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2.1 Introduction:
Today man has been able to make impossible things possible. Today it has become almost very easy to obtain information regarding anything. In the olden days the information of reference nooks was very difficult. Today due to computer revolution the information of reference books is on the tips of the fingers. In short it has become quite easy.

In the research work due to previous study regarding has become very much useful. Previous study is a landmark for present research work. Through e-journals the information regarding study and the researches carried out in various subjects has become within reach. The researcher tries to find out the integral reference literature. They want to know how, where and when the research was carried out. Thus the study of reference literature is very much important. The following things are necessary to know.

2.2 Importance to study of review of literature:
For any study reference literature is a large sphere. It portrays necessary picture of research problem. It is necessary to understand ‘thoroughly’ how important reference literature is! Without clearly understanding its aims and objectives research work cannot be carried out effectively.

The mystery of our cultural development is hidden in reference. To attain the aims of reference, the doors of knowledge is always open and it yields good results (Raval 2003).

Water R. Burg says, “The reflected literature in any field forms the foundation on which all future work will be built”.

It is necessary to study the previous research work to clearly understand the purpose of research, its limitations etc. Related study of
literature plays important role in making the researcher understand the real method of research.

Reference literature levels to development and progress in any field of life. No academic research is carried out in vacuum. Other’s principles, ideology become our path-leaders. We learn from others too. The researchers have thoroughly gone through the study of the previous reference literature and have prepared summary.

2.3 The speciality of previous researches:

2.3.1 The scientific value of previous research:

Many times previous researches have been most useful, helpful and path-showing for the researcher. In experienced researches are under illusion that they are carrying out their own original research. But their illusion is shattered through reference literature. It educates new researcher regarding various process of research. It gives not only intellectual information but it educates him regarding right decisions, possible faults and mistakes. The researcher is warned against all weak points. He learns many things from previous researches.

Previous research provides related factors, variables and distinct information. Research means to fill in the gaps in previous knowledge. It informs the researcher regarding the depth of the study and related literature.

When the researcher studies his subject of research he receives knowledge regarding his subjects and through reading literature guides him on the right path.

New knowledge is obtained from the subject in whom some work is carried out. No research is carried out in vacuum. It emerges from the past research. The researcher becomes firm in his research and this strengthens his ideology. The area in which the researchers is carrying out his research,
it may happen that some research has already been carried out in that area, then different new types of work can be done.

Is the repetition required? One can know about it. If there are some defects remained in it, they can be removed through attempts. The researcher pets guidance for his each process. Previous researches are helpful to a researcher to set his research. Previous conclusions too are helpful and useful to him. He can use them for society.

2.3.2 Usefulness of previous research:

The research work is not completed only by presenting previous researches. The previous researches should be thoroughly studied and its details should be presented. Previous research motivates the researcher e.g. if the doubt arises in the conclusion of previous research, then the researcher is motivated for new research. For deeper scrutinizing and more surety new researches are carried out. Due to limited fields study is carried out in limited fields only. If another new field is selected and taking new topic, new fresh research is undertaken then only new conclusions are possible. ‘New work in the same area’ is a matter of motivation. Repetition in the same area is advisable or not be known. Labour, money and time should be wisely utilized so previous study should be minutely examined. In previous research the result might have been contradictory to the proposal of the researcher. For clarification new research is carried out. And through new conclusions different problems can be solved and clarified. New research bearing new attitude is carried out.

2.3.3 Previous researches can be challenged:

May researches were undertaken during 1930 and 1940 regarding the impact of social norms on behaviour. It was generalized that a person behaves according to social norms. Social norms influence his decisions. When a person is in the peer group he is influence by group. Aesh, the researcher challenged the above statement of Sherif. Aesh suspected the
methodology and said that there was more influence of experiment process than group. The subject had to give decision regarding the progressiveness of the points of light kept in darkness. Aesh said that the subjects found it difficult to give any decision. Here individual will not follow his group and give his decision. He can give individual decision. Aesh challenged the research of sheriff. Aesh found that there was no influence of group on 2/3 decisions. While the influence of group was continued on 1/3 decisions.

2.3.4 Previous research can be made more clear through current research:

Previous research is evaluated and results are obtained but sometimes the process is not clear. More explanation of the process is required. Various components are inter-related on the result of the research. Which component is responsible for result is difficult to say, hard to decide. When there is ambiguity of this type new research is undertaken and it is possible to find out which component is responsible for result.

2.3.5 Repetition can be carried out:

Any research can be repeated. Previous research and its method can be altered once again research can be undertaken. At that time previous research is useful. Previous research is deeply studied.

2.3.6 The conclusion of previous research and its relation is studied:

The aim of repetition in research is to test the original research. Its aim is not to improve or change the formation of research. The main aim is to test the conclusion of previous research. New research is carried out for this purpose.

The researchers of social science took interest in this matter. This type of attitude affects mutually. In one research it was examined whether there is any change in the mentality of people regarding the Americans, if the foreigners live in America. The conclusion was that due to this type of
contact there was remarkable change in the mentality of foreigners regarding the Americans.

2.3.7 To know the causes of the results beyond expectations:

The results of any problem may be a failure. Due to this result research is motivated.

Harlow and his companions did practical research on the baby monkey to know the effect of absence of love. The proposal was that ‘If the baby monkey is kept away from mother’s love it develops soft psychological disorder’. In the childhood such baby monkeys were brought up by artificial mother. Yet according to Harlow they did not suffer from any such psychological disorder. The result was beyond Harlow’s expectation.

In another research the baby monkeys were kept away from other monkeys. It was not expected that they will develop mental disorder and it will influence their behaviour. When these baby monkeys matured some soft mental disorder characteristics appeared in their behaviour. In these two researches the result was beyond the expectations of researchers. This motivates many new researches (Shah-2000).

In short, select clear method for problem. Refer the previous researches and know about the planning of research. Many researchers have undertaken important researches regarding various Job stress and Job satisfaction. The essence of some important researches is given here.

2.4 Review of literature:

A review of literature is an important prerequisite for actual planning and then execution of any research work. The research workers need to acquire up-to-date information of what has been thought and said in particular areas so that they can derive benefit from the work of their predecessors.
2.4.1 Review of Work motivation:

Balasubramanian and Meenakshisundaram (2001) conducted a study on selected demographic variables and work motivation of post-graduate teachers and to find out whether there was any significant difference in the mean scores of work motivation in terms of sex, teaching subject, employment, type of management, locality of the school and type of school. No significant difference was found in the work motivation among the post-graduate teachers in terms of their teaching subject (science vs language), employment (both husband and wife employed vs only husband employed), locality of schools (rural school teachers vs urban school teachers) and type of school (boys school vs urban schools vs co-ed schools).

Darolia, Kumari, and Darolia (2010) Studied the perceived organizational support, work motivation, and organizational commitment as determinants of job performance. This study explored the extent to which perceived organizational support, work motivation, and organizational commitment predict individual differences in job performance workers. We expected positive relationship between POS, WM, and OC, and their substantial contribution in predicting job performance. 231 male skilled workers (28-45 yrs.) from different units of National Fertilizer Ltd. India participated in the study and completed Perceived Organizational Support Questionnaire, Employees Motivation Schedule, and Occupational Commitment Questionnaire. The job performance of the participants was rated by their immediate superiors through Performance Rating Scale. The findings supported the hypotheses of modest level positive correlation between POS, OC, and WM and their significant contribution in determining job performance. Among all the three classes of predictor variables, POS showed highest correlation with job performance followed by WM measure monetary gains, and affective
commitment. Continuance commitment, need for goal achievement and
competition, and non financial rewards have shown modest level
association with performance. The stepwise regression identified a set of
five variables which predicted best the job performance. In close
agreement with social exchange views, perceived organizational support
appeared to be most potent predictor of job performance. Two components
of work motivation, i.e., need for monetary gains and goal achievement
and competition were found contributing significantly to the prediction of
job performance. It points to the importance of extrinsic sources of
motivation for lowly paid industrial workers but at the same time they
value intrinsic sources also. Among three components of OC, affective and
continuance commitments were the better predictors of JP

Gehlawat, Manju (2013) Conducted a study on organizational
commitment in relation to job satisfaction and work motivation of
secondary school teachers working in different types of schools. The study
entitled Organizational Commitment in relation to Job Satisfaction and
Work Motivation of Secondary School Teachers Working in Different
Types of Schools was planned to ascertain the effect of type of schools, job
satisfaction, work motivation, gender and teaching experience on the
organizational commitment of the teachers. The organizational
commitment has been treated as the dependent variable whereas type of
schools, job satisfaction, work motivation, gender and teaching experience
constituted the independent variables for the study. It also explored the
double and triple interaction effects of the independent variables viz. type
of schools, job satisfaction, work motivation, gender and teaching
experience on the dependent variable organizational commitment. It was
hypothesized that there exists no significant main and interaction effects of
type of schools, job satisfaction, work motivation, gender and teaching
experience on the organizational commitment of the teachers. The study
employed normative survey method for the purpose of investigation. Multi-stage stratified random sampling technique was used to select the sample of 480 secondary school teachers working in Rohtak, Jhajjar and Sonepat cities of Rohtak Division of Haryana. The investigator used Personal Data Sheet prepared by herself, Organizational Commitment Scale (OCS) by Hyde and Roy (2006), Job Satisfaction Scale (JSS) by Dixit (1993) and Employees Motivation Schedule by Srivastava (1988) to collect personal information and measure organizational commitment, job satisfaction and work motivation of the teachers respectively. The Hartley's Test of Homogeneity of Variance was applied to test the homogeneity of the data obtained and was then analyzed using Balanced Three way ANOVA with 2×2×2 factorial design. The findings of the study reported significant main effects of type of schools and gender on the organizational commitment of the teachers whereas the triple interaction effect of the variables type of schools.

Gupta, Madhu and Gehlavat, Manju (2013) investigated the job satisfaction and work motivation of secondary school teachers in relation to some demographic variables: A comparative study. In the present study, the investigators intended to compare the job satisfaction and work motivation of secondary school teachers with respect to some demographic variables. Job satisfaction and work motivation were treated as dependent variables. The independent variables comprised of gender, type of schools, teaching experience and educational qualifications. For the purpose of investigation, descriptive survey method was employed. The sample comprised of 400 secondary school teachers working in schools located in Rohtak Division affiliated to HBSE and was selected by Multi-Stage Random Sampling technique. Personal Data Sheet prepared by the investigators, Job Satisfaction Scale (JSS) by Dixit (1993) and Employees Motivation Schedule (EMS) by Srivastava (1988) were used for the
collection of data. The obtained data was analyzed using means, S.D’s and t-test. The findings of the study revealed: i) No significant difference was found in the job satisfaction and work motivation of male and female teachers. ii) There were significant differences among teachers working in government and private schools; more experienced and less experienced teachers with respect to job satisfaction and work motivation. iii) Significant difference was reported in the work motivation of teachers having graduate and post-graduate qualifications.

Jena, Prakash Chandra (2011) conducted a study on managerial creativity and work motivation of secondary school tribal teachers in relation to their occupational self efficacy. The purpose of the study was to find out the difference in managerial creativity and work motivation of secondary school tribal teachers in relation to their occupational self efficacy. The study was descriptive in nature and conducted over a sample of 180 secondary school tribal teachers in Kulgam, Shopian and Anantnag districts of Jammu and Kashmir State. Both male and female tribal teachers were selected as a sample with equal distribution of 90 males and 90 females by using purposive sampling technique. For collection of data, the investigator has used Managerial Creativity scale, Work Motivation Questionnaire and Occupational Self Efficacy scale. For the purpose of analysis and interpretation data, the investigator has also used t-test and correlation. The results of the study were: (a) There exists a significant difference in managerial creativity of secondary school male and female tribal teachers, (b) There exists a significant difference in work motivation of secondary school male and female tribal teachers, (c) There exists no significant difference in occupational self efficacy of secondary school male and female tribal teachers, (d) There exists positive relationship between managerial creativity and occupational self efficacy of secondary school tribal teachers, (e) There exists positive relationship between work

Kumar (2013) conducted a study of work motivation and organizational commitment among supervisors in textile industry. Work motivation is often searched, discussed and research work too is carried out in many organizations. The prime motive is to identify the factors in it so as to carry the same strategies or benchmark it, to achieve the goals of the organization. The organizations are competing with one another, to have an edge upon another committed and self motivated employees are needed. To study the level of work motivation and organizational commitment, to identify the personal variables associated with them and to study the relationship with work motivation and organizational commitment an attempt is made by the researcher. This study was conducted among 120 supervisors working in textile industry in Coimbatore. The questionnaire was used for data collection. it consist of three parts. Part one consists of personal questions, part two consists of work motivation scale developed by Agra Psychological Society. Part three consists of a scale to measure organizational commitment, developed by C.Balaji. It has been found that there is moderate level of work motivation and organizational commitment. Personal variables are associated the two key variables and there exist a positive relationship between them.

Katoch (2012) conducted a study of job satisfaction among college teachers: a study on government colleges in jammu (J& K).College teachers are the most important group of professionals for our nation’s future. Therefore, it is astonishing to know that even today many of the college teachers are dissatisfied with their jobs. Job satisfaction among college teachers is good not only for themselves but society as a whole. It
increases productivity and classroom performance in the college. Wellbeing of any society depends upon the role played by the teacher. Teachers are the source of guidance in all the crucial steps in the academic life of the students. When teachers are satisfied with their job they can perform their responsibilities with more concentration and devotion. For the same reason a study was undertaken to identify the factors which impact the level of satisfaction of college teachers in Jammu & Kashmir. The data used in this paper is primary in nature and collected through personal interviews in the form of questionnaire from a sample of 98 college teachers selected from the five Government Colleges of Jammu. Two types of statistical tools are used in the present study for analysis 1) percentage analysis 2) chi-square analysis. Research shows that female college teachers are more satisfied with their job than male teachers and income per annum is an important factor impacting the level of job satisfaction.

Khan (2001) probed work motivation among teachers and teacher performance in senior secondary schools of Delhi. The major objective was to compare male and female teachers on work motivation among different age groups of teachers. It was found that the teachers of the government senior secondary schools in general possessed work motivation to some extent and no significant difference was found in the overall work motivation of the male and female teachers. However, male teachers were found to be significantly better than their counterparts with respect to dependence, work group relations, psychological work incentives. Also, no significant difference was reported in the work motivation of the teachers of three different age groups that was up to 40 years, 41-50 years and 51 and above.

Kumar, Udayasuriyan and Vimala (2008) conducted a study of the motivational analysis among the employees of a public sector concern.
The major objective was to find out the motivational level of the employees and to analyze the influence of demographic variables on the motivational level. The results indicated that the motivational level was medium among majority of the employees. Significant difference was found among the employees motivation level based on the demographic variables such as age, gender, experience in the present organization, marital status and monthly income. It was revealed that high motivation was more among the females than male and on the other hand low motivation was also found to be more among the female as compared to their counterparts.

Lather and Jain (2005) studied work motivation and job satisfaction: a study of associates of public and private sector. The sample consisted of 480 associates of public and private sector in the age range of 20-55 years out of which 120 were top level managers, 120 were middle level managers, 120 were supervisors and 120 were workers. Employee’s motivation schedule was used to collect the data. EMS was developed by A. K. Srivastava in 1999 to access the level of motivation of the employees. The development of this test is based on the assumption that the individuals operating in context of industries are motivated by a number of needs, individually or in different combinations. And the Job Satisfaction scale was developed by Dubey, Uppal and Verma in 1989. The purpose of this test is to measure job satisfaction in industrial and banking setup. The test can be administered both individually and in group. The test contains 25 items which are rated on 5 point scale ranging from strongly agree to strongly disagree and the scores ranges from 0 to 4. Test-retest reliability of the scale is 0.64 and split half reliability coefficient is 0.72. The scores of this scale are independent of age, education and salary. It takes around 20-25 minutes to complete this test. The results show significant positive correlation between the job
satisfaction and need for autonomy and self actualization of top level managers. The significant positive correlation was found between the job satisfaction and need for self control, need for monetary gains and need for social affiliation and conformity of middle level managers. Significant negative correlation was found between job satisfaction and need for non financial gains of middle level managers. There was a significant positive correlation between job satisfaction and need for self control of supervisors and significant positive correlation between job satisfaction and need for self control and need for personal growth in workers. Regression was applied to find the effect of various needs on job satisfaction at different levels. The results show that need for autonomy and self actualization is a significant positive predictor of job satisfaction for top level managers. Need for self control and need for monetary gains are predictors of job satisfaction of middle level managers. Need for non financial gains have significant negative effect on job satisfaction of middle level managers. Need for self control has significant positive effect on job satisfaction of supervisors and workers.

**Nandola (2011)** conducted a study of teachers’ motivation in the higher secondary classrooms. This paper presents some preliminary results of a larger study that investigates the teachers’ motivation in the higher secondary classrooms. In the present study teachers of higher secondary schools of Junagadh city were included as the universe of the study. By random sampling method 14 higher secondary schools of Junagadh city were selected. From these higher secondary by purposive sampling method 181 teachers teaching in higher secondary schools for the academic year 2010-11 were selected as the sample. The required data was collected with the help of Motivation Scale. The research tool was constructed by the researcher in Gujarati Language. It consists of 37 statements. The Motivation Scale was developed with the theory of
motivation given by Marilena P. and Philippou, G. (2007) which includes Personal Expectations, Socio-cultural Definition, Interpersonal Demands, Incentives, Inherent Task Characteristics, Individualized Expectations, Normative Expectations, Role-Related Expectations are the main elements for measuring motivation of teachers. Each statement of the Motivation Scale had three point scale, i.e. agree, neutral and disagree. All the statements of the Motivation Scale were positive. The ranking for the statements were 3, 2 and 1 respectively. The reliability of the Motivation Scale by Cronbach alpha method was 0.93. Where as split half reliability for half test was 0.90 and split half reliability for whole test was 0.92. The validity of the Motivation Scale by Cliffs’ consistency ‘C’ indices was 0.52.The t-ratio of mean scores obtained by male and female teachers of higher secondary schools on Motivation Scale was 4.643. Significant difference at 0.01 level was found. The mean scores on Motivation Scale of male and female teachers were 92.65 and 99.78 respectively. The difference between the mean scores was 7.13. Therefore, it can be said that the motivation of male teachers was higher than that of female teachers. The t-ratio of mean scores obtained by reserved and non-reserved teachers of higher secondary schools on Motivation Stress Scale was 0.973. No significant difference at 0.05 level was found. The t-ratio of mean scores obtained by higher secondary school teachers residing in urban and rural area on Motivation Scale was 1.476. no significant difference at 0.05 level was found.

Nor, Roslan and Mahyuddin (2009) examined the changes in teachers' commitment, motivation and burnout levels of secondary school teachers. The findings reported significant changes in the current teachers' commitment and motivation compared to their commitment and motivation in the past. The teachers attributed the negative changes mainly due to the increase in work load and the positive changes to their personal
development. Negative changes in teachers' motivation and commitment and an increase in teachers' burnout levels were also found. It was also suggested that there is much to be done to increase teachers' commitment and motivation and to reduce teachers' burnout and teachers' work load is the main factor that needs improvement.

Patel and Rao (2005) examined the determinants of teachers’ motivation and performance towards school improvement. The study led to identification of twenty seven factors/sub factors within teachers and school which influenced teachers’ motivation and performance in relation to the performance of the schools. The findings revealed that the major contributors to teacher motivation and their performance as preferred by the respondents were: individual ability of teacher (100%), understanding of role and responsibility by teachers (93%), concern of the head of school for administrative efficiency (93%), concern of the head of the school for academic efficiency (90%) and supportive classroom environment (90%). Among these factors individual ability of teachers, concern of head of school for administrative efficiency, internal school environment and supportive classroom environment were found to be significantly correlated with teacher motivation and their performance. Similarly, opportunity for reward and recognition were found to have higher positive correlation with teacher motivation whereas the current compensation package for teachers was negatively correlated with the motivation of the teachers.

Rashid, Wani, and Kumar (2013) Conducted a study of difference in job satisfaction and work motivation among government and private company employees. The present research titled “difference in job satisfaction and work motivation among government and private company employees “was carried out with the objectives of to assess the nature of job satisfaction among Govt. and Private Company employees in District
The study was conducted on a sample of 140 employees from private and Govt. company employees of district Anantnag of Kashmir Valley. The sample is divided equally in both the sectors i.e.; 70 in Govt. Company and 70 in private company. Further the sample is divided on the basis of gender in males and females in both sectors i.e.; 35 in males and 35 in females. Job satisfaction scale by Amar Singh and T.R Sharma has been used. The intrinsic and extrinsic test by Udaip Pareek (2002) has been used. It is compressive in nature. It measures motivation in both intrinsic and extrinsic areas. The main findings of the study are:
1. Govt and private employees of companies in district Anantnag of the Kashmir valley do not differ significantly in the level of their intrinsic and extrinsic job satisfaction.
2. Males and females employees of companies of the district Anantnag also do not differ significantly in the level of their intrinsic and extrinsic job satisfaction.
3. Govt. and private employees of both the companies of the district Anantnag do not differ significantly in the level of their intrinsic and extrinsic work motivation.
4. Among Govt. company employees a positive significant correlation was found between intrinsic factors of job satisfaction and work motivation. The intrinsic job satisfaction and
5. Extrinsic work motivation show negative significant correlation except for extrinsic factors of work motivation and job satisfaction which are having an insignificant correlation.
6. Among private company employees a positive significant correlation was found between extrinsic factors of job satisfaction & intrinsic factors of work motivation. The extrinsic factors of job satisfaction and work motivation show negative significant correlation except for intrinsic and extrinsic factors of job
satisfaction and work motivation which show an insignificant correlation with each other.

7. Among male employees of both the companies, an insignificant correlation was found between various intrinsic & extrinsic factors of job satisfaction & work motivation except for their extrinsic job satisfaction and intrinsic work motivation which show a positive significant correlation.

8. Among female employees of both the companies, an insignificant correlation was found between various intrinsic & extrinsic factors of job satisfaction & work motivation except for their intrinsic work motivation and intrinsic job satisfaction which show a positive significant correlation with each other.

Sofat (2012) investigated the effect of motivation on employee performance and organizational productivity. In any organization employee motivation is the key factor for organizational performance. This research paper attempts to provide empirical evidence of the effects of motivation on performance of the employees working in insurance companies and organizational productivity and also evaluates the important factors which motivate the employees working in different insurance companies. In this study The total numbers of respondents surveyed for the purpose of study were 124. The primary data was collected by using self administered questionnaire. The data is analyzed and interpreted by using simple percentage analysis and average mean of responses. Chi square was used to measure the discrepancies existing between the observed and expected frequency. Two hypotheses were also framed 1) There is no positive relationship between motivation and employee performance.2) There is no positive relationship between motivation and organizational product productivity. This paper shows that
motivation is positively related to the employee performance and organizational productivity.

**Alimohammadi (2013)** examined the relationship between work motivation and organizational commitment among Iranian employees. The present study was conducted in Tehran and aimed to analyze the relationship between work motivation and organizational commitment of employees. The authors selected 10 SMEs as statistical population of the study. There were 195 employees in those companies. After distribution of questionnaires among the employees, a total of 163 usable questionnaires were gathered. The research method used for this study is descriptive-correlation. Moreover, Confirmatory Factor Analysis and Structural Equation Modeling were conducted by LISREL. The factors analysis and the findings show that work motivation has a significant positive influence on organizational commitment of employees.

**Ayeni and Popoola (2007)** conducted a study of work motivation, job satisfaction and organizational commitment of library personnel in academic and research libraries. The findings of the study revealed that correlation existed between perceived motivation, job satisfaction and commitment although correlation between motivation and commitment was negative. No difference was observed in perceived motivation of professional and non-professional library personnel. Moreover the findings also showed that differences existed in the job satisfaction of library personnel in academic and research libraries and no relationship existed in the organizational commitment of library personnel based on their years of experience.

**Baleghizadeh and Gordani (2012)** conducted a study of motivation and quality of work life among secondary EFL teachers. This study set out to investigate the relationship between quality of work life and teacher motivation among 160 secondary school English as a foreign
language (EFL) teachers in Tehran, Iran. In addition, 30 of the participants were randomly selected to take part in follow-up interviews which asked why they felt the way they reported. The participants' motivation to teach was assessed using the questionnaire developed by Noe et al. (1990), which includes three major sub-scales: career insight (8 items), career identity (5 items), and career resilience (13 items). The questionnaire uses a 1 to 5 point scale showing the extent to which each corresponds to the participant's motivation to teach English. The overall reliability of the questionnaire was found to be 0.82 for the present study and context. In addition, this study used Walton’s (1973) quality of work life questionnaire. This includes eight sub-scales: adequate and fair compensation (4 items), safe and healthy working conditions (3 items), chance of growth (3 items), constitutionalism in the work organization (5 items), the social relevance of work life (3 items), total life space (4 items), social integration in the work organization (4 items), and human progress capabilities (3 items). This questionnaire, whose reliability was found to be 0.926, also uses a 1 to 5 point scale to examine the quality of work life. The results revealed that the participants enjoyed a medium level of quality of work life and experienced a medium-to-low level of motivation. In addition, a significant relationship was found between motivation and quality of work life categories. Furthermore, the subscales of the quality of work life that best predicted teacher motivation were identified. The findings of this study have implications for teacher educators and educational decision makers in bringing about higher levels of motivation and quality of work life among English language teachers.

De Cooman and Jegers (2007) made an effort to explore the graduate teachers’ motivation to pursue a teaching job based on job motives and work values. From the response of 241 recently graduated teachers it was concluded that teachers consider intrinsic, altruistic and
interpersonal features as strong job-specific motivators. Furthermore, teachers preferred altruistic and interpersonal work values, while non-teachers were more attracted by individualistic work values such as career opportunities and executive power.

**Ergun Recepoglu (2013)** conducted a study on teacher’s job motivation in the high schools of Ministry of National Education in Turkey (Karabuk and Sinop Sample). The purpose of this study is to analyze teachers’ job motivation level high schools of Ministry of National Education in Turkey. This is a descriptive research in the survey model. The population of the study is teachers who work in high schools in Karabuk and Sinop. The study sample of this study was 375 high school teachers working in central provinces of Karbuk and Sinop. Teachers were selected randomly from 20 high schools, As a data collection instrument “Job Motivation Scale” developed by aksoy was used. The frequency, percentage, arithmetical mean and standard deviation of the answers were calculated. Independent t-Test and One-Way ANOVA were performed to analyze the data. According to research findings, teachers have the highest motivation in dimension of commitment to job and the lowest level of motivation in the dimension of integration with the job. Job motivation level of teachers in high schools shows a significant difference in terms of age, tenure of office and education level while motivation of teachers do not show a significant difference in terms of teachers’ gender.

**Houkes and Nijhuis (2001)** studied the work and individual determinants of intrinsic work motivation, emotional exhaustion and turnover intention of teachers. It was hypothesized that growth need strength had a direct effect on intrinsic work motivation and it moderated the relationship between task characteristics and work motivation. The results showed that generally, personal characteristics had a direct effect on the outcomes as hypothesized and only one moderating effect was found.
The upward striving moderated the relationship between unmet career expectations and turnover intention.

**Inayatullah and Jehangir (2011)** conducted a study of teacher’s job performance: The role of motivation. The objective of this study was to examine the effect of motivation on job performance in public and private schools of Peshawar city in the Province of Khyber Pakhtunkhwa. For research purposes, a sample of ten schools were selected that included five private schools and five public schools in Peshawar and the sample size of 120 teachers were randomly selected from both public and private sectors i.e. 60 from each. The instrument was designed to measure the two variables i.e. motivation and job performance of teachers and it contained 20 items. For motivation Bennell & Akyeampong (2007) research instrument is used to measure motivation of teachers. It contains 12 question items and 5-point Likert scale (1-Strongly Disagree to 5-Strongly Agree) was employed to record the responses i.e 1. Strongly disagree, 2. Disagree, 3. Neutral, 4. Agree, 5. Strongly agree. High scores indicated the high level of teachers’ motivation towards job. Teacher’s job performance is measured by using a self-developed questionnaire that contains 8 question items which are developed to assess the job performance of respondents. A 5-point Likert scale (1-Strongly Disagree to 5-Strongly Agree) was exploiting to record the responses. High scores represent the high level of teachers’ job performance. The collected data was analyzed through SPSS software. The findings of the study revealed that there is a significant and positive relationship between teacher’s motivation and their job performance. There have been studies on the influence of motivation on performance; however there is a lack of research on the relationship in public and private school teachers in KPK. The study seems to fill the gap. The study would help organizations (schools, colleges) to improve the motivation level of teachers that would lead to better job performance.
Jofreh, Yasini, Dehsorkhi and Hayat (2013) examined the relationship between EFL teachers’ quality of work life and job motivation. This study examines the relationship between EFL teachers’ quality of work life (QWL) and their job motivation among high schools teachers of Karaj in 2012. 137 Iranian EFL teachers currently working in high schools of karaj were administered two questionnaires that assessed their motivation and quality of work life. Participants' motivation to teach was assessed using a questionnaire developed by Noe and Bachhuber (1990) which includes three major subscales: career insight (8 items), career identity (5 items) and career resilience (13 items). In addition this study used Walton’s (1973) widely used quality of work life questionnaire. This 29 questionnaire includes eight subscales: adequate and fair compensation (4 items), safe and healthy working (3 items), continued growth and security (3 items), constitutionalism in the work organization (5 items), the social relevance of work life (3 items), total life space (4 items), social integration in the work organization (4 items) and human progress capabilities (3 items). The results revealed that Iranian EFL teachers experience medium to low levels of motivation and QWL. In addition a significant relationship was found between QWL categories and job motivation. Further the best QWL predictors for teacher motivation were identified. Findings of this study is hoped to serve as a reference for principals and educational decision makers in bringing about higher levels of motivation for language teachers.

Nadia Ayub (2011) examined the relationship between work motivation and job satisfaction. Numerous researchers investigated the relationship between job satisfaction and work motivation in diversified professions but none investigated bank managers in Pakistan. Therefore, the current study attempts to explore the relationship between work motivation and job satisfaction. Based on the literature review two
hypotheses were formulated 1) There will be positive relationship between work motivation and job satisfaction, and 2) There would be a gender difference on the variable of work motivation and job satisfaction. To assess job satisfaction, “Job Satisfaction Survey (JSS; Spector, 1997)”, and for motivation, “Motivation at Work Scale (MAWS, Gagné, M., et.al, 2010)”, were used. The sample of the study consists of 80 middle managers (46 males; 34 females) from different banks of Karachi, Pakistan. A Pearson Product Moment Correlation Coefficient was calculated for the correlation between the work motivation and job satisfaction. In order to find out gender differences t test was computed. In conclusion, the findings of the study suggest that there was a positive correlation between work motivation and job satisfaction. Furthermore, there was a significant gender difference on the variable of work motivation and job satisfaction.

**Pimpa (2008)** conducted a study on terrorism and work motivation: teachers in the southern Thailand. It aims to explain the pattern of organizational factors and teaching motivation of school members, and to find ways to improve work motivation among at-risk teachers. The researchers sent questionnaires with consent forms to 450 teachers from 40 secondary schools located in the selected 10 education zones in the South. The researcher obtained the list of schools from the Ministry of Education. A total of 400 usable questionnaires were returned and used in this analysis. In order to identify organizational factors influencing teachers’ work motivation, researcher developed a set of questionnaire which contained four groups of variable: demographic factors, push factors (including shared visions, experience at previous schools, job satisfaction), pull factors (including service and morale support provided at school, participation, income, and workplace environment), and teaching motivation (including career advancement, teaching achievement, recognition at school, work diversity, and responsibility within the
organization). Items in this scale were developed from Vroom’s expectancy theory (1964), Locke and Latham (1990), Wagner and Hollenbeck’s theory of work motivation (1995), and Dinham and Scott (1998). Results from this study indicate that school’s policy and leadership positively contributes to teachers’ work motivation. Since pull factors significantly contribute to motivation to teach, and positively related to factors that create teaching motivation (achievement at work, recognition at school, work diversity, responsibility, and career advancement), school leader should promote morale support providing to teachers, quality of work, level of income that suits teacher’s living standard, and environment at school. These factors will enhance the long-term teachers’ motivation in the South of Thailand and sustainability of school organization.

Recepoglu, Kilinc and Cepni (2011) examined the motivation level of teachers according to school principals' humor styles. The results indicated that 141 of the teachers claimed school principal had producer style of humor, 76 of them said that the principal had appreciator style of humor and 18 of them reported that school principal had reproducer style of humor. On the other hand, 70 teachers revealed that school principal had a non-humorous style. In addition to this, it was concluded that the motivation level of the teachers who work with non humorous principals were lower than those working with principals who had producer, appreciator or reproducer humor styles.

Saeed and Muneer (2012) conducted a study of work motivation of male and female secondary school teachers in Karachi. The purpose of the study was to evaluate the work motivation of male and female secondary school teachers in Karachi. The knowledge of work motivation helps to a better understanding of teachers. The study was limited to all secondary school teachers in Karachi. The strategy of research was survey. The population of the study comprised of all secondary school teachers of
Karachi. There are approximately 25000 secondary school teachers (BSE-, 2009). It was not possible to carry out a census. Consequently a stratified random sampling design was adopted. The principle of stratification was related to the gender of teachers. The sample size was 300 teachers drawn from 72 schools. A tailor-made questionnaire was designed. Instrument was personally administered to the respondents. The data were analyzed statistically through t-test. The null hypothesis is rejected and it is concluded that there is a significant difference in the level of work motivation among male and female teachers. The female teachers were found to be more motivated to their work than male teachers. It is recommended that the principals should adopt a dynamic leadership style and encourage participation of teachers in decision making

**Sinclair (2008)** focused on student teachers' motivation to be primary teachers and their commitment to teaching after their first practicum. It was found that student teachers were multi-motivated to be teachers. The most common reasons for choosing teaching reflected a positive self-evaluation of their attributes and capabilities to be teachers, to work with children and because of the intellectual stimulation teaching would provide. A significant change was reported in the motivation and commitment over the first semester of initial teacher education, particularly as a result of the first practicum.

**Sarita Maharjan (2012)** conducted a study of association between work motivation and job satisfaction of college teachers. Colleges should motivate the teachers for their job satisfaction in order to enhance the performance of the organizations. This paper examines the association between work motivation and job satisfaction of teachers. With convenient sampling technique, only 112 responses are usable out of 150 questionnaires distribution to the teachers of university constituent, affiliated and plus two campuses/ colleges in Kathmandu valley. As
primary data in the survey, the reliabilities of work motivation and job satisfaction of teachers are tested with twelve scale items each separately. Using descriptive statistics and correlation analysis, the study analyses the work motivation and job satisfaction of the teachers. The study concludes that the teachers are de-motivated with making a lot of money but they are dissatisfied with their pay scale. From the overall analysis, however, the teachers are motivated with their work and also they are satisfied with their job. There is a positive association between work motivation and job satisfaction of teachers. In conclusion, teachers’ work motivation and job satisfaction are highly positive correlated. This indicates that the administration must increase the scale of salary according to the market price of other commodities to motivate the teachers in their teaching. In order to encourage them, the administration can lunch different programmers to prize teachers.

2.4.2 Reviews of Values:

Nolen, Teris P., Clawson, Barbara N. (1992), “Human values: issues for home economics”, International Journal of Cultural Property (2005), 12:2:275-280. The home economics profession must integrate positive human values into their discipline to prevent the increasing negative influences of society. Home economists do not deal with mere consumers or markets but with families which serve as the core of society. Critical science must be the preferred method for research in the profession. Moreover, adoption of human values would make the public realize that the home economics profession is concerned with profound aspects of the family and the community.

Dorothy, Lippert (2010), “Remembering Humanity: How to Include Human Values in a Scientific Endeavor”, World Archaeological Congress. The Bonnichsen decision has been heralded as a victory for anthropology, because it appears to vindicate the position of the plaintiffs
who brought their suit in order to be allowed to conduct scientific research on a 9,000-year-old skeleton from North America. It appears to be a defeat for Native Americans, who view this skeleton as an ancestor and who would prefer to see the remains of this individual returned to the ground to continue the long journey back to the earth. In fact, this polarized view of the case returns the discourse surrounding repatriation to a previous level in which arguments were made over the question, “who owns the past?” While this may be a rhetorically satisfying problem to wrestle with, it does not capture the true nature of how archaeology can engage with Native people in the process of understanding ancient lives. It presumes that the past exists as a form of property. Under this simplistic construction, human remains can exist as property and can be owned by one group or another.

R.K. Dasgupta, (1997), Human Values in Management, National Library, Calcutta and Professor of English, University of Delhi, Journal of Human Values, Vol. 3, No. 2, 145-160. The essay begins by the author's recollections of his younger days when people were seldom worried about moral decline in society. Today, however, it has become a real concern. Literature, philosophy, spiritual works are all essentially a celebration of human values. The paper examines the issue of scale of graded values as against that of absolutist universal values. A scrutiny of English literature reveals that some key literary figures in eighteenth-nineteenth century England drew attention to the decline of human values accompanying increasing industrialization. The author discusses his own views on the management and role of human values in it, as also on human values and man's divine nature. He discusses the leader's role and an action programme for human values. The universality of Vedantic monism, and its triple idealism, is suggested as a basis for the regeneration of human values.
Marjam Malmberg, (2009), “Contributions of Internal Branding Practices to Corporate Brand Success”, University essay from Stockholm/Institution for marketing strategy. The purpose of this study is to investigate how internal branding practices can contribute to successful corporate brand building. The thesis is based on a case study of the successful Swedish brands Saab AB, SAS Sverige and Skanska. The results show that core values are a main building block of internal branding practices and that core values are united with cultural values with a dual purpose of adding value to customers and guiding employee behavior. Furthermore, the results point out that core values internally indicate how the vision is to be achieved and that the vision may be more useful as a management tool than internal branding tool. Subcultures appear to be present in all three cases and the results suggest that corporate brands are strengthened by internalizing a main corporate culture which allows cultural interpretations within subcultures and by assuring that subcultures co-exist in harmony. Internal communication seems to support corporate and internal branding by applying a pull-principle in communications, creating forums for personal interaction and facilitating employees’ information search and processing. In terms of human resource contributions to brand building, practices such as recruitment, phasing in of new employees, internalization of core values among current employees and internal brand evaluations are put forward. Moreover, two additional concepts of importance in corporate and internal branding were found: acknowledgment and involvement. A total of 14 propositions of how internal branding practices contribute to corporate brand success, summarized in a holistic model, are presented.

E.A. O'brien' (2013), “Human values and their importance to the development of forestry policy in Britain: a literature review” Forest Research, Alice Holt Lodge, Wrecclesham, Farnham, Surrey GU10 4LH,
England. This paper reviews the literature surrounding the elicitation of environmental values and their role in decision-making. Many different disciplines, such as psychology, sociology, anthropology, philosophy and economics, have grappled with the concept of value and its definition and study. This paper outlines current themes in the environmental debate, discusses policy development within forestry surrounding sustainability concepts, and illustrates the complex nature of values and how they are formed. The main approaches taken in eliciting environmental values, based on the differing social science philosophies of positivism and interpretivism, are discussed. It is argued here that the assessment of people's preferences for intangible benefits through economic valuation techniques, which have been the predominant method used over the past decade to elicit environmental values, does not and cannot capture the full range of values that people may have. In this paper it is recommended that deliberative approaches, such as citizens' juries, focus groups and in-depth interviews, will be needed to tackle this problem and explore public interest issues. The values people hold for the environment are often multiple and complex and conflicts have arisen when land managers have failed to take these into consideration. It is suggested that a clearer idea of the depth and breadth of values for the environment will provide important information to forestry policy-makers and managers. Sustainable forest management is the key issue for forestry and there is a need to have greater regard for the social element of this equation. Understanding how and why forests, trees and woods are valued is becoming increasingly important. It is also argued that the examination of values should involve discursive processes in which the public good and public interest are negotiated within the public domain through deliberative and democratic procedures.

Simon, (1974), evaluated levels of racial awareness, racial preferences and racial identities among non-white children (American
Negro, Korean, American Indian) who have been adopted by white families, and their white siblings who have been born into those families. The sample of the study was between the age of three and eight. The major findings of the study indicated that black children who were reared in the special setting of multi-racial families do not acquire the ambivalence toward their own race that has been reported among all other groups of young black children and that there was no significant difference in the racial attitude of any of the categories of child Values.

We all know that people have different value preferences. Value is an interdisciplinary term. We came across this term in several fields of study. Value emerges in the process of interaction and activities of individuals in society. Due to this fact value can exist and function in the awareness of an individual, social group of peoples, class and society it. Value is a variable mediator that leads to an action. It can be said that value is the choice between different ways of behavior in a certain situation. The choice of values is an indicator of one’s maturity. They help people create the sense of order in their lives. People from their world view and convictions through experiencing values. The results of the investigations on values in the past have both favorable and non-favorable results.

Praboteeah, Paik and Cullen (2009), examined religious groups and work values. The study used data from 44,030 individuals in 39 countries to investigate the influence of the worlds’ four major religions, Buddhism, Christianity, Hinduism, and Islam on extrinsic and intrinsic work values. After controlling important variables such as age, gender, and education, the result supported the posited hypothesis confirming that religion is positively related to work values. The result indicated that all religion except Christianity show a positive relationship with extrinsic work values. All the four religion show a positive relation with intrinsic
work values. It was also found that those who report no religious affiliation also view work values positively. The findings indicated that most religion view work in a positive light.

**Jose, and Ouellette (2006)**, in one study studied ethnic identity, self-esteem and values in Dominicans, Puerto Ricans and Africans Americans. The sample of the study was 207 minority students. The study also investigated within group concordance and cross cultural differences in value orientation. Dilemmas were used to measure value orientation and perceived congruence between personal and group values. The result found out that Ethnic Identity was positively related to self-esteem. The perception of value congruence was not related to ethnic identity or self-esteem. There was within group concordance in the ranking of value solutions. In addition, the groups differed in the strength of ethnic identity perceived value congruence and the ranking of the value solutions.

**Weisgram, and Bigler (2006)**, investigated the girls and science careers, the role of altruistic values and attitudes about scientific tasks. The sample of the study one was 617 students and in study two the sample was 174 students. Results of study one indicated that girls who believed more strongly in the altruistic values of scientific careers scored higher on self-efficacy and utility measured than their peers. Further, belief in the altruistic values of science predicted interest in science. Study two replicated these findings using a pre and posttest design.

**Isik, and Melek (2006)**, in one study studied humanistic attitudes, values, and system justification and control beliefs in a Turkish sample. The sample of the study was 211 Turkish teachers and 155 teachers from different public schools. Results demonstrated significant differences between the teachers and teacher candidates for control beliefs, system justification, and some dimensions of Schwartz’s values scale. Also age
and sex are seen to be related to humanistic values and perceived democratic level of the educational system. Multiple correlations are determined between the beliefs, values, and attitudes of participants in relation to different dimensions of the education system.

**Gaunt, (2005),** in one study examined the role of value Priorities in Paternal and Maternal Involvement in Child Case. The sample of the study was 209 couples with 1 child between the age of 6 and 36 months. Result of the study found that giving high priorities to openness to change values (i.e. self-direction, stimulation) and low priorities to conservative values (e.g., tradition, conformity and security) is associated with more father involvement and less mother involvement. The priority given by a spouse achievement values is negatively related to this spouse’s involvement in child care and positively related to other spouse’s involvement in child care and positively related to other spouse’s involvement. Parents socio-demographic characteristic partly mediate the association between value priorities and involvements.

**Bill, and Husband (2005),** examined values education in the mathematics classroom, subject values, educational values and one teacher’s articulation of her practice. In this study, the author draws on one teacher’s articulation of her practice to explore values issues in the teaching of mathematics, drawing both on the mathematics education literature and the general values education literature. The result found discontinuity natures and argues that neither offers a sufficiently subtle conceptual frame work for the analysis of classroom.

**Hetsroni, and Ilan (2002),** made a comparison of values in infomercials and commercials. The sample of the study was 318 infomercials and 861 commercials. Three values were examined – functionalism, hedonism and altruism. The result of the study showed that functionalism was over three times more frequent in infomercials than in
commercials. The frequency of hedonism in commercials was 25% greater than it was in infomercials. Joy, the most prominent value in commercials ranked only in infomercials. Findings indicated that in spite of the fact that the infomercials are longer than the commercials, they present a more limited selection of values. Infomercials repeatedly mention only the product’s price, its basic qualities and its obvious uses.

**Savage, and Stewart (2000)**, in an investigation compared business and arts students, epistemological and value changes between disciplines. The sample used in the study was 270 undergraduate students. Questionnaire measuring epistemologies and personal values were administered to collect the data. Comparison was made between first year and those in final year. Result showed that students differed somewhat in value and epistemology even among first year students alone. Evidence was obtained, however for a type of socialization process, where in business students appeared over time to become more estranged from traditional liberal arts and social constructionist values, while liberal arts students appeared to endorse these values more strongly over their undergraduate years. It was suggested that undergraduate business education might well be enhanced through curriculum reform based on the goals of liberal art education.

**Kumar, and Thibodaux (1998)**, studied differences in value system of Anglo American and Far Eastern Students. Findings revealed that differences were found in terms of five of the six evaluative attitudes between the two groups. Value pattern of far eastern students who had lived and studied in the U.S. for a considerable period of time was also compared with that of Anglo American students to examine the degree of convergence in their value system. Findings of the study suggested that as a result of frequent and sustained cross – cultural contact in another cultural environment, the value profile of individuals tend to get modified.
so as to include the value preferred and desired in the new social environment.

**Barris, Kielhofner and Bauer (1985),** conducted a study on learning preferences, values and students satisfaction. This study sought to determine the relative importance of values and learning preferences for educational satisfaction and to examine differences in values and learning preferences among undergraduate and graduate occupational therapy students and undergraduate physical therapy students. Graduates emphasized social values and abstract learning whereas undergraduates expressed greater satisfaction with their education.

**Palmer, Veiga and Vora (1981),** made an effort to study the personal values in managerial decision making, value cluster approach in two cultures. The result of the study showed that from a sample of Indian and American managers, two dominant value profiles (designated “pragmatic and “altruistic”) were present and that these values profiles helped in explaining variances in decision preferences.

**Beryl, Jones and Cho (1977),** in an investigation studied social values and relationships with parents among American college women of Chinese and European Descent. The result of the study revealed that the Euro–American Women showed a greater interest in voluntary prosocial behavior and philartherapy. Both groups of women reported having a sense of self, autonomous of their parents. Within the Chinese– American group, ethnic identification and religion, but not generation moderated scores on a measure of traditionalism of outlook regarding issues of law and order and social equality.

**Silverman, (1976),** compared personal values among freshman and senior dental students and dental faculty. The result of the study indicated no significant differences between freshman and senior dental students values, inferred no apparent change in students values during a dental
education, indicated no significant differences between part time faculty and full time faculty, support a positive association among all groups, i.e. freshman, seniors, full and part time faculty, rank order the values for all groups from highest to lowest (the critical, aesthetic, political, economic and religious) and show some significant differences between students as a group and faculty as a group.

Neil, and marry (1973), examined baccalaureate nursing students values. The sample used in the study was 465 students. Result of the study found out significant differences between nursing student’s values and value norms for the general female college population, between the value of nursing students and the values of students in other curricular fields, and in the values of nursing students in different schools participating in the study. Significant differences in the nursing student’s values tended to decrease at successive class levels within each institution.

Paul, (1986), “A study of value orientations of Adolescent Boys and Girls” Unpublished Ph.D. Thesis, M.S. University, Baroda, Objectives: (1) To compare the adolescent urban and Rural boys and Girls studying in schools and colleges in context to individual, social, instrumental and Action value. (2) To study the component formation of different values based on Rural and Urban groups. Present research was of survey type, in which 1076 adolescents were taken as a sample, and students of std. 11 & 12 of Higher secondary schools of Rural and Urban area as well as students of the first year of Arts, commerce and science stream were included. The researcher had used self-prepared tools such as Individual value scale social value scale, Instrumental value scale and Action value scale prepared by Vyas. Findings: (1) Urban adolescents were more acquisitive on selected values than rural adolescents. (2) College going adolescents were more adventurous and schools going were more
independent and affectionate. (3) As compared to girls, boys were more highly ambitions and desirous of profession. (4) The adolescents of science stream were having strong work habits and courageous than those of common stream.


Objectives : (1) To prepare the value clarification model in context to population Education. (2) To tryout the value clarification model to teach population education. (3) To study the effectiveness of the experiment at the end of the try- out of value clarification model. In population of the present study, students studying in std. 5 of the Gujarati medium schools of Gujarat state were included, out of them the students of 6 classes of std. 5 of total 6 schools of west, middle and south Ahmedabad city. were, selected as sample. For research work, experimental method was used. As research tool, social economic status scale, pre-test, for population education, the lessons of value clarification model, post-test and opinionative were used. According to variable the data was classified and by preparing Frequency Distribution tables T-value and F-value were calculated. (1) Value Clarification Model prepared as per the psychological status of the students of primary schools was proved most effective. (2) Mean scores of the experimental group was more than that of the controlled group. (3) There was no effect of one variable area on the students.

Joshi, D. H. (2002), “Effectiveness of value Recognition Model for value direction and teaching of their works in the Gujarati Text books of secondary schools”, Unpublished Ph.D. Thesis, Saurastra University, Rajkot, Objectives : (1) To study the direction of various values of
the Gujarati Text books of std. 8, 9 & 10. (2) To prepare aditional education model to develop value Recognition and value decision in context to various values (Humanity, Nationalism, vigor, love for nature and acceptance of others feelings) of the syllabus of the Gujarati Text-book of std. 8, 9 and 10 and to prepare the programme for the value education through value Recognition Model.

(3) To examine the effectiveness of value Recognition Model and Traditional Education Model for the development of value Recognition and value decision of five selected values: Humanity, Nationality, vigour, Love for nature and Acceptance of the feeling of others. Present study was undertaken to assess the effectiveness of the methods by teaching for value education through formal & non formal methods the text books of Gujarati subject of std. 8, 9 and 10. So the students studying in std. 8, 9 and 10 during the year 2002-03 in Gujarati Medium schools of Rajkot city were included in the population. By purposive sampling technique, 511 respondents were selected as sample from two selected schools. For this research, standardized value Recognition inventory was prepared. In the study survey and experimental method were used. T-test was used as statistical technique. Findings : (1) Traditional Education Model for the teaching of values was not proved effective. In the practical of application and Repeatation this is continuity in the results. In context to certain value, this result does not give any specific finding. (2) Value Recognition Model has been proved effective for the teaching of values. In the practical of application and Repeatation this is continuity in the results. It can be said that this result has been obtained in developing recognizing power and decision power of most of the selected values in context to the results of the experiment of std. 8 and std. 10. (3) Value Recognition Model has
been proved effective for many values in the development of decision power in context to value education than the traditional Teaching Model. In context to Application and repetition of the experiment, this is continuity.

Shah, (2002), “A study of the Effect of National value Education program on the National value of the secondary school students of the Ahmedabad city in context of certain variables”, Unpublished Ph.D. Thesis, Gujarat University, Ahmedabad. **Objectives**: (1) To prepare National value Education program based on National value. (2) To study the effectiveness of the National value Education program on National values of the students of secondary school of Ahmedabad city in context to some determined variables. (3) To examine the status of the students of secondary school about the general knowledge of the nation. (4) To examine the attitude towards the National values of the students of secondary schools of Ahmedabad city. In the present Research survey and Experimental Method as two types of Methods were used, in which pre-test, post-test design was used and a group of one school was treated as an Experimental group and the other group as controlled group. National value Education program was prepared and implemented upto two months. As a research tool to assess the general knowledge about the Nation, General knowledge Test and Three-point value scale were prepared by the researcher. Data Analysis and Interpretation of the collected data were performed by ANOVA and T- Test. **Findings**: (1) Knowledge of National value of the students of secondary school of Ahmedabad city was at common level. (2) Attitude towards National value was seen among the students of secondary school of Ahmedabad city. (3) Positive Effects were seen about the National value Education program.
Tundel, (2002), “A comparative study of the values prevailed in teachers of primary and secondary schools of Daman, Div and Dadra Nagar Haveli” Veer Narmad South Gujarat University, Unpublished Ph.D. Thesis, Surat, **Objectives** : (1) To compare the values of the primary and secondary school Teachers of Daman, Div and Dadra nagar Haveli. (2) To compare the values of the primary and secondary school Teachers in context to their gender. (3) To compare the values of the primary and secondary school teachers in context to their Residence. (4) To assess the effect of values of teachers on education. Present research was undertaken by survey method, in which total 656 teachers of Primary and secondary schools of Daman, Div and Dadra nagar Haveli were selected as a sample by stratified Random Sampling and the Rural as well as Urban areas were included in it. For data collection, the researcher had used soft-prepared standardised teacher value Inventory for dat analysis, T-test was used. **Findings** : (1) There was no difference in the values of teachers of primary and secondary schools of Daman, Div and Dadranagar Haveli. (2) The values of primary and secondary school teachers were not different in context to residence. (3) Political, Religious and graceful values of Male Teachers were somewhat high. (4) Graceful, Religious and social values of female teachers were high.

Panchal, (2003), “Tryout and Effectiveness of value Analysis model in science subject of primary school” Unpublished Ph.D. Thesis, Gujarat Vidyapeath, Ahmedabad, **Objectives** : (1) To assess the achievement of scores obtained by education of value Analysis model, by the students of both groups. In the present research the students of std-7 studying in 156 schools of Talod Taluka was the population. Out of these schools 10 schools were selected by Random
sampling method. Out of each school, all the students of std. 7 were selected by cluster sampling method. Thus there were 421 students of total 10 schools were selected, out of which there were 246 boys and 175 girls. As research tool value decision test, value mulak Test and value Reasoning test prepared by Prabharansinh and Vimaladevi of Indore, were used. Moreover the lessons of value Analysis Model were also used. Data analysis of the data collected was done by T-test. **Findings** : (1) In pre-test boys-girls of both the groups obtained equal achievement. (2) In all the three value tests the students of experimental group achieved higher scores than those of the controlled group. (3) Students who obtained education by value Analysis model got more achievement in post-test than that got by the students of the controlled group.

**Desai, (2005),** “Construction and standardization of scientific value scale for the students of Higher secondary science stream of Gujarat state and study of their scientific values in context to some variables.” Veer Narmad south Gujarat University, Unpublished Ph.D. Thesis, Surat, **Objectives** : (1) To construct scientific value scale for the students of std 12 science stream of Gujarat state. (2) To standardize scientific value scale for the students of std. 12, science stream of Gujarat state. (3) To study the scientific value of the students of std. 12 science, stream of Gujarat state in context to the variables such as sex, area of school, social-economic condition and the achievement of the examination. In present research, all the students of Gujarati medium of science stream std 12 of Gujarat state year 2004-05 were included in population, out of them total 1032 subjects were selected as sample. Stratified Random and cluster methods were used in the selection of sample. As a tool of research, self-prepared scientific value scale, social- economic status
scale and Result sheets of science of scientific Achievement Measurement Test. (H.S.C. Board Exam) were used. Data analysis of the collected data was done by t-test. **Findings** : (1) There was meaningful coefficient of correlation between the scientific value and scientific achievement of the students of Gujarat state of std. 12 science stream. (2) In case of scientific value, the scores of girls were higher than those of boys. (3) Area of school was an effective factor on scientific value. The students of Urban area had the higher scientific achievement than those of rural area. (4) There was significant correlation between scientific value and the social-economic condition of the students.

**Tundel, (2006),** “Life values of the Teachers of primary schools managed by Nagar Prathmic school and District Panchayat of South Gujarat: a comparative study”, Unpublished Ph.D. Thesis, Veer Narmad South Gujarat University. Surat, **Objectives** : (1) To study comparatively the Life values of the Primary School Teachers managed by Nagar Prathmik shala and District Panchayat of South Gujarat. For present research and descriptive research method. Survey method was used. All teachers of Primary schools managed by Nagar Prathmik and District Panchayat of South Gujarat were included in population out of which 2500 male-Female teachers of five districts were included in sample by stratified Random sampling, in which there were 1250 Female-Male teachers of Primary schools of Urban area and 1250 Teachers of the Primary schools of Rural area for data-collection, Teacher value Inventory 1, 2 & 3 prepared by B.F. Tandel (2002) was used. Data anaysis was done by t-test and chi-square. **Findings** : (1) There was no significant difference in case of social, Economic political, Moral and Health-related values among the Male & Female teachers of primary schools managed b Nagar
prathmik shala and District Panchayat. (2) Female teachers had higher religious and graceful value than the male teachers of the sample. (3) Male teachers had significantly higher scientific value than the Female teachers of the sample. Nayak, (2007), “Preparation and tryout of value analysis Model in science subject of secondary school”, Unpublished Ph.D. Thesis, Veer Narmad South Gujarat University, Surat, Objectives: (1) Students of secondary school will learn to take decision by thinking about the values of some problems by using value Analysis Model. (2) To assess the effectiveness on Experimental and controlled groups by working through value Analysis Model and Traditional Teaching Method respectively. The researcher had 262 schools of Surat district, out of which 259 boys and 325 girls of 10 schools of std. 8 were selected as total sample of 580 students. Present research had Experimental Research method. For data collection, the Gujarati adaptation of value decision Test prepared by Prabhaker Singh and Vimaladevi of Indere. Findings: (1)In pre-test the students of the experimental group and those of the controlled group obtained the equal achievement. (2) The mean scores obtained in post-test by the students of both groups were more than those obtained in pre-test. (3) Girls obtained high achievement than the boys of the experimental group in post-test. (4) Students of Experimental group who had got teaching by value Analysis Model obtained high achievement than the students of controlled group in post-test.

Chauhan, Priti J. (2010), “An experimental study of the development of Life values by Sanskrit teaching in the students studying in secondary school”, Unpublished Ph.D. Thesis, Veer Narmad South Gujarat University, Surat, Objectives: (1) To prepare the value Education program on the selected units included in the Sanskrit Text book for students of std. 8. (2) To study the mean
scores of post-test in context to the development of Life values through Sanskrit teaching of the students of controlled group and experimental group in context to caste, IQ, Social-economic status and achievement score. (3) To study the mean scores of pre-test and post-test of students of controlled group and experimental group in context to the development of life values through Sanskrit teaching. Population of the present research was the students studying Sanskrit subject in std. 8 in Gujarati medium secondary schools of Navsari District for the present research, selection of the sample was carried on in two stages. (1) Sample for pilot testing (2) Sampling for the main experiment 10 students studying in std. 8 in 2006-07 of R. G. A.S. high school, Vapi were selected as on hand sample for pilot-testing, whenere as for the Main Experiment, total 160 subjects from two schools (selected randomly) by forming two equal groups were selected as sample. For the present study, a standardized value Inventory was prepared In the study, cluster method and Experimental Research method were used. For assessing Hypothesis, t-value was calculated. **Findings :** (1) Students of both the groups of the Rural area were equal in case of life values in pre-test of the experiment of the development of life values through Sanskrit teaching. (2) There was more, development of Life values among the students who obtained Sanskrit teaching through Experimental method than these who were taught by the Traditional method. In the schools of Urban area after the experiment i.e. in post-test. (3) There was more development of life values among the students of Baxipanch caste who got Sanskrit teaching through experimental method than those who were taught by the Traditional method in the schools after the experiment. (4) There was more development of Life values among the students having middle
A.Q. and who have obtained Sanskrit teaching through Experimental method than the traditional method after the experiment.

Pandya, (1959), “Measurement of Modern Educational value from the different viewpoints”, Unpublished Ph.D. Thesis, Mumbai University, Mumbai, Objectives: (1) To study critically the Rational Psychological and practical values in education in context to the concept of Modern education. Present research was undertaken by survey method, in which students and teachers were selected as sample by stratified sampling Method. For data collection, the researcher had used self-prepared Teacher value Inventory. Findings: (1) Educational values have been established with time and culture so they are never permanent. The researcher has found out money scamming control direction related to education of Twentieth century, like this that at one time high importance is given to school, students and teachers and at the other time, 100 importance is given. Sometimes teachers are considered as the agents of Modern values etc. The researcher has concluded this thing as the lack of the understanding about the education aspect of value. (2) The researcher has opined that it is the Primary need that such basic values should be established in education, so that in the life of people oneness and peace can be brought. Kalia, (1970), “A study of Ego Ideals and values of students”, Unpublished Ph.D. Thesis, Agra University, Agra, Objectives: (1) To assess that young boys and girls are how much connected. (2) To assess that modern social changes, are how much effective to society. The researcher had included the students of 16 to 24 age group and the persons of 40 years and beyond it. Findings: (1) The process of modern social change affects the free though and values of the college students. (2) Education, Freedom, Western Culture alertness of High life is the
institutions of social changes.

NCERT, (1972), “Ideas of teachers about National Unity” 1969-70, Data Method and Educational Survey Unit, New Delhi, Objectives : (1) To study about the awareness of teachers regarding the problems of National Unity. (2) To study the ideas of teachers about the reasons of origin of the problem. (3) To study the solutions suggested for the growth of National Unity. All teacher working in the secondary schools of Rural area were considered 5% schools of fourth class cities and Third class Municipale schools, then 5% schools of first class Municipale schools and Third class Urban schools were considered. 5% of secondary schools of Kanpur and Bangalore as well as specific problems of highly Industrial cities were included in the study. Nearly 15000 samples were collected one questionnaire for the principals and the other was for the teachers visits were arranged and data was collected. Findings : (1) More than 60% teachers were not aware about the ‘National unity’ (2) Some teachers believed that political parties and Institutions are responsible for National unity. There was regionalism in this awareness. (3) More than 81% respondents believed that due to communal disputes National unity is being broken. (4) It has been also known that national unity is being broken due to the Regional inequality.

Bater, D. M. (1973). “A Study of Women Students Values, Goals and Conflicts Regarding Studies Career, Social life and Marriage”, Unpublished Ph.D. Thesis, Patna University, Objectives : To find out the values and conflicts for values in context to aims of life, study career, social life and conflict in married life as well as with mother father. Total 130 unmarried female students of S.N.D.T. women University, and those of Bombay city arts, commerce and science stream were selected as a sample. To collect the data,
personal visit tool was used and the imp data was analyzed. **Findings**:

1. Three-four fathers and 9-10 mothers merely did not take college education.
2. Some female students were coming to college without any typed goal whereas the others were coming to college for the preparation of job (service)
3. Only 12% families properly encouraged the female students to take the service after graduation.
4. There was the impact of western literature and films on the values of female students.
5. Many female students had the knowledge of uncommon individuality.

**D. K. De, (1974)**, “A study of values of High school Boys of some schools in west Bengal”, Unpublished Ph.D. Thesis, Kalyani University, West Bengal, **Objectives**:

1. To study about the development of values of the students of secondary school and to assess the relation of those values with the values of parents and teachers. Sample was selected from the Industrial, Rural and Urban area. The test was constructed and standardized with two sections: one for the students and the other for parents. **Findings**:

- There was not more difference among the values of boys of class 5 & 7 mean score of the students of class 5 & 7 was more than that of the students of class 9, except in case of Frankness. In case of Frankness there was no difference among the students of class 5, 7 and 9
- There was no significant relation of any type between the values of tachers and their students.
- (3) By Analysis method of marking, out of seven values (Duty, expertise, frankness, co-operation, Awareness of rules of school, Honesty, Loyally and the respect of elders) only one component came out.

**Sharma, (1977)**, “Differential values of students and teachers a function of various social factors”, Unpublished Ph.D. Thesis, Jodhpur University, Jodhpur, **Objectives**:

1. To study the value varieties of
students and teachers. In present research, as a sample total 280 students and teachers were selected randomly from the University of Jodhpur, Hindi version of Bhatnagar based on Allport, Varnan, Lindsey study of values was used as a research tool. For Data Analysis, Mean, standard deviation and t-test were used. **Findings** : (1) There was significant different between the mean scores of boys and girls of Higher secondary schools in case of Theoretical values, whereas there was no significant difference in case of political, social, Religious, Economical and graceful values. (2) There was significant difference between the mean scores of the male teachers and girls of higher secondary schools in case of political values. (3) There was significant difference between the mean scores of the female teachers and boys in case of Graceful values. **Kunudu, (1982)**, “Value pattern of college students and its relation to psycho-socio variables”, Unpublished Ph.D. Thesis, Kolkata University, **Objectives** : (1) To study whether there is similarity in relation of various different values having existence in the standardized form among the college students. (2) To study whether there is complete link with the selected psychological social changes in the present value pattern among the college students Total 440 students were selected by Random sampling method from the various colleges of Kolkata and Jadavpur University in the present research, in which the students of Arts and science first year of common curriculum were included. Moreover only the boys of the fourth year of Engineering and medical college were included. For statistical Analysis of obtained data, product moment of coefficient of co-relations was used. **Findings** : (1) Among college students, standardized value patterns were observable. There was not a single complete pattern among them. Two separate value patterns were there. There was not any type of similarity.
These two separate value patterns were as follows: (i) Theoretical, Economical, political social, moral, Religious. (ii) Theoretical, social, economic, political, moral, Religious. (2) There was relation between the recent value pattern and other psychological, social changes among the college students. (3) General stream of less selection towards religious values of the students showed that the students were more mature, their behaviour, was such that can be really evaluated and it was more than the faith for divine power.

Sawhney, (1984), “A factorial study of the value system of Educated youth in an Indian Locale”, Unpublished Ph.D. Thesis, Jammu University, Jammu, Objectives: (1) To construct and standardize the value test having eight values. (2) To study the classification of the scores of selected values. (3) To compare the mean scores of the selected values of different groups. (4) To compare the mean scores of boys and girls with high and low socio-economic status scale. The researcher used the tools, such as value Test (self-prepared) for socio-economic status scale, a Questionnaire (self-prepared and culture selfless Intelligence Test of (R. B. Cattle) Findings: (1) In classification of the scores of boys and girls on eight values were opposite rather than common. (2) Values of PUC boys were higher than Health related and graceful values in TDC boys. (3) Mean scores of the PUC boys having High IQ were high than those of the PUC girls having High IQ in social political and economic values. (4) Mean scores of the PUC boys having high socio-economic status than these of the PUC girls having high socio-economic status in social and creative values.

for developing individual social and cultural values in the students of primary secondary and Higher secondary school. (2) To assess the effect of value Education on individual, social and culture values of the students of the schools. (3) To assess the effect of sex and strate of the students on value education. (4) To study the effect of the place of school, type, educational status profession of the parents and income on value education. In the present study the students of four types of schools : government, Nagarpalika, semi government and Ashramshala were selected as sample in which total 720 students of std. 5 of primary schools, of std. 8 of secondary schools and of std. 11 of higher secondary schools were included. For the present research, nearly 15 value components of three types of values like individual, social and cultural were selected and for teaching the lessons based on them were prepared. On the basis of the obtained scores by the students in pre -test and post- test, the effect of value education program had been examined data analysis of the obtained data was done by t-test. **Findings** : (1) The comparison of the scores of pre-test and post-test of the students showed that there was the effect of value education program on individual, social & cultural values. (2) There was no effect of sex of the students on value education at primary and secondary level. (3) There was no effect of the education profession and income of parents on values of students of primary and secondary level. (4) At Higher secondary level, there was more effect of value education on boys than the girls.

**Daker & Gordan, (1966)**, “A comparative study of American and Indian teachers in case of Help, Recognition and Independent values”, Unpublished Ph.D. Thesis, American University, **Objectives** : (1) To study comparatively the American and Indian teachers in
case of help, Recognition and Independent values. (2) To study comparatively the American and Indian teachers in case of internal Individual values. (3) To study the impact of world war on the Japanese, Indian and American teachers. The Researcher studied the values of the teachers, in which 22 male and 72 female teachers from Japan India and America were selected as sample. For data collection the questionnaire was used with the arrangement of visit, present research was unelertation by survey method. **Findings**: (1) In case of Help, Recognition & Independent values in comparison to Americans Indian teachers obtained loss order (2) In the survey of Internal Individual values, Indian teachers were different than the American in their Indian attitudes and beliefs. (3) Important equality was seen about the impact of Atom world war between Japanese and American teachers.

**Emi Riki, (1982)**, “Role of philosophy in value education of the child”, Indian University, **Objectives**: (1) To study the role of philosophy in value education of the child. (2) To study the effect of democratic life of the child by value Inquiry. In the present research, the students studying in std. 8 and 9 of the schools of Rural and Urban area in Indian University as a sample. For data collection, student value Inventory was used. This research was of survey type. **Findings**: (1) Each aspect of philosophy knowledge Inquiry and value Inquiry can be joined with the education of the child and It must be joined. According to researcher Element Inquiry logic and world Inquiry can be joined with their development of logic and daily experiences of free decision taking of the children. (2) From knowledge inquiry the child can understand one’s own existence on the basis of one’s freedom. The development of democratic life can be by value Inquiry, Morality, social & political element.
Banni Kuotsu, (1992), “A study of values of college students in Nagaland in relation of their self-concept”, Eastern Hill University, **Objectives**: (1) To study about values in students studying in Arts, commerce and service streams in colleges in context to sex and caste. (2) To study about self-idea in students studying in arts, commerce and science streams in colleges in context to sex and caste. (3) To study about the relation between established values and self-idea among the students studying in the college of Nagaland. The researcher selected the sample of 716 students from the three colleges of Kohima city for the present research work. The selected students in the sample were the representatives of Arts, commerce and science stream. In this study backward and non-backward students were also included. For data collection, the Questionnaire prepared by Sherry & Verma was used. Moreover personality wordlist prepared by D.O. was also used. For data analysis Mean, S.D. and t-test were used. **Findings**: (1) There was no significant difference among the students of Arts, Commerce and science stream in university about social value, economic value, practical value, knowledge value pleasure and satisfaction as well as fame and Health. (2) The Arts & commerce students were giving more emphasis on the power value as compared to the science students. (3) The science and commerce students were more active about democratic values as compared to the Arts students. (4) There was positive correlation about self-ideas and established values among the students of all streams. (5) There was significant difference about social value, Behaviour value knowledge value and family value between the boys and girls.

Kshio, (1998), “A comparative study of the values of child-rearing in U.S. and China” Connecticut University, **Objectives**: (1) To assess the framework related to the values of child-rearing. (2) To find
out mobility at Framework level, Family level and Individual level of child-rearing. (3) To compare the value selection pattern of U.S. and China. For the present research, at the time available world values survey (1992-93) was used. For analysis one sample was taken from U.S. and the other from China. **Findings** : (1) In U.S. and China, three value results self-rule, harmony and study centered factors were known by analysis in the sample. Noteworthy differences were there in the sources of values of two countries, e.g. for children the impact of the values of males was peaceful whereas there was class distinction among the female about the values. In China, the values of self-rule and harmony were dependent on age and the range of the family of the children. (2) In both the countries, even though there were national differences in politics, economic development and cultural development, the method of teaching at home was similar in case of the children of America and China.

### 2.5 Conclusion :

In this chapter study related previous researches was carried out. For the help of different studies we know the relation between Work motivation and Value. In the next chapter we will study about planning of study, objectives of study, variables of study and various factors regarding it.