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CHAPTER -II

REVIEW OF RELATED LITERATURE

“Writing, I think is not apart from living; Writing is a kind of double living; The writer experiences everything twice. Once is reality and once is that mirror which waits always before and behind”.

- Catherine Drinker Bowen

2.0 INTRODUCTION

For any worthwhile study in any field of knowledge, the research work needs adequate familiarity with the work which has already been done in the selected area of his research. By reviewing related studies, the researcher attempts to determine what others have learnt about similar research problems and together information relevant to the research problems at hand. The review of related literature serves multiple purposes and is essential to a well designed research study.

The review of literature promotes a greater understanding of the problem and its crucial aspects. It also provides the comparative data on the basis of which to evaluate and to interpret the significance’s of one’s finding. (Monly J. George)

2.1 IMPORTANCE OF REVIEW

The importance of review is well explained by Borg (1983) in the following words. “The review of literature is an important part of the scientific approach and is carried out in all areas of scientific research whether in the physical, natural or social sciences”. It gives the scholar understanding of previous work that has been done. It provides the means of getting to the frontiers in the particular field of knowledge. This leads to possible progress in all areas of human endeavor. Familiarity with the literature in a problem area helps the students to discover what is already known, what methods of attack have been promising or disappointing and what are the problems remain to be solved.
Emphasis is laid on the following points to understand the importance of review of related literature:

- Considerable amount of time is required to search for literature related to the topic.
- Reviewing literature gives the researcher a sense of direction, purpose and meaning.
- It shows whether the evidence already available, solves the problem adequately without requiring further investigation as otherwise the investigation becomes devoid of risk of duplication.
- Addition to the existing knowledge becomes possible through reviewing literature.
- It helps in learning to compare data which is useful in the interpretation of results.
- It would suggest the specific method of research that is most appropriate to the problem.
- The researcher can gain ideas, based on theories and explanation of hypotheses that are valuable to formulate the problem.
- It involves meticulous search of survey of literature from the libraries, university resources and from the internet.
- It is an academic prerequisite for planning and efficient execution of the investigation.

The study of related literature thus gives the researcher an idea of the quantum of work done in the field and makes him/her to work along useful lines. The investigator has collected the review and has presented all the important things connected with the title namely “Citizenship Education and National Cadet Corps Programme: A Comparative Study among the NCC and Non-NCC Higher Education Students of Chennai and Puducherry”. Very few researches have been done regarding the Citizenship Education and National Cadet Corps Programme in general.
2.1.1 FLOW CHART OF THE COLLECTED REVIEW

Fig 2.1 Flow chart of the Collected Review

2.2 STUDIES RELATED TO CITIZENSHIP EDUCATION

The investigator reviewed several studies under Citizenship Education and these reviews were classified as studies done in India and in Abroad.

2.2.1 CITIZENSHIP EDUCATION - STUDIES DONE IN INDIA

Nair, R. Sukumaran (1982) made an effort to study the “Role of National cadet corps training in the development of personality of high school pupils: A factorial analysis”. 147 National Cadet Corps enrolled in high school were used to collect the data. 158 Non - National Cadet Corps students were taken. These two groups were equated on age, school achievement, and school attended. There was significant difference between these two categories in their personality.

Christine Han (2000) organized a research study on “National Education and Active Citizenship: Implications for Citizenship and Citizenship Education”,

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Citizenship and values education in one form or other was in existence in our country. Much has been written concerning the different forms that this education has taken over the years in our country. Presently, there have been several works at describing and various aspects of National Education, which was introduced in 1997. At the same time, many books and research papers has been written exploring the concept of citizenship, in the last 5 years leading to the millennium, there is two major sets of changes in the conception of citizenship education. Introduction of National Education is first and the second is active citizenship. This paper portrays the recent changes, and discusses their implications for the concept of citizenship and for citizenship education in our country.

Anna Disney (2003), made an attempt to study the “Building the Professional Knowledge Base of Teacher Educators using school linking as a context for developing students’ understanding of global citizenship”. This article investigates and assesses the role of a school linking project. It is done in teaching of global citizenship on an ITT course in developing resources and pedagogical approaches. It argues for the seminal role of geographical enquiry as a process during which many of the concepts of global citizenship can be developed. It illustrates the impact of the school connecting project in the development of the ITT geography curriculum and talks about its contribution to the development of global citizenship.

Jayashree et al., (2003), completed a study on in their study on “Women and citizenship in global teacher education: the Global-ITE Project”. Here the Initial Teacher Education scheme is an education project done in three places. It major aim is to facilitate trainee teachers from India, Kenya, and England in three teacher-education institutes to link global and local social issues, and relate them to the school curriculum; and to support a global perspective on citizenship education. Integral to our vision of global citizenship cares for gender equality, together with a respect for multiplicity. This helps to understand their level in citizenship and enable them to plan the curriculum in a broader perspective.

Marcus Bhargava (2005) conducted a study on “The role of citizenship education in school”. Citizenship education delivers specific aims of education in
the school curriculum. This study reports that 3 roles are there for the citizenship education in school. It gives importance to the transformative role for the citizenship education to the students. This in turn helps the school students to have knowledge, understanding of citizen and disposition to make a basic difference in the societies where they survive.

**Shampa Biswas (2005)** investigated that “Globalization and the Nation Beyond: The Indian-American Diaspora and the Rethinking of Territory, Citizenship and Democracy”. Using the Indian-American population as a case study, he articulates the different political and theoretical spaces. This paper discusses that nothing is inherently politically progressive, subversive about diasporic mobilizations. In fact, the content of such mobilizations needs to be scrutinized carefully. The paper argues that the diasporic challenge of the nation-state invites for a re-conceptualization of the concept of ‘territory’, and raises serious questions about the nature of ‘citizenship and democracy’ in this increasingly interconnected world.

**Jennifer Hauver James and Susan V. Iverson, (2009)** in their paper reports on “Striving for Critical Citizenship in a Teacher Education Program: Problems and Possibilities”. The objective is to understand the Critical Citizenship in a Teacher Education. Findings shows that Students’ participation in change-oriented service-learning pushed them to consider the importance of action and knowledge as essential aspects of citizenship in the short term; other findings are students’ thinking about the purposes and practices of civic education closely reflected their changing thinking about and performance of citizenship over time.

**Arun Kumar (2012)** explored a study on “Educating the (neo-liberal) citizen: Reflections from India. Citizenship has gained considerable popular currency in development and is increasingly being used to represent its objectives and outcomes. The popular conceptualisations of citizenship are affected by neo-liberalism, which has established itself firmly as the dominant development framework. In mapping the neo-liberal influences in conceptualizations and expressions of citizenship – substantiated in the work of eleven Non Governmental Organisations in India – in his present article cross-examine its
limits and effects on development outcomes. The article stresses the need to leverage the inherent plurality of citizenship more substantively by infusing the discourse of rights”.

Jasmine.B. et.al., (2012) in their article on “Collectively, Character and Citizenship Education: Conversations between personal and societal values”, discussed the latest development and research in the region of character, citizenship education through service learning and by other innovative pedagogical modes. They challenge existing assumptions, which aim to push new areas in both talking and thinking about and realize character and citizenship education programmes globally. In total, this article aims to begin the discussion surrounding character and citizenship education both locally and in the international arena.

Kerry J. Kennedy (2012) organized a research study on “Global trends in civic and citizenship education: everywhere the question is that what should be the curriculum of citizenship?” Globalization currently gives the image that citizenship has increasingly come in terms of global and brought about by the processes such as the homogenization of cultural practices, transnational migration, and the development of supranational groupings that often seem to challenge more local versions of citizenship. In spite of these pressures, the key accountability for citizenship continues to belong with states. Hence the paper will review concern relating to a more globalized citizenship and outline the strategies that nation states might adopt to make sure they remain able of creating an active and engaged citizenship.

2.2.2 CITIZENSHIP EDUCATION - STUDIES DONE ABROAD

Ian Williamsona, et al., (2003) in their research paper, “Collectivistic Values and Individualistic Language as Predictors of Endorsement of Citizenship Activities among High School Students- explored to determine the way in which attitudes about citizenship actions were measured. In their research, they have taken split-half design, Consistent with their predictions, all students were significantly
willing to support civic actions. They rated the actions as important compared to
duties. In addition, students with a higher collectivistic value orientation were
more likely to approve citizenship actions as “important” than the collectivism.
There was no difference, however, between the groups when those same actions
were described as “duties” inherent in citizenship. This supports the concept that
in the U. S, a highly individualistic culture, students are willing to endorse civic
actions as actions arising from personal values”.

**Bernadette, L. (2005)** did a study on “Citizenship Education in Pakistani Schools:
Problems and Possibilities. His paper evaluates the recent situation of citizenship
education in Pakistani schools. The results point out that the curriculum and
textbooks do not discriminate between Islamic education and citizenship education
and promotes exclusionary and passive citizenship. It also show that Pakistani
students acquire knowledge and learn values in schools, they do not learn the skills
such as problem solving, decision-making and values required for effective
participation in democratic life. The result suggested that a teacher education
program should include if teachers are to prepare students for informed,
responsible and participatory citizenship”.

**Ruth Deakin Crick, (2005)** explored in his study, “Citizenship Education and the
Provision of Schooling. The findings alerts the way in which citizenship education
is put into practice in schools, particularly in relation to curriculum construction
and development, learning and teaching leadership and management, school ethos
and community relations and teacher learning, knowledge and practice. The
implications are learning has to be with 3 main feature of professional education,
the development of a set of values reliable with a vision for citizenship education ,
the development of a cognitive domain appropriate for an educator in
contemporary society , knowledge concerned with ethical understanding and
processes of social change and the development of professional skills around a
pedagogy for citizenship education, including an awareness of educational policies
and practices which hold up inclusion and the participation of every child in the
learning process. Citizenship education wants teachers to have trust and
understand the accountability”.

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Jennifer Anne Smist, (2006) the researcher investigated “The relationship between community service involvement in curricular and co-curricular community service and students’ self-perceived citizenship. Community service participation was dealt with 4 methods: 1) community service as part of a class, 2) with a student organization, 3) as part of a work-study experience, and 4) on one’s own. For this the data was collected from 1,205 undergraduate students from University of Maryland. The tool was a revised version of the Socially Responsible Leadership Scale and intended to evaluate student leadership development. Self-perceived citizenship scores differed significantly based on whether students participated in community service during college. Community service with student organizations and work-study experiences showed to be significant predictors of self-perceived citizenship”.

Sonja Schoeman, (2006) analysed in the study – “A blueprint for democratic citizenship education in South African public schools: African teachers’ perceptions of good citizenship. The notion that South African public schools have a characteristically civic mission is recognized in all national education policy documents from the beginning. The teaching of democratic citizenship education in public schools is new to South Africa. The purpose of this article was to summarise scholars' views on the attributes of a good citizen and the responsibility of the school in this regard and the outcomes of the research project on African teachers' perceptions on the factors contributing to good citizenship. To establish what scholars and African teachers would provide a reasonable starting point for addressing the issue of education for democratic citizenship in South African public schools”.

Bo Dahlin, (2010) investigated, “State-independent education for citizenship? Comparing beliefs and values related to civic and moral issues among students in Swedish mainstream and Steiner Waldorf schools. This paper compares the beliefs and values related to civic and moral issues in the midst of students in Swedish mainstream and Steiner Waldorf schools. Both qualitative and quantitative analyses of survey data was employed in the study. The student sample was a group of students aged 15–19 years. Their responses were examined inductively
and thematically. The result of the comparisons alarmed the differences between the younger and the older students in their attitudes to social and moral questions. In mainstream schools, the interest and engagement in social and moral questions were approximately the same in both age groups, but in Steiner Waldorf schools the difference is seen between older and young students, the older students more frequently expressed interest and engagement in social and moral questions. The Steiner Waldorf students also more frequently showed positive attitudes already in grade 9. This outcome raises the question whether the pedagogical approach of Steiner Waldorf schools is more positive effects on moral and civic engagement”.

John Ojukwu Nwaji, (2011) attempted to study “Citizenship Education: Basic Ingredient for National Integration and Development”. Citizenship education has peculiar concept and philosophy. The citizens of a country must display in their conduct an awareness of basic democratic values, and appropriate political and social responses for the achievement of political stability and for orderly development of society. When such awareness is lacking, a society cannot evolve harmoniously and cannot prosper. Hence this paper analyzes the role of citizenship education in the promotion of national awareness. It discussed the challenges and obstacles to national integration and development through Citizenship Education. It envisaged that citizenship education will provide a viable means for sustained development and social consciousness through the cultivation of positive values and attitudes.

Eyiuche Ifeoma Olibie and Lilian-Rita Akudolu, (2013) carried out a study toward “A Functional Citizenship Education Curriculum in Nigerian Colleges of Education for Sustainable Development in the 21st Century”. The objective is to identify basic components of civic awareness, civic knowledge and civic dispositions needed by youths in 2 Colleges of Education in Anambra State of Nigeria as a basis for a functional Citizenship Education curriculum. The sample consists of 300 students from the 2 Colleges of Education in Anambra State randomly selected. A questionnaire has 50 items was given to the students; for this survey method was employed based on five research questions. Findings indicated that in the perceptions of the students, it is ideal to incorporate several civic
components, skills and dispositions into the citizenship education curriculum. Recommendations were made to give a face-lift to the citizenship education.

**Ezegbe, B. (2014)** conducted a study on “Role of Social Studies Education in Citizenship Training: Implication for National Development”. Urgent need for citizenship training in Nigeria is the spotlight of this paper. Nigerian citizen are expected to contribute to the development of the nation through love for their nation. It is inculcated in the citizens through social studies education. More emphasis should be made on citizenship training aspect of social studies. Hence the paper found that insufficient citizenship training is the cause of social problems is seen. Sufficient citizenship training through social studies education will facilitate the citizens have knowledge of their fundamental human rights and other ideals of democracy and respect same towards national development. This will help them recognize their roles toward peaceful and orderly society for national development. The study recommended among others that Social studies education should be taught by qualified teachers at all levels of the education system. The Federal Ministry of Education should make social studies education a core subject at senior secondary school level and an elective course at tertiary level given its importance in citizenship training for national development.

**Gillian Hampden and Thompson (2015)** in their study, “Teachers’ views on students’ experiences of community involvement and citizenship education, the findings indicates that teachers identify their students to feel a sense of belonging to multiple communities and with their own required actions for effective participation. It becomes visible to have wide variation in the characteristics of students’ engagement in community activities. It depends on their individual needs and situation. While there is believable evidence of schools successfully put into practice certain strategies to equip students with a conceptual understanding of their roles as citizens, the researchers also identifies a need to develop students’ practical skills and self-efficacy to interact with their environment. In order to support students to participate most effectively in their communities, there is a need for schools to provide tailored support of citizenship education to the students otherwise is least likely to participate in community activities”.

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Avril Keating and Jan Gemen Janmaat, (2015) investigated “The Education through Citizenship at School: Do School Activities Have a Lasting Impact on Youth Political Engagement?” The most important aspect is that impact of policy initiative to teach ‘education through citizenship’ at school. In short, ‘education through citizenship’ involves formal and informal learning opportunities that enable students to acquire civic skills and knowledge through experiences. School councils, debate teams and/or mock elections are the most common ‘education through citizenship’ activities in schools in England, and drawing on data from the Citizenship Education. Longitudinal Study of this article shows that such activities can indeed have an effect, not just in the short-term, but also in the medium-term. Thus it argues that school activities can have a lasting and independent impact on youth political engagement and provides support for the continuation of education through citizenship, as well as about citizenship.

2.3 STUDIES RELATED TO PERSONAL VALUE

2.3.1 PERSONAL VALUE -STUDIES DONE IN INDIA

Gaur, J.S. Jain, C.M. (1991) conducted a study on “Values and career maturity of scheduled castes and non scheduled castes high school boys”. One of the major finding of the study was that there is no significant difference between the scheduled and non scheduled castes high school boys on each of the six dimensions of value-theoretical, economic, aesthetic, social, political religious and each of the six dimensions of career maturity scale.

David Carr (2006) made a research on “Professional and personal values and virtues in education and teaching” This paper differentiates the dimensions of professional value in teaching under 3 heads namely deontic norms, aretaic norms; and technical norms. The finally this paper argues that in so far as it appears it is hard, if not impossible to separate the technical from the moral education in teacher proficiency, contemporary conceptions of professional teacher education and training appear to mis-locate the true epistemic character of pedagogical engagement.
Vijayalakshmi.G (2006) attempted to study “Values and human behavior” opined that values are the prominent features of the individuals behaviour in the society. The data were collected from 40. Values can be incorporated through Co-curricular activities. Her paper describes the utilization of co-curricular activities and to establish a relationship between one’s particular decision and ones values or principles.

Vishakha Pandurang Mhaske, (2010) made an attempt to study “The higher Secondary School Students Personal Value Pattern: A Study in the process of Education ‘Values’ has great significance”. The basic aim of education is to develop Moral, Social, National, Personal values in the students. The accountability of the teachers is to develop the values in the students. The results show that value pattern of student’s changes due to locality and gender. Value pattern of rural and urban students is significantly different. The value pattern of male from belonging urban & rural area is significantly different.

Verma Nidhi and Bawane Jyoti, (2011) the researcher in the present investigation namely “Personal Values Emerging among the Indian Graduate Students”: Study conducted in a selected City of Maharashtra, examined the personal values prevailing among the college going students with special reference to gender and discipline. The result revealed that the college students showed very high preferences for economic, and power values, and high preferences for aesthetic, and hedonistic values. Average preference was noticed towards religious, and family prestige values, lower were seen for democratic, knowledge, and health values and lowest for social value. Hence the research concludes that college going students are influenced by the process of shifting phase from an academic career to the world of work. Review of earlier research and studies states, it is seen that values of these students have not been static, and their value pattern have changed during very frequently.

Peter P. Grande and Joseph B. Simons, (2012) they made an attempt to study the “Personal Values and Academic Performance among Engineering Students. Independently drawn random samples of 20 dean's list and 20 academic probation engineering sophomores were the subjects in this investigation of student
academic status in relation to personal values and aptitude variables. Dean's list students differed significantly (.05 level) from academic probation students on variables such as need for achievement, direction of aspirations, peer group values, independence in planning, persistence, self-control, and high school record. No statistically significant differences were found on variables such as socio-economic status, influence of the home, self-insight or scholastic aptitude. They concluded that the successful engineering student differs from the relatively less successful engineering student in certain measurable characteristics”.

Sonal chabra and Mahima Misra (2012) in their research, a study of “The Effect of learning music on the personal values of adolescent students. In the Indian culture, music has always been accorded an important place. However, when it comes to education in schools, music has generally been accorded a secondary status. Very few amount of recent research supports the value of music as part of a well-rounded education. But the studies are very few. The effects of learning music are not limited to learning but these influence other psychological and personal aspects of learners. This study investigated the effect of learning music on personal values of a sample of 400 adolescents from different schools of Delhi. The results indicated that learning music have a positive effect on personal values of adolescents”.

Veera.V Balaji Kumar, S. Subramanian, (2012) attempted to study the “Personal value correlates of wellbeing and perceived stress in Indian college students”: The role of cultural differences in wellbeing was evaluated. It analyses the impact of value priorities of individuals on their subjective wellbeing, psychological wellbeing and perceived stress. The data was collected from a sample of 100 students out of which 85 male and 85 female taken from an arts college. Significant positive correlations were found between self-transcendence values and psychological well being domains viz. Results indicate that self-enhancement values like power; security and pleasure-seeking while providing subjective wellbeing may cause deficient psychological wellbeing. Whereas support self-transcendence values like universalism provides greater eudaimonic wellbeing and resilience against stress.
Asit Bhattacharyya, (2014) organized a study on “Personal values and attitudes towards societal and environmental accountability”: A Study of MBA students, the study examines the relationship between personal values and support for social and environmental accountability for a sample of Indian MBA students. Selected issues were used to assess the students’ support for social and environmental accountability. Multiple regression models were done for the dimensions to test the relationship between the values and support. The results points out that the security and universalism value type is positively connected with general support for societal and environmental accountability but not with support for government enforcement of accountability standards. The result emphasized that the generosity value type is negatively associated with general support for societal and environmental accountability. Gender has a significant impact on hold up for government enforcement of societal and environmental accountability standards.

2.3.2 PERSONAL VALUE - STUDIES DONE ABROAD

Toni Ronnow Rasmussen, (2007) analyzed “The personal values” in a study conducted by them. An object has personal value for a person with it is its wide range different kinds of values are analyzable. Personal value is identifiable as a value not only by the person for whom it has personal value for everyone also. Therefore avoid facing two completely different notions of value viz., one pertaining to impersonal value and another to personal value. The analysis also clarifies why we should justify in our concern for objects that are valuable for us if value just is as it is suggested the existence of reasons for such a concern the justification.

Petra Lietz and Bobbie Matthews, (2010) in their report on the “Effects of college students’ personal values on changes in learning approaches, They have employed study multilevel modeling as a more appropriate technique for the analysis of longitudinal data to examine factors influencing changes in the learning approaches of 153 international undergraduate students over a 3-year period. Results show no changes within students in the deep and surface approaches to learning but a significant decline for the achieving approach, mainly for students who experienced a more formal teaching authority. In addition,
students’ personal values in terms of security, achievement and hedonism affect the achieving approach while no effects emerge for the personal values of tradition, conformity, universalism, self-direction and stimulation. Hence, these effects can be observed while no significant effects emerge for gender, discipline and ability”.

Arambewela, Rodney and Hall, John, (2011) they examined “The differences in personal values among Asian international postgraduate students studying in Australian universities”. For the same data was collected from a sample of 371 postgraduate students from China, India, Indonesia and Thailand studying in five universities in Victoria, Australia. Personal values were measured using Kahle’s (1983) List of Values. The study highlighted the opportunities for universities to recognise that Asia is a differentiated market place and the development of segmented approach in designing educational programs as part of the strategy to enhance student experience and satisfaction. The inclusion of cultural aspects in educational programs, promotional material that fits in with different cultural backgrounds of students, self-paced learning approaches, promotion of cross cultural understanding among university staff are among the recommended strategies.

Liudmila Tarabashkina and Petra Lietz, (2011) explored “The impact of values and learning approaches on student achievement: Gender and academic discipline influences. They have taken undergraduate students from the first week of their studies to their graduation. Participants completed three questionnaires: the Portrait Value Questionnaire, the Study Process Questionnaire, and the Student Background Questionnaire. Structural Equation Modelling was utilized to examine how personal values influenced students’ learning approaches and how they, were related to students’ achievement. It was also examined how forceful these relationships were once gender and discipline area were included in the models and whether or not they changed over time. Results showed that specific combinations of values were related to each learning approach. The deep and achieving learning approaches were associated with higher achievement, whereas students who displayed more characteristics of the surface learning approach had
lower academic performance. Research work pinpointed higher performance of female students and the predominant absence of effects of academic discipline on learning approaches or achievement over time”.

**Sharifullah Baig, (2011)** in their study related to “Personal values of school leaders in Pakistan: a contextual model of regulation and influence”, lighted up the sources of personal values and their influence on the leadership practices of two school head teachers in the particular context of Pakistan. A comparative case study method has been followed within the qualitative research paradigm where semi-structured interviews, observations, and document analyses were used as the main data collection tools. This study reveals the types of personal values and the motivational bases for the attainment of such values. The data for both principals, despite the exceptionally different characteristics of their childhood communities, discloses that the inherent religious and communal values of their divergent communities remain a strong motivational base for each head teacher. Their leadership performances are considerably influenced by their personal values in terms of cultivating an establishing structure, school culture, and fostering relationships with external community.

**Bektas, Fatih, Nalcaci, Ahmet, (2012)** attempted to study the “Relationship between Personal Values and Attitude towards Teaching Profession”. Their study aimed to determine to what extent the personal values of class teacher predict their attitude towards teaching. A Personal Values Inventory and an Attitude Scale towards the Teaching Profession were the data collection instruments. For the data analysis, frequency, arithmetic mean, standard deviation, Pearson Product Moment Correlation Analysis and Multiple Linear Regression Analysis was used. According to the data obtained, the personal values of the teacher candidates were found to predict their attitudes towards teaching profession in the proportion of 22%.

**Giacomino et al, (2013)** carried out a study on “Personal Values and Value Systems of Chinese and U.S. Business Students”. They used the Rokeach Value Survey and the Musser and Orke typology. This paper examines the personal values and value systems of business students in China and compares the results of
a recent study that used similar methodology to examine the values and value systems of U.S. students. They also examined the differences in values and value systems of the Chinese students by gender. While there are few differences for the Chinese students by gender, their findings show several differences in the rankings of values by the Chinese and U.S. students as well as differences in value systems.

**Leuty et al., (2013)** conducted a study on the “Relation between Work Values, Interests, Personality, and Personal Values work values components. This was done to examine the relationship between work values, vocational interests, personality, and personal values. Most inter correlations between work values and other constructs were in the small effect range. Overall correlations between scale scores provided evidence of convergent and discriminant validity for values scales. Results of hierarchical multiple regression analyses suggested personal values were the most significant predictor of work value components. Interests and personality have also contributed a small amount of additional variance in predicting work values. The evaluation suggested that other variables such as personal values, vocational interests, and personality, accounted for 22% of Autonomy to 48% Status in work value components”.

**Philmore et al., (2013)** these researchers examined “Personal values and ethical behavior perceptions between accounting and non-accounting students in the Caribbean. The objective is to determine the influence of personal values on students’ ethical behaviour. Exclusively they tested for differences by gender and academic major on personal values and ethical behaviours. The influence of personal values on ethical behaviour by academic major namely accounting vs. non-accounting students was also considered. The data was collected from a sample of 231 undergraduate students and employed a survey instrument and Lund’s (1994) personal values and Newstrom and Ruch’s (1975) ethical behaviour scales. The conclusion exposed that females held higher personal values and felt they were more ethical than males. Non-accounting students held higher personal values but lower ethical behaviours than non-accounting students. Regression analysis revealed that two personal values factors namely honesty and self-control influenced ethical behaviour. On the other hand, honesty and intellectualism
influenced accounting students’ ethical behaviours, while only honesty influenced non-accounting students’ ethical behaviour”.

**Supreet Kaur1, Vandana Sharma (2014)** in their study on “Inculcation of Values: Different Approaches, Values are the principles which direct our actions and activities”. The values if decline will hasten the breakdown of family, society and nation as a whole. Value education encourages the combination of many values like emotional, social, educational, aesthetic, moral, spiritual, physical, intellectual etc. It is a powerful agent for individual for transformation, and personality development. Values are significant tool for the fulfillment of goals and aims of education. It makes the student to be an ideal student. This paper describes the diverse approaches which the schools can be used to inculcate values among children.

**Laird-Mageet al., (2015)** in their study regarding – “Personal values guide ethical decision-making behaviors. Business students have traditionally addressed undergraduate ethics-based learning through a learn ethics approach using case studies, simulations, presentations, and other activities. Few offer a live ethics orientation requiring completion of a personal values self-assessment and creation of a personal values and mission statement through a reflective paper. The research findings put forward that undergraduates narratives can serve as a cognitive developmental tool to actively engage ethical reasoning awareness and encourage moral formation and development within the learning environment”.

**2.4 STUDIES RELATED TO NATIONAL VALUE**

**2.4.1 NATIONAL VALUE - STUDIES DONE IN INDIA**

**National Council of Educational Research and Training, (1972)** “Ideas of teachers about National Unity 1969-70”, Objectives of the study are to study about the awareness of teachers regarding the problems of National Unity and to study the solutions suggested for the growth of National Unity. 15000 samples were taken and data was collected. One questionnaire was given for the principals and the other was for the teachers’ visits were arranged and data was collected. The result indicates that more than 60% teachers were not aware about the National unity; some teachers believed that political parties and Institutions are responsible
for National unity. Regionalism was found in the awareness. More than 81% teachers believed that due to communal disputes National unity is being broken. And it has been clearly visible from the result, that national unity is being broken due to the Regional inequality.

Seshadri.C (1978) in his study “Moral Education in India”- states that education in our country is primary responsibility of the States. Diversity rather than standardization characterizes the curricula, among other things, in the state school education system. Very few of the states in our country are providing moral education as a subject in their schools to study, even though the significance of moral education is normally appreciated. Seshadri in his paper presents a description of the Indian thinking on the different aspects of moral education and its current position and status.

Paul, (1986) made a study of “National value orientations of Adolescent Boys and Girls”. The Objectives of the study is to compare the adolescent urban and rural boys and Girls studying in schools and colleges in context to individual, social, instrumental and Action value, to study the component formation of different values based on Rural and Urban groups. It was of survey type, in which 1076 adolescents taken as a sample of 11 & 12 higher secondary schools students. The researcher made tools such as Individual value scale social value scale and standardized tool namely Instrumental value scale and Action value scale prepared by Vyas. The result shows that urban adolescents were more acquisitive on selected values than rural adolescents and College going adolescents were more adventurous and school going was more independent and affectionate. When girls and boys were compared girls were more highly ambitions in profession. The adolescents of science stream have strong work habits and courageous than those of common stream.

Robert T. Schatz et.al, (1999) in their research “Blind and constructive patriotism are positively related to degree of national identification and attachment”, they would exhibit differential relations with the cognitive and behavioral criteria described above. Particularly, we expected that constructive patriotism would be positively associated with political efficacy, knowledge; information gathering, and activism, on the other hand blind patriotism would be
negatively correlated or uncorrelated with these variables. Adding to it, we predicted that blind but not constructive patriotism would be positively associated with nationalism and with perceived threats to national security - national vulnerability and national culture - cultural contamination. The result indicates that the hypothesized relations described above would transcend individual differences in political ideology.

**Ishtiaq Ahmed, (2002)** in their report on “The 1947 Partition of India: A Paradigm for Pathological Politics in India and Pakistan, seeks to shed light on the role a particular historical event can play in conferring legitimacy to the politics of communal and national animosities and hostilities. The paper argues that the Partition of India epitomises the politics of identity in its most negative form, when trust and understanding have been undermined and instead fear and insecurity reign supreme, generating angst at various levels of state and society. In the process, a pathological socio-political system comes into existence. It tries to show how such a system functions within the domestic sphere as well as in India–Pakistan political interaction”.

**Shah, (2002)** in his study titled to “Study the Effect of National value Education program on the National value of the secondary school students of the Ahmedabad city” tried to prepare National value Education program based on National Value is the main objective. 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 and to examine the status of the students of secondary school about the general knowledge of the nation. In this both quantitative and qualitative methods were used. National value Education program was prepared and implemented for two months. As a research tool to assess the general knowledge about the Nation, General knowledge Test and 3 point value scale were prepared by the researcher. The findings indicate that Knowledge of National value of the students of secondary school of Ahmedabad city was at common level and Positive Effects was found in the National value Education program.
Srivastan S.S, (2004) explored in his study about “Morning assembly, games and sports celebration of national days, debate and cultural programme are common activities”, these are common to all the schools the greatest amount of duty awareness is obtained by missionary schools at Rajpur, irrespective of type of institution. Missionary schools promote patriotic attitude among the students by giving more importance to celebrate the national days and other celebration in active.

Mohanty T.K, (2006), in his study about “National integration and communal harmony”, he found that, as compared to protected preference to the national with himself. However patriotic awareness does not influence the development of values like comfortable life, forgiving, independent and obedient.

Sukanya Banerjee, (2006), wrote a paper on, “Empire, Nation, and the Professional Citizen. This examines the autobiography, India Calling, of Cornelia Sorabji. It draws attention to the ways in which Sorabji etches a particular idiom of professionalism that negotiates with the otherwise difficult position of women, especially colonial subjects, in the late 19–early 20 century professional sphere. Analyzing Sorabji’s rhetorical strategies, the paper highlights Sorabji’s student years in England. In this she argues for the ways in which the narrative discrepancy between Sorabji’s autobiography and her other writings forge a rhetoric of professional citizenship that enables Sorabji to exceed her ascription as a racialized female subject”.

Chitra Lakshimi, (2009) in her article, “Value Education: An Indian Perspective on the Need for Moral Education in a Time of Rapid Social Change”. These are days of transition for countries which face economic depression and global slowdown in growth. Times when one realizes the need for stronger moral values in individuals than ever before so they may face personal and professional challenges. The accountability of educators in India is especially important now. Technical education is producing skilled and knowledgeable student. Resources persons, who can help, with their intelligence, commitment, and perseverance, make India a leader among world democracies. Hence her paper advocates the
need for inclusion of value education in technical education to assist in creating technically skilled and morally strong engineers and professionals for the future.

Kate Sullivan (2014), made an attempt on the “Exceptionalism in Indian Diplomacy: The Origins of India’s Moral Leadership Aspirations”. Indian diplomacy has often been accused of carrying a ‘moralising tone’. In this article scrutinize the roots of ideas of exceptionalism in Indian diplomacy, chiefly those centering on India’s moral leadership aspirations. By exploring the communication, identities and institutions that shaped Indian diplomacy and diplomatic institutions in the decades before and after Independence, it shows how Indian diplomats drew lines of comparison between their nation and others, understood India’s global standing, and conceived of special moral responsibilities for India in world politics. In moral leadership aspirations persist as a component of Indian foreign policy today, a historical and institutional analysis of diplomatic self-understandings can be of contemporary relevance to scholars and practitioners seeking to understand India’s increasingly influential global role.

2.4.2 NATIONAL VALUE -STUDIES DONE ABROAD

Lawton Stephen B. (1993) in his study about “World Peace and national unity” in this study discusses about how national unity can be maintained in countries such as Canada, while accommodating ethno cultural diversity. He compared the human capital, cultural capital and social capital of young boys from culturally mixed backgrounds. His study suggests a situation propagates to choose and to live according to the current milieu.

Mansour Gerda, (1993) in his research, “Multi-lingualism and nationalism”, he focuses about two basis option to multi-lingual nationalism and patriotism. The objective is to understand the bondage between multi-lingualism and nationalism. The results of the study showed that African leaders, the majority of them have agreed to maintain the ex-colonial language as the official language and thus they showed patriotic attitude through their ancient language and patriotism in their country.
David, A. et al., (1997) in their research paper, examined “The impact of national culture and economic ideology on managerial work values: a study of the United States, Russia, Japan, and China”. Study assessed the impact of economic ideology and national culture on the individual work values of managers in the four countries. The Schwartz Value Survey (SVS) was used to collect the data by our investigator across these four countries. The result supports the role of national culture. Implications from the conclusions are drawn for the convergence-divergence-crossvergence of values, as well as for the feasibility of multi domestic or global strategies for a corporate culture.

Paal Nyaori, (2001) the researcher examined, “Expatriating is patriotic? The discourses on new migrants’ in the People’s Republic of China and identity construction among recent migrants from the PRC”. “After 1978, the People’s Republic of China (PRC) moved to (re-) legitimises, by both institutional and discursive means, allegiance to China in established overseas Chinese communities. Present article attempt to show how it has developed to the next step celebrating migration as a patriotic and modern act, and encouraging transnational practices among people who are in the process of leaving China. More specially, he discussed how the state expansively constructs ‘new migrant’ culture; how it engages in imagining the transnational community of new migrants and operationalised imaginaries and explored to identity construction among recent migrants is manipulated by privileged who participate in this state-promoted imagining process”.

Depuiset F.Butera (2005) in this study, researcher focused on a “Specific type of personal positions–patriotism”. It considers 2 different scopes in patriotism, attachment and involvement. Patriotism consists, on the one hand an attachment and a positive identification towards the reference group and, on the other hand, it refers to a political involvement. By political involvement, it is understood as civic implication, an ability to criticize the reference group, the nation. They have also underlined its main functions, roles, in terms of membership within the reference group, as well as in intergroup relationships. As a result, the study of patriotism could allow designing social situations of communication about norms that are
sufficiently conflictual to shake up citizens who hide their prejudiced attitudes behind blatant manifestations of social equality.

Swarna Rajagopalan, (2007) made a study on “National Integration in India, Sri Lanka and Pakistan: Constitutional and Elite Visions”. “How do states envision themselves and what is the vision of elite members of nationalities within the state? What does the panoply of visions and voices at play in the political arena tell us about the project of national integration? Results shows that integration, cooperation and nation-building sets the backdrop for an examination of self-defining propositions from the Indian, Pakistani and Sri Lankan constitutions and a digest of ideas on integration expressed by elite interview respondents in Madras, India and Colombo, Sri Lanka in 1996. The article concludes by deriving a definition of integration from these sources”.

Omar Khalidi (2008) made an attempt to study “Hinduising India: secularism in practice”. In this he challenges the academic and media agreement on the notion that India is a secular state. Indian state is actually and directly involved in Hinduisation of the country. It does this by promoting Hinduism through ‘reform’ and favouritism at state expense. In practice there are widespread and systematic violations by state institutions while the constitution guarantees educational and cultural autonomy as well as religious freedom. Contrary to some academic writings, the paper establishes that the Hinduisation of the Indian state is not only associated with the vottaries of Hindutva represented by a ‘family’, or parivar, of Hindu militant groups. The notion of India as a Hindu state, they perceived Christians and Muslims as foreigners. Hence the paper demonstrates, major continuity between the educational, cultural and employment policies pursued by the Indian state regardless of the party in power.

Genelle I. Belmas (2009) wrote a paper on “Pushing patriotism: why flag Encouragement doesn’t fly”. The federal Freedom to Display the American Flag Act of 2005 prohibits homeowners’ associations from forbidding the display of the American flag. As a minimum twenty states have laws, most of which have not been challenged in court. He suggests that these “flag-encouragement laws” would not withstand challenges by either residents or themselves. Homeowners’
association’s residents may use the state action doctrine to apply traditional First Amendment jurisprudence to these content-based laws, and homeowners’ associations may attack the laws using other precedents of the Supreme Court of the United States.

Susan Hafen (2009) organized a study on “Patriots in the Classroom: Performing Positionalities Post 9/11”. The cultural context was a statewide controversy when Michael Moore was invited to speak at a nearby educational institution. Students were asked to discuss. As a follow-up to the discussions, students in other classes were asked to write about what made students and faculty appear patriotic or not. In this paper map what it means to perform various positionalities or discourses of patriotism versus nationalism in the classroom for both students and faculty. When all performances and positionalities are equal and uncontested, ‘‘democracy’’ remains safe as the status quo in a post 9/11 world and classroom.

Jiaming Sun and Xun Wang (2010) “Value differences between generations in China: a study in Shanghai”, Values Survey demonstrated that industrialization promotes a shift from traditional to secular-rational values. The findings show that the younger people in China shifted from traditional values to modern values. In addition, they tend to be more secular. They are more likely to regard self-development as the most important one in life is contributions to the country and society. Further, the younger generations are more individualistic than the old people. They live according to their own lifestyles. Thus, they are less likely to follow the traditional collective ideology.

2.5 STUDIES RELATED TO LEADERSHIP SKILLS

2.5.1 LEADERSHIP SKILLS - STUDIES DONE IN INDIA

Chellandurai, (1980) in his article developed “The multidimensional model of sport leadership purposely for athletic satisfactions”. He categorized leadership behavior in to three groups. Number of studies has been conducted in effort to examine effective leadership. From the earlier studies, it is significant to conceder what effective leadership in a particular situation based on the situation, leader, and member characteristics. In activity such as football, it is important to
determine which type of leadership styles are preferable to satisfy the needs of players which contribute to effective leadership.

**Emmanuel Oritseja and James S. Guseh, (2004)** in their study investigated the “Civic Education among College Students: A Case Study”. The main purpose of this study is to examine the degree of civic engagement among college students and to decide the factors that are connected with civic engagement among these students. To this effect, a survey of students at North Carolina Central University, a mainly Black institution, was conducted and analyzed using correlation analysis. The study also shows that integrated community services in their academic programs are contributing to the promotion of civic engagement.

**Patrick Sullivan (2006)** made a study to explore “The Diversity, leadership, and the community College: a case study”. The nature of the Supreme Court’s argument in the majority decision clearly recognized there remains significant work still left to do. The court also took the unusual step in establishing a timeline for this work. Because community colleges conventionally serve a more culturally and ethnically diverse population than 4-year institutions, need to play a very important role in this effort. But the researcher shouldn’t discount the long-term value of optimism, determination, and perseverance as essential leadership tools. A case study of one community college’s work related to diversity is offered as an example of how this important work might be accomplished.

**Desna L. Wallin (2006)** made an attempted to study on “Understand the Short-Term Leadership Development: Meeting a Need for Emerging Community College Leaders”. Survey method was adopted and the responses were collected, and interviews conducted. The overabundance of “programs currently available through local colleges, states, and professional associations—while well-intentioned—are most often unexpected and without clear focus or theoretical underpinning. This study suggests a framework for providing coherent, high impact; short-term leadership development opportunities to assist emerging leaders meet the challenges of today’s increasingly complex colleges”.

**John P et al., (2008)**, made a study to determine “The College Student Capacity for Socially Responsible Leadership: Understanding Norms and Influences of
Race, Gender, and Sexual Orientation”. The aim of this study to understand the college students’ capacities for socially responsible leadership using theoretical measures grounded in the social change model of leadership development. Findings signifies responses from 50,378 participants enrolled at 52 colleges and universities across the United States. Students scored highest on the leadership construct of commitment and lowest on the construct of change. Definite attention was paid to the race, gender, and sexual orientation. Women scored significantly higher than men on leadership measures. Findings connected with race reflect highest scores among African American and Black college students and lowest scores among Asian Pacific American college students. Results are inferred in the context of higher education and student affairs practice along with suggestions for future research.

Bill Ryan et al., (2009) in his research on “Leadership competencies necessary for hotel general managers Exploratory factor analysis extracted 6 leadership competency components. The result showed that team building and ethics, leadership skills, and communication skills were the most imperative for leadership competencies. In contrast, flexibility and strategic orientation are the least important leadership competencies for hotel general managers. The analysis shows that significant differences between leadership competencies necessary for success versus hotel general managers’ age and education. Between leadership competencies needed and hotel general managers” no significant differences were found in gender.

Catherine et al., (2010) investigated on “Making sense of leadership development: developing a community of education leaders”. Empirical research is based on the result of an amalgamation of education providers within the North East of England. A crucial aspiration of the newly merged organization was to provide an overarching innovative leadership structure to facilitate integrated leadership. The detailed focus of this article is participants of a tailored postgraduate learning intervention. The authors applied sense-making theory to identify how student-leaders undertaking a leadership development intervention developed to become a community of education leaders. The philosophical
accounts of the student-leaders point towards a combined approach of distributed, shared and collaborative leadership.

A Gill et al., (2011) in their study, “The Relations of Transformational Leadership and Empowerment with Student Perceived Academic Performance”. “This research paper examines the relations of transformational leadership and empowerment with student perceived academic performance. Indian students enrolled in business management program at colleges and universities in Punjab and Delhi areas of India were surveyed to find out their perceptions as to whether transformational leadership used by faculty members and empowerment improve student perceived academic performance. Positive relationships between student perceived transformational leadership used by instructors or professors and student perceived academic performance, and student perceived empowerment and student perceived academic performance were found. This paper offers useful insights for instructors and professors based on empirical evidence”.

Saibal K. Pal, Vijay Kapur (2011) where exploring “Unique Corporate Leadership Styles in India. A number of corporate organizations in India are successful mainly due to their unique leadership style. The study of existing leadership trends and primary data analysis, it explores specific leadership qualities and styles that would be useful for navigating organizations rapidly towards growth and enabling motivation and satisfaction. Even though directive leadership has been commonly practiced in the past, there is a shift to other styles due to the rapidly changing corporate environment. It was found that competence based leadership, participative leadership, innovative leadership, empowering leadership and high-tech leadership styles are emerging and promise to speed up corporate India in the path of growth and prosperity”.

Zulu, C. B. (2011) conducted a research on the title “Women Leaders Construction of Leadership and Management of the Academic Department”. Leadership has received growing attention in recent years. This article reports on the results of an inquiry into the experiences of women heads of academic
departments at Universities in South Africa and the United Kingdom. Survey questionnaire was utilized in data collection, and statistical analyses were conducted to determine frequency distributions and mean values on the perceptions of the women on leadership and management issues. Results indicate that female leadership is characterized by strong communication and interpersonal skills; information and power-sharing; professionalism and integrity; servant leadership; participatory, collaborative, androgynous and transformational leadership styles. The result light up in particular and provide a basis for further research into how these ways can be optimally used for the benefit of academic departments.

**Jody Cohen et al., (2013)** in his article, “Students as leaders and learners: towards self-authorship and social change on a college campus, shows a case study of undergraduate students’ experiences in several leadership programmes at Bryn Mawr College. This is by a collaborative research study, they identified three interrelated sets of practices in which students engage in discriminating differences and bringing those differences into dialogue; revising their sense of themselves and becoming more serious students and revising leadership relationships and creating community. In this research study an illustration on Baxter Magolda’s theory of self-authorship and students’ development as leaders for social change is given – an illustration that highlights the close connection between self-development and leadership development is also projected”.

**Bhargava R. Kotur, S. Anbazhagan, (2014)** they examined “The influence of Age and Gender on the Leadership Styles”. The objective of this research is to investigate the different leadership styles of the workers and to know the influence of age and gender on the leadership styles of the workers. They concentrated on the 3 interesting leadership styles that are at the top, bottom and the middle of the leadership authority hierarchy, namely the autocratic, democratic and the laissez-faire leadership styles. The evidence shows that the demographic leadership style is dominant; age and gender have their own influence on the worker’s leadership styles. It also reveals that with increase in age relatively minor authority is
exhibited by the workers and gender too is found to persuade the leadership styles of the workers

**Melvin R. Weber and Dori Dennison (2014)** made an exploratory “Study into the Relationship between Personality and Student Leadership”. It discloses relationship between personality measured by the True Colors Word Sort and student leadership as measured by the Student Leadership Practices Inventory. An instructor by understanding personality, he can open lines of communication with all students, and help the students to direct their focus on the tasks. If students understand the behavior of them and their peers, they will be able to amplify their performance level within a group or within the classroom. Result of this study has reported True Colors personality types; however, no research is compared among these two. Results of data analysis suggest that the Green True Colors personality trait influences component of the leadership profile.

**Kathleen M. Quinlan (2014)** under took a study on “Leadership of teaching for student learning in higher education: what is needed?” Research on leadership largely looks the leadership of teaching and learning. This paper presents a model of leadership that incorporates various elements needed to create universities that intentionally promote holistic student learning and development. The research paper highlights the content and context of leadership, highlights not leadership or even leadership in education generally, but leadership of teaching by explicitly including knowledge and evidence related to teaching and learning for student learning.

**2.5.2 LEADERSHIP SKILLS -STUDIES DONE ABROAD**

**Martha Montero Sieburth, (2007)** conducted a research on the “Roles of Leaders, Community and Religious Organizations, Consular Relationships, and Student Groups in the Emerging Leadership of Mexican Immigrants in New England”. Although Mexican immigrants comprise the bulk of the Latino population in the United States, in New England they are a growing minority contributing to the economic, social, and cultural development of the area. By interviews of leaders of Mexican organizations in New England, and anecdotal, historical, and Internet data, this qualitative study was analyzed how Mexican
national immigrants organizing in New England. Tracing the development of the organizations and their identified needs and activities, the study highlights how these organizations have contributed to the emergence of a Mexican leadership with transnational and political implications in the present.

**Aieman Ahmad et al., (2008)** done a research on “Leadership skills of first-year students at public universities in Jordan”. The aim of the study was to examine the pre-college leadership skills of first-year students and examine differences by gender on eight distinct scales. The Student Leadership Outcomes Inventory was used to collect the data. A total of 296 samples were chosen to participate in the study from a population of all first-year students. Participants reported moderate levels of leadership skills on the scales. A difference by gender was found on the technology scale of the instrument. Administrators may use this baseline skill level when designing leadership development prospects for students.

**Jan Warren Duggar, (2009)** organized a study related to “The role of integrity in individual and effective corporate leadership”. This paper focuses on the issues of the integrity of the individual and its importance. Individuals have integrity build trusting relationships with others. At the corporate level it takes individuals of integrity to develop a consensus around shared values. As this consensus builds, the corporation develops a culture of integrity. A culture of integrity creates a highly valued work environment; it impacts the quality of corporate governance; and it provides a foundation for solid long-term financial performance.

**Jean Foster Herron and Claire Howell (2010)** investigated the “Major Community College Leaders Attitudes toward Problem-Based Learning as a Method for Teaching Leadership”. The results of this study designed to examine community college leaders’ attitudes toward problem-based learning as a method for teaching leadership. The participants in the study participated in a year-long community college leadership academy, which used problem-based learning as the primary instructional method. Results pointed out that participants believed problem- based learning is an effective method of instruction and helped them to develop knowledge of leadership, particularly as related to, collaborative skills, solving complex problems and skills.
Paige et al., (2012) has examined in the paper “College Students’ Emotionally Intelligent Leadership: An Examination of Differences by Student Organization Involvement and Formal Leadership Roles”. The researcher investigated the differences between college students leadership behaviors based on levels of involvement in student organizations and holding formal leadership roles. When students reported on their levels of consciousness of self, consciousness of others, and consciousness of context a number of findings reflect significantly higher levels in Emotionally Intelligent Leadership for those students involved in four or more organizations and holding formal leadership roles as compared to students with less involvement. These results are shared in the context of past research and lead to implications for practice and research.

Steven Eric Kraussa, and Jamaliah Abdul Hamida, (2012) made a study to explore “The relationship between campus leadership development and undergraduate student motivation to lead among a Malaysian sample. Study investigated the relationship between perceived campus support for leadership development and both campus leadership involvement and undergraduate students’ motivation to lead. For the research data was gathered from 368 undergraduates from Malaysian public institutions. A tool to measure perceived campus support for leadership was developed. Results showed that extent of involvement in leadership on campus, perceived quality of leadership training, and perceived leadership opportunities on campus, quality of staff support for leadership on campus and programme of study accounted for a significant amount of the variance in predicting motivation to lead. The results lend supported the need for more experiential learning opportunities, high-quality training and greater staff–student engagement to enhance student motivation to lead. The results draw particular attention to recent university leadership training approaches that focus solely on transfer of skills and knowledge, which are still employed in several universities”.

Race Corinne et al., (2013) were discussing in his paper on “Leveraging Leadership Efficacy for College Students: Disaggregating Data to Examine Unique Predictors”. Educating leaders to tackle complex social issues is located as
a critical outcome of higher education and a tool for diversification of the workforce. The present study attempts to deal with this gap through the analysis of predictors of leadership self-efficacy conditioned by racial group. Data was collected from 8,510 college students; the study focuses on the critical importance of disaggregation in quantitative research and the emergence of unique predictors of leadership efficacy by racial group membership. Results offer insights into the significance of centering race in the study of college student leadership development for the best leverage learning gains.

Leila et al., (2014) in this “Study measured the knowledge construction and reflection in a doctoral course” The course is designed to introduce major leadership theories and encourage reflection as a community college leadership practice. In every session, students completed forms reporting new learning and insights they experienced, as well as responding to reflection catalysts. 3 ideas emerged from the collection of data: reflection on previous internal perspectives about leadership, critical review of personal and theoretical constructs, and embracing relational leadership. By the closing stages of the course, students acknowledged the value of collaborative learning, and demonstrated changed perspectives of leadership practices, together with increased habits of reflection. Based on the conclusion that the New Learning process is precious for certain types of classes, are advantageous for professional development, and conform to principles of transformative learning among adults.

Kendra et al., (2014) attempted to study “Exploring Alignment of Community College Students for Preparedness and Achievement of Basic Skills”. They have used mixed-method study to explore. When real enrollment patterns for students were inspected, the intentional courses were not honored by students’ enrollment on observing the behavior. Thus finding suggests that course sequencing and faculty planning are not fully supported by institutional practice. To make sure that faculty intended course sequencing is not unnoticed, the researchers presents recommendations for community colleges, rather than individual institutions.

the infusion of leadership within social work education. Exclusively, this paper shares the design and development of a graduate-level social work course in program evaluation that infused education around the social change model of leadership and then explores qualitatively. It shows how 39 graduate students interpreted and applied this model of leadership through an experiential community-based evaluation project. The results of the study suggest that students utilized the values identified in the Social Change Model in a range of ways to understand and interpret their leadership experience both in their collaborative groups and in their partnerships with community-based organizations. Community organizations also reported benefiting from the experience in partnership with the students.

**Orly Shapira-Lishchinsky and Tania Levy-Gazenfrantz (2015)** attempted to study “Authentic leadership strategies in support of mentoring processes”. The objective of the study was to determine whether teacher-mentees perceive their mentors as authentic leaders and if not, how these perceptions affected their leadership strategies. The data was collected from 60 Israeli teacher-mentees from different school levels as sample. Interviews which is Semi structured were conducted to explore participants’ perceptions of mentoring processes that had influenced them professionally. The findings may add to the development of preparatory programmes that can focus on development of authentic leaders among mentors. Present study indicated that mentoring characterised by authentic leadership could contribute to the broadening of leadership circles and to the construction of middle-level leadership through advancing mentees’ leadership strategies within their educational spheres.

**2.6 STUDIES RELATED TO GOAL ACHIEVEMENT BEHAVIOUR**

**2.6.1 GOAL ACHIEVEMENT BEHAVIOUR - STUDIES DONE IN INDIA**

**George Botsas, (2004)** made a research on “Goal orientation and reading comprehension strategy use among students with and without reading difficulties”. The purpose of the study was to provide an analysis of goal orientation parameters with respect to reading comprehension strategy use for students with and without
reading difficulties. Non-Reading Difficulties students appeared to be more mastery oriented and less performance avoidant compared to Reading Difficulties ones. Also, Non-Reading Difficulties students used, more, deeper, more sophisticated and complex ones compared to those of Reading Difficulties students who used fewer and more surface strategies. Non-Reading Difficulties children appeared to metacognitively monitor their comprehension process while their Reading Difficulties classmates were either ignorant of the existing comprehension problems or bridged meaning gaps in inappropriate ways.

Rebecca A. (2005) studied “Mattern College Students’ Goal Orientations and Achievement patterns”. The researcher compared the achievement patterns of students who held both goals mastery goals and performance goals, simultaneously to students who held either mastery or performance goals. Data was collected from 143 students from a foundational teacher education course, a portion of who were found to hold high mastery goals in mastery oriented, high performance-approach goals in performance-approach oriented, and high mastery and high performance goals in multiple goal orientation. Course grades are taken as an indicator of achievement, the results showed no significant difference between the multiple goal groups and the single goal group. But, a significant difference was found between the high mastery group and the high performance group.

William L. Cron (2005) made a study on “Goal Orientation on Negative Emotions and Goal Setting when initial performance falls short of one’s performance goal”. This study examined the influence of goal orientation on both negative emotional reactions to performance feedback and subsequent self-set goal level. Exclusively, it was found that a negative relation between the intensity of negative emotional reactions and goal level for individuals with a low learning goal orientation. From the result it is clear that individuals with a high learning goal orientation, however, the relation was non-significant. On the whole, the study provides insights on how goal orientation influences initial emotional reactions and consequently self-regulation in the case of negative performance feedback.
Tapola, Anna, niemivirta, Markku, et. al., (2008) investigated “A study on the role of achievement goal orientations in students’ perceptions and preferences for classroom environment”. The sample consisted of 208 6th grade elementary school students. A questionnaire was used to collect the data and assessed students’ achievement goal orientations, self-esteem, causality beliefs, academic withdrawal and perception of and preferences for the learning environment. It was found that student perceptions of and preferences for the learning environment differs depending on differences in students’ motivational tendencies. To conclude, the result focuses on the students’ dispositional motivational characteristics should be taken into account both in theoretical consideration and in instructional interventions.

Diseth, Kabbeltand Therese (2010) conducted a study on “Mediation Analysis of Achievement motives, Goals Learning’s strategies and Academic Achievement. The sample taken was 229 undergraduate students of 21 from the university. Correlation analysis demonstrated that academic achievement in examination grade was positively correlated with performance approach goal, mastery goal, and strategic learning strategies, and negatively correlated with performance avoidance goal and surface learning strategy. A path analysis in Structural equation model, showed that achievement goals were mediators between achievement motives and learning strategies, and that strategic learning strategies mediated the relationship between achievement goals and academic achievement”.

Edwards Ordene (2010) conducted study on the “Effect of goal orientation on attention learning and metacognitive awareness”. The research was experimental study conducted to examine whether achievement goals affect attention comprehension and metacognition. 120 undergraduate students are taken as sample in the study. Students were randomly assigned to one of four goal groups namely mastery, performance approach, and performance avoidance or control group and one of three question groups namely emotion, brain, and no questions. There were two phases in the study. First, a reading test and questionnaires to measure their prior knowledge and personal goals, second they read the text on a computer. Then they completed an interest questionnaire, a manipulation check, a
posttest and an interview to assess their metacognition. The findings shows that the attention was a partial mediating variable between goals and learning metacognition-mediated goals and learning a mastery goal leads to better metacognition.

Mohamedunni Alias Musthafa and Noushad (2010) conducted a study on “The effect of goal orientation on academic achievement of prospective pre-service teachers”. The sample was taken from the undergraduate pre-service teacher students, drawn from pre-service teachers studying for under graduate course in Calicut University 296 in number. Students who scored 20 and above on mastery were classified as having high-mastery goals and those who scored below 20 were classified as low-mastery goals. Students who scored 22 and above on performance-approach were classified as high performance goals while students who scored below 22 were classified as low-performance-approach goals.

Kadhiravan, (2012) made an attempt to study the “Goal orientation and cognitive styles of higher secondary student students”; through stratified random sampling 410 higher secondary students were selected and through survey the data was collected by using goal orientation measure and personal style inventory. Results revealed that the higher secondary students differ in their goal orientation on the basis of gender, year of study, subject of specialization and type of school they studied. All the three type of goal orientation vis. Learning, performance – approach and performance-avoidance orientation are significantly influenced by the cognitive styles.

2.6.2 GOAL ACHIEVEMENT BEHAVIOUR -STUDIES DONE ABROAD

Kit-Tai Haua and Farideh Salilib (1990) made a study on “Examination Result Attribution, Expectancy and Achievement Goals among Chinese Students in Hong Kong”. Findings showed that older students had lower but more accurate perceived attainment than younger students. It also accredited more to internal causes and study at home, and they had stronger learning goals. Results showed that learning-oriented students attributed more to the internal causes and study at
home but less to home conditions, while performance-oriented students attributed more to uncontrollable causes. Findings were explained and discussed with reference to the socialisation patterns in the Chinese culture.

**Feyisa Demie and Christabel McLean (2007)** in their study regarding “Raising the achievement of African heritage pupils: A case study of good practice in British schools”, investigate how pupils from black African backgrounds are helped to achieve high standards in schools and to identify the factors that contribute to the success of raising achievement. 2 complementary methodological approaches were adopted, each contributing a particular set of data to the study. The main findings of the research show that in all schools black African pupils are performing above national average, and in the case-study schools 79% of black African pupils achieved 5+ grade when compared to 48% nationally and 57% in the authority schools. The study has also identified a number of good practices in successful schools.

**Siw Graabraek Nielsen, (2008)** organized a research study on “Achievement goals, learning strategies and instrumental performance”. Researcher followed survey method. The studies contribute to the literature on motivation in music students, and thereby, help teachers to support students in order to engage in more effective practice. The sample is 130 students of which 71 women and 59 men from six music academies. Factor analysis exposed three factors: ability-approach goal; ability-avoidance goal; and task goal. The analysis showed that there is significantly, low correlations were found between task goal and learning strategies; and between ability-avoidance goal and learning strategies. Achievement goal orientation variables were not correlated with instrumental achievement. In education, the results described that advanced students have the potential to improve and regulate their achievement goal orientations during instrumental learning.

**Katherine Ely, Traci Sitzmann, Cari Falkiewicz (2009)** in their study, “The influence of goal orientation dimensions on time to train in a self-paced training environment”. This study inspected the role of goal orientation dimensions in understanding differences in time spent in an online, occupational training
program. In predicting time to train, there was a significant interaction between mastery and performance-avoid goal orientations. Trainees with low mastery and low performance-avoid goal orientations completed training considerably faster than trainees who were high on one or in 2 dimensions. Even though trainees varied greatly in the amount of time spent in training, time spent in training did not considerably predict knowledge levels. As institutions move toward Web-based instruction, research is needed to clarify the decisions that trainees make in self-paced training environments.

Alisa Songsriwittaya et al., (2010) made a study on “Achievement goal orientation and differences in self-reported copying behaviour across academic programmes. They examined the relationship between achievement goal orientation and self-reported copying behaviour of college students. 2007 students were enrolled in five different academic programmes in Thailand. Findings showed several significant results: performance approach goal orientation, performance avoidance goal orientation, and academic major in humanities, gender and grade point average were the best predictors of self-reported frequency of copying behaviour. Compared with humanities students, management, engineering, science and vocational students were significantly more performance avoidance goal oriented and reported significantly higher frequency of copying behaviour. They used achievement goal theory to interpret the effect of multiple goal orientations on self-reported copying behavior across academic programmes”.

Chen Chen and Li-Fang Zhang (2011) focused on “Temperament, personality and achievement goals among Chinese adolescent students”. Temperament and personality are presumed to affect achievement goals based on the hierarchical model of achievement motivation. They investigated the relationships of temperament dimensions and the Big Five personality traits to achievement goals. Factor analysis showed that the 2 × 2 framework could be generalised to the Chinese context. Six of the nine temperament dimensions namely activity level – general, flexibility– rigidity, and task orientation can significantly predicted mastery-approach, mastery avoidance, and performance-approach and
performance-avoidance goals. The results supported the posited relationship of ‘hardwiring’ variables to achievement goals in the conceptual model of achievement motivation.

Age Diseth et al., (2012) made a research on “Path analysis of basic need support, self-efficacy, achievement goals, life satisfaction and academic achievement level among secondary school students”. A sample of 240 secondary school students of 8th and 10th grades was taken to measure Teachers’ support of basic psychological needs, self-efficacy, achievement goals, life satisfaction and academic achievement level. Correlation analysis showed significant positive relations between all of the variables, except for the relation between need support of competence and performance goals. Theoretical and practical implications were discussed in terms of the importance of basic need support as a predictor of personal motives in educational field as well as the students adjustment to school and life.

Faten M. Moussaa (2012) made an attempt to study the “Interactive Effects of Self-Esteem, Goal Instructions, and Incentives on Personal Goals and Goal Attainment”. This research was done to examine the interactive effects of monetary incentive types, self-set goal level instructions, and self-esteem on personal goals and goal attainment. A experimental research study done with a sample of 300 students and the results were statistically significant for performance, goal attainment and participation in hourly flat rate, self-set goal level instructions are hard, easy, any, and no goals, and self-esteem in influencing personal goals and goal attainment. The highest level of personal goals and the lowest level of goal attainment were achieved by high-self-esteem participants who were paid for performance and instructed to set hard goals. This research shows that person–situation interaction is the most promising in understanding personal goals and their determinants.

Sungok Serena Shim et al., (2012) in his research paper “Changes in self-esteem across the first year in college: the role of achievement goals” made a longitudinal study and examined the effects of achievement goals on the growth trajectories of self-esteem during the first-year at a comprehensive public university. 311 first
year students were taken as the sample. A growth curve analysis exposed that originally high mastery goals and subsequent increases in mastery goals were related to high self-esteem while initially high performance-avoidance goals were related to low self-esteem. The initial levels of performance-approach goals were not related to self-esteem but succeeding increases in performance-approach goals were associated with low self-esteem.

Wenshu Luo et al., (2012) conducted a study to understand the “Attributional beliefs of Singapore students: relations to self-construal, competence and achievement goals. Secondary students in English study and how they can be predicted by self-construal, competence and achievement goals. A sample of 1,496 students were administered and the data was collected through the surveys on seven attributions, independent and interdependent self-construal’s, previous achievement, self-efficacy, mastery approach and avoidance goals and performance approach and avoidance goals. It is found that Singapore students attributed academic success mainly to internal regulation such as effort, interest and study skills followed by teachers’ help. Students with low competence, high mastery avoidance goals or high performance goals were more likely to value tuition classes, and those with high performance avoidance goals also tended to ascribe academic success to ability and parent’s help”.

Yi Jiang, Juyeon Song, Minhye Lee and Mimi Bong (2013) investigated “Self-efficacy and achievement goals as motivational links between perceived contexts and achievement”. The study aims to investigate how the subjectively perceived achievement goals of significant others would predict the academic self-efficacy and achievement goals of Korean adolescents, how those self-efficacy and achievement goals in turn predicted their achievement. They compared these predictive relationships between 339 elementary and 507 middle school students. The perceived achievement goals of teachers demonstrated stronger relationships with students’ motivation in the elementary school than middle school samples. The perceived performance goals of peers and parents displayed particularly strong links to students’ motivation. Results confirmed perceived contexts and motivation as critical contributors to students’ achievement in school.
Faye, C. et al., (2014) in their investigation, “Employment and first-year college achievement: the role of self regulation and motivation. Students work in to meet financial requirements of the college. The study examined whether motivation is self-efficacy goal orientation and self-regulated. Total of 591 first-year college students took the surveys at the beginning of their first semester and 243 completed a similar survey at the end of the term. Results revealed that the hours worked was negatively associated with performance, and reducing the number of hours worked over the first year was associated with increased academic performance. Numerous aspects of motivation and self-regulation declined in students over the first semester, they suggested the need for universities to offer programmes to help students to maintain healthy motivational profiles”.

2.7 IDENTIFIED RESEARCH GAP

The researcher identified the research gap by three ways, firstly researcher reviewed altogether 107 reviews, in these past work; the investigator found that Research studies with NCC students are very few. Few works depicts that NCC students are measured for their Patriotic attitude. In some research work NCC students and Non-NCC students’ personality are compared. There are very few works which states that personal value of NCC students and Non-NCC students. So far there was very, very little research work which combines the above said variables along with the Leadership skill and Goal Achievement Behaviour, which are most essential to be a good citizen and human. Secondly from the experiences of senior officers of NCC, whose powerful training will develop life skills and thirdly out of his personal experience as Cadet Senior Under Officer Rank in the Senior Division (SD). With this background the researcher inclined to study the NCC and Non-NCC Higher Education students in relation to their Personal Value, National Value, Leadership Skills and Goal Achievement Behaviour.

2.8 CONCLUSION

The investigator has reviewed 106 studies both from India and from abroad. This include 21 Studies on Citizenship Education,19 Studies from Personal Value,21 Studies from National Value, 25 Studies from Leadership Skill and 20 Studies
from Goal Achievement Behaviour. The survey of related literature has helped the investigator to have a clear perspective of the problem chosen for the present investigation. It has enabled the investigator to formulate relevant hypotheses for the present study. Based on this review, a suitable methodology and well planned procedure for the present investigation is adopted and it is explained in the next chapter.