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CHAPTER-2
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2.1 Preamble

Review of related literature is an important prerequisite to actual planning and then the execution of any research work. Literature is the mirror which reflects the past views and presents the future prospective. It is imprudent and wasteful to precede any study without knowing what has gone before. The previous literatures give a guideline and develop insight into the problem. Hence, an essential aspect of an investigation is the review the related literature. Researchers emphasize the importance of review as "Identification of a problem, development of research design and the determination of the size and scope of a problem which all depend to a great extent on the case and intensity with which a researcher has examined the literature related to the intended research."

A literature review is an evaluative report of studies found in the literature related to your selected area. The review should describe summarize, evaluate and clarify this literature. It should give a theoretical basis for the research and help you determine the nature of your own research.

2.2 Classification of the Studies

The researcher has gone through few of researches related to the present problem. Hence an attempt was made by the researcher to put forth the review related to present research. The research suitably located the related studies and identified 45 studies conducted in India and Abroad. Out of this are 15 social maturity studies, 15 quality of life studies and 15 moral values studies included. A brief review of these studies is presented below.
2.3 Study of Social Maturity

**Suresh Kumar (2015). A Study of General Well-being in Relation to Social Maturity of Senior Secondary School Students.** In this study investigator observed that there is a significant relationship between social maturity and general well-being of school students. They are correlated each other. It was found that there is a significant difference in mean score's of rural and urban students regarding their general well-being. Urban students have better social maturity in their rural counterparts.

**Vikashkumar (2015). Measuring Impact of Residence on Social Maturity.** This study was conducted on 60 post-graduate male students (30 rural and 30 urban) of Vinoba Bahve University, Hazaribag, Jarkhand. The purpose of the study was compare rural and urban post-graduate students on social maturity for this purpose personal data sheet, social maturity scale developed by Dr. Bharat Raj was used. The main finding of this study was rural post-graduate students are more social maturity than urban on.

**Choudhary, P. (2014). Social Maturity of Adolescents in Relations to Their Gender and Locality: A Comparative Analysis.** The present research study was undertaken to assess and compare the social maturity of adolescents in relation to their gender and locality. The sample consisted of 500 adolescent students studying with 11th and 12th standards from rural, 250 (125 female and 125 male) and from urban 250 (125 female and 125 male) were included in this sample. Rao's social maturity scale was used to assess the social maturity. Thus obtained data was analyzed using means, S.D., ‘t’-test. The result revealed significant gender difference on the basis of social maturity and also reported that belonging to urban area. The study has implications for the parents, teachers and policy makers.

**Gupta, R. P. (2014). Study of Social Maturity among Male and Female M.Ed. Students.** The result, found that all M.Ed. students are social mature whether they belong to science and humanity groups, there is no significant difference in the social
maturity level among female arts and science students. There is no significant difference in the social maturity level among male arts and science students; among male and female science students; among male and female arts students. It was observed that there is no significant difference in the social maturity level among male and female students.

Arnab Pan (2014). Adjustment Ability and Social Maturity among Secondary School Students in West Bengal. The finding shows that there is a significant difference in adjustment ability and social maturity in relation to their gender, strata and social economic status and there is a significant correlation between the adjustment ability and social maturity. This study helps all the institutional units especially the teacher to understand how institutional adjustment increases students social maturity.

Anand, A. K.; Kunwar, N.; Kumar, A. (2014). Impact of Different Factors on Social Maturity of Adolescents of Coed-school. The sample consists of 220 students of IXth Xth XIth and XIIth class selected from the coeducational English medium schools of Kanpur District. Out of which 110 were boys and 110 were girls. The sample was collected by using multistage random sampling technique. Self designed socio-demographic questionnaire was used to study the socio-demographic characteristics of respondents. Social maturity of the respondents was assessed by using Rao's social maturity scale developed by Dr. Nalini Rao. Factors affecting social maturity of adolescents of co-ed schools were affected by family and peer group in social maturity whereas co-ed school respondents were affected by personality. The boys and girls were affected by inferiority complex while 50.9% boys and 40.0% of girls were affected in social maturity by neighborhood and school. Co-ed school adolescents were given recreation as a factor in social maturity.

Vijay, P. & Thilagavathy, T. (2014). A Study on Career Decision Making and Social Maturity of Graduate Students. The present study is on career decision making and social maturity of graduate students. This study was conducted in Karur
District of Tamil Nadu and survey method was employed. 692 students were selected by adopting simple random sampling technique as sample, in which 228 were boys and 464 were girls, 280 students from arts and 412 students from science subject, 375 students from rural and 31 students from urban colleges. The investigator has found that the career decision making of graduate students is moderate level. Social maturity of graduate students is moderately mature. Also is reveals that there is no significant correlation exists between career decision making and social maturity.

Ahmadil, T.; Afsharinia, K. & Kakabaraei, K. (2014). The Relationship Between Child Rearing Self-concept and Social Maturity of Kerman Shah Students. Present study was all of the mothers and primary school girls and boy students of Kermanshah city. The statistical sample were including of 206 objects in general, the girls and boys students of used from multistage and random cluster sampling method, and obtained data have been analyzed. According to the correlation coefficient of person product moment correlation coefficient and independent gropes t - test. The result of this examination showed that: there is interdependence among the parent child rearing practices and social maturity of students (P<0.01). There is an interdependence among the parent child – rearing practices and self-concept of students (P<0.01). There is an interdependence between social maturity and self-concept (P<0.01). There is difference among the parent child rearing practices ratio girl and boy (P<0.05).

Dinesh Kumar & Ritu (2013). Social Maturity of Senior Secondary School Students in Relation to Their Personality. In the present study relationship between social maturity and personality senior secondary school students is being studies. A sample of 100 (50 male, 50 female) senior secondary school students studying in class XII of senior secondary schools were selected though simple random sampling method. Social maturity scale developed by Dr. R. P. Srivastava and DPI (Dimensional Personality Inventory) by Dr. Mahesh Bhargava were used to collect the data. Findings of the study show that there is a positive relationship between
social maturity and personality of senior secondary school students. There is no significant difference between social maturity and personality of male and female secondary school students.

Singh, R.; Rant, K. & Velentina, L. (2013) Gender on Social Emotional Maturity of Senior School Adolescents: A Case Study of Pantnagar. The present research study was undertaken to assess and compare the social and emotional maturity of 277 randomly drawn class XI students of Pantnagar, Uttarakhand across gender. A self designed questionnaire was used to study the socio-demographic characteristics of the respondents. Social and emotional maturity of the respondents was assessed employing Rao's social maturity scale and emotional maturity scale, respectively. The study revealed that girls scored significantly higher on the social adequacy component of emotional maturity. However, no gender differences were observed on the composite social maturity and emotional maturity scores. Social and emotional maturity was found to be significantly positively correlated under both gender.

Singh, S. & Thukral, P. (2012). Role of Social Maturity in Academic Achievement of High School Students. The present study has been designed to investigate the relationship and contribution of social maturity in academic achievement of high school students along with other variable like general mental ability, emotional maturity and anxiety and also to see the sex & regional differences on the basis of their social maturity. The study was conducted over a sample of 400 (200 boys and 200 girls) high school students studying in Xth class in 8 different school (4 urban and 4 rural) of Punjab affiliated to CBSE, New Delhi, Dr. Nalini Rao's social maturity scale, Dr. Ahuja's Group test of intelligence, Singh & Bhargava's Emotional maturity scale and Sharma's general anxiety scale for children, were employed to measure students social maturity, general mental ability, emotional maturity and anxiety and the aggregate score of the selected students in the board examinations was taken to show their level of academic achievement. The result reported that social maturity contributed the highest in the academic achievement of high school students in a
given set of variables. No significant differences were observed between boy and girls as well as rural and urban students on the basis of their social maturity.

Shah, J. K. & Sharma, B. (2012). A Study on Social Maturity, School Adjustment and Academic Achievement among Residential School Girls. The present study is aimed at studying the relationship between social maturity, School Adjustment and level of academic achievement among residential school girl students. The study was conducted on a sample of 347 girls from class IX-XII at all girls’ residential school of North India. Dr. Nalini Rao's social maturity scale (RSMS) was used to measure social maturity, Sinha & Singh's adjustment inventory for school students (AISS) was used to measure school adjustment and aggregate score of the students in the year end final examination was taken to assess level of their academic achievement. The result indicated a significant relationship between social maturity and school adjustment. Also, significant difference existed between the school adjustment of the three group i.e. low, high and average level of academic achievement.

Abdullahi, S.; Jokar, M.; Abadi, K. (2015). Examining the Attachment Relationship to Parents with Girl's Social Maturation in Busher's Adolescents High School Students. This research sample size was 250 person which was selected with multi-stage cluster sampling. To measure research variables, we use 3 questionnaires of attachment to parents and peers (IPPA-R), Rao's Social Maturity Scale (RSMS). The obtained result was analyzed by the correlation method and stepwise regression analysis. The results showed that there is a significant relationship between the attachment to the mother, attachment to father and attachment to peers with social maturity. The result of multiple regression analysis showed that attachment to the mother, attachment to father and attachment to peers is the greatest predictor of girl's social maturity. The significant level of this research is P<0.01.

Shannon, J. (2012). A Study of Personality, Emotional Intelligence, Social Maturity and Job Performance among Nurses in Rural East Texas. The current study explored the relationship between personality type, emotional intelligence,
social maturity and job performance among nursing professionals using a theory based approach. The sample consisted of 57 nursing professionals who were employed in 100 bed East Texas Hospitals. Result suggest that nurses who scored higher in the empathy category on the emotional skills assessment process were perceived by their employers as satisfactory in overall job performance and in the specific job performance categories initiative, knowledge and communication. Result also indicate that nurses who scored higher on the feeling subscale of the Myers Briggs personality assessment were perceived by their employers as unsatisfactory in overall job performance and in the specific job performance categories attitude, knowledge and quality, nurses who scored high on the communication sub scale of the vinel and social maturity scale were perceived by their employer as satisfactory in job performance. Additionally, nurses who scored high on the socialization subscale of the Vineland social maturity scale were perceived by their employers as unsatisfactory in safety personal appearance and quality. The result of the path analysis and correlation tests revealed the following relationship (1) Vineland socialization score and job performance quality, (2) Vineland communication score and job performance safety, (3) Vineland communication and Vineland socialization scores (4) ESAP empathy scores and job performance attitude, (5) Myers Briggs feeling scores and job performance attitude and (6) Myers Briggs feeling score and ESAP empathy score.

Agarwal, L. (2007). Social Maturity of Adolescents in Relation to Cognitive and Non Cognitive Variables. In the study on social maturity adolescents in relation to cognitive and non cognitive variables reported significant relationship between social maturity and intelligence and no relationship between social maturity and academic achievement, result also found no significant gender differences on the basis of social maturity.
2.4 Study of Quality of Life

Mihaela, C. A. & Daniela, D. B. (2015). Gender Difference on Well-being and Quality of Life at Young Students at Psychology. Present research is focusing on highlighting the differences between genders concerning quality of life and well-being status on undergraduate students at psychology. Participants were students age between 19 and 22 (m=20.13; SD=1.038). The instruments used were: Ryff's Psychological Well-being Scale (PWB) with 42 items distributed as autonomy, control, personal development, positive relationships, meaning of life, self-acceptance and Quality of Life Scale (Flanagan, 1982). The result confirmed the gender difference hypotheses regarding the variables: control, personal growth positive relationships, self-acceptance and quality of life scale.

Sood, S. & Bakhshi, A. (2014). Quality of Life: Gender Differences in Aged Kashmiri Minarants in Jammu, India. This research is an attempt to study gender difference in quality of life among aged Kashmir migrants residing in Jammu. Research sample 280 aged Kashmiri migrants residing in Jammu since 1990. The mean age for the entire sample was 68.49 years. Results of t-test show there are differences in physical health, psychological health and social relationships of male and female aged Kashmiri migrants. The male aged Kashmir migrants were better on these domains of quality of life. There was no difference between the two on environmental health. The study revealed that the aged Kashmiri migrant women need more attention so that their quality of life is enhanced.

Fooladi N.; Jirdehi, R. & Zahramohtashm, A. (2014). Comparison of Depression, Anxiety, Stress and Quality of Life in Drug Abusers with Normal Subject. In this comparative study, on hundred drug abusers who were admitted to quit addiction clinic in Rasht with one hundred normal people who were relative of patients or staff in health centers as control group underwent study. Depression, anxiety and stress were assessed by DASS-21 and SF-36 questionnaire was used for quality of life assessment. The result showed that compared with normal individuals’ addicted to
 opiates significantly depression, anxiety and stress were higher. The quality of life of ordinary people was also significantly higher than those addicted to opiates. Depression, anxiety and stress were found to be negatively correlated with quality of life. In this research conclusion based on our findings, we can say addiction, depression, anxiety and stress are related to the formation of a vicious cycle where addicts due to the loss of prestige and hit a by stander family, and the feelings of guilt and the legal treatment of depression, anxiety and more stress than individuals with and taking refuge in the lap of addiction try to get rid of these thoughts and feelings. This leads to a vicious cycle which will eventually lead to low quality of life for these individuals.

**Edvy, L. (2013). Quality of Life Indicators of University Students in Hungary.** Quality of life is a new research field in the postmodern world. Results how that there are several factors beyond the material world which have an impact on our happiness and which can be influenced and developed by us. To transfer the knowledge that can help improve quality of life requires authentic channels. One of these channels could be the stratum of educated intellectuals as an influential group of society, but they are authentic only if their quality of life is really better than nonqualified population's quality of life. We investigated this issue in Hungary. On the basis of empirical research, we compared university students' paper is to present the relevant result of this research, which show that (a) the examined indicators of quality of life are not more favorable with university students than the same indicators with the non-student population (b) the quality of life indicators of female university students are worse in some respects than those of non-students women; (c) the impact of some psychological factors is stronger with university students than with common persons. The major conclusion of this paper is that an appropriate intervention is needed in health education programs at universities in order to contribute to the improvement of students' quality of life.
Yildirim, Y.; Kilic, S. P. & Akyol, A. D. (2013). Relationship Between Life Satisfaction and Quality of Life in Turkish Nursing School Students. The aim of this study was to evaluate the relationship between life satisfaction and quality of life of nursing students. The descriptive and cross-sectional study was conducted with a research population of 396 nursing students who received education at a school of nursing. The research data were collected between May and June of the 2007-2008 academic year. The data collection tools included Students Description Form, Life Satisfaction Scale and WHOQOL-BREF (TR), Quality of Life (QOL) Scale. There was a significant correlation between life satisfaction and the four main domains of quality of life scores (P<0.05) and that there was a significant positive correlation between life satisfaction and quality of life among nursing students. In addition, it was determined that being nursing students had a positive effect on students life satisfaction and quality of life. Therefore, the education system is recommended to be redesigned in such a way as to make students more active and to improve their life satisfaction and quality of life.

Tobi, S. N. M. etc. (2013). The Use of Online Social Networking and Quality of Life. The aim of this study thus was to investigate the use of online social networks and its association with university students' physiological, psychological and social health. Data result was obtained from 442 respondents using questionnaire adapted from the World Health Organization Quality of Life (WHOQOL-BREF) questionnaire. Apart from WHOQOL-BREF survey tool, students were asked to provide the data, for demographic characteristics and the use of online social network. The study result found that the majority of the students participated in the face book (98%, n=417) and nearly half of the students spent 2-3 hours daily on the online social networking sites (49%, n=208). The students' participation of online social networks was significantly associated with the general health of students (r=0.26, P<0.05) and psychological health (r=0.25, P<0.05). However, the findings reported that online social network did not affect the user's social health including satisfaction with social
life, personal relationship and social supports, overall the study result indicated that
the frequent use of online social networks had improved both physiology and
psychology health among the users. Yet, the use of online social networks did not
encourage social supports to the university students.

The Quality of Life of Medical Students Studying in Newzealand: A Comparisan
with Nonmedical Students and General Population Reference Group. The aim of
the study was to investigate medical student’s perceptions concerning their quality of
life. Two hundred seventy four medical students studying in their early clinical years
(response rate = 80%) participated in present study World Health Organization
Quality of Life questionnaire use. The findings were compared using independent
group's t-tests, confidence intervals and Cohen d. the main finding of the study
indicated that medical students had similar quality of life perceptions to nonmedical
students except in relation to the environment domain. Furthermore, the medical
students group scored lower than the general population reference group on the
physical health, psychological health and environment quality of life domains. The
result suggests that all university students are expressing concerns related to quality of
life and thus their health might be at risk. The finding in this study provided no
evidence to support the notion that medical students experience lower level of quality
of life compared to other university students. When compared to the general
population, all students groups implications for pastoral support, educationalists,
student support personnel and the university system.

Influencing High School Students Quality of Life. The present study aims at
recognizing and analyzing the relationship among variables such as stress, social
capital, self esteem and locus of control that affect the high school students' quality of
life Fars province, Iran, to the end 224 high school students from Shiraz, Kazerun and
Marvdasht were selected as participants based on cluster sampling. Cronbach's alph
was used to measure the reliability of the questionnaire used. While its validity was determined through item analysis and expert consensus. The research findings indicated that there was a significant and positive correlation among such variables as self-esteem, locus of control, social capital and the students' quality of life, while variables such as the quality of life and stress revealed a negative correlation. All coefficients at P<0.05 level were significant. The beta for locus of control, self-esteem, social capital and stress were 0.28, 0.23, 0.21, -0.18 respectively. Locus of control plays a crucial role in the students' quality of life. This is to say that internal locus of control means a better quality of life and living standards. All coefficients were significant at P<0.05.

Ilias, K. & Mubin, M. N. (2012). Relationship between Quality of Life, Academic Behavior and Student Motivation in Teachers' Training Institute, Malaysia. This study aims to determine whether there is a significant relationship between quality of Life of academic conduct, determine whether there is a significant relationship between quality of life with motivation, determining whether a significant relationship between academic and behavioral students motivation. The study design in the form of quantitative correlation with student samples of students from pre-bachelor program teaching (PPISMP) group K (Krejcie & Morgan, 1970) at the institute of teacher education, campus Ipoh. Quality of life instrument is the Quality of school life by malin & Linnakyla (2001). The instrument consists of six dimensions of satisfaction, student teacher relationship the status of students in the class, identity formation, achievement and opportunities and negative effect. Academic behavior instruments illina motivation for learning instruments by Iliin (2000) is composed of three dimensions of intrinsic motivation, professional lecturer and self-discipline. Instrument of motivation from the motivated self-efficacy dimension strategies for learning questionnaire (MSLQ) by pintrich et. al. (1993) and goal orientation dimensions' instruments of instrument of goal inventory (Plants, 2000). The study showed that there was no significant relationship quality of life for students with
academic behavior, there is no significant relationship with student’s motivation quality of life and there is no significant relationship between academic and motivational behavior.

Sadjadi, N.; Ehrahimi, M. E.; Sadjadi, S. (2012). The Relation between Anxiety and Difficulty of Emotional Adjustment with Students' Life Quality. The aim of this study was to present the relation between anxiety and difficulty of emotional adjustment with students' life quality in Hemedan Azad University. The study is a correlative one. 120 people were chosen according to available sampling method in girlish dormitories of Hamedm Azad University. To collect data, Back Anxiety Inquiry (BAI), Difficulty of Emotional Adjustment Ranking (DERS) and Life Quality Questionnaire (SF-36) were used. Person correlation test and stepwise multi-varied regression were used to investigate the data. There could be seen a positive and significant relation between anxiety and life quality (P<0.01) and there was a negative and significant relation between difficulty of adjustment (P<0.01). The findings of survey indicate the importance of anxiety as well as emotional adjustment to reserve students' life quality and two mentioned variable can clarify a high amount of changing in life quality in different conditions of students.

Esfahani, N. N. & Etemadi, A. (2012). The Relation between Personality Traits with Spiritual Intelligence and Quality of Life in Students of Alame Tabatabaie University (Iran). Personality traits of each person from his main psychological structure which helps to shape his life style, so the purpose of this study was to determine the relation between personality traits with spiritual intelligence and quality of life in students. This descriptive study was correlation. All students of Allameh Tabatabai University took part in this study in 2009-2010. Among them, 200 students (100 girls and 100 boys) were selected through multistage cluster sampling based on Morgan formula. Spiritual intelligence SF-36 % BFI was used for data collection. Data were analyzed using person correlation coefficient and stepwise regression analysis by means of SPSS version 19. According to the result, quality of life and
spiritual intelligence had positive correlation with extraversion, openness to experience, agreeableness and conscientiousness and negative correlation with neuroticism. Among personality traits, extraversion, agreeableness and neuroticism could explain 20 percent of the variance of spiritual intelligence. Also, neuroticism and conscientiousness could account for about 41 percent of the variance of quality of life. The result can indicate that spiritual intelligence is a separate character of personality. Moreover, there are relations between quality of life and personality traits. It shows that individuals with higher quality of life can be more successful and have more with others to get other consent.

Henning, M.; Krageloh, C.; Hawken, S. J.; Zhao, Y.; Koheaty, I. (2010). Quality of Life and Motivation to Learn: A Study of Medical Students. There is growing literature in the area of medical student’s quality of life. As far as we know, no qualitative studies have investigated the links between students’ quality of life issues and their motivation to learn. The key question that drove the present study was: Is there a correlation between students’ quality of life and their motivation to learn? Accordingly, the purpose of this study was to explore link between quality of life and motivation to learn. Data was gathered from medical students studying in year four (n=6) and five (n=13). Employing two focus groups a small group diagnostic process was used to ascertain levels of consensus around certain important areas. Student commentaries revealed some interesting and thought provoking insight. The year four students uniformly (100% agreement) experienced sleep problems and felt anxious and uncertain in clinical setting. The year five student consistently (100% agreement) cited problems associated with pain, injury and sleep deprivation. Moreover, they regularly felt that clinicians would perceive them as weak if they took time off. These findings have pastoral and academic implications for community and university management, educators, student’s service personnel and students.

satisfaction are regarded as indices of general and mental health, this research evaluates the correlation between quality of life and self-esteem among students. The present study was a survey research in which 200 Isfahan University students (100 females and 100 males) were evaluated. To measure quality of life and self-esteem, Missoula-vitas quality of life index (MVQOLI) and Rubson's self-esteem questionnaire were used respectively. Data were analyzed using t-test. Pearson correlation coefficient and regression analysis. Result indicate a significant relationship between self-esteem and quality of life (r=0.48), but there was no significant difference between the quality of life of male and female students of Isfahan University. Also, even though there was a significant statistical relationship between each of the five factors of quality of life and self-esteem, regression analysis showed that the factor of interpersonal relationship, transcendence and function had the highest predictive power of self-esteem from among the five factors. Conclusion there is a correlation between student’s evaluation of their quality of life and their self-esteem.

Kashmala Shaer (2008). Relationship between Optimism and Quality of Life among Punjab University Students. The present research was conducted to explore the relationship between optimism and quality of life Punjab University students. A sample of 240 students (120 male and 120 females) was drawn from various departments of university of the Punjab; Lahore by using no probability purposive sampling technique. Correlation research design was used. A self constructed, indigenous scale of optimism was designed, based on the guidelines of optimism was designed, based on the guidelines of optimism test by Seligman (2002) and WHOQOL-BREF (1996) as scale on quality of life, the permission to use this scale was granted by the respective researchers. A pilot study was done to investigate the psychometric properties of the scales. Descriptive and inferential statistics was used to analyze the results. Person product moment correlation was applied to analyze the data. Optimism was significantly and positively correlated to quality of life.
McIarlend, A. L.; Waliczek, T. M. & Zajicek, J. M. (2008). The Relationship Between Student Use of Campus Green Space and Perceptions of Quality of Life. Researchers have found that student’s perception of their overall academic experience and the campus environment is related to academic accomplishment. Additionally, study has found that the designed environment of the university can influence the degree of stress students may feel. The main objective of this study was to investigate the relationship between undergraduate university student use of campus green spaces and their perceptions of quality of life a university in Texas. A total of 2334 students or 10% of the under graduate student body received e-mails with information regarding the incentive for participation and instructions on accessing an online survey. The survey included questions that related to student use of campus green spaces, overall quality of life statements, an instrument to measure the quality of life of university students, and demographic questions. A total of 373 surveys was collected and analyzed to compare levels of quality of life of university students and the level of usage of campus green spaces. Demographic information collected allowed a controlling or student grade classification, gender, and ethnicity. Frequency statistics determined that, on average, more than half the students were ranked as high-users of the campus green spaces, and very few students were considered low-users frequency statistics also determined that most students rated their overall quality of life and quality of life of university students positively. Additionally, this study found that undergraduate student use of campus green space and perceptions of quality of life were related to each other.

2.5 Study of Moral Values

Hassan, A. E. H. & Elfeky A. A. F. (2015). Influences Social Adjustment as Predictors of Moral Value and Academic Achievement. The aims of this study are determine the influences of social adjustment as predictor of moral values and academic achievement. We used descriptive statistic method. Questioner techniques are used as method of data collection. Study group include (400) social education
students from faculty of education school and (60) students were selected randomly as study group sample. The data was analyzed by using SPSS program. The study reveals that the level of social adjustment among special education students is high and it is significant (P<0.05). The level of moral values among special education students is highly significant (P<0.05). The influence of social adjustment as predictors of moral values is (35%) and the influence of social adjustment as predictors of academic excellence is (32%). The level of social adjustment and moral values among special education students were highly significant. This result is more satisfactory for university staff. So we suggested that the use of the students’ adjustment may achievement and support moral value among students.

Salceanu C. (2015). Moral Values – A Comparative Study: Romanian and Turkish Students. The moral values of 156 Romanian and Turkish students of psychology and educational sciences are investigated by using the Rokeach Value Inventory. The country and demographical differences are taken into consideration. The cultural statistical significant difference deal with terminal values such as equality, health, inner harmony, national security, salvation, self-respect, wisdom, a comfortable life and a world of peace, and also several instrumental values such as being capable, helpful, intellectual, loving, obedient, ambitious, logical and self-controlled. When considering demographical aspects, Romanian students from small and big cities exhibit statistically significant differences regarding the values of social recognition (terminal value) and the intellect (instrumental value). Turkish students from big and small cities display statistically significant differences when it comes to item of a comfortable life and social recognition (terminal values) and several instrument values such as forgiveness, honesty, politeness and responsibility. The students coming from big cities, in both countries, display statistically significant differences concerning the previously mentioned terminal value of comfortable life, equality, existing life, health, inner harmony, national security, pleasure, salvation, self-respect and wisdom, as well as the instrumental values of being ambitious,
capable, helpful, intellectual, loving, loyal, obedient and polite. Those coming from the small towns of both countries appear to differ on the following terminal values: equality, health, inner harmony, national security, salvation and self-respect, but also on the instrumental values of being ambitious, helpful, honest, logical, loving, obedient, responsible and self-controlled. Possible explanations and consequences are discussed.

Yang, H.; Stoeber, J. & Wang, Y. (2015). Moral Perfectionism and Moral Values, Virtues, and Judgement: A Preliminary Investigation. Moral perfectionism has a long tradition in philosophical inquiry, but so far has been ignored in psychological research. The article presents a first psychological investigation of moral perfectionism exploring its relationship with moral values, virtues, and judgments. In three studies, 539 university students responded to items of the Frost multidimensional perfectionism scale (Frost, Marten, Lahart & Rosenbate, 1990) adapted to measure personal moral standards (PMS) and concern over moral mistakes (CMM) and completed measure of moral value, virtues and forgiveness, gratitude and wrong behavior judgments when partial correlation were computed controlling for the overlap between PMS and CMM, PMS showed positive correlation with moral values, virtues, reciprocal helping forgiveness and condemnation of wrong behaviors. In contrast CMM showed a positive correlation only with indebtedness and a negative correlation with self-reliance. The present findings, while preliminary, suggest that moral perfectionism is a personality character that may help explain individual differences in moral values virtues, and judgments.

Darbari, N. (2014). A Comparative Study of Moral Values of Students in Institutions of Higher Learning. In today's world modernization, urbanization, globalization, modern culture industrialization and multinationals have greatly influenced the current values system of society. A study is conducted to compare the moral values of students. The data was collected from the students of different streams Science, Law, B.Ed. and Management Graduate students of Jabalpur city by
random method. Moral value test designed has been used for this study. A sample consisted of 200 female students from various types of institutions of Jabalpur city. The result show that there exists no significant difference of moral values science, Arts Graduate, B.Ed., Low and Management graduate from different institutions. The mean, SD was ranked in order of their in order of their mean score.

Singh, S. R. (2014). Study of moral values of Elementary School Students in Relation to Home Environment. The importance of scholastic of moral values has raised some important questions for educational researchers. What factor promotes value in students? How far do the different factors contribute towards moral value? Many factor have been hypothesized and research upon. Researchers have come with varied results at times complementing each other, but at times contradicting other. A comprehensive picture of moral values still seems to eluding researchers. It has been accepted that environment which the child grow has a great influence on his moral values of students. It is a time of lively approval of educational development in India when many changes were being witnessed in organization curricula and teaching techniques it is pertinent to seek systematic and up to data information on the significant correlate of moral values. The present study was designed to find out the impact of home environment on moral values of 8th class students.

Nunung, N. (2014). Moral Values Internalization through Problem – Based Learning. This study investigates and analyzes learning phenomena related to moral value in the context of problem-based learning activities, the process of oral values internalization in relation to problem-based learning situations, conditions that relate to the tendency of actualizing the values into better student’s behavior. This research was conducted with participation of the students of the Arabic department, faculty of language and arts education, Indonesia University of Education in the academic year 2009, 2010 and 2011. The data to be analyzed in this research comprises of the students’ written responses (initial responses, group work responses, and written reflection) class room, observation and in-depth interviews. The data was analyzed by
considering the principles of credibility, dependability, transferability and conformability. Data analysis, using principles of qualitative approach, reveals phenomena relating to the students' comprehension, feelings, and behavior regarding the moral values, as a result of learning stage designed based on the theoretical framework. In addition to this result, an instructional theory and a learning theory can be formulated.

Rahmani, M. N. & Zadeh, J. S. (2014). Comparative Investigation of Moral Values and Cognitive Beliefs of Students of Schools for the Gifted and Normal schools in Bandar Abbas. The purpose of this study was to compare moral values and cognitive beliefs of high school students of special and normal school in Bandar Abbas. The present study was a causal-comparative descriptive study. The population of this study was all the students of normal and special (exemplary and gifted) schools in Bandar Abbas. Stratified random sampling with proper allocation was used. Cochran formula was used in order to determine the sample of this study and thus 360 students were selected. 180 students were selected from normal school and 180 were selected from special schools in each group. There were 90 male and 90 female students. Level's moral values questionnaire (1986) and schommer cognitive beliefs questionnaire (1990) were used for the data collection. The data were analyzed using two group independent t-test and one way analysis of variance. The finding of this study showed that moral values of special students are significantly higher than moral values of normal students (P<0.01). In addition, cognitive beliefs of special students are significantly higher than cognitive beliefs of normal students (P<0.05). Special students were better than normal students with regard to the components of cognitive beliefs (simple knowledge, specific knowledge, the ability to interpret, quick learning authority) (P<0.05). Thus, it can be concluded that especial students have higher moral values and cognitive beliefs in comparison with normal students.

Begum, N. (2013). A Study of Moral Values Among Primary Level Students with Respect to Education Level of Parents. The moral crisis being faced by every nation
at present arises out of unwise, materialistic and undisciplined application of human facilities. Education along with the family and society could prepare every generation to make the correct and appropriate choice. It is well understood that education of parents and greater participation of parents in higher education is the road that every nation must tread at primary stage of children for inculcation of values and morals. Hence the study is conducted with the objective: To study the impact of the education of parents on moral values of their children studying at primary level. It was hypothesized that there is no significant impact of the education of parents on the moral values of their children. Survey is conducted in primary schools of Akola city regarding the moral values of the primary level students with respect to education of their parents. Stratified random sampling methods are used for sample selection, a total of 200 students sample were selected for different categories of parent's education level. The data collected was analyzed with the help of statistical techniques such as mean, SD, ANOVA and t-test. It is that education of parents has positive impact on moral values of their children a primary level. Moral values of primary level children of highly qualified parents are significantly level of education has greater impact on moral values of primary level children than fathers level of education.

Jarrar, A. (2012). Moral Values Education in Terms of Graduate University Students' Perspectives: A Jordanian Sample. A study focuses on how moral values differ and vary according to variants such as education, culture, thoughts, and religion, gender and family relations. It handles the issue of moral education in Jordan, from the perspective of graduate students in Petra University. Since we are facing new challenges in this era and region of the world, we more affected by cultural and environmental effects that change our moral system. This ethical issue is highly important in a world where materialistic values are more pressing on our behavior. This study directly tackles Jordanian culture and mainly youth in Universities, so that a specially tailored questionnaire was built to study the moral
value educational system that Jordanian youth in private universities believe in, taking Petra University as a sample. This questionnaire covers all areas of morality and all issues dealing with ethical dilemmas, and their answers were analyzed according to certain dimensions that have to do with moral education, moral dilemmas, moral choice, moral crises, moral sensation, moral awareness, the awareness of right and justice from the perspective of Jordanian graduate students. Many factors were being taken into consideration, especially the eastern, Muslim, Jordanian culture, the youth mentality affected by education, the Arab culture, information systems, and human rights issues. The study ends with a description of the moral value education system of graduates in Petra University as a special model of private universities.

Begum, N. (2013). A Study of Moral Values Among Primary Level Students with Respect to Education Level of Parents. The moral crisis being faced by every nation at present arises out of unwise, materialistic and undisciplined application of human facilities. Education along with the family and society could prepare every generation to make the correct and appropriate choice. It is well understood that education of parents and greater participation of parents in higher education is the road that every nation must tread at primary stage of children for inculcation of values and morals. Hence the study is conducted with the objective: to study the impact of the education of parents on moral values of their children studying values of their children studying at primary level. It was hypothesized that there is no significant impact of the education of parents on the moral values of their children. Survey is conducted in primary schools of Akola City regarding the moral values of the primary level students with respect to education of their parents, stratified random sampling methods are used for sample selection, a total of 200 students sample were selected for different categories of parent's education level. The data collected was analyzed with the help of statistical techniques such as mean, SD, ANOVA and t-test. It is that education of parents has positive impact on moral values of their children at primary level. Moral value of primary level children of highly qualified parents are
significantly level of education has greater impact on moral values of primary level children than fathers level of education.

Ahamed, N. & Ghosh, M. (2012). A Study of the Relationship between Moral Values, Social Maturity and Life Satisfaction among Male and Female College Students. Family is the first and probably the for most training ground of attitudes and moral values of human being. It is there that the individuals learns this lessons about what groups to disapprove, what to consider right or wrong and what to regard as virtue. This research is a comparative study related with moral values, social maturity and life satisfaction amongst male and female college students. Ethics and morality is an essential principle in every individual life, it is also found that life satisfaction is dependent on both moral values and social maturity of the students, since they are the pillars of our future generation their value pattern and social maturity reflects in their behavior, so the present study intends to correlate between these 3 variable and explore their relationship with each other with their environs to understand better adolescent's behavior and there back ground in highlighting the reason.

Frsundar (2012). Efficacy of Team Learning on Cultivating Moral Value at Higher Secondary School. The present study highlights the efficacy of team learning on cultivating moral value of the students at higher secondary school. Parallel group experiment method was adopted in the study. Eighty students (control group 40 students + experimental 40 students) were selected as sample for the study. Researcher self-made achievement tool was considered as tool for the study. Pre test – treatment – post test was adopted in the research. Team learning is more effective than conventional approach in cultivating moral value among the learners.

Ariail, L. D., Alldol Mohammadi, L. & Murphy, S. (2012). Ethical Predisposition of Certified Public Accountants: A Study of Gender. Using a sample of 304 certified public accountants (CPAS), this paper investigates gender difference in moral development and personal value preferences of CPAS. We used
the Defining Issues Test (DIT) to measure moral development, the Rokeach Value
Survey (RVS) (Rokeach, 1973) to determine value type preferences. The typology
analysis indicates that all CPAS in our sample prefer personal values to social values.
Form an overall ethical predisposition standpoint, males and female are more alike
than different; yet, there were a few notable differences. Specifically, male prefer
competence values and female have higher preference for moral value of imaginative
and logical, female CPAS exhibit higher priority for the moral value of living. We
also find a gender effect for moral development, where female CPAS significantly
outscore their male counterparts.

Education: A Signature Study. Recent world events such as the threat of terrorism
and the global economic crises have rekindled an interest in ethics and values
education. This study, conducted in Singapore, Combines a Kohlberg in approach to
the assessment of moral judgment with a framework based on the self-determination
theory to assess the motivational regulations of adolescent students toward civics and
moral education (CME). The findings show that the Singapore students' development
of moral reasoning follows the trend prescribed for their age groups in Kohlberg's
theory with regard to their motivation in CME, students showed a moderate degree of
autonomous motivation, although the correlation between moral development stage
and motivation in CME were low.

Moral Values of Quality for Students of Modern Kazakhstan. This article
discusses a new study of moral values of equality in a multi-ethnic society in
Kazakhstan, which has not yet been considered in the state. The research shows the
level of progressive moral principles, in the period of pronounced ethnic paradox of
modernity of Kazakh society in the inter-ethnic cooperation both inside and beyond
the country and that ethnic prejudice are the result of forming and development of
specific semantic barriers, arising up in the conditions of interethnic cooperation and people's communication.

### 2.6 Chapter Summary

In this chapter review of social maturity, quality of life and moral values were described.

Research problem, objectives, hypotheses, tools will be describe in the next chapter named research method, design and process.