CHAPTER-III
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It is said that practically all human knowledge can be found in books and libraries. Unlike other animals that must start anew with each generation, man builds upon the accumulated and recorded knowledge of the past (Best, 1978).

For any worthwhile study in the field of knowledge the research worker needs an adequate familiarity with both previous theory and research. And to assure this familiarity, every research project in the behavioral sciences has, at one of its early stages, a review of related theoretical and research literature.

The phrase ‘Review of Related Literature’ consists of two words: Review and Literature. The word ‘literature’ has conveyed a different meaning from the traditional meaning. Here in research methodology the term literature refers to the knowledge of a particular area of investigation of any discipline, which includes theoretical, practical and research studies. The term ‘review’ means to organize the knowledge of the specific area of research to evolve an edifice of knowledge to show that his study would be an addition to this field. The task of review of literature is highly creative and tedious because the researcher has to synthesize the available knowledge of the field in a unique way to provide the rationale for his study.

On the importance of review of related literature Best (1978) says, “a familiarity with the literature in any problem area helps the students to discover what is already known, what others have attempted to find out, what methods have been promising and disappointing, to avoid the pitfalls of the past researches and the repetition of the field already carried out and to know what problems remained to be solved.”

The review of related literature is an important pre-requisite to the actual planning and for the execution of any research work before embarking on a fresh study. It involves a careful review of research journals, books, dissertation, theses, surveys and other sources of information on the problem under investigation. The
related literature gives the researcher an understanding of the research methodology, which refers to the way the study, is to be conducted. It helps the researcher to know about the tools and instruments, which prove to be useful and promising in the previous studies. Along with it also provides an insight into the statistical methods through which validity of results is to be established.

Therefore as far as the present study is concerned, in the present chapter, an attempt has been made to review studies having adequate relevance to the problem and thus to reach at the trends, depicted by these studies.

3.1 RELATED STUDIES ON PERSONAL VALUES

Beg (1966) undertook a cross-cultural study on value orientation of Indian and American students. He reported significant differences in the values of the students belonging to different cultures.

Kulshrestha (1969) studied the value pattern of scheduled caste and non-scheduled caste pupil teachers and concluded that scheduled caste students preferred more the religious values as non-scheduled caste students preferred both theoretical and religious values.

Jacob (1972) studied the value system of two academically contrasted groups of college men. He concluded that there exist no significant differences in the religious, economic, aesthetic values.

Goodwin (1973) studied the value patterns among students of four colleges of Missouri and found female students to have significantly higher aesthetic, religious and social values.

Tiwari and Singh (1973) studied the value patterns as a function of sex and observed higher political values in girls as compared to the boys. On the other hand boys were found to be higher on economic and theoretical values.

De (1974) studied the values of high school boys of some schools of West Bengal and found that the mean scores of the values of boys of class V and VI were significantly higher than those of class IX except in case of sincerity.

Dwivedi (1979) studied education, sex and cultural background as correlates of values: aesthetic and social. The sample consisted of 150 B.Ed. and M.Ed. boys
and girls with rural and urban background. F-ratio for education is significant in case of social value, while education’s interaction with sex and Trivariate interaction are significant for aesthetic and social values respectively whereas the main effect of cultural background on both the values (aesthetic and social) was insignificant.

Reddy (1980) studied the values and attitudes of Indian youth and found higher social, aesthetic and religious values in girls as compared to the boys. While boys were found to possess higher political, economic and theoretical values.

Gaur (1980) studied the value system in the personality of urban and rural students and found no sex differences in aesthetic, political, economic, religious and social values.

Chakrabuti and Kundu (1981) studied age, sex and type of education as concomitants of value patterns and found female students to have higher social and economic values as compared to the male students.

Anand and Kumar (1982) undertook a comparative study of the values patterns of the science and commerce undergraduates. It was found that science undergraduates have highest health value; and economic and religious the lowest. The commerce undergraduates have highest hedonistic value and lowest family prestige value. Significant differences exist in both the groups in democratic, power, family prestige and hedonistic value. Hedonistic value is at the top of the science undergraduates.

Srivastava (1982) conducted a study with the objective to find out the value pattern of tribal students studying in high schools, the higher secondary schools and the intermediate colleges of Mirzapur district. It concluded that irrespective of caste, creed and level of education, democratic and the health values were the two top-ranking values.

Kundu (1982) studied the value pattern of college students in relation to psychological variables and found that male and female students did not differ significantly in their values.
Raghavendra (1984) undertook a comparative study of values preferences of the socially disadvantaged and the socially non-disadvantaged secondary school pupils. Using the stratified random sampling method, 7 institutions were chosen. It was found that (1) the socially disadvantaged & socially non-disadvantaged pupils differed with respect to two values namely, theoretical and religious. (2) Boys and girls significantly differed with respect to three measures of personal values-theoretical, social and aesthetic values.

Singh (1984) conducted a comparative study on a sample of 180 students of V grade and found that boys and girls did not differ significantly in their moral judgment.

Gupta (1989) undertook a study of the values and moral judgment of adolescents of two representative centers of western and eastern U.P. The sample of 80 boys and 80 girls each, was taken both from Western and eastern U.P. It was found that the regional differences influenced the different personal values of the adolescents in an important way.

Srivastava (1990) undertook a study of value patterning and self-esteem of deprived and non-deprived boys and girls. 200 deprived and 200 non-deprived students of both sexes were randomly selected from Agra city. It was found that deprived and non-deprived groups differed in value-patterns. Boys and girls also differed in values.

Padmanabhan (1992) studied the values of high school pupils in relation to certain selected variables. A sample of 1000 students of IX std. of secondary school was drawn. It was found that the rank order of the value of the mean scores for the different values, showed the highest score in social value, and lowest score in political value. Boys and girls differed to theoretical, economic, political, social and aesthetic values.

Banui (1992) undertook a study of the values of college students in Nagaland in relation to their self-concept and concluded that there were no significant differences in the mean scores of arts, science and commerce college.
students in respect of social value, economic value, aesthetic value, knowledge value, hedonistic value, family prestige and health value scores.

Gupta (1992) undertook a study of student’s academic satisfaction as related to their personality needs and personal values. She tested hypothesis on relationships with different personality needs and personal values and she found some to be positively related and others to be negatively related.

Sharma (1992) studied teacher’s socio-economic status and values with reference to their attitude towards nation. It was found that teachers were having theoretical values and positive attitude towards nation.

Padhan (1993) studied values among secondary school students in relation to moral judgment, socio-economic status and sex. The sample consisted of 196 students of which 89 were girls and 107 were boys. It was found that (1) socio-economic status is significantly (positively) correlated with social, economic, knowledge, power and family prestige values whereas it has no significant correlation with religious, democratic, aesthetic, hedonistic and health values. (2) Moral judgment is significantly (positively) correlated with religious, democratic, social knowledge and health values. Moral judgment is significantly (negatively) correlated with economic, hedonistic, power and family prestige values. Boys and girls differ significantly in social, democratic, power and health values. They do not differ significantly in other values.

Verma (1993) studied value orientation of socially disadvantaged adolescents. The sample of the study consisted of 85 socially advantaged and 55 socially disadvantaged adolescent students studying in XII class. The results yielded that socially advantaged adolescents were significantly higher on social and religious values than socially disadvantaged students. But no significant difference was found in theoretical, economic, aesthetic and political values of socially advantaged and socially disadvantaged students.

Padhan (1994) studied moral values of school students in relation to different personal values. The sample of the study consisted of 561 students of class IX studying in 14 different secondary schools. The results indicate that moral
judgment is significantly (positively) correlated with religious, social, democratic, knowledge and health values but negatively (significantly) correlated with economic, hedonistic, power and family prestige values. However no significant correlation has been found between moral judgment and aesthetic value.

Kapoor (1995) undertook an experimental study of value change in the secondary school students and found that there was no significant change in the three values viz. self-respect, wisdom and sense of accomplishment. Only the freedom value showed significant change but even for this value, the direction of change was positive.

Sharma (1995) conducted a study to investigate whether teachers can inculcate values in youth and found that values are permitted through the conduct of the elders and imbibed by the youngsters.

Verma (1995) studied the value pattern among college youth of Rohilkhand region with special reference to sense of responsibility. The total sample of 400 students of Part-I belonging to Arts, Science and Commerce of Rohilkand region were taken. It was found that (1) social values were found highest among Arts stream, theoretical values among Science stream and Commerce stream and Aesthetic values the lowest in all the three streams. (2) On Economic values Commerce and Science students differ significantly. (3) The Arts, Science and Commerce stream did not differ significantly on their sense of responsibility.

Grewal (1996) undertook a comparative study of the values of rural and urban senior secondary school students of Punjab. He found that rural and urban school students differed in social, power and health values, whereas male and female school students differed in economic, health and family prestige values.

Bajpai (1999) undertook a study of values of tribal and non–tribal adolescent students. The study was conducted on 498 tribal and 375 non–tribal students. The study revealed that tribal and non–tribal adolescents have significant difference in four values: theoretical, aesthetic, social and religious. On the other hand boys and girls students have significant difference in some values.
Shailaja end Saboji (2002) undertook a survey of values among the teacher educators (with special reference to sex, marital status and teaching experience). A sample of 800 teacher educators was categorized into different sub-groups, based on their gender, marital status and teaching experience. It was found that the values of female teacher educators differed from that of male teacher educators.

Bar and Singh (2004) undertook a study of values of teacher trainees (with special reference to sex and locale). The sample consisted of 200 teacher trainees of educational colleges of Panjab University, Chandigarh. The results of the study showed that male and female teacher trainees differed significantly in Aesthetic, hedonistic and power values, whereas rural and urban teacher differed significantly in economic and family prestige value.

Most of the studies quoted above with regard to personal values suggest that there exist significant difference in the values of male and females. A few studies reveal that students belonging to Arts, Science and Commerce stream show significant differences in their values, but there was inconsistency in their results. Further, the moral judgment was found to be significantly (positively) correlated with religious, democratic, social, knowledge and health values; and significantly (negatively) correlated with economic, hedonistic, power and family prestige values. Also, the values of deprived and non-deprived students, tribal and non-tribal students and socially advantaged and socially disadvantaged students differed significantly.

3.2 RELATED STUDIES ON SCHOOL ENVIRONMENT

Singh (1974) studied teacher behaviour as a determinant of pupil behaviour and achievement. He tried to find the degree of relationship between teacher behavior, pupil behavior and pupil achievement. Singh concludes that good teacher behavior results into acceptable and conducive students’ behavior.

Sinha (1980) aimed at investigating the difference between the system of private and Government schools and how it influenced competence of its students. The sample consisted of 81 teachers and 283 students from four schools. Three aspects of school system were examined—the material, organizational and human
relations. The findings revealed that despite less physical facilities and with higher workload, the private schools had better organizational structure and more competent students than the Government schools.

*Bisht* (1982) studied school–climate as a predictor of student’s institutional stress. The sample comprised of 200 students (males only) selected from class XI of four intermediate colleges. It was found that more satisfying the climate is, the less the institutional stress of the students would be. Thus, the results show school-climate as the good predictor of institutional stress and emphasized the need for improving the school–climate prevalent in schools.

*Chandra* (1986) conducted a study on the effect of school environment upon pupil’s temperament and gave the following picture. The temperament scores of the students on different dimensions were quite high in the school in which promotion was made. Facilities, good interaction and communication between students and teachers individual attention to each student and overall development were stressed more than intellectual development. The score were low where there were only formal relationship between pupils and teachers. The factor of sociability did not find any significant differences.

*Mukhopadhyya* (1988) undertook the identification of school climate and study of its effect on the scholastic achievement and development of certain personality characteristics of the students of secondary schools. The sample comprised of 51 schools, which is 10% of the population. It was found that out of nine determinants of school climate headmaster– staff relationship administrative capacity of the headmaster, teachers’ job satisfaction and physical facility of the school were found to contribute significantly.

*Natarajan* (1992) studied school organizational climate and its relation to job satisfaction of teachers and the achievement of pupils. The sample consisted of 30 higher secondary schools. It was found that there was no difference in the achievement of students in schools having different organizational climate.

*Niebuhr and Tesen* (1995) conducted a study on the effect of motivation on the relationship of school climate, family environment and students’ characteristics.
to academic achievement and found that the school must recognize the importance of family, school climate and motivation of the students.

Varghese (1995) tried to examine the factors, which affect the learners' achievement of Government and private-aided schools in Kerala. Using multi-stage random sampling design 113 schools with a number of 3089 students from grade IV were selected from 3 educationally backward districts of Kerala. It was found that (1) achievement differences in Government school was less than in private schools, (2) girls performed better in Government schools than in private schools in language.

Babu and Reddy (1996) studied the organizational climate of schools in relation to type of school and sex of teachers. The sample of the study consisted of 400 teachers equally distributed between the two types of schools (residential and non-residential) and the two sexes. The sample was selected by multi-stage random sampling from 40 secondary schools located in the semi urban areas of Rayalaseema of A.P. It was found that residential schools showed minor advantage over non-residential schools in terms of openness, autonomy and intimacy. Non-residential schools, on the other hand, demonstrated greater disengagement, hindrance and aloofness. Women perceived greater consideration in their schools, while men perceived greater hindrance.

Gandhi and Meenakshisundaram (2001) conducted a study on school environment and defence mechanisms of higher secondary students. 340 students were selected randomly. It was found that there is no significant difference among the higher secondary students in school environment in terms of caste, native place, type of family and getting scholarship. However they differed significantly in terms of sex, religion, locality of the school, type of school (boys, girls & co-educational) medium of study and place of residence. Girls are found to be superior to boys regarding their school environment.

Kumaras (2001) conducted a study of organizational climate and academic performance of higher secondary schools. The data was collected from 375 teachers working in 27 schools in the city of Chennai. It was found that one aspect of
teacher behaviour (engaged behaviour) is a significant contributing variable of academic performance, which is considered as the index of school effectiveness in this study. The management of school (Government, Corporation and Private) was identified as the most significant variable of academic performance. The type of school (boys, girls and co-education) was identified as the other significant variable, as academic performance vary with type of the school.

Natarajan and Dandapani (2003) studied organizational climate and the academic achievement of pupils in schools. A sample of 256 post-graduate teachers working in 30 higher secondary schools was taken. It was found that there was significant relationship between organizational climate and the academic achievement of pupils. However, controlled climate was found to play a vital role for pupils’ achievement.

Sumanlata (2005) made an attempt to study the educational attainment of the pupils in different as a function of school organizational climate. The sample contains 823 teachers and 740 pupils randomly selected from different higher secondary schools. Six types of climates viz. open, autonomous, familiar, controlled, paternal and closed were studied by M.L. Sharma. It was found in this study that there is significant difference between educational attainments of different types of organizational climate.

Valdez (2005) undertook a study to compare the social skills development and self-concept of traditionally schooled children and children who are home schooled. Families of 42 home school children and 27 traditional school children in 10 states volunteered to participate in the study. It was found that home school parents perceived their children’s social skills to be higher than did parents of traditionally schooled children.

Saha (2005) studied the influence of school environment on cognitive development of children. The sample comprised of 160 children of class I to IV (age 6-10) 20 boys and 20 girls from each class (boys 80 and girls 80). It was found that the school environment exerts positive influence on cognitive development of children.
Kumari and Yadav (2005) undertook a comparative study of ‘learning environment’ in Government and Non-government schools. A sample of 100 students was selected from the schools of Bhilwara city through random sampling. Results show that there exists no significant difference in the perception of boys and girls towards school environment. There exists a significant difference in the quality of learning environment that pervades the classroom in Government and Non-Government schools in cognitive encouragement and rejection areas.

Most of the studies quoted above with respect to school environment reveal that there exists significant relationship between the school organizational climate and pupil’s academic achievement and pupil behaviour.

3.3 RELATED STUDIES ON HOME ENVIRONMENT

Wirawan (1986) investigated that parent’s rejection and acceptance seems to have an impact on the child’s school achievement for girls and not for boys. Also that too much provision for child’s need may be helpful for boys in terms of their school performance. This was found to be true in case of conflict, independence and expressiveness.

Sharma (1988) undertook a comparative study of development of self-concept among children of working and non-working mothers. A sample of 600 children was studied. It was found that children of working mothers have a greater feeling of rejection, more emotional adjustment problems, health problems and school adjustment than children of non-working mothers.

Buch (1988) conducted a study of family background variables, some motivational variables, cognitive characteristics and the school performance of the school children. It was found that children from nuclear families were more field-independent than their counterparts from joint families. While family size did not make any significant impact on sibling relationship, parental interaction on achievement level of the children.

Shah (1989) studied the effect of family climate on the home adjustment of adolescent students. It was found that home adjustment of students having satisfactory family climate was found to be far superior to those who had highly
dissatisfactory family climate. In case of girls, the family climate did not play an important role in determining the level of home adjustment. While in case of entire adolescents, significant and positive relationship was observed between family climate and home adjustment. Better home adjustment of adolescents was due to satisfactory family climate.

Padhi (1989) conducted a study on home environment, parent-child relationship and children’s competence during adolescence. Analysis of 100 completed case studies revealed that the relationship of home environment, SES, socio-cultural stimulation and socio-psychological atmosphere at the home had a significant effect on the mental development. In disadvantaged homes, children experienced more parental rejection and withdrawal and less parental-child adjustment.

Verma and Gupta (1990) studied the effect of home environment on cognitive abilities of pre-adolescent children. The results reveals that male pre-adolescents coming from better home environment show significantly superior verbal and non-verbal abilities as compared to their counterparts male pre-adolescents belonging to poor home environment.

Samal (1990) studied relationship between planning and academic achievement of boys and girls and the effect of home environment variables. A sample of 60 students of grade IX was drawn. It was found that children belonging to high planning ability enjoyed a more cognitively stimulating home environment than the children from low planning ability.

Giraudo (1990) studied the relationship between family environment and school performance between fifth, sixth, seventh grade students and indicates that their exists a relationship between family environment variables and a child’s academic achievement.

Sharma (1990) conducted a study on drug-addicted adolescents of Manipur in relation to their personality and family background, adjustment and intensity of addiction. It was found that 1% population of adolescents used drugs and depressants. Unsatisfactory home, health and emotional adjustment, nuclear type of
family, hostile parental attitude, strict parental control, non-creative action and high income emerged as important contributors to the incidence of drug addiction.

Jain (1991) studied child-rearing practices, adolescence cognitive ability and achievement. She found that parents’ child-rearing practices influence the achievement of students.

Rajput (1992) studied the effect of certain family factors on the educational aspiration and academic achievement of the secondary school students. The sample consisted of students of classes XI and XII of Garhwal region, covering male as well as female students belonging to urban and rural areas. It was found that (1) the educational aspiration of the students, in general, having high and medium family environment was significantly higher than low family environment, (2) the urban students belonging to medium family environment were influenced more than the low family environment group of rural students in their educational aspiration, (3) the total students were influenced in their academic achievement by their family environment proportionately and (4) the urban students were influenced by their family environment in their academic achievement than the rural students in almost all the groups.

Koutsoulis (1995) studied the home environment and its relationship to self-concept, attitudes towards school education, aspirations, career expectations and achievement of high school students in Cyprus. The study indicated that home is very important for the high school students. Family processes were found to influence home environment more than the socio-economic status, especially for the females. Home was found to influence student’s academic achievement, self-concept and attitudes towards school.

Addington (1997) studied the effects of family climate of eighth, tenth and twelfth grades. The results suggest that the parental involvement in student’s academic lives is a powerful influence on the student’s mathematic achievement.

Aggarwal (1997) studied family relations as perceived by the failed and passed students. A sample of 200 students studying in the higher secondary schools were selected randomly from the population, out of which 100 were passed and 100
were failed students. It was found that the failed students got significantly more magnitude of parental concentration as well as parental avoidance than that if the passed students. The passed students received parental acceptance, proper protection and hardly avoided by their parents, while the failed students were mostly unwanted, overprotected and neglected by their parents.

Kaur (1999) studied the comparison of gifted and average students with respect to career choices, personality and family environment at the senior secondary stage. The sample consisted of 700 students (194 gifted and 506 intellectually average) who were selected on the basis of intelligence test scores. It was found that (1) The family environment of gifted students reflected more cohesive, expressiveness independence, organized, achievement oriented than the average students and (2) Intelligence and achievement were found to be partially correlated with family environment in both gifted and average group.

Patel (2000) undertook a study, entitled “perceived family environment: a study in relation to the economic status of family.” The sample consisted of 526 adolescents both girls and boys aged 13-16 years, belonging to different socio-economic strata. It was found that economic level of the family was an important factor influencing the nature of various dimensions of family environment.

Molia (2000) undertook a comparative study on home environment of rural and urban students of secondary school. The sample consisted of 300 boys selected from class VIII (150 rural and 150 urban) of secondary schools of Rajkot district. It was found that urban students were found to be superior on home environment than the rural students.

Diane, Liu and Howard (2000) conducted a research on the family structure and parental involvement in the intergenerational parallelism of school adversity. Results revealed the existence of significant relationship between mother’s negative junior high school experiences and those of their children.

Basantia and Mukhopadhyaya (2001) studied the effect of environmental factors on achievement in rural school students. The sample consisted of 320 rural students of grades VIII and IX (197 boys and 123 girls). It was found that home
environment had an overall effective impact on school achievement of rural students. Boys and girls differed on both home environment and school environment. High achievers, both boys and girls, enjoyed good home as well as school environment.

Singh (2004) studied the relationship of students’ anxiety and family background. A sample consisted of 300 students of XI and XII of Lucknow city. It was found that the type of family and working status of mothers are not related to students anxiety, whereas parental affection, family atmosphere and family problems are the significant determinants of students’ anxiety.

Tung and Dhillon (2006) examined the gender differences and the family environment correlates of emotional autonomy amongst males and females of middle and late adolescence. A sample of 250 males and females of age group 14-16.5 years (middle adolescence) and 250 males and females of age group 17-21 years (late adolescence) was drawn from public schools and colleges respectively. It was found that females in both the age groups, the family environment dimension of cohesion, expressiveness, independence, organization etc. have significant negative correlations with emotional autonomy dimensions. In case of males during middle and late adolescent years, there are lesser family environment variables significantly correlating with emotional autonomy dimensions.

The above quoted research studies reveal that home environment was significantly related to the academic achievement of the students. A few studies indicate that urban and rural students differ in their academic achievement with respect to home environment.

3.4 RELATED STUDIES ON PERSONAL VALUES IN RELATION TO SCHOOL ENVIRONMENT

Cicuro (1966) in his study on a comparison of academic aptitudes, certain values: personal and background characteristics of students off campus and on center campus of the same university, concludes no or very little difference in the aptitude and values of students of the central campus and off-campus centers of the same university.

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Rao (1975) studied the personal values and their relation to occupational preferences among pupils at the terminal stage of secondary school education. A sample of 250 male pupils was selected from class X, XI and XII. It was found that the pupils in the three classes of the higher secondary stage of education have higher scores on the social, theoretical and political value dimensions. The aesthetic value scores for all the groups were uniformly lowest and the social scores highest. The value-orientation of the pupils and their preferences were not found to be significantly related.

Sportsman (1983) studied the relationship of values, perception and goals in education in public and non public schools and found a significant difference in the ranking of parents and children in the values of salvation, pleasure and equality.

Lobo (1983) in a study of values manifested in principals with reference to institutional efficiency has made a detailed study of the key role of the institutions and values nurtured by the principals. The results of the study showed that (1) when principal’s values manifest a coreness, the pupils observation show a greater congruence with the principals’ self assessment; (2) values need a nurturing atmosphere; and (3) effective principals establish priorities, clarify values and communicate them successfully. This study clearly establishes institutional efficiency as a key factor not merely in setting up high standards of education, but as a determinant of school culture, which sets the place for value education.

Krishnaraj and Balasubramanium (1985) studied the attitude of college students towards religion and found that females had more favourable attitude and good moral judgment than males.

Sambhi (1989) undertook a study of the value patterns and some personality variables of the students studying in the three institutions--Sri Satya Sai higher Secondary School, Missionary School and Central School in A.P. The sample consisted of 331 students (both boys and girls). It was found that value patterns of the three groups were found to be significantly different.

Sibia (1990) undertook the study of value patterns of children at Piagetian concrete formal stages of development. A stratified random sample was taken. It
was found that school climate is not going to influence the values of the teachers to the extent that it influences the values of the students. The results also established that cultural contexts were relevant by and large to differences in the value patterns of boys and girls.

Pradhan (1992) undertook a study of variation in the development of moral judgment of school students in different types of schools in relation to general intelligence, personal values, socio-economic status and sex. The sample of the study comprised of 2642 students studying in classes V, VII and IX, who were selected from 14 secondary schools of Puri District. It was found that (1) the class VII and class IX students studying in privately-managed schools scored significantly higher in moral judgment than their government school counterparts. (2) The urban school students of all the classes exhibited significantly higher moral values than the rural school students. (3) The girls exhibited significantly higher moral judgment than the boys.

Sharma (1997) in her study on a sample of 638 students of IX class selected from six districts of Punjab State for aesthetic and religious values; students of DAV/Arya Samaj Schools have preference for social and theoretical values, whereas students of convent schools have their preference for religious, social and economic values.

Sharma and Shukla (1999) conducted a study of moral judgment in relation to SES and school background. A random sample of 150 students of class V of nagar-palika background schools and convent schools was taken. It was found that there was a significant difference between the convent and nagar-palika school students on the moral judgment. The moral judgment of convent school students was better than the nagar-palika school students.

Sandhaya (1999) undertook an evaluative study on value education provided at the S.S.L.C. level in Mysore district. The following findings were reported: (1) There is significant difference between boys school environment and girls school environment for all the six dimensions of the inventory used. (2) There is significant difference between the urban school environment and rural school
environment. (3) The type of management of the school is not a prime factor in determining the students’ values. (4) Students moral values have been influenced by their teachers’ theoretical value.

Gupta (2002) undertook a comparative study of values of students of government and private secondary schools of Chandigarh and found that there were significant differences in the values of students studying in government and private schools.

Gnanadevan (2005) studied the attitude of higher secondary students towards morality in relation to certain selected variables. A random sample of 1000 higher secondary students was taken. It was found that (1) boys and girls differed significantly in their attitude towards morality. Girls have more favourable attitude towards morality than boys. (2) Higher secondary students studying in private and government schools do not differ significantly in their attitude towards morality.

In sum, out of the total studies reviewed, some of them show that the values of the students studying in different types of schools differed significantly, while other studies show no or little differences. Therefore, no certain generalizations can be made at this point. Further, a few studies indicate that females have better moral judgment than the males.

3.5 RELATED STUDIES ON PERSONAL VALUES IN RELATION TO HOME ENVIRONMENT

Sollenberger (1968) in his research on child rearing practices has shown that rejection on the part of the parents is often associated with lack in the growth of moral judgment.

Agarwal (1977) studied parental values in relation to children’s achievement. It was found that religious, materialistic, social and humanistic values of parents had similarity among the over achievers and under achievers. A significant difference was found in terms of educational value.

Roy (1980) undertook a study of some factors and processes involved in the development of values. He found that family and friends were influencing factors in the development of moral and social values in young boys and girls.
Parikh (1980) studied the relationship of moral judgment and family environment and reported that one parent families are full of high mental disorders, hostility, insecurity and social isolation and thus provide different type of home environment to their children which is not conducive for growing the ability of moral judgment of the child.

Powers (1982) investigated the relationship between family interaction, parental moral judgment and adolescent moral judgment. The results indicated a positive relationship between the two.

Annamma (1984) undertook a study of values, aspirations and adjustment of college students in Kerala. He found that the families that size of the family was positively related to value development in college students, but no significant relation was seen between father’s education and occupation and value development of their children.

Foxworth (1986) found that the families of gifted children had stronger views on moral and religious emphasis, cohesion, control and organization of the family environment as compared to families of non-gifted students.

Bhargava (1986) analysed the development of moral judgment among children at concrete and formal operational stages and its relationship with the variables of home and education environment. He found that moral judgment was related to home and educational environment.

Gupta (1989) studied the effect of family attachment on personal values, creativity and educational achievement of the girls of small and big families and found that girls of small and big families differed significantly regarding their values, but family attachment has no effect on value.

Rani (1991) conducted a study on personal and educational environmental factors as correlates of moral judgment among urban and rural senior secondary students. It was found that parent’s rejection and acceptance are positively and significantly related to the moral development of students.

Joshi and Poornachand (1994) undertook a study of moral values among the adolescents belonging to joint and nuclear families. His study revealed that the
adolescents from joint families were found to have higher scores on moral values than the adolescents from nuclear families but remained at the conventional level. The type of the family has significant impact on the moral values of adolescent girls.

*Michael et al (1999)* undertook a longitudinal study of predicting to adolescent moral reasoning from family climate. The results indicated that child’s moral development was positively related to parental interactions.

*Judith (1999)* in the study on the role of parents in moral development report that both effective and cognitive components of parents facilitates their children’s moral development.

*Dhull and Kharti (2002)* studied the effect of value clarification model on moral reasoning of children in relation to parental attitudes. The sample consisted of 100 subjects studying in Class IX Bahadurgarh and surrounding rural areas. It was found that (1) accepting attitude of the parents has a positive significant effect on the development of moral reasoning of children as a result of value clarification. (2) While the concentrating attitude and avoiding attitude of the parents does not have a significant effect on the development of moral reasoning of children as a result of value clarification.

*Babson (2004)* studied the personal values of senior secondary school students in relation to family climate. It was found that there exist no significant differences in the personal values of students in relation to the family climate. No significant differences were found in the family climate of students studying in Government and private schools.

*Bajwa and Gupta (2005)* investigated the effect of institutionalization on moral judgment, academic achievement and personality of children. The sample consisted of 100 subjects: 50 institutionalized and 50 non-institutionalized. The results revealed that non-institutionalized subjects showed significantly better moral judgment, academic achievement and personality development than the institutionalized subjects. While institutionalization had negative effect on these variables.
Kaur (2006) studied the personal values among adolescents in relation to parental behaviour. It was found that the personal values of adolescents were significantly affected by the protecting attitude and rejecting attitude of the parents.

The above quoted related literature reveals that the parents, size of the family and the type of family has a significant impact on the development of values in the children. Further, a few studies indicate that the parental attitude has a significant effect on the values of adolescents.

From the perusal of related literature on values, school environment and home environment, the researcher found that there is a close relationship among students, teachers and parents and this relationship has a significant effect on the whole personality of the student. Further it is quite evident from the review, that several studies were conducted in this area in various directions like values in relation to parent-child relationships, moral judgment, academic achievement, school organizational climate, socio-economic status, self-concept, sex, locale, parental attitude and alike but there had been less research studies showing the relationship between personal values, school environment and home environment taken together.

Hence the present study was taken up to investigate the personal values of senior secondary school students in relation to school environment and home environment.