CHAPTER-II

REVIEW OF RELATED LITERATURE

Having traced the theoretical background and justification of the problem in the first chapter, in this chapter, an effort has been made to present studies, which appear to have a direct or indirect bearing on the present study.

For this purpose, research literature has been reviewed under the following captions:
1. Studies on Values and Personality correlates.
2. Studies on Values and Cultural background.

2.1.0 STUDIES ON VALUES AND PERSONALITY CORRELATES

An attempt is made here to present theoretical approaches and deductive reasoning that seek to explore the exact relationship between an individual’s value hierarchy and his total personality. There are a few investigations of value-schemas which disclose that maturity and integration of personality depend considerably on the harmony of an individual’s value system. Various attempts have been made to classify individuals on the basis of their dominant value system. The pioneer work in this field is that of Allport and Vernon (1931) based on Spranger’s typology. Spranger posited the existence of six value schemas, or ‘styles of life’ by means of which individual’s personalities and attitudes could be described.

Fesstinger (1957) concluded that when someone’s behavior is not consistent with one’s values, he tends to change his behavior in an effort to reduce any discrepant feelings. Conversely, if someone commonly exhibits behavioral trait that is consistent with his values, he may change his personal importance of that value so that it is in line with his trait behavior.

Gowen (1961) using the ‘Study of Values Scales’, constructed by Allport (1931) on education major, concluded that gifted students tended to score significantly higher on theoretical and political value and lower and on economic and religious values than did the general average students.
Bowie and Morgan (1962) tested relationship between teacher values and their verbal behavior and cautioned that values and personality factors needed to be tested empirically.

A study of similar nature was undertaken by Dollar (1966). He investigated the relationship between interpersonal values and temperament traits and found that values that correlated most highly with temperament traits were recognition, independence, benevolence, and leadership.

In a study to determine values of future teachers in elementary, secondary and special education schools, Kirchner and Hogan (1968) found that there was no significant change and the values of future teachers and it remained constant after the students had been exposed to a course of Philosophy of Education. Very little change was observed in the theoretical value scores.

Verma (1968) investigated whether Teacher training made a favorable impact on the values, attitudes, personal problems and adjustments. The sample consisted of 546 randomly selected student teachers of the B.Ed. course from Rajasthan. Findings of the study revealed that student teachers had showed significant losts in theoretical and economical values but showed improvement in aesthetic and religious values whereas Training programme had no impact on social and political values of student teachers.

Dwivedi (1970) undertook a study with a view to finding out the value patterns of boys, girls and teachers in theoretical, economic, social, political, aesthetic and religious areas. The researcher observed that on Spranger’s Value Test teachers mean value scores was higher on theoretical, social and political values.

Kaul (1972) undertook a factorial study with an objective to sort out the differentiating personality traits (Cattell’s factors) and Sprangerian values of ‘popular’ and ‘not popular’ teachers. Personality factors and values of teachers were assessed by the 16 PF Test (Cattel and Eber) and modified Allport Vernon Lindzey Study of Value Scale. The investigator reported that the popular teachers distinguished themselves as more outgoing, intelligent, emotionally more stable, sober, conscientious, venturesome, tough-minded, shrewd, placid, controlled and relaxed. Moreover, the ‘Popular’ teachers were also significantly high on theoretical, social and political and religious values.

Simmons (1976) also attempted to convert extraversion and Neuroticism traits into a value orientation but was moderately successful with the trait of extraversion and was unsuccessful with that of Neuroticism using Rokeach (1968, 1973) Values Survey’ and Eysenck and Eysenck’s (1975) Personality Trait Test.
Hymavathi (1978) conducted an exploratory study list the Common characteristics of teachers and reported that teaching profession demands smart teachers with imposing personality and heavy vigor and drive to undertake challenging tasks to act as role models for students.

Roy (1980) enquired into some of the factors and processes involved in the development of values and found that cooperation and honesty were negatively and significantly correlated with SES while tolerance, obedience, religious devotion and altruism was not significantly related with the development of values.

With a view to finding out whether there was any unique combination of value patterns with the selected psycho-social variables, Kundu (1982) conducted a study on a sample of 440 students. ‘Allport Verson Lindzey Value Scale’, Cattel’s 16 PF and ‘Tulane factors of Liberalism and Conservatism’ were tools of the study. The researcher reported that recognizable value patterns were observable among college students. A common trend to least religious value was indicative of their most mature and realistic behavior than faith in super natural powers.

Furnham (1984) and Rim (1984) had also found significant correlation between individual’s level of personality traits and their ranking of the importance of similar values.

Chaturvedi (1988) undertook a study to see the effect of values, age and personality factors towards social change. The tools used included S.D. Kapoor, ‘Sixteen Personality Factor Questionnaire’ and Chauhan and Singh ‘Value Orientation Scale’. The statistical measures used were Mean, S.D, ‘t’-test, analysis of Variance and Duncan’s Range tests. The researcher found that attitude towards social change was quite sensitive to value orientation whereas Sheela (1988) studied the change in teaching behavior as a function of inculcation of values predicting teachers effectiveness and reported that values confrontation treatment was found effective in improving the qualitative teaching behaviour of the student teachers of all teaching subjects.

On the same grounds, Mitchell (1989) discovered a significant relationship between personality traits and value choice among 334 upper-level undergraduate and graduate students by employing a multivariate analysis.

Further Bhadury (1989) revealed that feedback was effective in helping to improve attitudes of students towards their teachers, pro-social value orientation and pro-social behaviour and bringing about change in personality in the expected direction.
Nayyar (1989) also investigated the relationship of teacher values with open-mindedness and closed-mindedness. But on the other hand Sambhi (1989) compared the value patterns and some personality variables of the students studying in three institutions namely Sri Sathya Sai Higher Secondary School, Missionary School and Central School in Andhra Pradesh and reported that three groups differ significantly with regard to their values and personality dimensions.

In the year 1992, there was a plethora of studies conducted in the field of values and related variables. Agochiya (1992) examined the personality, values and altruistic behavior of young workers in a cross-cultural study. On the same line, Banui (1992) examined the values of college students in Nagaland in relation to their self-concept. The researchers reported a significant positive correlation between self-concept and social as well as democratic values and a negative relationship between self-concept and power as well as family prestige values. On the other hand, Chinara (1992) concentrated upon the problem of the effect of two different strategies for inculcation of seven democratic values i.e. individual dignity, equality, sympathy, openness to reason, tolerance, responsibility and co-operative decision making among adolescents in relation to introversion-extraversion and value related behavior and reported that clarifying-response strategy was found more effective for educating adolescents in individual and tolerance where as self confrontation strategy was found to be more effective for inculcation of the value of equality, openness to reason, responsibility and co-operation.

Dadu (1992) threw light on values and personality traits and religious attitudes of urban and rural male and female college going students and reported that rural male and urban male students did not differ in their personality traits and values but differed significantly in their religious information, orthodoxy and hostility.

Gupta (1992) designed his study to assess the academic satisfaction of graduate students as related to their personality needs and personal values and found that academic satisfaction was significantly related to their personality needs and personal values.

Padhan (1992) undertook similar kind of study to find out the variation, if any, in each of the ten values of the ‘Personal Values Questionnaire’ (PVQ) between the rural and urban school students and found no significant difference between these two groups on religious democratic, aesthetic, hedonistic and power values. However on economic and family prestige values the rural school students scored significantly higher than their urban counterparts and differed significantly in religious information, orthodoxy and hostility.
However, rural and urban female students differed significantly with respect to their aesthetic and economic values.

In the above category, Chandrakumar (1994) explored the value system of the First Degree College students. Investigator also made an attempt to study the extent of the influence of college climate and home climate over value system and the extent of the influence of the value system over the personality characteristics. Surprisingly, in contrast with results reported in earlier studies, investigator reported that the value system did not have significant relationship with the personality dimensions of the student. Moreover, neither the college nor the home climate was related to the value system of the students.

In another attempt, Padhan (1994) pursued a study of the possible relationship between moral values and the Ten Personal Values mentioned in the PVQ. The results indicated that moral judgment (cognitive aspect) was positively correlated with religious, social, democratic, knowledge and health values but negatively correlated with economic, hedonistic, power and health values.

Also, Scwartz (1996) pointed out that a given trait and value may seem to mutually influence each other because people try to act in ways that are consistent with their values as observed by Scwartz.

Using the above concept, Herringer (1998) used Goldberg’s (1992) ‘Five Factor Model’ to assess the relationship between values and traits and found conceptual overlap between personality traits and values and instead of being independent, they seem to be interdependent. However, Winter, John Stewart, Klohn and Duncan (1998) reported that personality traits and values are two independent domains. The relationship between personality traits and personal values was also studied by Olver (2003). The findings of the study indicated that personal values were influenced in predicted pattern by Openness/intellect, Agreeableness and Conscientiousness as well as more moderately by extraversion.

With the emergence of the ‘Big Five Personality Factors’ model, more and more researches were undertaken by researchers in the area of relationship between personality traits and values. Aluja, et.al (2004) designed a study to investigate the relationship between values and ‘Big Five’ in Spanish students and concluded that conscientiousness was strongly correlated with O factor that included order, responsibility and so forth. It also reported that more energetic people appreciated power and prestige, as well as order and responsibility. Neuroticism did not correlate with any value factor.
**Kukreti** (2005) probed into the value pattern of competent and incompetent teachers of secondary schools of Rajasthan. Multistage random sampling technique was employed. The investigator discovered that competent teachers scored high on knowledge, creative and humanistic values and lower on economic and political values. Both the groups were similar on religious, social and aesthetic values as these values may not be considered as determinants of effective teaching.

**Jayanthi** (2006) made an attempt to study the relationship between teachers value and socio-emotional climate of the classroom. The results showed that teachers possessing high social value were found to be successful in creating positive socio-emotional climate whereas it was the opposite in the case of power value.

**Kirandeep Kaur** (2006) studied altruistic value of college students and reported that arts students possessed more altruistic value as compared to science students. Altruistic value of female students was more than that of male students.

**Pozzebm** (2006) investigated the importance of personality traits and personal values in the prediction of behaviour. The study found that the personality factor Honesty-Humility was strongly correlated with values. In the prediction of behavior both personality and values were able to account for significant and similar kind of variance.

In a similar attempt, **Bajwa** (2007) reported that teachers who are in possession of aesthetic, social, democratic, knowledge and health values have sound mental health whereas those equipped with high economic, power and family prestige values have poor mental health. Thus right pattern of Teacher’s Personal Values helped them to improve their mental health.

**Sandhya** (2007) undertook a study on extent of Value Attainment among student teacher and reported that student teachers gave highest priority to aesthetic values, whereas second priority was given to theoretical value while political and economic values were least preferred.

On the other hand, **Srihari** (2007) undertook an in-depth study to identify the level of values possessed by the prospective teachers. A standardized research tool developed by Shamim Karim called ‘Teachers Value Inventory’ was used to collect data. The investigator used arithmetic mean, standard deviation and t-value for analysis of data and reported that teachers possess high level of values. Moreover, there was no significant difference in possession of values between science and arts, male and female prospective teachers.
In the context of values of students, Prasad (2008) made an attempt to examine the value preferences and value system among M.Ed. students. The study revealed that M.Ed. students had given highest preference to the value of ‘a world at peace’ followed by equality and wisdom among the set of terminal values. Ambition was the most preferred instrumental value among M.Ed. students.

From a perusal of what has been said in the preceding pages, it may safely be concluded that the empirical research on personality and values has been taken as independent avenues except a few studies which reported that personality traits and values converge with each other. Thus, trend regarding the relationship of personality traits with values has been found to be minimal.

2.2.0 STUDIES ON VALUES AND CULTURAL BACKGROUND

To many researchers, culture is the most exciting topic in value education which is needed to be studied. With the advancement of information technology, this area of research has further received attention of many research workers. The increased interest in this area is due to the fact that the world is coming closer to each other. Geological barriers are melting away in the wake of liberalization, privatization and globalization. Culture is nothing but level of sophistication achieved by a community or society in various fields of human activity, whereas values are outcome of culture and are themselves responsible for creating culture. Therefore, many researchers studied relationship between culture and values. Some of these studies are reported below:

Grover (1940) found that the home itself absorbed in cultural milieu, is the most powerful transmitter of the culture of the group. It complements such factors as government, education, sex status and religion. It begins to work long before the child is conscious of these factors.

Warner and his associates (1944) found that teachers, who usually come from the middle class, adopt values which are predominantly representative of the middle class (for reasons of social mobility).

Shakeela Begum (1959) studied the values of four major caste groups Brahmins, Lingayats, Vakkaligas, Muslims and leaders and non-leaders boys and girls and reported that all the four groups emphasized the social values more than the individual values. She further found that the boys and girls differed in their emphasis on some of the social and individual values which can be explained on the basis of culture. Moreover, the values of
any caste group mould the behavior of its members which is further conditioned by the dominant values of culture of a given group.

**Beg** (1964), **Kakkar and Gorden** (1966), **Garsee and Glixman** (1967), **Convas** (1971) tried to study the cross cultural effect on the values of students. They reported some significant differences in the values of students belonging to different cultures.

Pursuing similar nature of research, **Shakeela and Hafeez** (1964) studied the value preferences of different groups in relation to their caste and religion and found that there was no relationship between these variables and value orientation.

On the contrary, **Kulasherstha** (1969) concluded that Scheduled Caste students preferred religious values whereas non Scheduled Caste students preferred both theoretical and religious values.

**Willie** (1970) made an attempt to study the values of teachers reared on farms, in small towns, in sub-urban and urban areas and found the similar value orientation of all these groups.

**Campbell** (1971) predicted that cultural change has increased impact on value system of persons of different occupations.

**Verma** (1971) while studying the impact of training on the values and attitudes of students teachers emphasized that admission of only those students to Teachers Training Institution should be made who possess dominant Theoretical, Aesthetic, Social and Religious values and low Economic and Political values and the whole training programme should be geared to inculcate values among student teachers.

**Verma** (1972) also studied the relationship between the patterns of interpersonal relations values of teachers and students and reported that one’s values are related to one’s SES status.

On similar grounds, **Saxena** (1972) examined the social background, values and aspirations of students and found that majority of students aspired for technical jobs and girls for medical and teaching as a profession.

In a differential study of values of students and teachers, **Sharma** (1972) reported that variations in values would be associated with the social class of the students. Moreover, on Economic and Aesthetic values the female teachers score was significantly higher than that of male students whereas on Political values score of male students was higher than that of the female teachers.

In a significant study, **Vasantha** (1977) stated that caste was a determining factor in the development of work values.
Whereas Mann (1978) reported no significant difference in the high creative Hindu group and the high creative Muslim group with respect to their economic, religious, aesthetic and social values but these groups differed significantly in their theoretical and political values. Mann (1978) further reported that the high creative boys and high creative girls did not differ from each other in respect to values except aesthetic values.

Reddy (1980) studied values and attitudes of Indian youth and reported that the rural students showed greater preference for theoretical, economic, political and social values whereas their urban counterparts were more inclined to religious and aesthetic values.

In an in depth study of the factors and processes involved in the development of values among adolescents, Roy (1980) found that development of value system was positively related to the process of socialization. Moreover, values of adolescents were positively related to SES of parents. But the influence of parents, teachers, seniors and peer group decreased gradually with the advancement of age.

Kalia (1980) studied value ideals of adolescents living in different types of home environment and validated that all the groups showed significant difference in values on the basis of sex and adjustment.

In another significant study conducted on value patterns of college students and its relation to psycho-social variables, Kundu (1982) found that recognizable value patterns were observable among college students but there was generalized trend towards the preference for theoretical values among the higher grade students population with least preference for religious values.

In consonance with the results reported by Reddy (1980) Ahluwalia and Kalia (1984) also found that rural and urban adolescents had a similarity on emotional adjustment, theoretical, social, aesthetic, religious and political values. However, the rural adolescents gave more preference to economic values.

Srivastava (1982) also observed the value pattern of Tribal students studying in the high school, high secondary schools and the intermediate colleges of Mirzapur District. The investigator reported that among the backward caste students hedonistic, democratic and health values were at the top and aesthetic, economic and religious values were at the bottom whereas and upper caste students were top on democratic, health and social values and lower on hedonistic power and aesthetic values. The investigator further reported that irrespective of caste and creed democratic and health values were top ranking values.
Narinder Pratap Singh (1984) pursued a comparative study of moral judgment in children and found that environment prevailing in particular type of school had great influence on values of students. His study revealed that a regular emphasis laid on character and conduct in Sarswati Shishu Mandris and children showed a favorable attitude towards moral aspects as compared to Government primary school students where teachers were found hardly paying any attention to moral aspects.

Emphasizing the relationship between values and culture, Sharma (1985) reported that values are the outcomes of culture and are responsible for creating sub-culture at the college level.

Gupta (1985) undertook a comparative research work with the objective to study the value pattern of the male and female teachers of primary and secondary schools of Kanpur city. The findings of the study revealed that teachers in general preferred highest values in political areas followed by economic areas and occupied lowest position on aesthetic and religious values. Further, he reported that social values occupy the highest position in male teachers, and the political values in female teachers. But Aesthetic values are the least developed values in both male and female teachers.

In contrast with results reported by Gupta (1985), Verma (1988) conducted a study of sex differences in values of senior secondary school teachers and reported that male teachers were significantly higher on economic and political values whereas female teachers were more social in comparison to their male counterparts. However, both the groups gave their first preference to social and second preference to theoretical values.

Jain, (1988) pursued a study of interest and values of school students belonging to scheduled castes and backward classes. The researcher did not find any significant difference in values held by higher castes and scheduled castes group but found significant positive correlation between the values held by scheduled class and backward classes.

In a similar nature of study undertaken Gaur, et.al. (1989), reported that there was no significant difference between the scheduled and non-scheduled caste high school boys on each of the six dimensions of values i.e. Theoretical, Economic, Aesthetic, Social, Political, Religious. The researcher suggested that the recent change in the social scenario of the country may be responsible for bridging the gap between the two groups almost at par in their value judgment.

Gupta and Gangal (1989) made an attempt to study the value emphasis as perceived by pupils of Primary, Middle and High school stage in different type of schools- Eastern (Jain Hindu), Western (Roman Catholics), Laissez (Secular) in Jammu city and
found the discrepancy between the values emphasized in schools with different backgrounds.

Nayyar (1989) undertook a study to compare the values cherished by student teachers belonging to various castes and communities. The investigator reported no relationship of teacher values and their socio-economic status.

Agochiya (1992) carried a cross-cultural study of values of youth workers. The sample consisted of male and female workers from Hong Kong, Bangladesh, India, Malaysia, Singapore, Sri Lanka, Australia and New Zealand. The investigator observed that no significant differences emerged on all the six values and other variables between government, nongovernmental groups as well as between the two sexes.

Dadu (1992) undertook a study with the objective to determine the impact of SES, location and sex upon values of urban and rural male and female college going students. Significant differences were found between rural male and female students on theoretical, aesthetic and religious values. Rural male and urban male students did not differ in their values but rural female and urban female students differed significantly in their aesthetic and economic values.

In the same year, Padhan (1992), studied value pattern of school students as a function of type of schools. The investigator found that, there was no significant difference between rural and urban school students in religious, democratic, aesthetic, hedonistic and power values. However, on economic and family prestige values, the rural school students scored higher than their urban counterparts. Investigator also reported no significant mean score differences between government and private school students on social, democratic, aesthetic, knowledge and hedonistic values. However, on religious and health values, the private school students scored higher whereas government school students were higher on economic and power values.

Shah (1992) also investigated the values of the higher secondary school students in relation to their sex and residence area and reported that there was a significant relation of sex and residence with religious, aesthetic, economic and moral values but there was no significant relationship between area of residence and social and political values.

Taj (1998) studied the personal values of Hindu and Non-Hindu students in relation to their social class and modernization and reported that personal values of students with different religious backgrounds were different.

In an attempt to compare the values of Tribal and Non-Tribal adolescent students, Bajpai (1999) found that in Theoretical religious and Aesthetic Values, Non-Tribal
students scored significantly higher whereas in Social values Tribal students were better. For economic values, there was no significant difference in the mean score of both the groups.

Sharma (1999) also compared the moral judgment performance of the students on the basis of school and SES background and reported that level of school and socio-economic-status have impact on moral judgment of students. The higher the level of school and socio-economic-status, the higher the scores on moral judgment.

In another study on socio-educational perspective, Sudhir (1999) examined the value orientation and social attitudes of 300 college students. The result of the study reflected that education is a significant factor in fostering values and attitudes.

On the contrary, Vijayalakshmi (2002) carried out study on teachers’ perception of school children’s values. The variable of the study were sex, level of the school, medium of instruction and locality. Stratified random technique was employed by the researcher. Significant differences were reported between urban and rural teachers regarding their perception about values among children whereas insignificant results were reported for other variables.

Shailaja (2002) also pursued a study regarding the influence of sex, marital status and teaching experience on six values of teacher educators. All the Null hypotheses regarding the variables under study framed by the investigator were accepted.

Bar and Gurmit Singh (2004) undertook a study with the objective to find the value pattern of teacher trainees and also to find out the variation if any in the values of male and female, rural and urban teacher trainees. It was found that female teacher trainees had significantly high Aesthetic value, whereas male teacher trainees had significantly high hedonistic and power value. Urban teacher trainees had significantly high economic values, whereas rural teacher trainees had significantly high family prestige value.

Shigehiro Oishi and et.al. (2004) in cross cultural study examined the value orientation of Americans and Japanese and found that people of both the countries did not differ in individualism, however, pair wise comparison revealed that Americans scored higher than the Japanese on self-direction, an indicator of individualism, whereas the Japanese scored higher on Benevolence, an indicator of collectivism.

Vijayalakshmi (2006) undertook another study with the purpose of prioritization of school children values by the teachers and found that primary teachers gave more preference to honesty and manners whereas secondary teachers gave much importance to
personal development and environmental protection. Urban teachers emphasized individual values whereas rural teachers gave emphasis on social values. Among all the values listed in the ‘Value Scale’ the first three were, truthfulness, trust worthiness and promptness.

Mohana (2007) studied the effect of independent variables namely, gender, type of the institution, location of the institution, level of teaching, family environment on dependent variable i.e. Professional Ethics of teachers. The investigator reported that the Professional Ethics of female teachers and teachers working in rural areas was higher than that of male teachers and teachers working in urban areas.

Pandey (2007) in his peculiar study, tried to find out the relationship between awareness of and adherence to values inherent in Fundamental Duties among the teachers teaching in primary and secondary schools run by various educational agencies. Findings of the study indicated that for all teachers teaching in schools run by various educational agencies, adherence to cultural and excellence values increases with increase in their awareness of Fundamental Duties.

Thus, review of related literature reveals that ample work has been done by researchers in India and abroad on value patterns of teachers and students belonging to different castes or residential background but negligible work has been done in studying value patterns of prospective secondary school teachers in relation to their religious background. Therefore, the present study is an attempt to find out the values of prospective secondary school teachers with different cultural (religious and residential) backgrounds.

2.3.0 STUDIES ON THE VALUES AND ACADEMIC STREAM

In the context of the current national debate on the value orientation of our education one frequently hears that regular school subjects (science, mathematics) should be taught with a conscious and explicit emphasis on the values inherent in them. The idea of providing value education explicitly using the subject disciplines taught in school has been recommended by several educationists. Science is generally considered a repository of human values, on the other hand, social sciences can’t be neglected as they too are vehicle of national and social values. Since the particular kind of subject taught by a teacher has strong relationship with type of values it possesses, an attempt has been made in this section to review those studies which highlight the relationship of values and academic stream.
Hafeez’s (1949) study of the development of a sense of values revealed that high school science students seem to be more mature than the students who had opted humanities as optionals.

Kamala (1951) studied the effect of language on the hierarchy of values. The investigator revealed that contrary to expectations the values in the English language were understood better and hence show greater consistency than values in Kannada.

Super (1953) and Roe (1956) held that persons who have similar values select similar occupations conversely, that persons who are in similar occupations will have similar values.

Andrews (1957) using the ‘Study of Values Scale’ on 564 teachers and principals found significant differences for teachers of eight different subject areas and for principals on four of the values, namely theoretical, economic, aesthetic and political. He also found that teachers of social studies tended to score high on the aesthetic and political scale.

Rosenberg (1957) undertook a study to determine whether there exist differences between vocational choice of students and in their value hierarchies. The investigator collected data on three large samples of college students. The principle findings of the study indicated that students choose vocations which are generally compatible with their values. Those who planned to enter architecture, journalism, drama and art ranked highest in self-expression oriented values. Those who were headed for social work, medicine and teaching ranked highest in people-oriented values and those who selected Real Estate finance, Hotel-food administration and sales promotions ranked highest in Extrinsic-reward-oriented values.

Gee (1959) surveyed some personality differences among medical students group on Values. His study depicted that students were high on theoretical and low on economic scale scores. He also found differences in the major value orientation among the students choosing the various specialties with the greatest diversity appearing on the aesthetic and economic values.

Macknionon (1960) found that creative architects and mathematicians were higher on the aesthetic values but lower on economic values.

Gray (1963) undertook a comparative study of work values of secondary school teachers, engineers and accountants. Career and prestige were the prime factors for engineers and accountants and the teachers preferred social rewards.

Khare (1968) administered Allport Vernon Values Test on the advocates, engineers, doctors and professors and attributed highest importance to theoretical values.
All the groups except professors attributed less significance to aesthetic and religious values. White (1968) conducted a comparative study of value of teacher coordinators, Business employees and undergraduate business administration students and concluded that teacher co-ordinators had significantly higher economic and social values whereas business employees had higher political values and undergraduate business administration students were found significantly higher on theoretical and political values.

Pal (1969) conducted a Personality Study of engineering, law, medical and teacher training students. The investigator revealed that in the case of engineering students, economic value emerged as the highest single value variable and in student teachers, political value emerged as the highest value variable followed by theoretical value.

Musgrove (1971) studied the widening gap between students of Science and Arts. The results of the study indicated that students of science and technology differed markedly in their educational values from students of modern languages and the social sciences. Students of science and engineering were seen as socially conformist, docile, career-oriented, learning their subjects by rote rather than independent thought, the students of social- sciences were seen as idle, exhibitionist and in soft options which made negligible intellectual demands. The investigator also recommended to lessen the gap between these two areas for the general welfare of the people.

Jacob (1972) studied the value systems of two academically contrasted group of college men (a) high English, low Maths group and (b) high Maths low English group; and reported that only on the theoretical values both the groups differed but on religious, economic and aesthetic values there was no significant difference in both the groups.

Kulsherthsha (1972) conducted a study on relationship between values and vocational interests of boys and girls of intermediate colleges. On the basis of findings of the study, researcher suggested that both boys and girls who are good in theoretical, economical and political values may be advised to avoid attempts to enter professions of commercial, artistic and scientific interest areas respectively. However, boys good in social, theoretical, economic and religious values may be advised to join professions in social, scientific, economic and agricultural interest areas respectively, whereas girls good in economics, social, theoretical, aesthetic values may be suggested to enter vocations of commercial, social, persuasive, scientific, constructive and artistic interest respectively.

Pachaury (1973) conducted a study to find if there was any difference in the perception of scientific values by professors of science and science teachers. From the findings of the study, the investigator inferred that teachers showed improved rankings on
creativity, open-mindedness, objectivity, experimental verification and cause and effect values.

Rastogi (1974) undertook a comparative study to find out the value system of students belonging to different professional courses i.e. Engineering, Medicines, Pharmacy and Draftsmanship. The investigator found that all the four groups were high in science values and low in aesthetic values.

Katiyar (1976) also conducted a comparative study to compare the values of the students of different courses of study. The investigator reported that the value system of the students of the five courses were very much similar. However, inter-group differences showed that Mathematics and Biology students were higher on democratic, knowledge, aesthetic values than the commerce and agriculture students.

Jain (1977) studied the work value pattern of only medical students of various classes and reported that medical students valued social-oriented work the most. The least preference was for economic values.

In a similar, yet study of a different nature, Bhushan (1979) compared the value system of male and female prospective teachers belonging to service and non-service class families. The purpose of the study was also to explore whether family vocation could be considered as determinants of value system. The findings of the study were (a) Both male and female teachers from service and non-service class had politeness as a common subsystem in their value system (b) the highest importance to self control and honesty and lowest importance to logic and capability given by the prospective teachers was not found to be affected by family vocations (c) the highest importance to intellectuality and lowest to broad mindedness by male prospective teacher was also not affected by family vocations.

Kumar (1982) made an attempt to study values of science undergraduates at different levels of SES. The researcher reported that students belonging to High-Socio-Economic-Status level were top on Hedonistic value whereas lowest on religious value. On the other hand, student groups were top on democratic values but lowest on aesthetic values. So it could be derived from the results of above cited study that science has nothing to do with their values.

In another attempt to compare the values of students of different streams, Patni (1983) stated that the science and commerce students did not differ significantly on aesthetic values but the arts students gave more importance to aesthetic values. Arts and commerce students had equal knowledge values but the science students gave less
importance to science value. Religious values received equal importance from all the three groups.

Adhikari and Hasnain (1988) also compared the values of Nurse trainees, B.T.C. trainees and intermediate girls. The test showed that each group of subjects attributed the highest significance to political, social and theoretical values. Nurse trainees gave second importance to economic and religious values and least preference to aesthetic values. Intermediate girls gave second preference to economic values followed by religious and aesthetic values.

Manay (1991) undertook a different nature of study. The investigator tried to examine the merits and demerits of Home Science from the standpoint of Aurbindo’s philosophy and reported that Home science, is not value oriented. The investigator further suggested that the programme of value education should lift consciously lower consciousness at the level of matter and the vital psychic level to higher knowledge by becoming conscious of truth.

Vaidya (1991) conducted an experimental study to clear the misconception that science education does not promote moral values and moral development of students can take place only through languages. The equivalent group design was used in the study. The experimenter found that science subject helped in the moral development of students.

Chowhan (1992) compared the values of students of the college of engineering, medicine and teaching in their values whereas Karippa (1992) made an attempt to look into the value awareness of upper-primary students by identifying the values that are incorporated in prose and poetry in Tamil language textbooks.

Shah (1992) also made an investigation into the values of the higher secondary school students of Saurashtra and reported that stream or branch of study was significantly related to social value whereas there was no significant relationship between stream or branch of study and economic and humanistic values.

Khanna (1993) compared the students of Teacher -Training stream with the students of general stream on the five human values of truth, righteous conduct, peace, love and non-violence under similar environment and concluded that two group were significantly different in truth and love, whereas insignificant differences were found in other values. She further added that additional exposure to teacher training curricula or greater contact with school situation is likely to develop their all the five values.

Dash (1996) undertook a philosophical study with a purpose to examine the scope of value education in different subjects of secondary school curriculum in Orissa. The
A technique of library study was used for preparing a Master Value chart (170 values) which indicated the general deficiency of values in each subject. It was found that English represented 130 values, Oria contained 137 values, History and Civics 151 values, Geography and Economics 93 values, Mathematics 41 values, and General Science Contained 92 values only, and concluded that subjects at secondary school level are not potential reservoir of values.

Ellakkaumar (2000) attempted to study the work values of 612 Engineering and Agriculture students and found that both the types of students secured highest score in economic values. But in respect of work values namely creative, independence, social and co-workers both the groups differed significantly.

Ahmed (2003) again focused on comparative study on values among Science and Arts students at senior secondary level. (‘Personal Value Questionnaires’ by Sherry and Verma was administered). The result of the study revealed that there was no significant difference between the students of Science and Arts on all Ten values. However, mean score of science students was more on social, democratic, knowledge and power values whereas mean score of Arts students, was more on aesthetic, economic, hedonistic and religious values. The mean score of both the groups was the same on family prestige value.

Ahuja (2007) studied the value preferences of pre-service and in-service teachers teaching different subjects drawn from training colleges and various secondary schools of Chandigarh and found that language teachers preferred social responsibility followed by regard for the dignity of individual and loyalty to authority whereas natural science teachers preferred social responsibility followed by cultural preservation. On the other hand social science teachers had the most preferred value regarding for the dignity of individual.

Prasad (2008) conducted a study to look into the value system and value preferences of male and female teacher trainees of B.Ed. programme offered by IGNOU (Indra Gandhi National Open University) through distance mode with regard to their terminal values and instrumental values. The investigator reported that among the three most preferred terminal values two values viz true friendship and social recognition were found to be same for both the groups. However on the most preferred instrumental values both the groups were found totally different. Among the three more preferred instrumental values, male preferred ambitiousness, broad mindedness and honesty while courageousness, forgiveness and capability were preferred by female teachers.
respectively. The study further revealed the need for inculcating the values of freedom, equality and peace among teacher trainees.

Most of the studies cited above show that the students or professionals or teachers belonging to different academic streams had not shown a definite value pattern. So there is a substantial need to investigate the value pattern of prospective secondary school teachers in relation to their academic stream.

2.4.0 SUMMARY OF RESEARCH TRENDS

On the basis of review of literature, the following trends were observed:

1. Most of the researchers conducted studies on values and personality traits as independent variables, however only three of the reviewed studies reported convergence of values and personality traits.

2. A plethora of studies were conducted to study if caste and residential background as variables caused variations in the value patterns of individuals but only four studies attributed to Religious background for variations in the value patterns of individuals belonging to different religions.

3. Caste and residential background play a significant role in value patterns of individuals but no clear trend has been observed regarding influence of religious background on values patterns of individuals.

4. No clear trend has been observed regarding gender variations in value patterns of individuals.

5. A large number of studies were also reviewed regarding the value patterns of individual pursuing different academic streams but the trends regarding their value patterns have remained inconclusive.

Reviewing the studies presented over here, inconsistency in findings with respect to each area was observed. Though value education itself is much explored area and ample work has been done by the researchers in India and abroad on values of adolescents and in-service teachers. However, no attempt has been made to explore the philosophical, psychological and sociological dimensions of values among prospective secondary school teachers. This lacuna has motivated the investigator to undertake the present interdisciplinary study. The present review purports to discern trends, identify the gaps and visualize future research needs in the area of values.