A STUDY OF VALUES HELD BY STUDENTS TEACHERS AND PARENTS

IN THE MUSLIM COMMUNITY IN KARACHI

BY

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STUDY OF VALUES

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ABSTRACT

The present study reports an investigation of the values of Pakistani students in relation to those of their parents and teachers. The data was collected by administering a questionnaire designed for the purpose of this study to the subjects.

The final sample of study comprised of 499 subjects divided into three groups, of students, parents and teachers. A total number of 309 students with 162 males and 147 females was the students sample. There were 120 parents, 33 being fathers of the children and 87 mothers. There were 70 teachers in all, 20 males and 50 females. The sample was randomly selected from 10 schools in Karachi.

The subjects were required to fill in a questionnaire which consisted of 17 characteristics of personality, in relation to the 'good' social behavior. A list of their preferences out of the 17 given characteristics or values constituted the basis of comparison of values between different groups in the sample. It also threw light on the direction of the strivings of children and on adult values.

The major concern of this study was two-fold; first to examine the kinds of social values that are held by students, teachers and parents, second, to find the degree and extent of agreement that

exists between the values of children, with those of their parents
and teachers. The research was undertaken with the hope that a
study of children's values in relation to those of adults will be
beneficial in clarifying certain aspects of the relationship between
children and adults as it exists in the Pakistani culture today.

The results obtained indicate that there is a characteristic
difference between the social values held by students, teachers and
parents. Students on the whole preferred characteristics like 'kind',
'intelligent', 'honest', 'sense of humour' and 'polite'. Whereas the
most frequently chosen hence valued characteristics by teachers were
found to be 'intelligent', 'polite', 'industrious, 'clean and tidy'
and 'does work carefully'. Parents' most preferred characteristics
were 'religious', 'intelligent', 'clean and tidy', 'obedient' and
'kind'.

The results were in agreement with our expectations, with the
exception that there was found to be no significant relationship between
children's values with those of their parents. On the other hand,
significant relationship was found between the values of children (with
the exception of adolescents of 16 to 19 years) with those of their
teachers.

Also values were shown to differ between adults themselves
in their standards for the adolescent boy. At the same time children
on the whole did not seem to have a proper perspective of the values
of their parents. Values were also found to differ between boys and

girls, and to change with age.

        The findings of the present study thus point to the need for a proper understanding of children's values by adults like parents and teachers. It indicates that in the Pakistani culture, children do not face consistent standards of behavior at home and at school, as the values of adults were found to differ. The study points to the need of a better understanding and more uninhibited communication between children and adults and between adults, that is parents and teachers themselves, since the cooperation of parents and teachers is essential for the full and proper development of a child's personality.

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CHAPTER I

INTRODUCTION

Recent studies in the psychological literature have drawn
attention to the importance of values as factors influencing human
conduct. This new and increased emphasis on the significant relation-
ship between values and overt behavior, leads to the view that, for a
proper understanding of human behavior a study of values is impera-
tive; particularly at its formation period -- the period of childhood
and adolescence.

One of the various factors which affect the formation of the
value system of children are the persons in close contact with them;
such as parents and teachers. For, the values held by these 'signifi-
cant people', are reflected in the value system of children and adoles-
cents in their charge. This, therefore, leads one to assume that
parents and teachers have a significant influence in determining the
kinds of values that children will adopt. Another very important
aspect of parental influence on children's values is the negative one.
Due to the rapid social change, which is so characteristic of the
present times, children and parents may come into conflict as a result
of conflicting values held by each. For, the younger generation are
susceptible to the influence of other social agencies like peer group,

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press, movies, etc. In an isolated and homogenious culture the youth may adopt the "natural" way of life without personal conflicts; but is likely to be confronted with conflicts in more complex societies like our own. As Harsh and Shrickle stated, "a major problem during middle childhood is that of adjusting to conflicting standards at home, at school and at play. The child may be reprimanded at school for the kind of initiative or independence that is rewarded by liberal parents." On the other hand, "although parents teach politeness and docility the child may find on the playground that bullies and fighters get the spoils. And whereas teachers praise his artwork, playmates ridicule him for such "sissy interests".[1] Hence, for the social scientists, for parents, and for teachers a study of social values is of utmost importance.

It is also viewed that values and norms of behavior differ from society to society and are culturally determined. "No one is surprised if a Chinese child speaks quietly and shows respect for elders, or if a child of the Bronx shouts, insults and shows people in the subway. Both are reflecting the ways of old companions and adult models."[2] People are born into already functioning societies the ways of which they adopt from childhood; for the young learn by tradition, imitation

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[1]Harsch and Shrickle, Personality Development and Assessment (New York: The Ronald Press Co., 1950), p. 166.

[2]Ibid., pp. 160-161.

and the authority of elders. According to Summer, there is an
unconditional acceptance of the mores of society by its members.[3]
Quite regularly most individuals adopt the prevailing beliefs and
values; social conditions not only enforce particular practices, they
also inculcate the confiction of their rightness. However, in the
present times the rapidly changing social conditions demand a constant
reorganization and reappraisal of ones values.

It is assumed that values represent a major aspect of the
motivational make-up of an individual. Parents and teachers attempt to
inculcate in their children and students certain predispositions or
values which they hope will play a dominant role in the youngsters'
behavior in the present and in the future.

The present research is directed towards the study of certain
specific values in the field of personality traits, like honesty,
generosity, and sociability, as perceived by students, teachers and
parents in the Muslim community in Karachi. The main purpose of the
present study is to find the amount of agreement between the specified
values as perceived by students on the one hand and parents and teachers
on the other. The focus of the study is on the desirable traits of
personality as seen by children from the ages of nine to nineteen years
with the purpose of finding how children and adolescents view them-
selves in relation to the given characteristics in their (a) choice of

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[3]S.E. Asch, Social Psychology (New York: Prentice Hall, 1952),
p. 370.

friends, (b) self-concept and (c) parents "good child".

By 'popular child' it is understood the 'child' whom children want as their friend. The characteristics as chosen by the subjects in their choice of friends will, it is hoped, throw light on the direction of their strivings.

The term 'self-concept' is used here to imply children's conception of themselves in relation to their choice of values (given characteristics).

By parents "good child" in this case is implied children's perception of what their parents consider to be the qualities of the 'good child'.

In addition to this, the desirable personality traits of children as viewed by parents and teachers is also taken into account for the purpose of comparison with the ratings of children, to find the amount of agreement between the two.

Each child evaluates himself in the light of his personal interpretations of ideals in response to traditions current in the social group. He has also to make definite adaptations to the concept of behavior of adults as he leaves childhood behind. The present study is an investigation of the direction of this process of assimilation of values of older generation by the younger generation.

Several researches in the field of values have been conducted in the past, most focusing on the comparison of the values of parents and teachers with those of children in relation to children's adjustment problems. However, most of these studies were very broad. The

present study has concentrated only on one aspect of value, namely, the desirable personality traits of children as viewed by students, teachers and parents.

The next chapter considers the study of values and deals in the concept of values, the ways in which values have been studied, and particular studies that are relevant to the present study.

Chapter III deals primarily with the present study, with special reference to the place of study, the problem, and procedure followed in the study. A brief description is given of the sample of study and of the questionnaire designed and employed in the carrying out of this research.

The results of the present investigation are given, followed by a discussion of the results in the final chapter.

CHAPTER II

THE STUDY OF VALUES

As we have previously noted, social values are one of the various important factors that influence human action because they are laden with cognitive, affective and conative meanings. Hence it could be stated that values are of major significance for both individuals and for societies.

As Clyde Chuckhohn has said, "A value orientation is a generalized and organized conception influencing behavior, of nature, of man's place in it, of man's relation to man, and of the desirable and the non-desirable as they may relate to man--environment and inter-human relations."[1]

The values of any society reflect its culture, and are in turn determined by the culture. They are the guidepoints provided by society for individuals in their choice between alternatives, whether of objects, of behavior or of ways of life. Generally, specialists of social sciences agree on the importance of values for individuals and for societies.

Therefore, keeping in view the importance of values as one of the factors influencing human behavior it could be stated that a compre-

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[1]Quoted by Charles Morris, Varieties of Human Values (Chicago: University of Chicago Press, 1956), p. 411.

hensive study of values of a society is very important.

However, the present study necessitates a definition of the concept of value which is dealt with in the following section.

The Concept of Values

The term value has been variously interpreted by the specialists of various social sciences. No general agreement regarding its status has been reached so far. The professional preoccupations and biases of specialists has given it a multiplicity of meanings. Ralph Linton, an anthropologist, has for example defined value as "any element common to a series of situations which is capable of evoking a covert response."[2] This definition attributes to value a covert nature and ignores its relation with a general theory of action, in the sense that it disregards the relation of values with overt behavior.

As quoted earlier Clyde Chuckohn holds that values influence human behavior and interhuman relations.[3] At another place, Clyde Chuckhohn and others defined 'value' as "a conception, explicit or implicit, distinctive of an individual or characteristic of a group of the desirable which influences the selection from available modes, means and ends of action.[4]

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[2]Ralph Linton, The Cultural Background of Personality (New York: Appleton-Century-Crofts, Inc., 1945), p. 111.

[3]Clyde Chuckhohn, "Values and Value Orientations," Toward a General Theory of Action, ed. T. Parson and E.A. Shils (Cambridge: Harvard University Press, 1951), pp. 395-396.

[4]Ibid., p.395.

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Though this definition is more comprehensive than the afore-mentioned one it still lacks other dimensions of value concept. No distinction seems to have been drawn between value as the desired, value as the desirable and value as the conception of the desirable.

Value as the conception of the desirable was named by Charles Morris as conceived value, by which he meant, "those cases of prefe-rential behaviour directed by an anticipation or foresight of such behaviour."[5] He considered the study of value as a science of prefe-rential behaviour. For the purpose of the present research it would be relevant to mention here the three broad divisions of the value concept as given by Charles Morris.

A. <u>Operative Values</u>: Here the term 'value' is used to refer to the tendencies or dispositions of living beings to prefer one kind of object rather than another. Reference to 'value' in such cases is simply a way of referring to the actual direction of preferential behavior toward one kind of object rather than another.

B. <u>Conceived Values</u>: The term 'value' is often restricted to those cases of preferential behavior which is directed by an anticipa-tion or foresight of the outcome, of such behavior. For example a drug addict may take a certain drug and yet firmly believe that it is prefe-rable not to be a drug addict. He anticipates the outcome of not using drugs, in virtue of this anticipation approves the state of not being an addict, and conceives this as desirable or preferable.

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[5]Charles Morris, <u>Varieties of Human Values</u> (Chicago: Univ. of Chicago Press, 1956), p. 10.

C. Object Values: A third employment of the term 'value' is concerned with what is preferable. Value here is not characterized in terms of what is in fact preferred, but in terms of what is preferable, from the viewpoint of the society. Such kinds of values are referred to as 'object values'; values as conceived to be in the object itself as assigned by the society.

Of the distinctions Morris has made, the main contrast is between value as the preferred (desired), and value as the preferable (desirable). What is preferred (operative values) can be found through a study of preferential behavior. What is conceived to be preferable (conceived values) can be studied through the symbols employed in preferential behavior and the preferential behavior directed towards symbols.

The present study deals primarily with one kind of conceived value in the field of personality traits.

The Study of Values

For long, there was a prevailing belief amongst psychologists that human values cannot be subjected to scientific study. This attitude promoted by Titchner resulted in the dearth of the studies of values in the psychological literature.[6] As Asch remarks of ethical judgements, "we hardly possess today a description of them, not to mention a theoretical explanation."[7] In the Gestalt and behavioristic psychology values

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[6] William Dukes, "Psychological Studies of Values," Psychol. Bulletin, LII, 1955, p. 24.

[7] Asch, Op.cit., p.354.

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have been assigned a central place.

According to Dukes, it was during the 1930's that there emerged the application of the scientific method to various aspects of the value problem.[8] Since then psychological studies of values have been directed primarily towards the study of problems such as the following:

(a) Measuring the values of groups (of individuals) and relating the results to other data concerning the groups.

(b) The origin and development of values within the individual.

(c) The influence of an individual's values on his cognitive life.

All the above mentioned approaches to the study of values were, however, segmental.

Mullahy is of the opinion that any scientific theory of value must be based on interpersonal relations theory, on the assumption that a study of interpersonal relations provides both descriptive and normative information regarding values.[9]

However, despite the general and new realization of the importance of the study of values, there is still a lack of information regarding the process of interiorizing of adult values by children. As Thompson remarked, "we are not exactly certain how children acquire the fairly stable value-systems of adult-life."[10] As a result of this ambiguity

[8]Dukes, op.cit., p. 24.

[9]Ibid., p. 25.

[10]G.G. Thompson, Child Psychology (Boston: Houghton Mifflin, 1952), p. 555.

psychologists do not agree as to when value systems or social values
are observable in children. Werner indicates that a young child has
a flexible scale of values, and that this scale naturally changes not
only to meet the demands of the current situation, but also with the
age-level.[11] Following a similar line of thought, Teachan holds that
different personality characteristics might be more effective at diffe-
rent stages of the educative process.[12]

Though admitting the importance of parental attitudes on
children's values, Frederick H. Allen is of the opinion that the
values of parents cannot be implanted on children, that each child is
unique and is bound to cultivate his own unique set of values.[13]

Probably, the most ambitious attempt to make values an integral
part of psychology is Clawson's description of human action in the light
of ten value-situations.[14] He seems to reduce the causes of human be-
havior to a few value factors.

It could thus be gathered that at present there is a trend in
the educational and psychological literature towards an increasing
stress on the role of values in human conduct, and hence on the study
of values. As Fletcher puts it, "Psychology is one science which can-
not consistently waive its responsibility for dealing with the problem

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[11]H. Werner, Comparative Psychology of Mental Development,
(rev. ed., Chicago: Fallett, 1948), p. 384.

[12]John E. Teachan, "Parental Attitudes and College Success,"
J. of Ed. Psychol., 1963, 54.

[13]Frederick H. Allen, "The Dilemma of Growth for Parents and
Children," Child Study, vols. 35-36, 1957-59.

[14]J. Clawson, Psychology in Action (New York: Macmillan, 1946).

of human values."[15]

Studies of Parents' and Teachers' Values Vs. Children's Values

This section examines in brief some of the previous studies conducted in the field of values, however, limited to a comparison of the values of parents and teachers and those of children. Most of the studies were based on the assumption that values or the concept of the desirable and non-desirable are learned through the process of reward and punishment.

As Asch puts it, "right and wrong it is asserted, have initially only one meaning; they are what adults reward and punish."[16]

The concern of the present thesis is however not with ethical judgements but only with one aspect of values, the concept of the desirable.

The adults that play the most significant part in the life of children, are parents and teachers. To a large extent they are the guardians and in charge of the transmission of the cultural values to the younger generation. However, individual parents and teachers differ in preferring one standard of conduct to other. It is viewed that the

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[15] J.M. Fletcher, "Science and the Problem of Human Values," Science Monograph, 1942, 54, 259-260.

[16] Asch, op.cit., p. 355.

influence of parents on children's values is greater than that of teachers. Also, with increasing age. there was shown to be a decreasing importance of family figures, and moves to members outside the family circle such as teachers and peer group members.[17]

As has already been noted one of the most important factors in the development of children's social values appears to be his home and family life. Atmosphere of the home, and parental attitudes are specially significant in character development and value formation of children. As Ralph Linton states, parent-child relationship is continuous, lasting, and influential; "even while acting within the limits imposed by culture it is possible for parents in any society to be affectionate or indifferent, strict or permissive,"[18] and due to the fact that parents have the most absolute control over the child during his most impressionable age--early childhood, he will ultimately come to value or dislike what his parents want him to. However, with increasing age the child's social circle expands to include, teachers and peer group, whose influence now competes with that of parents.

Contributing to the viewpoint that the value patterns of teachers have a significant influence on pupils, Childs states:

> More than many teachers recognize, a scheme of values, a structure of things considered significant, worthwhile and right, operates in their endless responses to the daily behavings of their pupils.[19]

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[17]Havinghurst, Robinson and Dorr, "The Development of the Ideal Self in Children and Adolescents," J. Ed. Res., 1946, 40, 241-257.

[18]Linton, op.cit., p. 148.

[19]John L. Childs, Education and Morals (New York: Appleton-Century Crofts, 1950), p. 26

It could thus be said that values are both 'caught' and 'taught'.
The teacher cannot dodge responsibility for the communication of values.

Several studies have been conducted in the past on the relative
influence of parents and of teachers on their children and pupils res-
pectively. A.T. Jersild conducted an elaborate research on the satis-
factions and problems that children give their parents[20] His sample
included 544 parents and 1,137 children. The results of the study indi-
cated that parents showed great satisfaction in their children's per-
sonality traits. The largest number of children and items were repre-
sented in the category that includes satisfaction with children's persona-
lity traits, temperament, character,and disposition. Of the major
satisfying characteristics of children mentioned by parents were, honesty,
integrity, forthrightness and justice. Of the mentioned traits, were
characteristics like co-operative, unselfish, gentle, generous, ongoing
and so on.[21]

Following the patterns of Jersild, Del Solar conducted a similar
but more comprehensive study.[22] It included both the parents as well as
the teachers of the children. The purpose of the study was to investigate

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[20]A.T. Jersild, The Joys and Problems of Child Rearing
(New York: Bureau of Publication, Teachers College, Columbia Univ., 1949).

[21]Ibid., p. 48.

[22]Charlotte Del Solar, Parents and Teachers View the Child
(New York: Bureau of Publication, Teachers College, Columbia Univ., 1949).

the goals and standards of behavior that parents and teachers set for their children and pupils respectively. The main stress was on a comparison of parents and teachers attitudes toward the child, and their educational objectives and practices in dealing with the child. It is a comparative study of values, goals and standards of behavior that parents and teachers set for their children. At the same time the children themselves were asked what educational goals they believed their parents and teachers held for them. The findings of the study indicate that teachers put greater emphasis on children's hearty, vigorous qualities, whereas mothers put great score on children's "honorable", "companionable" and "affectionate" qualities.-- results in agreement with the findings of Jersild.[23] Also, children's conceptions of the values or goals of parents for them were nearer to the ones actually mentioned by parents than those mentioned by teachers. Thus this result confirms the expectation that the child will conform more to parents, the adolescent less.[24]

The increased emphasis of the role of school and particularly of teachers has led to many an investigation on the aspect of teachers' values in relation to children's behavior. For instance, Wickman conducted a study on the characteristics of children's behavior and teachers attitudes towards them.[25] The results indicated that behavior patterns

[23]Jersild, op.cit.

[24]Pressey and Kuhlem, Psychological Development Through the Life Span (New York: Harper and Brothers, 1957).

[25]E.K. Wickman, Children's Behavior and Teachers Attitudes (New York: Oxford University Press, 1928).

are learned by students from the characteristic distinction which
teachers make between the attacking and the withdrawing type of
behavior. The teachers in the study stressed the qualities of
obedience, honesty, morality, and studiousness in their students.
They advocated the desirability of less aggressive behavior of girls
and on a more active behavior of boys.

Following the same line of thought, Corey conducted a study on
the values held by future teachers; on the assumption that the values
held by teachers are significantly important, firstly as they affect
their own behavior and secondly as they impart a lasting influence on
their students.[26] He advocated that efforts should be made to increase
awareness of values and stimulate more critical construction of ones
value-systems by students and by teachers. As he stated, "We need to
arouse in our young people concern for what they are becoming, not just
for what they are accumulating."[27] He is also of the opinion that the
values held by teachers are reflected in their teaching and hence
influence students. Thus the general trend in educational thought today
is towards an increased emphasis on the concept of values.

The above studies we have considered support the contention
that 'significant adults', like parents and teachers play a dominant

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[26]Fay L. Corey, Values of Future Teachers (New York: Bureau
of Publications, Teachers College, Columbia University, 1955), .

[27]Ibid., p.2.

role in shaping children's values. It would seem reasonable to state that social values are primarily 'learned' by the children from the aults around them, that is parents and teachers. Further, due to the fact that the child is open to many outside influences besides parents and teachers, like the peer group, etc., a child may come to hold his own unique set of values, which may conform more to the peer group standards, than to those of parents and teachers. As is implicit in the statement, "it is clearly important for social acceptance for children to have those charecteristics valued by their peer group."[28]

In conclusion it could be stated that (1) values are of great significance for a proper understanding of human behavior; (2) social values differ from culture to culture, but are relatively stable within a given culture; (3) there are characteristic differences between the evaluative attitudes of students from different social classes, between students from different age groups, and between men and women; (4) social values of children are to a great extent influenced by the value attitude scale of parents and teachers, still, children may tend to hold values peculiar to their own generation.

Till now, however, we have discussed the broad areas of the influence of parents and of teachers on children's values. The present research on the other hand is limited to the comparison of certain specific social values in the field of personality traits of children with those held by their parents and teachers.

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[28] Pressey and Kuhlen, op.cit., p. 518.

CHAPTER III

STATEMENT OF THE PROBLEM

As stated previously it is seen that, parents and teachers have a profound influence on the development of the personality and values of the children and adolescents in their charge.

Traditionally, upbringing is primarily the responsibility of parents, while instruction is the job of the teachers. However, the role of parents and of teachers is much more; it is the guidance of children on the road to maturity. Consciously or unconsciously, these 'significant' people in the life of a child color the formation of his beliefs, ideals and values.

Another aspect of this transmission of moral and social attitudes in the parent-child, teacher-child relationship is the negative one. Teachers and parents belong to one generation and children to another. Besides, children are exposed to the influence of other social agencies, the peer group, newspapers, movies, etc.

Due to this fact, the child may face conflicting standards at home, at school and in the peer group.

In the light of the above, the present research is concerned with a study of values in the Pakistani culture today as represented by the city of Karachi.

Karachi is the largest city in Pakistan, and in a way the centre of national life. It is also the place where the diverse people who flocked from India at partition in 1947 mingled with the natives. Out of this mixture the culture that is evolving is peculiar to the new state of Pakistan.

The Pakistani culture which is a product of the interaction of Islam with the Hindu culture, in general expects and promotes very differential standards of behavior from boys and from girls. At the same time, with rapid social change and Western influences a greater gulf is being created between the values of one generation and another. In this case, with parents and teachers on the one hand, and children on the other.

The present authoritarian culture of Pakistan demands conformity, obedience, and passive acceptance on the part of its youth. However, the Western ideals of independence, initiative and leadership are soon appealing to the youngsters in Pakistan today.

Keeping in view the above, it was considered fruitful to under-take a comparative study of the values of children with those of parents and teachers in Karachi.

The present study hence, is an investigation of Pakistani students' concept of values and their degree of harmony with the values upheld by parents and teachers. It deals with the kinds of values specified by the characteristics desired in the popular child, in one's self and in the "good child".

The study is limited to these three aspects as viewed by children. Also, children's perception of parents "good" child is compared to the characteristics desired in children as rated by the parents and teachers in the sample of study.

The purpose of the study is to investigate Pakistani students' concept of values in certain fundamental areas, in relation to those of parents and teachers to find the degree of harmony or conflict between the two.

It is assumed that what children actually prefer is represented by their choice of characteristics as desired in the popular child. Hence, as we shall see later, comparisons are made between children's concept of the 'popular' child with the concept of the 'good' child of parents and of teachers.

The major concern of the present research is to find what qualities or traits of personality are preferred by students, teachers and parents in Karachi. For this purpose the data were analyzed in the light of the following questions:

(1) What qualities or traits of personality do students boys/girls between the ages of 9 and 19 years prefer in their choice of friends?

(2) What qualities or traits of personality do elementary and high school teachers in Karachi wish to inculcate in their students? What qualities or traits of personality do parents of school-going children in Karachi wish to inculcate in their children?

(3) Is there any conflict between the values of children and those of parents and teachers?

(4) Do adolescents in Karachi today face conflicting standards at home and in the school?

Our concern thus is to see change in children's values with change in their age. This would largely be influenced by the cultural context and parental expectations as well as the children's own strivings.

The aim of the present research is to compare the values of children with those of parents and teachers in Karachi.

The study shall be conducted in the light of the following hypotheses.

Hypotheses:

(1) There is closer agreement between the values of elementary school children and those of their parents than between the values of children with those of their teachers.

(2) There is closer agreement between the values of adolescents and those of the teachers than with the values of their parents.

(3) There is a difference in the choice of social values of boys and of girls.

(4) It is operationally hypothesized that children's values change with their age level.

This may be attributed to the fact that the sociaty in general expects differential roles or standards of behaviour from children of different sexes and age levels. Previous studies also lend support to the view that social values of children are flexible and change with their age.

Procedure.

A questionnaire was formulated for the study based on seventeen characteristics taken from a similar study,[1] undertaken in Beirut, Lebanon. It was designed to suit the sample from Karachi. Provision was made for the addition of any other characteristic which the subjects would like to mention.

A total number of 600 questionnaires were prepared and sent to Karachi with a letter explaining the purpose and procedure of the questionnaire addressed to the interviewers. Ten schools located in the city of Karachi were selected to provide the sample of study. The questionnaires were then distributed to these 10 schools; a total number of 60 questionnaires going to each school. The principal of each sampled school was directly approached and made responsible for the distribution, administration and collection of the questionnaires. The students answered the questionnaires in their classes under the supervision of the class teacher. A number of the sampled students selected randomly were also given questionnaires for their parents. The teachers answered and returned their questionnaires to the principals.

After the questionnaires had been duly filled and returned, it was found that several of them had been answered by non-Muslims. Since the factor of religion was controlled in the present research, those questionnairs were discarded.

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[1]The study conducted by Professor Jack Keehn of the Psychology Department, American University of Beirut, was not published, hence more information regarding its findings was not available.

The data thus obtained were organized on the basis of raw scores, rank order and percentages. For testing the hypotheses Spearman's correlation coefficient was applied.[2]

The Sample of Study.

A sample of 400 students was set up as the initial target to meet the requirements of the sub-categories, namely, 1) school, 2) age, 3) sex. The number for both the groups of parents and of teachers was set up as 100 each.

The final sample of study consists of a total number of 499 subjects, distributed into three categories a) students, b) teachers, c) parents. A total number of 309 students, 70 teachers and 120 parents comprised the final sample of study.

Students and teachers were taken from the following schools as given in Table I.

TABLE I

SAMPLE OF 10 SCHOOLS CHOSEN FROM THE KARACHI SCHOOL SYSTEM

Girls Schools	Boys Schools	Co-educational Schools
P.E.C.H.S.	Aishe Bawany	Marie Colaco
Q. School	St. Patricks	Public School
Mama Parsi	St. Lawrences	
A.P.W.A.	Maqbool-e-Aam	

[2] McNemar Quinn, Psychological Statistics (New York: John Wiley and Sons, Inc., 1949), p. 97.

The total number of questionnaires sent and distributed was 600; the total number of shools was 10. Each school was sent a set of 60 questionnaires, distributed among students, teachers and parents as shown in the following table.

TABLE II

DETAILS OF DISTRIBUTION OF THE QUESTIONNAIRES ON SOCIAL VALUES IN EACH SCHOOL BOYS/GIRLS

Schools	Teachers	Students	Parents
Elementary	5	20	5
Secondary	5	20*	5
Total	10	40	10

*10 students 13-15 years,
 10 students 16-19 years.

TABLE III

DISTRIBUTION OF THE QUESTIONNAIRES ON SOCIAL VALUES IN EACH CO-EDUCATIONAL SCHOOL

Schools	Teachers	Students	Parents
Primary	3 females 2 males	10 girls 10 boys	3 girls' parents 2 boys' parents
Total	5	20	5
Secondary	2 females 3 males	10 girls 10 boys	2 girls' parents 3 boys parents
Total	5	20	5

The number of subjects taken from each school is distributed as follows: 40 students; 10 teachers, 10 parents. Thus the total sample selected from the 10 schools to be given the questionnaires amounts to 400 students; 100 teachers, and 100 parents.

The questionnaires duly filled and returned, however, are distributed as shown in the following table.

TABLE IV

DISTRIBUTION OF THE FINAL SAMPLE OF STUDY

	Male	%	Female	%	Total
Students	162	52.43	147	47.57	309
Teachers	20	28.57	50	71.43	70
Parents	33	27.50	87	72.50	120

Description of the Sample

A. Children: Three hundred and nine students from ten schools in Karachi, between the ages of nine and nineteen and belonging to the Muslim community were included in the sample.

Table V gives the subdivision of the children's sample on the basis of sex and age.

DISTRIBUTION OF SAMPLE OF STUDENTS IN TERMS OF AGE AND SEX

Age	Male	Female	Total No. of Students	%
9-12	74	49	123	39.8
13-15	48	52	100	32.3
16-19	40	46	86	27.8
Total	162	147	309	100(appr.)

B. Teachers: The sample included 70 teachers, taken from the private and government schools in Karachi. Since the factor of religion was controlled, all teachers belonged to the Muslim community.

Most of the teachers were in the twenties, the youngest being 17 and the oldest 59. The education of the teachers ranged from the secondary school certificate to the M.A. level.

Since it was found that most teachers taught in both the elementary and secondary sections of the school, no distinction was made on the elementary-secondary school level in the teachers sample.

TABLE VI

SUBDIVISION OF THE SAMPLE OF TEACHERS ON THE BASIS OF SEX AND EDUCA-
TIONAL QUALIFICATIONS

Educational Qualifications	Male	Female	Total	%
Below Matric	0	2	2	2.86
Matric/inter	4	21	25	35.71
B.A.	10	19	29	41.43
M.A. and above	6	8	14	20.00
Total	20	50	70	100%

C. Parents: One hundred and twenty parents were included in
the sample. Thirty three of these were fathers of the students in the
study and eighty-seven were mothers. All the parents who answered the
questionnaire were those of the children in the study.

The educational level of fathers ranged from elementary school
certificate to the university degree. That of mothers ranged from no
education to the M.A. degree.

The majority of fathers in the sample of study are around 40
years of age, the youngest is 30 and the eldest 60.

The majority of mothers are around 30, the youngest is 22 and
the eldest 60.

Most of the parents (36.66%) had education upto the secondary
school level. A description of the sample of parents on the basis of
sex and educational level is given in the following table.

TABLE VII

PARENTS SAMPLE ON THE BASIS OF SEX AND EDUCATIONAL LEVEL

Educational Level	Fathers	Mothers	Total
No Formal Education	0	8	8
Elementary School	7	21	28
Secondary School	8	36	44
University	18	22	40
Total	33	87	120

TABLE VIII

PARENTS SAMPLE ON THE BASIS OF AGE

Age	Fathers	Mothers	Total
20-29	0	16	16
30-39	7	42	49
40-49	17	23	40
50-59	4	4	8
60-69	5	2	7
Total	33	87	120

The Questionnaire.

The questionnaire used in the study consists of 17 characteristics or traits and a set of three questions for students. In the first place, dealing with children's choice of the popular child in order of preference. Secondly, with children's self-concept, and finally, with children's conception of the "good" child of parents.

The questionnaire for teachers was also similarly constructed. The three questions set for the teachers dealt with the following: Firstly, in relation to the characteristics given what they would like a) their elementary school pupil to be like, b) their secondary school boy student to be like, c) their secondary school girl student to be like.

A similar questionnaire was administered to the parents group in similar way. For the purpose of convenience to those mothers who do not know English, the questionnaire for mothers was translated into Urdu. A copy of the translated questionnaire is given in Appendix C.

The questionnaire for all, consisted of 17 characteristics to be desired in children. Each of the traits was stated in the following form: X is a child who is _____. The characteristics were given in the following manner:has a sense of humor; is sociable; people choose for their friend; does his work carefully; is kind and does not hurt other peoples' feelings; is good at games; is good looking; is generous; is polite; neither lies nor cheats; studies hard and is industrious; is very intelligent; obeys and does all that is asked of him; is very religious; is courageous and adventurous; is quiet and shy; is always

clean and tidy.

Then the following questions were given to be answered by the students:

(1) If you know nothing else about the above children except what is mentioned here about them, whom would you choose for your friend; in the first place _____, in the second place _____, in the third place_____?

(2) Who of the above 17 children resemble you most; in the first place_____, in the second place _____, in the third place _____?

(3) Choose 5 of the above 17 children whom you think your parents would like you to resemble and place them according to preference; 1._____, 2._____, 3._____, 4._____, 5._____.

The parents were presented the same list of 17 traits in the same manner and were asked the following questions:

(1) Which of the above children would you like your child (9-12) to resemble in the first place _____, in the second place _____, in the third place _____?

(2) Which of the above mentioned boys would you want your adolescent son to be like? List them in order of preference: First _____, Second_____, third_____, fourth_____, fifth _____.

(3) Which of the above mentioned girls would you want your adolescent daughters to be like? List them in order of preference:

First_____, second_____, third_____, fourth_____, fifth_____.

The teachers were asked the same question in the same manner about their students.

The three types of questionnaires for students, teachers and parents are given in Appendices A, B. and C.

CHAPTER IV

RESULTS

The data collected from the questionnaires were tabulated and
analyzed in the following manner:

(a) Raw scores representing the total number of times a certain
characteristic was chosen in connection with each of the three questions
were taken and tabulated; then the rank-order of each characteristic was
determined for the total group of students, teachers, parents and sub-
groups.

(b) Percentages of the total tallies on each characteristic were
taken for all the groups in the sample.

(c) Rank-order correlation (Spearman's rho) was applied to test
the intensity of the relationship in the choices made by the different
sub-groups in the sample.

The data were analyzed in the light of the hypotheses. The
method of presentation consists of two steps, (a) analysis of data in
terms of frequency, in the form of percentages and rank orders; (b)
analysis of the data by the application of the correlation coefficient
method for the purpose of testing the hypotheses.

Adult Values

Since the present study is based on the assumption that parents and teachers have the most significant influence on children's values, it becomes imperative therefore, first to examine the values upheld by these 'significant' adults, with respect to their conception of the good social behavior.

For this purpose, the values held by parents and teachers were examined and compared. First, the most frequently chosen characteristics by parents and teachers are presented for the purpose of comparison.

The following table gives a summary of the first five, most frequently chosen characteristics in the sample of parents and teachers.

TABLE IX

PERCENTAGES OF THE FIRST FIVE VALUED CHARACTERISTICS IN
THE SAMPLE OF PARENTS AND OF TEACHERS

Parents			Teachers	
Characteristics			Characteristics	
1.	Religious	(11%)	1. Intelligent	(13%)
2.	Intelligent	(9%)	2. Polite	(9%)
3.	Clean and Tidy	(8%)	3. Industrious	(8%)
4.	Obedient	(8%)	4. Clean and Tidy	(8%)
5.	Kind	(7%)	5. Does Work Carefully	(7%)

As indicated by the above table, the first five most valued characteristics in the parents' sample were found to be, 'religious', 'intelligent', 'clean and tidy', 'obedient', and 'kind'.

In the sample of teachers the most frequently chosen, hence valued characteristics are, 'intelligent', 'polite', 'industrious', 'clean and tidy' and 'does work carefully'.

Out of the first five most valued characteristics, parents and teachers agree on two, namely, 'intelligent' and 'clean and tidy'. Whereas the characteristic 'clean and tidy' is more valued by parents than by teachers, 'intelligent' is more valued by teachers than by parents.

For the purpose of further comparison between the choices of parents and teachers the rank-orders obtained by each characteristic are now presented.

The following table gives a summary of the rank-order of each characteristic in the sample of parents and of teachers.

TABLE X

RANK-ORDER OBTAINED BY EACH CHARACTERISTIC IN THE
SAMPLE OF PARENTS AND OF TEACHERS

Characteristics	Parents Rank	Teachers Rank
1. Has sense of humor	14.5	12
2. Is sociable	6	7.5
3. Can be a leader	13	11
4. Does work carefully	11	5
5. Is kind	5	6
6. Is good at games	16	10
7. Is good looking	17	13
8. Is generous	14.5	15
9. Is polite	7.5	2
10. Is honest	12	7.5
11. Is industrious	9	3.5
12. Is intelligent	2	1
13. Is obedient	4	9
14. Is religious	1	14
15. Is courageous	10	16
16. Is quiet and shy	7.5	17
17. Is clean and tidy	3	3.5

As is evident from the above table, the two points of strong

disagreement between parents and teachers are (No. 14) 'religious', (16) 'quiet'

and 'shy'. Parents value religiousness very highly, whereas teachers place it very low on the scale of preference. This implies that while parents wish to inculcate 'religiousness' and 'quiet and shy' behavior in their children, teachers on the other hand do not seem to value it.

For the purpose of finding out the amount of agreement between parents and teachers over the whole set of social characteristics embodied in the questionnaire, the rank-order correlation method was applied on their choice of values.

The following table gives the rank-orders obtained by each characteristic as chosen by parents and teachers for (a) the elementary school child, (b) the adolescent boy, and (c) the adolescent girl.

TABLE XI

COMPARISON OF THE RANK ORDER OBTAINED BY EACH CHARACTERISTIC ON THE QUESTION OF 'GOOD' CHILD IN THE SAMPLE OF PARENTS AND TEACHERS

	Choices Made for Elementary School Child by:		Choices Made for Adolescent Boy by:		Choices Made for Adolescent Girl by:	
	Parents Rank	Teachers Rank	Parents Rank	Teachers Rank	Parents Rank	Teachers Rank
1	13	14	15.5	9.5	11	14
2	4	12	10	2	5.5	9
3	12	15.5	6	5.5	13.5	16
4	9	3	6	9.5	7	11.5
5	6.5	6	8	11	3	4
6	14	7.5	9	12	13.5	17
7	17	10	17	16	13.5	9
8	16	11	13	16	16	13
9	6.5	7.5	6	5.5	2	7
10	5	5	13	7.5	8.5	11.5
11	11	9	3.5	3	4	9
12	7	1	2	1	1	6
13	2	3	13	13.5	5.5	5
14	9	13	3.5	13.5	10	1
15	9	15.5	1	7.5	17	15
16	15	17	14	16	13.5	2
17	3	3	15.5	4	8.5	3

The obtained correlation coefficients between the choice of values of parents and of teachers are given in the following table.

TABLE XII

RANK-ORDER CORRELATION BETWEEN PARENTS AND TEACHERS
CHOICE OF VALUES OR CONCEPT OF THE 'GOOD' CHILD

I	For the Elementary School Child (9 - 12 Yrs.)	Parents-Teachers .60
II	For the Adolescent Boy (13 - 19 Yrs.)	.40
III	For the Adolescent Girl (13 - 19 Yrs.)	.70

The correlation coefficients between the choice of values of parents and teachers for the elementary school child was found to be $r = .60$, and for the adolescent girl, $r = .70$, which are significant at the 5 percent level with 15 degrees of freedom.

The coefficient between the choice of values of parents for the adolescent boy was found to be $r = .40$, which is not significant.

The above results indicate that there is significant agreement between the standards or values of parents and teachers for the young child and for the adolescent girl. Whereas, there is no agreement beyond what could be expected by chance between parents and teachers on their standards for the adolescent boy.

Also, comparison was made between the values of parents themselves, fathers vs. mothers, to find the amount of agreement between them on their choice of values for the young child, and for the adolescent boy and girl.

The following table gives a comparison of the rank-order obtained by each characteristic in the parents' sample.

TABLE XIII

COMPARISON OF THE RANK ORDERS ON THE SAMPLE OF FATHERS AND MOTHERS IN THEIR CHOICE OF VALUES FOR CHILDREN

	Q.1 Young Child		Q.2 Adolescent Boy		Q.3 Adolescent Girl	
	Fathers	Mothers	Fathers	Mothers	Fathers	Mothers
	Rank	Rank	Rank	Rank	Rank	Rank
1	12	12.5	16	13	12.5	14
2	4	5	5	13	9.5	8.5
3	9.5	12.5	8.5	6.5	12.5	16.5
4	6	10	1	15	7	13
5	14	4	8.5	8.5	9.5	5
6	9.5	15	12.5	5	17	16.5
7	15	17	14	17	4	11
8	16	16	12.5	10	14	11
9	7.5	7	5	8.5	7	6
10	5	9	10	13	11	8.5
11	7.5	11	5	3.5	4	11
12	2	1.5	5	2	2	7
13	3	1.5	16	6.5	15.5	4
14	12	7	5	3.5	1	1
15	12	7	2	1	15.5	15
16	17	14	16	11	4	2
17	1	3	11	16	7	3

The rank-order correlations between the values of parents themselves, fathers and mothers is given in the following table.

TABLE XIV

RANK-ORDER CORRELATION BETWEEN FATHERS'AND MOTHERS' CHOICE OF VALUES OR CONCEPT OF THE 'GOOD' CHILD

I	On the Elementary School Child (9 - 12 Yrs.)	:	Fathers-Mothers .60
II	On the Adolescent Boy (13 - 19 Yrs.)	:	.30
III	On the Adolescent Girl (13 - 19 Yrs.)	:	.50

Thus as the above table indicates, the correlation coefficient between the choice of values of fathers vs. mothers for the elementary school 'good' child is r = .60, which is significant.

The correlation coefficient between fathers and mothers in their choice of values for the adolescent 'good' boy is r = .30, which is not significant.

The coefficient between the values of fathers and mothers for the adolescent 'good' girl is r = .50, which is significant at the 5 per cent level with 15 degrees of freedom.

Hence, the same picture is evident here as in the case of the comparison of the values of parents combined with those of the teachers, in the sense that in both cases parents and teachers, and mothers and

fathers agree significantly on their choice of values for the young child and the adolescent girl. On the other hand there is no significant agreement between parents and teachers or between fathers and mothers on their standards for the adolescent boy.

The above results thus indicate that the expectations of parents from the adolescent boy are at variance among themselves, and between parents and teachers. This, then, would lead to the conclusion that adolescent boys in Karachi are more likely to face conflicting standards of behavior at home and at school.

Hypothesis I

In operational terms the hypothesis can be stated in the following manner:

> There is higher significant agreement between the values of elementary school children from the ages 9 to 12 years with those of their parents than with those of their teachers.

In order to test the above hypothesis, the concept of 'popular' child of children of Group I (9 - 12 years) in the students' sample is compared with parent's and with teacher's concept of the 'good' child, as it is assumed that the qualities which children actually prefer or value are represented in their choice of friends, or in their concept of the 'popular child'.

The results are reported first in terms of the frequency of choices of values by different groups in the sample, and second in

terms of the amount of agreement between parents and teachers on the
one hand and children on the other, over the whole set of characte-
ristics. This is examined by the application of the rank-order corre-
lation technique.

Children's Values Vs. Those of Parents

In the sample of Group I of boys between the ages 9 to 12
years the most frequently chosen characteristic is 'intelligent' with
11% of the total number of tallies, and the least chosen or valued is
'quiet and shy' with 2%.

In the parents' sample, the most frequently chosen characte-
ristic by fathers, for the elementary school child is, 'clean and tidy'
with 14% of the total number of tallies, and the least valued is
'quiet and shy' with no tallies at all.

Table XV gives an illustration of the first five most valued
characteristics of the 'popular' child of children's Group I boys/
girls, and the concept of the 'good' child of parents and teachers.

The figures as indicated by Table XV show that there is agree-
ment between fathers and boys of Group I on two characteristics, namely,
'intelligent' and 'honest'.

The mothers choice of values for the young 'good' child show
'intelligent' as most frequently chosen, with 11% of tallies. The
least chosen characteristic is 'good looking' with 2%.

Mothers and Group I of boys agree on two characteristics,
'intelligent' and 'kind'.

TABLE XV

PERCENTAGES OF THE FIRST FIVE MOST VALUED CHARACTERISTICS IN EACH GROUP (CHILDREN'S POPULAR CHILD AND PARENTS AND TEACHERS 'GOOD' CHILD)

Students Group I (9-12 Years)		Parents		Teachers	
Boys	Girls	Fathers	Mothers	Male	Female
Intel. (11%)	Intel. (21%)	Clean & Tidy (14%)	Intel. (11%)	Indust. (15%)	Intel. (13%)
Indust. (10%)	Kind (12%)	Intel. (11%)	Obedient (11%)	Clean & Tidy (15%)	Works Carefully (11%)
Honest (10%)	GoodLook. (10%)	Obedient (10%)	Clean & Tidy (9%)	Obedient (14%)	Kind (9%)
Kind (9%)	Works Carefully (8%)	Sociable (9%)	Kind (8%)	Intel. (12%)	Honest (9%)
Good at Games (8%)	Polite (7%)	Honest (8%)	Sociable (7%)	Honest (8%)	Polite (8%)

Group I - 9-12 years.

In Group I of girls ages 9-12 years the most frequently chosen characteristic is 'intelligent' with 21% of tallies and the least chosen is 'quiet and shy', 'courageous and adventurous' and 'sociable' with only 2% of the total tallies going to each.

Between fathers and girls of Group I there is agreement on one characteristic out of the first five, namely, 'intelligent'. Mothers and girls agree on two characteristics, namely, 'intelligent' and 'kind'.

Students Values Vs. Those of Teachers

In comparing the choices of children of group I and those of teachers the following results were obtained:

In Group I of teachers (males) the most frequently chosen characteristics are, 'industrious' and 'clean and tidy' with 15% of the tallies to each, and the least chosen characteristic is 'courageous and adventurous' with none choosing it.

Out of the first five most valued characteristic there is agreement between boys and teachers (male) on three, namely, 'intelligent', 'industrious' and 'honest'. Between teachers (male) and girls there is agreement on only one characteristic, namely, 'intelligent'.

In the sample of female teachers the most frequently chosen characteristic is 'intelligent', with 13% of tallies and the least chosen is 'quiet and shy' with 1%, like the children as shown earlier who had chosen 'intelligent' the most frequently, and 'quiet and shy' least frequently.

There is agreement between teachers (female) with boys on three characteristics, namely, 'intelligent', 'honest' and 'kind'. Between teachers (female) and girls, there is agreement on again three characteristics, namely, 'intelligent', 'kind' and 'polite'.

As to the attitude of all three groups concerned towards the whole set of values included in this study, we need to know the correlation coefficients between the choices made by children of Group I with those made by parents and teachers respectively.

The following tables show both the rank-orders of the values as chosen by all the groups and the resulting correlations.

TABLE XVI

SUMMARY OF THE RANK-ORDERS OF THE CHOICE OF VALUES OF STUDENTS (GROUP I),
OF PARENTS AND OF TEACHERS

	Children (9-12)			Parents		
	Boys	Girls	Fathers	Mothers		Teachers
	Rank	Rank	Rank	Rank		Rank
1	16	5.5	12	12.5		14
2	9.5	16	4	5		12
3	12.5	7	9.5	12.5		15.5
4	9.5	4	6	10		3
5	4	2	14	4		6
6	5	9.5	9.5	15		7.5
7	11	3	15	17		10
8	12.5	9.5	16	16		11
9	8	5.5	7.5	7		7.5
10	3	12.5	5	9		5
11	2	12.5	7.5	11		9
12	1	1	2	1.5		1
13	15	14	3	1.5		3
14	6.5	9.5	12	7		13
15	14	16	12	7		15.5
16	17	16	17	14		17
17	6.5	9.5	1	3		3

TABLE XVII

RANK ORDER CORRELATION AMONG GROUP I OF STUDENTS WITH PARENTS AND TEACHERS

Children	Fathers	Mothers	Teachers
Boys (9-12 Yrs)	.40	.30	.50
Girls(9-12 Yrs)	.00	.00	.40

The application of rank-order correlation method between fathers concept of the 'good' child with the conception of the 'popular' child held by boys in Group I, gave an r. of .40, as shown in the above table, which is not significant. Hence it could be stated that there is no significant relationship between fathers' concept of the 'good' child and children's (boys 9-12 years) concept of the 'popular' child.

The correlation coefficient between mothers choices and that of boys of group I as shown in the above table is r = .30, which is also not significant.

The correlation coefficient between the choices of girls of Group I with the choices made by fathers and with mothers respectively is r = .00.

The above results indicate that there is no significant relationship between the values of children of Group I (9-12 years) with those of their parents.

The application of the Rho technique to the choices made
by Group I of boys and teachers gave a correlation coefficient of
$r = .50$, which is significant at the 5 percent level with 15
degrees of freedom.

The correlation coefficient between the values of teachers
and those of Group I of girls is $r = .40$ which is not significant.

Hence the hypothesis that elementary school children's
values are closer to those of parents than to those of teachers is
not substantiated by the above results, as the correlation coeffi-
cients obtained do not show any significant relationship between
the values of parents and young (9-12 years) children, whether boys
or girls. On the other hand, the correlation between Group I of
boys and teachers was found to be $r = .50$, which is significant at
the 5 percent level with 15 degrees of freedom.

Thus there is sufficient evidence to conclude that there
is no significant relationship between the values of parents and
elementary school children. Hence, Hypothesis I is rejected in
favor of the conclusion that there is rather a more significant
relationship between the values of elementary school boys and those
of teachers.

Hypothesis II

It has been operationally hypothesized that:

The values of adolescent boys and girls are in closer agree-
ment with those of their teachers than with those of their
parents.

For the purpose of testing the above hypothesis the choices made by students of Group II (13-15 years) and students of Group III (16-19 years) are compared with those of parents and teachers.

Adolescents (13 - 15 Years)

In students subgroup II of boys from the ages 13 to 15 years, the most valued characteristic is 'kind' with 13% of the tallies and the least valued one is 'generous' with no tallies at all.

In the teachers (male) sample, the most frequently chosen characteristic for the adolescent boy are two: 'intelligent' and 'industrious' with 13% of tallies obtained by each, and the least valued are 'good looking', 'generous', and 'quiet and shy' with no tallies at all.

The following table gives a summary of the first five most frequently chosen, and hence valued characteristics in students group II (13-15 years) and in the sample of parents and teachers. The comparison is made on the conception of students 'popular child' and parents 'good' child.

TABLE XVIII

PERCENTAGES OF THE FIRST FIVE MOST VALUED CHARACTERISTICS IN STUDENTS GROUP II (13 - 15 YEARS) AND PARENTS AND TEACHERS

	BOYS	TEACHERS(M)	TEACHERS(F)	FATHERS	MOTHERS	GIRLS	TEACHERS(M)	TEACHERS(F)	FATHERS	MOTHERS
1	Kind (13%)	Intelly.(13%)	Intelly.(12%)	Works Caref. (14%)	Courag. (12%)	Sociable(12%)	Polite (13%)	Intelly.(13%)	Relig. (17%)	Relig. (17%)
2	Honest (12%)	Indust. (13%)	Sociable(11%)	Courag. (9%)	Intelly.(11%)	Indust. (12%)	Intelly.(13%)	Polite (11%)	Intelly.(11%)	Quiet & Shy (15%)
3	Indust. (12%)	Sociable(10%)	Polite (8%)	Sociable(8%)	Indust. (9%)	Intelly.(10%)	Relig. (13%)	Kind (10%)	Good Looking (8%)	Clean (11%)
4	Intelly.(10%)	Courag. (10%)	Indust. (8%)	Polite (8%)	Relig. (9%)	Kind (10%)	Kind (8%)	Indust. (9%)	Indust. (8%)	Obedient(10%)
5	Clean & Tidy (8%)	Can be a leader(8%)	Honest (7%)	Indust. (8%)	Good at Games (7%)	Relig. (10%)	Sociable(7%) Works Caref. Obedient Quiet Clean	Sociable(7%) Obedient	Quiet & Shy (8%)	Kind (9%)

As is evident from Table XVIII there is agreement between adolescent boys of group II with male teachers on two out of the first five characteristics, namely, 'industrious', and 'intelligent'.

Group II of teachers (female) chose the characteristic 'intelligent' most frequently for the adolescent boy, with 12% of tallies and the least frequently, 'religious', with 2%.

There is agreement between female teachers and adolescent boys (13-15 years) on three out of the first five most valued characteristics, namely, 'honest', 'industrious' and 'intelligent'.

In their choice of characteristics for the adolescent girl, Group I of teachers (male) chose most frequently the following characteristics; 'polite', 'intelligent' and 'religious' with 13% of tallies going to each; and the least valued characteristics are 'can be a leader', 'good at games' and 'courageous and adventurous' with no tallies at all.

As is evident from Table XVIII male teachers and adolescent girls agree on four out of the first five ranked characteristics, namely, 'sociable', 'intelligent', 'religious' and 'kind'.

Group II of teachers' (females) most frequently chosen characteristic for the adolescent girl is 'intelligent' with 13% of tallies and the least valued is 'courageous and adventurous' with no tallies at all.

Female teachers and adolescent girls (13-15 years) agree on four out of the first five ranked characteristics, namely, 'sociable',

'industrious','intelligent' and 'kind'.

In comparing the choice frequencies of adolescents with their parents the following results were obtained:

In the fathers sample the most frequently chosen characteristic for the adolescent boy is 'does work carefully' with 14% of tallies; and the least valued ones are 'sense of humour', 'obedient', and 'quiet and shy', with 1% of tallies to each.

As indicated by Table XVIII there is agreement between adolescent boys (13-15 years) with their fathers on one out of the first five most valued characteristics, namely, 'industrious'.

In the mothers' sample in their choice of values for the adolescent boy, the most frequently chosen characteristic is 'courageous and adventurous' with 12% of tallies, and the least valued is 'good looking' with no tallies at all.

Mothers and sons agree on two out of the first five, namely, 'intelligent' and 'industrious'.

In students group II of girls, the most valued characteristics are two 'sociable' and 'industrious',/obtained by each; and the least valued is 'quiet and shy' with 1%.
12%

In the sample of parents, fathers choice of values for the adolescent girl were quite similar to that of mothers. The most frequently chosen characteristic for the adolescent girl by fathers is 'religious' with 17% of tallies, and the least chosen is 'good at games' with no tallies at all.

There is agreement between fathers and daughters on three out of the first five namely, 'industrious', 'intelligent' and 'religious'.

In the mothers sample, the most frequently chosen characteristic for the adolescent girl is again 'religious' with 17% of tallies, and the least valued is 'good at games' with no tallies at all.

Thus, it is seen that on the most preferred and the least preferred characteristics for the adolescent firl, both the parents are in perfect agreement.

Mothers and daughters agree on two out of the first five values, namely, 'kind', and 'religious'.

Further comparisons have been made between the values of adolescents (13-15 years) with those of their teachers and parents on the whole set of characteristics, followed by the application of the rank-order correlation method.

The following table gives the rank-orders obtained by all the set of social values in the groups of students, teachers, and parents.

TABLE XIX

SUMMARY OF THE RANK-ORDER OF THE CHOICE OF SOCIAL VALUES OF STUDENTS (GROUP II), OF TEACHERS AND PARENTS

	Students Boys 13-15 Yr:	Teachers:	Parents Fathers:	Parents Mothers:	Students Girls 13-15 Yr:	Teachers:	Parents Fathers:	Parents Mothers:
	Rank	Rank	Rank	Rank	Rank	Rank	Rank	Rank
1	6.5	9.5	16	13	6.5	6.5	12.5	14
2	10.5	2	5	13	1.5	1.5	9.5	8.5
3	10.5	5.5	8.5	6.5	15	15	12.5	16.5
4	13.5	9.5	1	15	6.5	6.5	7	13
5	1	11	8.5	8.5	4.5	4.5	9.5	5
6	15	12	12.5	5	11.5	11.5	17	16.5
7	8	16	14	17	13	13	4	11
8	17	16	12.5	10	15	15	14	11
9	10.5	5.5	5	8.5	1.5	1.5	7	6
10	2	7.5	10	13	9	9	11	8.5
11	3	3	5	3.5	8	8	4	11
12	4	1	5	2	3	3	2	7
13	13.5	13.5	16	6.5	15	15	15.5	4
14	10.5	13.5	5	3.5	4.5	4.5	1	1
15	6.5	7.5	2	1	10	10	15.5	15
16	16	16	16	11	17	17	4	2
17	5	4	11	16	11.5	11.5	7	3

In order to test the hypothesis Spearman's/rho technique was applied to see the significance of the relationship between the choice of values of the groups under consideration. Table XX gives a list

of the obtained correlations.

TABLE XX

RANK-ORDER CORRELATION AMONG STUDENTS, TEACHERS AND
PARENTS

Students	Teachers	Fathers	Mothers
Boys (13 - 15 Yrs.)	.54	.20	.07
Girls (13 - 15 Yrs.)	.60	.30	.10

As shown in the above table, the correlation coefficient
between the values of adolescent boys (13-15 yrs.) and those of their
teachers is $r = .54$, which is significant at the 5 percent level with
15 degrees of freedom.

The correlation coefficient between teachers and girl students
of Group II is, $r = .60$, which is significant at the 5 percent level
with 15 degrees of freedom. A high positive correlation is indicated
between the values of adolescents (13-15 yrs.) with their teachers.

Whereas the correlation coefficient between the values of
adolescent boys of Group II and those of fathers is, $r = .20$ which is
not significant. The correlation between the choice of mothers and
boys of Group II is even less. The obtained r is .07 which is also
not significant.

The correlation coefficient between the values of adolescent
girls of Group II and that of fathers is $r = .30$ which is not signi-
ficant. Between the values of girls and mothers the obtained $r = .10$
which is also not significant.

Hence the above results indicate that whereas there is a significant amount of relationship between the values of adolescents (13 - 15 Yrs.) whether boys or girls with those of their teachers, there is no significant relationship between them and their parents.

Adolescents (16 - 19 Years)

The second category of the adolescent group is of boys and girls from 16 to 19 years of age. In order to find the degree of relationship between the values of this group (Group III) of students with those of teachers and parents comparisons were made in terms of frequency of choices followed by the application of the rank-order correlation method.

The most frequently chosen characteristic by the adolescent boys (16 - 19 yrs.) is 'kind' with 18% of the total tallies, and the least valued is 'quiet' and shy' with no tallies at all.

The following table gives a summary of the first five most valued characteristics in the sample of students; teachers and parents.

As indicated by Table XXI there is agreement between Group III of boys and teachers (male) on three out of the first five ranked characteristics, namely, 'industrious', 'courageous and adventurous', and 'intelligent'.

Also female teachers and adolescent boys agree on three out of the first five ranked values, namely, 'honest', 'industrious and 'intelligent'.

TABLE XXI

PERCENTAGES OF THE FIRST FIVE MOST VALUED CHARACTERISTICS IN STUDENTS GROUP III 16 - 19 YEARS AND PARENTS AND TEACHERS

	BOYS	TEACHERS(M)	TEACHERS(F)	FATHERS	MOTHERS	GIRLS	TEACHERS(M)	TEACHERS(F)	FATHERS	MOTHERS
1	Kind (18%)	Intell.(12%)	Intelly.(12%)	Works Caref. (14%)	Caref. (12%)	Kind (17%)	Polite (13%)	Intelly.(13%)	Relig. (17%)	Relig. (17%)
2	Honest (10%)	Indust. (13%)	Sociable(11%)	Caref. (9%)	Intelly.(11%)	Humor (9%)	Intelly.(13%)	Polite (11%)	Intelly.(11%)	Quiet & Shy (15%)
3	Indust. (10%)	Sociable(10%)	Polite (8%)	Sociable(8%)	Indust. (9%)	Relig. (9%)	Relig. (13%)	Kind (10%)	Good Looking (8%)	Clean (11%)
4	Relig. (8%)	Courag. (10%)	Indust.(8%)	Polite (8%)	Relig. (9%)	Sociable(8%)	Kind (8%)	Indust.(9%)	Indust.(8%)	Obedient (10%)
5	Courag. (8%) Intelly.(	Can be (8%) a leader(Clean & (Tidy (	Honest (7%) Clean (	Indust. (8%) Intelly.(Relig. (	Good at(7%) Games (	Works (8%) Caref.(	Sociable(7%) Works (Caref. (Honest (Obedient(Quiet (Clean (	Sociable(7%) Obedient(	Quiet (8%)	Kind (9%)

The most frequently chosen characteristic by the adolescent girls from 16 to 19 years is 'kind' with 17% of tallies; and the least chosen characteristics are two, 'good at games' and 'quiet and shy' with 1% of tallies obtained by each.

There is agreement between adolescent girls and male teachers on three out of the first five most valued characteristics, namely, 'kind', 'religious' and 'sociable'.

There is agreement between adolescent girls of Group III and female teachers on two of the first five values, namely, 'kind' and 'sociable'.

In the comparison of the choice of social values of adolescents (16 - 19 years) and those of their parents, the following results were obtained.

As indicated by Table XXI fathers and boys of Group III agree on four out of the first five values, namely, 'industrious', 'religious', 'courageous and adventurous', and 'intelligent.'

Mothers and adolescent boys also agree on four out of the first five values, namely, 'industrious', 'religious', 'courageous and adventurous' and 'intelligent'.

There is agreement between adolescent girls of Group III with fathers on only one out of the first five values, namely, 'religious'.

Mothers and adolescent girls agree on two out of the first five, namely, 'kind', and 'religious'.

Further comparisons have been made between the values of adolescents (16 - 19 years) with those of their teachers and parents on the whole set of characteristics followed by the application of the

rank-order correlation technique.

The following tables give a list of the rank-orders obtained
by each characteristic in the sample of students, teachers and parents,
and the obtained correlations.

TABLE XXII

SUMMARY OF THE RANK-ORDERS OF THE CHOICE OF SOCIAL VALUES OF STUDENTS
(GROUP III) OF TEACHERS AND OF PARENTS

	Students Boys 16-19 Yr:	Teachers	Parents Fathers	Parents Mothers	Students Girls 16-19 Yr:	Teachers	Parents Fathers	Parents Mothers
	Rank	Rank	Rank	Rank	Rank	Rank	Rank	Rank
1	8.5	9.5	16	13	2	11	12.5	14
2	10.5	2	5	13	4.5	5.5	9.5	8.5
3	13	5.5	8.5	6.5	13	13.5	12.5	16.5
4	15	9.5	1	15	4.5	7	7	13
5	1	11	8.5	8.5	1	3	9.5	5
6	13	12	12.5	5	16.5	13.5	17	16.5
7	10.5	16	14	17	13	13.5	4	11
8	16	16	12.5	10	9.5	16	14	11
9	7	5.5	5	8.5	9.5	2	7	6
10	2.5	7.5	10	13	9.5	8.5	11	8.5
11	2.5	3	5	3.5	13	4	4	11
12	5.5	1	5	2	6.5	1	2	7
13	8.5	13.5	16	6.5	15	5.5	15.5	4
14	4	13.5	5	3.5	3	10	1	1
15	5.5	7.5	2	1	6.5	17	15.5	15
16	17	16	16	11	16.5	13.5	4	2
17	13	4	11	16	9.5	8.5	7	3

TABLE XXIII

RANK-ORDER CORRELATION AMONG STUDENTS, TEACHERS AND
PARENTS

Students	Teachers	Fathers	Mothers
Boys (16 - 19 Yrs)	.33	.30	.40
Girls(16 - 19 Yrs)	.29	.10	.10

As shown in the above table, the correlation coefficient
between the coice of values of adolescent boys from 16 to 19 years
of age, with those of teachers is r = .33, which is not significant.
Between adolescent girls and teachers the obtained r is = .29 which
is also not significant.

The correlation between the values of adolescent boys (Group
III) with those of fathers is r = .30, and between adolescent boys and
mothers the obtained r = .40. Both the correlations are not significant.

Between fathers choice of values and that of adolescent girls
of Group III the correlation coeffient is r = .10, between mothers
choice and that of adolescent girls is again r = .10, which also is not
significant.

Thus the above results indicate that there is no significant
relationship between the values of adolescents from 16-19 years whether
boys or girls with their teachers or parents. However, the hypothesis
has been but partially substantiated, since the correlation coefficients
between Group II (13 - 15 years) of adolescent students, boys and girls,
with the values held by their teachers.as indicated by their findings

were in both cases significant, at the 5 percent level.

Thus the hypothesis is accepted with the difference that only adolescents from 13 to 15 years are in close agreement with their teachers than with their parents.

For further substantiation of the findings of this section, Hypotheses I and II, a graph is shown on the following page, which gives an indication of the direction of the intensity of relationship between the values of children at different age levels with those of their parents and teachers.

Comparison of Children's Conception of Parents'
'Good' Child and the Concept of the 'Good' Child of Parents

The findings of the present research in connection with Hypotheses I and II as discussed show no significant agreement between the values of children with those of their parents, as all the correlation coefficients between what children actually prefer, (Q.1 popular child) and what parents prefer, were statistically insignificant.

Thus it was considered fruitful to find out whether this disagreement between children's values and those of parents is due to a misconception of parents expectations, or a genuine varience. For this purpose children's answers to the question of parents 'good' child were compared with the actual conception of the 'good' child of parents.

Since parents were required to pick their preferences of characteristics for the (a) young child, (b) adolescent boy, (c) adolescent girl, in this section, comparison is made between the choice of

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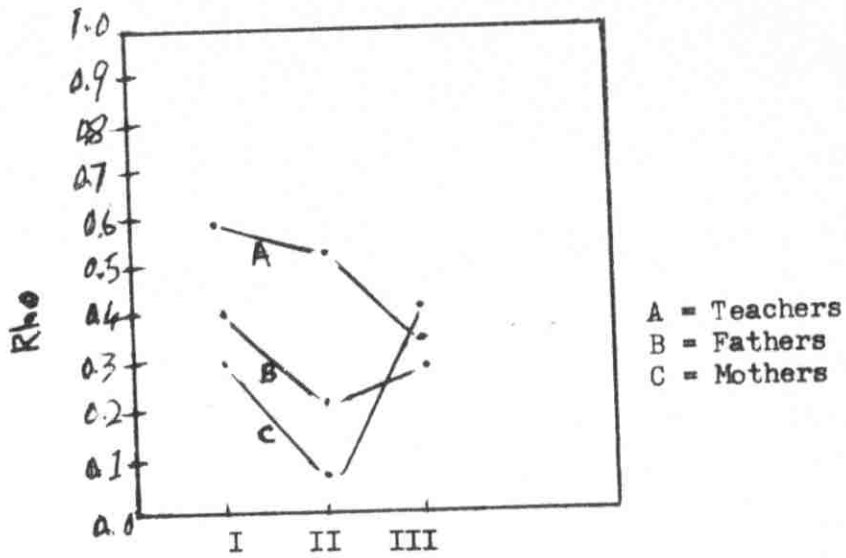
Fig. I. Rank-order correlation between the values of boy students (age-groups) and those of parents and teachers. (See Text).
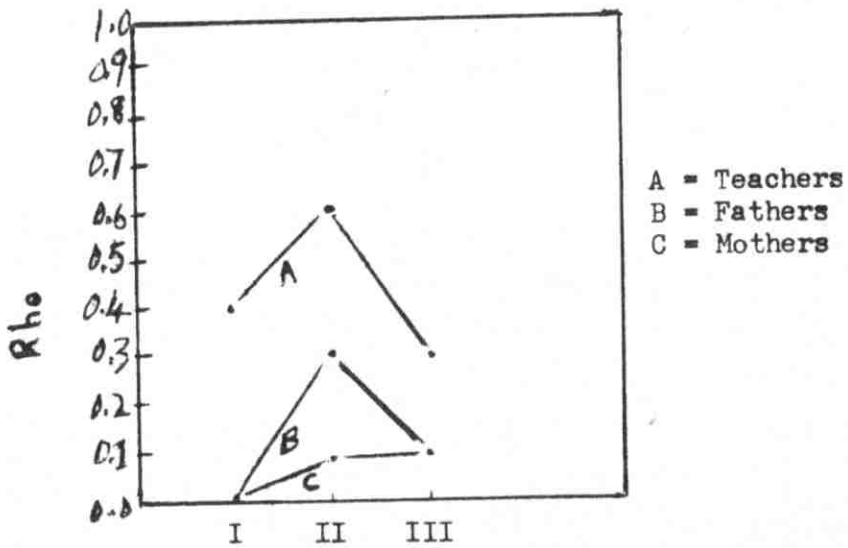
Fig. II. Rank-order correlation between the values of girl students (age-groups) and those of parents and teachers. (See Text).

parents for these three categories of children with the concept of parents' 'good' child of (a) elementary school children (9 - 12 years) (b) adolescent boys (13 - 19 years)and (c) adolescent girls (13 - 19 years).

The following table gives a summary of the first five most frequently chosen characteristics in students (Group I) and parents.

TABLE XXIV

FIRST FIVE VALUES IN EACH GROUP

Choices Made by Elem.School Children (9 - 12 Yrs)	Choices Made by Fathers	Choices Made by Mothers
1 Industrious	Clean and Tidy	Intelligent
2 Does work carefully	Intelligent	Obedient
3 Honest	Obedient	Clean and Tidy
4 Intelligent	Sociable	Kind
5 Polite	Honest	Sociable

As indicated above, out of the first five values children have correct estimation of fathers on two, namely, 'intelligent' and 'honest'; and of mothers concept on only one, 'intelligent.'

The following table gives a comparison of the concept of parents 'good' child and adolescent boys with parents' concept.

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TABLE XXV

COMPARISON OF THE FIRST FIVE VALUES OF ADOLESCENT BOYS
AND PARENTS

	Choices Made by Adolescent Boys	Choices Made by Fathers	Choices Made by Mothers
1	Industrious	Does work Carefully	Courageous & adventurous
2	Honest	Courageous & Advent.	Intelligent
3	Religious	Sociable	Industrious
4	Obedient	Polite	Religious
5	Clean and Tidy	Industrious) Intelligent) Religious)	Good at Games

As the above table indicates adolescent boys (13 - 19) have

perspective of fathers and mothers values on two out of first

five, namely, 'industrious' and 'religious'.

In the following table is given a summary of the values of

adolescent girls and parents.

TABLE XXVI

COMPARISON OF THE FIRST FIVE VALUES OF ADOLESCENT GIRLS
AND PARENTS

	Choices Made by Adolescent Girls	Choices Made by Fathers	Choices Made by Mothers
1	Religious	Religious	Religious
2	Intelligent	Intelligent	Quiet and Shy
3	Does work carefully	Good Looking	Clean and Tidy
4	Obedient	Industrious	Obedient
5	Honest		Kind

As the above table indicates girls have correct perspective of fathers values on two out of the first five, namely, 'religious' and 'intelligent', and of mothers values on two,'religious' and 'obedient'.

As to the choices of children and parents on the question of parents 'good' child, over the whole set of given values, the following results stand out.

The following tables give a summary of the rank-orders of each characteristic and the resultant correlations.

TABLE XXVII

SUMMARY OF THE RANK-ORDER OF CHOICES OF CHILDREN AND PARENTS ON THE
QUESTION OF PARENTS 'GOOD' CHILD

Young Child	Father	Mother	Ad.Boy	Father	Mother	Ad.Girl	Father	Mother
Rank	:Rank	Rank	Rank	Rank	Rank	Rank	Rank	Rank
1	12	12	12.5	14.5	16	13	14	12.5	14
2	10.5	4	5	13	5	13	8	9.5	8.5
3	17	9.5	12.5	10	8.5	6.5	15.5	12.5	16.5
4	2	6	10	7.5	1	15	3.5	7	13
5	8	14	4	7.5	8.5	8.5	7	9.5	5
6	10.5	9.5	15	12	12.5	5	11.5	17	16.5
7	13	15	17	14.5	14	17	15.5	4	11
8	15.5	16	16	11	12.5	10	17	14	11
9	5	7.5	7	9	5	8.5	6	7	6
10	3.5	5	9	2	10	13	5	11	8.5
11	1	7.5	11	1	5	3.5	9	4	11
12	3.5	2	1.5	6	5	2	2	2	7
13	9	3	1.5	4.5	16	6.5	3.5	15.5	4
14	6	12	7	3	5	3.5	1	1	1
15	15.5	12	7	16	2	1	11.5	15.5	15
16	14	17	14	17	16	11	13	4	2
17	7	1	3	4.5	11	16	10	7	3

TABLE XXVIII

RANK ORDER CORRELATIONS OF THE VALUES OF CHILDREN
AND PARENTS ON PARENTS' 'GOOD' CHILD

	Child-Father	Child-Mother
Q.I Elem.School 'Good' Child	Child-Father .58	Child-Mother .44
Q.II Ad. Boy (13-19 Yrs)	Ad. Boy-Father .28	Ad. Boy-Mother .18
Q.III Ad. Girl(13-19 Yrs)	Ad. Girl-Father .30	Ad. Girl-Mother .50

As given in the above table, of all the correlations only two
are statistically significant; between the values of elementary school
child and fathers, the obtained r = .58, which is significant at the 5
percent level with 15 degrees freedom; and between the concept parents'
'good' child of adolescent girls and the values of mothers the obtained
r = .50, which is also significant at the 5 percent level with 15
degrees of freedom. The rest of the correlations were found to be
insignificant.

The above results give sufficient evidence to the conclusion
that children in Karachi from the ages 9 to 19 do not have a proper
perspective of their parents values. However, with two exceptions,
namely, elementary school children (9 - 12 years) have a close perspec-
tive of the values of fathers, and second, adolescent girls (13-19 years)
have a correct perspective of the values of their mothers, since in both
cases the obtained correlations were statistically significant.

Hypothesis III

It is assumed that:

Students' values are to a large extent influenced by
their sex. In the sense that values of girls differ
from those of boys, for differences in the biological
and social needs of boys and girls tend to influence
their choice of values.

In order to test the above hypothesis, the choices made by
boys and girls of all age-groups in the total sample of students,
in answer to the question the the 'popular child' (Question I) were
compared with one another.

In analysing the choices in terms of their frequency, it was
found that the most valued characteristic among boys in the sample
is 'kind', with 12% of the total number of tallies, and the least
valued is 'quiet and shy' with 1%.

For the sample of girls of all age-groups, the most frequently
chosen characteristic is 'intelligent' with 13% of the total number of
tallies, and the least valued is again 'quiet and shy' with 1%.

A summary of the first five most valued characteristics in the
sample of boys and of girls is given in the following table.

TABLE XXIX

PERCENTAGES OF THE FIRST FIVE VALUES IN THE SAMPLE OF BOYS AND GIRLS

Boys		Girls	
Characteristics	%	Characteristics	%
Kind	12%	Intelligent	13%
Industrious	11%	Kind	12%
Honest	11%	Sense of Humour	8%
Intelligent	10%	Does Work Carefully	8%
Religious	7%	Religious	7%

As is shown in Table XXIX there is agreement between boys and girls on three out of the first five valued characteristics, namely, 'kind', 'intelligent' and 'religious'.

As to the attitude of boys and girls in the sample, of study towards the whole set of given values, we need to know the rank-orders obtained by each characteristics and the resultant correlations.

In the following table is given the rank-orders of each characteristic in the total sample of boys and girls.

TABLE XXX

SUMMARY OF THE RANK-ORDER OF THE CHOICE OF SOCIAL VALUES OF BOYS AND GIRLS

Characteristics	:	Boys : Rank	:	Girls Rank
1	:	12.5	:	3
2	:	10	:	7
3	:	14	:	14
4	:	12.5	:	6.5
5	:	1	:	2
6	:	8	:	15
7	:	11	:	8
8	:	16	:	12.5
9	:	7	:	4.5
10	:	2.5	:	9
11	:	2.5	:	12.5
12	:	4	:	1
13	:	15	:	16
14	:	5.5	:	6
15	:	9	:	10.5
16	:	17	:	17
17	::	5.5	:	10.5

As is evident from the above table, there is significant dis-
agreement between boys and girls on six out of the total of seventeen
characteristics, namely, No.(1) 'sense of humour', No.(4) 'does work
carefully', No.(6) 'good at games', No.(10) 'honest', No.(11) 'industrious'
and No.(17) 'clean and tidy'.

The application of Spearmans rho to the total set of characte-
ristics to the choices made by boys and girls, the obtained $r = .48$,
which is significant at the 5 percent level with 15 degrees of
freedom.

This shows that in the sample of boys and of girls irrespective
of age levels, there is significant agreement on their choice of values.
However, a different picture emerges as we compare boys and girls of
different age groups with one another.

The following tables give the rank-orders obtained by each
characteristic in the sample of boys and girls of the three age groups,
I, II, III; and the resultant correlations.

TABLE XXXI

SUMMARY OF THE RANK-ORDERS OF EACH GIVEN VALUES IN THE SAMPLE OF
BOYS AND OF GIRLS OF DIFFERENT AGE LEVELS

	Students Group I(9-12 Yrs)		Students Group II(13-15 Yrs)		Students Group III (16-19 Yrs)	
	Boys	Girls	Boys	Girls	Boys	Girls
	Rank	Rank	Rank	Rank	Rank	Rank
1	16	5.5	6.5	6.5	8.2	2
2	9.5	16	10.5	1.5	10.5	4.5
3	12.5	7	10.5	15	13	13
4	9.5	4	13.5	6.5	15	4.5
5	4	2	1	4.5	1	1
6	5	9.5	15	11.5	13	16.5
7	11	3	8	13	10.5	13
8	12.5	9.5	17	15	16	9.5
9	8	5.5	10.5	1.5	7	9.5
10.	3	12.5	2	9	2.5	9.5
11	2	12.5	3	8	2.5	13
12	1	1	4	3	5.5	6.5
13	15	14	13.5	15	8.5	15
14	6.5	9.5	10.5	4.5	4	3
15	14	16	6.5	10	5.5	6.5
16	17	16	16	17	17	16.5
17	6.5	9.5	5	11.5	13	9.5

TABLE XXXII

RANK-ORDER CORRELATION BETWEEN THE VALUES OF BOYS AND
GIRLS

Students of all Age Levels	Boys - Girls .48
Students of Group I (9-12 Years)	.30
Students of Group II (13 - 15 Years)	.40
Students of Group III (16 - 19 Years)	.40

As shown in Table XXXII the rank-order correlation coefficient between boys and girls of Group I (9-12 yrs.), on their choice of friends (Question I) is r = .30, which is not significant.

Between the choices of boys and girls of Group II (13-15 yrs.) the obtained correlation coefficient is r = .40, which is also not significant.

The correlation coefficient between boys and girls of Group III (16 - 19 Yrs.) is also r = .40, and hence not significant.

The above results thus indicate that taken as a whole there is significant agreement between the values of boys and girls. However, between boys and girls of different age groups there was shown to be no significant agreement. One explanation could be that living in the same cultural context, students, irrespective of sex, tend to hold

values upheld by their culture, but there is characteristic difference in their values at different age levels.

Hence the hypothesis that boys and girls differ in their choice of values is accepted.

Students' Self Concept

For further substantiation of hypothesis III, it was considered fruitful to compare the choice of values of boys and girls in connection with question 2, that is, their self concept, with the hope that the ways in which students view themselves in relation to the given characteristics or values, will throw some light on the concept of the similarity or differences in the values of students on the basis of sex.

In the following tables are given the rank-orders of each characteristic in the group of boys and of girls on question 2, their self concept and the resulting correlations.

TABLE XXXIII

SUMMARY OF THE RANK-ORDER OF CHOICE OF SOCIAL VALUES OF BOYS AND GIRLS
ON THE QUESTION OF 'SELF-CONCEPT'

	Students Group I (9 - 12 yrs)		Students Group II (13 - 15 yrs)		Students Group III (16 - 19 yrs)	
	Boys	Girls	Boys	Girls	Boys	Girls
	Rank	Rank	Rank	Rank	Rank	Rank
1	12	15	14	9	13.5	6
2	16	13	17	2	17	2
3	17	13	16	17	5	16
4	3	2.5	9	4	8.5	11
5	8	7	8	5	4	4.5
6	3	2.5	1.5	6.5	8.5	12.5
7	13	13	10.5	16	12	17
8	15	7	10.5	12	3	9.5
9	3	7	4	2	1	1
10	6.5	10	1.5	12	8.5	4.5
11	3	5	6.5	9	8.5	14.5
12	3	17	6.5	2	2	7.5
13	6.5	4	4	14.5	15.5	14.5
14	9.5	10	14	12	8.5	9.5
15	11	16	14	9	8.5	12.5
16	14	10	12	14.5	15.5	7.5
17	9.5	1	4	6.5	13.5	3

TABLE XXXIV

RANK-ORDER CORRELATIONS AMONG BOYS AND GIRLS ON THE
QUESTION OF SELF CONCEPT

		Boys-Girls
Students Group I (9-12 Yrs.)	:	.40
Students Group II (13-15 Yrs.)	:	.20
Students Group III (16-19 Yrs.)	:	.05

As given in Table XXXIV, in their self concept (9-12) boys and girls
of Group I have a correlation coefficient of r = .40, which though not
statistically significant has important implications, since with the
increase in age the correlations between the values of two sexes de-
creases, as we shall see now.

The correlation coefficient between boys and girls of Group II
in their self concept (Question 2) is r = .20, which is not significant.

As one moves to students Group III, the correlation coefficient
between the values of the two sexes is even less. The obtained r = .05,
which is also not significant.

The above results indicate that there is a trend in the direc-
tion of differences between the values of boys and girls with the increase
in age. It was also shown that there is a closer relationship between
the 'self concept' of boys and girls of Group I than between adolescents.

Hence the findings of this section substantiate our earlier
conclusion that there is characteristic differences between the values
of boys and girls.

Hypothesis IV

It is operationally hypothesized that:

Children's values change with their age.

In order to test the above hypothesis comparisons are made between the choices of children of different age levels between the ages of 9 and 19 years. Followed by the application of rank-order correlation method to find the degree of relationship between the choices of students' subgroups over the whole set of values.

Since it is assumed that the category, 'popular child', represents children's choice of values, comparisons are made between different subgroups in the children's sample on this one category.

In studying children's choices of values in terms of their frequency, it was found that the most valued characteristic in children Group I (both boys and girls inclusive) is 'intelligent' with 15% of the total tallies, and the least chosen is 'quiet and shy' with 1%.

In students Group II (both boys and girls inclusive) the most frequently chosen characteristic is 'kind' with 11% of the total tallies, and the least chosen is again 'quiet and shy' with 2%.

In Group III boys/girls the most valued characteristic is 'kind' with 17% of the total tallies, and the least valued is again 'quiet and shy' with .38%.

Table XXXV gives a summary of the first five most valued characteristics in students Groups I, II and III.

TABLE XXXV

PERCENTAGES OF THE FIRST FIVE VALUES IN THE STUDENTS
SUBGROUPS

Group I (9-12 Yrs.)		Group II (13-15 Yrs.)		Group III (16-19 Yrs.)	
Intelligent	(15%)	Kind	(11%)	Kind	(17%)
Kind	(10%)	Intelligent	(10%)	Religious	(9%)
Industrious	(8%)	Honest	(8%)	Honest	(8%)
Honest	(7%)	Industrious	(8%)	Sense of Humour	(7%)
Good at Games	(7%)	Sociable) Polite)	(8%)	Intelligent :Courageous & Adventurous))	(7%)

The above results indicate certain changes in the choice of values
with increase in age. However, there was a constancy of choice throughout
the students age groups on three out of the first five values, namely,
kindness, honesty and industriousness.

Change is manifest in the following ways:

Group I of boys and girls prefer 'good at games' in the first
five values. In Group II, boys and girls, the first four characteristics
remain constant except the fifth one, 'good at games', is replaced by
'polite'.

Adolescent boys and girls of Group III (16-19 years) differ with
students of other groups on two characteristics, 'religious', and 'cou-
rageous and adventurous', which are placed in the first five values in
their sample. Surprisingly, adolescents between 16-19 years chose
religiousness more frequently than children of younger age-groups.

As to the attitude of the three students groups towards the whole set of given values, the following results were obtained.

Table XXXVI gives the rank-orders of each characteristic in Group I, Group II and Group III of students respectively.

TABLE XXXVI

SUMMARY OF THE RANK-ORDER OF CHOICE OF SOCIAL VALUES OF STUDENTS SUB-GROUPS

Characteristics	Group I(9-12 Yrs) Rank	Group II(13-15) Rank	Group III(16-19) Rank
1	12	7	5
2	13.5	5.5	8
3	11	13.5	14.5
4	10	9	10
5	2	1	1
6	5	13.5	16
7	7.5	12	13
8	13.5	17	12
9	7.5	5.5	8
10	4	3	3
11	3	4	8
12	1	2	5
13	15.5	15	14.5
14	7.5	8	2
15	15.5	11	5
16	17	16	17
17	7.5	10	11

A summary of the obtained correlations based on the rank-orders (Table XXXVII) is given in the following table.

TABLE XXXVII

RANK-ORDER CORRELATION AMONG STUDENTS SUBGROUPS

Students Groups	:	Correlations
Group I and Group II	:	.70
Group I and Group III	:	-1.1
Group II and Group III	:	.81

As the above table shows, the correlation coefficent between the values of students of Group I (9-12 years) and those of Group II (13-15 years) the obtained r = .70, which is significant at the 5 percent level with 15 degrees of freedom.

Between the values of Group I and Group III (16-19 years) the correlation coefficient is r = -1.1, which is not significant.

The correlation coefficients between students of Group II and Group III is r = .81, which is significant at the 5 percent level with 15 degrees of freedom.

To the two significant correlations of .81 and .70, the z' transformation was applied.[1] The obtained z' value of 2.18 is significant at the 1% level. Hence, there is a significant difference in the two correlations. It could thus be gathered that there is closer agreement in the values of children of Group II (13-15) and Group III (16-19) than between students of Group I and Group II.

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[1] Allen E. Edwards, Experimental Design in Psychological Research (New York, Rinehart and Publishers Company, Inc.), 1953, pp. 131-132.

The above results give sufficient evidence to the conclusion that children's values change with age. However, this change in the choice of values is very gradual from one age-level to another.

Hence, the hypothesis that values are relative to age is accepted.

For further substantiation of Hypothesis IV, we shall now investigate one of the aspects of this change in values. For instance, to find whether younger children are more religiously bent than adolescents, as has been indicated by previous studies.

In their choice of friend, children of Group I and Group II chose characteristics 14, 'religious' less frequently than those of Group III.

Students Group I Boys/Girls between the ages 9-12 years did not choose 'religiousness' very frequently; in each case it got 7th and 10th rank respectively. Boys of Group II also did not choose 'religious' very frequently, the characteristic obtained rank 11th. However, girls of Group II value 'religiousness' considerably; in their sample it got 5th rank.

Strangely, boys and girls of Group III between the ages 16-19 years value 'religiousness' very high; in each case it obtained rank 3rd and 4th respectively.

In students question on 'self concept' characteristic 14, 'religious' is consistently very low in all the students subgroups.

In their conception of parents good child, children especially adolescents, chose 'religiousness' very frequently. The tallies were

in close agreement to that of parents.

In the students subgroups I Boys/Girls 'religiousness' obtained 6th rank; whereas in Group II of students Boys/Girls it got 7th rank. In students Group III Boys/Girls, it is the second most valued characteristic.

The above results indicate that younger children do not place 'religious' very high in their choice of values, yet with the coming of adolescence, 'religiousness' is desired even less. Group II of students 13-15 years turned out to be more of deviants than the two other students subgroups.

With the coming of late adolescence as indicated by the above results, there is more conformity to adult standards.

DISCUSSION

In this section the main features of the results of this study
shall be discussed in the light of the questions and hypotheses stated
in Chapter III.

The findings of the present research lend support to our conten-
tion about the relationship between the values of adults like parents
and teachers, and those of children. The data made available indicates
that social values tend to differ not only between children and adults
but amongst adults themselves. As no significant relationship was found
between parents and teachers on the whole set of given values, we could
infer that there is no significant agreement between adults on the
concept of the 'good' social behavior. For instance, in the sample of
parents the five most valued characteristics were 'religious', 'intelli-
gent', 'clean and tidy', 'obedient' and 'kind'. Whereas, in the sample
of teachers the most valued characteristics or values were found to be
'intelligent', 'polite', 'industrious', 'clean and tidy' and 'does
work carefully'.

The choice of the above mentioned values by parents and by
teachers throws light on the role of these adults in the life of the
child. Parents seem to be more concerned with values with a moral slat,
like religiousness and kindness, for example. On the other hand,
teachers, whose role primarily and particularly in the Pakistani society
is the intellectual development of the child, stressed on values per-

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taining to academic achievement and discipline, for example, 'intelligence' and 'industriousness'.

Another interesting finding concerning adult values is the disagreement between adults (between parents and teachers, and between fathers and mothers) on their values or standards for the adolescent boy. As the correlation coefficients between adult values for the adolescent boy were not significant, we could safely infer that adolescent boys in Karachi are more likely to face different models of behavior at home and at school.

In their standards for the young child and the adolescent girl, there is a significant agreement between adults. The correlation between the choice of values by parents and teachers in their standards for the elementary school child was found to be 0.60, which is significant at the 5 percent level. Similarly, a significant correlation of 0.70 was found between adult values for the adolescent girl. In comparing the values of parents themselves (fathers and mothers), similar results were found. The obtained correlation between the choice of values by parents (fathers vs. mothers) for the adolescent boy was not significant. On the other hand, the correlation between the values of parents for the young child was found to be 0.60, which is significant at the 5 percent level. In their choice of values for the adolescent girl the obtained correlation was 0.50, which is also significant.

The above results imply that the elementary school child and the adolescent girl are likely to face consistent standards of behavior

at home and at school.

The results on the whole have but partially substantiated our hypotheses, at the same time new information was gathered through the findings. As stated previously, hypotheses I and II were concerned with children's values in relation to those of adults. We expected to find closer agreement between the values of elementary school children from the ages 9 to 12 years with those of their parents than with those of their teachers, (Hypothesis I).

The results obtained show no significant agreement between the values of children with those of their parents. On the other hand, significant relationship (rho = 0.59) was found between the values of children (boys only) with those of teachers.

The above results lead to the rejection of Hypothesis I in favor of the conclusion that the influence of teachers on the values of children is pronounced even from the elementary school level. In view of this finding it is suggested that further research be directed towards the study of values held by teachers, as they play a significant role in determining and influencing children's values.

We had also expected to find greater agreement between the values of adolescents with those of their teachers than with those of their parents (Hypothesis II). This hypothesis was substantiated with one exception; adolescents from the age of 13 to 15 years (Group II of students) were found to be in significant agreement with their teachers in their choice of values, as both the groups of adolescent boys and adolescent girls had a correlation coefficient of 0.54 and 0.60, respectively, which are significant at the 5 percent level. On the other

hand the values of adolescents of Group III (16 - 19 years) were not in close agreement with those of their teachers. The correlations between parents and children of Group II and Group III were not significant. Adolescents from the ages 15 to 19 seemed to deviate from both parents and teachers. One possible explanation of this finding could be that, due to the rapid social change and increasing western influence in the Pakistani society today, greater gulf is created between the ideals and values of one generation and another, specially between adolescents and adults.

Since in testing both hypotheses I and II, no significant relationship was found between the values of parents and children, a further comparison was made between children's perception of the values of parents (Q. 3, parents' 'good' child) and the actual values as indicated by the choices of values by parents. The results obtained indicate that the disagreement between parents and children with respect to their concept of the 'good' child does not necessarily reflect a rejection by the children of parents' standards. It rather indicates a misconception or misunderstanding of parental expectations on the part of the children. As all the correlations obtained between children's conception of parents' values and parents' choice of values were non-significant with the exception of two. Between the elementary school children (9 - 12 yrs.) and fathers the obtained correlation 0.58, and between adolescent girls (13 - 19 yrs.) and mothers the correlation coefficient is 0.50. Both the correlations are significant at the 5 percent level.

The proper perspective of mother's values by adolescent girls
as found could be explained by the fact that in the Pakistani culture
girls, specially adolescent girls, are closer to their mothers than to
their fathers. No possible explanation could be found to the finding
of significant relationship between children's (9 - 12 yrs) perception
of parents' 'good child' with those of their fathers, although one would
expect closer agreement of children's values with mothers.

Our next area of interest (Hypothesis III) was to find whether
social values differ between boys and girls. We had started with an
assumption that values differ between the sexes. Hypothesis III was
also substantiated but with an exception. Boys and girls of all age
groups (from 9-19 years) when pooled on the basis of sex, showed
significant agreement in their pattern of values; a significant corre-
lation of 0.48 was obtained. However, taken separately, on the basis of
age groups boys and girls of Group I (9-12 yrs), of Group II (13 - 15
yrs.) and of Group III (16 - 19 yrs.) had no significant relationship
between their choice of values, as all the correlation coefficients
between them were statistically non-significant.

One explanation to the finding of the over-all agreement between
the values of boys and girls taken as a single group, could be that,
living in the same cultural context they tend to acquire values current
in their culture. On the other hand, when taken separately on the
basis of age groups as indicated, values were shown to differ between
boys and girls at different age level, this difference increasing with
increasing age. The difference in the choice of values between boys

and girls also reflect the differential standards of behavior that the society in general hold for the two sexes.

The above results imply that in the Pakistani culture today different standards of behavior are expected and held by boys and girls even from the early age of nine years.

Our next contention that values change with age (Hypothesis IV) was also substantiated by the results obtained, as the correlation coefficient between children of Group I (9 - 12 yrs.) and Group III (16 - 19 yrs.) was not significant. On the other hand, significant agreement was found between the values of Group II of students (13-15 yrs.) with Group I (9-12 yrs.) the correlation being 0.70 and between Group II and Group III (16-19 yrs.), rho = 0.81, both the correlations are statistically significant.

The above results thus support the view that values change with age, and that this change is very gradual. The finding of change in values with change in age level can be explained by the fact of differential social needs of adjustments of children at different age levels. The findings were thus in agreement with Werner's view that values are relative to age.

The results obtained also indicate that certain characteristics or values are more preferred by one group of students than another. For example children (boys/girls) from the ages of 9 to 12 years chose most frequently the following characteristics, namely, 'intelligent',

'kind', 'industrious, 'honest' and 'good at games'. On the other hand, adolescent boys and girls from 13 to 15 years chose most frequently the following: 'kind', 'intelligent', 'honest', 'industrious', 'sociable' and 'polite'. In the group of adolescents (boys/girls) from 16 to 19 years of age, the following values stand out as the most preferred, namely, 'kind', 'religious', 'honest', 'sense of humour', 'intelligent' and 'couragious and adventurous'.

The results thus indicate that adolescents from 16 to 19 years are more religously bent than children of younger age groups. This then is contrary to the previous findings.[3] That younger children tend to be more religious than older ones.

The following is a summary of the main findings of the present research.

(a) Social values of adults (parents and teachers) differ with one another.

(b) There is agreement between parents and teachers and between fathers and mothers on the 'good' social behavior of the young child and of the adolescent girl. On the other hand there is no significant relationship between adult values for the adolescent boy.

(c) There is no significant relationship between the values of children (9 - 12 yrs.) with those of parents, on the other hand between boys (9 - 12 yrs.) and teachers, there is significant agreement in their choice of values.

(d) Social values of adolescent boys and girls (13 - 15 yrs.) have a significant relationship with those of their teachers.

(e) Adolescent boys and girls (16 - 19 yrs.) hold values peculiar to their own generation.

(f) There is no agreement between the values of children, (Q.I popular child), what they actually prefer, and those of parents.

(g) That children on the whole, with the exception of elementary school children (9 - 12 yrs.), with fathers values, and adolescent girls (13-19 yrs.), with mothers values, do not have a proper perspective of the values of their parents.

(h) That there is a characteristic difference in the social values of boys and of girls.

(i) Values change with age level.

Implications in General

The findings of the present research illuminate an important aspect of the parent-child, teacher-student relationship as it exists in the Muslim community in Karachi today. The main focus of the study has been on the relationship between the standards of conduct or values of children and those of parents and teachers. The results may be of significant importance for the psychologists, social workers, for parents and for teachers.

The general trend discovered in the study shows the possible channels of conflict between children especially between adolescents and their parents and teachers. One such example of conflict being the questions of 'obedient' and 'quiet and shy', both of which are highly valued by parents and least valued by students.

Also, children's perception of the values of parents as represented in the category parents' 'good' child is not close to the actual values of parents. This may be attributed to two possible reasons, either a lack of understanding or misinterpretations of the standards of parents by children. This could be one reason of conflict between the present generation of adolescents with the older generation, that of parents and of teachers.

A great many conflicts can be averted at home and at school if there is a proper understanding, through more direct and uninhibited communication between children and parents, and between students and teachers.

The present authoritarian culture of Pakistan demands 'obedience' and 'respect' on the part of the children to their elders, parents and teachers in particular. In the process, however, the relationship between youngsters and elders in the society becomes tense distant and aloof. This paves the way for misunderstandings and conflicts of children particularly adolescents with their parents and teachers.

Much trouble will be spared if only parents and teachers have a proper perspective of the direction of their youngsters' strivings. If they could understand the emergent strivings of children and adolescents towards a more active and independent role as is indicated by the findings of the present study, they would be better 'guides' for the growing and developing personality of the child.

Implications for Education

In view of the above it is suggested that further research be directed towards the study of children's concept of the values of teachers as well. This in a way would give a more comprehensive picture of the relationship between children's values and those of adults.

The findings of the present study bear important implications for the educators. It gives evidence to the fact that teachers do play a significant role in influencing the values of children and adolescents. Consciously or unconsciously teachers play a vital role in shaping children's values; hence they are next only to parents as transmitters of the cultural heritage to the younger generation. In fact with the coming of adolescence, during the years 13 to 15 years, there was shown to be a very significant relationship between the values of children with those of their teachers.

Teachers and parents should be more conscious of the values or standards of behavior that they hold for their students and children. If they are too 'rigid' and demanding,conflicts would ensue. Thus for a better social atmosphere at home and in school and for a more uninhibited development of a child's personality the cooperation of parents and teachers is essential. Since the goals of education have expanded to include the full development of a child one very important aspect, the aspect of values cannot be ignored.

Modern education which is responsible for the full development of an individual's potentialities cannot ignore one of the most important factors that influence conduct, the values or standards of behavior which a child initially learns at home and at school.

QUESTIONNAIRE FOR STUDENTS

Name_____, Date of Birth_____, Sex_____,

School_____, Class_____, Profession of Father_____,

Profession of Mother_____, Religion (sect)_____.

Please read the following and answer the given questions:

1. Samir (or Samira) has a sense of humour.
2. Shakeel (or Shakeela) is sociable.
3. Munir (or Munira) can be a leader.
4. Naim (or Naima) does work carefully.
5. Ameen (or Ameena) is kind and does not hurt feelings of others.
6. Salim (or Salima) is good at games.
7. Khalid (or Khalida) is good looking.
8. Jamil (or Jamila) is generous.
9. Zahid (or Zahida) is polite.
10. Farid (or Farida) neither lies nor cheats.
11. Rafiq (or Rafiqa) is industrious and studies hard.
12. Shahid (or Shahida) is intelligent.
13. Rehan (or Rehana) obeys and does all that is asked of him/her.
14. Rasheed (or Rasheeda) is religious.
15. Suhail (or Suhaila) is couragious and adventurous.
16. Sajid (or Sajida) is quiet and shy.
17. Waseem (or Waseema) is always clean and tidy.

    (Also mention any other characteristics which you would like to
    add and number them, i.e., 18 onwards.)

18.

Q.1. If you know nothing else about the above children except what is
     mentioned here about them, whom would you choose for your friend?
     In the first place_____, In the second place_____,
     In the third place_____.

Q.2. Which of the above mentioned children resemble you most?
     In the first place_____, In the second place_____,
     In the third place_____.

Q.3. Choose five of the above mentioned 17 children whom you think your parents like you to resemble and place them according to your parents' preference:

1._____, 2._____, 3._____, 4._____, 5._____.

APPENDIX B

QUESTIONNAIRE FOR THE TEACHERS

Name of the School_____, Age_____, Sex_____,

Religion (sect)_____, Educational Qualifications_____.

Please read the following and answer the given questions:

1. Samir (or Samira) has a sense of humour.
2. Shakeel (or Shakeela) is sociable.
3. Munir (or Munira) can be a leader.
4. Naim (or Naima) does work carefully.
5. Ameen (or Ameena) is kind and does not hurt the feelings of others.
6. Salim (or Salima) is good at games.
7. Khalid (or Khalida) is good looking.
8. Jamil (or Jamila) is generous.
9. Zahid (or Zahida) is polite.
10. Farid (or Farida) neither lies nor cheats.
11. Rafiq (or Rafiqa) is industrious and studies hard.
12. Shahid (or Shahida) is intelligent.
13. Rehan (or Rehana) obeys and does all that is asked of him/her.
14. Rasheed (or Rasheeda) is religious.
15. Suhail (or Suhaila) is couragious and adventurous.
16. Sajid (or Sajida) is quiet and shy.
17. Waseem (or Waseema) is always clean and tidy.

   (Also mention any other characteristics which you would like to add
   and number them, i.e., 18 onwards).

18.

Elementary School

Q.1. Which of the mentioned children would you want your elementary
school pupils to be like? List them in order of preference:
First_____, Second_____, Third_____, Fourth_____, Fifth_____.

Secondary School

Q.2. Which of the mentioned boys would you want your secondary school
boy-students to be like? List them in order of preference:
First_____, Second_____, Third_____, Fourth_____, Fifth_____.

Q.3. Which of the mentioned girls would you want your secondary school
girl-students to be like? List them in order of preference:
First_____, Second_____, Third_____, Fourth_____, Fifth_____.

APPENDIX C

QUESTIONNAIRE FOR THE PARENTS

Age _____, Sex_____, Religion_____, Education: (i) elementary___

(ii) secondary_____, (iii) college or university _____, Number of

children you have_____, Street or Mohalla you live in _____.

Please read the following and answer the given questions:

1. Samir (or Samira) has a sense of humour.
2. Shakeel (or Shakeela) is sociable.
3. Munir (or Munira) can be a leader.
4. Naim (or Naima) does work carefully.
5. Ameen (or Ameena) is kind and does not hurt feelings of others.
6. Salim (or Salima) is good at games.
7. Khalid (or Khalida) is good at looking.
8. Jamil (or Jamila) is generous.
9. Zahid (or Zahida) is polite.
10. Farid (or Farida) neither lies nor cheats.
11. Rafiq (or Rafiqa) is industrious and studies hard.
12. Shahid (or Shahida) is intelligent.
13. Rehan (or Rehana) obeys and does all that is asked of him/her.
14. Rasheed (or Rasheeda) is religious.
15. Suhail (or Suhaila) is couragious and adventurous.
16. Sajid (or Sajida) is quiet and shy.
17. Waseem (or Waseema) is always clean and tidy.
    (Also mention any other characteristics which you would like to
    add and number them, i.e., 18 onwards.
18.

Elementary School

Q.1. Which of the mentioned children would you like your child (age 7
     to 12 yrs.) resemble in the first place_____, in the second
     place_____, in the third place_____.

Secondary School

Q.2. Which of the mentioned boys would you want your adolescent son to
     be like? List them in order of preference:
     First_____, Second_____, Third_____, Fourth_____, Fifth_____.

Q.3. Which of the above mentioned girls would you want your adolescent
     daughter to be like? List them in order of preference:
     First_____, Second_____, Third_____, Fourth_____, Fifth_____.

والدہ کیلئے سوالنامہ

عُمر   جنس   مذ ہب

تعلیم ابتدائی   ثانوی   کالج   یونیورسٹی

اب بہون کی تعداد   آپ کا پورا پتہ

براہ کرم مندرجہ ذیل اوصاف کوبرہئر اور دئر ہوئر سوالات کر جواب دیجئر

۱ ۔ سمیر (یا سمیرا) خوش مذاق ہے

۲ ۔ شکیل (یا شکیلہ) ملنسار رہے

۳ ۔ منیر (یا منیرا) ایکھ لیدر بن سکتا ہے

۴ ۔ نعیم (یا نعیمہ) کام مین بہت مخطاط ہے

۵ ۔ امین (یا امینہ) رحم دل ہر اور وہ کس کر جذبات کوٹھیس نہین لگاتا

۶ ۔ سلیم (یا سلیمہ) اجھا کھلاری ہے

۷ ۔ خالد (یا خالدہ) خوبصورت ہے

۸ ۔ جمیل (یا جمیلہ) فیاض ہے

۹ ۔ زاہد (یا زاہدہ) خوش خلق ہے

۱۰ ۔ فرید (یا فریدہ) نہ جھوٹ بولتا ہے نہ دھوکا دیتا ہے

۱۱ ۔ رفیق (یا رفیقہ) ہنر مند ہے اور برھائی مین محنت کرتا ہے

۱۲ ۔ شاہد (یا شاہدہ) ذہین ہے

۱۳ ۔ ریحان (یا ریحانہ) فرمانبردار ہے اور جوکجدہ اس سر کہا جائر وہ کرتا ہے

۱۴ ۔ راشد (یا رشیدہ) مذہبی ہے

۱۵ ۔ سہیل (یا سہیلیہ) بہادر اور دلیر ہے

۱۶ ۔ ساجد (یا ساجدہ) خاموش اور شرمیا ہے

۱۷ ۔ وسیم (یا وسیمہ) ہمیشہ یا اور صاف وہنا ہے

(اثر آپ کجھہ اور صفات بیان کرنا جاہتر ہون توکر نمبر لگا کر لکھر

ابتـــدائي اسکول

سوال نمبر ۱   مذکوره صفات بجون مین سراب ابنر   سر ۱۲ سال کر بجور مین کون
سر صفات د یکھنا پسند کرینکی نمبر وار لکھئر .

اول   د وم   ســوم

ثانوی اسکول

سوال نمبر ۲   مذکوره صفات لرکون مین سر اب ابنر نوجوان لرکون مین کون سی
صفات د یکھنا پسند کرنکی ــ ابنی پسند کر مطابق نمبر وار لکھئیر .

اول   د وم

ســوم   جهــارم   پنجم

سوال نمبر ۳   اوبربیان کرد ه لرکیون مین سر آب ابنی نوجوار لرکیون مین کون سی صفات
د یکھنا پسند کرتی ہین ــ نمبر وار لکھئر .

اول د وم   ســوم   جهــارم   نبجــــم

COPY OF THE LETTER TO THE INTERVIEWERS

Dear----------,

As a graduate student in the Department of Education at the American University of Beirut, I am conducting a study on values held by students, teachers and parents in the Muslim community in Karachi, Pakistan.

I would be very grateful if you would cooperate and help me in this research work. I am sending by post 600 copies of the questionnaires to be distributed to students and teachers in the following schools:

1. The P.E.C.H.S. School, Karachi.
2. Q. School, Karachi.
3. Mama Parsi Girls Secondary School, Karachi.
4. Aisha Bawany Boys School, Karachi.
5. Marie Colaco, Boys School, Karachi.
6. St. Lawrence's School, Karachi.
7. A.P.W.A. Golimar Girls School, Karachi.
8. Public School, Karachi.
9. Maqbool-e-Aam, School, Karachi.
10. St. Patrics School, Karachi.

The questionnaires for the parents should be distributed to mothers of school going children in Karachi. They may or may not be the parents of the students in our study. There are three types of questionnaires which have been prepared for the study: (i) for teachers, (ii) for students, (iii) for parents.

The following will be the sample for the study:

(a) 100 teachers.
(b) 200 students from elementary schools (both sexes)
(c) 200 students from secondary schools (" ")
(d) 100 parents.

Teachers and parents may be given the questionnaires to fill in themselves at home after being shown the purpose of the study and the procedure of giving the required information and answers. The students may be asked to fill in the questionaires in the schools and in one session.

I shall be very grateful to you if you could do this and despatch the questionnaires duly filled at the earliest possible date.

Thank you.

Sincerely,

(Hamida Mahmood)

P.O.B. No. 236/1156, A.U.B., Beirut, Lebanon

APPENDIX E

CHART SHOWING RAW SCORES

OR NUMBER OF TALLIES OF GOOD CHILD, PARENTS, TEAHERS, & PERCENTAGE OF TALLIES

CHARACTERISTICS	TEACHERS N1=70 T.T	PARENTS N1=120 T.T	TEACHERS N1=70 %	PARENTS N1=120 %	TEACHERS N1=70 RANK	PARENTS N1=120 RANK
Has sense of humor	25	36	3.96	3.33	12	14.5
Is Sociable	44	65	6.98	6.61	7.5	6
Can be a leader	26	42	4.12	3.88	14	13
Does work carefully	46	60	7.30	5.55	5	11
Is kind	45	74	7.14	6.85	6	5
Good at games	30	33	4.76	3.05	10	16
Good looking	24	26	3.80	2.40	13	17
Generous	20	36	3.17	3.33	15	14.5
Polite	53	70	8.41	6.48	2	7.5
Honest	44	57	6.98	5.27	7.5	12
Industrious	49	68	7.77	6.29	3.5	9
Intelligents	79	101	12.53	9.35	1	2
Obedient	41	81	6.50	7.50	9	4
Religious	22	113	3.49	10.46	14	1
Courages & Advent.	18	65	2.85	6.01	16	10
Quite & shy	15	70	2.38	6.48	17	7.5
Clean & Tidy	49	83	7.77	7.68	3.5	3.5
Total No. of Tallies	630	1080	App. 100	App. 100		

CHART SHOWING RAW SCORES

OR NUMBER OF TALLIES OF GOOD CHILD, PARENTS, TEAHERS, & PERCENTAGE OF TALLIES

CHARACTERISTICS	TEACHERS N1=70 T.T	PARENTS N1=120 T.T	TEACHERS N1=70 %	PARENTS N1=120 %	TEACHERS N1=70 RANK	PARENTS N1=120 RANK
Has sense of humor	25	36	3.96	3.33	12	14.5
Is Sociable	44	65	6.98	6.61	7.5	6
Can be a leader	26	42	4.12	3.88	14	13
Does work carefully	46	60	7.30	5.55	5	11
Is kind	45	74	7.14	6.85	6	5
Good at games	30	33	4.76	3.05	10	16
Good looking	24	26	3.80	2.40	13	17
Generous	20	36	3.17	3.33	15	14.5
Polite	53	70	8.41	6.48	2	7.5
Honest	44	57	6.98	5.27	7.5	12
Industrious	49	68	7.77	6.29	3.5	9
Intelligents	79	101	12.53	9.35	1	2
Obedient	41	81	6.50	7.50	9	4
Religious	22	113	3.49	10.46	14	1
Courages & Advent.	18	65	2.85	6.01	16	10
Quite & shy	15	70	2.38	6.48	17	7.5
Clean & Tidy	49	83	7.77	7.68	3.5	3.5
Total No. of Tallies	630	1080	App. 100	App. 100		

CHART SHOWING RAW SCORES & TALLIES OBTAINED & RANK ORDER BY PARENTS & TEACHERS

CHARACTERISTICS	FATHERS CHOICE						MOTHERS CHOICE						MALE						FEMALE					
	El.Sch.Chi. N1=33		Ad. Boy N1=33		Ad. Girl N1=33		El.Sch.Chil N1=87		Ad. Boy N1=87		Ad. Girl N1=87		El.Sch.Pup. N1=20		Se.Sch.Boy N1=20		Se.Sch.Girl N1=20		El.Sch.Pup N1=50		Se.Sch.Boy N1=50		Se.Sch.Girl N1=50	
	T	R	T	R	T	R	T	R	T	R	T	R	T	R	T	R	T	R	T	R	T	R	T	R
Has sense of humor	4	12	1	16	3	12.5	11	12.5	11	13	6	14	1	15	3	9.5	1	13.5	4	13	9	8.5	7	11
Is Sociable	9	4	8	5	6	9.5	19	5	11	13	12	8.5	2	10.5	6	3.5	4	7.5	5	11	16	2	11	5.5
Can be a leader	5	9.5	7	8.5	3	12.5	11	12.5	16	6.5	0	16.5	1	15	5	5.5	0	15	3	15.5	10	7	7	11
Does work carefully	7	6	14	1	7	7	14	10	9	15	9	13	3	7	3	9.5	4	8.8	17	2	9	8.5	10	17
Is kind	3	14	7	8.5	6	9.5	20	4	15	8.5	23	5	1	15	2	13	5	4	14	3	8	10	15	3
Good at games	5	9.5	3	12.5	0	17	8	15	17	5	0	16.5	4	6	4	7	0	16	10	8.5	5	13.5	7	11
Is good looking	2	15	2	14	8	4	4	17	0	17	10	11	2	10.5	0	16	1	13.5	10	8.5	5	13.5	6	13
Generous	1	16	3	12.5	2	14	6	16	14	10	10	11	2	10.5	0	16	2	12	8	10	5	13.5	3	15
Polite	6	7.5	8	5	7	7	17	7	15	8.5	17	6	2	10.5	3	9.5	8	2	12	5.5	12	3.5	16	2
Honest	8	5	6	10	4	11	16	9	11	13	12	8.5	5	5	2	13	4	8.8	13	4	11	5.5	9	8.5
Industrious	6	7.5	8	5	8	4	13	11	23	3.5	10	11	9	1.5	8	1.5	3	11	4	13	12	3.5	13	4
Intelligents	11	2	8	16.5	11	2	28	1.5	29	2	14	7	7	4	8	1.5	8	2	19	1	18	1	19	1
Obedients	10	3	1	16	1	15.5	28	1.5	16	6.5	25	4	8	3	2	13	4	8.8	12	5.5	4	16	11	5.5
Religious	4	12	8	5	17	1	17	7	23	3.5	44	1	2	10.5	3	9.5	8	2	3	15.5	3	17	3	15
Courageous	4	12	9	16.2	1	15.5	17	7	31	1	3	15	0	17	6	3.5	0	17	4	13	7	11	1	17
Quite & shy	0	17	1	16	8	4	10	14	13	11	38	2	2	10.5	0	16	4	8.8	1	17	5	13.5	3	15
Clean & tidy	14	1	5	11	7	7	22	3	7	16	28	3	9	1.5	5	5.5	4	8.8	11	7	11	5.5	9	8.5
Total No. of Tallies	99	XX	99		99		261		261		261		60		60		60		150		150		150	

CHARACTERISTICS	PARENTS						TEACHERS					
	FATHERS			MOTHERS			MALE			FEMALE		
	El.Sch.Child %	Ad. Boy %	Ad. Girl %	El.Sch.Child %	Ad. Boy %	Ad. Girls %	El.Sch.Pupil %	Sec.Sch. Boy %	Sec.Sch.Girl %	El.Sch.Pup. %	Sec.Sch.Boy %	Sec.Sch.Girl %
Sense of humor	4.04	1.09	3.03	4.21	4.21	2.29	1.66	5.00	1.66	2.66	6.00	4.66
Sociable	9.09	8.08	6.06	7.27	4.21	4.59	3.33	10.00	6.66	3.33	10.66	7.33
Can be a leader	5.05	7.07	3.03	4.21	6.13	0	1.66	8.33	0	2.00	6.66	4.66
Works carefully	7.07	14.14	7.07	5.36	3.44	3.44	5.00	5.00	6.66	11.33	6.00	6.66
Is kind	3.03	7.07	6.06	7.66	5.74	8.81	1.66	3.33	8.33	9.33	5.33	10.00
Good at games	5.05	3.03	0	3.06	6.51	0	6.66	6.66	0	6.66	3.33	4.66
Good looking	2.02	2.02	8.08	1.53	0	3.83	3.33	0	1.66	6.66	3.33	4.00
Generous	1.09	3.03	2.02	2.29	5.36	3.83	3.33	0	3.33	5.33	3.33	2.00
Polite	6.06	8.08	7.07	6.51	5.74	6.51	3.33	5.00	13.33	8.00	8.00	10.66
Honest	8.08	6.06	4.04	6.13	4.21	4.59	8.33	3.33	6.66	8.66	7.33	6.00
Industrious	6.06	8.08	8.08	4.98	8.81	3.83	15.00	13.33	5.00	2.66	8.00	8.66
Intelligent	11.11	8.08	11.11	10.72	11.11	5.36	11.66	13.33	13.33	12.66	12.00	12.66
Obedient	10.10	1.09	1.01	10.72	6.13	9.57	13.33	3.33	6.66	8.00	2.66	7.33
Religious	4.04	8.08	17.7	6.51	8.81	16.85	3.33	5.00	13.33	2.00	2.00	2.00
Courages	4.04	9.09	1.01	6.51	11.87	1.14	0	10.00	0	2.66	4.66	0.66
Quite & shy	0	1.09	8.08	3.83	4.98	14.55	3.33	0	6.66	0.66	3.33	2.00
Clean and tidy	14.14	5.05	7.07	8.42	2.68	10.72	15.00	8.33	6.66	7.33	7.33	6.00
Total of Percentage	Approx. 100 of each											

CHART SHOWING RAW SCORES OR TALLIES OBTAINED & RANK ORDER

CHARACTERISTICS	POPULAR CHILD GROUP I BOYS T	R	GROUP I GIRLS T	R	GROUP II BOYS T	R	GROUP II GIRLS T	R	GROUP III BOYS T	R	GROUP III GIRLS T	R	SELF CONCEPT GROUP I BOYS T	R	GROUP I GIRLS T	R	GROUP II BOYS T	R	GROUP II GIRLS T	R	GROUP III BOYS T	R	GROUP III GIRLS T	R	GOOD CHILD GROUP I BOYS T	R	GROUP I GIRLS T	R	GROUP II BOYS T	R	GROUP II GIRLS T	R	GROUP III BOYS T	R	GROUP III GIRLS T	R
N1	N1=74		N1=49		N1=48		N1=52		N1=40		N1=46		N1=74		N1=49		N1=48		N1=52		N1=40		N1=46		N1=74		N1=49		N1=48		N1=52		N1=40		N1=46	
Sense of humor	5	16	10	5.5	8	6.5	14	6.5	6	8.5	13	2	10	12	5	15	5	14	9	9	5	13.5	11	6	4	16.5	11	5	1	16	3	14	3	14	3	14
Sociable	11	9.5	3	16	6	10.5	18	1.5	5	10.5	11	4.5	2	16	6	13	3	17	15	2	3	17	15	2	9	11	10	7.5	3	13	12	7	4	13	11	6
Leader	8	12.5	8	7	6	10.5	3	15	4	13	4	13	1	17	6	13	4	16	1	17	8	5	2	16	4	16.5	1	17	9	8	2	16.5	5	12	3	14
Works carefully	11	9.5	11	4	5	13.5	14	6.5	3	15	11	4.5	19	3	14	2.5	8	9	12	4	7	8.5	6	11	22	3	11	5	11	6.5	18	1.5	6	9.5	13	5
Kind	19	4	17	2	19	1	15	4.5	21	1	23	1	16	8	8	7	10	8	11	5	9	4	12	4.5	13	7.5	10	7.5	11	6.5	15	4.5	6	9.5	7	10
Good at games	18	5	6	9.5	4	15	5	11.5	4	13	1	16.5	19	3	14	2.5	13	1.5	10	6.5	7	8.5	5	12.5	13	7.5	6	12.5	3	13	4	12	4	11.5		
Good Looking	9	11	14	3	7	8	4	13	5	10.5	4	13	8	13	6	13	7	10.5	2	16	6	12	1	17	7	13.5	6	12.5	3	13	3	14	1	16.5	2	16
Generous	8	12.5	6	9.5	0	17	3	15	2	16	8	9.5	5	15	8	7	7	10.5	8	12	10	3	7	9.5	7	13.5	4	15	5	11	2	16.5	6	9.5	1	17
Polite	13	8	10	5.5	6	10.5	18	1.5	8	7	8	9.5	19	3	8	7	12	4	15	2	13	1	17	1	12	9	19	1	7	10	13	6	9	7	10	7.5
Honest	22	3	5	12.5	18	2	7	9	12	2.5	8	9.5	17	6.5	7	10	13	1.5	8	12	7	8.5	12	4.5	24	2	8	10	17	2	10	8.5	12	3	14	4
Industrious	23	2	5	12.5	17	3	8	8	12	2.5	4	13	19	3	11	5	11	6.5	9	9	7	8.5	4	14.5	29	1	6	12.5	23	1	9	10	10	6	10	7.5
Intelligents	24	1	30	1	14	4	16	3	9	5.5	10	6.5	19	3	3	17	11	6.5	15	2	11	2	8	7.5	18	5	14	2	8	9	17	2	11	4.5	15	2.5
Obedients	6	15	4	14	5	13.5	3	15	6	8.5	2	15	17	6.5	13	4	12	4	7	14.5	4	15.5	4	14.5	11	10	9	9	15	3	15	4.5	11	4.5	16	1
Religious	17	6.5	6	9.5	6	10.5	15	4.5	10	4	12	3	15	9.5	7	11	5	14	8	12	7	8.5	7	9.5	19	4	11	5	14	4	18	1.5	14	1.5	15	2.5
Courages	7	14	3	16	8	6.5	6	10	9	5.5	10	6.5	14	11	4	16	5	14	9	9	7	8.5	5	12.5	8	12	3	16	1	16	5	11	2	15	3	14
Quite & shy	4	17	3	16	3	16	2	17	0	17	1	16.5	7	14	7	10	6	12	7	14.5	4	15.5	8	7.5	6	15	6	12.5	1	16	3	14	1	16.5	4	11.5
Clean & tidy	17	6.5	6	9.5	12	5	5	11.5	4	13	8	9.5	15	9.5	20	1	12	4	10	6.5	5	13.5	14	3	16	6	12	3	12	5	10	8.5	14	1.5	8	9
Total No. of Tallies.	222		147		144		156		120		138		222		147		144		156		120		138		222		147		144		156		120		138	

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CHART SHOWING PERCENTAGES OF TALLIES OF SUB-GROUPS IN THE STUDENTS SAMPLE

CHARACTERISTICS	POPULAR CHILD Group I Boys N1=74 %	Group I Girls N1=40 %	Group II Boys N1=48 %	Group II Girls N1=52 %	Group III Boys N1=40 %	Group III Girls N1=46 %	SELF CONCEPT Group I Boys N1=74 %	Group I Girls N1=40 %	Group II Boys N1=48 %	Group II Girls N1=52 %	Group III Boys N1=40 %	Group III Girls N1=46 %	GOOD CHILD Group I Boys N1=74 %	Group I Girls N1=40 %	Group II Boys N1=48 %	Group II Girls N1=52 %	Group III Boys N1=40 %	Group III Girls N1=46 %
Has sense of humor	2.252	6.80	5.55	=8.97	5.00	9.42	4.50	3.40	3.47	5.76	4.16	7.97	1.80	7.48	0.69	1.92	2.50	2.17
Is sociable	4.95	2.04	4.16	11.53	4.16	7.97	.90	4.08	2.08	9.61	2.50	10.86	4.05	6.80	2.08	7.69	3.33	7.97
Can be a leader	3.60	5.44	4.16	1.92	3.33	2.89	.45	4.08	2.77	0.64	6.66	1.44	1.80	0.68	6.25	1.28	4.16	2.17
Does work carefully	4.95	7.48	3.47	8.96	2.50	7.97	8.55	9.52	5.55	7.69	5.83	4.34	9.90	7.48	7.63	11.53	5.00	9.42
Is kind	8.55	11.56	13.19	9.61	17.50	16.66	7.20	5.44	6.94	7.05	7.50	8.69	5.85	6.80	7.63	9.61	5.00	5.07
Good at games	8.10	4.08	2.77	3.20	3.33	0.72	8.55	9.52	9.02	6.41	5.83	3.62	5.85	4.08	2.08	2.56	5.00	2.89
Is good looking	4.05	9.52	4.86	2.56	4.16	2.89	3.60	4.08	4.86	1.28	5.00	0.72	3.15	4.08	2.08	1.92	0.83	1.44
Is generous	3.60	4.08	0	1.92	1.66	5.79	2.25	5.44	4.86	5.12	8.33	5.07	3.15	2.72	3.47	1.28	5.00	0.72
Is polite	5.85	6.80	4.16	11.33	6.66	5.79	8.55	5.44	8.33	9.61	10.83	12.31	5.40	12.92	4.86	8.33	7.50	7.24
Is honest	9.90	3.40	12.50	4.48	10.00	5.79	7.65	4.76	9.02	5.12	5.83	8.69	10.81	5.44	11.80	6.41	10.00	10.14
Industrious	10.36	3.40	11.80	5.12	10.00	2.89	8.55	7.48	7.63	5.76	5.83	2.89	13.06	4.08	15.97	5.76	8.33	7.24
Intelligents	10.81	20.40	9.72	10.25	7.50	7.24	8.55	2.04	7.63	9.61	9.16	5.79	8.10	9.52	5.55	10.89	9.16	10.86
Obedient	2.70	2.72	3.47	1.92	5.00	1.44	7.65	8.84	8.33	4.48	3.33	2.89	4.95	6.12	10.41	9.61	9.16	11.59
Religious	7.65	4.08	4.16	9.61	8.33	8.69	6.75	4.76	3.47	5.12	5.83	5.07	8.55	7.48	9.72	11.53	11.66	10.86
Courageous	3.15	2.04	5.55	3.84	7.50	7.24	6.30	2.72	3.47	5.76	5.83	3.62	3.60	2.04	0.69	3.20	1.66	2.17
Quite & shy	1.80	2.04	2.08	1.28	0.72	0.72	3.15	4.76	4.16	4.48	3.33	5.79	2.70	4.08	0.69	1.92	0.83	2.89
Clean & tidy	7.65	4.08	8.33	3.20	3.33	5.79	6.75	13.60	8.33	6.41	4.16	10.14	7.20	8.16	8.33	6.01	11.66	5.79

Total of Percentage   Approx. 100 for each

Group I   Age 9 - 12   years
Group II   Age 13- 15   years
Group III   Age 16- 19   years

CORRELATION BETWEEN TEACHERS GOOD CHILD & STUDENTS POPULAR CHILD

	GROUP I	P	GROUP II	P	GROUP III	P
BOY STUDENTS	Teachers Concept/Boys 9 - 12 years	.59	Teachers Concept/Boys 13-15years	.54	Teachers Concept/Boys 16 - 19 years	.33
GIRLS STUDENTS	Teachers Concept/Girls 9 - 12 years	.40	Teachers Concept/Girls 13-15 yr.	.60	Teachers Concept/Girls 16-19 years	.29

CORRELATION BETWEEN PARENTS GOOD CHILD & CHILDRENS POPULAR CHILD

	GROUP I	P	GROUP II	P	GROUP III	P
FATHERS	Fathers Concept/Boys 9-12 years	.40	Fathers Concept/Boys 13-15 yr.	.20	Fathers Concept/Boys 16 - 19 years	.30
	Fathers Concept/Girls 9-12 years	.00	Fathers Concept/Girls 13-15 yr.	.30	Fathers Concept/Girls 16 - 19 years	.10
MOTHERS	Mothers Concept/Boys 9 - 12 years	.30	Mothers Concept/Boys 13 - 15 yr.	.07	Mothers Concept/Boys 16 -,19 years	.40
	Mothers Concept/Girls 9-12 years	.00	Mothers Concept/Girls 13 - 15 yr.	.10	Mothers Concept/Girls 16 - 19 years	.10

P = rho, the rank order correlation coefficient

CORRELATIONS OF STUDENT SUBGROUPS

	POPULAR CHILD	P	SELF CONCEPT	P	PARENT'S GOOD CHILD	P
Correlation on the basis of age — Correlation within age groups	Male Students		Male Students		Male Students	
	Between Group I and Group II	.50	Between Group I and Group II	.70	Between Group I and Group II	.70
	" Group I and Group III	.50	" group I and Group III	.30	" Group I and Group III	.70
	" Group II and Group III	.70	" Group II and Group III	.20	" Group II and Group III	.80
	Female Students		Female Students		Female Students	
	Between Group I and Group II	.30	Between Group I and Group II	.10	Between Group I and Group II	.70
	" Group I and Group III	.60	Ψ Group I and Group III	.10	" Group I and Group III	.40
	" Group II and Group III	.71	" Group II and Group III	.50	" Group II and Group III	.85
Correlation on the basis of sex — Corre. with. Group I	Group (I) Between Male - Female - Subjects	.30	Group (I) Between Male - Female - Subjects	.40	Group (I) Between Male - Female - Subjects	.40
Corre. with. Group II	Group (II) Between Male - Female - Subjects	.40	Group (II) Between Male - Female - Subjects	.20	Group (II) Between Male - Female - Subjects	.50
Corre. with. Group III	Group (III) Between Male - Female - Subjects	.40	Group (III) Between Male - Female - Subjects	.05	Group (III) Between Male - Female - Subjects	.70

` P = rho, the rank order correlation coefficient

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