

## **CHAPTER – II**

### **REVIEW OF RELATED LITERATURE**

#### **2.0 INTRODUCTION**

Human knowledge has three phases: Preservation, Transmission and Advancement. This fact is of a particular importance in research, which operates as a continuous function of even closer examination to the truth. According to Best (1977), “Unlike other animals that must start anew with each generation, man builds upon the accumulated and recorded knowledge of the past. His constant adding to the vast store of knowledge makes possible progress in all area of human endeavor.” Research takes advantage of the knowledge, which has accumulated in the past as a result of the constant human endeavor. In research approaches, the literature is reviewed to create the context from the past for the new study to be conducted with new subjects and newly gathered data. Reviewing related literature includes the systematic identification, location and analysis of the documents containing information related to the research problem that is selected by the investigator. Careful review of the research journals, abstracts, articles, monographs, dissertations, and other sources of information on the problem to be investigated is one of the important step in the research study, its major function being to determine what has already been done that relates to the topic selected for the study and also this knowledge not only avoids inadvertent duplication, but also provides the understanding and perception necessary to develop the topic logically. Reviewing the literature also point out research strategies

and specific procedures and tools and measuring instruments that have been found to be yielding useful results in the investigation of the topic and also that have found to be not yielding useful results in the investigation of the topic. It also facilitates to interpret the results of the study. The investigator has developed the section, *Review of Related Literature* based on the earlier research studies conducted in the field of value education at National level and at International level, which were directly or indirectly related to the present study of the investigator.

The documents reviewed were:

- I. The six surveys in education:
  - i. Sixth Survey of Educational Research, Volume-I, (1993-2000),
  - ii. Sixth Survey of Educational Research, Volume-II, (1993-2000),
  - iii. Fifth Survey of Educational Research, Trend Reports, Volume-I, (1988-1992),
  - iv. Fifth Survey of Educational Research, Abstracts, Volume-II, (1988-1992),
  - v. Fourth Survey of Research in Education, Volume-I, (1983-1988),
  - vi. Fourth Survey of Research in Education, Volume-II, (1983-1988),
  - vii. Third Survey of Research in Education, (1978-1983),
  - viii. Second Survey of Research in Education, (1972-1978),
  - ix. A Survey of Research in Education, (Ed. 1974).
- II. Journal of Psychological Researches.
- III. Dissertation Abstract International.
- IV. Annotated Bibliography on Value Education in India.
- V. Proquest Dissertations and Theses Global. <http://www.proquest.com>.

## **2.1 STUDIES AT NATIONAL LEVEL**

**Pandya (1959)** conducted a study on measurement of modern educational values from different viewpoints.

The objective was to consider the historical, philosophical, psychological and practical values in education, with a view to analyzing the concept and content of modern education. The material was collected from different books, reports, periodicals and scholarly disseminations.

It was found that educational values were conditioned to time and culture, they were not permanent. Nevertheless, education had always been regarded as an instrument for raising and cultivating the standards of social efficiency, thought and life. In the course of the three hundred years, from the fourteenth to the seventeenth century, different aspects of social efficiency were emphasized at different times and they were cultivated through education. By the end of the nineteenth century, the aspects of morality and viability pertaining to social needs and the understanding of the purpose of human existence were reflected by the values in education. The workable solution of the problems of sex, competition, discipline and loyalty was looked upon as the concern of a scheme of educational values. The analysis of the concept of educability through the consideration of its various constituents - instinctive, affective, intellectual and social - established that educability itself had educational value on psychosocial grounds. The construct, general intellectual factor, had an obvious bearing on the correct organization of educational values. The instinctive tendencies of preservation, protection and projection laid the instinctive foundation of values, whereas instincts and their sources constituted organic educational values. By the twentieth century, a set of new

values emerged in the recognition of the importance of school, the students and the teachers. It was accepted on all fronts that the school should be the aggregate of all purposive influences-physical, mental and social; the social aspects of school life could be only realized when the school was made a community centre. Though the educator's position on education was long recognized, his status was gradually lowered and he was made an agent in modern system. The existing paradoxical situation in education is felt by the researcher to the lack of understanding of the comprehensive aspects of educational values and it is opined that the recognition of education with the core values as primary aims would bring again harmony and poise in man's life.

**Rama (1962)** studied the attitude of the Indian women towards the traditional values and to trace the trend of the change in values if there is any. A traditional value scale was prepared with sixty-five items related to spiritual, moral, economic, social and familial values. The preliminary scale with eighty items were judged by five experts and tried out on a sample of thirty women of the age group 20-40 years. A five-point rating scale ranging from *strong agreement* to *strong disagreement* (+2 to -2) was used for the purpose. Its reliability was tested by test-retest method.

The investigation revealed the following:

1. The subjects have more traditional value orientation with predominance to the area of moral and spiritual values. The inter-correlations between the different areas of values were highly significant indicating positive relationship between each other.
2. The low educated group, married group and non-working group are more traditional than their respective counterparts.

3. The productive orientation is most appreciated by the sample. The working group and low educated married group are more receptive than their respective counterparts.
4. Ladies belonging to forty years and above age group are more traditional and receptive than others. The members of 30-39 years' age group are traditional and production oriented.
5. The income group of Rs. 250-500 is more traditional. The income group of Rs. 240 and below has a meager appreciation for the receptive orientation.
6. The group of marriage-age of fifteen years and below is most traditional, whereas that of twenty-six years and above is the least. As age of marriage increases, the appreciation for receptive orientation becomes high.
7. The group of fifteen years and below marriage-age has high appreciation and the group of twenty-six years and above marriage-age shows the least appreciation for receptive orientation.

**Bhatt and Advani (1965)** studied conformity and deviation among the adolescents from a socio-psychological viewpoint and whether the adolescents (Gujarat) accept or reject the cultural values, by measuring their attitudes towards some important values of Indian culture.

A Likert type scale to measure attitudes, consisting of eight sections related to adolescents' life; adolescents' behavior towards teachers, towards parents, moral values, social values, civic values, religion, boy-girl relationship, and education was administered to parents and teachers in a pilot study. The final form, after item analysis, contained fourteen items in each section. The scale was administered to 1000 adolescents (600 boys and 400 girls) of

class X belonging to seventeen schools in Baroda, one in Broach, two in Ahmedabad and three in Bombay.

The findings of the investigations were:

1. Both the boys and girls were found to have favorable attitude towards the various norms and values studied.
2. In all the sections, excepting the one for religion, girls had higher mean scores than boys.
3. Analysis of responses on fifty items showed that a majority of boys and girls agreed with items expressing favorable opinions and disagreed with items expressing unfavorable opinions.
4. In the case of items for which the difference between the responses of boys and girls was significant, it was found that the percentage of girls agreeing with favorable opinions was higher than that of boys.
5. In the case of the deviants, adolescent boys had favorable attitudes towards teachers and parents and unfavorable attitudes towards social and civic values.
6. The deviants had lower mean scores than the normal boys on all the sections, the differences being significant in all the sections excepting the one for boy-girl relationship.
7. Majority of the normal boys disagreed with the unfavorable opinions but the deviant boys were divided in their opinion, though the number disagreeing with them was more than the number agreeing.
8. Both boys and girls, in general, accepted the norms and values.

**Kulandaivel and Rao (1968)** undertook a study to analyze the qualities of a *good teacher* and a *good student* as rated by students.

Tools used were:

Two checklists for studying qualities, one for teachers and the other for students, were developed. Information regarding sex, age, marks secured in the recent examination and occupation and income of the father was also gathered.

The major findings were:

1. In the class a *good teacher*, as viewed by the students; teaches well, inspires good qualities in the students and re-teaches a lesson when not understood by the students; in his dealings with the student she treats them alike without showing caste prejudices; he reprimands students for their follies then and there and tries to reform problem students; he is conscientious and acts as a guide to the students.
2. The boys of different socio-economic background exhibited more heterogeneity in their ratings than the girls.
3. Not even one specific quality of the teacher was consistently ranked at the same level by the boys, while the girls were more uniform and consistent.
4. A *good student*, as visualized by the group, reads well, secures good marks, behaves properly, acts accordingly to the wishes of the teachers, respects the teachers, strives to keep up the prestige of the school, chooses other good students as friends, acts in a way the others benefit by his education and loves and serves his country.
5. Both the boys and the girls laid greater stress on general behavior of the students than on mere academic achievement.
6. There was no difference between ratings of girls and boys from different age groups with regard to student qualities.
7. The students of different socio-economic backgrounds did not show any significant difference in their ratings with regard to student qualities.

**Verma (1968)** has conducted an investigation into the impact of training on the values, attitudes, personal problems and adjustment of students and how these variables were related to one another.

Findings of the investigation revealed that:

1. The student teachers had lost significantly in theoretical values, which meant that their interests in intellectual activities had been reduced as a result of undergoing the training programme.
2. They had also lost significantly in economic values, which meant that their interests in business and financial matters had been reduced.
3. In aesthetic values there had been a significant improvement as a result of training.
4. Teacher training had neither improved nor reduced the social values of the trainees.
5. Student teachers had neither gained nor lost in the area of political values.
6. In religious values, on the other hand, the interests of the student teachers had shown a trend towards improvement, but not to a significant degree.
7. Impact of teacher-training programme on the attitudes of student teachers towards children and school work had been consistently favorable, there being a significant gain in scores at almost all points of the scale.
8. Teacher training had significantly reduced the number of problems in the area of economic security. The trainees now felt more confident to earn a livelihood.
9. Results showed a substantial reduction in the number of problems of self-improvement, which meant that their desire for self-improvement had been partially satisfied through the training

course.

10. As a result of teacher training the number of problems concerning home, family, religion and occupation had been significantly reduced.

11. As a result of training they had shown a significant loss in their health adjustment.

12. Training had significantly contributed to the improvement of social, emotional and occupational adjustments of the trainees.

13. In the case of attitudes, it was found that the student teachers from higher socio-economic status (SES) had developed a more favorable attitude than other groups.

14. Social class did not show significant influence on reduction in the number of personal problems except that the student teachers of lower class showed a better gain than other groups in the area of economic security and self-employment.

15. In the case of adjustment, a social class did not show any influence in the areas of home, social, emotional, occupational and total adjustment. Only in the area of health, the upper-class group showed greater improvement.

16. Attitudes of the student teachers were not significantly related to their theoretical, economic, aesthetic and religious values but they were significantly and positively related to social values and significantly and negatively related to political values.

17. Adjustment and personal problems were highly and significantly related. Good adjustment resulted in the reduction of a number of problems, while poor adjustment increased their number.

**Dwivedi (1970)** studied personality structures of teachers and students and their relationship.

Objectives of investigation:

- i. To study the mental abilities of boys, girls and teachers and to see the differences.
- ii. To study the attitude of teachers towards students and that of students towards teachers.
- iii. To see the difference in the attitude of boys and girls towards teachers.
- iv. To study the value patterns of boys, girls and teachers in theoretical, economic, social, political, aesthetic and religious areas and to find out the differences between the value patterns of the three groups i.e. teachers, boys and girls.

The sample of the study consisted of boys, girls and teachers (male and female) drawn from seven aided and two government institutions of Gorakhpur city. It consisted of 100 teachers and 1000 students (male and female).

The investigator constructed the following tools:

- a. Attitude scales for measuring attitude of students towards teachers and teachers towards students.
- b. A value test was constructed on the basis of Spranger's classification of values.
- c. An interest inventory was developed based on activities related to cultural, physical, personal and curricular areas.

Major findings were:

1. On interest inventory, no significant difference was observed between the mean scores of the three groups as far as physical interest was concerned.
2. On cultural interest, the mean score of girls was found to be higher as compared to that of boys. No significant difference was found between the groups of teachers and girls and those of

teachers and students.

3. On personal interest, the mean score of girls was higher than that of boys or teachers. No significant difference was observed between the mean scores of teachers and boys.

4. On Spranger's value test, the mean score of teachers was found to be higher as compared to that of students in theoretical value.

5. In comparison to the mean score of girls, the mean score of boys was found to be significantly higher. As far as economic value was concerned, no significant difference was observed between the mean scores of the three groups.

6. With regard to social value, the mean score of teachers was found to be higher than that of the students. The mean score of girls was found to be higher than that of boys. No significant difference was observed between the mean score of teachers and that of girls.

7. On political values, the mean scores of teachers were found to be higher as compared to that of students.

8. On aesthetic value, the mean score of girls was found to be higher than that of boys and also of teachers.

9. On religious value, the mean score of girls as well as the mean score of teachers were found to be higher than that of boys.

10. On attitude measures, it was found that the girls had a more appreciative attitude towards their teachers than the boys. It was also found that the teachers did not have favorable attitude towards boys.

11. On intelligent test, the mean score of boys as well as the mean score of teachers were found to be higher than that of girls. No significant difference was found between the mean score of boys and teachers. Similarly, no significant difference was found between the mean score of teachers and the mean score of boys and

girls (combined).

**Ramji (1971)** conducted a study of school situational behaviors and rating scales for assessing personality traits of primary school pupils.

The study was concerned with the identification of school situational behaviors pertaining to selected personality traits of primary school pupils and the development of observation schedules and rating scales for assessing the selected personality traits of pupils in the age group six to eleven. Twenty personality traits were selected in consideration to age and developmental level of children, common school programmes and desirability of the trait. The list was reduced to fourteen traits in the light of pooled judgment of principals and teachers of primary schools and the researchers. Desirability of the trait and practicability of developing and measuring it were the guidelines to prepare this list. Each trait was defined by way of specifying the school situations where rating was possible. The systematic observation of behaviors of primary school pupils was undertaken by two researchers to validate the school situations relevant to the selected personality traits in the modified list. Analysis of the observed data showed that the school situations through which traits of perseverance, concentration, respectfulness and cheerfulness could be manifested were very small. They were thus dropped and the observation schedules were developed for the traits such as 1) cleanliness, 2) punctuality, 3) regularity, 4) co-operation, 5) leadership, 6) honesty, 7) helpfulness, 8) curiosity, 9) obedience, and 10) self-confidence on the basis of the data obtained experimentally. Rating scales were developed for these areas with five descriptive points for each,

ranging from *almost always* to *very rarely* to reflect the occurrence of a particular behavior.

The observations of the study were:

- i. Primary schools which regularly organize the programmes, viz. classroom teaching, curricular and co-curricular activities, manual work, creative and artistic work, would help in the formation of traits like cleanliness, punctuality, cooperation, leadership, regularity, honesty, helpfulness, curiosity, obedience and self-confidence.
- ii. Observation schedules pertaining to the school situational behaviors of the personality traits would be helpful to teachers in carrying out systematic observations of behaviors of the primary school pupils.
- iii. The set of refined rating scales of personality traits prepared, would be a practical help to primary teachers.
- iv. The refined rating scales would provide reliable and useful data to the teachers.

**Anand (1972)** studied teacher-pupil relationship in higher secondary schools in Delhi.

Tools used were:

- i. Two questionnaires-one for teachers and another for students seeking information about the liking and disliking for each other.
- ii. Four five-point scales indicating the liking of teachers for students, for colleagues, of students for teachers and for classmates.
- iii. The socio-metric tests for measuring teacher-pupil relationship, pupil-teacher and pupil-pupil relationship.
- iv. Two rating scales - one for teacher characteristics and another for pupil characteristics.

v. Two check lists - one for students and another for teachers.  
vi. A job satisfaction scale for teachers (Likerts' technique is used).  
In addition to these, Jalota's group test of general mental ability was used and two interview schedules, one for students and another for teachers, were prepared. Academic records of students' annual examination were also taken up.

In this study, personal relationship connotes the feelings of acceptance and likings cherished by teachers and pupils towards each other. Feelings of rejection and dislike signify the negation of *personal relationship*. The ratings of teachers and students were analyzed by factorial analysis.

Important findings:

1. The personal relationship lacks between teachers and pupils (both boys and girls).
2. Women teachers and girl students lay more emphasis on behavior while the male teachers and boys lay more emphasis on the studies and teaching respectively.
3. There is no difference between male and female teachers with regard to job satisfaction.
4. The mutual liking of students and teachers is related to teachers' job satisfaction.
5. In boys' schools, teachers accepted by their colleagues are hardly accepted by students but in girls' schools, teachers accepted by their colleagues are also accepted by their students.
6. Students liked by their class fellows are also liked by their teachers and this tendency is stronger in boys' schools than in girls' schools.
7. There is no significant difference between the mean IQ's of the students accepted and reflected by teachers.

8. There is a significant relationship between teachers' liking and the academic achievement of students in boys' schools, but not in girls' schools.
9. There is no relationship between students' educational, economic and occupational background and the teachers' liking for students.
10. Age is no significant variable affecting the relationship between the mutual liking of teachers and students.
11. There is no significant relationship between teachers' experience and students' liking for them.
12. Boys like teachers with post-graduate degree more than trained graduate teachers; but girls do not show any such preference.

**Kaul (1972)** conducted factorial study of certain personality variables of popular teachers in secondary schools.

The objectives of the study were:

- i. To sort out the differentiating personality traits (Cattell's factors) of *popular* and *not popular* teachers.
- ii. To extract and interpret the common factors of the differentiating personality traits of popular teachers.
- iii. To sort out the differentiating Sprangerian values of *popular* and *not popular* teachers.
- iv. To extract and interpret the common factors of the differentiating Sprangerian values and
- v. To study the effectiveness of the popular teachers with respect to attitude towards teaching, public examination results of their students and the appraisal of their work as teachers.

The results of the study were:

1. The popular teachers distinguished themselves as more outgoing, intelligent, emotionally more stable, sober, conscientious,

venturesome, tough minded, shrewd, placid, controlled and relaxed.

2. The popular teachers were significantly high on theoretical, social, political and religious values and significantly low on economic and aesthetic values.

3. The popular teachers had a favorable attitude towards teaching in schools

4. The popular teachers were found to be effective in their work as teachers.

**Varma (1972)** studied the relationship between the patterns of interpersonal relations and the values of teachers and students in secondary schools.

Major findings were:

1. The value systems of the teachers and students were found to be quite different from each other and teachers were found to be more concerned with their status and power and less with knowledge and social virtue.

2. Friendly inter-personal relation between pairs of individuals was found to be unrelated to the value systems of the paired members.

3. The unfriendly interpersonal relation between the pairs of individuals was not found to be related to the value systems of the paired members.

4. The role of a value, in its individual capacity as a correlate of interpersonal relation was found to be inter-dependent on its own nature such as affiliative or competitive and on its position in the value system of the group.

5. A competitive value was found to be a correlate of paired friendly relations when it was low, average and not high. An affiliative value was found to be a correlate of paired friendly

relations when it was high, average, and not low.

6. Dominant values did not differentiate between high and low SES groups.

7. The popular teachers were found to be helpful and co-operative in achieving the students' goals and making their school life a pleasant experience while the unpopular teachers were likely to produce the reverse effect.

**De (1974)** studied the development of values of high school boys and their relation to their parents' and teachers' values.

Two sets of value tests; one for boys and the other for adults were constructed and standardized. The empirically selected values were dutifulness, sincerity, co-operation, and conformity to school rules, honesty, loyalty and respect to seniors.

The findings revealed:

1. The mean scores of seven values of high school boys were round about eight, i.e. 66.3 percent of the maximum score, except in the case of sincerity.

2. There was no significant difference in values between boys of class V and class VII. The mean score of the boys of class V and class VII were significantly higher than that of class IX except in the case of sincerity. As for sincerity, there were no differences among boys of class V, VII and IX.

3. The patterns of development of different living areas, viz. Urban, rural and industrial, were not alike. There was a difference of values between these areas at class V and class IX levels but such difference was absent at class VII level.

4. There was no significant relationship between the values of boys and those of their fathers and similarly between the values of boys

and those of their mothers.

5. There was no significant relation between the values of the teachers and those of their pupils.

6. One and only one factor came out of the seven values through the process of factor analysis.

**Koul (1974)** conducted a factorial study of the differentiating values of popular teachers.

The study was undertaken with the specific purpose of finding out the common factors from the six values, viz. theoretical, social, political, religious, economic and aesthetic, which differentiated popular and non-popular teachers.

A popular teacher was defined as the one who was liked by at least eighty percent of the group. From the thirty-one randomly selected secondary schools, 11,090 students wrote the names of five teachers whom they liked the most. Thus, a list of 204 teachers was prepared from which 200 teachers were included in the sample. The tools used for the study of values (Allport et al) as modified by Ray Chowdhury. The Centroid Method of Thurstone was used for the factorial analysis of the correlation matrix, with oblique rotation by radial method.

The major findings of the study were:

1. Four factors were identified through factor analysis.
2. Factor I had a high positive loading of 0.70 in the test assessing the theoretical value and also a fairly high negative loading in the test assessing the aesthetic value. The factor was called the Theoretical Factor.

3. Factor II had a high positive loading in the test measuring the aesthetic value and a high negative loading in the test assessing the economic value. It was named as the Aesthetic Factor.
4. Factor III had a high positive loading in the tests assessing the political and religion values. This was called the Ethical Factor.
5. Factor IV had a high positive loading in the test assessing the economic value and high negative loading in the test assessing the aesthetic value. It was called the Economic Factor.
6. The popular teacher scored significantly less in the economic and aesthetic values and more in the theoretical, social, political and religious values than the unpopular ones.

**Kulshreshtra (1974)** investigated the emerging value pattern of teachers in a socio-cultural environment of the schools in the present era.

In the study the investigator tried:

- i. To design an instrument to identify and to measure the emerging values of teachers.
- ii. To study the teachers' value in relation to certain variables like sex, marital status, religion, caste, teaching subject, teaching experience, age, income, education, zones and training with a view to finding out the differences and uniformity in their value pattern.
- iii. To find out the emerging value pattern of teachers and their characteristics in the present socio-cultural environment of schools.
- iv. To study the socio-cultural environment of the school in the present era; and
- v. To offer suggestions for the improvement of the school environment in the light of the results obtained.

The following three tools were developed:

- a. The Scale of Teachers' Value (STV),
- b. The School Socio-cultural Identification Profile (SSCIP); and
- c. The Personal Data Blank (PDB).

The findings revealed:

1. Schools were found to be distributed in rural as well as urban areas and were affected by the type of community, its values and traditions.
2. The uniformity of socio-cultural environment existed more or less in each school.
3. The schools were making no discrimination regarding the caste, creed or color in making admission of students or in appointing the staff.
4. Students were getting facilities for playing, reading and recreation in schools and canteen and mid-day meal.
5. Co-curricular activities in majority of schools were encouraged and thus the school provided both academic, social and cultural experiences to the pupils.
6. School subjects and curricular activities were similar in all schools.
7. Age and grade of the students were found to play an important part in choosing friends.
8. The teachers of the most schools showed an interest in reading and consulting library.
9. Interpersonal relationships among teachers, principals and students were in existence in varying amount in different schools.
10. The teacher-student ratio varied from 1:10 to 1:50 with a highest percentage of schools having ratios between 1:21 and 1:30.
11. Democratic environment existed in a majority of schools.
12. Formalism in schools existed with regard to timetable, seating

arrangement, programme of co-curricular activities, age-wise admission, grade-wise subjects and seniority-wise responsibility.

13. Rituals and ceremonies like school assemblies, athletic events, and farewell parties and similar other activities were performed with the cooperation of the students and the staff.

**Singh (1974)** conducted a study on measurement of teacher values and their relationship with teacher attitudes and job satisfaction.

The study was an attempt to know precisely, what were the dominant values of the teachers, whether their attitude towards their profession was favorable or not, and whether they were satisfied with their jobs or not. Ultimately, the study was concerned with examining the nature of relationship between teacher values, attitudes and job satisfaction. An important phase of the study was the construction and standardization of a *Teacher Value Inventory*.

The study was conducted in two phases. In the first phase, the Teacher Value Inventory (TVI) was constructed and standardized. In the second phase the (TVI) was administered and relationship between teacher values, attitudes and job satisfaction was studied.

The findings of the study were:

1. Teachers scored the highest on social and theoretical values and the lowest on economic and political values.
2. Age of the teacher did not make any difference to his values; only religious and political values differed due to age.
3. Level of education, training and management of school, location and size of the school had no significant bearing on values of teachers.
4. Values of teachers also differed according to the subjects they taught.

5. The professional attitude of teachers was favorable and their attitude towards child-centred practices and educational process was more favorable than their attitude towards teaching as a profession, classroom teaching, pupils and teachers.
6. There was no difference in the attitude of teachers due to difference in age; male and female teachers differed in their attitude.
7. Teachers were found to be moderately satisfied with all factors of job satisfaction except with economic benefits, physical facilities and administration.
8. There was no difference in the level of satisfaction of teachers due to difference in age; female and unmarried teachers were more satisfied with all the factors than the male and married teachers.
9. There was significant positive relationship between scores on theoretical and social values and scores on attitudes; contrary to this there was a negative relationship between scores on economic and political values and scores on attitudes.
10. Relationship between scores on values and scores on job satisfaction was more pronounced; teachers scoring high on theoretical values were significantly satisfied with their profession, similarly teachers scoring high on social values were also highly satisfied; contrary to this, teachers scoring high on economic and political values were not satisfied with their profession; the relationship was negative and significant in the case of economic values and political values.
11. There was a positive and significant relationship between scores on attitudes and scores on satisfaction.

**Yadav et al (1976)** conducted a study, which addresses itself to certain psychometric problems involved in the construction of attitude scale.

The objectives were:

- i. To find out the number of judges required obtaining reliable scale values for the statements.
- ii. To find out differences, if any, between the scale values of statements obtained from groups of judges with different characteristics.
- iii. To study the consistency in the rating of judges when the fineness of the scale is increased.
- iv. To study the spread of the scale values of statements endorsed by the respondents.
- v. To study the differences in the scale positions of respondents when no restriction is placed on the number of statements to be endorsed and when the number of statements to be endorsed is restricted to three.

The methodology used:

In order to determine the number of judges required to obtain reliable scale values, eleven samples of different sizes such as 20, 30, 40, 50, 60, 70, 80, 90, 100, 120 and 130 were drawn using random numbers table from the population of 136 judges. To study the effect of the characteristics of judges, four samples of different sizes i.e. eighteen, nineteen, forty-eight, and fifty-one were drawn. A sample of thirty-two judges was taken to rate the statements of four different scales, i.e. eleven points, nine points, seven points and five points. In addition to this, the scale was administered to thirty-three respondents to endorse the statements with free choice as well as for restricted choice and out of them thirty responded.

The major findings are:

1. It was found that reliable scale values could be obtained from smaller number of judges (group size twenty) but more stabilized scale values were obtained with larger number of judges (group size ninety and above).
2. The ratings by different groups of judges had high positive correlations ranging from 0.91 to 0.99.
3. When the fineness of the scale was increased from five points to seven, nine and eleven points, the correlations indicated an overall consistency.
4. Placing restrictions on the number of statements to be endorsed by the respondent made a difference in scale position of the respondents.

**Ghosh (1977)** studied the distribution of four social values among certain selected strata of youths and prediction of good citizenship with the help of the values.

The objectives were:

- i. The extent to which the youths were displaying four social values, namely secularism, democracy, nationalism and socialism in their behavior patterns.
- ii. What factors were influencing their acquisition by the youths.
- iii. How far the value scores could predict good citizenship in the future.

The major findings were:

1. The increase in the years of schooling had no direct impact on the acquisition of the values.
2. Boys had significantly higher scores on all the four values than girls.

3. Though the value scores of the youths from families with different socio-economic status did not differ significantly in all cases, it could be said, in general, that the youths with highest socio-economic status had high value scores. The youths from families with different socio-economic status did not; however, differ in the nationalism score. Democracy scores gradually decreased with the rise in socio-economic status of the youths. The youths belonging to the highest socio-economic status group scored lowest on secularism while the other two groups did not differ. This was true for socialism also.
4. The four values could predict the emergence of good citizenship in India.

**Sharma (1977)** in his study on differential values of students and teachers, as a function of various social factors; formulated hypotheses as:

- i. The educational standard was a determinant of various values of students as related to their teachers.
- ii. The values related to moral and ethical standards were much less preferred by students than by teachers.
- iii. Teachers were more aesthetic and money-minded than students.
- iv. There were sex differences with regard to various value differences between the teachers and students.
- v. The variation in values would be associated with the social class of the students.

A scale of values developed by Bhatnagar, in Hindi, on the lines of Allport-Vernon-Lindzey study of values, was used. The test was standardized for the Hindi speaking population.

The findings revealed:

1. The mean difference between the male and the female high school students was significant only in the case of the theoretical values. No significant differences were found in the case of other values-political, religious, economic and aesthetic.
2. There was no significant difference between the mean scores of the male and the female high school teachers on social, religious, economic, aesthetic, theoretical and political values. However, the mean scores of the male teachers were higher than those of their female counterparts on religious, economic and theoretical values, whereas in case of social, aesthetic and political values their mean scores were lower than those of female teachers.
3. The mean scores of the male teachers were higher on social and economic values than those of their students but were lower than those of their students on the religious values.
4. The mean difference between the male teachers and their female students was significant on the political values, on the remaining five values, no significant difference was found.
5. There was a significant mean difference between the high school female teachers and their male students on the aesthetic value. On the remaining values, no significant differences were found.
6. The male university students scored higher on theoretical and political values than their female counterparts.
7. The mean difference between the male teachers and their male students of the university was significant on religious and political values. No significant differences were found on social, economic, aesthetic and theoretical values.
8. The mean difference between the female teachers and the female students of the university was significant on social and theoretical

values. However, there was no significant difference in the case of religious, economic, aesthetic and political values.

9. The mean difference between the male teachers and the female students of the university was found to be significant for theoretical value.

10. On economic and aesthetic values the female teachers' mean score was significantly higher than that of their male students whereas on the political value the mean score of the male students was significantly higher than that of the female teachers.

**Bhushan (1979)** in his study of values across sex and family vocations and formulated following objectives:

- i. To determine the value systems preferred by male and female prospective teachers.
- ii. To explore subsystems of value preferences by male and female groups belonging to the service and non-service class families.
- iii. To find out sex and family vocation could be considered determinants of value systems.

He used Hindi version of the form D of value survey (Rokeach) as the tool. It contained eighteen different Instrumental values. Test-retest reliability of each value varied from 0.45 to 0.70. Sample comprised of 200 student teachers.

The major findings were:

1. Male and female prospective teachers uniformly assigned highest importance to self-control, obedience and honesty.
2. Female prospective teachers ranked forgiveness, ambition, helpfulness and lovingness higher than their male counter-parts while male prospective teachers ranked logic, courage, capability,

responsibility, imagination and independence higher than their female counterparts.

3. The highest importance to self-control and honesty and lowest importance to logic and capability given by female prospective teachers were not found to be affected by family vocations.

4. The highest importance to intellectuality and lowest to broadmindedness given by male prospective teachers were also not affected by family vocations.

5. The preference orders of values, broadmindedness by female and obedience by male teachers were found subject to family backgrounds.

6. Both male and female teachers from service and non-service class had politeness as a common subsystem in their value systems.

7. Values, lovingness and helpfulness were characteristic preferences of the female group irrespective of family vocations. In the case of the male group these values were responsibility and capability.

8. Values discriminating between family vocations in the case of the male group were logic independence, cleanliness, intellectuality, courage, forgiveness, cheerfulness, ambition, obedience and imagination whereas in the case of the female group, these values were ambition, self-control, obedience, imagination, broadmindedness and honesty.

**Patel (1979)** conducted a study of the prevalent value system of the secondary teachers of the high schools of South Gujarat.

The major objectives of the investigation were:

- i. To study the values of secondary teachers of the high schools of South Gujarat and to compare them on different variables such as age, sex and residence.
- ii. To isolate and define the primary values from the teachers' conceptions of life.
- iii. To find out individual differences in the areas of theoretical, social, economic, aesthetic, political, religious, ethical, scientific, philosophical and democratic values.
- iv. To determine whether there were any significant differences between the teachers of different groups on the different variables and
- v. To prepare a value scale for different variables.

The major findings of the study were:

1. On social, political, economic and religious values, the older teachers scored significantly higher than the younger teachers.
2. On aesthetic and democratic values the younger teachers scored significantly higher than the older teachers.
3. On theoretical, ethical, philosophical and scientific values, there was no significant difference between the two groups.
4. On religious and aesthetic values, the female teachers scored higher than the male teachers.
5. On political values, the male teachers scored higher than the female teachers.
6. The rural teachers scored significantly higher on social, political and economic values than the urban teachers.
7. On aesthetic value, the urban teachers scored significantly higher than the rural teachers.

**Roy (1980)** investigated the development of values cross-sectionally.

The objectives were:

- i. To inquire into some of the factors and processes involved in the development of values.
- ii. To examine the extent to which different factors contributed to the development of values and the processes in which they worked from stage to stage in the growth and development of adolescents.

Investigator developed tools:

- a. A Situation Based Questionnaire for the Measurement of Values,
- b. A Social Intelligence Test, c. A Picture Projection Test, and d. A Questionnaire – Average Ratings by Teachers.

The major findings were:

1. The standard of adolescent values (tolerance, cooperation, obedience, religious-devotion, honesty, altruism) was lower than expected and the development of the values system was positively related to the process of socialization.
2. Values developed with the advancement of age / grade.
3. In the development of values, the most influential processes of socialization were rationalization and appreciation, imitation / identification and suggestions came next and the process of alienation had no significant relation with grade / age.
4. Boys and girls differed significantly in their values but not in the process of socialization.
5. Cooperation and honesty had significant negative correlation with SES while tolerance, obedience, religious devotion and altruism had no significant relation.
6. The influence of teachers, parents, seniors, and peer groups gradually decreased with the advancement of age / grade.

7. The role of conscience increased with age / grade.

**Bandyopadhyay (1981)** studied on growth and development of moral judgment in children.

The main objectives were:

- i. To adapt Piagets' stories.
- ii. To study the growth of moral judgment with age.
- iii. To examine the effects of intelligence, socio-economic conditions, sex, type of school and parental discipline on moral judgment.

The sample consisted of 440 children, 243 boys of which 57 were from missionary schools. Children were all Bengali Hindus of age group (6-11) years of matched SES from eight schools, four missionary and four non-missionary.

The major findings were:

1. Moral judgment grew with age and the relation was appreciably linear.
2. Of seven areas of moral judgment, girls showed more maturity than boys in three areas, namely, attitude towards justice, equality and authority, and collective responsibility; in three other areas, namely, moral realism, immanent justice and guilt, there was no sex bias, but in efficiency of punishment, girls gave less mature responses than the boys.
3. The moral judgment was positively related with intelligence; irrespective of age, sex and type of school.
4. Both boys and girls of missionary schools, where some moral lessons were given in some allotted hours of a week, were better in moral judgment than children of non-missionary schools, where no time was allotted for moral lessons.

5. There was no significant association between moral judgment and SES in general.

6. Where both parents adopted the same form of discipline (love-oriented or power-assertion), children showed more mature moral judgment; the greater the divergence between the parents, the lesser was the development of moral judgment.

**Kumari (1981)** analyzed critically on personality needs, moral judgments and value patterns of secondary school teachers.

Findings of the investigation revealed:

1. Male and female teachers expressed high preference for the theoretical value and affiliation need. The teachers of both the sexes expressed keen moral sense.

2. Male teachers secured better points in the aesthetic, political and social values than female teachers.

3. Urban male teachers were moral than rural male teachers.

4. Urban female teachers preferred economic and social values; rural female teachers were aesthetic, theoretical and religious.

5. Rural female teachers had higher sense of morality than urban female teachers.

6. Teachers who were above forty-five years preferred the needs of achievement, change and order. Teachers below thirty years had the need of affiliation. As far as moral judgment was concerned, male teachers below thirty years appeared to be more moral than those above forty-five years.

7. Female teachers above forty-five years had the need of affiliation, and those below thirty years had the need of achievement, change and order. Female teachers below thirty years were moral than those above forty-five years.

8. Achievement and moral judgment were the dominant factors in the personality of male and female teachers. They wanted to get material success through socially defined means.

**Patel (1981)** studied the prevalent value system of the students of South Gujarat studying in standards X and XI.

The main objectives were:

- i. To study the philosophical and psychological aspects of value systems.
- ii. To construct an inventory of value systems

The major findings were:

1. As the age increased the students became more sociable. The older students were more involved in economic value than the younger ones.
2. The girl students scored higher than the boy students on national values.
3. In religious values, the higher income girl students scored higher than the higher income boy students.
4. In scientific values, lower income urban students scored higher than the higher income urban students.
5. Students of both the sexes and both the standards scored high for moral value. However, the lower income rural students scored higher than the lower income urban students.
6. The majority of students liked to be active in aesthetic or art oriented activities. Here the girl students scored higher than the boy students.
7. The girls scored higher than the boys on religious, moral and scientific values.
8. On economic, moral, political and aesthetic values, the students

of Standard XI scored higher than the students of standard X.

9. On all other values, except the rational and the political, the urban students scored higher than the rural students.

10. On social, rational and moral values, students with lower income scored higher than students with higher income.

**Raj (1981)** conducted a comparative study of attitudes and values of expatriate Indian and native teachers of Ethiopia.

His objectives were:

i. To find out the value structure and teacher attitude of expatriate Indian teachers working in Ethiopia.

ii. To find out the value structure and teacher attitude of Ethiopian teachers.

iii. To study the difference between these two group of teachers with regard to their values and attitudes.

iv. To study the difference, if any, in values and attitudes, between national groups formed with regard to age, sex, teaching experience..., etc.

v. To find out the nature of social interactions between expatriate Indian teachers and native Ethiopian Teachers.

Tools used were:

a. Allport - Vernon - Lindzey study of values.

b. Minnesota Teacher Attitude Inventory and Socio-Cultural Questionnaire.

The major findings of the study were:

1. Emphasis on authoritarian attitude towards youngsters was visible in the culture of both the groups.

2. Ethiopian teachers scored higher on theoretical, social and cultural values than Indian teachers and the difference was significant at 0.01 level.
3. On academic and aesthetic value scores, no significant differences were found between these teachers.
4. On religious values Indian teachers scored significantly higher than their Ethiopian counter parts.

**Prahallada (1982)** conducted a study

- i. To investigate the level of moral judgment of students in standard XII.
- ii. To investigate the relationship between a. Moral judgment and socio-economic status (SES), b. Moral judgment and intelligence, and c. Moral judgment and personality adjustment of the students.
- iii. To investigate the significant difference between science, arts and commerce students in respect of their level of moral judgment.

A sample of 1000 students was drawn using the stratified random sampling technique from all the three disciplines - Science (Boys 268, Girls 147), Arts (Boys 187, Girls 212) and Commerce (Boys 130, Girls 56).

Major findings of the study were:

1. There was significant difference in the moral judgment scores of junior college students in India (Mysore) and senior high school students in the United States.
2. There was significant difference between a. Science and arts students, b. Science and commerce students, c. Arts and commerce students.
3. Significant difference was also indicated between boys and girls.
4. Significant difference was not reported between a. The students

belonging to four different age groups namely 16, 17, 18, 19 years and b. Students studying in junior colleges and composite colleges as far as their moral judgment was concerned.

**Zamen (1982)** studied social, religious and moral values of students of class XI and their relationship with moral character traits and personality adjustment.

The investigation was of the survey type. The sample consisted of 560 students (148 urban and 39 rural girls; and 249 urban and 124 rural boys) of class XI selected from 21 intermediate colleges for both sexes of Allahabad district. The tools of the study were the Value Scale and Character Trait Questionnaire, both prepared by the investigator, the personality adjustment inventory of M.S.L. Saxena and a Hindi version of the sixteen P.F. Questionnaire of Cattell. Test-retest and Split-half reliabilities of the Value Scale were significant. The data were tabulated and analyzed using suitable statistical techniques.

The findings of the study were:

1. Among both the urban and rural samples, religious values were the strongest, followed by moral values; the social values were the weakest. However, the coefficients of correlation between the three values were positive and highly significant.
2. The means of the three values of the students of the rural area were consistently higher than those of the urban area, both in the case of boys and girls.
3. The means of all the three values for the girls were higher than those for boys.

4. Community wise the means for all the three values for the Hindu group were generally higher than those of the Christian or the Muslim groups.

5. All the three values had the greatest influence on character traits and lowest on personality adjustment.

6. In the case of personality adjustment the social values had the greatest influence followed by moral values.

7. In the case of the personality traits included in the study, the influence of all three values, although positive, were not found to be uniform. It was found that social and moral values influenced the personality traits much more than the religious values.

8. All the five character traits (geniality, helpfulness, kind heartedness, truthfulness, and dutifulness) appeared to be positively and significantly influenced by values.

Although this influence was generally uniformly positive on the various groups of the sample, the boys especially of the urban area appeared to be more influenced than the girls.

The educational implication of the study is that the development and strengthening of a healthy, social, moral and religious value systems among students should be a very important function of the secondary schools, which would help in solving problems of student unrest and discipline.

**Goswami (1983)** studied value orientation of post-basic schools in Gujarat.

The objectives of the study were:

- i. To study the educational, moral, social, religious, cultural, aesthetic and economic values in post-basic schools of Gujarat.
- ii. To survey the present status of the values in the schools of

Gujarat on the basis of Gandhiji's axiology of education.

iii. To study the impact of Gandhian thought in the development of the life of students of post-basic schools.

iv. To compare the different values among students and teachers of post-basic schools and ordinary schools, and

v. To study the value orientation of students and teachers of post-basic schools.

The major findings were:

1. The mean differences of scores of theoretical, social and religious values between the teachers of post-basic schools and teachers of ordinary schools were highly significant and were in favor of teachers of post-basic schools. Theoretical, social and religious values of teachers of post-basic schools were better than those of teachers of ordinary schools.

2. The mean differences of scores of economic, aesthetic and political values between the teachers of post-basic schools and teachers of ordinary schools were highly significant and the differences were in favor of teachers of ordinary schools. The economic, aesthetic and political values of teachers of ordinary schools were better than those of teachers of post-basic schools.

3. The theoretical, social and religious values of girls studying in post-basic schools were better than the values of girls studying in ordinary schools.

4. The economic and aesthetic values of girls studying in ordinary schools were better than those of girls studying in post basic schools. The mean difference of political values of girls was not significant.

5. The mean differences of scores of theoretical, social and religious values were significant and were in favor of boys studying in post-

basic schools.

6. The mean differences of scores on economic, aesthetic and political values were significant and were in favor of boys studying in ordinary schools.

7. The post-basic schools provided a better atmosphere in schools to inculcate moral, social and religious values and Gandhian thought of self-reliance and cleanliness among students than ordinary schools. The students of post-basic schools were better in these values and Gandhian thoughts than students of ordinary school.

**Lobo (1983)** studied values manifested in principals with reference to institutional efficiency.

The major objectives of the inquiry were:

- i. To study principals' competency and value system.
- ii. To investigate principals' concept of values and pupils' concept of principals' values.
- iii. To make an in-depth study of the values chosen in relation to institutional efficiency and effectiveness and
- iv. To make an in-depth study and develop schools' profiles in terms of institutional effectiveness.

The major findings were:

1. The values, which were found most relevant were faith, goodness and competence.
2. Principals whose value system manifested coreness achieved a relatively higher degree of institutional efficiency.
3. To educate his pupils and provide leadership to his staff, the principal must act more humanely rather than as an administrator.
4. When the principal's values manifested coreness, the pupils' observations showed a greater congruency with the principals' self-

assessment.

5. Values needed a nurturing atmosphere.
6. Effective principals established priorities, classified values and communicated them successfully.
7. The spiritual dimension seemed to be a common factor in all schools that emerged as efficient.

**Sawhney (1984)** conducted a factorial study of the value system of educated youth in an Indian locale.

The aims of the study were:

- i. To prepare and standardize a value test consisting of eight values which may not yield the scores of ipsative nature.
- ii. To study the distribution of scores of all the eight values.
- iii. To compare the mean scores of eight values of the different groups.
- iv. To compare the mean scores of boys and girls with high and low intelligence and high and low SES.
- v. To isolate the dominant factors of the value system of the four groups separately.

On the basis of the opinions of experts, eight values were selected, namely, social, political, economic, moral, knowledge, health, recreation and aesthetic. A value test consisting of eight values, which may not yield ipsative scores was prepared and standardized. Apart from this, the researcher prepared an SES questionnaire. The Culture Free Intelligence test by R.B. Cattell and others was used for measuring intelligence.

The main findings were:

1. The distribution of scores of both boys and girls of TDC and PUC in all eight values deviated from the normal.

2. The PUC boys exhibited significantly higher mean values in health and aesthetic values than TDC boys. TDC girls showed higher mean scores than boys in social and aesthetic values.
3. The high-intelligent boys of PUC exhibited significantly higher mean scores than the high - intelligent girls of PUC in social, political, economic values. The low - intelligent boys of PUC exhibited significantly lower mean scores than the low - intelligent PUC girls in social, political, economic and recreation values. The high intelligent girls of TDC showed significant differences in social, moral, knowledge and aesthetic values than the TDC high - intelligent boys. The low intelligent girls of TDC attached more importance to knowledge value than boys.
4. PUC boys of high SES exhibited higher mean values than PUC girls of high SES in social and recreational values. PUC boys of high SES showed higher mean scores in recreation values than girls of high SES. TDC girls of high SES showed a significant difference in social, economic moral and knowledge values than the low SES boys of TDC.
5. Two dominant factor loadings emerged for all the four groups. In case of PUC boys, the factors were *Aesthetic-Recreation Factor* and *Politics-Economic Factor*. In the case of PUC girls, the first and second factors were *Moral-cum- Knowledge Factor* and *Aesthetic Creative Factor*. In the case of TDC boys, two factors extracted were *Political-cum-Knowledge Factor* and *Aesthetic- Recreation Factor*. In case of TDC girls the two factors were *Moral-cum-Knowledge Factor* and *Aesthetic-Recreation Factor*.

**Sharique (1984)** investigated educational viewpoints of secondary school teachers and their relation to teachers' values, attitudes and preferences for political ideologies.

The sample of the study consisted of 251 male and 79 female secondary school teachers. The educational viewpoint and political ideologies of teachers were measured by the tools constructed by the investigator. Ojha's measurement of values scale and Verma's attitude towards teaching scale were employed as measures of teacher's values and attitude towards teaching respectively.

The major findings of the study were:

1. Most of the teachers had a progressive outlook on different aspects of education like aims, methods, pupil control and policy of promotion, need for in-service education.
2. Female teachers held more progressive views than male teachers regarding the aims of education, pupil control, policy of promotion and in-service education. The difference in the viewpoints of male and female teachers regarding methods of teaching was not significant.
3. Teachers' educational viewpoints were found to be unrelated to their political, aesthetic and economic values. Progressive teachers were found to be more theoretical and social value oriented than traditional teachers.
4. Teachers' educational viewpoints were unrelated to their attitude towards work activities in teaching and towards principals' functioning style. However, the progressive, mixed and traditional teachers differed significantly in their attitude towards economic and psychological rewards in teaching and their attitude towards pupils.

**Kothari (1984)** studied the development of moral concepts among first generation learners and second-generation learners in Indore.

The objectives of the study were:

- i. To inquire into the level of development of the selected moral concepts of VII grade children belonging to the first generation of learners (FGL) and the second generation of learners (SGL).
- ii. To find out the extent of the relationship between the existing moral concepts of children and their interpersonal relationship with parents, teachers and peers.
- iii. To study the impact of the specially developed instructional materials vis-à-vis the traditional method of teaching upon the development of selected moral concepts of VII grade children who are first generation school learners and second generation school learners.

For the purpose of standardizing the Moral Concept Development Test (MCDT), 300 students (121 boys and 179 girls) of Grade VII were selected from local schools. For reliability and validity study a sample of 119 students (50 boys and 69 girls) were selected. To measure the base line data, a sample of 1249 students (833 boys and 416 girls) from 33 schools was used. For developing instructional materials, a sample of 60 students (17 boys and 43 girls) was used. For testing the efficiency of instructional materials, a sample of 88 students was used. The above samples consisted of students belonging to both first generation learners and the second-generation learners of both sexes.

The findings were:

1. The parents' educational level was significantly related with the development of moral concepts of their children.
2. The mothers' academic qualifications had a significant impact on

the existing moral concepts of her child.

3. The fathers' academic qualifications had a significant impact on the existing moral concepts of his child.

4. Better interpersonal relationship with the parents encouraged the development of moral concepts among their children.

5. Better interpersonal relationship with the teachers encouraged the development of moral concepts among their students.

6. Better interpersonal relationship with peers helped formation of the moral concepts among students.

7. Treatment given in the form of instructional materials was found to be more in developing the selected moral concepts among the first-generation learners than among the second-generation learners.

8. Treatment in the form of instructional materials was found to be superior to the traditional method of teaching in developing the selected moral concepts among the first-generation learners and second-generation learners.

The implications are:

a. The adult education programme should be given high priority in the educational plan of the country.

b. The curriculum for adults should have more inputs of history, culture, social values and modern technology, both to arouse interest in education and to acquaint them with the cultural heritage of the society out of which moral concepts evolve.

c. Parents should provide a supportive and encouraging environment to their children.

d. A parent-teacher association should be formed in each school.

e. Instructional material should be developed in respect of various moral concepts.

f. Textbook writers should be encouraged to write books, which

would help in the development of moral concepts.

**Paul (1986)** studied value orientations of adolescent boys and girls.

The major objectives of the inquiry were:

- i. To compare rural and urban adolescent boys and girls going to schools and colleges with respect to personal, social, instrumental, terminal and work values.
- ii. To study the relative degree of importance within the same hierarchy for the same set of values for different groups of subjects.
- iii. To study the factor structure of various values for rural and urban groups.

The tools used were the Personal Value Scale, Social Value Scale, Instrumental Value Scale and Terminal Value Scale, all developed by the investigator. Analysis of variance and factor analysis with varimax rotation were used to arrive at findings.

The major findings were:

1. The urban adolescents were more highly oriented to competence, maturity and maintaining harmonious relations; more affectionately disposed to others, with sincerity and tolerance; and strove more for the accomplishment of their goal in more mature and competent ways than rural adolescents. They had a stronger social orientation than rural adolescents. The rural adolescents were more concerned about economic returns and variety, whereas the urban adolescents were more concerned about prestige.
2. The college adolescents were more strongly oriented towards applying themselves steadily to goals aimed at, more stable and more optimistic, whereas school adolescents were more oriented to appreciating the value of tidiness. With respect to social values, the college adolescents strove more for social harmony, peace and

social service, while the school adolescents were more oriented to showing warm affection to others. The college adolescents were more courageous while the school adolescents were more oriented towards being independent and loving to others. In the case of terminal values, the school adolescents were more strongly oriented towards enjoying happiness and social recognition, while college adolescents strived more for freedom and mature appreciation. With respect to work values, the school adolescents strived more for economic returns and intellectual stimulation, whereas college adolescents strived more towards achievement orientation.

3. The male adolescents were more striving for their ambition and excellence and more service oriented than female adolescents. The female adolescents were more oriented to appreciating tidiness, more aesthetic in nature, conscious of being punctual and regular, more striving for harmony, love, sympathy, tolerance, peace and more oriented to competence and sound character, striving more for happiness, a peaceful life and gaining economic returns, as compared to male adolescents.

4. The science-stream adolescents strived more for strong work habits and were more courageous than general stream adolescents. Their orientation was more towards maintaining and practicing social relation in comparison with the general stream adolescents. The science stream adolescents were more competence-oriented strived more for freedom and recognition as compared to general-stream students who strived for happiness and comfort. The general-stream students strived more towards seeking a job full of variety and social contact than the science-stream students.

5. Factor analysis showed rural adolescents striving for personal happiness and competence, having a materialistic bent of mind,

striving for self-discipline, more concerned about prestige and economic returns, attaching importance to dignity of work, striving for national security, being more service oriented, striving for self-esteem-orientation, gaining self-strengths, and showing signs of social and personal retardation. The factors underlying the value orientation of urban adolescents were the striving for pleasure and security, creative achievement, a self-constricted personality, personal courage, social orientation, self-adaptation, low achievement orientation, a strong leaning towards working more earnestly for achievement of their aspirations, being more moralistic, seeking recognitions, pleasure, social harmony more concerned about self-reliance.

**Srivastava (1986)** conducted a study to examine the extent of job satisfaction and professional honesty among primary school teachers and to make suggestions for creating a suitable environment in primary education in the above context. The sample of the study consisted of 100 educational experts - university / college teachers, administrative staff...,etc., and 987 (263 female and 724 male) primary teachers selected from the randomly chosen primary schools in proportion to the population of each district of Faizabad division, namely Faizabad, Gonda, Bahraich, Barabanki, Sultanpur and Pratapgarh, comprising both rural and urban areas, the tools of the study were a Job-Satisfaction Inventory, Professional Honesty Preference Record, a Questionnaire on Reasons for Job-Dissatisfaction, and a check-list for the factors conducive to Professional Honesty in Primary Teachers. The investigator using standard procedures prepared all the tools.

The findings of the study were:

1. The primary teachers of the area were found to have high satisfaction and professional honesty.
2. Female teachers, as compared to male teachers, unmarried teachers as compared to married teachers, urban teachers as compared to rural teachers and non-agricultural family occupation background teachers were significantly higher in job-satisfaction and professional honesty.
3. Young teachers as compared to old teachers, junior teachers as compared to senior teachers, and high academic achiever teachers as compared to low achiever teachers were also significantly higher in job satisfaction.
4. Caste was not found to have a significant effect on either of the two.
5. The major factors of job-dissatisfaction among the primary teachers were inadequate salary, lack of physical facilities (space, equipment, etc.), problems in getting arrears, exploitation by officers etc.
6. The major factors conducive to professional honesty in primary teachers were the teacher's strong and good character, the teacher's sincerity towards work, recognition and appreciation of the teacher's good work, a healthy and open environment in the school, the teacher's mental health, etc.
7. Professional honesty was higher than job satisfaction in the teachers' sample and the coefficient of co relation between these two variables was 0.256.

**Thakur (1986)** in his study analyzed the characteristics of a good teacher as perceived by his pupils. The study was designed taking

into consideration that there was a socio-cultural difference in the opinion of pupils as far as the traits of a teacher were concerned.

Findings of the investigation revealed:

1) The outstanding positive traits of the teacher as viewed by the pupils were good teaching, kind and pleasing manners, good advice and guidance to pupils, regular and punctual attendance and equal treatment to all. 2) The pupils were in favor of strict discipline and strict administration. 3) The pupils loved to get regular assignments and wanted that the teachers correct assignments regularly. 4) A teacher who did not let down pupils was loved by all. 5) A teacher who could identify himself with his pupils found his class teaching very easy. 6) The negative traits were partiality, favoritism, wasting time, unmindful of duty, rude, lack of affection, ridiculing students, bad teaching, excessive talk unrelated to subject matter and conceit. 7) Some differences were noticed with regard to the responses received from boys and girls. 8) The most significant educational implication is that having known the qualities of a good teacher, it would be possible for the authority to recruit good teachers and improving the effectiveness of the in-service teachers.

**Kaul (1987)** studied personality factors, values and interests among the most accepted and least accepted secondary school female teachers of Mathura district.

His objectives of the study were:

- i. To construct a teacher acceptance scale.
- ii. To identify personality factors that differentiated between most accepted and low accepted teachers at secondary school level.
- iii. To identify the values that differentiated most accepted teachers from less accepted teachers.

iv. To study the interests that differentiated most accepted teachers from least accepted teachers.

v. To interpret and analyze personality factors, values and interests which were not common in the most accepted and less accepted teachers.

The high acceptance and low acceptance scale was administered to 2000 girl students so as to identify highly accepted, moderately accepted and lowly accepted teachers. The sample consisted of 241 teachers. Of these seventy-two were highly accepted, eighty-six were moderately accepted and eighty-three were lowly accepted. These three groups were matched on age, academic qualification and training. The Allport-Vernon study of values adapted by R. K. Ojha was used to measure values of teachers.

The findings were:

1. More outgoingness demoted group acceptance. Reservedness promoted group acceptance. Intelligence promoted group acceptance. Assertiveness demoted acceptance. The more conscientious, more tender minded, and more relaxed were better accepted by their class students.

2. Highly accepted teachers differed in theoretical value from moderately and lowly accepted teachers. Theoretical value did not differentiate moderately accepted teachers from lowly accepted teachers. Values like economic, aesthetic, social, political, religious did not differentiate significantly female teachers on the continuum of high acceptance and low acceptance.

**Prabhawati (1987)** studied the personality needs, moral judgment and value patterns of secondary school teachers.

The main objectives of the investigation were:

- i. To make a comparative study of the mean scores of male and female teachers in the inventories on personality needs, value and moral judgments.
- ii. To make a comparative study of the mean scores of teachers belonging to different localities (rural and urban) in the inventories mentioned above.
- iii. To make a comparative study of the scores of teachers belonging to two generations (young, below thirty years and old, forty-five years and above in the three variables).
- iv. To determine the degree of relationship between the scores of male and female teachers separately in the three inventories.

Inventories on personality needs and moral judgment were prepared by the researcher. Inventory on Spranger's core values prepared by Yashvir Singh was used. The sample consisted of 500 teachers (300 male and 200 female) The teachers from rural and urban secondary schools were selected through a stratified sampling procedure.

Findings of the study were:

1. Male teachers showed high preference for affiliation need and female teachers preferred need for maintaining order.
2. Male teachers secured better points in the aesthetic, political and social values.
3. Male (urban) teachers secured better points in the aesthetic, theoretical and social values than the rural male teachers. Urban male teachers secured high scores in the affiliation need while rural male teachers expressed high preference for achievement need. Urban male teachers secured better points in the moral judgment inventory.
4. Urban female teachers preferred economic and social values while rural female teachers showed high preference for aesthetic

and religious values. Urban female teachers expressed high preference for affiliation and order needs. Urban female teachers showed better average score in the moral judgment inventory.

5. The effect of age on value was also observed. Teachers, belonging to the age group forty-five and above preferred aesthetic, social and religious values. They also expressed preference for need of achievement and order. Teachers belonging to the younger generation (below 30 years) secured better marks in the moral judgment inventory.

6. Most of these variables were found to be correlated.

**Chaturvedi (1988)** studied personality factors, value orientation and age as correlates of attitude towards social change.

Methodology:

In the study, 600 male and female adolescents (17-20 years), adults (21-60 years) and senescents (above 60 years) were selected from Agra Town. For the final sample 240 males and females (80 from each age level) were taken. The tools used included, the Sixteen Personality Factors Questionnaire of S. D. Kapoor, and the Attitude Scale of the Value Orientation Scale of Chauhan and Singh.

Major findings were:

1. Empathic people's attitude was associated with social change while non-empathic people's attitude was conservative; democratic people were independent.
2. The attitude towards social change during its growth, possessed independence up to adulthood but became subdued in senescence.
3. In progressivism-oriented people, the attitude was associated with radicalism in adolescence and with conservatism in senescence.

4. Attitude towards social change was quite sensitive to value orientation.
5. Attitude towards social change was associated with empathic outlook in people possessing dominance, radicalism and independence. Its association with non-empathic outlook was noted in people oriented to submissiveness, conservation and subduedness.
6. The attitude of surgent people had demonstration in adolescence and autocratism in senescence.
7. In conservative people, attitude towards social change was traditionalistic throughout the aged period, and was non-empathetic up to adulthood with a shift to empathy in senescence.
8. Attitude was prone to change with age levels of adolescence, adulthood and senescence; usually it declined after adolescence and rose again after adulthood.

**Geethanath (1988)** studied about moral judgment in relation to some selected variables.

The objectives were:

- i. To find out the influence of certain personal and demographic variables on moral judgment based upon Kohlberg's theoretical constructs, i.e. different moral stages, moral levels and moral judgment (sum of stages).
- ii. To find out the relationship between certain psychological variables and moral judgment.
- iii. To develop an instrument to measure attitude towards religion.
- iv. To develop multiple regression equations in order to predict moral judgment with the help of different groups of independent variables.

Major findings:

1. Students in different classes in school differed significantly in their moral judgment.
2. Students of different age groups differed significantly in their moral judgment.
3. Urban students exhibited higher moral judgment than rural students.
4. Boys and girls did not differ significantly in their moral judgment.
5. Students of different intellectual abilities differed significantly in their moral judgment.
6. Students of different socio-economic strata differed significantly in their moral judgment.
7. Students belonging to different sub groups on attitude towards religion differed significantly in their moral judgment.

**Pratibha (1988)** made an experimental study on moral development in children.

The objectives:

1. To study the moral judgment of children according to sex, SES, intelligence and religion.
2. To develop a programme and instructional material for moral education at the end of primary education.
3. To study the effect of the proposed programme and instructional material upon the level of moral judgment of children according to sex, SES, intelligence and religion.
4. To validate the effectiveness of programme and the instructional material.
5. To develop new approaches for the effective moral training to the

youngsters.

Major findings were:

1. Moral judgment was normally distributed.
2. Sex did not have any significant role in determining the moral judgment of the children while intelligence played a vital role in the development of moral reasoning, SES, religion and moral judgment of the children.
3. Every moral programme and approach of instruction, alongwith the enriched content, enhanced the moral standard of children, irrespective of psychogenic variables. The proposed programme and instructional material were liked by all the children in comparison to the traditional one.
4. Though it has been found encouraging to claim that, given the proper curriculum, the right method sustained enthusiasm, moral values would be enhanced. It was however not possible to say that values inculcated will stand the wash effect of time and space.

**Sheela (1988)** investigated change in teaching behavior as a function of inculcation of values predicting teachers' effectiveness.

The objectives were:

- i. To identify the most effective and the least effective teachers at the secondary level through a multi-dimensional criteria of teacher effectiveness.
- ii. To identify the values that best discriminate the high effective teachers from the low effective teachers through master ranks of values of each subgroup.
- iii. To inculcate the identified values in student teachers, which are indicators of teacher effectiveness and are, termed as educational values.

iv. To test the effect of inculcation of values of the teaching behavior of student-teachers.

Major findings:

1. Value inculcation through value confrontation treatment led to a significant qualitative improvement in the teaching behavior of the student teachers.

2. Value confrontation treatment was found effective in improving the qualitative teaching behavior of the student-teachers of all teaching subjects, however the improvement in the teacher trainers of social science and mathematics was significantly higher than that of the language and mixed subject groups.

3. As a result of value confrontation treatment, the relative concentration of the classroom teaching behavior was enhanced.

4. On the side of the teacher, the maximum and positive effect of the value confrontation treatment was observed in the language experimental group, followed by social science, as well as science and mathematics. The mixed subject group was however the least affected by this treatment on the side of the students; the experimental group of language and social science were maximally and positively affected followed by science and mathematics and mixed subject groups.

**Anupama (1989)** attempted to study the personality characteristics and observed classroom behavior of secondary school teachers.

Major findings of the investigation revealed:

1. Personality characteristics wise the outgoing, more intelligent, emotionally stable, humble, sober, conscientious, restrained, tender minded, trusting, imaginative, shrewd, apprehensive conservative, group-dependent, controlled and relaxed teachers were found to be

more indirect in their classroom behavior than the reserved, less intelligent, affected by feelings, assertive, happy go-lucky, expedient, venture-some, tough-minded, suspicious, practical, forthright, placid, experimenting, self-sufficient, self-conflict ridden and tense teachers.

2. Teaching personality-wise, the disciplinarian type of teachers were found to be most indirect in their teaching behavior followed by the technologist, humanitarian, stylist and academia type teachers.

3. Teachers of boys' institutions were found to be more indirect in their teaching behavior than the teachers of girls' institution.

4. High school and junior high school teachers were found to be more indirect in their classroom behavior than the teachers of intermediate or plus two classes.

**Gupta and Gangal (1989)** conducted a study on value emphasis as perceived by pupils of primary, middle and high school stages in different institutions.

Objectives:

- i. To identify the values that teachers stress the most at class V, VIII and X levels as perceived by students in urban school setting.
- ii. To identify the values which, according to pupils' perceptions, should be emphasized most by teachers in their classes.
- iii. To identify the values which according, to pupils' perception are not being emphasized by teachers in their classes.
- iv. To study the grade wise differences in the perception of values.
- v. To study the discrepancy between the values emphasized in schools with different backgrounds.

A value checklist was used as a tool.

### Major findings:

1. Pupils were able to perceive the values being emphasized at different grade levels at the school stage. Emphasis on values differed at different grade levels and in different institutions.
2. Teachers had been found to emphasise moral values namely respect for others, honesty, love and sense of duty - at grade V and VIII levels, while co-operation was emphasized more at the grade X level than at Grade V and VIII levels.
3. The values mercy, co-operation, compassion and freedom were not being emphasized at the Grade V level. The values-love, sacrifice, tolerance and freedom-were not being emphasized at the Grade VIII level. At grade X level, the values namely social awareness, mercy, dignity of labour, determination and presence of mind, resourcefulness, courage, wisdom and reasoning-were not being emphasized by teachers.
4. In schools with a western background, teachers had been found to lay more stress on the values-mercy, honesty and love but in both *laissez-faire* (secular) and eastern (Jain, Hindu) schools teachers had been found to emphasise duty as a value in addition to the above. Presence of mind, resourcefulness, courage, wisdom and reasoning, social awareness and sense of duty were not being emphasized prominently by the teachers in the western (Roman Catholic) schools. The values sacrifice and co-operation, were not being emphasized by teachers in eastern (Jain, Hindu) and *laissez-faire* (Secular) schools.
5. By and large, the structure of moral values being emphasized at different grade levels and in different schools at present had been found to be similar. Accordingly, the values being emphasized at present comprised truthfulness, good manners, discipline, respect

for others' love, honesty, kindness, friendship and personal relationship, sense of duty and co-operation.

6. Pupils had been able to identify clearly several values, which in their opinion were not being emphasized by their teachers. The values dignity of labor, social awareness, mercy, dynamism, determination, presence of mind, resourcefulness, courage, wisdom and reasoning, patriotism endurance, enterprise and compassion had been identified as those values which were not being prominently emphasized at school level at present.

7. The values, which in the perception of students, needed to be prominently emphasized at the school level were a mixture of those values, which were being emphasized at present and values, which were not being emphasized.

**Nayyar (1989)** studied closed mindedness, open mindedness and teacher values of student teachers in relation to caste and class. The tools used to collect the data included Milton Rokeach's Scale of Dogmatism Form *E* Socio-Economic Status Scale developed by Puttabuddi and two teacher Value Scales (A and B) constructed by the investigator.

The major findings included:

1. The most important teacher values according to the student-teachers from all the categories were; justice and fair play, discipline, role of the school as a change agent, nationalism, honesty, morality and pride in the cultural heritage of India.

2. The teacher value scores in the *open-mindedness-closed-mindedness* scores had a significant correlation in different groups. The correlation between the teacher value scores and the *open-*

*mindfulness, closed-mindedness* scores were not significant in these groups.

**Pandya (1989)** made a comparative study of the effectiveness of selected methods for imparting instruction in moral values and their development among upper primary school children.

The objectives were:

i. To find out the suitability and efficacy of the discussion, story-telling, puppetry and role-play methods for imparting instruction in moral values.

Major findings were:

1. The values selected were cleanliness, security of school property, scientific attitude, dignity of labor, cooperation, responsibility, punctuality and social service.
2. Ninety percent teachers observed that the role-play method proved to be most effective.
3. The resource persons of the SIERT analyzed the tools and found that the project had contributed a lot in selecting values for upper primary school children.
4. The discussion-cum-lecture method was used for inculcating values-cleanliness and scientific attitude were observed in the behavior of students.
5. The puppetry method was used for inculcating eight values. Dignity of labor, and cooperation were developed and a behavior outcome was observed.
6. Behavior outcome in punctuality and social service through the story telling method was also seen.

**Kapani (1990)** in her study, an attempt is made to analyze education in human values with specified reference to their concept and their practical implications.

The objectives were:

- i. To analyze the concept of human values from different viewpoints.
- ii. To explain the nature of the five basic values of truth, righteous conduct, peace, love, nonviolence and their interrelationships.
- iii. To draw the educational implication of these human values for the present education system in India.
- iv. To suggest changes in the curriculum to incorporate human values at the primary stage of elementary education (age group 5-11 years).
- v. To suggest changes in methods of instruction to integrate human values in the day-to-day lessons given by teachers at the primary stages of elementary education.
- vi. To suggest evaluation procedures for the students' performance and behavior related to human values.
- vii. To formulate a model curriculum for education in human values for primary teacher training institutions.

Methodology:

This is an analytical study of primary and secondary sources - chiefly of reports of the education commission and committee's setup in India after 1947.

Major findings were:

1. Based on an extensive survey of different reports of educational commissions and committees, an attempt had been made to suggest changes in the curriculum for the primary stage of elementary education.

2. Suggestions were given for a suitable methodology of teaching human values through direct, incidental and integrated approaches.
3. Suggestions for evaluation procedures to assess students' performance and behavior related to human values were given.
4. A model curriculum on the subject of education in human values for primary teacher training institutions had been framed.

**Sibia (1990)** made an extensive study of the value pattern of children at Piagetian concrete and formal stages of development.

Methodology:

A stratified random sample consisting of three subsamples:

- i. Ninety-seven students (fifty boys and forty-seven girls) aged 7-8 years at the concrete stage.
- ii. Ninety-eight students (forty-eight boys and fifty girls) aged 11-12 years at the transit stage between the concrete and formal stages.
- iii. Ninety-three students (fifty boys and forty-three girls) at the formal stage were drawn from six local schools of Chandigarh, representative of public, model and ordinary schools.

Fifty-two teachers randomly selected from the schools to find out about the school climate, and thirty subject teachers who had been teaching the students selected for the study also formed the sample.

The investigator developed Value Identification Test.

The major findings were:

1. It was found that the developmental stages of Indian children were almost the same as Piagetian stages with the exception of children at 11-12 years who fell a little short of the expected level of performance on the tests meant for this age group. At 7-8 years and 14-15 years, the children came up to the expected standards.

2. Age was found to be very important factor influencing the value patterns of the children. At the concrete stage (7-8 years), the children were aware of the values of honesty, obedience, respect for elders, cooperation, equality, kindness, self-discipline, self-control, power of concentration, creativity, courage and forgiveness, curiosity, justice, helpfulness. Sense of discrimination between true and false and rational thinking were yet to be perceived by them as values. At the transitional stage (11-12) years, the value patterns had a close resemblance to those at the concrete stage through favour to the values of self-discipline, self-control, power and concentration, courage and cooperation was on the decline. However, there was enhanced consciousness in respect of the values of curiosity, justice, sense of discrimination between true and false and rational thinking. At the formal stage (14-15 years), the value patterns bore a marked similarity to those at the transitional stage, though favour by the values of honesty, obedience, kindness, creativity and forgiveness was on the decline there was, however an increased consciousness in relation to the value of helpfulness and cooperation.

3. The results strongly refute the claim of researchers in general that parental acceptance and parental rejection affect the values of children. No significant differences in the values of children of these two groups were seen at the three age levels, except in the case of the value of justice, where children of high parental avoidance were more inclined to the value of justice as compared to those of high parental acceptance.

4. No differences in the values were seen between high SES and low SES at the transitional and the formal stages. But at the concrete stage, children of high SES were strongly oriented towards

the values of honesty, appreciation of beauty, equality and helpfulness and less strongly oriented towards the value of curiosity as compared to the children of low SES.

5. School climate is not seen to influence the values of the teachers to that extent that it influences the values of students. It was seen to influence only the aesthetic values of teachers, with the parental or *almost closed* school climate favouring their aesthetic values, as compared to the teachers in the autonomous or *almost open* school climate. Students in the paternal school climate were more supportive of the values of honesty, curiosity, initiative, equality, kindness, self-control and power of concentration and less supportive of the values of self-discipline and true-friendship as compared to the students in the autonomous climate.

6. The findings of the study almost rejected the claim that intelligence was associated with more mature value judgements. The only differences were seen at the transitional stage, wherein children of low intelligence were more favourably inclined towards the values of respect for elders, and at the formal stage where they were more supportive of the value of self-control as compared to children of high intelligence.

7. The results established that cultural contexts were relevant, by and large, to differences in value patterns of boys and girls. At the concrete stage girls as compared to boys, were more supportive of the values of self-control, sense of discrimination between true and false and rational thinking. At the transitional stage, the girls were more favourably inclined to the values of self-control and creativity. At the formal stages, the girls were more strongly oriented towards values of honesty, equality, self-discipline and rational thinking and

less strongly towards the values of true friendship and self-expression.

**Srivastava (1990)** studied the change proneness and job satisfaction among teachers with reference to teacher values.

The objectives were:

- i. To study the proneness to change among male and female teachers working at different levels of education.
- ii. To study the differences in the proneness to change among teachers with different kinds of values.
- iii. To study the job satisfaction of teachers working at different levels of educational institutions and
- iv. To study the differences in job satisfaction among teachers with different kinds of values.

Methodology:

Using the random sampling procedure, 300 teachers (150 male and 150 female) from the primary, secondary and higher levels were selected.

Major findings were:

1. Teachers- male and female -at all the three levels of institutions were fairly change prone by nature and they had fairly high job satisfaction. Female teachers had more job satisfaction than male teachers.
2. In the case of primary teachers, there were significant sex differences in the relationship between social values and change proneness.
3. In the case of secondary teachers, significant sex differences in the relationship between economic value and change proneness,

political value and change proneness, and religious value and change proneness were found.

4. In the case of degree teachers, no sex difference in the relationship between different values and change proneness was found.

5. In the case of primary teachers and secondary teachers, no sex difference in the relationship between different values and job satisfaction was found.

6. In the case of degree teachers there was a significant sex difference in the relationship between theoretical value and job satisfaction.

**Nakum (1991)** studied the existing value pattern of secondary teacher-trainees of Saurashtra.

The tools used were:

a. The Personal Value Questionnaire (PVQ) of G. P. Sherry and R. P. Verma (Gujarati adaptation prepared by the investigator).

b. The Socio-Economic Status Scale of K. G. Desai.

Major findings:

1. All the trainees scored a higher mean score on family, hedonistic and health values; medium in democratic religious, power and social values but lower in economic, aesthetic and knowledge values.

2. On social and democratic values female trainees scored significantly higher than male trainees.

3. Urban trainees scored significantly higher than rural trainees.

4. The independent effect of SES was found significant on democratic and aesthetic values.

5. Interactive effects of sex and area of SES were found on

democratic and economic values and these were significant.

6. Science trainees scored a significantly higher mean score on knowledge and health values than non-science trainees, but non-science trainees scored significantly higher mean score on power value than science trainees.

**Nandita (1991)** in her study examines the possibilities of integrating the existing teacher education courses, developing self-contained instructional modules and assessing their effectiveness for providing value-oriented education to teachers.

The objectives were:

- i. To identify content areas in existing B.Ed. courses to provide an integrated value-education curriculum.
- ii. To prepare and assess the effectiveness of a value-oriented curriculum designed for the B.Ed. programme.

The methodology used:

The sample comprised fifty teacher-trainees, randomly chosen. The existing courses for the B.Ed. programme were analysed. The investigator developed four self-contained instructional modules. These were used on the sample and their effectiveness was assessed. Median and chi-square were used for data analysis.

The major findings were:

1. Various approaches, the chief among these being the *clarifying approach*, the *indirect contrived approach*, and the *integration through subjects approach*, could be used for providing integrated value orientation through the existing curricula.
2. Various types of activities, viz. intake activities, organizational activities, demonstrative activities and expressive activities, could be used to support integrated value-orientation among the students.

3. A variety of teaching materials e.g. textbooks, journals, magazines, newspapers, photograph sets, slides, cassettes, video and TV programmes, films, etc., could be used for the integrated value orientation of teacher-trainees.
4. Teachers' value orientation was an essential input for the proper value-orientation of students.
5. The modules prepared for value-orientation of teacher-trainees were found to be quite effective.

**Rani (1991)** made an attempt to study the motivational belief, attitudes and values.

Major findings include:

1. There was a significant relationship among intelligence, and family relationship and the moral judgment of urban and rural senior secondary students.
2. Urban students, irrespective of their sex, did equally well on the moral judgment task. Rural girls performed better than the rural boys on the task. Urban students were better in moral judgment as compared to rural students.
3. Moral attitude of the father and mother and the moral judgment of urban students were not related, whereas in the case of rural students, moral judgment was related to moral attitude of father than mother.
4. Education of parents was a strong factor in enhancing the moral judgment of students in both the samples.
5. Death or divorce of parents proved to be a damaging factor for growth of moral judgment in both the samples.
6. Moral attitude of teachers and school climate were not related to the moral judgment of the students in any sample.

7. Moral education given in the morning assembly or in an independent period positively affected the growth of moral judgment in urban students, but not in rural students.

**Dubey (1992)** has conducted a critical study of the concept and implementation of value education in India at secondary level since 1947 to 1986.

The objectives were:

- i. To ascertain the status of value education in Indian education.
- ii. To highlight the educational implications of value education.

The methodology used:

Both the primary and secondary sources of information were examined. Opinions from 404 schools of all denominations selected randomly from Delhi were collected with the help of a questionnaire.

Major findings were:

1. Values such as national integration, brotherhood, secularism, and punctuality have been emphasized.
2. Folk songs and legends, which highlight several socially accepted values, were missing from the curriculum.
3. The value crisis was due to lack of ideal relationship, neglect of the affective domain in education and corrupt practices in the society.

**Padmanaban (1992)** studied the values of high school pupils in relation to certain selected variables.

The study attempts to assess the values of high school pupils to understand their value-pattern in the present-day social and educational environment and to offer a few suggestions for the

improvement of values to schools in the light of the present findings.

Objectives were:

1. To find out the value pattern of pupils studying in standard IX.
2. To find out if there is any significant difference between boys and girls in respect of their theoretical, economic, political, social, aesthetic and religious values.
3. To see if there is any significant association between pupils' caste and religion and their most preferred value.
4. To observe if there is any significant association between parents' socio-economic factors and the pupils' most preferred value and
5. To find out if there is any significant association between pupils' self-concept and their most preferred value.

The methodology used:

Pupils studying in standard IX in the secondary schools of one of the revenue districts (South Arcot) were selected by the random sampling method. The district had a population of 97,379 pupils studying in different schools. A stratified proportionate sample of 1000 pupils studying in South Arcot District was selected. The sample formed 1.03 percent of the total population. The tools used included Student Value Inventory (SVI) based on Allport-Vernon-Lindzey's study of values, constructed and standardized by the investigator; students' occupational preference inventory; also, constructed by the investigator; and Saraswat Rajkumar's self-concept inventory. The statistical techniques used included mean, standard deviation, *t* test, chi-square and inter-correlations.

Major findings were:

1. The value pattern of pupils studying in standard IX was quite

satisfactory. However, there was a rather wide disparity in different value scores, the rank order of the mean scores for the different values showed the highest score in social value and lowest score in the political value.

2. Boys and girls differed in respect theoretical, economic, political, social and aesthetic values.

3. There was an association between the pupils' most preferred value and their caste and religion.

4. There was an association between the pupils' most preferred value and their parents' socio-economic status.

5. There was an association between the pupils' most preferred value and their self-concept.

**Pradhan (1992)** studied the variation in the development of moral judgment of school students in different types of schools in relation to general intelligence, personal values, SES and sex.

The objectives were:

i. To find out the possible relationship between moral judgment and intelligence.

ii. To find out the possible relationship between moral judgment and SES.

iii. To find out the variation in the development for moral judgment between boys and girls.

iv. To find out the variation in the development of moral judgment between students studying in government managed schools and privately managed schools.

v. To find out the variation in the development of moral judgment between students studying in rural schools and urban schools.

vi. To find out the possible relationship of the moral judgment scores with each of the ten personal values of the Personal Values Questionnaire (PVQ).

The methodology:

The sample of the study comprised 2642 students studying in classes V, VII and IX who were selected from 14 secondary schools of Puri district through stratified random sampling method. Personal Values Questionnaire of Sheny and Verma were used.

Major findings were:

1. There was a significant positive but moderate correlation between moral judgment and intelligence.
2. There existed a significant positive but low correlation between moral judgment and SES.
3. The girls exhibited significantly higher moral judgment than the boys.
4. The class VII and class IX students studying in privately managed schools scored significantly higher in moral judgment than their government school counterparts.
5. The urban school students of all the classes exhibited significantly higher moral judgment than the rural school students.
6. Moral judgment development was related to age. The higher age group students exhibited a higher level of moral judgment.
7. Moral judgment increased with age among adolescent children. The girls were found to have scored significantly higher than the boys.

**Sharma (1992)** conducted a research on a study of teachers' socio-economic status and values with reference to their attitude towards the nation.

The study attempts to compare male and female teachers of different levels for their socio-economic status, value and attitude towards the nation.

Major findings included:

1. It was found that male and female teachers of different levels differed in SES but they did not differ on value orientation and attitude towards nation.
2. To some extent, value orientation was related to attitude towards nation.
3. Attitude towards nation and SES were also found to be related.

**Kothari (1994)** attempted to study the impact of religion upon development of moral concepts. A sample of class VII students, were selected for the study. These students were sampled through stratified random sampling technique. The sample included 833 boys and 416 girls.

The findings were:

1. The students belonging to different religious groups differed significantly from one another in respect of morals like duty, truth, responsibility, judgment, sympathy, obedience, helpfulness and overall moral.
2. The students belonging to different religious groups did not differ significantly from one another in the case of morals like discrimination between good and bad, respect and honesty.
3. On overall moral concepts it was found that the Hindu, the Jain, and the Muslim groups differed significantly in favor of Jain group.

**Ujjwalarani et al (1994)** attempted to study the effect of age and sex on pupils' perception of their teachers.

The findings were:

1. It was found that all the respondents, irrespective of age and sex, liked the teachers who taught well.
2. All the respondents of age group 13 to 14 showed higher preference to the teachers who cared, loved them, and provided general knowledge along with teaching.
3. No significant sex difference was found except that girls showed higher preference than boys did to a teacher who understood their mistakes with kindness.
4. Most of the pupils irrespective of age and sex showed distinct disliking towards the teacher who was always serious, irregular in coming to classes, ill-treated and beat children, did not clarify the doubts of pupils and made them to do his personal work.
5. The older male pupils showed more dislike towards the teacher who was partial than their girl counterparts.
6. It was observed that from very early age both boys and girls had clear ideas regarding a teacher who was to be liked or disliked and those ideas gave a portrait of an ideal teacher. Irrespective of sex differences, pupils of all age groups longed for a teacher who was good in teaching, sincere in his duties and cared for them.

**Usha Sri (1995)** conducted an evaluation of provision for value education at the secondary stage of school education. She collected the data of values of students and values of teachers using *Students Values Inventory* and *Value-orientation scale for teachers*. To study the provision made for curricular programmes, a *School Information Blank* was constructed and used. Information was

sought regarding school assembly, celebrations of days of national importance, celebrations of religious festivals, the school parliament, excursions and field trips; clubs and associations, NCC, Red Cross, Girl Guides etc., Children's Savings Bank, physical education and activities, work experience, music etc., study circles and moral instruction. She used a questionnaire of teachers, seeking information about,

- a. The value most emphasized in each school under study.
- b. The objectives kept in mind by the teachers while teaching values.
- c. The manner in which moral education periods were utilized.
- d. The means that could be adopted for developing values.
- e. The extent to which values are treated in text- books.
- f. The problems that teachers face in the inculcation of values.
- g. Suggestions that would make for a better implementation of the value education programme.

In the questionnaire, certain questions had to be ranked in order of preference of the responses given and to certain questions responses had to be marked on a three-point scale. One question was a closed one. In order to measure the psychosocial environment of the school, *Social Environment Inventory* (Constructed by K. S. Mishra, 1984) was used. It has six dimensions, namely *creative stimulations, cognitive encouragement, permissiveness, acceptance, reaction and control*.

**Venugopal (1995)** studied the influences of teachers' attitude and his expectations on pupils' achievement.

Major findings revealed:

1. Teachers' expectations had influence over the pupils'

achievement.

2. Teachers' attitude had no influence over the pupils' achievement.
3. Teachers' expectations had influence on the growth of intelligence of the pupils.
4. The expectational influence of women teachers on boys was less than the expectational influence of men teachers.

**Dash (1996)** attempted a study to reveal the different subjects of secondary school education in order to examine the scope of value education prevalent in school education system at secondary level.

The study being philosophically by nature, philosophical methods were used for the data collection. Since analysis of secondary level subjects was the groundwork, analytical approach procedure had been used as the major technique. The data were treated with qualitative methods.

The findings were:

1. Nine broad categories of values were obtained from different reports and suggestions of various committees and conferences.
2. Different school subjects had different load of values. All subjects taken together represented 166 values except 4 values i.e. a. Parent-teacher relationship a social value, b. Forgoing a rural value, c. Pastoral care a spiritual value; and d. Cultivation a cultural value.
3. There was a positive link and correlation among the values neglected in all the categories.
4. Some values like service to others, common good; cooperation, helpfulness, discipline, universal love, etc., have been overemphasized.
5. There existed imbalance in the prioritization of values.

6. There has been no direct indication of values in the textbooks of secondary school.

**Nanda (1997)** conducted a study to examine the relationship between education and human values and analyze how education promoted the positives of human values.

The sample of the study comprised of twelve principals of Senior Secondary Schools run by the important religious/contemporary philosophical schools in India. The tools used to collect data were a questionnaire and observation technique. Each of the schools either were inspired by major religions, namely Jainism, Sikhism, Christianity and Islam, or by teachings of Sri Ramkrishna Paramhansa, Swami Dayanand Saraswati, Sri Dada T. L. Vaswani, Sri Aurobindo, Shri J. Krishnamurti, Sri K. M. Munshi, Sri Chinmayananda and Sri Satya Sai Baba.

Findings:

1. Education in Human values should be included as an important element in all the subjects and not to be taught as a separate compulsory or optional subject in the school curriculum by a separate specialized teacher.
2. Common features of these schools are prayers, celebrating festivals and co-curricular activities.
3. Distinctive features of these schools are strict vegetarianism, non use of leather articles, touching the feet of their teachers daily, visit to deprived sections of the society, hospital, save oil, collection of funds, keeping fasts, bird feeding, counseling period, meditation, culture classes, concentrating on natural surroundings, etiquette, discipline and free education.
4. Successful schools with respect to their effort in value

transmission had residential approach and adhered to all the principles of their founders. Lack of involvement of teachers and school management and the gap between preaching and practicing their values contributed to the failure of value transmission in some schools.

**Shobha (2004)** conducted a comparative study of perceptions of student-teachers and undergraduates about value inculcation among students.

In this study, an attempt is made to compare the student–teachers and undergraduates in respect of their perceptions about inculcation of human values for which their awareness and possession levels were found and compared. In order to measure the awareness of human values, possession of human values and perceptions of the student–teachers and undergraduates about inculcation of human values, the researcher has developed following three tools.

- i. Human – values awareness test.
- ii. Possession of human – value scale.
- iii. Inculcation of human – value scale.

The human values selected are Truth, Right conduct, Peace, Love and Non–Violence.

The major findings of the study include the following.

The student-teachers do differ significantly from Undergraduates in respect of their awareness of human values – Truth, Right conduct, Peace, Love and Non-violence. The student-teachers are in greater awareness of the said human values as a whole compared to their Undergraduate counterparts. Speaking about individual human values, the student-teachers do not differ significantly from Undergraduates in respect of their Awareness of Truth, Peace and

Love as human values but they do differ significantly from Undergraduates in respect of their awareness of right conduct and non-violence as human values. While the student-teachers are in greater awareness of right conduct and non-violence as Human values as compared to their Undergraduate counterparts, they do not differ significantly in case of Truth, Peace and Love. The student-teachers do differ significantly from Undergraduates in respect of Possession of the Human values: Truth, Right conduct, Peace, Love and Non-violence. The student-teachers are in greater possession of the said human values as compared to their Undergraduate counterparts. The student-teachers do differ significantly from Undergraduates in respect of their perceptions about inculcation of said human values. Greater the awareness of human values among student-teachers, the greater is their possession. Also, greater the awareness about human values among the student-teachers, the more favorable are their perception about Inculcation of these values among students at secondary level. Greater the possession of human values among student-teachers, the more favorable are their perceptions about Inculcation of human values among students at secondary level. There is significant relationship between Awareness of all the five Human values among student-teachers. There is significant relationship between Possessions of all the Human values among student-teachers. Male student-teachers and Undergraduates do differ significantly from their female counterparts in respect of their awareness of all human values – Truth, Right conduct, Peace, Love and Non-violence. Female respondents are in greater Awareness of all these Human values as compared to their male counterparts. Male student-teachers and Undergraduates do differ significantly from their female

counterparts in respect of their possession of human values. The females are in greater possession of all aforesaid human values except Peace, as compared to their male counterparts.

## **2.2 STUDIES AT INTERNATIONAL LEVEL**

**Besvinick (1955)** studied on valuing, values and the education of teachers.

The study seeks to provide learners, particularly prospective teachers and teachers in service, with a means for improving their processes of appraisal; to provide them with an orderly listing of actions prized by good teachers, which they may appraise for their own use. To do these two things, three major questions have been studied.

- i. Is it possible and feasible to classify teachers' value comments with respect to education in an orderly, logical and reliable system of categories?
- ii. What implications for the in-service education of teachers become apparent as a result of the categorization of the elements?
- iii. How many valuing be employed in the learning process?

As a related question, the following methodological problem has also been studied:

How many interview data be analyzed and effectively encoded?

As the study progressed, it was found that the data being collected contained value statements pertinent to the pre-service teachers. The second major question was therefore enlarged in scope and considered to include implications for both pre-service and in-service education programme.

The study began by determining, through a jury, those school systems in Ohio which best met the following criteria:

I. The school or system must be engaged in a serious, planned effort to improve its instructional program.

II. The effort must reflect almost total faculty participation and not just that of a few teachers if it is to be considered.

Once the schools were chosen, the teachers and principal of each school were asked to select the members of the staff who were the *best* teachers. The four teachers most frequently mentioned in a school and the principal were interviewed. The interviews consisted of six questions and were tape-recorded. The six questions were.

I. What have you tried this year that you felt was significant? Why was it significant?

II. What does it take to make a good teacher?

III. If a new teacher were coming to teach in this school, would you have any suggestions to offer him?

IV. What is the best feature, educationally, of the situation in which you are working?

V. What, in your present situation, most needs improvement?

VI. What programme and facility change would you like to see made in the next three to five years?

The interviews were value-analyzed and the resulting data encoded. Possible implications for the development of pre-service and in-service education programs were inferred from the categories derived from the data.

The theory suggests:

1. Increased emphasis on developing skill in perception.
2. Extension of the variety of experiences in which teachers engage.
3. Providing opportunities for creativity and criticism as teachers learn.
4. A study by teachers of codes of ethics.

5. Conscious, deliberate efforts to develop introspection or inner direction within teachers.

The data suggests:

1. That teachers be encouraged to question, experiment and seek new procedures.
2. An emphasis on the acquisition of social skills by teachers.
3. Developing awareness within teachers of the importance of understanding their students.
4. Involving teachers in determining policy.

The investigation thus provided a listing of those concepts teachers in schools engaged in improving instruction prize and deem important in education. At the same time, a procedure was also provided which a person may use in deciding whether he wishes to accept the values the respondents have mentioned.

**Bowie and Margaw (1962)** studied on the relationship between the personal values and verbal behavior of teachers.

The objectives of this study were:

- i. To describe and classify the role taking process ideational content of the language used by the teachers to influence the behavior of pupils.
- ii. To compare these aspects of teacher verbal statements with teachers' value system.

The results of this study revealed that teachers whose values were characterized by higher religious values tend to make more supportive statements than teachers whose value system were characterized by a high political value. Teachers with higher social values tend to emphasize social expectation to a greater extent than teachers with political values. Any manifest verbal behavior

difference between the groups might be a function of the difference in religious value pattern rather than political pattern. Teachers with political values tend to make more non-supportive statements than teachers with high religious values. The verbal behavior difference noted between social and political group might be a function of disparity in the political value pattern.

**Lee (1991)** studied on identifying integrated values education approaches in secondary schools.

A review of the history of values education reveals that there has always been a broad consensus that values should be a part of schooling. However, there has been little agreement on what should be taught and how it should be incorporated. Today, the debate, now involving specialists from a variety of disciplines, has become increasingly complex. Modern public education has its context in culturally pluralistic, multi-value society opponents argue that almost every time someone advocates a value system, there is unavoidable exclusion or condemnation of other value systems, either explicitly or implicitly. To understand how values can be incorporated in complex environments, it is necessary to get inside organizations, which strive to integrate value dimensions into their respective school cultures and examine whatever strategies and practices they may use.

The primary purpose of this study is to examine two secondary schools, one public and one private, who strive to integrate a value dimension into their respective school cultures and to compare and contrast whatever strategies and practices they may use.

The research questions are:

i. Is there a theoretical and philosophical framework that underlies a

moral education programme in the public school in this study?

ii. What are the patterns of behavior that characterize the students and atmospheres of the individual schools in this study?

iii. How are the values presented and practiced in the schools studied?

iv. Who primarily instigates the integration of values in each school in this study?

v. What roles do the teachers, students and principals play in this process?

The study used the naturalistic inquiry process of Lincoln and Guba (1985) to investigate and describe the values education strategies of two secondary schools, Westwood Junior High and Hebrew Academy. Purposive, emergent sampling was used to maximize information obtained from observations, interview and documents. This information was unitized and transferred to index cards. Grounded theories were developed using triangulation, inductive analysis and member checks. A case study for each school was developed. The methodology utilized allows educators to better understand the holistic dimension of values education as it is seen embedded within the contexts under investigation. The study provides fresh insight into the philosophical, political and pedagogical issue that surrounds contemporary values education. An important implication of the study is that the success of values education in these two schools ultimately depends on effective teachers, a strong cultural context and directed leadership that enables and empowers others.

**Marantz (1991)** investigated an analysis of implementation of a curriculum innovation for character development: Satya Sai education in human values.

This is a study of the implementation of a kindergarten through eighth grade curriculum innovation for character development. Character development is portrayed as the process of the structuring and restructuring of values in five domains of human development; cognitive, essential skills and habits, affective, moral and spiritual. Embedded in these development domains are five human values respectively: truth, right-action, peace, love and non-violence. A taxonomy of human value forms the frameworks for an integral curriculum of thematic lesson plans, aggregating five teaching techniques to nurture a behavioral ethic of thought fullness, justice and care. This research analyzes implementation in a variety of public school settings in New York, Chicago and San Diego.

Findings are based on data gathered in a multiple-site, embedded case study: a detailed account of the implementation and a formative evaluation of the design and performance of the curriculum. The study spans an academic year, including three successive waves of questionnaires, more than fifty hours of interviews and forty hours of observation of teachers implementing lesson in their classrooms in fourteen schools. Teachers' reports of the feasibility and potential of the innovation reveal a number of flexible variations of implementation patterns compatible with conventional organizational arrangements. Teachers perceive the process to be transformation for both teachers and students. The innovation is perceived to empower teachers to be collaborative, self-reflective, and creative, enhancing their relationship to students as role models and mediators of the curriculum, change process and

formation of character. Teachers perceive positive outcomes with respect to students and the development of critical thinking skills, affective insight, positive feelings, cooperative interaction and moral and value consciousness. Teachers' valuation of the beliefs, assumptions, objective and content of this innovation is the most plausible explanation for the efficacy of implementation, raising questions about the process of change. Managerial solutions to change may not be the key element in the change process. Further, exploration raise questions about the transformative potential of teachers and curricula, the effect of values on the ethos of the school and the status of character development as the goal of the formal educational process.

**Stephensol et al (1995)** investigated various attitudes and practices towards the teaching out values and their place in the curriculum in a multinational empirical enquiry involving teacher educators, teachers and trainee teachers from seven developed and developing countries.

An inadequacy of theoretical knowledge of those who plan and supplement curriculum seemed to be reflected in the empirical data. Further, teachers are not being taught values education as an integral part of their training. The values curriculum is seen to be so embedded in all of the curriculum areas that is not deemed necessary to address it as a discrete subject. Thus, a global trend in the post traditional society is seen in a class of values. The investigators suggest by way of an answer to such a *moral vacuum* a discourse for educators to address the area of values in education in order to deal with confusion, inconsistencies and inadequacies and provide clear philosophies, rational approaches, and time-and-

space appropriate approaches for the new era.

**Janet and Ursula (1996)** found that the teachers and head-teachers displayed considerable consensus about the values they aimed to foster in their pupils. Those values most often identified were experienced in broad, overlapping terms, such as caring, consideration and respect for others, self-esteem, cooperation, good manners and work. The values could be split into two types: those seen as relevant to the individual (e.g. work habits, self-discipline, patience and honesty) and those seen as socially cohesive (sharing kindness, cooperation, tolerance). This demarcation is not clear cut service values relevant for the individual are also relevant to helping that individual to fit into society.

**Shively (2000)** studied on student needs, values and beliefs in the process of education: an examination of student voice.

In the history of educational reform, the student has often been depicted as a passive recipient of the reform efforts. Much of the literature on education examines what professional educators; parents, politicians and theoreticians believe are the needs of students in the educational setting.

The purpose of this qualitative study was to examine student beliefs, needs and values as expressed by the students themselves concerning their experience in education. Identifying the needs of the students will allow educators to mold programs that satisfy student need that can lead to an increase in student motivation to achieve. An examination of student expressed beliefs, needs and values can give valuable information to educators concerning the educational experience and the design of educational reform.

In this study, there was an examination of student voice in two-very different contexts. Semi-structured interviews were conducted individually and in groups to examine student beliefs about the reason for successful learning in the classroom and their beliefs about what comes to students to become motivated to act in their educational experience. Participants were asked questions as well as requested to describe critical incidents in the educational setting that identified students' needs, values and beliefs. The two high schools that were part of this study have very different contexts. Each high school had different demographics. One high school was located in a working class agricultural community with a predominantly Latino population. The second high school was located in an affluent predominantly Anglo community where technologically based businesses were major employers.

A cross case analysis was conducted identifying similarities and differences in the student responses at the two participant high schools. The students from the school situated in a working class agricultural community expressed the value of completing tasks, the need for a curriculum that was useful, and the importance of having a caring relationship with the teacher and peers that were a source of comfort. Students from the school situated in the affluent community expressed the value of being true to oneself, the need for a creative curriculum, and the importance of a competent teacher and peers as a source of knowledge. Students at both high schools expressed the beliefs that students should have substantial input into the process of education. They believed that the students know the best student-need and that having voice or input into the process of education would lead to a positive response to learning.

**Germaine (2001)** investigated values education influence on elementary students' self-esteem.

The purpose of this study is to determine if there was a significant difference in measures of self-esteem between elementary school students to whom specific values were formally taught in their school as part of the curriculum and those who did not receive such instruction.

Values are integral to the concept of self-esteem; values linked directly to self-esteem include those of respect, responsibility, honesty and courage. Such values enhance self-acceptance as well as interpersonal relationships and therefore have a critical influence on self-esteem. Given what is known about self-esteem and given that values were being formally taught to a group of students, it was reasonable to ask if a statistically significant difference in measures of self-esteem could be found.

Based on the purpose of the study two research question were formulated:

- i. Is there a significant difference in measures of self-esteem between elementary school students to whom specific values were formally taught in their school as part of the curriculum and those who did not receive such instruction?
- ii. To what extent do gender and success in school contribute to students' self-esteem?

The setting for the study was a school district in Canada that had identified sixteen values through community consensus. The district developed curriculum and lesson for the teaching of those values. The sixteen values, grouped into four clusters approved by the school board as those reflecting by the community are as follows:

*Respect:* i) cooperation, ii) tolerance, iii) compassion, iv) respect for

others, v) respect for self, vi) honesty, vii) self-control.

*Responsibility*: viii) responsibility, ix) freedom, x) justice, xi) respect for the environment, xii) service.

*Excellence*: xiii) pursuit of truth, xiv) excellence.

*Joy*: xv) self-fulfillment, xvi) joy.

According to the investigator, “It is not usual to see joy included as a core value, and it is of interest to note why the community chose it, its inclusion gives insight into their intent for the values education program to address values inclusive of the whole child. Although joy lacks the moral imperative found in the other value clusters, the community included it for two reasons: i. It addresses the wish that most parents have for their children’s happiness; and ii. Without *joy*, the other core values stand as somber, lacking the wonder and enthusiasm that are important to learning, appreciation of beauty and physical challenge. Joy is found in the passion for learning, for work and for play. Joy also results from living in congruence with reality and from internalizing the values included in the other core values of respect, responsibility and excellence.” A quasi-experimental research design was utilized. The treatment group was taught values as a formal part of their curriculum for a period of four years, in grades four through seven. The control group did not receive the formal teaching of values. Multiple regression analysis was used to determine the post treatment relationship between the independent variables (grade point average, citizenship scores, gender and group membership), and the dependent variable (self-esteem). Self-esteem was measured by way of the student self-esteem Inventory (Reasoner and Gilberts, 1992). The best fitting regression model was employed to estimate pre-treatment measures of self-esteem for both groups, allowing change

in self-esteem to be calculated. Regression analysis was again used to see what relationships existed between the change in self-esteem and change in the independent variables. Result showed no treatment effect but they did show a statistically significant positive relationship between self-esteem and academic achievement, and between self-esteem and a combined measure of academic achievement, behavior and attitude, termed success in school. Result also showed statistically significant relationship between self-esteem and gender with girls having slightly lower self-esteem than boys. The findings indicate that further research is needed in the area of classroom climate and teacher modeling, which have been shown in other research studies to have a positive relationship of self-esteem and student behavior.

**Pettibone (2001)** investigated a study of the values, beliefs and attitude of students at an international high school.

Moral values are a key element in the development of good character and good citizenship, and they are the focus of this study, which examine the values, beliefs and attitudes of students at an international high school. The purpose of the study was to determine if their values reflect good character and good citizenship, and the universal core values of tolerance, compassion and concern for the welfare of the others. Other factors of particular interest in this study are nationality, culture, gender, religion, length of the stay at the international school, and the effect of the international school experience on international awareness and understanding.

Major research questions on which the study is based are as follows:

- i. Is there a set of values that are widely held by the students at the international high school, and in particular, do their values reflect compassion, tolerance, and concern for the welfare of others?
- ii. What are the differences in the values, beliefs and attitudes of the students based on their nationality and culture, their gender, the importance of religion in their lives, and the length of their stay at the international school?
- iii. Does the experience of being at the international school help the students to understand and to appreciate people from other countries and cultures?

The study was conducted in an international school in Germany; an English language school that focuses on Anglo-American educational traditions in the context of a multinational environment. Forty-four nationalities are represented in a school-wide enrollment of approximately thirteen hundred students, which includes elementary, middle, and high school levels. There are four hundred students in the high school (grades nine through twelve) and of this, total twenty nine percent are from the USA and eight percent are British. German students account for twelve percent of the high school students, twelve percent are Japanese and eight percent are Koreans. Students from other countries such as Holland, India, Israel, Sweden and Canada are part of the remaining thirty-one percent of the students who represent thirty-three nationalities.

A survey questionnaire and one-on-one student interviews provided the quantitative and qualitative data for this study. Although the findings revealed that there are contradictions and inconsistencies in the values and beliefs of individual students, particularly with regard to tolerance and compassion, the findings also indicate that the students share a large group of traditional moral values, which

reflect good character and good citizenship. In addition, almost all of the students indicated that the experience of being at the international school helped them to understand and to appreciate people from other countries and cultures. There were also differences in students' values, beliefs and attitudes based on nationality and culture, gender, religious beliefs, and length of stay at the international school. According to the finding, length of stay at the international school may have the least effect overall on values, beliefs and attitudes of the students. The most significant differences concern nationality and culture, gender and religious principles to inform right and wrong behavior.

Educators concerned with student values and character education in culturally diverse educational settings may find it worthwhile to examine the values and beliefs of international school students. Because of their emphasis on positive intercultural relations based on co-operation, respect, responsibility to the community, compassion and concern for the welfare of others, tolerance and cultural awareness and understanding-all facets of good character and good citizenship-international schools could provide educators in America's culturally diverse schools with an alternative way of looking at multicultural education.

**Walker (2003)** investigated integrating spiritual values and character-based education in a middle school setting.

The objective of this four-week project was to teach and integrate spiritual values and character based education in a middle school setting to improve students' behavioral skills and proficiency test scores. It was done in a public middle school setting, where one experiences many different scenarios in the field of education, with

students and the school. There you may experience different personalities, attitudes and different degrees of learning, which is a gradual process of acquiring knowledge. This project has shown the investigator that teaching is a ministry of caring and love. It is a true commitment that one has to undertake. This ministry is in the saving business of our soul. The teachers, parents, guardians and community are out on the *front lines* saving our students from the distraction. The project has been an indication of this statement. This project has revealed to the investigator that integrating spiritual values and character into a school, especially at the middle school level is crucial and very much needed if we are about the saving business. The writer feels that this project was important because the professional associates, context - associates, students, parents, guardians, teachers, and community came together to support it. They are all educators in their own right and they have the same goals as the average person when it comes to providing the best education that a student could possibly obtain. Students face so many problems; some of their own doing and then there are those that are not their own. This might be inherited in a sense. The middle school students are at the threshold of becoming young adults. They have to be taught how to think analytically, learn, and demonstrate an act of empathy for themselves and others. They feel that integrating spiritual values and character education in the middle school is necessary where the students learned to work on key values such as honesty, respect, trustworthiness, fairness, compassion, responsibility and citizenship. Attitudes were worked on in the project with the seven spiritual values mentioned above. It was mentioned that the spirit of attitudes encompasses many things and is a big factor that determines whether a student will be

successful or not. Attitude is a factor that signals help is needed. When a teacher deals with a student's negative attitudes or behaviors, spiritual values and character education seemed to be a valuable support system that allows a student to evaluate cause and effect of the problem. This project allowed students to talk, express their feelings, and work through issue. One male eighth grade student gave his testimony that *this project was the best*. He related to the group that he was allowed to actually tell how he felt about issue whereas he would not have been able to open up and discuss it in class. This was a point in the project for the students and teachers to feel good about the effort of helping where it is needed. The students would brainstorm to form strategies for solving the cause and effect. Another student suggested that in his old school that he was *considered a behavioral student*. The student stated that *the teachers in the present school make a student feel comfortable and needed*. Listening and reading the student's comments allowed the investigator to see the importance of the efforts that were made by everyone.

The methodology included pre/post tests of spiritual values, pre/post achievement tests, and consultations with students, parents and teachers. The result of the project showed that students' behavior skills increased and academic improvements were made. The summary of the post-tests indicated that when teachers, parents, and students work collaboratively with spiritual values, as a component of character based education, students' behavioral skills and academic performance increased.

**Gibbs (2003)** studied on the teaching of values in teacher education programmes in multicultural settings.

The dissertation discusses the issues surrounding the teaching of values in teacher education programmes in a multicultural context, specially, in this case, McGill University in Montreal Quebec. It is part of a three-nation collaborative study that took place in the Faculties of Education at three universities, Universidad Pedagogica National, Mexico; California State University, Long Beach and McGill University, Montreal Quebec. Anecdotal evidence gathered from participants in an exchange program between the first two institutions indicated that significant cultural differences among both students and faculty influenced the learning experience. Differences in values and teaching styles led to problems of communication, teaching and learning. This finding led to collaboration among the three faculties of education in order to conduct similar inquiries. This dissertation is based on the study that was carried out by the investigator at McGill. The ultimate goal of the study was to identify how values are perceived in teacher education and how they are actually taught.

The investigator interviewed selected group of student teachers and teacher-educators and asked them to respond to questionnaires. With this data, some conclusion was drawn about the teaching of values as seen by these particular groups of prospective teachers and teacher educators. Data was generated in two phases. In phase-I interviews were conducted with faculty and students in the pre-service teacher education programme in order to identify the values that these participants considered the most important in teacher education. These interviews allowed the investigator to develop two instruments that were subsequently used in phase-II. In phase-II, the investigator obtained additional information on the values that participants considered to be important for teacher education, the

values that are taught in the programs, the strategies used to teach those values and the issue that cause value conflicts. The study indicates that respect is a value that dominates the discussion for both prospective teachers and teacher educators in this inquiry. Further, respect may be interpreted in a wide variety of ways. In addition, the teacher educators adhere to many of the values cherished by many critical theorists: open-mindedness, critical thinking and respect for difference and diversity.

**Kao (2005)** studied high school principal's values and their symbolic and cultural leadership approaches to character education in China.

Relatively little is known about the symbolic and cultural leadership practices and approaches used to imbed character education in high schools in China. In addition, there is a lack of published studies and reports investigating the revival between character and moral education in the Chinese school system. Without additional information, it is impossible to understand and develop effective leadership approaches that will shape and mold school cultures to effectively support both character and moral education. The literature reviewed in this study revealed little information about if, and in what forms, there is a return to moral education focusing on traditional Chinese, including Confucian-related values, virtues and principles in China.

The research methodology consisted of a case study of three carefully selected high school principals.

The study sought to:

- i. Identify traditional Chinese, including Confucian-related values, virtues and principles held by these principals.

- ii. Describe the roles played by these high school principals in shaping and molding character education.
- iii. Delineate symbolic and cultural leadership approaches used in implementing and supporting character education.
- iv. Discuss leadership implications in character education development and implementation.

Within the cultural context of China, the researcher developed a symbolic and cultural leadership portrait of the high school principal and how principal shape and mold school culture through their leadership actions to support character education.

The following are some of the general findings of this study:

1. The role of principals in China is similar to that of a government agent: i.e. they receive orders and directives that they must follow. Within the school setting, they are the *lead* character educator and those they play out this role by *modeling* the desired morals and values in both their personal and private lives;
2. Confucian-related moral and ethical teachings were considered helpful and somewhat important in character education by the principals. However, these morals and values were not found in the formal moral curriculum established for the respective public high schools in China, rather they were found in some of the articles used within the school's literature curriculum.
3. The five most important morals and values that should be at the heart of character education programs in China were found to be: patriotism; love to learn; loyalty to one's responsibility; honesty; and filial piety. Based on these findings, six recommendations for further study were made.

**Richert (2005)** investigated teacher attitudes regarding the teaching of morals and values in the curriculum.

Fifty-three teachers enrolled in a graduate degree program were asked to respond to a survey ascertaining how topics such as character education and morals instruction, both linked to positive results in education, were being acknowledged in classrooms. The sample consisted of 14 males and 39 females ranging in age from the early twenties to the early fifties, with the great majority being in their twenties. The average years of experience, was 3.4 with seven teachers being instructors in general education while the remaining 46 were special education teachers. The vast majority of the respondents (n=45) were employed in the elementary levels (K-6).

The instrument consisted of four sections. The direction sections consisted of a brief statement asking respondents to *read each statement and indicate the level of agreement or disagreement* to a set of 13 dependent variables. A second section in the dependent variable category asked for open-ended responses to the following statement: *Please list the most important morals that should be taught in public schools.* In addition, it asked that the respondents also indicate the level of education wherein these specific self-nominated variables should be emphasized (Pre-School, Elementary K-6, Middle School, and High School).

The final segment of the questionnaires included a brief demographics section soliciting gender, age group, current teaching position, and years of experience in teaching.

- i) The thirteen dependent variables in the order in which they appeared on the questionnaire are as follows:
  - a. Classes on morals should be mandatory.

- b. Morals should be infused through the curriculum, not taught in specific classes.
- c. California should have state standards for specific manners.
- d. Morals should be taught at home, not at school.
- e. Morals should be taught by the church, not at school.
- f. Morals should not be taught in public schools.
- g. Morals should be taught by example.
- h. Morals can be taught directly like Math, Language or Arts.
- i. Morals are best learned through good literature.
- j. Those who teach morals also must be moral.
- k. State standards on morals are more important than most standards on academics.
- l. My school does a good job of teaching morals to children.
- m. Does your school have a specific programme to teach morals?
- ii) The open-ended question was, please list the most important morals that should be taught in your school.

The findings revealed:

- 1. A general consensus of the respondents agrees with the statements 1, 2, 3, 7, 8, 9, 10, and 11.
- 2. A general consensus of the respondents was nearly halfway between agree and disagree for the statements 4 and 5.
- 3. A general consensus of the respondents disagrees with statement number 6.
- 4. Teachers are somewhat undecided about the statement 12.
- 5. For dependent variable 13 a general consensus, of the respondents agrees that their school does not do a good job of teaching children morals.

For the open-ended question, twenty-eight respondents listed *honesty* as the most important moral that should be taught directly

in the schools.

**Cleary (2008)** investigated teacher perceptions of changes in middle school behavior after implementation of a character education program.

It was a qualitative study. The purpose of the study was to investigate the perceptions of teachers regarding the effects of a character education program on student behavior at New Jersey Public Middle School for sixth grades. The study examined student behaviors in the areas of self-awareness, self-management, relationship management and social awareness, as they were perceived by teachers.

The study was designed to address the following research questions:

- i. To what extent have teachers witnessed a change in student self-awareness since the inception of the character education program? (indicators of behavior include: student diligence, perseverance, self-discipline, prudence, and responsibility to self).
- ii. To what extent have teachers witnessed a change in student self-management since the inception of the character education program? (indicators of behavior included: student-fairness, honesty, integrity, confidence, courage, and healthy self-esteem).
- iii. To what extent have teachers witnessed a change in student relationship-management since the inception of the character education program? (indicators of behavior include: student co-operation, conflict resolution, non-violent behavior, civility, courtesy, application of the golden-rule, patience, caring, compassion, empathy and kindness).
- iv. To what extent have teachers witnessed a change in student

social awareness since the inception of the character education program? (indicators of behavior include: respect, sense of human dignity and self-worth, tolerance, service to others, and social responsibility).

v. To what extent do teachers think the program should continue and be improved upon for the coming school year to reflect their observations?

Efforts were made to include a representative sample of the faculty in terms of sex, age and subject taught. Thirteen teachers from a sixth-grade middle school in an affluent suburban town in New Jersey were interviewed. Questions were designed to identify and evaluate the student behaviors in each of the four categories listed above. Data were tape recorded and transcribed. Findings indicated that most teachers saw a minimal positive effect of the character education program on student behaviors with some indicating that they observed no effect whatsoever. Some teachers were specific to cite specific examples where students in the classroom referenced the program: others gave examples of the instances when they had been able to integrate the program's messages into their lessons. However, they were still reluctant to report that the program had influenced student behaviors in any definite way.

Nonetheless, all the interviewees felt that the program should continue. Many articulated that they saw a need for character education in their schools' curriculum and that they would like to see the program offered again with improvements. They cited better timing of the program, more professional development opportunities and increased integration of the program into the school's curriculum as examples of ways to enhance into effectiveness. Recommendations for further study included on other

age groups, in schools where the program had been more fully integrated and where faculty had been adequately trained in program implementation.

**Hardee (2010)** investigated passionate pedagogy: understanding the impact of teachers' values and beliefs on citizenship / character education for children of color.

Educators are charged to impart the principles of morality, truth, justice, patriotism, and a true comprehension of rights, duties, and dignity of American Citizenship. The question is whose values are being taught to insure the above outcomes. Teachers' beliefs and values are usually not identified as casual factors with student academic or behavioral outcomes for children of color.

The purpose of this qualitative research is to examine the impact of teachers' beliefs and values on character education in urban public school settings in a way that is useful to pre-service teacher preparation programs, teachers, and administrators who work in urban settings. The three participants in the case studies that follow are a) First year teacher, b) A teacher intern, and c) The investigator herself. Through journals, interviews and field notes, all of the participants including the investigator herself provided a collaborative narrative study-the relationship of participant life experiences with their teaching practice. Current research on culturally relevant pedagogy, teachers' beliefs about urban children of color, and the history of character education provided the conceptual framework for this study. The research questions to be answered are: What motivates teachers to teach values in urban schools? How do teacher's beliefs and values impact lesson design and implementation? What, if any is the connection between

teachers' perspectives and the California Education Code expectations? What are the criteria for choosing particular values to be taught in the classroom? How do teachers determine their practice's effectiveness?

The study was conducted on site at an urban public elementary school in the San Francisco Bay Area. One ethnically diverse fifth grade classroom and one transitioning English Language Learner fourth grade class were the context in which the study was conducted. The school is deemed as an underperforming institution serving an urban student population deemed *at risk and disadvantaged*. The school is situated in a diverse working class community. The school population is approximately 450 students. The student demographics are 48% African-American, 45% Hispanic, and 7% other including Asian and Pacific Islander. The school's teachers have various years of teaching experience. The teaching staff's demographics are nine Whites, seven African-Americans, three Asians, three Hispanic, and one Pacific-Islander. The three teachers profiled in the case studies are African-American. The administrative leadership team consists of three Whites. The three themes that emerged, from the cross-analysis are the importance of creating a well-developed teaching philosophy, demonstrating the value of trust in practice, and including parental involvement. The conclusion summarizes the participants' common beliefs about urban children of color in the areas of intelligence, sensitivity, boldness, and desire for leadership that does not give up on children of color. The significance of this study is pertinent to pre-service teaching programs which need to address the connection between what motivates teachers to teach urban school children, the commonly held *deficit lens views* about children of color in urban

schools, and new teachers' practice. The final point to consider is employing the pedagogy of *culturally relevant* teaching to inform teacher practice to ensure that citizenship with dignity is the objective across the curriculum for urban children of color.

**Ishii (2010)** studied on implementing character education at public schools, focusing on Satya Sai education in human values: a case study of Satya Sai school, Leicester, U.K. and India.

The study examined why and how has Satya Sai Education achieved eminent result in both spiritual and academic domain. Although it has been a long time since the quintessential significance of character education was advocated in US as well as in Japan, the fact remains that there are still schools which are struggling with implementing and integrating the education even after the programs are employed. Among educational organizations that have been pursuing character education, Satya Sai Education has proved to be very effective in terms of achieving both academic and character excellence in the students.

This case study research focused on Satya Sai School, Leicester, U.K. and India, utilizing semi-structured, open-ended interviews, direct observation, participant observation, and reflective journals. This study investigated the topic of highly qualitative, individual sense of values and belief systems, namely, self-examination and introspection based on respective experiences in four broad categories: a) Philosophy of a sense of mission of Satya Sai School teachers; b) Learning or transformation process in Satya Sai Education, c) Unique features of Satya Sai Education in terms of teaching methodology, curriculum, and educational environment, d. Development of disciplines and faith in Satya Sai Education. The

collected data were analyzed to shed light on the core essence of character education, which could be applicable to public schools.

The research revealed that implementing character education intensely depended on the way the teachers lived inside and outside the school environment with clear insight of goal of education as well as life itself. It also showed the teachers themselves needed to be role models of humanistic values such as love, truth, right conduct, peace and non-violence in their daily lives, so that they could be catalysts to bring out potentialities in the hearts of students. This dissertation would provide a relevant case study for teachers, educationists, parents and those who have earnest and profound concern in character educations and today's world problems.

### **2.3 STUDIES RELATED TO DIFFERENT LEVELS ON VALUES AND ATTITUDES**

In the Survey of Research in Education (1974), in trend report Thirtha and Mukhopadhaya specifies the studies on the values and attitudes of students and teachers, carried out by Agarwal (1959), Broacha (1959), Khan (1964), Mathew (1965), Govil (1967), Tandon (1967), Mehrotra (1968), and Kalia (1970). The major variables of this set of studies are ego ideals, changes of values in terms of different social strata, the value ideal of students of different disciplines, conceptions about life, the individual differences on social, religious and authoritative values. The attitude studies are concerned with the attitude towards authority, discipline, marriage, family, role of women, their education and occupation, compulsory military training and religion. The general methodology can be said to be of survey type using attitude scale

and questionnaire of different types. It was found that the change to value pattern is mostly peripheral than central. The agencies of changes are education, political freedom, diffusing cultural patterns, industrialization, achievement motive and aspiration of better living and media of mass communication.

In Second Survey of Research in Education (1972-78), Mehrotra in trend report specifies, “Generally values and attitudes of student-teachers and teachers have been studied in relation to some other variables and as complementing part of investigations mainly concerned with some other issue.” Mehta (1971) studied the attitudes of student teachers of primary basic training institutions of Gujarat towards community life, craft and evolved a special program to bring out a positive change in their attitudes towards them. National Council of Educational Research and Training (1971) used a Likert type scale to determine the reaction of 6558 teachers of middle sections of secondary schools towards teaching profession and the relationship of these reactions with factors like management, area, sex, experience, qualification, marital status, etc. Samantaroy (1971) investigated into the possible nature of relationship among teacher attitude, teacher adjustment and teaching efficiency. Shah (1969) made sociological survey of the role of the secondary school teacher.

In Fifth Survey of Educational Research (1988-1992), following number of studies have been done on values is depicted in the table below.

**Table: 2.1**  
**Distribution of the Studies carried out on Values**

Studies	Number
Values and value education	4
Value development and value orientation	11
Moral judgment	7
Value clarification	3
Value patterns	1
Value preferences	1
Instructional strategies	2
On measurement of values	1
Stage structure of value development	1
Concept and implementation	1
Content analysis	3

Source: Fifth Survey of Educational Research

Thirty-five researches were carried out during these years.

Their major findings reveal:

1. Level of value awareness in all grades is poor.
2. No significant difference was found between moral judgment and SES.
3. Moral judgment was found to be normally disturbed.
4. Value inculcation through the value confrontation treatment led to qualitative changes and qualitative improvement.
5. A positive significant change was found in social and educational adjustment and classroom climate.
6. The value discussion model was found to be effective in terms of value clarification.

Two contradictory findings also observed were:

- 1) Significant positive relationship exists between intelligence and moral judgment of moral values.
- 2) Moral education affects the growth of moral judgment positively.

1) Significant positive relationship exists between intelligence and moral judgment of moral values.

*Contradictions:*

While in her study Rani Urmila found significant positive relationship between intelligence and moral judgment, the study of Sibia Sukhvinder almost rejects the claim, that intelligence is associated with a more mature judgment of moral value.

*Reason predicted:*

This difference in finding may be due to a difference in tools as well as difference in levels of intelligence of the students.

*Suggestion given:*

To carry further research to find out the truth in this area.

2) Moral education affects the growth of moral judgment positively.

*Contradictions*

Madhu Kapani specifies that, no significant difference is found in the ability to identify values between the control and experimental group of student-teachers through the value clarification method; however, Sheela's findings show that value confrontation was more effective among students-teachers in inculcation of values.

*Reason predicted*

This contradiction may not be real contradiction as it may be due to difference in the methods of treatment.

## **2.4 RESEARCH GAP IN VALUE EDUCATION RESEARCH, NEEDING ATTENTION**

The research review not only brings out significant quantum of research available in India but also unfolds significant gaps in

building up an autonomous body of cumulative knowledge which future researches could focus on.

In Sixth Survey of Educational Research (1993-2000) Volume 1, Seshadri (1997) specifies, “Although there is general acceptance that education has to have a thrust on the development of values, clarity eludes a host of related issues. What exactly does value education mean? What are its objectives? What are values to be inculcated in education and in what manner? What role has the teacher to play in the process? – have become contentious issues. Diverse and divergent views circulated on the subject and the situation is a matter of confusion. There is a polarity in the views because either too much or too little is read into the claim of *value education*. The discussion is muddled on several counts. There is too much of an expectation from education, which as such is not an autonomous system. Many of the solutions offered to meet the value crisis appear too pat and simplistic and are not based on what means to *value educate* and the complex social context in which the educational subsystem has to function. Some of the proposals are feared to carry hidden agendas; for what constitutes the context of value education remains contentious. More than all, the discourse is basically flawed as it overlooks the fact that values are integral to the educational process where as it treats them as *add on*. The point of this criticism is to draw attention to the need for a philosophical examination of an entire range of issues having bearing on the theme, its proper conceptualization and articulation of a rationale. The phrase *value education* has a very wide connotation and any attempt to map its meaning would involve critical consideration of several issues, conceptual and logical (The relationship of education and values) and empirical and contingent (The substance and

content of values). One of the tasks of philosophy of education is to isolate these different elements, analyze and clarify the different conceptual and logical issues underlying the debate and clear the way for articulation of a rationale for policies and programs in this crucial national concern.”

**Table: 2.2**  
**Table showing Phasing of Research Activity**  
**on Values / Value Education**

1992-1996	1997-2001	Total
60	18	78

Source: Sixth Survey of Educational Research (1993-2000) Volume II

Table 2.2, depicts the marked decline of interest in value education research for the period of (1997-2001) which highlights the need to rejuvenate the area. The reason for this, is predicted as follows it seems that education policy documents in the first half of the decade served as a call in this direction and due to the persistent effort of the highest level of government bodies like the Planning Commission, Ministry of Education, Education Commission and a number of NGO's, a stage was set for the spirit of enquiry and discovery. The enthusiasm could not be sustained. The 81st Parliamentary Committee Report (1999) had elaborately dwelt upon the nature of desired value education programme, however the area remained deficient in giving trend setting data and information required on theme areas.

**Table: 2.3**  
**Levels of Researches**

Ph.D.	Institutional/Independent Studies	Journal Articles	Total
22	11	45	78
28.2 %	14.1 %	57.7 %	100 %

Source: Sixth Survey of Educational Research (1993-2000) Volume II

The table 2.3, depicts a significant number of studies at Ph.D. level, which constitutes 28.2% and at institutional level, which constitutes 14.1% appears to indicate the impact of government level thinking and action in the area of value education.

**Table: 2.4**  
**Types of Research by Grade / Groups**

Level	Type (Total Frequencies)		Tool Development
	Descriptive, Survey/ Developmental	Action/Intervention	
Primary, Elementary,	9	6	-
Secondary	15	5	1
Senior Secondary	16	3	-
University/College	20	2	-
Teachers/ Student-teachers	8	2	-
Miscellaneous- Parents, Principals, Women, Educationists	6	1	-
Documentary Research	-	6	-

Source: Sixth Survey of Educational Research (1993-2000) Volume II

Table 2.4, depicts a glaring gap in developing indigenous tools of measurement as a major and well-planned research area. Though there had been indications that researchers have utilized some Indian tools only one investigation has been reported which actually undertook development of tools. The area of value measurement has remained an illusive area as far as Indian research is concerned. Table 2.4, also reveal many researchers have concentrated researches on general nature, researches at primary, elementary, secondary, senior secondary and university/college level students. In the complex value education process, givers of values (groups of teachers, principals, educationists, women, parents) are as important

as the receivers (students) but compared to studies on students the studies on teachers (givers) are few. Attention has been focused on those groups of givers who are instrumental in imparting values with a view to study their value patterns, attitude towards value education and their value learning processes. But the studies are few and far between as depicted in table 2.4.

Mehrotra (2006) in trend report in Sixth Survey of Educational Research (1993-2000) mentions on tools, “Large number of studies remains tool-oriented. A sound background/basic theory behind the use of tools is not often visible. Although, a large number of standardized American tools, questionnaires, inventories, are still used. There is a welcome tendency to construct more and more local specific measurement instruments.” He continues, “Value education is much talked about but has not seen any input in teacher education programmes.”

## **2.5 SUMMARY OF NATIONAL AND INTERNATIONAL STUDIES AND IMPLICATIONS FOR THE PRESENT STUDY**

Review of related researches revealed that a number of researches were conducted on values, value systems, value patterns of pupils, teachers at primary education level, secondary education level and students and teachers at university education level. Review also revealed researches were conducted on principals, parents, youths, adolescents, teacher-pupil relationship, pupil-pupil relationship, and relationship between education and human values, value development, value implementation, moral judgment, evaluation, identification of values, value awareness, value inculcation, value orientation, instructional materials, curricular designs in value education for pupils in schools and in teacher education,

construction and standardization of value inventories, philosophical studies on values, attitude towards values. Moreover, the area of value education on studies covers philosophical, psychological, sociological concerns.

These studies yielded a preview of value education researches, which guided the investigator to make a rough format for the study. Most number of studies was focused on students' values but lesser number of studies on teachers' values. Thakur (1986) tried to identify the characteristics of a *good teacher*. There were nineteen such studies wherein the definition or concept of a *good teacher* differed in all these studies. Some researchers had studied the *good teacher* from the perception of other members related to school or college life including students. Few studies had taken account of teachers teaching with respect to its bearing on achievement of students. There were studies, which take account of teachers' liking for students and students' liking for teachers; teachers' expectation and students' achievement; the most accepted and the least accepted teachers; the most popular and the least popular teachers. All these studies highlight teachers' expectation on students and students' expectation on teachers. According to Thakur (1986) the most significant educational implication of his study was that having known the qualities of a good teacher, it would be possible for the concerned authority to recruit good teachers and improving the effectiveness of the service teachers. Kulandaivel and Rao (1968) analyzed the qualities of a good teacher and a good student as rated by students. It was found that a good teacher was the one who teaches well, inspires good qualities in the students and re-teaches a lesson when not understood by the students, treats all the students alike, reprimands the students for their follies then and there, and

tries to reform the problem students, being conscientious and acts as a guide to the students. Kaul (1972) studied the personality variables of *popular teachers* in secondary schools. His finding revealed that a popular teacher as one who is more outgoing, intelligent, emotionally more stable, sober, conscientious, venturesome, tough-minded, shrewd, placid, controlled and relaxed. Kaul (1987) studied the personality factors, values and interests of the most accepted and the least accepted secondary school female teachers. While Kaul (1972) found *tough-mindedness* as a quality of popular teachers, Kaul (1987) found that their class students better accepted the more tender-minded teachers. Kaul (1972) found that popular teachers were effective in their work as teachers; the findings of Varma (1972) too revealed that the popular teachers were found to be helpful and cooperative in achieving the students' goals and making their school life a pleasant experience while the unpopular teachers were likely to produce the reverse effect. Koul (1974) studied differentiating values of popular teachers. He defined popular teacher as the one who was liked by at least 80% of the group.

The findings of Anand (1972) revealed that there was no significant relationship between teachers' experience and students' liking for the teachers; also, found that there was significant relationship between teachers' liking and the academic achievement of students in boys' schools, but not in girls' schools, and mutual liking of students and teachers was related to teachers' job satisfaction. Dwivedi (1970) and Anand (1972) both studied teacher-pupil relationship. While Dwivedi (1970) investigated into the attitude of teachers towards students and attitude of students towards teachers as well as value-patterns of boys, girls and teachers in theoretical,

economic, social, political, aesthetic and religious areas; Anand (1972) studied pupil-teacher relationship of higher secondary schools. In his study, the personal relationship connotes the feelings of acceptance and likings cherished by teachers and pupils towards each other; feelings of rejection and dislike signify the negation of personal relationship. One of his findings revealed that the personal relationship lacks between teachers and pupils (both boys and girls). Age was no significant variable affecting the relationship between the mutual liking of teachers and students; mutual liking of students and teachers was related to teachers' job satisfaction. Ujjwalarani et al (1994) studied attitudes of pupils and teachers towards each other and reasons for pupils disliking their teachers. It was observed that from very early age both boys and girls had clear ideas regarding a teacher who was to be liked or disliked. Those ideas gave a portrait of an ideal teacher irrespective of sex differences, pupils of all age groups longed for a teacher who was good in teaching, sincere in his duties and cared for them. Venugopal (1995) studied the influence of teachers' attitude and his expectations on pupils' achievement. The findings revealed that teachers' expectations had influence over pupils' achievement. Singh (1974) examined the nature of relationship between teacher-values, teacher-attitudes and job satisfaction, and found that there was significant relationship between scores on the theoretical and social values and scores on teacher attitudes; contrary to this there was a negative relationship between scores on economic and political values and scores on teacher attitudes. Sibia (1990) made an extensive study on value-pattern of children at Piagetian concrete and formal stages of development. It was found age as a very important factor influencing the value patterns of the children; also, found that

school climate did not seem to influence the values of the teachers to the extent that it did influence the values of the students. Findings strongly refuted the claim of researchers in general that parental acceptance and parental rejection affect the values of the children.

Above studies highlighted the expectations of students and teachers on each other. The researches on *good teacher, popular teacher* highlighted teacher values expected by students. It also highlighted values, which build a strong relationship between students and teachers.

Kapani (1990) framed a model curriculum on the subject of education in human values for primary teacher training institutions; gave suggestions for a suitable methodology of teaching human values through direct, indirect, incidental and integrated approaches; and also for evaluation procedures to assess students' performances and behavior related to human values. Usha Sri (1995) conducted an evaluation of provision for value education at the secondary stage of school education; whereas Nanda (1997) examined the relation between education and human values and also analyzed how education promotes the positive human values. It was found that the education in human values should be included as an important element in all subjects and not to be taught as a separate compulsory or optional subject in school curriculum. Kothari (1994), attempted to study the impact of religion upon development of moral concepts on a sample of class VII students. Dash (1996) conducted a philosophical study to reveal the different subjects of secondary school education in order to examine the scope of value-education prevalent in school education system at

secondary level. Nine broad categories of values were obtained from different reports and suggestion of various committees and conferences. Findings also revealed that different school subjects had different load of values. All subjects taken together represented 166 values except four values,

i) Parent-teacher relationship - a social value, ii) Forgiving - a rural value, iii) Pastoral care - a spiritual value, and iv) Cultivation - a cultural value.

Pandya (1959) considered the historical, philosophical, psychological and practical values in education with a view to analyze the concept and content of modern education. Data was collected from different books, reports, periodicals and scholarly discrimination. His findings revealed that the existing paradoxical situation in education during those days, was due to the lack of understanding of the comprehensive aspects of educational values and that the recognition of education with the core values as primary aims would bring again harmony and poise in man's life.

Chaturvedi (1988) in his study tried to see how value orientation, personality factors and age-level affect the attitude of people towards social change, separately and interactively. The sample consisted of three age groups- adolescents, adults and old people (above 60). Among many interesting findings were the relationships of empathy, value-orientation and progressivism in relation to age with the attitude concerned. Attitude towards social change was quite sensitive to value-orientation. Bhushan (1979) studied on prospective teachers; Nandita (1991) and Nakum (1991) studied on teacher-trainees; Verma (1968), Sheela (1988) and Nayyar (1989) studied on student teachers. Findings of Bhushan (1979) revealed

that male and female prospective teachers uniformly assigned highest to self-control, obedience and honesty while female prospective teachers ranked forgiveness, ambitions, helpfulness and lovingness higher than their male counterparts; male prospective teachers ranked logic, courage, capacity, responsibility, imagination and independence higher than their female counterparts. Findings of Nandita (1991) revealed that teachers' value-orientation was an essential input for the proper value orientation of students and the modules prepared for value-orientation of teacher-trainees were found to be quite effective. Nakum (1991) studied existing value pattern of secondary teacher-trainees of Saurashtra, Verma (1968) used normative survey method to investigate into the impact of training on values, attitudes, problems of adjustment of student teachers and how the variables were related to one another. It was found that the attitudes of the student teachers were not significantly related to their theoretical, economic, aesthetic and religious values, but they were significantly and positively related to social values whereas significantly and negatively related to political values. Sheela (1988) found that value inculcation through value confrontation treatment led to a significant qualitative improvement in the teaching behavior of the student teachers. While Kumari (1981) analyzed critically on personality needs, moral judgments and value patterns of secondary school teachers, Anupama (1989) studied personality characteristics and observed classroom behavior of secondary school teachers and Patel (1979) studied values of secondary teachers of high schools of South Gujarat comparing them on different variables such as age, sex and residence. Sharma's (1972) study revealed that value orientation was related to attitude towards nation. The findings of Lobo (1983)

revealed that values needed a nurturing atmosphere.

From the above studies, the investigator could get a view of the relation between education and human values and values of student teachers, teacher educators, prospective teachers, secondary teachers. Also, revealed that values needed a nurturing atmosphere.

Ramji (1971) selected the values - cleanliness, punctuality, regularity, co-operation, leadership, honesty, helpfulness, curiosity, obedience and self-confidence for assessing personality traits of primary school pupils in the age group of 6 to 11. Major findings of Pandya (1989) revealed the values of upper primary school children as cleanliness, security of school property, scientific attitude, dignity of labor, co-operation, responsibility, punctuality and social service. Roy (1980) investigated adolescent values namely, tolerance, co-operation, obedience, religious devotion, honesty, altruism. Lobo's (1983) study revealed values, which were found most relevant among principals, were faith, goodness, competence. DE (1974) studied the development of values of high school boys and their relation to their parents' and teachers' values. The empirically selected values were dutifulness, sincerity, co-operation and conformity to school rules, honesty, loyalty and respect to seniors. Findings revealed that there was no significant relation between the values of the teachers and those of their pupils. Dubey (1972) emphasized values as national integration brotherhood, secularism, and punctuality. Nayyar (1989) found the most important teacher values according to student teachers were justice and fair play, discipline, role of the school as a change agent, nationalism, honesty, morality and pride in the cultural heritage of India. Ghosh (1977) studied distribution of four social values

among youth, which are secularism, democracy, nationalism and socialism. Findings revealed that these four values could predict the emergence of good citizenship in India. Gupta and Gangal (1989) found the structure of moral values being emphasized at different grade levels and in different schools had been found to be similar. The values being emphasized comprised truthfulness, good manners, discipline, respect for others, love, honesty, kindness, friendship and personal relationship, sense of duty and co-operation and in the opinion of pupils the values which, were not being prominently emphasized at school level were dignity of labor, social awareness, mercy, dynamism, determination, presence of mind, resourcefulness, courage, wisdom and reasoning, patriotism, endurance, enterprise and compassion. Sibia (1990) found age as an important factor influencing value pattern of children. Children of seven to eight years were found to be aware of the values honesty, obedience, respect for elders, co-operation, equality, kindness, self-discipline, self-control, power of concentration, creativity, courage and forgiveness, curiosity, justice, helpfulness. At eleven to twelve years in the value-pattern of children there was a decline in the values of self-discipline, self-control, power and concentration, courage and co-operation but the values of curiosity, justice, sense of discrimination between true and false and rational thinking was favored at fourteen to fifteen years. The values of honesty, obedience, kindness, creativity and forgiveness were on decline but an increased consciousness towards the value of helpfulness and co-operation was found. While Sibia(1990) studied value patterns of children at Piagetian concrete and formal stages of development; Bandyopadhyay (1981) in his investigation, growth and development of moral judgment in children; he adopted Piaget's

stories to study the growth of moral judgment with age. Few interesting findings are: 1) Moral judgment grew with age, the relation being appreciably linear; 2) The moral judgment was positively related with intelligence, irrespective of age, sex and type of school; and 3) Where both parents adopted same form of discipline (love-oriented or power assertion), children showed more mature moral judgment; the greater the divergence between the parents, the lesser was the development of moral judgment.

The values selected in all the above studies and their findings too provided the investigator some directions to select the components of values.

Rama (1962), Kulandaival and Rao (1968), Dwivedi (1970), Ramji (1971), Varma (1972), DE (1974), Kulshrestha (1974), Singh (1974), Ghosh (1977), Roy (1980), Patel (1981), Zamen (1982), Goswami (1983), Sawhney (1984), Paul (1986), Srivastava (1986), Geethanath (1988), Nayyar (1989), Padmanaban (1992) developed tools for their studies. Singh (1974) constructed and standardized a Teacher Value Inventory. He measured the dominant values of teachers, the attitude towards the profession and their satisfaction with their job and then concerned himself with the nature of relationship between teacher values, attitudes and job satisfaction. Nayyar (1989) constructed Teacher Value Scales (A and B) to study teacher values of student teachers in relation to caste and class. Varma (1972) constructed and standardized a tool to assess the personal values in Indian condition in his study, a study of relationship between the patterns of interpersonal relations and the values of teachers and students in secondary schools.

DE (1974) constructed and standardized two sets of value tests one for boys and the other for adults to study the development of values

of high school boys and their relation to their parents' and teachers' values. Ghosh (1977) developed a Value Test and Good Citizenship Inventory to study distribution of four social values among certain selected strata of youths and prediction of good citizenship with the help of values. Roy (1980) developed situation-based questionnaire for the measurement of values and a questionnaire - average ratings by teachers, to investigate the development of values cross-sectionally. Kaul (1987) constructed a teacher acceptance scale to study the personality factors, values and interests among the most accepted and least accepted secondary school female teachers. Kulandaival and Rao (1968) developed two checklists for studying qualities: one for teachers and the other for students. Kulshrestha (1974) developed three tools: i) The Scale of Teachers' Value (STV); ii) The School Socio-Cultural Identification Profile (SSCIP); and iii) The Personal Data Blank (PDB) to investigate the emerging value pattern of teachers in a socio-cultural environment of the schools. Yadav et al (1976) conducted a study, which addresses itself to certain psychometric problems involved in the construction of attitude scale. Padmanaban (1992) constructed and standardized Student Value Inventory (SVI) based on Allport-Vernon-Lindzey's study of values; students' occupational preference inventory to study the values of high school pupils in relation to certain selected variables. Zamen (1982) prepared the value scale and the Character Trait Questionnaire to study religious and moral values of students of class XI and their relationship with moral character traits and personality adjustment. Sawhney (1984) constructed and standardized a value test consisting eight values, which may not yield the scores of ipsative nature to study the value system of educated youth in an Indian locale. Patel (1981)

constructed an inventory of value system for students of standard X and XI. Geethanath (1988) developed an instrument to measure attitude towards religion and developed multiple regression equations in order to predict moral judgment with the help of different groups of independent variables of students belonging to seven classes, from class VI to XII. Paul (1986) developed i) The Personal Value Scale, ii) Social Value Scale, iii) Instrumental Value Scale and iv) Terminal Value Scale. Goswami (1983) constructed a Value Orientation Questionnaire to study value orientation of post-basic schools in Gujarat. Ramji (1971) developed observation schedules and rating scales for assessing the selected personality traits of pupils in the age group six to eleven. Rama (1962) prepared Traditional Value Scale with sixty-five items related to spiritual, moral, economic, social and familial values. Dwivedi (1970) constructed, i) Attitude scales for measuring attitude of students towards teachers and teachers towards students, ii) Value test based on Spranger's classification of values, iii) Interest Inventory developed based on activities related to cultural, physical, personal and curricular areas; to study personality structures of teachers and students and relationship. Shobha (1986) prepared the tools: i) Job Satisfaction Inventory, ii) Professional Honesty Preference Record, iii) A Questionnaire on Reasons for Job-Dissatisfaction, iv) Check-list for factors conducive to Professional Honesty in Primary Teachers.

The above studies give descriptions on various tools developed by researchers.

Besvinick (1955) studied on valuing, values and the education of teachers. The study seeks to provide learners, particularly

prospective teachers and teachers in service, with a means for improving their processes of appraisal; to provide them with an orderly listing of actions prized by good teacher which they appraise for their own use. The investigation provided listing of those concepts teachers in schools engaged in improving instruction, prize and deem important in education, at the same time a procedure was also provided which a person may use in deciding whether he wishes to accept the values the respondents have mentioned. Lee (1991) studied on identifying integrated values education approaches in secondary schools. The study provided fresh insight into the philosophical, political and pedagogical issue that surrounds contemporary values education. An important implication of the study was that the success of values education in two schools selected ultimately depended on effective teachers, a strong cultural context and directed leadership that enables and empowers others. Marantz (1991) investigated on implementation of a curriculum innovation for character development in Satya Sai education in human values: a study of the implementation of a kindergarten through eighth grade curriculum innovation for character development. The study spanned an academic year, including three successive waves of questionnaires, more than fifty hours of interviews and forty hours of observation of teachers implementing lesson in their classrooms in fourteen schools. Teachers perceived the process to be transformation for both teachers and students. Shively (2000) conducted a qualitative study to examine student beliefs, needs and values as expressed by the students themselves concerning their experience in education. An examination of student expressed beliefs, needs and values can give valuable information to educators concerning the educational

experience and the design of educational reform. Germaine (2001) investigated on values education influence on elementary student's self-esteem. The purpose of this study was to determine if there existed a significant difference in measure of self-esteem between elementary school students to whom specific values were formally taught in their school as part of the curriculum and those who did not receive such instruction; values linked directly to self-esteem include those of respect, responsibility, honesty and courage. Findings indicated that further research was needed in the area of classroom climate and teacher modelling, which had been shown in other studies to have a positive relationship of self-esteem and student behavior. Pettibone (2001) studied on the values, beliefs and attitudes of students at an international high school. Although the findings revealed that there were contradictions and inconsistencies in the values and beliefs of individual students, particularly with regard to tolerance and compassion, the findings also indicated that the students share a large group of traditional moral values, which reflected good character and good citizenship. In addition, almost all of the students indicated that the experience of being at the international school helped them to understand and to appreciate people from other countries and cultures. Findings revealed length of stay at the international school may have the least effect overall on values, beliefs and attitudes of the students. The most significant differences concerned, nationality and culture, gender and religion principles to inform right and wrong behavior. Walker (2003) studied on integrating spiritual values and character-based education in a middle school setting. Findings revealed that students' behavior skills increased and academic improvements were made. The summary of the post-tests indicated that when

teachers, parents and students worked collaboratively with spiritual value as a component of character based education, student's behavioral skills and academic performance increased. Gibbs (2003) studied on teaching of values in teacher education programmes in multicultural settings. The ultimate goal of the study was to identify how values were perceived in teacher education and how they were actually taught. Findings revealed that *respect* was a value that dominates the discussion for both prospective teachers and teacher educators in this inquiry. Further, respect may be interpreted in a variety of ways. In addition, the teacher educators adhered to many of the values cherished by many critical theorists: open-mindedness, critical thinking and respect for difference and diversity. Richert (2005) studied on teacher attitudes regarding teaching of morals and values in the curriculum. Fifty-three teachers enrolled in a graduate degree program were asked to respond to a survey ascertaining how topics such as character education and morals instruction, both linked to positive results in education. One of the findings revealed that for the open-ended question, '*Please list the most important morals that should be taught in your school*'; twenty-eight respondents listed *honesty* as the most important moral that should be taught directly in the schools. Cleary (2008) investigated the perception of teachers regarding the effects of a character education program on student behavior for middle school sixth graders. It was a qualitative study, which examined student behaviors in the areas of self-awareness, self-management, relationship management and social-awareness, as they perceived by teachers. Findings indicated that the most teachers saw a minimal positive effect of the character education program on student behaviors with some indicating that they

observed no effect whatsoever. Nonetheless, all the interviewees felt that the program should continue. Many articulated that they saw a need for character education in their schools curriculum and that they would like to see the programs offered again with improvements. Hardee (2010) conducted a qualitative research to examine the impact of teacher's beliefs and values on character education in an urban public school settings in a way that was useful to pre-service teacher preparation programs, teachers and administrators who work in urban settings. The three participants the case studies that followed were 1) First year teacher, ii) A teacher intern and iii) The investigator himself. The conclusion summarized the participants' common beliefs about urban children of color in the areas of intelligence, sensitivity, boldness and desire for leadership that does not give up on children of color. Ishii (2010) studied on implementing character education at public schools, focusing on Satya Sai education in human values. This case study research focused on Satya Sai School, Leicester, U.K. and India. The research revealed that implementing character education intensely depended on the way the teachers lived inside and outside the school environments with clear insight of goal of education as well as life itself. It also showed the teachers themselves to be role models of humanistic values, such as love, truth, right conduct, peace and non-violence in their daily lives, so that they could be catalysts to bring out potentialities in the hearts of students. This case study provides a relevant case study for teachers, educationists, parents and those who had earnest and profound concern in character educations and today's world problems. Bowie and Margaw (1962) studied relationship between the personal values and verbal behavior of teachers. The first objective was to describe

and classify the role taking process ideational content of the language used by the teachers to influence the behavior of pupils and the second objective was to compare these aspects of teacher verbal statements with teachers' value system. Stephenson et al (1995) investigated various attitudes and practices towards the teaching out values and their place in the curriculum in a multinational empirical enquiry involving teacher-educators, teachers and trainee teachers from seven developed and developing countries. The above studies highlight the following:

The success of values education depends on effective teachers, a strong cultural context and directed leadership that enabled and empowered others. Study on valuing, values and the education of teachers seek to provide prospective teachers and teachers in service, with a means for improving their processes of appraisal. An examination of student expressed beliefs; needs and values could give valuable information to educators concerning the educational experience and the design of educational reform. Values such as respect, responsibility, honesty and courage enhance self-acceptance as well as inter-personal relationship; these values are linked directly to self-esteem. Honesty was the most important moral that should be taught directly in schools. Character education intensely depends on the way the teachers lived inside and outside the school environments with clear insight of goal of education as well as life itself.

The teachers themselves need to be role models of humanistic values, such as love, truth, right conduct, peace and non-violence in their daily lives, so that they could be catalysts to bring out potentialities in the hearts of students.

The research review revealed that most number of studies was focused on students' values, lesser number on teacher values. Mehrotra (2000) in trend report in Sixth Survey of Educational Research Volume I, mentions, "Value education is much talked about but has not seen any input in teacher education programmes." Moreover, on tools, he mentions, "There is a welcome tendency to construct and use more and more local specific measurement instruments

In Sixth Survey of Educational Research Volume II, Swadesh Mohan (2000) mentions, "The area of value measurement has remained an illusive area as far as Indian research is concerned."

The Sixth Survey of Educational Research Volume I, stresses the need for a philosophical examination of the entire range of issues on value education. Keeping in view of all the above, mentioned suggestions and feeling that the base of value education lies in teacher values, the investigator selected teacher values and constructed and standardized own instrument for the study.

The review also revealed that only two studies have been conducted on attitude towards values. Rama (1962) studied the attitude of Indian women towards traditional values to trace the change of values if any. Bhatt and Advani (1965) studied whether the adolescents accept or reject the cultural values by measuring their attitudes towards some important values of Indian culture.

Due to the above, mentioned suggestions and discussions the investigator developed the topic, *A study of attitude of the in-service teachers towards the traditionally accepted universal human values – Truth, Beauty, Goodness.*

The procedure for the construction and standardization of the tool for the study, an attitude scale to measure the attitude of the in-

service teachers towards the traditionally accepted universal human values - *Truth, Beauty, Goodness* will be discussed in chapter IV. Review of related literature in value education helped the investigator for finalizing the methodology to be adopted for the present study, which will be discussed in chapter III.