# CHAPTER - 2

## REVIEW OF RELATED LITERATURE

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CHAPTER-2

REVIEW OF RELATED LITERATURE

2.0 Introduction

Each piece of research work builds upon what has been presented by the earlier researchers and is a step ahead of earlier research work. To quote McMillan and Schumacher (2001) "Without reviews of the literature, it would be difficult to build a body of accepted knowledge on an educational topic"

A review of related literature helps in developing an insight into the problem. It also helps the researcher to place their question in perspective and reap the benefits of experience of those who have worked in the field related to the present study. The task of review of literature promotes greater understanding of the problem and its crucial aspects to ensure the avoidance of unnecessary duplication.

The real purpose of the review of related literature is the fitness of the particular project into a broader scheme enabling one to see its importance and to relate it to many studies. By reviewing the related literature, the researcher can avoid unfruitful and useless problem area. It also provides comparative data on the basis of which one can evaluate and interpret the significance of one's findings. This task is highly creative and tedious because researcher has to synthesise the available knowledge of the field in a unique
way to provide the rationale for his study. The purposes of literature review are manifold.

Some of these are listed below:

- **Defining the problem**
  Literature review helps refine an initial, general idea or problem into one that is more specific and focused

- **Avoiding unintentional and unnecessary replication**

- **Placing the study in a historical perspective**
  The researcher is able to analyse the manner in which the study being conducted will relate to existing body of knowledge. A review of related literature helps add to the knowledge in any sub-field.

- **Selecting appropriate methodology**
  An analysis of the methods currently being used helps in locating areas of improvements

The purposes of the literature review exercise have been summarized by McMillan and Schumacher (2001) as follows:

"Knowledge from the literature is used in stating the significance of the problem, developing the research design, relating the results of the study to previous knowledge and suggesting further research."

The present chapter attempts to bring to the limelight some of the studies conducted abroad and in India. The review has been discussed under the following three heads:
• Personal Values
• Teaching Attitude
• Socio-Economic Status

In order to present the studies systematically, first of all, the studies related to personal values have been presented. After that, studies related to teaching attitude and lastly socio-economic status will be presented.

2.1 Studies Related to Personal Values


Objectives

The study aims to determine the dominant values of the teachers and to examine the nature of relationship between teacher values, attitudes and job satisfaction

Major Findings

It was found from the study that teachers scored the highest on social and theoretical values and the lowest on economic and political values. Age of the teacher did not affect his values; it affected religious and political values only. Level of education, training management of school, location and size of school also did not have any significant effect on values. Value of teachers differed according to the subjects taught by them. Professional attitude of teachers were favourable and their attitude towards child centered practices and educational processes was more favourable than their attitude towards teaching as a profession, classroom teaching, pupils and teachers. Age did
not affect the teachers, while gender affected it. Teachers were moderately satisfied with all factors of job satisfaction except with economic benefits and physical facilities and administration. Age had no effect on level of satisfaction of teachers; female and unmarried teachers were more satisfied with all factors than male and married teachers. Positive relationship was found between scores on theoretical and social values and scores on attitude; while negative relationship was found between scores on economic and political values and scores on attitudes. Relationship between scores on values and scores on job satisfaction was more pronounced; teachers scoring high on economic and political values were not satisfied with their profession; the relationship between economic and political values was significantly negative. The scores on attitude and scores on satisfaction had significantly positive relationship.


Objectives

The study aims to study the relationship between learning and students values, self-concept and perception with special reference to urban and rural, and boys and girls groups of students.

Major findings

It has emerged from the study that on theoretical values, rural and urban boys did not differ from rural and urban girls but urban girls differed from rural girls.
On economic values rural boys and girls, and rural and urban girls did not differ, but urban boys and urban girls differed. Rural boys and girls did not differ on aesthetic values, political and religious values. Urban boys and girls did not differ on social values. 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 related positively to theoretical and social values but negatively to economic and religious values. In case of rural girls, social and theoretical values were related to learning significantly. In case of urban boys, theoretical values were related significantly to learning. For rural boys, none of the values were related significantly to school learning.


Objectives

The study aims to compare the mean scores of male and female teachers in the inventories on personality needs value and moral judgment and to find out the relation between the scores of male and female teachers separately in the three inventories.

Major findings

It was found from the study that male teachers preferred affiliation need very much while female teachers preferred need for maintaining order. Male teachers secured better points in aesthetic, political values than female teachers. Urban male teachers secured better points than rural male teachers in aesthetic and social values.

Objectives

The study aims to find out the value pattern of secondary teacher trainees with reference to their sex, area, socio-economic status and faculty and to study the independent and interactive effects of sex, area, SES, and faculty of education on values.

Findings

It was found that all the teacher trainees scored a higher mean score on family, hedonistic, and health values, medium in democratic, religious, power and social values but lower in economic, aesthetic and knowledge values. On social and democratic values female trainees scored significantly higher than male trainees. The independent effect of SES was found on democratic and aesthetic values. The independent effect of sex, area and SES were found on democratic and aesthetic values.

Objectives

The study aims to find out the relationship between values and personality traits and to find out the relationship between values and self-concepts.

Major Findings

It was found from the study that theoretical value was positively correlated with enthusiastic and self disciplined factors, which was significant and was negatively associated with frustration. Economic value was positively correlated with independent personality trait and was negatively correlated with self-discipline. Social value was positively correlated with out-going and independent personality factors. Political values of students were positively correlated with social values and negatively correlated with frustration. Religious value showed positive relationship with demanding and individualistic personality factors. Social and political values were positively correlated with all the three aspects of the self-concepts whereas theoretical, economic, aesthetic and religious values did not show any significant relationship with all three aspects of the self-concepts. Students had achieved the highest score on social value and lowest score on aesthetic value. It showed that students preferred social values in comparison to other values.

Objective

The study aims to verify gender influence over the value orientation of the college students.

Major Findings

It has emerged from the study that the female students had little better value orientation than the male students. The mean score for all the items for the female students was little higher than the male students. Both the male and female groups had shown a very moderate preference for certain values. Gender did not influence the value orientation of the college students. The values preferred by both the male and female students mainly were love, ambition and honesty. There was no consistency in the preference and values of students in all the three years.


Objective

The study aims to study the influence of religiosity, age and gender on values.

Major Findings

It was observed from the study that the effect of high and low religiosity groups on values was found to be significant. With regard to the gender and age of the students, the effect of values and religiosity was found to be non-significant.

Objectives

The study aims to ascertain the value orientation of secondary school teachers and to study the attitudes of teachers towards issues in education.

Major Finding

It has emerged from the study that professional and progressive values emerged on the top among the teachers. The attitude of the teachers was found to be more favourable towards educational issues.


Objective

To compare the awareness and inculcation of values inherent in the Fundamental Duties in Indian Constitution between Primary and Secondary School Teachers.
Major Findings

Primary teachers in Private School have more awareness of fundamental duties than aided school teachers. Male teachers have more social cultural values than their female counterparts. Teachers feel themselves responsible for improvement of their status and conditioning.


Objective

To examine the culture-specific differences in value orientation of adolescents.

Major Findings

The study concluded that urban adolescents gave highest preference to political and social values, while rural adolescents preferred personal values more strongly. In the life of tribal adolescents, religious and environmental values were most important, whereas in the life of rural adolescents personal values were most important. Religious and environmental values were least important for urban adolescents. On the other hand, political and social values were least preferred values for tribal adolescents. With regard to the gender differences, present findings indicated that male adolescents have greater preference for political values while female adolescents gave greater importance to religious, personal, and environmental values in their life.
Objective

To study personal values of university and college teachers and also compare the personal values of male, female, physical education, Hindi and other subjects university and college teachers.

Major Findings

It was found from the study that male and female teachers differ in religious value, aesthetic value and knowledge value. Female teachers showed higher scores in religious and aesthetic value and lesser scores in knowledge value than the male teachers. Physical education and Hindi teachers differed in social, aesthetic, power and health values. A physical education teacher scored higher in family prestige and health values and lesser in social and aesthetic values than the Hindi teacher. Hindi teachers and other subject teachers differed in the cases of aesthetic, knowledge and family prestige values. Hindi teachers scored higher on aesthetic value and lesser in knowledge and family prestige value than the other subject teachers. Other subject teachers and physical education teachers also differed in the cases of social values, aesthetic values and family prestige values. Other subject teacher scored higher on social and aesthetic values, and lesser in family prestige values. Male and Female teachers did not differ in cases of personal values viz., democratic, economic, hedonistic, power, social, knowledge, family prestige and health values. Physical education and Hindi teachers did
not differ in religious, democratic, economic, knowledge, hedonistic, and power values. Hindi teachers and other subject teachers did not differ in religious, social democratic, economic, hedonistic, power and health values.

2.1.12 Mumthas, N.S. (2006) The Value Preferences of Teacher Educators, 

**Objectives**

The study aims to find out the percentage of teacher educators, who give first preference to each of the categories of values viz,

(a) Theoretical values  
(b) Economic values  
(b) Aesthetic values  
(c) Social values  
(d) Political values  
(e) Religious values

**Major Findings**

It has emerged from the study that a very high percentage of teacher educators gave first preference to social values both in the total sample and the sub samples based on gender. For the total sample, the second highest preference was for aesthetic values, but actually all these members were females. Theoretical values and religious values assumed the third highest position in the total sample and male teacher educators contributed these two values only. Economic values and political values were not preferred by any
teacher educator. The category of values in the order of magnitude of their mean scores were social values, theoretical values, aesthetic values, religious values, political values and economic values respectively for the total sample and sub samples based on gender.

2.2 Studies on Teaching Attitude


Objectives

The study aims to determine the attitudes of secondary school teachers towards teaching profession.

Major Findings

It has emerged from the study that the professional attitude of urban teachers was more favourable than that of rural teachers. The attitude of female teachers towards teaching profession was more favourable than that of male teachers. The attitude of more experienced teachers was more favourable than that of less experienced teachers. The attitude towards teaching profession of teacher holding a degree and that of those holding a certificate did not differ significantly. There was an interaction between gender and area regarding the professional attitude of teachers. The interaction effect between area and experience on professional attitude of teachers was not significant. The interaction effect of area and qualification as well as between experience and qualifications of professional attitude of teachers was significant. The interaction effect of gender, experience and qualifications on teacher’s attitude
was significant. The professional attitude of teachers of government schools was more favourable than that of private schools. The favourable attitude towards teaching was positively correlated with age. Attitude of Arts teachers was more favourable than that of science teachers. Married teachers had more favourable attitude than unmarried teachers. Teaching efficiency and attitude towards teaching profession was found to be related with each other. Co-curricular input and attitude towards profession were negatively correlated. Professional attitude and professional growth were found to be positively correlated. Teaching profession of female parents only had an influence on the professional attitude of their children working in teaching profession.


Objectives

The study aims to determine the descriptive personality pattern of teachers with reference to the dimension of extroversion-introversion and the traits involved in it and to determine the descriptive attitude pattern of teachers with reference to the teaching profession and pupils.

Major Findings

It was found from the study that the secondary teachers could be described as lacking patience but possessing sociability, sobriety, carefulness, temporal thought, introspection, concentration and mental exertion, in terms of their extroversion-introversion traits. Male teachers were found to be more initiative, expressive, careful introspective, mentally exertive and concentrated
than female teachers. Teachers were normal in respect of teacher attitude towards pupils. The attitude towards teaching profession and pupils was higher in female than male. The teaching attitude and the teaching profession of experienced female teachers were significantly higher than that of experienced male teachers. There was significant correlation between teaching attitude as well as attitude towards the profession and patience, initiative, carefulness, stoicism, introspection and responsibility. Extroversion was not associated significantly with attitude. Introverts tended to have favourable attitude towards pupils.


**Objectives**

The study aims to find out whether teachers of residential and non-residential schools have a positive or negative attitude towards teaching and to examine whether teachers of residential and non-residential schools differ with regard to the level of their attitude towards teaching.

**Major Findings**

It was found that teachers working in residential schools had a favourable overall attitude towards teaching. They had a favourable attitude towards the profession. In the case of non-residential schools, the teacher had a significantly overall favourable attitude. It was found that both the mean
scores were significantly above the neutral point, indicating a favourable attitude on the part of men as well as women teachers. It was found that there existed a significant difference between the attitude of teachers working in residential and non-residential schools.


Objective

To identify effective teachers, and to find out relationship between teacher effectiveness and adjustment, teacher effectiveness and job satisfaction, teacher effectiveness and professional attitude.

Major Findings

It has emerged from the study that both effective and ineffective teachers were found to be well adjusted. They derived satisfaction from their work and had favourable attitude towards teaching profession. Effective urban government teachers had relatively better adjustment compared to rural, private, male, younger, less experienced, trained and art teachers, respectively, while reverse was true in case of ineffective teachers. Postgraduate teachers were found well adjusted than graduate teachers.

Objectives

The study aims to know the attitude of primary teachers towards their profession and to analyse the teaching method which a primary teacher adopts to teach students.

Major Findings

It is found that the quantity of untrained teachers was less at the primary level in comparison to trained teachers. The majority of the teachers used blackboard in the primary schools and they adopted question answer method to teach in the primary classes. Majority of the students understood the lessons they were taught and if any confusion occurred in their mind, they did not hesitate to ask their teachers. The students shared a close relation with their teachers particularly at the primary stage. It was also noticed that teachers wanted to understand student's mood and they tried to satisfy their curiosity even by answering students' irrelevant questions. It was observed that most of the students respected their teachers and out of their respect they greeted them and cooperated with their teachers to conduct the classes smoothly. Most of the teachers were of the opinion that there is much difference between trained and untrained teachers at primary level. Seventy percent of primary teachers considered teaching as an ideal job and they denied leaving their job even if they got any other job of higher salary. Sixty four percent teachers were not associated with any teachers association.

**Objective**

The study aims to assess and compare the attitude towards teaching profession and job satisfaction of college teachers of two educationally backward states viz. Assam and Orissa.

**Major Findings**

It was found that the majority of college teachers of Assam and Orissa had highly favourable attitude towards teaching profession. A significant percentage of college teachers of Assam and Orissa had high and moderate degree of job satisfaction. But it was also found that more than 40 percent female, experienced, urban and rural college teachers of Assam and male, experienced and aided college teachers of Orissa had dissatisfaction with their job. College teachers of Assam and Orissa did not differ significantly in their attitude towards teaching profession irrespective of their gender, experience, location and status. The college teachers of Assam and Orissa in general and their various categories were not different significantly in their degree of job satisfaction except in case of experienced teachers. There was significant and positive relationship between attitude towards teaching profession and job satisfaction of college teachers of Assam and Orissa in general and their different categories except in case of male, female and aided college teachers in Assam.
2.2.7 Reddy, V. S. and Jyothish, M. N. (2002) Study of Attitude of Teachers Trained through Correspondence Mode, *Journal of Distance Education* IX (1), 141-147.

**Objectives**

The study aims to study the attitude of teachers trained through correspondence mode.

**Major finding**

All the teachers possessed favourable attitude towards B. Ed. through correspondence course. Male and female teachers were found to be significantly different in their attitude towards B.Ed. through correspondence course, while female teachers were having positive attitude towards B.Ed through correspondence mode, male teachers were not particularly in favour of this.


**Objectives**

The study aims to investigate any significant difference between male teachers and female teachers attitude towards value-oriented education and to find out any relationship between urban teachers’ and rural teachers’ attitude towards value – oriented education.
Major finding

It was found that there existed significant difference between rural teachers and urban teachers in possessing attitude towards value-oriented education. The environment of urban teachers may affect them to orient towards value education more positively than rural teachers. No difference was found between male and female teachers in possessing attitude towards value-oriented education. No difference was found between below thirty years and between 30-40 years teachers in possessing attitude towards value-oriented education. No difference was found between teacher’s age 30-40 years and above 40 years in having attitude towards value-oriented education. No difference was found among different age groups of teachers in possessing attitude towards value-oriented education.


The study was undertaken to determine the in-service and pre-service primary teachers’ attitudes towards teaching profession and identify the relationship between their attitudes, gender, status and age.

Participants of the study were ninety nine primary school teachers working in one of the turkish cities and 178 primary school teacher candidates from a state university. Pre-service teacher sample involved 83 first year students and 95 fourth year students.
The attitude scale towards teaching profession (ASTTP) developed by Aksar and Erden (1986) was used in order to determine subjects' attitudes towards the teaching profession. It was found that there was a significant difference between pre-service and in-service teachers' attitude towards the teaching profession. Another outcome of the study was that the female subjects have higher attitudes than the male subjects and younger subjects have more favourable attitude towards the teaching profession as compared to the older ones.


The purpose of the paper was to present the reasons students at the Faculty of Education in Maribor, Slovenija, chose pedagogy for their study direction, and therefore becoming a teacher. A total of 237 second-year students of the academic year 2003-04 were included in the research. Of the five groups of reasons for choosing this program (altruistic, material, self-realization and alternative, and reasons arising from aspiration stereotype), students most often asserted self-realization, including:

- Teaching provides a useful public function for the whole society;
- As a teacher, I can be an example to children and young people;
- This profession will give me a chance for professional development during my whole career; and
- Teaching will enable me to use all my abilities (and talents—for example, music, verbal, dancing, etc.)
Important differences were found to exist between students of different disciplines.


The objective of the study was, through inductive analysis, to establish themes, concepts, and propositions related to perceptions of second-year classroom teachers. The mix of participants was balanced in terms of gender and level (both middle and high school). In total, five teachers, three women and two men, became part of the research group. All were teaching in the same secondary public school in which they began their careers.

A phenomenological approach, where perception and experience form the primary sources of knowledge, was used. Data collection relied on an initial one-on-one interview of 1 to 2 hour duration, a focus group discussion of approximately 2 hours, three months later, and after another three month interval, a final individual interview session of 1/2 to 1 hour. All of the individual interviews were audio-taped. When data from all of the sessions were coded, synthesized, and analyzed, recurring themes were noted. The teachers' level of frustration was one such recurring theme in the initial individual interviews, and became prominent during the focus group discussion. For the teachers in this study, frustration involved feelings of discouragement as well as feelings of being thwarted from accomplishing certain tasks. They spoke of frustration in their daily work with students, parents, and administrators. They felt frustrated by the politics and policies of
the school system, and by the impact of all of these frustrations on their personal lives.

2.3 Studies Related to Socio-Economic Status

Socio-economic status is the position that an individual or family occupies with difference to prevailing standard of culture possessions, effective income, material possessions and participation in group activity of the community. Studies related to socio-economic status are as follows.


Objectives

The study aims to study the effect of intelligence, socio-economic status and sex on the attitude of students towards religion and to work out the significance of difference between boys and girls in the relationship of attitude scores with each of the 14 personality dimensions given by Cattell.

Major Findings

It was found that students belonging to the high socio-economic status were more religious than the students of the low socio-economic status. Intelligence, Socio-economic status and gender did not interact with one another to produce significant differences in the mean scores on religious attitude. There were significant correlations between personality traits like
intelligence, sober or enthusiastic super-ego strength, timid or venturesome, tough-minded or tender-minded, group-dependent or self-sufficient self-concept and the attitude scores of boys and girls in respect of religion. There were significant correlations also in the case of the traits of emotionality in boys and willingness to act in girls.


Objectives

The study aims to find out the relationship of socio-economic status with each of the 10 personal values of personal values questionnaire and to find out the relationship of academic achievement with each of the 10 personal values of PVQ.

Major finding

It has emerged from the study that there was no significant correlation between socio-economic status and all the personal values. There was no significant correlation between academic achievement and social, democratic, aesthetic, economic, family prestige and health values. Boys and girls differ from each other significantly with respect to all the personal values. Government and private schools did not differ in social, democratic; aesthetic, knowledge, hedonistic, family prestige values but differed in economic, religious, power and health values.

Objectives

The study aims to determine the impact of SES, location and sex upon personality traits, values and religious attitudes and to determine interaction among SES, location and sex during their operational impact upon certain traits of personality, values and religious attitudes.

Major finding

It was found from the study that between rural male and female students, the difference was statistically significant for all the personal values. Rural male and urban male students did not differ in their personality traits and values. Between rural female and urban female students, significant difference existed in respect to aesthetic, economic, political values. Urban male and female students differed significantly with respect to values.


Objective

To study the emotional maturity of male and female adolescent students of upper and lower socio-economic status.
Major finding

The statistical analysis of the study revealed that mean scores of male and female students of higher SES were lower than the corresponding mean scores of male and female students of lower SES in all the five areas of emotional maturity scale. In the total area of the emotional maturity the mean score of male and female students of higher SES were lower than the corresponding mean score of male and female students of lower SES. The mean scores of male students were higher in emotional instability, emotional regression, personality disintegration and lack of independence. The mean score of female students was slightly lower than the corresponding mean scores of male students in social disintegration. In the total area, the mean score of male students was significantly lower than the mean score of female students.


Objective

To find out the relationship between creativity and socio-economic status of the class VIII students.

Major finding

It has emerged from the study that among the upper SES groups both elaboration and originality were found to be significantly related to SES. The same trend existed among low SES group also. In terms of intensity of
correlations the upper SES group had more degree of correlation than the lower group.


**Objective**

To study the effect of socio-economic status as well as socio-cultural factors upon child-care practices.

**Major Findings**

It was found that the family composition and size did not affect child-care practices of mothers apart from the employment status. Higher the level of education, income and community status, greater was the influence on child-care practices of mothers.


**Objectives**

The study aims to study the creativity among advantaged and disadvantaged senior secondary boys and girls belonging to urban and rural areas.
Major Findings

It has emerged from the study that the F-ratio for the main effect of social class was found to be significant. The mean creativity scores showed that the advantaged group students were more creative than the disadvantaged students-ratio for main effect of gender came out to be significant. The mean creativity scores showed that boys were found to be more creative than the girls-ratio for main effect of locality was found to be significant. The mean scores showed that urban students were more creative than rural students.


Objectives

The study aims to estimate the demand for secondary and higher secondary education, in three districts comprising one advanced, one medium and one backward district of Tamilnadu.

Major finding

It was found that regarding school enrolment rate, in both rural and urban areas, factors like father’s and mother’s education and mother’s age decided their children’s education. In both rural and urban areas, the average amount spent on education was determined by factors such as mother’s educational level and monthly consumption expenditure. In both rural and urban areas, the per-pupil expenditure was guided by factors like mother’s educational level, caste, economic status of the family, monthly consumption expenditure and total number of school going children in the family. In both urban and rural areas, different communities at the secondary and higher secondary level had
unequal participation rates. In both urban and rural areas, boys and girls were equally represented in the secondary level schools. The higher secondary level boys were equally represented but girls were under-represented in relation to their total population.


**Objective**

To study the effect of socio-economic background of teachers on their work.

**Major finding**

The study concludes that majority of male teachers' belonged to lower middle or middle class families. Majority of the female teachers, however, came from upper middle and some from high-class families. With respect to the marital status of teachers, most of the male teachers were married having three children on an average. As regards female teachers, most of them were single with lesser liabilities on them in comparison to male teachers. Majority of male teachers were found to be between 25-30 years, whereas almost half the female teachers were below 25 years. In parents' education, the teachers, on the whole, came from families where parents were not very highly educated. Among the male teachers, 40% of their fathers were cultivators, 24% belonged to the service class (excluding teaching profession) and the rest were businessmen, pleaders, doctors etc. Only very few of them had teaching as their occupation. Among the female teachers greater percentage of their fathers belonged to the service class and the rest to various other
occupations. Regarding the family system, majority of the teachers had joint families with an average of 10 members in their families. The socio-economic background of teachers was not higher than that of lower or middle class status.


Objectives

The study aims to find the differences in personal values of students belonging to different religions and to find out the relationship between social class, modernization and personal values of Hindu and non-Hindu students.

Major Findings

It has emerged from the study that on personal values, the Hindu boys and Muslim boys differed but not the girls of Hindu and Muslim communities. While the Christian boys and girls did not differ either from Hindu boys or girls or Muslim boys or girls. When personal values of students with high and low SES, and students with larger and smaller family were compared, it was found that students with high SES and those belonging to larger family size were found to have higher personal values as compared to their counterparts. Students with low modernity were found to possess higher personal values than their counterparts. There existed a significant negative relationship between social class and modernization. The personal values of Christian and
Muslim students were influenced by modernization but not among Hindu students. The personal values of students with different religious backgrounds were different.


Objectives

The study aims to find the relationship among personal values, career aspirations, socio-economic status, academic achievement and educational choice.

Major Findings

It was found that the academic achievement correlated significantly and positively with socio-economic status, knowledge value and occupational aspirations and negatively with power value. In the case of arts and science groups, academic achievement was co-related significantly with socio-economic status but in the case of commerce group these, variables were found to be uncorrelated.

Objective
To find out the extent to which socio-economic status acts as motive for the vocational preferences of adolescents in the Ahinwal region of Haryana.

Major Findings
The study reveals that the jobs related to the field of executive work were preferred by most of the students in the total sample. Urban students gave their preferences for the jobs related to the field of physical sciences whereas rural students preferred the field of executive work. Students belonging to higher socio-economic groups gave their preference for the fields of executive work, computational work and physical sciences. Students belonging to the average socio-economic status category gave greater preference for the fields of executive work, physical sciences and biological sciences. Students of the lower socio-economic status category gave greater preference for the jobs related to the fields of physical and biological sciences. All the students showed least interest in the areas of artistic work and music. Urban (Science) students belonging to average or low socio-economic status preferred the jobs related to the area of biological and physical sciences. Urban (Arts) students belonging to average or low socio-economic status gave their preference for the jobs related to the area of executive work.

Objectives

The study aims to find the cognitive development of children and to study the impact of socio-economic status on cognitive development of children.

Major findings

It was found that though urban children scored higher in cognitive development than rural children, the difference was not found statistically significant. There was no significant difference found between the cognitive development of rural and urban children of high as well as low socio-economic status. There was significant difference in the cognitive development between rural and urban boys of high socio-economic status, but rural and urban boys of low socio-economic status, were not found significantly different in their cognitive development. Rural and urban girls of both high and low socio-economic statuses were not found statistically different in their cognitive development.


It was found that sociability work, defined as the work involved in putting on community and charity events, provided an example of the intersections among gender and work. Yet sociologists have generally not included sociability work in their examinations of work. Based on ethnographic research in a breast cancer awareness organization, the author analysed women’s sociability work to demonstrate how dimensions of power such as gender shaped understandings of what counts and did not count as work. By
applying the concept of sociability work to a contemporary group of volunteer workers in the US, she showed first that this form of working was alive and well today. She also highlighted how sociability work complicates dominant conceptual understandings of work and considers the consequences of sociability work's relative invisibility. She argued that excluding sociability work from the study of work shuts off critical discussion of its potential uses and misuses in shaping public policy and access to the public sphere.
References


