

CHAPTER - II

A REVIEW OF RELATED
LITERATURE

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2.0 INTRODUCTION

Review of related literature in educational research provides means of getting an insight to any specific areas of knowledge (Good, 1959). A review of allied literature is indispensable in any research because such review is likely to enable the researcher to review the study in hand against the background of the previous researches. The literature in any field forms the foundation upon which all the future work will be built. It is imprudent to proceed any study without knowing what has gone before. The previous literature not only gives guidelines and develops insight into the problem but also helps the investigator in preparing his research design of the problem on hand. Moreover, it also acquaints the investigator with the limitations of the tools and procedures used by the past researchers as well as the problems faced by them in carrying out the researches. In this context, Mouly (1963) states, survey of related literature avoids the risk of duplication, provides theories, ideas, explanation or hypothesis valuable in formulating the problem and contributes to the general scholarship of the investigation.

In order to develop deep insight and to evaluate the methodological practices emerging out of researches, the researcher made a survey of the available literature and reviewed the studies already done in the field of value education. In the present study, the investigator as far as possible

has reviewed most of the related studies done abroad and in India in the field of values. The chronological order has been maintained while reporting the reviews. At the end of the review, certain conclusions are drawn that have implications for the present investigation.

The review of related literature International studies as well as National studies has been organized under two sections as follows:

2.1 STUDIES CONDUCTED ABROAD

2.2 STUDIES CONDUCTED IN INDIA

2.1 STUDIES CONDUCTED ABROAD

A review of the related studies included in the present study is given below:

Bowie and Margaw (1962) studied the relationship between “The personal Values and Verbal Behaviour of Teachers.” The objectives of this study were:

1. To describe and classify the role taking process, ideational content of the language used by the teachers to influence the behaviour of pupils and
2. 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 high religious values tend to make more supportive statements than teachers whose value system was 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 behaviour difference between the groups might be a function of the difference in religious value patterns rather than political pattern. Teachers with political values tend to make more non-supportive statements than teachers with high religious values. The verbal behaviour difference noted between social and political group might be a function of disparity in the political value pattern.

Hobster (1980) conducted a study to determine the effectiveness of Value Clarification group activities on the development of students' value and value system in young adolescents. Four groups comprising of 15 boys and 15 girls experienced five values clarification activities. The study observed positive change in the structure of the value system of adolescents. The experience level of the facilitator and the sex of the students were important variables in influencing the change.

Paroth (1982) in his study, "The Implication of Contemporary Ethical Theory for Moral Education" clearly recognizes that "Policy makers for education are deciding on moral education programme for the nation's school." This is perhaps a common place observation and more or less is true of every nation's programme of value education. But what he observed regarding a choice among many alternatives is important. He observed, before a choice is made from many options, policy makers must be clear about what they intend to accomplish. He found two kinds of approaches to moral education; the principled behaviour and the procedural rules. The former giving moral norms for behaviour and the latter procedural rules for moral choices. He included cognitive development and values clarification approach in the procedural group.

While he judges moral education programme which offer lists of behaviour norms, he finds procedural approaches inadequate because of their failure to address the issue of developing self concepts. The dissertation locates moral necessity in the choice of the individual to project a self concept, which is subsequently limiting of behaviour. Paroth's finding gives a hint for the necessity of a self concept which can be termed as ideal concept of man as the source as well as the norm of value or moral behaviour.

Patric (1985) conducted an experiment to investigate the effectiveness of Value Clarification on the Terminal and Instrumental values of eighth grade students. The students were randomly assigned to two experimental groups and two control groups. The findings indicated that experimental groups differed significantly from the control groups. The study concluded that value clarification approach was useful to students in clarifying their terminal and instrumental values.

2.2 STUDIES CONDUCTED IN INDIA

A few Indian studies have been presented below with a view to have proper knowledge in the concerned field.

Pandya (1959) studied the place of Philosophical, Psychological and Practical values in education with a view to analyzing the concept of modern education. He found that educational values were conditioned to time and culture, and they were not permanent. He discovered a paradox in the 20th century in which the importance of the school, the students and

the teachers was recognized at one time high, at other time low, even teachers being regarded as agents of some modern values. He attributed this "to the lack of understanding of the comprehensive aspects of educational values" and opined that "the reorganization of education with the core values as primary aims would bring about harmony and poise in man's life."

Rani, M. (1968) studied the moral development in children and found that the increase in age correspond with an increase in the knowledge of moral values. A very similar pattern of moral values was found in the children of all the three age groups (6-7, 8-9, and 10-11 years of age). As the children matured, their mental ability influenced their knowledge of moral value. Respect, forgiveness and 'punya' were the most frequently practiced moral values in every day behaviour. The religion of the family did not contribute to the knowledge of moral values in children.

Seetharamu, A.S. (1974) conducted an experimental study to find out the effect of direct moral instruction on the moral development of the students of classes VI and VII. It was found that there was remarkable improvement in the moral judgement of the students because of the direct moral instruction which consisted of the value of honesty, responsibility, non-deceitful and democratic behaviour.

Katiyar (1976) conducted a study of values and vocational preferences of the intermediate class students in U.P with the following objectives:

1. To study the values of the students
2. To compare the value of students of different courses of study-religious level of parents, income level and

level of father's occupation 3. To study the relationship between the values and vocational preference of the students.

The major findings of the study were:

1. The students were high in democratic, social and knowledge values, medium in health, religious, family, prestige and aesthetic values and lower in power, hedonistic and economic values 2. The value systems of the students of the five courses were very much similar. Inter-group differences showed that mathematics and biology students were higher in social, democratic, knowledge and aesthetic values than arts, commerce and agriculture students.

Anand B. (1977) studied the impact of Denomination and Secular Schools on Attitudes of adolescents. Some of the important findings are:

1. Students give top ranks to obedience, honesty, self-control; bottom ranks to being logical, imaginative, capable and broad minded, 2. Students of denominational schools prefer being helpful, cheerful, loving and clean while students of secular schools prefer being polite, courageous and independent.

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 of the study were:

1. The extent to which the youth were displaying four social values namely secularism, democracy, nationalism and socialism in their behaviour patterns 2. What factors were influencing their acquisition by

the youth, and 3. How far the value score could predict good citizenship in the future.

The major findings were:

1. The increase in the year of schooling had no direct impact on the acquisition of the values
2. Boys had significantly higher score on all the four values than girls
3. Though the value scores of the youth from families with different socio-economic status did not differ significantly in all cases, it could be said in general, that the youth with highest socio-economic status had high value scores. The youth from families with different socio-economic status did not, however, differ in the nationalism scores. Democracy score gradually decreased with the rise in socio-economic status of the youth. The youth belonging to the highest socio-economic status group scored lowest on secularism, while the other two groups did not differ
4. The four values could predict the emergence of good citizenship in India.

Karla, V. (1978) studied Moral judgement in children belonging to different mental and socio-economic levels. The objectives were:

1. To construct a tool for measuring the level of development of moral judgement of children
2. To find out the difference, if any, in the level of moral judgement in the children of different mental level
3. To find out whether there was any difference in the levels of moral judgement in the children of different socio-economic levels.

The findings of the study were:

1. Intelligence was positively related with the level of moral judgement at the three levels of socio-economic status 2. The socio-economic status was positively related with the level of moral judgement at all the levels of intelligence.

Bhushan, A. (1979) studied the Values across Sex and Family Vocations, School of Education. The objectives of the study were:

1. To determine the value system preferred by male and female prospective teachers 2. To explore subsystem of value preferences by male and female group belonging to service and non-service class family, and 3. To find out if sex and family vocation could be considered determinants of value system.

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, ambitions, helpfulness, and forgiveness higher than their male counter-parts, while male prospective teachers ranked logic, courage, capability and responsibility, imagination and independence higher than their 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 affective by family vocations 4. The preference orders of values, broadmindedness by female and obedience by male teachers were subject to family background 5. Values lovingness and helpfulness were characteristics preference of the female group irrespective of family vocations. In the case of the male group, these values were responsibility and capability.

Patel M.G. (1981) conducted a study of the prevalent value system of the students of South Gujarat studying in standard XI and XII with the following objectives:

1. To study the philosophical and psychological aspects of value systems.
2. To construct an inventory of value systems
3. To establish the reliability, validity and norms of the inventory of value systems
4. To validate the prepared inventory against other available measurements of value systems, and
5. To study the relationship between value systems and sex, grade, area, and income level.

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 rational 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 the 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

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

Pinkeerani (1981) made a comparative study of the behaviour of students with schools of formal moral education and those schools without formal moral education. The findings of the study were:

1. The overall behaviour of the students was found significant in the case of the students who received moral instruction and was almost the same in the case of others without moral education
2. The overall behaviour of the students without moral instruction were significantly poor and different and when compared with those who received the moral instruction
3. 77% of the parents, 67% of the teachers and 83% of the students suggested for a compulsory school curriculum for moral education consisting of the examples from different religions and lives of great characters.

Srivastava, N.K. (1981) measured the Moral ideals and values of P.U.C, B.A., and M.A. class students. The findings are:

1. For every increase in the educational ladder, there is a corresponding decrease in moral values
2. After high school education, a decrease in the magnitude of moral values is observed corresponding with the increase in age.

Zamen, G.S. (1982) studied the social, religious and moral values of students of class XI and their relationship, moral character, traits and personality adjustment with the following Objectives:

1. To study the religious, moral and social values of class XI students, and
2. To find out their relationship with character traits and personality adjustment.

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 for the students of the rural area were consistently higher than those for 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 for 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, social values had the greatest influence, followed by moral values, in the case of the personality traits included in the study, the influence of all the 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 religious values.
7. All the five character traits (geniality, helpfulness, kindheartedness, 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 specially of the urban area appeared to be more influenced than the girls.

Kundu, N. (1982) studied the value pattern of college students and its relation to Psycho-social Variables. The objectives of the study were:

1. To trace whether uniformity in the relationship within different values really existed in a recognizable form in the college student population
2. To find out whether there was any unique combination of the value pattern with the selected psycho-social variables.

The findings were:

1. Different mode of relationship to be found to exist between the value patterns of college students and the other selected psycho-social variables. These different modes of relationships had been depicted through the four R's
2. There seemed to be a generalized trend towards the preference for theoretical value among the higher grade students' population indicating their true academic orientation and interest
3. A common trend of least preference of religious value seemed to be indicative of their more mature and realistic evaluative behaviour than the faith in supernatural power.

Goswami, N. S. (1983) made a study of Value Orientation of post- basic schools in Gujarat with the following objectives:

1. To study the educational moral, social, religious, cultural, aesthetic and economic values in post-basic schools of Gujarat
2. To survey the present status of the values in the schools of Gujarat on the basis of Gandhiji's axiology of education
3. To study the impact of Gandhian thought in the development of the life of students of post-basic schools
4. To compare the different values among students and teachers of post-basic schools and ordinary schools, and
5. 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 favour 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 favour 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 favour of boys studying in post-basic schools
6. The mean differences of scores on economic, aesthetic and political values were significant and were in favour 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 thoughts 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 schools.

Patni, U. (1983) surveyed the values held by college girls and their relation with achievement motivation with the following objectives:

1. To find out the relationship between values and achievement motivation among college girls, and 2. To develop and standardize a test of values of college girls in India.

The major findings were:

1. The girls studying in different faculties had almost similar value patterns 2. All students showed the highest preference for aesthetic values. The girls of all faculties showed comparatively high preference for money and materialistic values over other values 3. The students showed minimum preference for moral values 4. The science and commerce students did not differ significantly on aesthetic values but the arts students gave more importance to aesthetic values. Arts and commerce students had equal knowledge values but the science students gave less importance to knowledge values. Religious values received equal preference from all the three groups 5. The arts and commerce girls differed significantly on aesthetic values, money and materialistic values and moral values 6. The arts and science students differed significantly on knowledge values, aesthetic values, social values, national and political values, moral values, and self values 7. The science students were found higher on social values and national and political values than the other two groups 8. The higher achievement motivated girls preferred national and political values over self values, whereas the low achievement motivated girls preferred self values over national and political values 9. The high and low-achievement motivated groups placed the moral values in lowest preference 10. The high-achievement motivated group and the low-achievement motivated group differed significantly on aesthetic values, religious values, national and political values and moral values 11.

The low-achievement motivated group was more aesthetic and more religious than the high-achievement motivated group 12. These two groups, with high and low-achievement motivation, did not differ significantly on knowledge values 13. The correlations of values and achievement motivation of each category of values in all the three groups were found to be insignificant 14. In the group of arts students, knowledge values, aesthetic values and money and material values were negatively correlated with level of achievement motivation, whereas in the science group only knowledge and aesthetic values, and in the commerce group, only money and material values, were negatively correlated with the level of an achievement of these students 15. In the science group, the money and material values, religious values, social values, national-political self and moral values, correlated positively with the achievement motivation level of the students, but the correlation was insignificant 16. The girls of the commerce faculty had positive though in significant correlation of achievement motivation with the all categories of values except money material values 17. Religious values, social, national political values, self values and moral values had the positive but in-significant correlation with achievement motivation.

Diwedi, C. B. (1983) conducted an investigation into the changing social values and their educational implication. The objectives were:

1. To investigate the present state of values of post-graduate students and the guardians.
2. To assess the extent of change in student values in comparison with those of the old generation.

The findings were:

1. The place of residence (rural and urban) had a close relationship with values- religious, ethical, cultural, political and educational 2. Women were more religious, ethical, cultured and keenly interested in social problems compared to men. Scores of men were higher on political values than those of women 3. The old values were not shared by the modern youth. They were rather skeptical concerning religion.

Soni J.C. (1984) conducted a study titled "A study of Moral Judgement in school going children of rural areas of Delhi belonging to different castes and sexes".

The objectives of the study were:

1. To construct and develop a moral judgement scale which could be used to find the level of development of moral judgement of school-going children of a rural area of Delhi 2. To find whether there was any real difference in moral judgement of children belonging to different castes, and 3. To find whether there was any difference in moral judgement of boys and girls.

The major findings of the study were:

1. In both the sexes as well as in the combined group, each of the caste groups – Brahmins, Vaishyas and Kshatriyas had done better than the Shudras 2. In all the caste groups as well as in the whole group, girls had done better than boys.

Kothari, S. (1984) made a study of the development of moral concepts among first generation learners and second generation learners in Indore.

The objectives of the study were:

1. 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)
2. To find out the extent of the relationship between the existing moral concepts of children and their interpersonal relationship with parents, teachers and peers, and
3. 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.

The findings were:

1. The Parents' educational level was significantly related with the development of moral concepts of their children
2. The mother's academic qualifications had a significant impact on the existing moral concepts of her child
3. The father's 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 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 effective 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 first generation learners and second generation learners.

Kar (1985) made a study on Value Education: A Philosophical study at Ph.D. level. The general objectives of the study were:

1. To elucidate the concept of value education with its components, concepts of value and education
2. To generate normative guidelines relating to different aspects of value education such as aims, curriculum and methodology.

The specific objectives were:

1. To analyze the concept of value, to classify values and to elucidate the concept of moral and spiritual values in detail
2. To elucidate the concept of education and to examine its relation with values
3. To elucidate the concept of value education
4. To examine critically the different nomenclature as well as some approaches which support to impart education in value
5. To formulate, in broad outlines an approach to value education with aims, curriculum and methodology
6. To resolve many issues of value education as they arise in value education itself and in connection with value education and the Constitution of India.

The findings were, there is an urgent need for value education which can give education i) in values in general ii) in all classes of values in essentials iii) in social, moral and spiritual values in particular. The concept of value education has been elucidated on the basis of the concept of value and education. The nomenclature and some major approaches to value have been analysed and it was shown that value education was a more comprehensive concept than moral education which is included in it.

Paul, P.V. (1986) conducted a study on value orientations of adolescent boys and girls with the following objectives:

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

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 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 incomprehension with the general stream adolescents. The science stream adolescents were more competence-oriented, strive 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-strength 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 recognition, pleasure, social harmony more concerned about self-reliance.

Parmar, M.S. (1986) undertook a sociological analysis of social values and aspirations of students of colleges of rural background.

The objective of the investigation was to make a sociological analysis of values and aspirations (in educational, economic and political dimensions) of youth in a changing rural environment.

The main findings of the study were:

1. Acquisition of knowledge was the main aim of education according to the majority of students. More than half favoured vocational-technical education
2. A sizeable number of students wanted education for females and believed its purpose was to make them self-dependent
3. Students planned to continue their studies further. Most of them studied arts subjects. Their educational aspiration was of medium level
4. There seemed to be a close relationship between educational aspiration and social class, caste and sex
5. The ideal profession was considered to be that which gave status in society and developed personality. Teaching was considered as an ideal profession. Higher administrative services and agriculture occupied second and third places
6. For success in one's profession, health, family background and behaviour were considered as significant factors
7. Students were mostly inclined to seek white-collar jobs. They were determined to achieve their professional aspirations and wanted to join these professions because of personal interest, higher income and status
8. Aspiration for material objects was limited. Income

aspiration was also low 9. Social mobility was limited 10. A positive relationship seemed to exist between social class, caste and sex, and aspirations for profession, material possessions and income 11. About two-third of the students were interested in politics. A good number of them considered it a form of national service. Their political ideology resembled that of the Congress (I) party 12. Student union elections were generally disfavoured. Reduction in the age of franchise was desired. The democratic form of government was liked by most students and unemployment was considered as the greatest problem of the country 13. There was a relative relationship between social class, caste and sex, and interest in politics.

Kapur, M., (1986) made a descriptive study of the moral education of school children with the following objectives:

1. To discover the content of moral education or the normative interpretations internalized by children and examine their social interactional context
2. To examine the moral education of the primary school children within the social interactional context
3. To examine the processes of transmission and internalization of normative interpretations, and
4. To examine the relationship of formal education and the culture of children.

The findings of the study were:

1. Obedience, precedence to elders, Hindu religious values relating to Karma and the redemption of sins, sexual division of labour, and sibling loyalty were the themes of normative interpretation
2. In exploring children's primary socialization, these were found transmitted and internalized within the social interactional contexts of the home
- 3.

Obedience and precedence to elders were values that were communicated via processes of control and disciplining of children by adults 4. obedience and precedence to elders were also values extolled in folk-tales, demonstrated in adults' behaviour and in the observance of rituals and festivals 5. The learning of religious belief and practice consisted of adult demonstration of the correct observance of certain events 6. Normative interpretations relating to the sexual division of labour were embedded in the processes of learning certain skills as well as not learning others 7. There was the internalization by children of values relating to the superiority of males 8. There were found several kinship groupings as the home, the village, the gotra, biradari and reshtedar 9. These groups did not play an equal and explicit part in the lives of children and they did not know the significance of biradari and rishtedar 10. There were groupings that extended far beyond the boundaries of the village and were not immediately relevant groups of cooperation for the children 11. The behaviour within the caste, and between members of the same generation, followed same pattern as with members of the family 12. Kinship loyalty decreased as it moved out of the primary unit of the ghar 13. Loyalty to kin was an explicitly stated value while its opposite was said to bring misfortune 14. The special divisions of the village were based on caste and its distinctions served to separate children into distinct groups 15. High caste children were forbidden and discouraged from associating with children of the lower castes 16. Characteristics of lower castes were spoken of in a derogatory way by the upper and middle castes 17. School or educational knowledge which constituted secondary socialization for the children of the village was seen to partake of processes of formalized instruction 18. Examination of processes of transmission and

internalization of normative interpretation had been understood to consist of social interactional processes of primary and secondary socialization or formal education 19. The exercise of adult control over children was an integral part of the social interaction within the school and the means by which order was maintained 20. Teaching aids, such as, wall posters and textbooks overtly stated this to be normative interpretation of significance 21. Hindu religious values were a part of the children's primary socialization in their home and village 22. Textbooks were a major repository of Hindu religious value 23. Sexual segregation and values were overtly reaffirmed in secondary socialization

24. Interaction between sexes was completely excluded in secondary socialization 25. The science curriculum reasserted the sexual division of labour, as the girls learnt home science, while boys learnt science 26. The process of primary and secondary socialization, which corresponded to home and school respectively, were quite distinct 27. The values of nationalism, secularism and democracy did not deny the values of primary socialization and also were more significant both in the lives of children in their homes and in the school.

Singh and Singh (1986) conducted an experimental study using Value Clarification Strategies (VCS) in comparison with Traditional Method to teach values to B. Ed. students. Their conclusions were:

1. Value clarification Strategies are more effective than Conventional methods for teaching the values of 'dedication to teaching profession', cooperation and nationalism'
2. Value Clarification Strategies are found to be more effective than traditional methods in the inculcation of scientific outlook..

Singh (1989) studied the Effectiveness of Value Clarifying Strategies in Value-oriented of B. Ed. students. The objectives of the study were:

1. To study and identify suitable value clarifying strategies in developing the value -orientation of B.ed student teachers
2. To develop a battery of test for the measurement of value -orientation
3. To compare the effectiveness of value clarifying strategies and the traditional strategy of teaching value in developing the value-orientation of B. Ed student teachers and
4. To study the relationship between sex and intelligence with value orientation.

The findings were:

1. On value-orientation gains on Test A there was no significance difference between the adjusted mean scores of value orientation among the control and experimental groups. So the treatment given to the experimental group did not create any significant influence on value orientation of B.Ed students
2. On value orientation gains on Test C, all the F ratios were found to be significant. Hence, it implies that both traditional and value clarifying strategies were equally effective in developing value orientation
3. A significant relationships was found between intelligence and value orientation gained for cooperation, dedication to training profession, perseverance, scientific outlook and rationalization on various sections of VOBT at the pre treatment stage. However, only one value, perseverance was found having a positive significant relationship with intelligence at the post test stage
4. Socio-economic status also correlated significantly with all the five values on the Test D of VOBT at the pre treatment state but none was found significantly related at the post test stage.

Malukchand, S. H. (1992) made an attempt to investigate the values of the higher secondary school students of Saurashtra with the following objectives:

1. To prepare and standardize a value scale covering knowledge, humanistic, political, economic, aesthetic, social, political religious and moral aspects
2. To study value pattern of students studying in standard XI and XII of the Saurashtra region, and
3. To study the differences between the value-patterns of boys and girls belonging to urban and rural areas, studying in the general stream and the science stream of higher secondary schools.

The major findings were:

1. There was a significant relation of the variables, namely sex, residence area, stream of study, and standard with aesthetic and religious values
2. There was a significant relationship of the variables - sex, area and stream of study- with knowledge and moral values
3. There was a significant relationship of the variables- sex, area and standard- with the economic value
4. There was a significant relationship of the variables- area and standard- with the humanistic value
5. There was a significant relationship of the variables- sex and stream or branch of study- with political value
6. Stream or branch of study was significantly related to social value
7. There was no relationship between area of residence and social and political values
8. There was no significant relation of the standard and knowledge, social, political and moral values.

Dhand et al (1993) compared the effect of the implication of the Value Discussion Model in terms of value clarification and its dimensions on

Canadian and Indian graduate students. The experimental group was treated through the value Discussion Model and the other two control groups followed their routine activities. The value clarification scale was used to collect data. The data were analyzed through ANOVA, followed by the 't' test. The Value Discussion Model Group was found to be superior to the control group.

Sarangi (1994) studied the bases and implication of moral education in schools. His objective was to study the extent of utilization of moral education and the interest of children in moral education. The conclusions were drawn as follows:

1. There is a necessity of imparting moral education at primary school level
2. The themes of prayer conducted by all the schools under study are 'self-control', 'God and Goddess' and 'nationalistic feelings'
3. The activities in the morning are: speech on moral education; stories of specific character; inspiring sentences from culture and literature
4. Guest lectures, discussion, social service programmes are organized for awakening moral values and instilling good behaviour, cooperation and helpfulness among children
5. Special period of moral education is taken by specially trained teachers
6. Moral talks and question-answer methods are useful in imparting moral education
7. Newspapers, magazines, radio broadcasts and tapes are used by the teachers for moral education.

2.3 SOME INFERENCES THROUGH THE REVIEW

Thus, the review of related literature reveals that

- Attempts have been made to study value education from philosophical and Sociological perspectives.

- Studies conducted abroad and in India using the Value Clarification Strategies were mostly with adults. It was further revealed that Value Clarification strategies promoted reasoning and comprehensive thinking among students.
- Value Clarification Strategies and Value Discussion Method were used to teach values among students and teachers. Findings indicate that these strategies were superior to traditional method of teaching values and improving the moral judgements of students, namely, B. Ed students and Graduates students.
- In other studies, however, attempts have been made to study relationship between value development and a number of socio-economic variables, such as the value development and preferences through age, institution related variables, like, organizational climate, teacher etc.

2.4 IMPLICATION OF PREVIOUS RESEARCH FOR THE PRESENT STUDY

While reviewing the related literatures, the researcher did not come across any study undertaken to deal with value conflicts among the students at secondary level. The present education system sees its role as merely imparting knowledge to the mind of the students. Why can't the teachers and parents define their role that would lead them to discuss, to think and to come out with solutions which are their own. Students are not taught how to deal with their problems in life. It is believed that when students are involved in the process of studying and analyzing the problems at hand, they understand and retain better. It will have lasting impact in their

lives. Value education is one area where traditional methods of inculcating values have been said to be ineffective. Value conflict is another aspect where the researcher intends to explore the feasibility of enhancing valuing process among students by applying Critical Pedagogy. This approach deviates from the traditional methods of inculcating values. It creates an atmosphere where students analyze and discuss the issues from different perspectives and on the process they construct meanings for their lives. Therefore, it seemed quite appropriate to the investigator to inquire and investigate into this problem in view of strengthening the value systems of the students. Hence, present study is an attempt to study the impact of value clarification strategies for enabling students of class VIII to deal with value conflicts.