relationship between value systems and sex, grade, area and income level.

Methodology

Twenty one high schools from four districts of south Gujarat were selected. The student values inventory was standardize on a sample of 989 students of X and XI standards. the investigator prepared an information schedule for collecting relevant information. Validity was determined on a group of 50 students by calculating the product moment correlation between different scores. The reliability of the tool was established by the split-half method.

Findings

1. As the age increased the students became more sociable. The older students were more involved in economic value than the younger ones.

2. The girl students scored higher on rational values.

3. In religious values, the higher income girl students scored higher than the higher income boy students.

4. In scientific values, lower income urban students scored higher than the higher income urban students.
5. Students of both the sexes and both the standards scored high for moral value. However, the lower income rural students scored higher than the lower income urban students.

6. The majority of the students liked to be active in aesthetic or art-oriented activities. Here, the girl students scored higher.

7. The girls scored higher the boys on religious, moral and scientific values.

8. On economics, moral, political and aesthetic values, the students of Std XI scored higher than the students of standard X.

9. On all other values, except the rational and the political, the urban students scored higher than the rural students.

10. On social, rational and moral values, students with lower income scored higher than students with higher income.


Objectives

1. The extent to which the youths are displaying four social values, namely, secularism, democracy, nationalism and socialism in their behavior patterns.

2. What factors were influencing their acquisition by the youth.

3. How far the value scores could predict good citizenship in the future.
Methodology

The investigation was mainly an exploratory survey. The sample, drawn from the schools and the colleges in the urban areas of the district of Nadia and 24 Parganas, West Bengal, on a stratified random basis, consisted of 7720 student (360 male and 360 female) of classes X, XI, the first year and the second year of B.A/B.Sc and of ages between 14+ and 19+. The data were collected with the help of value test and the Good Citizenship Inventory developed by the investigator and Kuppuswamy’s Socio-Economic Status Scale (with revised scoring key). A 4x3x2(educational grades X socio-economic status X sex) factorial design and analysis of variance with equal replication in twenty-four treatments were used in the analysis of the data and the Aitkin’s method of pivotal condensation was used in the formation of multiple regression equation.

Findings

1. The increase in the years of schooling had no direct impact on the acquisition of the values.

2. Boys had significantly higher scores on all the four values than girls.

3. Though the value scores of the youths from families with different socio-economic status did not differ significantly in all cases, it could be said in general, that the youths with highest socio-economic status had high value scores. The youths from families with different socio-economic status did not, however, differ in the nationalism score. Democracy scores gradually decreased with the rise in socio-economic status of the youths. The youths belonging to the highest socio-economics status group scored lowest on secularism while the other two groups did not differ. This was true for socialism also.
4. The four values could predict the emergence of good citizenship in India.

Significance of Study

In the present study, the researcher has been reviewed so many related past researches and got evidence how her research is differ from others in the following manner:-

The present study has been focused on social value of the students, while the past researches done on value orientation in relation to personality need; the utility and importance of the educational philosophy in the context of the values in lifesociological analysis of values and aspirations, value orientation of adolescents boys and girls , qualities of adolescents and intelligence and their impact upon desirable values, values orientation of Post-basic schools, distribution of four prediction of good citizenship with the help of the values etc. Thus, the present research is differ from the other researches.

Further, Values has been threatened by age, area, gender, type of school, education, SES and other problems like poverty, over population, illiteracy, lack of knowledge etc. In order to study the values it is necessary to know level they possess. Present study differs in research method, tool, sampling technique, statistical method form reviewed studies. All the studies reviewed by the investigator investigate in depth about values and other variables but the present study includes most of the variables associated with high school student. Further, this study differentiates itself with respect to the area and the language of the tools applied for the measurement of the variables. The study
is conducted on the students of Ahmedabad district studying in Gujarati medium high school with the tools in Gujarati language which differentiates this study from the past researches.

**Conclusion**

The present chapter deals with the important concepts as well the review of literature. After this it is necessary to discuss the base of research and the research design which shall be discussed in next chapter.