

## CHAPTER III

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## CHAPTER III

### METHODOLOGY

#### 3.1 INTRODUCTION

Contemporary society in which we live continuously stresses the importance of one value or another in our lives. Many educational administrators, teachers, and parents hold values of great importance. There have been a number of studies relating to the description of this challenging problem. But, there have been very few studies relating to the psychological aspects of this vital problem. Now, it is being more and more realized that values being the function of the total personality in the socio-psychological environment cannot be viewed in isolation.

The present inquiry is concerned with some contemporary derivations. It aims at a socio-psychological analysis of the value-orientations of adolescents. The study, however, does not focus on all possible aspects of value-orientations; rather it limits to a narrower problem, namely, the students' value-orientations.

#### 3.2 JUSTIFICATION FOR THE SPECIFIC PROBLEM UNDER INVESTIGATION

The problem of the present investigation is "A STUDY OF VALUE ORIENTATIONS OF ADOLESCENT BOYS AND GIRLS".

A brief comment is given below justifying the problem under the present investigation.

Values differ not merely through historical incidents and the accumulation of different traditions, but through historical processes, the human stuff has come to want and pursue different things. Human beings differ in their values as a result of differences in their make-up, in their social teaching and environment and in their personal history.

An individual rating the values is a person with a certain physique, temperament and character, living in a society with its own problem and tradition. In short, the rater is influenced by biological, psychological, social, ectological determinants of value. It is quite possible that all the four determinants may influence together or only some of them. Also, their influence may vary in degree.

Students being the product of such factors will, therefore, differ in their values. More so, when they are from different fields of education, environment both educational and residential. The present study aims at ascertaining the values and degree of differences existing in the values of adolescents of different social environments, educational streams, sex and educational background.

Though, this study may not satisfy one who wishes to go in detail, it does give a start and a basis for studying

the adolescents orientations to values. If the result inclines to show positive differences in values, further investigations can be carried out but if the results show no differences, then, further studies may be carried out as to why, there is no difference; what common factors have played predominant role and brought about homogeneity in the formation of values in the adolescents as a group.

In short, the study of value-orientations is a very important area of research. It will be of great help in the process of analyzing and understanding human behaviour.

### 3.3 THE PROBLEMS AND ISSUES TO BE STUDIED

The present inquiry is directed towards a socio-psychological analysis of value-orientations of adolescents belonging to a differential contextual background in a society in transition. The study does not intend to take in its area all kinds of aspects but its substantive aim is fourfold:

(i) Comparison of the rural-urban, school-college, boys-girls, general - science streams with respect to personal values, social values, instrumental values, terminal values and work values.

(ii) To study the relative degree of importance within the value hierarchy for the same set of values for

different groups of subjects.

(iii) To study the extent to which the various groups agree as to the relative degree of importance being given to various values in a hierarchy.

(iv) To study the factor structure of various values for the rural and urban groups.

### 3.4 DESCRIPTION OF THE VARIABLES

In the light of the review studies done in the past the investigator decided to study the value-orientations of adolescents in the context of the following structural variables:

- (i) Rural-Urban
- (ii) School-College
- (iii) Boys-Girls
- (iv) General-Science streams.

#### (1) The Concept of Residential (Rural-Urban) Areas

The popular terms in psychological and sociological studies for a good many years have the distinctive features of the two types of social phenomena, namely, rural and urban.

Social life in the countryside moves and develops, in a rural setting just as the social life in the urban area moves and develops in an urban setting.

The rural sociologists first task can be accomplished by studying in contrast the distinctive features of rural-urban settings.

The outstanding sociologists laid down a number of significant criterias for distinguishing the rural social world from the urban social world, such as the social composition of population, the "cultural heritage", the magnitude of material wealth, social stratification of the population, the degree of complexity of social structure and social life, the intensity and variety of social contact and others. They have finally attempted to trace the sharp differences and contrasts between the two types of social phenomena, rural and urban, largely to the basic differences between the rural and urban settings.

Hence (Sorokin and Zimmerman, 1978 ), have put forward the distinguishing and important criteria of the rural and urban social world which may be as follows:

1. Occupational Differences:-rural people are cultivators while urban are principally engaged in non-agricultural occupations such as manufacturing, commerce, professions, etc.

2. Environmental Differences - rural people have predominance of nature over anthro-social environment while urban people have greater isolation from nature and have predominance of man-made environment.

3. Differences in Sizes of Communities - rural people have open forms and small communities while urban community is larger than that of the rural and hence urbanity and size of community are positively correlated.

4. Differences in Density of Population - rural people are less dense, generally density and rurality are negatively correlated while greater density and urbanity and density are positively correlated.

5. Differences in Homogeneity and Heterogeneity of Population - rural people are more homogeneous while urban people are more heterogeneous.

6. Differences in Social Mobility - rural people are territorial, occupational and other forms of social mobility are less intensive and migration is from country to city while the urbanites are more intensive, hence urbanity and mobility are positively correlated.

7. Differences in Migration - rural people move from country to city while in urban in social catastrophe the migration is from city to country, greater than from country to city.

8. Differences in Social Stratification and Differentiation - rural stratification and differentiation is less while it shows positive correlation with urbanity.

9. Differences in System of Social Interaction -



rural people have narrower area of interaction system, primary contacts, simplicity and sincerity of relations while urbans have wider area of interaction, secondary contacts and complexity, manifoldness, superficiality and standardized formality of relations.

Rao and Pal (1973); Prasad (1974); Green (1979); Gaur (1980); Pandey (1984) have studied the values of the rural and urban youth and have found significant differences in their value preferences.

#### (ii) Concept of Educational (School/College) Environment

The school and the college are both educational institutions in which students are open to increase their knowledge. Both these institutions aim is to impart knowledge to the students and to prepare and mould them to be good citizens of our country.

Yet, both the school and the college environmental settings differ very greatly from each other and hence play a major role in the life of every individual.

Although, the school is but one of the many institutions exerting powerful influence, it performs for society an unique function. This function is one of the formal education in contrast with the incidental educational nature of other social institutions. Thus, the school is designed to perform those tasks for the growing child which

no other social institution can impart.

After a crucial period of personality development in the home an average Indian child, until he is approximately seventeen years of age is subjected to the moulding influences of the school. Education helps him to manifest and regulate his natural interests and abilities during developmental phases. At the school level, the teacher is the most responsible person to the students and his behaviour in turn motivates and affects the student behaviour. The school is a formal organization which is more structuralised and organized in such a manner that very little freedom is given to the students.

In contrast, the college is also a formal organization, but the system is less structuralised. The college is an extension of the school; a familiar setting with identifiable classmates and teachers; same methods and ways of learning. The teacher though being the guiding personnel yet has not much influence on the behaviour of the students. At the college level, the later adolescents age range from seventeen onwards enter the college for pursuing further studies.

There are various other studies to show how college differs from the high school. Obviously, the answer will not be the same for every individual. In the high school, students are satisfied by following the crowd, in

college, students learn to cherish independence in thought and action. In the high school, the students have been identified with the dominant values of a teenage culture, in college, the students find themselves accepting more adult views and patterns of behaviour. In the school, the non-academic interests may have seemed the most satisfying but now the intellectual curiosity and the satisfaction of it will be the primary interests. The college further differs from the school in the sense it prepares upon for a vocation, to acquire fundamentals of a liberal education plus the intellectual skills that will enable one to keep on learning, to build a resilient value pattern and these are some of the goals through learning that one gain in college.

Hence, both the school and the college being educational institutions do have some differences yet their aim remains the same. In fact, the secondary education commission (Government of India, 1953) had recommended that the major aims of education should be:

The training of character to fit the students to participate creatively as citizens in the emerging democratic social order, the improvement of their practical and vocational efficiency so that they may play their part in building up the economic prosperity of the country, and the development of their literacy, artistic and cultural interests, which are necessary for self-expression and for the full development of human personality, without which a national culture cannot come into being.

Thus, education helps him to manifest and regulate

his natural interests and abilities during developmental phases. It aims to develop in him an appreciation of the expanding nature and forms of civic responsibility, and a better understanding of the nature of social living. The final phase of this educational process tends to lead to the development of rich and multi-faceted types of personalities, educationally and psychologically equipped for the participation in an evolving democratic social pattern involving the achievement of broader ideals.

(iii) The Concept of Sex Differences

The topic in the psychological literature regarding the differences between the sexes has been of interest to psychologists. The biological differences between the two sexes affect the development of specific psychological dispositions and reaction trends. Brown and Lynn (1966) suggest that 'maleness' and 'femaleness' refers to the biological differences. These physiological distinctions can be made in terms of several criteria, e.g., internal genital, hormonal balance, chromosomal patterns, gonadal composition, and the nature of the internal reproductive system. According to Berzonsky (1981) the hormone secretion also plays an important role in the organizing and activating of behaviour. Thus, behaviour is much influenced by the sex of the individual.

At the Onset of adolescence, the individuals begin to realize this or her own sex-typed behaviour. Sears, et al. (1965) speaks of the sex-typed behaviour as the role behaviour appropriate to one's ascribed gender. Lynn (1965) further says that due to the internalization process of the sex-appropriate behaviour, the male and the female tend to acquire different methods of stereotyped sex identity.

It is an established fact that personality differences exist in the two sexes. In many emotional and social characteristics this differentiation is apparent from early childhood. The important personality areas in which these differences manifest themselves are interests, preferences, ideals, attitudes and a sense of values.

Parsons (1958) described the masculine role as essentially instrumental and task oriented, and the female role as expressive and oriented towards interpersonal attitudes and feelings, towards making and eliciting emotional responses in the social interaction.

Since sexual maturation takes place with the onset of adolescence the personality traits of both boys and girls are more obvious in this stage of every individual and hence curiosity to the psychologists to study them more in detail.

(iv) The Concept of Educational (General/Science) Streams

In both the school curriculum, there are two main streams of study, namely, the general stream and the science stream. While, in the college curriculum, there are a number of fields in education. But, here the investigator has taken into consideration the arts, commerce and science streams. The general stream consists of two fields, namely, arts and commerce subjects, while the science stream comprises of different elective subjects such as physics, chemistry, biology, zoology, maths., etc.

3.5 THE OPERATIONAL DEFINITIONS OF THE  
SPECIFIC VALUES UNDER THE STUDY

Values have been considered in a variety of ways because they are the resultants of interactions between various internal compositions in the form of goals, needs, motives, drives, and experiences of an individual or institution and the external world composed of manifold and varied sets of opportunities in terms of physical, educational, professional, social, cultural and the like. The nature of values has been a matter of long and serious debate. Axiologically, values have been described in a number of sets, such as primary, secondary, social, personal, intrinsic, extrinsic, instrumental, relational, etc. The nature of values in different sets is related in certain ways. They also convey additional message regarding their identity.

The investigator, here, is interested in studying only five areas of values, namely, personal values, social values, instrumental values, terminal values and work values. As seen in the earlier a brief description of each of the value is given.

For the purpose of the present investigation operational definitions are proposed below:

Personal values are defined as inner beliefs practised by any individual.

Social values are defined as aspects of human interaction that are regarded as being worthy for the proper functioning of the group.

Instrumental values are beliefs in certain things that lead to ultimate goals.

Terminal values are the ultimate or desirable goals of living for any individual.

Work values are the worth or excellence or the degree of worth asserted to a particular work, activity or an aspect of work.

### 3.6 SAMPLING

#### (i) Size of the Sample

The sample for the present study comprised of 1,150

adolescents from Baroda district. All the adolescents were from XI and XII standards of schools and the first year of college. The adolescents comprised of both the rural and the urban adolescents. Similarly, both the English and Gujarati medium schools and colleges constituted the sample. The age range of the adolescents ranged from 14-20 years.

(ii) Selection of the Area Sample

A thorough survey of the various talukas of Baroda district was done after obtaining information from the Education Office in Baroda. The different talukas were noted and finally the investigator took four talukas of Baroda district, namely, Chhotaudpur, Dabhoi, Karjan and Padra.

(iii) Selection of the Sample

The investigator had done a thorough survey of the different colleges and schools in Baroda city by visiting many places, and also obtaining information from various sources and the Education Office. The list of the schools covering the whole Baroda city was taken into consideration, and further each of the schools were divided according to their ward areas in the city. Then the investigator selected twentythree schools which covered the entire city of Baroda irrespective of the medium of instruction, that is, English and Gujarati.



Further, the college sample of Baroda city constituted the three faculties of M.S. University of Baroda who served as subjects.

Similarly, the schools and colleges of the four talukas of Baroda district were also selected from the list of schools and colleges obtained from the education office at Baroda.

#### (iv) Final Samples

The total sample of the present study comprised of 1,076 adolescent students of Baroda district. The school students studying presently in the XI and XII standards of both English and Gujarati medium of both general and science streams of the urban area and that of the rural area. Similarly, the college students presently in the first year of the three different faculties, i.e., arts, commerce and science of both the urban and rural areas constituted the total population of the study. The age group ranged from 14-20 years.

The Table I depicts the total sample distribution of the present study.

TABLE 1.

Total Sample Distribution of the Present Study

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### 3.7 INSTRUMENTATION (TOOLS AND TOOL DESCRIPTION)

In the present study, the following tools were used for measuring the values of adolescents:

- (a) Personal Value Scale
- (b) Social Value Scale
- (c) Instrumental Value Scale
- (d) Terminal Value Scale
- (e) Work Value Scale

The first four tools were developed by the investigator while the fifth tool was prepared and standardized by Mr. I. P. Vyas, Faculty of Commerce, M.S. University of Baroda. There is a variation of the number of items on each scale. All the items were rated on a Likert type with five ratings from maximum to minimum in the degree of importance. They are as follows:

- 5 - Most important
- 4 - Very important
- 3 - Important
- 2 - Slightly important
- 1 - Least important

The description of each of the tools are given below:

(a) Personal Value Scale

The personal value scale was developed by Nazareth and Waples (1972). They defined personal values to refer to those which are practised by the individual alone, irrespective of his social relationship. This scale consists of fourteen dimensions, namely, cleanliness, dignity of labour, diligence, punctuality - regularity, honesty, nature appreciation, victory in suffering, fortitude, maturity, courage, ambition, self-reliance, excellence and hope. Since there was no adequate scale to measure the personal values of adolescents, the investigator adopted these values and constructed value statements for each of the fourteen value dimensions keeping in mind the adolescent group.

- |                            |  |
|----------------------------|--|
| 1. Cleanliness:            | Tidiness, that which portrays a well ordered mind.                           |
| 2. Dignity of Labour:      | Not ashamed to undertake any kind of work.                                   |
| 3. Diligence:              | Having the spirit of perseverance.   |
| 4. Punctuality-Regularity: | Manifests an appreciation and sensitivity for the value of time commitments. |

5. Honesty: To be conscientious which means a quality that is within the individual that urges him to be to himself true/and others.
6. Nature - Appreciation: Having the quality of admiring natural beauty created by God.
7. Victory in Suffering: Trying to courageously overcome distress.
8. Fortitude: Courageously enduring difficulties with confidence.
9. Maturity: Adapting to changes in life without emotional crisis.
10. Courage: Acquiring the quality of boldness.
11. Ambition: Aspiring and striving for something high in life.
12. Self-reliance: Having confidence in one's abilities.
13. Excellence: Aiming for perfection.
14. Hope: Having an optimistic attitude.

(b) The Social Value Scale

The social values have been defined as the society's preferences or estimates of worth in respect of material and/or non-material objects in society. The social values of this scale were developed by Begum and Hafeez (1964) in studying the differences in values in caste system. This scale value consists of eight dimensions, namely, harmony, love, sympathy, tolerance, peace, service, co-operation and sincerity. These values were adopted by the investigator and a scale was developed on social values. The investigator constructed value statements for each of the eight value dimensions keeping in mind the adolescents.

- |               |   |
|---------------|---|
| 1. Harmony:   | Living in mutual toleration with one another.         |
| 2. Love:      | Having warm affection to others.                      |
| 3. Sympathy:  | Having the power of entering into another's feelings. |
| 4. Tolerance: | Enduring with others faults.                          |
| 5. Peace:     | Living harmoniously with one another.                 |
| 6. Service:   | Availing oneself to the needy.                        |

7. Co-operation: Working together.
8. Sincerity: Being truthful always.

(c) The Instrumental Value Scale

Rokeach (1972) defines instrumental values as a single belief that takes a following form. Instrumental values serve as a means in the realization of some ends or goals and may be both subjective and objective depending upon the need, desire and experience.

The instrumental values of this scale were developed by Rokeach (1972). Rokeach followed a particular procedure in developing these 18 instrumental values. The Anderson's list of 555 personality traits words for which were earlier derived from a list of 18,000 trait names. Since, Rokeach was interested in the positive and not negative evaluative ratings it was reduced to 200. And the 18 instrumental values were selected on certain criteria: (1) by retaining only one from a group of synonymous and near synonymous, (2) by retaining those judged to be maximally different from or minimally intercorrelated with one another, (3) by retaining those judged to be represented the most important values in American society, (4) by retaining those deemed to be maximally discriminating across social status, sex, race, age, religious, politics, etc., (5) by retaining those judged to be meaningful values in all cultures, (6) by retaining those who could readily

admit to having without appearing to be ~~im~~modest, vain or boastful. The instrumental value scale consists of 18 dimensions, namely, ambitious, broad-minded, capable, cheerful, clean, courageous, forgiving, helpful, imaginative, honest, intellectual, logical, loving, polite, obedient, responsible, and self-controlled. These values were adopted by the investigator and a value scale was developed by constructing value statements for each of the 18 dimensions keeping in mind the adolescents.

#### Instrumental Values

- |                  |  |
|------------------|--|
| 1. Ambitious:    | Aspiring for a high goal in life.                  |
| 2. Broad-minded: | Being open-minded to everything in life.           |
| 3. Capable:      | Being competent in handling matters independently. |
| 4. Cheerful:     | Being joyful at all times.                         |
| 5. Clean:        | Being neat and tidy.                               |
| 6. Courageous:   | Standing upto one's belief.                        |
| 7. Forgiving:    | Willing to pardon others.                          |
| 8. Helpful:      | Working for the welfare of others.                 |



- |                      |                                      |
|----------------------|--------------------------------------|
| 9. Imaginative:      | Being creative in anything one does. |
| 10. Honest:          | Being truthful always.               |
| 11. Independent:     | To depend on oneself than on others. |
| 12. Intellectual:    | Acquiring intelligent ideas.         |
| 13. Logical:         | Possessing a rational mind.          |
| 14. Loving:          | Being affectionate to others.        |
| 15. Polite:          | Being courteous to others.           |
| 16. Obedient:        | Having a dutiful attitude to elders. |
| 17. Responsible:     | Being dependable and reliable.       |
| 18. Self-controlled: | Having a restrained mind.            |

(d) The Terminal Value Scale

Rokeach (1972) defines terminal values as idealized and desirable ~~needs~~ end state of existence. Rokeach followed a different procedure in developing the terminal values. The 18 values were distilled from a larger list obtained from various sources. The writer's terminal values were obtained from 30 graduate students in psychology and those interviewed by a representative

sample of about 100 adults in metropolitan housing who had been asked to tell about the terminal values they possessed. The number which compiled in several hundred was then reduced to 18. The values which judged to be more or less synonymous with one another were eliminated (e.g., freedom and liberty), those which overlapped, those which were too specific or those which simply did not represent end state of existence.

The value survey Form D was finally constructed after finding out the reliabilities etc. in the first three forms of A, B, and C.

The terminal value scale consists of 18 dimensions namely, a comfortable life, an exciting life, a sense of accomplishment, a world at peace, a world of beauty, equality, family security, freedom, happiness, salvation, self-respect, social recognition, inner harmony, mature love, national security, pleasure, true friendship and wisdom. These values were constructed on each of the 18 dimensions keeping in mind the adolescents.

#### Terminal Values

- |                               |                                  |
|-------------------------------|----------------------------------|
| 1. A comfortable life:        | Leading a prosperous life.       |
| 2. An exciting life:          | Aspiring for a stimulating life. |
| 3. A sense of accomplishment: | Lasting contribution.            |

- |                         |                                    |
|-------------------------|------------------------------------|
| 4. A world at peace:    | Being free of war and conflict.    |
| 5. A world of beauty:   | Appreciating the beauty of nature. |
| 6. Equality:            | Having equal rights for all.       |
| 7. Family security:     | Taking care of loved ones.         |
| 8. Freedom:             | Having free choice.                |
| 9. Happiness:           | Contentedness.                     |
| 10. Inner harmony:      | Having inner peace.                |
| 11. Mature love:        | Spiritual intimacy.                |
| 12. National security:  | Protection from attack.            |
| 13. Pleasure:           | Enjoy life with satisfaction.      |
| 14. Salvation:          | Saved from the power of sin.       |
| 15. Self-respect:       | Self-esteem.                       |
| 16. Social recognition: | Social admiration.                 |
| 17. True friendship:    | Close companionship.               |
| 18. Wisdom:             | A mature understanding of life.    |

(c) Reliability of the Scales

The reliability for each value dimension was ascertained using a small group of thirty individuals. They were administered all the four scales twice separated by an interval of one month. Each value dimension was, thus, rated twice using a five point scale depicting varying degrees of personal significance for the value dimension. The two sets of scores, thus, obtained were correlated. The tables below show the reliability coefficients for the different scales:

TABLE 2.

## Personal Value Scale

Sr. No.	Personal Values	Reliability Coefficient
1.	Cleanliness	.33
2.	Dignity of labour	.50
3.	Diligence	.46
4.	Punctuality - regularity	.42
5.	Honesty	.55
6.	Nature - appreciation	.65
7.	Victory in suffering	.35
8.	Fortitude	.49
9.	Maturity	.58
10.	Courage	.61

Table 2 (Contd.)

Sr. No.	Personal Values	Reliability Coefficients
11.	Ambition	.30
12.	Self-reliance	.52
13.	Excellence	.43
14.	Hope	.40

In case of Personal Value Scale, the reliability coefficient ranges from +.30 to +.65. All the correlations are positive.

TABLE 3  
Social Value Scale

Sr. No.	Social Values	Reliability Coefficient
1.	Harmony	.48
2.	Love	.56
3.	Sympathy	.37
4.	Tolerance	.53
5.	Peace	.45
6.	Service	.40
7.	Co-operation	.51
8.	Sincerity	.46

In case of Social Value Scale, the reliability

coefficient ranges from .37 to .56. All the correlations are positive.

TABLE 14  
Instrumental Value Scale

Sr. No.	Instrumental Values	Reliability Coefficient
1.	Ambitious	.71
2.	Broad-minded	.65
3.	Capable	.59
4.	Cheerful	.61
5.	Clean	.49
6.	Courageous	.68
7.	Forgiving	.76
8.	Helpful	.70
9.	Imaginative	.56
10.	Honest	.57
11.	Independent	.45
12.	Intellectual	.73
13.	Logical	.60
14.	Loving	.66
15.	Polite	.75
16.	Obedient	.54
17.	Responsible	.69
18.	Self-controlled	.45

In case of Instrumental Value Scale, the

reliability coefficient ranges from .45 to .76. All the correlations are positive.

TABLE 5  
Terminal Value Scale

Sr. No.	Terminal Values	Reliability Coefficient
1.	A comfortable life	.68
2.	An exciting life	.71
3.	A sense of accomplishment	.70
4.	A world at peace	.64
5.	A world of beauty	.53
6.	Equality	.53
7.	Family - security	.65
8.	Freedom	.73
9.	Happiness	.71
10.	Inner harmony	.75
11.	Mature love	.58
12.	National security	.51
13.	Pleasure	.66
14.	Salvation	.72
15.	Self-respect	.63
16.	Social recognition	.57
17.	True friendship	.61
18.	Wisdom	.74

In case of Terminal Value Scale, the reliability coefficient ranges from .53 to .75. All the correlations are positive.

(f) The Work Value Scale

Understanding the group values is very important for understanding how the group operates and the influence it has on the behaviour of its individual members. The members in a group share some values in common or they may not. People also develop new values as a result of their collective living and working together in the same environmental set-up.

The work value scale by Vyas was adopted by the investigator.

A printed questionnaire with 36 pairs of different work values was administered in a forced choice pattern. The subjects were required to simply tickmark (✓) against the value which they prefer to the other. The subjects are indicated to select one of the two alternatives. Even though they feel that both the alternatives are equally attractive, they have to choose the better of the two. The nine work values are: (1) prestige, (2) economic returns, (3) independence, (4) association, (5) variety, (6) advancement, (7) achievement, (8) altruism, and (9) intellectual stimulation.



Each of the nine values was paired with every other value, thus, yielding a total of 36 pairs. Each value was defined and depicted in terms of eight different statements which were judged to be equivalent every time, a certain value was paired with some other value. Thus, in pairing the first value with other the first value varied from pair to pair. This was done so as to counter act the tendency to mark the statement on repeated presentation.

The work value scale is described as follows:

Work Values

1. Prestige: It is associated with work which gives the standing in the eyes of others and evokes respect.
2. Economic returns: A value or a goal associated with work which pays well and enables one to have things one wants.
3. Independence: It is associated with work which permits one work in one's own way as fast or as slowly as one wishes.

4. Associates: A value characterised by work which brings one into contact with fellow workers whom one likes.
5. Variety: It is associated with work that provides an opportunity to do different types of jobs.
6. Advancement: It is associated with work which gives an opportunity for promotion.
7. Achievement: It is associated with work which gives one a feeling of accomplishment in doing a job to one's satisfaction.
8. Altruism: This work value or goal is present in work which enables one to contribute to the welfare of others.
9. Intellectual stimulation: It is associated with work which provides opportunity for independent thinking and for learning how and why things work.

### 3.8 SCORING

The subjects were asked to prefer one of the statements from each pair. Each value was presented eight times along with different values. The score consisted of number of times the underlying value was preferred. Thus, total score was completed for each of the nine values separated for each of the four personal data variables. These scores were subjected to analysis.

### 3.9 PLAN AND PROCEDURE FOR ADMINISTRATION

#### (a) Procedure for Developing Questionnaire

The investigator constructed two value statements on each of the value dimensions of the four value scales. The statements were constructed keeping in mind the definition and meaning of the four terms, namely, personal values, social values, instrumental values and terminal values. These statements were typed with general instructions on the cover page with an example. Each of these statements were to be rated on a three point scale ranging from 1 - 3, where:

- 1 denotes to a slight extent,
- 2 denotes to an extent, and
- 3 denotes to a great extent.

All these four scales were typed in a booklet form

with specific instructions on the cover page. These booklets were given to ten staff members teaching in various departments who served as experts to judge the statements. They were asked to tickmark (✓) either of the statements which conveyed the best meaning of the underlying value. They were also asked to rate the selected statement to indicate the extent to which the statement conveyed the meaning, using a three point scale.

The investigator then put the statements into a questionnaire form taking into consideration only those statements the majority of judges had tickmarked (✓) and rated, after making some modifications. The statements in the final questionnaire were rated on a five point scale ranging from 5 - 1 where 5 denotes most important and 1 denotes least important. The four value scales were printed in a booklet form with the definition of the terms above each of the four sections. Each section consisted of one value scale. A personal data blank and the general instructions were given on the cover page.

(b) Tryout Study

The investigator further conducted a tryout study on 25 students keeping in mind the demographic variables. This study was done to find out how far the questionnaire was understood by the students.

Looking into the responses obtained, the

investigator confidently went further in the final data collection.

(c) Final Questionnaire

The responses obtained were satisfactory, hence, the investigator finalised the questionnaire. The final questionnaire consisted of five sections, namely, personal values, social values, instrumental values, terminal values and work values. A personal data blank and the general instructions were given on the cover page.

(d) Procedure for Administration

The procedure for administration was as follows:

1. The principals of various institutions were contacted personally by the investigator and necessary permission was obtained to collect the data.
2. The investigator met the group of school and college students in their familiar classroom set up. The thirteen page booklet containing five sections were distributed among the students.
3. The investigator gave full assurance that the test had nothing to do with their examination results. An introductory talk was given to the class indicating the purpose of the test before the test was administered in a very informal way.

4. The test was held in the same manner in all the institutions.

5. The whole test as stated earlier consisted of five sections and involved answers of various types.

6. To facilitate full understanding detailed instructions were given on the first page of the booklet. The definition of each value term were given above each section and separate instructions for each section stating the way in which answers were to be recorded. Besides, written and oral instructions, those students who faced any special difficulty were offered necessary explanations so that they could understand the tests fully.

7. The subjects were asked not to discuss the tests amongst themselves.

8. The investigator stressed the importance of individual opinion on the part of the students.

9. The investigator instructed the students that there was no time limit but they were requested to work as fast as possible.

10. The subjects were assured that there were no right and wrong answers.

11. The subjects were first asked to read the definition of the above value and instructions before

filling in the questionnaire. They were asked to respond to each item by encircling any one of the 5 responses alternatives. The score points ranging from 5 to 1 where 5 denotes maximum that is most important and 1 denotes minimum that is least important.

12. The students were asked to read each statement carefully and encircle only one number among the five alternatives which denotes the extent of importance in their lives.

13. In the first four sections, the statements are to be filled on a five point scale while the last section of the booklet there are two statements for each serial number and the students were asked to tickmark (✓) one of the two alternatives.

14. The subjects were asked not to leave any statement incomplete since incomplete questionnaires will not be valid.

#### (e) Final Data Collection

The investigator finally conducted her final data collection on both the urban and rural areas.

#### (f) Sorting out Unsuitable Data

The questionnaires were checked for complete and consistent responses. The questionnaires with incomplete responses (there were some items in which some were

not responded to and in some, one or two sections were left blank) and the questionnaires in which inconsistent responses were endorsed in the same way were rejected.

After excluding all such forms 1,076 forms were retained for data analysis.

(g) Procedures for Coding Raw Scores

There are 67 variables (14 - personal values; 8 - social values; 18 - instrumental values; 18 terminal values and 9 - work values) and four bio-data variables namely, residential area, educational level, sex and educational streams, for which scores were tabulated in a coding sheet.

The categorization was done for computational ease only. Apart from simplifying the data, the procedure enabled the punching of subjects' scores on all variables on one IBM punching card.

The data were punched on IBM cards and were processed through computer for analysis.

The next chapter is prepared to show the results and their interpretations.