CHAPTER – II

REVIEW OF RELATED LITERATURE

A thorough review of related literature helps the researcher to proceed in a logical sequence and produce fruitful results as it makes the researcher perceive what is already done in the field concerned and what needs to be done. It helps in recognising the research gap through trend analysis and finally assists in identifying exactly the problem that needs immediate attention. In this way, the review of earlier studies helps to develop a perspective to ascertain the general trend in the area, to locate the unexplored problems, and thereby avoids unnecessary duplication of the study. Furthermore, critical analysis of related literature provides assistance in formulating the research problem, specifying objectives, making useful hypotheses, developing theoretical background, use of proper methodology and drawing meaningful conclusions and generalisations. Review of related literature, therefore, is the prerequisite for any scientific investigation as it provides direction and guidance to research in the same way as history corrects and guides us from many pit-falls.

Recognising the importance, effort has been made to present the review of related studies available in the form of theses, dissertations, journals, books, etc. The literatures related to the present study are presented in chronological order under the following heads.

- Studies done in India
- Studies done Abroad.
2.1 Studies Done in India.

Manav, Ram Niwas (1981) made an attempt to study the attitudes, Self-concept and values of Professional and Non-professional college students. The study revealed significant difference between professional and non-professional students with regard to personal, religious, materialistic and humanistic values. The study further revealed that medical and engineering college students differ significantly in personal and social values; engineering and teacher training students differ significantly on personal, religious and humanistic values; whereas medical and teacher training students differ significantly with regard to personal, religious, educational and humanistic value dimensions.

Sati, B. D. (1991) conducted a comparative study of needs, values, aspirations and adjustments of scheduled caste and other students of secondary schools of Kumaun. The findings showed that scheduled caste boys and scheduled caste girls did not differ on value preferences and on educational aspiration. But, non-scheduled caste boys and girls differed significantly in two value dimensions namely theoretical value and social value. In theoretical value non-scheduled caste boys were significantly better than their female counterparts, whereas in social value the non-scheduled caste girls were significantly better.

Bauni, Kuotsu, (1992), has made an attempt to study the values of college students in Nagaland in relation to their self-concept. The study revealed that there was no significant difference in the mean scores of arts, science and commerce college students with respect to social, aesthetic, economic, knowledge hedonistic and health
value scores, but boys and girls differed significantly with respect to their mean scores on social, aesthetic, knowledge power and family prestige values. There were significant differences between tribal and non-tribal students with respect to their mean scores on religious, social, aesthetic and domestic value.

Chuttaura, P. (1992) explored the adjustment, aspiration and value pattern of scheduled caste and scheduled tribe student-teachers of Rajasthan. The study found that the most preferred values of both scheduled caste and scheduled tribe teacher trainees were moral value followed by social value and that their least preferred values were economic followed by aesthetic value.

Jafri, Bilkis Sultana (1992) in her comparative study of Values and Aspirations of undergraduate women students between two colleges, found that the students of Arts Stream of Tika Ram College were significantly higher in values as compared to the students of Women’s college, while the aspirations of students of Women’s College was higher as compared to the students Tika Ram College. The study also revealed the existence of significant difference in the aspiration and values between arts and science students, between high and low educated parental groups as well as between high and low parental income groups.

Padmanaban, T. A. (1992) in his study of values of high school pupils had revealed that there was a wide variety in different value scores where students scored higher in social value and lowest in political values. Boys and girls differed in their value pattern and caste and religion showed positive relationship with students value pattern.
Pradhan, G. C. (1992) in his study of values among secondary school students found that socio-economic status was significantly (positively) correlated with social, economic, knowledge, power, and family prestige values. Again moral judgement was positively correlated with religious, social, democratic, knowledge and health values while negatively correlated with economic, hedonistic, power and family prestige values. Moral judgement had no significant correlation with aesthetic value. The study further revealed significant sex differences in social, democratic, power and health values. Boys had higher democratic and health values than girls, while girls were higher on social and power values.

Shah, H. M. (1992) made an investigation into the values of higher secondary school students of Saurashtra. In this study Shah showed that sex, residential area, stream of the study had significant relationship with the values of students studying in class XI and XII. The study further revealed that stream or branch of study was significantly related to social value.

Shivamurti, Ansari and Venkataramanaika (1992) investigated the value orientation, Knowledge and adoption behaviour of sericulturists in Dharwad district of Karnataka. The findings revealed that social values play an important role in one’s own life and acts as a driving force. The results showed that sericulturists with progressive values had high knowledge and adaptation behaviour. Thus, the researcher concluded that possession of progressive values help individuals to more forward towards new experiences leading to recognition.

Kaur, Amarjeet (1993) compared the value dimensions of 300 government and private senior secondary school students on A-V-L scale. The study revealed that
government school boys preferred aesthetic and social values most and their least preferred value was religious. In case of girls of government school also the first two preferred values were same as that of boys but their least preferred value was economic which was religious for private school girls. Significant difference was observed between male and female students of government school with respect to three value dimensions namely economic, theoretical and religious. Boys were significantly higher in economic value than their counterparts whereas girls were higher than the boys in theoretical and religious value dimensions. With regard to students of private school, significant difference was noted in only in religious value dimension where females were significantly higher than the boys. No other sex difference was found in the other five value-dimensions so far students of private school were concerned.

Kaur, Amarpreet (1993) made a comparative study of value dimensions of post-graduate arts and science students. The study revealed that males in the science group had higher mean scores on theoretical, economic and political values than their counterparts in the arts group who were higher on aesthetic, social and economic values than the male science group. It was also found that girls from the science stream preferred theoretical and religious values more than the girls of arts stream, while on the remaining four dimensions arts group outscored the science group.

Khanna, Neeta (1993) studied the value patterns of students studying in teacher training and general streams in a denominational institute. The study was delimited to five value dimensions namely Truth, Righteous Conduct, Peace, Love and Non-Violence. The findings confirmed significant difference between two groups with respect to truth and love values where the students studying in teacher training stream
outscored the other group. No significant difference was observed between the two groups on the remaining three value dimensions.

Singh, Iqbal (1993) conducted a study to identify the value dimension of secondary school teachers in relation to their sex, age and experience. The findings showed that the subject’s preference order of value dimensions was political, followed by theoretical, economic, aesthetic, social and religious. The study further revealed significant sex difference with respect to five value dimensions. These were political, theoretical, economic, aesthetic, and religious values. The two most preferred values of less as well as more experienced teachers were found same. These were political followed by theoretical value.

Verma, V. P., Das, Rajalakshmi and Swain, C. Bimal (1993) in their study of the main effect of sex and rural/urban inhabitation on the values of adolescent students found that male adolescents were higher on truth, non-violence and love value than female adolescents but no significant difference was observed between male and female subjects with respect to right conduct value and peace value. Again, on the variable of inhabitation all the F-ratios were found highly significant.

Narayanan, S., Shantha K. D. K., Rao, K. S., & Kumar, K. G. (1994) conducted a study on value orientation among Indian and Singapore business students. The study focused on the cross cultural differences in value orientation of these students. The analysis of the study revealed a trend towards materialistic value preferences by the Indian business students and more realistic value preferences by the Singapore business students. Indian students gave high importance to work and success, whereas the Singaporean students gave higher importance to love and life. The findings further
revealed that self-concept, self-respect and health were assigned high ranks by both the groups of students.

Gurnani, L., Bala, M., & Golwalkar, S. (1995) conducted a study to find out and compare the life values, personality and creativity among physically handicapped students and settled graduate persons. Comparison was made on 250 physically handicapped students drawn from Senior Secondary Schools of Rajasthan and 250 settled persons who had completed graduation and belonged to the age group of 25 to 40 years. The results related to values revealed that moral and aesthetic values were negatively related to all life values, except hedonistic value in respect of both physically handicapped students and settled persons. Moreover, the study did not find any relationship between flexibility and life value. The hedonistic value also did not show any relationship with creativity.

Ranu, Sarbjit Kaur (1995) in her study of value dimensions of post-graduate students in relation to their levels of aspiration and intelligence, found that the two most preferred value dimensions of post-graduate students were theoretical and political whereas two least preferred values were religious and aesthetic. The male students were significantly higher in theoretical value but, lower in aesthetic and social values than the female students. It is also found that arts students were significantly higher in aesthetic, social and political values than the science students. The study further revealed that level of aspiration and intelligence together were predictors of the scores among male and female students.

Taj, Haseen and Rekha, S. (1995) undertook an experimental design to find out whether the activities designed to inculcate the value of national integration had a strong
influence in the development of national integration values. The study used the randomised control group post-test design. The analysis of results revealed that activities designed for had an influence in the development of national integration values.

Dhekwar, T. M. (1996) conducted a study on personality problems and value pattern of Higher Secondary students of non-technical course and vocational technical course. The study revealed that the hierarchy of values of H.S students of non-technical course and vocational technical course was similar in most of the cases. All groups of vocational technical course were higher in social and theoretical values. The study further revealed that religious and aesthetic values were held at low position by students of both non-technical and technical vocational course.

Verma, D. (1996), in his study on value pattern of 400 college students of Rohilkhand region with special reference to sense of responsibility, reflected that social values were higher among arts students and theoretical values among science and commerce students. The study further reported that the socio-economic status did not affect the values of college students and the streams of study (arts, science and commerce) did not differ significantly in their sense of responsibility.

Chauhan, V. L., & Kothari, P. (1997) in their paper studied the value patterns of 200 urban and rural women. A 2 X 2 X 2 factorial design with variables—type of area (rural vs urban), type of family (joint vs nuclear) and age at marriage (early vs late marriage) was adopted to assess the value pattern as a function of the mentioned variables. The results of ANNOVA revealed significant main effects of type of area on
aesthetic, hedonistic, and health values; significant effect of the type of family on health values; and significant main effect of age at marriage on knowledge and health values.

Dagar, B. S., & Dhull, I. (1997) in their article stressed that value education in general and moral education in particular constitutes the *sine qua non* of education. The authors suggested the mode of moral education arguing that moral education is distinct from religious education while most often it is misinterpreted as religious education. They viewed that orientation of all working teachers on moral education through organising and conducting special seminars, orientation courses are a prerequisite for including moral education as a subject.

Gupta, S., & Mandal, J. M. (1997) studied the effects of education, location, sex and marital status on the terminal and instrumental values of 360 young men and women in the age group of 18 to 35 years. The samples were stratified according to sex, marital status, location (rural and urban) and education (fairly good educational background and poor educational background). Analysis of variance revealed that location, education, sex and marital status had a significant effect on the respondents’ terminal values but not on their instrumental values.

Pradhan, G. C. (1997) conducted a study to explore the relationship between moral values with 10 personal values of 561 boy and girl school students of Puri district (Orissa). The results of Pearson’s correlation revealed that moral judgement was positively correlated with religious, social, knowledge and health values, and was negatively correlated with personal and family-prestige values.
Pradhan, N. N., & Panda, A. K. (1997) in their study on the effects of tribal/non-tribal status and sex on moral judgement among 42 tribal and 58 non-tribal children studying in class IX of three schools in the district of Koraput (Orissa) revealed existence of significant difference in moral judgement between both tribal and non-tribal as well as male and female school going children. Tribals compared to non-tribals, and boys compared to girls were at a higher stage of moral judgement.

Rao, G. B., Reddy, K. S., & Samiuliah, S. (1997) investigated the work values of 120 employees from three different business organisations, in relation to their behaviour activity profiles i.e. Type ‘A’ and Type ‘B’ as measured by, Friedman and Rosenman, 1950. Results revealed that there were significant differences between the two types of individuals in the work values: creativity, management, supervisory relations, security, prestige, independence, variety, economic returns, altruism, and intellectual stimulation.

Ravindranathan, M. N. (1997) investigated the attitude of primary school teachers of Udupi town towards various educational, economic and religious aspects of life. The results of the analysis revealed that the majority of the primary school teachers of the Udupi town were modern in their attitude towards educational, economic and religious dimensions of life, which would have more modernising influence on all aspect of life of the young students.

Sharma, N. P. (1997) in this article argued that the task of teaching values to the young is the task of both parents and teachers. He holds that values are not fractional things to be doled out in fixed daily or weekly measures, as one among various subjects in the school syllabus. According to author, there are some specific values like good
health, soundness of body and mind, honesty, truthfulness, equality, democracy, secularism and self-realisation that can be taught through formal education at all levels through incorporating games, sports, yoga and participative method of teaching values. Such a value as self-realisation can be self-taught through introspection, continuous practice, meditation and transcendence of the mundane realities.

In another study by Singh, A. K. and Gupta, Alpana Sen (1997) on the influence of personality and gender on value system of people found that neuroticism was positively related with theoretical, aesthetic and religious values whereas extraversion was positively related with social, political, and economic values. Females showed preferences for aesthetic, social, and religious values whereas males showed their preference for theoretical, political and economic values.

Singh, R. P. (1997) made an attempt to investigate the values of 560 urban and rural college going male and female adolescents of Aligarh district. The scale of value developed by Ray Chaudhary and R.K. Ojha was used in the study. The findings revealed that urban male and female had significantly higher mean scores on theoretical and religious value than the corresponding mean scores of rural male and female adolescents. On the other hand in social and aesthetic values the rural male and female adolescents had significantly higher mean scores than their counterparts, whereas in political and economic values mean difference of urban and rural adolescents were not significant. The study further reported that the male adolescents were significantly higher in the mean scores of theoretical and economic values than the female adolescent, whereas the female group was significantly higher on social and political values.
Singh, T., & Pathak, S. (1997) conducted an empirical study to explore the effect of residential background, age and gender on ecological attitude, value orientation and environmental perception in a sample of 180 people. Results indicated that rural people found nature as more positive, group-oriented, development and dominating; whereas factory people perceived nature as more unitary, organized and sensuous; with the perception of urban people falling between these extremes. The components of value orientation and ecological awareness were found to be significantly correlated.

Srivastava, S. K. (1997) studied the relationship between values and personality traits of 100 students of class IX drawn from two schools of Haridwar. The study showed that social and political values were positively correlated with the personality traits, whereas theoretical, economic, aesthetic and religious values did not show any significant relationship with the personality traits of students.

Pathak, R. D., & Tripathi, S. K. (1998) made an attempt to justify how modern information technology has influenced our values especially in the industrial sector. The authors stressed that the values which are getting abrasion are human values, community and social values, cultural values and institutional values etc. can be inculcated among the industrial personnel by organising various programmes such as symposia, seminars, and special lectures, and encouraging extra-curricular activities. They also suggested that value education should be a part of the curriculum of higher education.

Sahoo, K. C., Biswal, A. & Khandai, H. (1998) investigated the perception of 225 students of different schools of DAV- Indore, about their existing secular values. The major findings reflected that secular value was prevalent among average number of
university students. The study further revealed that scientific, humanitarian, moral, and spiritual values were high among the university students.

Bhagawati, Binita (1999) made a comparative analysis of value orientation in two school system of Assam (Vidya Bharati system and General school system). The findings revealed that the students of Vidya Bharati Schools secured higher scores on attitude scale of values than the General School system. Students of Vidya Bharati school system scored higher than their teachers but, there was no difference in the value scores between students and teachers of General Schools. The study further revealed that female students as well as female parents scored consistently higher than their male counterparts.

Joshi, Kireet (1999) in his article on fundamental duties and human values focused that values are important for the upliftment of human life. The author also discussed how various values such as justice, equality, liberty, fraternity, humanism, scientific temper, spirit of enquiry, protection of environment, love and compassion as well as the role of teacher towards helping students develop the art of practising values in concrete situations of life. The author suggested that the teachers should themselves be value oriented and enthusiastically participate in different programmes of value education.

Vaithilingam, M. (1999) studied the aspirations, values of children and fertility behaviour in rural Tamil Nadu. The study revealed that the educational aspirations of children both sons and daughters were high, however it was found moderate in case of professional aspiration. In both educational and professional aspirations a slight disparity was noticed between sons and daughters i.e. higher aspirations for sons than
daughters. The study further revealed that high socio-economic status group gave preference to psychological values, whereas, poor socio-economic status group attached more importance to economic values.

Devi, B. (2000) made an analysis on the degradation of moral values among the youths of Manipur. The author tinted on various factors such as socio-religious factors, educational factors, the role played by media, family structure, alcohol, drugs and corruption that are responsible for the degradation of moral values amongst the youths of Manipur.

Kishore, L. (2000) in his article discussed about the need of incorporating value education in science teaching. The author stated that schools are not doing what needs to be done. The author also worried about non-implementation of recommendations of various commissions regarding value education. The value related concepts, their nature and classification were discussed in detail. The author suggested that the role and attitude of science teachers in value education must be positive and they should be able to resolve the value conflict of children and help them develop a scientific world view.

Islam, Sirajul (2002) in his study of value pattern of college students revealed that college students were mostly inclined towards modern values and attitudes. The study also revealed that B. Sc students endorsed modern progressive outlook in their values and attitudes than B.A. and B.Com students. The investigator has also reported a significant difference between high socio-economic status group and low socio-economic status group as well as high media exposure group and low media exposure group in relation to their values and attitudes.
Pamei, Shaganglung (2002) in his study of social motives, values and level of aspiration as related to identity crisis among Naga students found that Naga students strongly believe in a set of terminal and instrumental values. Their most preferred terminal values were salvation, wisdom while least preferred were true friendship. Again their most preferred instrumental values were honesty and ambition whereas least preferred value was forgiveness. The study further revealed that level of aspiration had significant effect on some of the Naga Problem Questionnaire items. Goal Discrepancy score had significant effect on five items, Attainment Discrepancy score had significant effect on three items, while Number of Times Goal Reach Score had significant effect on Two Naga Problem Items.

Pathak, M. (2002) in her investigation to study the impact of family environment, locus of control and level of aspiration upon achievement motivation of undergraduate students reported that the relationship between educational aspiration and achievement motivation was statistically insignificant. The researcher also revealed that male undergraduates were significantly higher on educational aspiration than their female counterparts.

Joshi, T. C. (2003) conducted a study to find out the social attitude, level of aspiration and scholastic achievement as predictors of self-confidence. The findings revealed that educational, personal, social i.e. the total aspiration was positively and significantly related with self-confidence of students. The study further revealed that among aspiration areas-- educational, personal, social and total aspiration contributes 17.3%, .6%, 5.53 and 17.1% respectively to self-confidence.
Bhatt, P. D. (2005) made a comparative study of sports persons with regard to their level of aspiration, self-confidence, risk-taking tendency and will to win. Comparisons were made on the basis of sex and type of sports. The research results revealed that sex had no role in creating educational as well as personal aspiration among sports person. Type of game did not account for increasing personal aspiration but girls playing group games had higher aspiration than boys playing group games. The findings further revealed that girl sports persons had significant high score than the boy sports persons with regard to social aspiration.

Fartiyal, P. (2005) investigated the home environment, level of aspiration and self-confidence as predictors of achievement motivation of professional and non-professional college students. The analysis of the result showed that personal and educational aspiration were significantly related and contributes to achievement motivation of professional college students. But the relationship between social aspiration and achievement motivation was found to be insignificant for college students. The study further concluded that total Aspiration was not correlated with achievement motivation.

Vijayalakshmi, Ghali (2006) in her study on prioritization of secondary school children’s values by their parents and teachers, revealed that teachers and parents gave more importance to only 5 values, namely worthiness, sympathies, discipline, equality and caring. The results further revealed that hundred per cent of teachers gave priority to open mindedness, practicality, academic bent of mind, self-reliance, forgiveness, obedience and creativity, whereas hundred per cent of parents gave priority to the values namely honesty, truthfulness, cleanliness, duty mindedness, love, kindness, spirituality,
humanity, aesthetics, morality, punctuality, cooperation and objectivity. Light difference ranging from 81% to 97% was observed in the preference of values of teachers and parents. The study reported a significant difference between rural and urban teachers as well as parents, male and female teachers as well as parents, educated and uneducated parents above 40 years, rich and poor parents and teachers teaching arts and science subjects with regard to values.

Simpson, Km. K. (2007) studied the socio-genetic needs, level of aspiration and self-concept as predictors of risk-taking behaviour among adolescents. The study reported that educational and social aspiration is positively correlated with risk-taking behaviour of adolescents. No significant correlation was observed between personal aspiration and risk-taking behaviour. The study concluded that, though level of aspiration was significantly related with risk-taking behaviour, it did not account for generating this behaviour.

Tripathi, Sujit Ram (2008) conducted a study entitled “patterns of social identity and value orientation and their implications for conflict resolution”. In this study the multiple regressions for conflict resolution styles indicated that values were more powerful predictors than social identities for conflict resolution. It further revealed that females and adults had higher scores on social and protection values while males and young adults were higher on personal and growth values.

Kauts and Kaur (2010) in their investigation on value preferences among adolescents revealed that common preferred values of boy and girl adolescents were world at peace, freedom, true friendship, wisdom, national security, equality, salvation, courageous, honesty, self-control, forgiving and cheerful. So far the terminal values
were concerned, the study revealed that boys placed highest preference to value-wisdom and lowest preference to value-salvation, whereas these were the value of national integration and mature love respectively for girl adolescents. Again, with regard to instrumental values, the boys preferred honesty the most and cheerful the least, whereas these were honesty and logical respectively for girls.

Benjamin, B. Maxwell (2011) conducted a study to find out the prevalence of moral judgement among higher secondary school students of Chennai city with respect to classification of different school climate and home environment. The findings revealed that the school students in high school climate had higher moral, personal, social, aesthetic, humanitarian and religious values than the students in moderate and low school climate. On the other hand, in all these values the scores among the students of moderate and low school climates were similar. Contrary to this, the academic value was found similar among school students irrespective of the level of school climate. With regard to the influence of home environment, the study showed that in moral, personal, academic, social and aesthetic values students were similar irrespective of the level of home environment (high, moderate and low), whereas in humanitarian and religious values the students of low home environment were significantly higher than the students of high and moderate home environment.

Rajkumari, Sumati (2011) designed a cross cultural study to examine the impact of home and school environment on values of adolescence girls of Coimbatore city of Tamil Nadu and Imphal West of Manipur. The results revealed that girls of Coimbatore city obtained higher mean scores for aesthetic, economic, family prestige and hedonistic values than their counterparts, whereas girls of Imphal West of Manipur obtained higher
scores in religious, social, knowledge, power and health values. With respect to the impact of home environment, the study revealed that control and protective dimensions of home environment had positive correlation with religious and democratic values of the Coimbatore girls. So far the girls of Imphal West of Manipur were concerned the study found that permissiveness and religious value, rejection and knowledge value, deprivation of privilege with hedonistic, social and power values, protectiveness and democratic value; reward and knowledge value, permissiveness and hedonistic value were positively related.

Shagufta and Mariya (2012) argued that due to modern developments and fast changing role of parents, it has been very difficult for parents to inculcate significant values in their child and as such value oriented education needs to be realistically achievable in consonance with the academic framework of a school. The authors advocate that a judicious combination of academics, culture and value education will be an ideal approach to education and value education needs to be integrated within the school curriculum.

Sucharitha, R. (2012) conducted a study to examine the influence of seven independent variables namely sex, class of study, locality, subject of the study, level of institution, age and family size on moral judgement of secondary school students. The author revealed that sex and class of study had no significant influence on the moral judgement of secondary school students. However, the girl students scored higher in the mean score of moral judgement. The study further revealed existence of significant difference between rural and urban students in their moral judgement.
2.2 Studies Done Abroad

Arceneaux (1990) conducted a study on personality characteristics and values of 95 college students divided into three groups based on their achievement. He administered three measures to study their personality characteristics, interests and values. The study revealed that the three achievement groups differed consistently with the majority of differences involving socialisation or conformity. A gender difference was also noted in this regard.

Macneil (1990) investigated the relative importance of twenty values and their relationships with aspiration, life roles and work of 157 senior undergraduate students. The findings of the study showed that the respondents were inclined to value areas of personal intelligence, achievement and social orientation, and vocational aspirations. Statistically significant correlation was reported between values and career aspirations. The study further showed that the senior undergraduate students gave more importance to those values which emphasize social orientation and personal development.

Harbison (1991) conducted a study on value orientations and career aspirations of the students pursuing MSW degree at University of Toronto. A comparison was made between those entering into the MSW programme with a BSW degree and those entering without a BSW degree. The study indicated that those holding the BSW degree have different career expectations and aspirations than those who did not hold this degree. It was also reported that holding or not holding a BSW degree had no significant impact on respondent’s value orientations. However, the result reported a
relationship of value orientations with demographic characteristics and career aspirations.

Mendoza (1991) conducted his study on school personnel, students and parents of four single-sex catholic secondary schools. The study revealed that students’ values, aspirations and self-esteem are nurtured through the care and respect received from teachers and parents. The study further concluded that the community of values in Catholic Church enable students, parents and school personnel to aspire and even achieve higher.

Menell (1991) conducted a study to explore and describe the values, level of satisfaction and aspiration of counselling psychology doctoral students. Nine women from three different counselling psychology doctoral programmes were participated in the study. A total of 21 semi-structured interviews were conducted. The findings revealed that the participants endorsed highest priority to practice oriented values such as introspection, connectedness in relationships and feelings over thinking. Thus, the result indicated that the participant did not perceive differences between their personal and professional values.

Basolene (1992) studied the aspirations and values of African and Asian theological students. Thirty eight students including nineteen from Africa and nineteen from Asia were sampled for interview. It was perceived by the students interviewed that, going on with their higher aspiration for education was the way to qualify for political, religious and socio-economic values.
Christensen (1992) reported significant sex differences in values as measured by the Rokeach value survey. He found that males ranked the values of loyalty and ambition higher than the females.

Kruezer, B. Katherine (1992) in his study on the effect of gender, gender-role orientation, socio-economic status and parental influence on women’s aspirations stated that female have lower aspiration to leader and hope less in their career than do men.

Maddy (1992) made a post-positivist inquiry into the aspirations, values, motives and actions of women in senior level university leadership roles. The study indicated that upward mobility or career advancement is associated with a specific set of common values.

Smulders, A. E. M. (1995) made an attempt to explore the perceptions of private companies in Malaysia in 16 values as defined by the Ministry of Education. The findings revealed that all companies considered the values more desirable for supervisory workers than for non-supervisory workers. 11 values out of 16 were found significantly more desirable for supervisory workers than for non-supervisory workers. The study further revealed that the domestic as well as foreign companies considered values with an interpersonal focus as less desirable and important than values with a personal focus (self-actualisation or competence values) with the exception of honesty.

Musek, J. (1998) conducted a study to explore whether the political and religious adherence of Slovenian students were substantially related to their individual values. The result of the investigation confirmed that political and religious adherence of Slovenian students was significantly connected to each other. The study further
revealed that the group with different political notion differed clearly in the related importance of single value and common value category.

Bond, R., and Saunders, P. (1999) in their study on the factors influencing occupational attainment of British young males with different age levels, showed that at both age of 11 and 16 years, children’s aspirations were positively related to their test scores. Thus, the findings implied that aspirations is influenced and raised by their academic ability.

Cyril, S. (1999) made a comparative study on educational and cultural determinants of values among adolescents of three countries i.e. England, Saudi Arabia and the United States. The results revealed significant differences among the adolescents of these three cultures; i.e. adolescents from England gave importance to parents and friendship, American adolescents gave importance to being well adjusted and feeling good about oneself and the prominence given to Islam by the Saudi Arabian adolescents.

Abu-Hilal, M. M. (2000) investigated the structure of attitudes to school subjects and the casual relationship among attitudes, levels of aspiration and achievement of 280 California high school students. The findings revealed that attitude to school indirectly influenced achievement, while aspiration significantly affected achievement and mediated between attitudes and achievement.

Schludermann, E. H. et al. (2000) reported no significant gender difference among adolescents in religiosity, social adjustment or personal adjustment. However, girls endorsed social values much more than boys did. The study further revealed that
religiosity had much higher correlations with social values and social adjustment among boys than among girls.

Duane H. Bajema and others (2002) concluded that high school seniors lived in towns and farms had a high level of congruence between educational and occupational aspiration. They further perceived that farm and town students had equally diverse aspirations.

Ismael, Abu-Saad (2003) attempted to study the work values of Arab elementary school teachers in Israel in a multi-cultural context. Data was collected through using Islamic Work Ethic (IWE) and Work Individualism scales developed by Ali (1988). Based on the factor analysis of the IWE scale, the author revealed three factors of work value of Arab elementary teachers. These were (1) personal and organizational obligations; (2) personal investment and dividends; and (3) personal effort and achievement.

Schoon, I. (2006) in his/her work showed that young people from socially advantaged backgrounds endorsed higher aspirations than young people with socially disadvantaged background. The author further depicted a persisting gap in aspirations between the young people who experienced social adversity based on parental social status, home ownership, overcrowding and maternal education in their early childhood and those who did not.

Ferran et al. (2007) conducted a study of the relationship between the psychological wellbeing of Spanish adolescents from 12 to 16 years old and the values they aspire to for the future. The analysis of the results revealed that boys scored
significantly higher on the materialistic value and the capacities and knowledge related value dimensions, while the girls scored higher on the interpersonal related value dimensions. The study further revealed that the youngest adolescents scored higher on materialistic values, while the oldest scored higher on interpersonal relationships related values.

Strand and Winston (2008) in their study on educational aspirations of inner city schools in Britain documented that aspiration of pupils of was significantly influenced by their academic self-concept (i.e., the perception of one’s academic abilities). The study further revealed that high aspirations of Black African and Asian groups possessed a strong academic self-concept, whereas the low aspirations of White British pupils tend to have a generally poor academic self-concept.

Gerdien D., Bertram-Troost, Simone A. de Roos & Siebren, Miedema (2009) studied the role played by secondary schools on the development of the religious identity among the adolescents of Dutch Christian secondary schools. The findings of the result revealed a small relationship between the way the field of religious education is shaped in secondary education and the (actual) religious explorations and commitments of pupils. The authors showed that there was a much more direct relationship between pupils’ religious explorations and commitments and their religious background, world view orientations and value orientations.

Rogers, Mary E. (2010) made a multivariate analysis of personality, values and professional and lifestyle expectations and well-being as correlates of career aspirations of 179 final year medical students. The researcher argued that understanding the
expectations and values of this generation of doctors would assist workforce planners to address expected shortage and multi-distribution of practitioners.

Bobowi, Magdalena (2011) conducted a study on personality and parents’ values as the predictors of students’ personal values. The findings of the study revealed a greater contribution of multicultural personality to the variance in stimulation, self-direction, universalism and achievement values in comparison to the impact of parental values, whereas an opposite pattern was found for power, benevolence, and conformity. Furthermore, overall trait-like parents’ values were better predictors of the offspring’s trait-like values and the same effect held for parental societal values that predicted better the offspring’s societal values.

Boxer, Paul and others (2011) revealed that students who aspire to achieve more than they expect to achieve are likely to have more economically disadvantaged backgrounds and poor academic performance. These students also reported lower level of school bonding, higher levels of test/performance anxiety and elevated behavioural/emotional difficulties.

Cochran, Daria B. (2011) reported that socio-economic status and ability influence the formation of aspirations (occupational) of adolescents.

Domene, Jose F. (2011) in his study on the effects of aspiration and career outcome expectation on academic motivation in post-secondary students concluded that compared to other post-secondary students, those with high aspiration and career expectation were more intrinsically and extrinsically motivated to academics.
Iglesias and Ricardo (2011) found differences in personal and interpersonal values across generational cohorts, gender and ethnic group. The study further revealed that male nurses are likely to take fewer risks and show a tendency towards congruence with the predominant organisational culture.

Lin, Meng-Jie (2011) assessed the effect of economic prospects, parental attitudes and gender values on female undergraduates’ aspirations for masters and doctoral degree programmes in Taiwan’s universalised and stratified higher education system. The study revealed that parental expectations and women’s aspirations declined with educational level. They were higher for master’s education and much lower for doctoral education. It was also found that specialisation and university ranking substantially affect women’s aspirations for graduate education.

Julia, Ipgrave (2012) studied the relationships between local patterns of religious practice and young people’s attitudes to the religiosity of their peers among secondary schools across the UK. The data indicated that students’ respect for the religiosity of their peers was more influenced by the experience of religion in the neighbourhood and the degree to which being ‘religious’ is viewed as ‘normal’ there, rather than by the classroom Religious Education (multi-faith or otherwise).

Nataša, Pantić & Theo, Wubbels (2012) conducted a study on the role of teachers in inculcation of the moral values. The study was conducted to identify different conceptions on the teachers’ moral roles so that an instrument can be developed which could assess the teachers’ beliefs regarding those roles which in turn can be used in teacher development. By analysing the collected data, three moral roles
of teachers were operationalised which were paternalist, liberal and social-relativist conceptions.

2.3 Trend Analysis of Related Literature

The foregoing account of the related literature generated in India as well as abroad has made the researcher clear that although a number of research studies have so far been conducted on values, still there is lacking of some areas specially related to level of aspiration in value dimensions of undergraduate students of professional courses.

So far the value dimensions of undergraduate students are concerned, it is evident from the review of related literature that, most of the studies conducted so far are on the students of conventional courses viz, Arts, Science and Commerce, whereas it is not adequately investigated targeting the students of professional courses. Except, Manav, Ram Niwas (1981), who conducted his study on attitudes, self-concept and values of professional and non-professional college students, no other study is reported so far to study the value dimensions of undergraduate students of professional courses at large. However, few specific areas of professional courses where studies are reported are Medical Education (Rogers, Mary E., 2010); Teacher Education (Khanna, Neeta, 1993); Business Studies (Narayanan, S., Shantha Kumar, D. K., Rao, K. S., & Kumar, K. G., 1994). Moreover, Dhekwar, T. M. (1996) has made a comparative study on personality traits and value pattern of students of technical and non-technical courses, but the study was conducted targeting the higher secondary students. Thus, no study is
found to investigate the value dimensions of undergraduate students of professional courses at large.

A similar picture is observed with regard to level of aspiration also. Most of the studies conducted so far on level of aspiration aimed to identify its nature and relationship with variables like Gender, Age, Area of Residence, Socio-Economic Status, Specialisation of Study etc. Gender (Vaithilingam, M. 1999, Pathak, M. 2002, Bhatt. P. D. 2005); Area of Residence (Duane H. Bajema and others 2002); Socio-Economic Status (Schoon, I. 2006, Cochran, Daria, B. 2011); Specialisation of Study (Domene, Jose F., 2011). Few other studies revealed that aspiration is related to academic traits of students (Bond, R., and Saunders, P. 1999, Abu-Hilal, M. M. 2000, Domene, Jose F., 2011). So far the relationship of level of aspiration with value dimensions is concerned, the literature accounts very meagre. Only three studies undertaken by Macneil (1990), Basolene (1992), and Ranu, Sarbjit Kaur (1995), are found in this regard. Further analysis showed that none of the three studies aimed to investigate the relationship between level of aspiration and value dimensions of undergraduate students of professional courses.

It is to be noted that, though Manav, Ram Niwas (1981) conducted his study on value dimensions of undergraduate students involving a comparison between the students of professional and non-professional colleges, the study did not include level of aspiration as one of its variable as that of the present study does.

Moreover, the researcher could locate only two studies conducted in Assam investigating the value pattern of students. Islam, Sirajul (2002) examined the value pattern of college students in relation to socio-educational variables, whereas,
Bhagawati, Binita (1999), made a comparative analysis of value orientation in two school system of Assam (Vidya Bharati system and General school system). Thus, the review of related literature is evident of the fact that no study has been done so far in Assam in particular and in India in general on the value dimensions and its relationship with level of aspiration of undergraduate students of professional courses involving a comparison between students of technical and non-technical course. Thus, it becomes quite conspicuous that still much remains to be done in this regard which warrants that the present study to be conducted. The study is first of its kind and as such is expected to fill the gap in this regard.