

CHAPTER II

:
:
:
:-----REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

FOREIGN STUDIES

2.2 REVIEW STUDIES ON GENERAL VALUES

2.3 REVIEW STUDIES ON PERSONAL VALUES

2.4 REVIEW STUDIES ON SOCIAL VALUES

2.5 REVIEW STUDIES ON INSTRUMENTAL AND
TERMINAL VALUES

2.6 REVIEW STUDIES ON WORK VALUES

INDIAN STUDIES

2.7 REVIEW STUDIES ON VALUES

2.8 REVIEW STUDIES ON PERSONAL VALUES

2.9 REVIEW STUDIES ON SOCIAL VALUES

2.10 REVIEW STUDIES ON INSTRUMENTAL AND
TERMINAL VALUES

2.11 REVIEW STUDIES ON WORK VALUES

2.12 SUMMARY

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

Human values assume a prominent position in psychology, because of their dynamic influence on man. Some of the values necessary for human survival exist in the very nature of man.

This chapter is concerned with the review of literature related to the major aspect of this investigation. The five areas of value-orientation concerning personal values, social values, instrumental values, terminal values and work values being the major aspects of the present study, have provided the criteria for choosing the studies to be reviewed. As a limitation, it should be noted that this review cannot claim an extensive coverage of the vast literature on the five areas of value-orientation in sufficient detail. The related literature can be studied under two sections - Foreign and Indian studies.

FOREIGN STUDIES

2.2 REVIEW OF STUDIES ON GENERAL VALUES

Values of art students was studied by Deignan (1958). In May 1956 and 1957 he administered the study of

values by Allport, Vernon and Lindzey to a total of 136 seniors enrolled in general psychology at Rhode Island School of Design, and in September 1956 to 212 incoming freshmen. Comparison by t-test, made after all the 6 x 3 analysis of variance for males and females separately has yielded significant F values. The major findings indicated that RISD seniors hold significantly higher aesthetic values than RISD freshmen or college students in general and markedly lower social values than either group.

A study of "Changes in student values from freshmen to senior year" was reported by Miller (1959). The average scores for religious values on the Allport-Vernon and Lindzey study were not significantly different for freshmen and seniors but individual scores reveals considerable change. A group of 50 freshmen, 12 of whom were remeasured as seniors were evaluated by a battery consisting of the Weschler Bellevue Scale (Form II). Rorschach Machover drawings and two cards of TAT changes were highly individual and no significant group tendencies were detected.

Another study on values was attempted by Warnath and Fordyce (1961). This study endeavoured to determine whether or not differential pattern of values were observable between groups of college freshmen who had indicated their most probable college major. The major finding was that significant differences in value patterns of the Poe Inventory of values were found.

A similar study was made by Lehmann and Payne (1963). This study investigated the relationship between attitude and value changes and college experiences of undergraduates. It was concluded that the formal academic type of college experiences such as instructions and courses have no impact upon student behaviour as opposed to informal extra-curricular activities which do seem to effect student values. For a selected group of individuals the data suggested a reinforcement rather than a modification of prevailing values.

Another study of a value system was made by Ayal (1963) in Japan and Thailand. The major findings show that the Thai value systems center around personal values as opposed to the Japanese emphasis on political values. It requires very little in terms of obligation or commitment to other individuals or institutions.

Rogers (1964) describes in his article "The valuing process in the mature person", which reveals that the changes in the value-orientation of the individual from infancy to average adulthood and from this adult state to a greater degree of psychological maturity have been attempted through psycho-therapy or fortunate life circumstances. On the basis of their observations, the theory was advanced that there was an organismic basis for the valuing process within the human individual, that this valuing process was effective to the degree that the

individual was open to his experiencing. There was an important commonality or universality of value direction, that these directions make for the construction enhancement of the individual and his community and for the survival and evolution of his spheres.

Kakkar and Gordon (1966) carried out an investigation on "A cross-cultural study of teachers' values on the sample of 22 male and 73 female teacher trainees in India, Japan and America. They used the survey of inter-personal values and observed that the Indian teacher trainees were different in directions congruent with certain characteristics of Indian culture and beliefs from their American counterparts; Indians were lower than Americans on support, recognition, and independence; and higher on conformity and benevolence, and Japanese and American trainees were very much similar.

Peck (1969) compared the value systems of 242 students of National University, Mexico and 310 students of University of Texas. He used the "value hierarchy" instrument consisting of fifteen values. The respondents were required to rank the values. The two groups were very different in values. Only friendship was ranked medium; and wealth, humour, and power as low by both the groups.

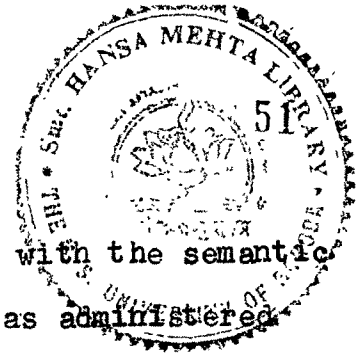
Sinha, Stogdill and Shartle (1970) carried out research on "A factorial study of cross-cultural values and

related biographical data." The aim of the study was to explore the value patterns of the Indian and American students. The sample was drawn of 82 from Mid-Western State University of Ohio and 86 of University of Ranchi of India. They used the Shartle's value scale which consisted of 160 items along with the biographical inventory. The results indicate that the Indian sample was characterized by married subjects, of higher social class, having larger family size, more interest in politics, more frequent illness in the family, and greater concern for health. On the other hand, the American sample was characterized by urban background, higher income, better health, more job mobility, greater striving for status mobility. There was no significant differences in the frequency of religious activities.

Thompson (1981) studied the "changes in values and life style preferences of university students." The thirteen ways of Morris research was administered to the 1978-79 university students. The major findings were there was significant differences in ranking existent between the students perceptions of the way they would like to live. The self indulgence and sensuous enjoyment were ranked first in the recent study compared with the ranking fifth in a generation ago.

2.3 REVIEW STUDIES ON PERSONAL VALUES

A study on "Personal values of Indian and American university students" was made by Kilby (1963). An adaptation



of the Morris ways to live, scale together with the semantic differential and a 7 point response form was administered to 330 American college students and 171 post-graduate students in India. The Indian post-graduate students showed highest percentages of acceptance of ways of living emphasizing friendship and affection, self-control, attack on the nation problems and united social action. Disliked by notable percentage was full sensuous enjoyment. Disliked by few more than liked was "self as instrument of the cosmic." Disliked by considerable numbers was the inward turned life. Among the Americans too, there was sex differences. Comparing the two national groups directly the largest differences were in acceptance were found in the ways of self-control and united social action with the Indians higher on both. The Indian men liked vigorous action and social conservation more than American men while Indian women liked devotion and service more than American women. He also found that the values of this sort studied with the help of these questionnaires have long-term stability within our societies.

Another study was made by Thangarajan and Pandre⁽¹⁹⁷¹⁾. The study was investigated on "Personal values across cultures". The Personal Values Inventory on a five point scale was responded by 30 middle and lower class managers and 30 graduates students of India and U.S. The major finding were found between countries in case of managers

and students. Indian managers ranked higher in family, work and independence and lower in money when compared with the American managers. Indian managers valued religion more than American managers and United State managers valued 'change' more than their counterparts in India. Indian students valued charis/^{-matic} leadership and work more than U.S. students, while American students valued change, money and competition more than their counterparts. Indians. American students were more future oriented though differences were statistically not significant. From sub-cultural effects accounted for managers valued 'change' higher, students valued independence higher.

Stein (1972) studied the "changes in personal and inter-personal values through grades 9 through 12." The purpose of the study was to determine the effects of sex, grade level and occupational group in a high school. Gordon's survey of personal values and survey of inter-personal values were administered to the entire student body of high schools in Illinois. The analysis of variance was used to analyse each dependent variable while the Newmanns Keul procedure was employed to investigate grade and occupational groups. The major finding was that personal values do not significantly differ by sex, grade, or occupational group. While interpersonal values also do not differ significantly by sex, grade and occupational group.

2.4 REVIEW STUDIES ON SOCIAL VALUES

A study was made by Silvino (1972) on the "comparative study of social values of elementary school children according to certain variables." The purpose of the study was to determine whether significant differences exist in the measured values of elementary school in grades of four, five and six in relationship to variables of sex, grade, parochial school and public school students and socio-economic level. Five hundred Fiftyfive children from two public schools and two parochial schools of Eastern New York state were administered the social value inventory consisting of twelve open-ended item questions. The major finding shows that male and female students differed in values, namely, pleasure, materialism, occupation, achievement and environment and they considered these important. The students in the three different grades differed in values, namely, religion, health, independence, achievement which they considered important. The parochial and the public school only differed in the value of equality.

Bell (1972) studied the "relationship of the social values of high school seniors with vocational interests and motivation for college attendance." The purpose of the study was to examine the values of 12th grade boys and girls in relationship to vocational interests, and attitudes expressed about college. One

hundred Eightyfive high school seniors of Waco, Texas community were administered the Allports study of values. Strong vocational interest blank and the college motivation scale. The Chi-square tests were used to analyse the data obtained. The major finding that expressed values were predictive of occupational interests. An inverse relationship was reported between college motivation and anxiety level. The value orientation was not found to be predictive of motivation for college attendance.

Duff and Cotgrove (1982) studied "the social values and the choice of careers in an industry." The questionnaire was surveyed to students at the Bath, University of U.K. The paper reports that those doing social science were more anti-industrial in their social values than students of management, engineering and economics. The social science students tended to prefer non-industrial jobs congruent with their values. It was concluded that choice of course and career choice may be explained as part of the process of socialization and hence stable in the experiences in early adolescence.

2.5 REVIEW STUDIES ON INSTRUMENTAL AND TERMINAL VALUES

A study was made by Carm (1972) who investigated "The congruence of family value systems related to measures of behaviour." The purpose of the study was to study the value congruence of Catholic senior students and their parents. The Rokeach value scale was administered to

a senior class at a Catholic School of Mid-Western City while 79 families were obtained who responded to the mailed survey. The Chi-Square Test was used to analyse the data obtained. The major finding included the following: No significant differences were found between real family constellations relative to terminal values while there was no significant differences in relation to instrumental values. Secondly, there was no significant differences between natural family constellations possessing value congruence and their consistency of interest. Thirdly, the RID technique clustered pertinent demographic items for both groups separately that were operative in the dynamics of this group. Lastly, two demographic items were husbands Catholic education and husbands degree and two more items number of children and parents, age difference approach significance at .05 level as predicted.

Shotland and Berger (1970) studied the "behavioural validation of several values from the Rokeach value scale as an index of honesty." One hundred Thirtyone female line workers in two plants of a Mid-Western Scanbou Plan Association were administered the Rokeach value scale Form D with pencils and instructions. The Median Test was performed and the major finding was that pencil returners ranked honest and salvation significantly higher than the non-returners. The pencil returners ranked the value helpful as less important than the non-returners. On the terminal values, pencil returners ranked salvation, world

at peace significantly higher than the non-returners. The three were predictors of honesty as measured by the act of returning the pencil along with the questionnaire.

Lya Kremer (1981) made a study "The terminal and instrumental values as perceptions of importance on cultivation in Israelic Schools". The aim of the study was to obtain information concerning the importance attached to values, and the extent to which they were cultivated in schools. The Rokeach Value Form D was used in different schools in Israel. The major findings were that more importance was attached to instrumental than to terminal values. Parents were more instrumentally oriented while teachers were more terminally oriented. Having noted an overall performance for instrumental values one finds that these were also held to be more cultivated by pupils where $t = 9.63$, parents $t = 2.75$ and teachers $t = 3.81$ which indicate that school factors such as curricula, value climate and actual efforts affect value cultivation.

Penn (1973) studied "the values and attitudes of the parents and freshmen female students. The purpose of the study was to identify the values and attitudes of a group of freshmen female students and their parents. One hundred Sixtyone freshmen females and their parents were administered the Rokeach Value Survey Form D and the uni-student relationship attitude survey. The major findings revealed that students valued the terminal value a world

at peace as the most important end-state of existence closely followed by the value of freedom, whereas parents valued family. The least important terminal value for the student groups were national security and social-recognition, while social-recognition and pleasure for parents. The most important instrumental value for both students and parents was honest while the least important for both were imaginative and obedient. Both the groups were in agreement in attitude items. Lastly, inter-generational differences were relatively small between parents and student groups.

2.6 REVIEW OF STUDIES ON WORK VALUES

Ginzberg, et al. (1951) proposed three basic dimensions of work values: the extrinsic values (various rewards which people want from jobs that are not inherent in the activities performed in a job, example, financial rewards, etc.), the intrinsic values (various satisfactions which people derive by doing different activities associated with the job, example, achievement, intellectual stimulation, etc.), and the concomitant values (the conditions which accompany work but provide neither extrinsic rewards nor extrinsic satisfaction, example, good working conditions, supervision, work mates, etc.).

Another study was made by Singer and Stefflre (1953) on "the sex differences in job values and desires." The present study was made on a sample of 373 male and 416 female high school seniors of Los Angeles city by

administering the job values and desires card consisting of ten different value preferences and were asked to choose the kind of job they would choose. The Chi-Square Test along with Yates correction for continuity determined that there were significant sex differences in relationship to job values and desires. The major finding obtained for desire for a job offering, power, profit, independence was significant for boys while girls were more inclined to select job values characterized by interesting experience and social service.

Singer and Stefflre (1956) made "a note on racial differences in job values and desires." This study was done by the comparison of job value choice of 145 Caucasian male adolescents and 145 Negro male adolescents. The responses were collected by a card consisting of 10 cards of different kinds of jobs and the subject was asked to tickmark the job he would like to prefer. The 2 x 2 analysis of variance, Chi-Square and Yates correction for continuity, were used to study the age, sex, grade and socio-economic level of the adolescents. The major finding was that adolescent male Caucasians exhibit culturally determined stereotypes towards jobs that change with the acquisition of stable adult work experiences unlike the Negro adolescents of not showing any concern with their existing jobs. The Negro adolescents make for realistic and adult choices in job values at an early age than the

majority group. The parental occupation was not as valid or adequate as an index of socio-economic background for Negroes as for the Caucasians. Thus, it would seem that race was associated with the job values in a manner which was of the occupational level of respondents whom and which was compatible with the relationship of race and occupational opportunity.

Super and Crites (1962) suggest the following common work values based on the findings of several investigations related to work values and interests. The values suggested were: scientific, theoretical, social welfare, literary, material, systematic, contact and aesthetic.

O'Connor and Kinnane (1961) performed factor analysis on the fifteen work values of Super (slightly modified) and extracted the following six factors: (a) security economic material, (b) social artistic, (c) work conditions and associates, (d) heuristic-creative, (e) achievement-prestige and (f) independence-variety. The correlations show relative independence of the six factors. However, at this stage, it was difficult to determine work value dimensions precisely because construct validity of many measures of work values used in different studies was to be established.

Super (1962) studied "the structure of work

values in relation to status, achievement, interests and adjustment". The work value inventory of 210 items was administered together with a number of measures to 9th grade boys of the career pattern study. The major findings show no tendency for so-called intrinsic values to be associated, nor for the extrinsic values to be more inter-correlated than were values of different types. A centroid factor analysis of the 40 x 40 matrix yielded 10 factors of which 7 were clearly identifiable, 4 were clearly value factors, 2 could be classified as either values or interests, 3 were personality and adjustment factors and 1 was an achievement factor.

Thompson (1966) studied "the occupational values of high school students of 9th grade." In ten California schools, 2,287 students were administered an occupational value scale adapted from Centres and was re-administered to 4,790 of the original sample of sophomores. The major findings obtained was that 80 percent of the students judged only four values, namely, interesting job, the opportunity for self-expression, a secure position and the opportunity to help others. The moderate importance were given to the opportunity to gain self-esteem, to obtain prominence and recognition, to be relatively independent and to receive high pay. The remaining two values were rejected, that is, job where one would be a leader and a job where one could be the boss were important to less than

one-third of the students. Some sex differences were found in rating occupational values. Women place significantly less emphasis than do men upon the importance of a job where one would be a leader or the boss, where high pay was involved and where recognition was possible. In contrast, men placed significantly less importance on a job that would permit an expression of one's own ideas and one where the individual would help other people. No sex differences were found in the other four values.

Kinnane and Gaubinger (1963) made a "comparative study of life values and work values." Super's theory of vocational development formed the basis for the hypothesis that there would be significant positive correlation between certain life values, as measured by the Allport-Vernon study of values and corresponding work values, as measured by the work values inventory. The tests were given to 143 college freshmen and Pearson product moment correlation was computed for each pair of values. The results indicate that an individual's values and his expectations of his role in a chosen occupation become closer as the individual pursues his goals. It would appear that the longer an individual was committed to a field, the more his values and perceptions of the field become congruent.

A study was conducted by Gribbon and Lohnes (1965) "to study the shifts in adolescents vocational values." The test of twelve values was administered to the

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12th grade students. The major finding obtained was that there were sex differences in the hierarchies of vocational values. Boys gave high rank to salary and prestige and hence career oriented while girls ranked personal contact and social service and hence people oriented. In the eighth graders there was a shift from "idealism" to "realism" over the five years. The eighth graders maturity of self-concept was early while it shifts to healthy maturation during adolescence.

Another study was made by Perrone (1965):

On the relationship of the seventh and eighth grade girls value orientations with the value-orientations of their parents have for them, with socio-economic level, interests, school achievement, number of indicated problems and both vocational and training aspiration levels.

The test was conducted on 8,200 students in Wisconsin. The Otis IQ test for the seventh and Hemmon Nelson IQ test for the eighth graders was administered and the Roe Inventory to both. The major findings obtained was there was a positive correlation between girls and their parents on five values. There were significant negative correlations between daughter rating and father's occupational level for two values. A significant negative relationship was found between the number of problems indicated and also the values of working with things and having time to pursue one's interest and hobbies.

Paine, et al. (1967) studied "the relationship between the family background and work values." The purpose of the study was to explore which family background characteristics were associated with which work values. The nine values were job security, physical working conditions, social needs, job prestige, high degree of responsibility, Opportunity for independent action, Opportunity to invent or design new things or ideas, monetary compensation and employee benefits. The test was administered to 155 male university undergraduates. The family social activities had moderate positive correlations with prestige, responsibility, and independence. The number of times moved, on the other hand, had negative correlations with the same values. Family income shows one positive correlation ($-.21$ with monetary benefits) and one negative correlation ($-.22$ with the security need). Moreover, the grouping of correlations, indicates various family background patterns relating to various job orientations.

Olive (1969) studied "the relationship of values and occupational role perceptions for freshmen and senior students in a college of engineering." Three hundred Twentyone male freshmen of Nebraska University were administered the Poe Inventory of values. The product-moment correlation coefficient and the t-test were used to measure the hypothesis. It was concluded by the findings that the first hypothesis was rejected since the students who continue in engineering perceive the role of

engineering to be more in harmony with their values than do freshmen subjects. The second hypothesis that senior students differ in their personal values in the direction of valuing beauty, form and sensory patterns of an artistic nature more than freshmen. The third hypothesis was rejected since seniors do perceive their chosen occupational role as involving activities which were less concerned with developing and/or investigating scientific theories, discovering relationships, reading articles which report scientific experiments, and dealing with abstractions than do freshmen engineering students.

Davis (1971) studied the "comparative analysis of eleventh grade high school students." Seven hundred Thirtysix students of Montgomery Blair Senior High School, Maryland were administered Super's fifteen work values. The statistical methods employed were repeated measures design, Hartleys Test, Duncan's Multiple Range and t-test. The findings indicated that those students who participated in the Cooperation Industrial Work Exp. Programme (CIWEP) underwent significant shifts in the work values of management, prestige, variety and way of life. Girls placed significantly greater emphasis on altruism. Students pursuing general curriculum had significantly greater emphasis on security. Students of upper socio-economic level placed greater significant emphasis on independence. The above average intelligent students were found having significantly greater emphasis on variety and lastly

students of the minority group placed significantly greater emphasis on economic returns.

INDIAN STUDIES

2.7 REVIEW STUDIES ON VALUES

Agarwal (1959) conducted a study on the "Value System and Dimensions of University Students of U.P." His aims were to prepare a scale for different faculties on the ways of life, to isolate and define the primary value variables, to explore the value systems and dimensions, to find the individual differences on social, religious and theoretical values, and to assess the agreement between the different value systems and ways of life. The investigation was carried out on the students of Arts, Science, Law and Commerce, Engineering and Medicine faculties of Lucknow and Roorkee Universities in U.P. with the help of the Morris conceptions of good life and Likert Scale. Thurstone 'S' centroid method was used in extracting the primary values. The significance of value preferences was tested by the Chi-Square method. The following inferences were drawn: (i) The three ways of life, namely, self-restraint, moderation and integration of action, and enjoyment and contemplation were found commonly liked. (ii) The four values were isolated, namely, self-restraint, purity of thought, speech and action, and salvation through selfless action. (iii) The conceived values of an individual largely took into account the cultural patterns of the

requirements of the social system. (iv) Human efforts and fate were marked in religious values and temporal change. (v) Quantity of friendship, worthy aim, and aspirations were found significant in value preferences. (vi) Increase of social values - subjection to parental authority was not found very rigid and it was based on rational grounds. Students were found normally permissive towards sex, had congenital outlook towards the outer world and were close in interpersonal relations.

Naidu (1965) in his article on "Basic Values of Indian Culture" described general characteristics of Indian culture as dynamism, utility, complexity with underlying unity, and monistic tendency and an enlightened optimism. He outlined the major values of Indian culture, such as diversity of the individual (the supreme value), self-realization (the goal of life), body (the temple of God), material wealth, the family reverence, sanctification of motherhood, tolerance, institution and reason. He suggested the following hierarchial scale: spiritual (self-realization), philosophical (truth, beauty and goodness), psychological (harmony of personality), social (communion of spiritual selves with one another and with the creator), bodily (health, strength), and economic. He succinctly advanced the importance of these values as "when knowledge matures into wisdom, beauty blossoms into holiness, and goodness turns into godliness, then and then alone, according to the standards of our culture may be said to have

lined as man." "He considered these values to be necessarily recognised and developed in Indian youths for their welfare and the good of society and nationa.

Reddy and Parameswaran (1966) studied "Some factors influencing the value pattern of college students." The Allport-Vernon Lindzey Scale of Values was administered to college students of Arts, Science, Engineering and Medicine. The mean scores and the ranking of the values were obtained. The results show that there was a clearcut sex difference not only with reference to mean value scores but also with reference to the ranking of values. The results showed that boys have higher mean scores in the values of theoretical, economic and political and definitely oriented to these values while girls have significant higher scores in social and aesthetic values. The three groups, namely, Engineering, Medicine and Science seem to be more theoretically oriented while Arts was more oriented towards social and aesthetic values than other groups. The college students were more oriented towards theoretical values and least oriented towards religious values. The students from low income families tend to be more economically oriented than students from high income families. The students of graduates and uneducated families had high social values, parents having some education had high political values and students from poor families had high aesthetic values.

Nagrath (1966) studied the "differences in value

patterns amongst the final year students of different faculties" of Arts, Home Science, Technology and Commerce, who were put to question with the help of a questionnaire as to in what order they valued their values. The values put to test were positive, negative, personal and social. In addition to which they were also tested on Relation and Equality, Forms of love, Order of Intensity of love and Ends and Means. The significance of the differences were found out by Spearman method of correlation. The Chi-Square results showed significant differences in the ranking of universal positive values between Home Science and Technology, Home Science and Arts. The coefficient was found to be .72, .80 and -.06 respectively; and universal negative values between Technology and Arts, Technology and Commerce, and Commerce and Arts. The coefficient was found to be .68, .33 and .43 respectively. Rankings on personal values test were found between Home Science and Arts, Home Science and Commerce respectively. The correlation of the groups were .21, .79, .053, .83, .76 and .89 respectively; significant differences were also found in order of preference of forms of love, fame, security, harmony, beauty, truth, peace and happiness.

Pal (1967) studied "the value patterns of Engineering, Law, Medical and Teacher training students in India." The study of values by Allport-Vernon-Lindzey was administered to a group of students consisting of

fourth year Engineering students, fourth year Medical students, final year Law students and final year Teacher training students. The t-test was applied. The findings reported were: The economic and religious values occupy highest and lowest in the Engineering students. The political value emerges as highest followed by economic value by Law students. The theoretical value emerges as the highest followed by social value and aesthetic value as lowest for Medical students. In case of Teacher training students political value had first position than theoretical values.

Ruhela (1969) studied the "Traditional Values of the Indian Society and College Students." The sample consisted of 59 male and 41 female students of undergraduate and post-graduate classes of Arts, Science, Commerce, Law, Engineering, Education and Medical courses. He finalised a check-list of 131 values of the traditional Indian society, categorised in eight areas: Organic, Economic, Recreational, Associational, Character, Intellectual, Aesthetic and Religious values. The following observations were made in each value area:

- (i) In organic value the popular responses were one should remain a bachelor till the study continues and so on.
- (ii) In economic value the responses were mostly like-eat as much as possible, accumulate

wealth for children, save for future, do not run after wealth, be honest in profession, and so on.

- (iii) Responses were mostly in favour of games, gambling, hunting and so on in recreational values.
- (iv) The expressions were more in favour of kinship feeling, equality, friendship, service, peaceful living and so ^{on} in associational value.
- (v) Goodness, honesty, duty, loyalty, service, sacrifice, and so on were favoured in character value.
- (vi) Advancement in knowledge, faith in teacher, good teachers were considered useful in intellectual value.
- (vii) The elements of beauty, love, affection and so on were preferred in aesthetic value.
- (viii) The religious value was characterised with faith in religious events of morality, faith in prophets, idol worship, etc.

"The differential values of High School and University students and teachers" was studied by Dixit and

Sharma (1971). The purpose of the study was to study the value differences of school and university students and teachers. Two hundred subjects both of boys (school and college) and girls (school and college) were administered the Hindi-version by Bhatnagar based along the lines of Allport-Vernon-Lindzey study of values. The major findings show that there was more materialistic values for university teachers. There was greater love for beauty shown for university boys and girls than that of the high school students. But high school girls have indicated greater love for lower than university girls.

Toha and Srivastava (1971) carried out an investigation on "Changing Values". The investigation was aimed to find out the process of assimilation of new values through education to know their reactions to the new cultural values, and to become familiar with the receptibility to educational facilities. The sample was drawn from two mohallas of Varanasi city and rural areas. Fifty people each from rural, sub-urban and urban areas were selected. They belonged to various socio-economic, professional, and educational groups. They found urban people considering education important for life and sub-urban people considering education important for status.

Varma (1972) conducted a research on "A study of Relationship between the Patterns of Interpersonal Relations and the Values of Teachers and Students of

Secondary Schools." The aims of study were to find out the value systems of teachers and students, the relationship between the values and the sociometric status and the relationship between the values and the patterns of interpersonal relations. He constructed and standardized the Personal Value Questionnaire (PVQ) on 674 teachers, 572 female students and 1153 male students; carried out work on 87 teachers, 103 female students and 149 male students. He determined the value systems of male and female teachers and so of students in terms of hierarchy and arrived at the following conclusions:

- (i) The value systems of the teachers and students were quite different.
- (ii) The value profiles of friendly pairs were similar to that of teachers and students.
- (iii) The value systems of friendly as well as unfriendly teacher student pairs were unrelated.
- (iv) Stars among the teachers were higher in Family-Prestige, Religious, Power and Aesthetic values and low in Economic, Health and Hedonistic values.
- (v) The rejecters among teachers were high in Religious, Family-Prestige and Power

values and low in Health, Social and Economic values.

- (vi) Stars among students were high in Social, Knowledge and Religious values and low in Power, Family-Prestige and Economic values.
- (vii) The rejecters among the students were high in Health, Knowledge, and Social values and low in Religious, Aesthetic and Economic values.
- (viii) Popular teachers among students were high in Aesthetic, Knowledge and Social values and low in Economic, Health and Hedonistic values.
- (ix) Unpopular teachers among students were high in Religious, Power and Family-Prestige values and low in Knowledge, Social and Aesthetic values.
- (x) Teachers as a whole group were high in Family-Prestige, Power, and Religious values and low in Health, Knowledge and Social values.
- (xi) Students as a whole group were high in Democratic, Knowledge, and Social values and low in Religious, Economic and Power values.

"A study was conducted on the value patterns of students at four colleges in Missouri" by Goodwin (1973). The major purpose of the study was to investigate the value patterns of students relative to the variables of college type, sex, and class in college. Eighty students from each college were obtained and administered the Allport-Vernon Study of Values. The major findings were concluded with the help of the three way anova procedure and the New Duncans Multiple Range Test. The major conclusions were that: The students at four different colleges differed in value patterns. The private college students were more political but less religious than the students from the other college. The male students had higher theoretical, political and economic values than the female students. Female students were higher than the male students on aesthetic, social and religious values. The freshmen students at the four colleges differed on the aesthetic, social and religious values.

Tiwari and Singh (1973) studied "the value pattern as a function of sex". The purpose of the study was to know the sex differences in regard to value pattern of boys and girls, high school boys and girls, and boys and girls of intermediate with respect to their value pattern. Twentyfive students in classes of IX, X, XI and XII of both strata, one of Science and one section of Arts. The t-test and Duncans Range Test have been applied. The significant findings obtained were: (1) boys were

significantly high in theoretical and economic values than girls. (2) The girls were significantly high in political values than boys. (3) There was no difference between both the sexes in aesthetic, scientific and religious values. (4) The high school boys were significantly low in theoretical and personal values than girls. (5) The high school boys were significantly high in economic value than girls. (6) Both high school boys and girls were similar in their aesthetic, scientific and religious value preference. (7) The intermediate boys were significantly high in theoretical and economic values. Lastly, both intermediate boys and girls were similar in aesthetic, scientific and political and religious value preferences.

De (1974) conducted "a study of values of high school boys of some schools in West Bengal". The main objective of the investigator was to study the development of values of high school boys and girls and their relation to their parents and teachers. Eight hundred Three students of grades VI, VII and IX of Barrackpore in West Bengal comprising of 452 boys of industrial areas, 199 of rural areas, 157 of urban areas were selected. The significant findings were: (i) Mean scores of seven of the values were around 66.3 percent for high school boys except sincerity. (ii) No significant differences between the values of both the boys of class VI and class VII and were higher than the IX, except in sincerity. (iii) The pattern of

development of different living areas, viz., urban, rural and industrial were not alike. (iv) No significant differences between the values of the boys & with those of their fathers and mothers. (v) No significant relation between teachers and pupils.

Rastogi (1974) investigated on "Intelligence Achievement-Motivation and Value Systems of Students in Different Professional Courses." His aims with regard to values were to find out the differences in the value systems of the students of different courses, and between high achievement motivation and low achievement motivation. The investigation was carried out on 180 students of first year of Engineering, Pharmacy, Medicine and Draftsman courses. He used 'Study of Values' by Allport-Vernon-Lindzey for assessing the values. The observations were the following. The differences in values were significant between the students of Engineering and Medicine in Aesthetic value, Engineering and Pharmacy in Theoretical and Religious values, Medicine and Draftsman in Economic values, and Medicine and Pharmacy in Religious and Aesthetic values. Theoretical and social values were high and Aesthetic was low in all groups.

Kaul (1974) worked on "Factorial Study of the Differentiating Values of Popular Teachers." His main aim was to reduce the six differentiating values to the minimum by finding out their common factors in the

population of popular teachers. His sample comprised of 204 teachers popular among students, from 31 higher secondary schools of Haryana State. He used the "Study of Values" by Allport-Vernon-Lindzey. He factor analysed and found four factors in place of six values, such as Theoretical, Aesthetic, Ethical and Economic.

Gaur (1975) studied "the values and perceptions of high school students of the State of Rajasthan and their relation to learning". The major objective was to study the relationship between learning and students values, self-concept, and perception with special reference to urban and rural, boys and girls group of students and to study the perception of students towards home, school, friends, occupation and society. The Bhatnagar test adapted along lines with Allports values and the Bhatnagar self-concept inventory for perception were administered to the X class. The major findings was significant differences were found between urban and rural and that of boys and girls. The study revealed that: (1) theoretical values, boys and girls of either rural and urban origin did not differ but urban girls differed from rural girls. (ii) On economic values, rural boys and girls, and rural and urban girls did not differ but urban boys were significantly higher than urban girls. (iii) Rural boys and girls did not differ on aesthetic values, political and religious values. (iv) Urban boys and girls did not differ in social values. (v) Rural boys and girls and urban boys and girls did not differ significantly

on perception of self-confidence. In case of urban girls learning was positively correlated to theoretical and social, in case of rural to social and theoretical, in case of urban boys, theoretical to learning. (vi) In case of rural boys none of the values were related to school learning.

Kitwood (1976) wrote an article on "Values and Value systems evidence from interviews with adolescents." On the basis of three kinds of evidence from interviews with 26 boys and 26 girls, of varied background, academic ability, it was suggested that it was incorrect to assume, a priori, the presence of a coherent value system, unique to each individual, among adolescents at least.

Another "study on the inter-generational value orientation" was made by Tiwari and Mishra (1979). The purpose of the study was to find out the pattern of values between generations. Hundred young and 100 old subjects were studied with the help of the test based on the Allport-Vernon study of values. The major finding were that there was a general agreement on the hierarchy of values between young and old, rural and urban as well as high educated and low educated. Social value was the most dominant among all groups then in order were theoretical, religious, political, aesthetic and economic.

Gaur (1980) studied the "Value systems in the

personality of urban and rural adolescents." The purpose of the study was to find out that the adolescent group of boys and girls in both urban and rural areas grow and live in different kinds of values. Hundred students of class X had been studied with the help of the Allport-Vernon study of values. The t-test value concluded certain findings that the boys and girls show no significant differences on any of the six values. Secondly, boys and girls of urban significant at .01 and .05 seem to have stronger economic values and weaker religious values as compared with rural boys and girls. Lastly, girls of rural were found significant at .05 level on aesthetic value as compared with urban girls.

"A study on the value-orientations of college students in relation to socio-economic stratification" was studied by Kareem and Vijaykumar (1981). The sample was taken from 147 men students from a few colleges in Madras city with the age range of 17-22 years. The Allport-Vernon-Lindzey study of values (1960) was administered to the group. The t-test and F-analysis were used. The major findings were as follows: (i) No significant differences were found among the upper, middle and lower class college students in their social, political and religious values. However, there were significant differences between the upper and lower class students in their theoretical, economic and aesthetic values. Whereas the upper class was higher on economic value than the lower class, the

5

reverse was true of theoretical and aesthetic values. The middle and the lower classes differ significantly in theoretical, and economic values, but not in aesthetic value. When the upper and the middle classes were considered they differ significantly only on the economic value but were homogenous on the theoretical and aesthetic values.

"A study on the age, sex and type of education as the concomitants of value pattern" was made by Chakroborti and Kundu (1981). The study attempts to know how the value patterns vary according to age, sex and the courses of study undertaken by subjects. Two hundred Four post-graduate students of West Bengal of 19 to 24 years were studied by the help of Ray Chowdhury study of values by t-test and Fisher's t-formula. The major findings were: Particularly the male group was significantly higher in theoretical and political values while female subjects scored higher in economic and aesthetic values. Science students showed highest mean score in the theoretical value and the Commerce students obtained highest economic value and political value scores. Regarding age except in a few stray cases, there was apparently no differences in the mean score values.

Sethi and Sud (1981) studied "the development and sex differences in value-orientation among adolescents." One hundred Eighty subjects from the age level of 16-17, 19-20 and 22-23 years formed the sample with 30 boys and

30 girls in each level. The Traditionalism-Modernism Scale was administered with the analysis of variance 3 x 2 design and Duncan's Multiple Range Test. The major findings were that changes in traditionalism to modernism was visible from 22-23 years while the absence of any significant increase in modernity scores from 16-17 and 19-20 years reflects the slow rate of development in value-orientation in late adolescence. The non-significant F-ratio for the main effect of sex reveals that boys were not more modern oriented than girls.

Kalia and Mathur (1985) studied "the value preferences of adolescents studying in schools with different socio-economic environments." The 454 adolescents of Chandigarh city from standards IX, X and XI and of the age range of 14-17 constituted the sample. The Allport-Vernon-Lindzey study of values was administered to the group. The major findings were: (1) Adolescents studying in high SES schools were theoretical in comparison to adolescents studying in moderately SES schools and low SES schools. (2) Adolescents studying in low SES schools were more in economic value in comparison with the high SES and moderately SES schools. (3) Adolescents studying in high SES schools, moderately SES schools were similar as far as aesthetic, political, and religious values were concerned. (4) Social value was found to be discriminating among adolescents studying in high SES schools and low SES schools. No significant differences was found on this

value in all three groups. (5) There was no significant differences observed between adolescents studying in moderately and low SES schools on all the values under consideration.

2.8 REVIEW STUDIES ON PERSONAL VALUES

Bowie and Morgan (1962) "investigated the personal values and verbal behaviour" of 49 female and one male teacher by using Allport-Vernon-Lindzey study of values and an observation schedule. The following inferences were drawn:

- (i) Teachers high in political value had more supportive statements than the teachers high in religious value. The difference was significant at .01 level.
- (ii) Teachers high in social value laid more emphasis on social expectation in comparison to the teachers having high political value. The difference was significant at .01 level.
- (iii) The teachers high in economic value did not lay emphasis on school rules and regulations than the teachers high in social value.
- (iv) The teachers high in theoretical value did not tend to use problem-solving approach largely than the teachers high in aesthetic value.

Rao (1975) investigated "the personal values of 250 male students of X, XI and XII classes of urban area with the help of Telugu version of 'study of values' by Allport-Vernon-Lindzey. The hierarchy of values was found identical and the mean values differed significantly in theoretical, aesthetic and social values.

Kumar (1982) studied "the values of science undergraduates at different levels of socio-economic status." The purpose of the study was to find out if different individuals have different value profiles and if value profiles of science undergraduates belonging to different socio-economic levels were different. The personal value questionnaire by Sherry and Verma and the socio-economic status scale by Singh, Jaleta and Kapoor were administered to 41 students of B.Sc. who were taken from Vaish College, Rohtak. The major findings were that in the higher socio-economic level group the hedonistic value was at the top and religious value at the lowest level. The middle socio-economic status group placed health value as the highest rank and economic value the lowest. The lower socio-economic status group placed democratic value at the highest rank and the aesthetic value at the lowest level.

2.9 REVIEW STUDIES ON SOCIAL VALUES

Begum and Hafeez (1964) studied "the individual and social values in Bangalore." The purpose of the

9

study was to study the individual and social values of the four main castes and religious groups of South India as for example, Brahmin, Lingoyats, Vokhaligas and Muslims. The final year degree students of certain colleges in Mysore city were administered this scale developed by Begum and Hafeez. The ranking system and the product-moment correlation was used to analyse the data. The major finding was the four caste groups and religious groups as well as the boys and girls, science and arts groups show that most of the social values have been emphasized rather than individual values which points to the fact that all of them value progress of the group. Secondly, discrepancies in their two judgments show that social values have been rated for self and under rated for others, and vice versa for individual values. Finally, values of any caste group mould the behaviour of its members and thus social values make other group solidarity and cooperative behaviour as conditioned to the dominant values.

Sharma (1974) studied "the social value-orientation of activist student leaders in a comparative study." The sample was obtained from two Indian universities, that is, Ravishankar University of Raipur, and Punjab University of Chandigarh. The sample was given an interview schedule, depth interviewing and informal discussions. The Scaler analysis was used. The major areas were Religion, Caste, Untouchability, Marriage and Family. The

major finding was although non-conformists in their role appearances, activist student leaders were not always non-conformists in their social value-orientations. They were not inspired to replace traditional structures with modern values.

2.10 REVIEW STUDIES ON INSTRUMENTAL AND TERMINAL VALUES

Bhusan (1973) studied "values across sex and family vocations." The purpose of the study was to explore the value systems of those young men and women who have passed a uniform system of 15 years of formal education, who belong to the families of the middle SES level and distinct vocation groups and have opted for the same professions. The value survey, the Hindi version (Narain R) of the form D of the value survey (Rokeach M) of the 18 instrumental values was administered to 200 B.Ed. students age range from 19-30 years of both sexes of two educational departments of two colleges one of urban and the other a rural setting. The normalised ranks and the analysis of variance were used to analyse the data. The major finding reveals that female group expressed preferences higher than male groups for the values forgiving, ambitious, helpful and loving. It, thus, reveals that quantitatively sex is a poor determinant of value systems. But male and female groups have internally coherent culture compact and qualitatively different value sub-systems. The value preferences for both the males and female groups do have a significant relationship to their

family vocations.

Bhusan and Ahuja (1979) studied "values among high and low achieving M.Ed. correspondence students belonging to different socio-economic levels." The Rokeach Value Survey (Form D) was administered to the students. The coefficient of correlation was used to measure the values of the students. The instrumental values, namely, responsible independent and intellectual have been highly preferred by low achievers. The instrumental values, namely, broad-minded, helpful, loving and imaginative, have been considered more important by high achievers. The lower middle SES, low achievers assigned high ranks to courageous, helpful, loving, honest and high achievers, imaginative, cheerful, polite, intellectual and clean. The upper middle SES, low achievers assigned high ranks to students, intellectual, responsible, polite and independent and high achievers helpful, logical, loving and capable.

Bhusan and Ahuja (1980) studied "the system and patterns of value preferences of adults belonging to different sociometric levels." The purpose of the study was to investigate the value systems and value sub-systems of different sociometric levels and the patterns of value preferences across these levels. The 112 M.Ed. students (correspondence course) were administered the sociometric performance and the value-survey form D (Rokeach, 1967).

In case of the sociometric performa, three choices were obtained on three statements and each first choice was given a score of three, second choice, a score of two and third a score of one. An aggregate score was obtained for each student by summing up the scores at each choice level and on these basis subjects were assigned to different sociometric groups. In case of value survey, normalised master ranks, in addition, the trend analysis was conducted for master ranks and the trends of value preferences have also been depicted on pattern graphs. The major finding was that for the instrumental values the lower finding was that for the social group assigned first three ranks to ambitious, capable, clean and independent and least to forgiving, helpful and broad-minded. The high sociometric level cared maximum for honest, forgiving, and helpful and minimum for capable, cheerful and obedient. The middle sociometric level gave primary preferences to ambitious, honest, and broad-minded and cheerful and three secondary preferences to loving, courageous and responsible. In terminal value system the low sociometric level assigned first three ranks to comfortable life, true friendship, and wisdom and least to family security, world at peace and world of beauty. The high sociometric level considered true friendship, inner harmony, happiness, world at peace most important and world of beauty, equality and exciting life least important. The middle socio-economic level showed maximum concern for social recognition, self-respect,

pleasure and true friendship and maximum concern with comfortable life, world of beauty and national security. Lastly, out of a total of 36 instrumental and terminal values, the four different patterns emerged in two different trends namely linear and quadratic trends.

Bhusan and Ahuja (1980) studied "the value systems and value preferences patterns of Indian youths belonging to different sociometric levels." The purpose of the study was to determine value systems and value sub-systems of Indian youths belonging to different sociometric levels and to find out the trends and patterns of values across the levels. The 116 first year degree graduate students of two colleges of Simla were administered the socio-metric proforma and the value survey Form D (Rokeach, 1967). The normalised master ranks and F-ratio and differences in ranks were also tested in the value survey, in addition the trend analysis was conducted for all 36 values and depicted pattern graphs. The major findings was in the lower social group of instrumental values first three tanks were to broad-minded, ambitious and courageous and last three ranks to responsible, polite and self-controlled while in terminal values first three ranks were to exciting life, comfortable life and equality and last three to true friendship, social recognition and wisdom. In the higher social level, instrumental values expressed maximum concern with broad-minded, ambitious, and helpful and

minimum concern with honest, obedient and self-controlled while in terminal values the most important were mature love, national security and inner harmony and least important were equality, exciting life and happiness. Lastly, the middle sociometric level in instrumental values cared most for honest, capable and self-controlled and least for clean, cheerful and imaginative while in terminal values the group cared most for world at peace, happiness and mature love and least for equality, salvation, freedom and world of beauty. The value patterns of all the three sociometric level groups were further analysed into trends for each of the four patterns which were plotted on a group in the form of the linear and quadratic trends of all the four patterns.

2.11 REVIEW STUDIES ON WORK VALUES

✓ Kanungo (1960) studied "the vocational choice and occupational values among adolescent students." The purpose of the study was to know what were the job choices of school and pre-university students of both sexes, what were the similarities and differences in their occupational values and sex differences in values. The ten job values by Centres and the list of ten occupations were administered to 347 students out of which 171 students (boys and girls were taken from humanities course) while 176 students (boys and girls were taken from the Science course). The major finding: (1) There

was significantly larger percentage of boys having no vocational choice in the humanities course. (2) Fortyfive percent of girls in the humanities course preferred teaching and research jobs, 67 percent of girls in the Science group preferred medical profession. A significantly larger percentage of girls chose the above mentioned professions than boys. (3) Twentytwo percent of the boys in the humanities course chose administrative profession as against only 2 percent of the science group. Lastly, the patterns of mean rankings of occupational values of the vocational choice groups were almost similar. For the technical vocation group, independence, relation with others and benefits got significantly higher rankings and for non-technical; interesting work, salary, security and working conditions got significantly higher rankings. Between boys and girls, boys gave significantly higher rankings to salary, security, power and girls only interesting work got significantly higher rankings. Prestige was always thought to be the most important value and power and benefit least important by both sexes and both courses.

Rezler (1963) studied "the occupational values and occupational choices of young Indians." The purpose of this study was to portrait the manifestations of the value conflict in one area of life to that of occupational preferences. The job values card by Centres was administered to 1,145 students of both school (9, 10 and 11th standards)

and male college students between the age groups of 14-21 years. The ranking of the values and then the percentage was obtained for all the ten values. The major findings were as follows: (1) The gap between occupational values and choices seems to be much wider for boys than for girls. (2) The occupational values would change with increasing age. It was accepted that social background contributes to the preference of certain occupational values over and above others. Finally, there was no significant difference between the occupational values of high school boys and girls, hence it was rejected. According to the responses obtained from the students regarding the work they want to do after finishing their studies most of them stated that first of all they want a job where they can help people, secondly, where they can express their skills and talents and thirdly where they can make a name for themselves.

✓ Pestonjee, et al. (1967) studied "undergraduate and post-graduate students of Banaras Hindu University and Aligarh Muslim University." Both undergraduate and post-graduate males gave first preference to social service, fame and security. Men preferred social service, fame and security, while women preferred social service, security and interest.

Rai and Pestonjee (1969-70) studied "the occupational values of 100 post-matriculate students studying in intermediate arts classes." Mean rankings indicate that

there was agreement between the two groups to a great extent. Social service, fame, independence and interest came out to be most preferred values. Leadership was least preferred by boys while profit was least preferred by girls.

Khare (1968) carried out "an investigation on occupational differences in life values" to find out the hierarchy of values among the 150 professionals of Law, Engineering, Medicine and Education with the help of 'study of values' by Allport-Vernon-Lindzey. The findings were the following: (i) Engineers, Doctors and Professors held theoretical values at the top. Advocates assigned it third position. (ii) Economic value was held at third place by Engineers, Doctors and Professors. Advocates placed it at second position. (iii) Engineers and Professors held aesthetic value at fourth place while Advocates and Doctors at fifth place. (iv) Social value was ranked second by Doctors, fourth by Advocates and fifth by Engineers and Professors. (v) Political value was ranked at the top by Advocates, second by Engineers and Professors, and fourth by Doctors. (vi) Religious value was ranked sixth by all the groups.

✓ Another study was conducted by George, Pillay and Nair (1967), "to study the occupational choice and values of high school pupils." The purpose of the study was a view to understanding the conflict, if any, between the

traditional values and emerging values of pupils in schools in Kerala. A list of thirteen occupational values based on Centres, Rosernberg and Berdia and others was prepared and translated into Malayalam and another list of twenty six common occupations was also prepared and administered to 620 pupils; 280 (urban boys and girls), 340 (rural boys and girls) of standard X in a school in Trivandrum. The data obtained were analysed by percentage of the total of four groups separately and the Chi-Square test was calculated for the different groups. The major findings were: (1) The majority of the students center around a few values. Social service seems like the dominant value with profit, independence and justice occupying second, third and fourth places respectively by the majority of the students. This shows that these choices were in conformity with traditional values clustered by Indian society. Comparing the sub-groups boys and girls irrespective of their locale were not highly differ^{-ent} in their value systems. There was some difference in the choice of occupations by both the rural boys and urban boys in occupations such as Engineer, personnel, clerk, political leader, and rural girls show preference for nursing and clerical jobs while urban girls prefer jobs like medical doctor, professors and lecturer. Hence, the occupational values and the occupational choices being significantly different in case of boys and girls tend to be treated as separate factors. Thus, the values they hold in actual life situations were found to be

different from the values they profess.

Vasanth (1972) studied "the work values of higher secondary students of Delhi in relation to their intelligence, achievement and socio-economic status." The Ravens Progressive Matrices Test, Achievement Scores, Socio-Economic Status Scale, Personal Data Sheet and Work Value inventory were administered to 934 boys and girls purely the Tamilians of classes IX and X from four schools of Madurai Educational Association in New Delhi. The work value inventory was developed on the basis of Super's fifteen work values. The treatment of the data involved the techniques of means, mean differences, correlations and Chi-Square analysis. The salient findings were: (1) The most preferred values were creativity, economic gain, associates, personal goals and prestige. (2) The least preferred were adventure, power, surrounding, variety and social welfare. (3) By and large, occupational values were in consonance with social preferences. (4) Eight of the fifteen work values show sex differences. (5) Four values show significant grade differences. (6) Six values do not show significant curricular differences. (7) Intelligence correlates significantly with six values; adventure, associates, job freedom, creativity, personal goals and family. (8) Three values, namely, economic gain, surroundings and family correlate negatively with intelligence. (9) Achievement also did not correlate significantly with work values except for family. (10) There were no socio-

economic differences for any of the fifteen work values.

Bhattacharya (1973) studied "the value systems of different occupational groups." The interview technique was followed to collect data by Super's (1950) work value questionnaire to 112 non-gazetted employees in Central Government Organization of the age 22-40 years and working in 21 different jobs in the office. The ranking in the hierarchy of all the fifteen values in the respective group was followed by a mean score and an analysis of variance. The major finding was that there were significant differences held by all groups on each value. Between the groups there were ten combinations which were distinctly different both at .01 and .05 levels. The ranking technique seems to have failed in discerning between groups on work values and that economic returns was ranked lowest by all the groups and security received highest importance by almost all the groups.

Rao and Pal (1973) studied the "occupational values and preferences of school-going rural youths." The purpose of the study was to compare the importance of work values as perceived by the 12th grade students enrolled in vocational, college preparatory and general education curriculum. The job value card by Centers and the occupational preference record of fourteen occupations was administered to 750 students of classes VIII and XI of rural Delhi. The Kolmogorov-Smirnov non-parametric one-tailed

test was used. The major finding were: The eighth class^{girls} differed in five values from VIII class boys, namely, esteem, power, self-expression, profit and independence. The VIII class boys did not differ from the IX class boys on any of the occupational values except one, that is, Interest. The VIII class showed significantly smaller percentage for Medical profession than the girls. Similarly significantly larger percentage of VIII class boys preferred low profession than XI class boys.

Brar (1975) conducted a study on "adolescents job values." A job value form was evolved consisting of social service, remuneration work, social status, security of service, independence of work, chances for promotion, congenial work, self-expression, settled life, opportunity for leisure, opportunity for adventure, use of authority. This form was administered to students of IX class of Government Higher Secondary School, Kotakpura (Punjab). The opinions obtained from the proforma were tabulated and the values were arranged in a hierarchical order, to that having highest frequency was placed at the top. The major findings obtained were: (1) Social service was strongly favoured as well as commonly held by both groups. (2) Boys gave value of remunerative work more weightage while girls gave security of services. (3) In both groups 6 percent adolescents offered social status as important. (4) Girl students preferred independence of work (14 percent) more

than boys (three percent). (5) There were some differences between chances of promotion, congenial work and settled life.

Katiyar(1976) studied "the values and vocational preferences of the intermediate class students of U.P." The personal value questionnaire by Sherry and Verma, the Thurstone Interest Scheme, Kuppaswamy Socio-Economic Status Scale (urban) were administered to 2,158 urban male students of the intermediate colleges of seven cities in U.P. comprising of the XI and XII students. The data were analysed by employing descriptive statistical techniques, like mean, standard deviation, t-test and product-moment correlation. The major findings were: (1) Students were high in democratic, social and knowledge values, medium in health, religious, family, prestige and aesthetic values, low in power, hedonistic and economic values. The value systems of students in five courses were very much similar. (2) Hindu students were higher in health value than Muslim and Christian students. (3) Students of high Hindu caste group were higher in power value than upper middle, middle and lower middle Hindu caste group except low Hindu caste groups. (4) Students of very high income group were higher than very lower middle and middle group in aesthetic, economic and knowledge values. (5) Students of very high fathers education group were higher than that of very low and low group in social, democratic, aesthetic

and knowledge values. (6) Students of very high fathers profession group were higher than below average group in social values. (7) There were differences in the occupational preferences by all the three groups. (8) Students of high vocational preferences were directly related with their courses. (9) Hindu students were higher in musical, Muslim students higher in persuasive and Christian students higher in musical field. (10) Executive and physical sciences were highly preferred by all students. (11) There were certain positive and significant relationships with all the values. (12) There were certain negative and significant relationships between all the ten values with other occupational groups.

Patel (1983) studied "the value-orientation of industrial employees." The work value inventory was administered to 100 subjects selected from an industry in Baroda city. The analysis of variance procedure was used. The major findings were as follows: (1) There were no significant differences with respect to prestige, economic return, independence, association, variety, intellectual stimulation, orientation among the employees of all the four departments, namely, production, administration, account and marketing. (2) There were no significant differences with respect to advancement, achievement, altruism, orientation among the employees of all the four departments, namely, production, administration, account

and marketing.

Uma (1984) conducted a study "on some work related values in organizations." The four main values were power-distance, uncertainty-avoidance, individualism-index, masculinity-index. The sample was obtained from various industries in Baroda city and the analysis of variance was used. The major findings were as follows:

1. Values were organization specific.
2. Values were also population specific.
3. The sub-scales of one area was correlated with the sub-scales of other areas indicating that there need not be four such separate areas.
4. Culture cannot be differentiated on the basis of these four values.
5. The population being heterogeneous all things that were desired were not desirable.
6. Values cannot be generalized as to predict the appearance of their sequences. Lastly, it was noticed that workers value on some job within the same organization also differ.

A brief comment hereby is discussed on the previous studies mentioned above. The studies in the field of values

and its correlates have shown contradictory results. Some studies are found to be positively correlated and some do not show any relationships. The investigator discussed only the values related to sex, residential areas, educational levels and educational streams that are included in the present study.

Considering the values related to sex it can be inferred that the original finding (Vernon and Allport, 1931) that men score higher than women in theoretical, economic and political values but lower on the aesthetic, religious and social values has been repeatedly verified. Six studies had been done in the past where the male students were significantly higher on theoretical, economic and political values and female students were higher on social and aesthetic values. Only two studies showed no significant differences between the sexes on any of the six values.

According to the Rokeach Value Scale only one study revealed that the female group preferred higher values of forgiving, ambitious, helpful and loving.

On the Centres job card of nine values, seven studies have been done in the past that show significantly higher rankings of boys on the work values, salary, security and power; while girls were only high on interesting work, social service and security.

So far only one study was conducted by Begum and

Hafeez on social values which reveals significant differences between that male and the female students. Reviewing the past foreign studies that only one study using the social values scale showed significant differences between male and female students on the values pleasure, materialism, occupation, achievement and environment. Four studies had been done on the work values and the major findings were boys were significantly higher on jobs offering power, profit, independence, prestige while girls were significantly high on interesting experience, altruism, associates and security.

Considering the values related to residential areas, it was found that the differences in rural and urban character raises the question of possible rural-urban differences in values. Four studies have been stated earlier using the Allport study of values and came to conclusions that urban people have stronger economic and religious values while the rural counterparts were more aesthetic in nature. A single study on social values proved to be the most dominant value between two groups followed by theoretical, political, aesthetic and economic and religious values.

Considering the value related to educational stream, it was found that different academic and professional groups have often been analysed with respect to values. The major trends in the results have been presented here. Four

studies have been conducted using the Allport study of values and it was found that the engineering and science students placed theoretical, aesthetic and religious values high, medical students placed economic value, law students placed political as highest and aesthetic as lowest and the commerce and science students had higher rankings on social and aesthetic values.

Two other studies have been done on science and commerce students using the Personal Value Scale by Sherry and found that science students have highest health values and economic values and lowest religious values while commerce students were high on hedonistic value.

A single study had been using the work value inventory by Centres and the findings revealed that the technical and non-technical vocational groups differed significantly in independence, relation with other and benefits, interesting work, salary, security and working conditions.

Considering the values related to educational streams, it was found that the foreign studies conducted in the past show that the personal values studied on the school and college students revealed that school students were negatively correlated to their values while college students were positively correlated with the interpersonal values. Two studies have been conducted on the freshmen

8 and senior students using the Allport study of values and it was found that one of the study showed significant differences between the two groups while the other showed no significant differences in values.

2.12 SUMMARY

The studies reviewed so far provided a rich and varied background against which the data of the present study can be interpreted meaningfully.

The following chapter deals with the plan and procedure for the present investigation.