CHAPTER - II
REVIEW OF RELATED LITERATURE
REVIEW OF RELATED LITERATURE

Study of the various researchers conducted in this area helped the researchers to a great extent. This enabled the researched for better understanding of the problem and the factors effecting the variables under consideration, the methodology adopted by various investigators and the findings and conclusions arrived at. The researcher had gone through some reports in this area and a few are presented in the following.

Patel M.G. (1981) made "A study of the prevalent value system of the students of the south Gujarat studying in standards X and XI". His major finding were as the age increased the students became more sociable. The older students were more involved in economic value than the younger ones. Students of both sexes and both the standards scored high for moral values. The majority of the students liked to be active in aesthetic or art-oriented activities.

Zamer.G.S. (1982) presented "A study of Social, Religious and Moral values of students of class XI and their relationship with Moral character traits and personality adjustment for his Ph.D". His sample consisted of 148 urban and 39 rural girls and 249 urban and 124 rural boys from 21 intermediate colleges of Allahabad district. The tools were value scale and character trait Questionnaire prepared by the investigator and the personality adjustment inventory of M.S.Lsaxena. His findings were,
among both the urban and rural samples, religious values were the strangest, followed by moral values; the social values were the weakest. However the coefficient of correlation between the three values were positive and highly significant. If was found that social and moral values influenced the personality traits much more than religious values. All the five character traits - geniality, helpfulness, kind-heartedness, truthfulness and dutifulness - appeared to be positively and significantly influenced by values. The education implications of the study is that the development and strengthening of a healthy social, moral and religious value systems among students should be very important function of the secondary schools which would help in solving problems of students unrest and discipline.

Diwedi C.D. (1983) studied on "Investigated the Changing Social Values and their Education Implications". The Objectives of the Present study were 1) To investigate the present states of values of post graduate students and the guardians, 2) To assess the extent of change in student values in comparison with those of the old generations and 3) To suggest education of such changes. A social values inventory was developed by the researcher study was conduct on a sample of 400. A post graduates standardized 350 guidon of the age group of 40 to 60 years. The conclusions of the study were 1) The place of residence (Rural/Urban) had a close relationship with values-religious, etc, cultural, political and educational, 2) Age group of the respondents was
significantly related with religious, social, political, economic and educational values, 3) Women were more religious, ethical, cultured and keen by interested in society problems compare to me, scores of men were higher or political values than those of women. Thus sex placed an important role in the development of values, 5) The old values, rather skeptical concerning religious without and intercaste marriage, love marriages, caste less society were popular values of the student respondents, 6) Development in the personality, knowledge and character of the political leaders as well as the teachers of the day were revealed, 7) The traditional caste wise occupational structure was not longer liked by the students, 8) Students favored change in the old conclusion of educations as to them, it was useless, 9) They liked co-education and opposed traditional systems of education. They demanded students' participants in academic and administrative decision of educational institutions.

Goswami, N. S. (1983) studied the “Value Orientation of Post Basic Schools in Gujarat”. The Objectives of the Study were 1) To study the educational moral social religious cultural aesthetic and economic values in post basic schools of Gujarat, 2) To survey the present status of the values in the schools of Gujarat on the basis of Gandhiji's axiology of education, 3) To study the impact of Gandhians thought in the development of the life of students of basic schools, 4) To compare the different values among students and teachers of post basic schools
and ordinary schools and 5) To study the value gives leader of students and teachers of post basic schools. Three Tests namely, Allport and Lindsay value questionnaire, the value orientation questionnaire constructed by the investigator and a scale of teachers values constructed and strong rigid by S.P. Kulsantha were used for collecting data. The test retest reliability and split-half reliability of the questionnaire constructed by the investigated were formed to be 0.2 and 0.93 respectively, in order to compare the different values among the students and teachers of post basic schools and ordinary secondary, schools to the tools were administered to 11000 students of Class X of the general schools selected a random. A scale for teacher's values was administered to 200 teachers of 80 post basic schools and 250 teachers of 80 secondary schools selected at random the heart, S.D. and mean differences were coupled and the T-Test was used to test the significance of differences between the two means.

Goswami N.S. (1983) conducted "A study of value orientation of post basic schools in Gujarat" the objectives of the study were 1) to study the educational, moral, social, religious, cultural, aesthetic and economic values in post-basic schools of Gujarat, 2. to survey the present status of the values in the schools of Gujarat on the basic of Gandhiji axiology of education 3. to compare the different values among students and teachers of post-basic schools and ordinary schools and to study the value orientation of students and teachers of post-basic
schools. He found that the theoretical, social and religious values of teachers of post basic school were better than those of teachers of ordinary schools. The economic, aesthetic and politics values of ordinary teachers were better than those of post-basic school teachers. The theoretical, social and religious values of girls from the post basic schools were better than girls studying in ordinary school. The economics and aesthetic values of girls studying in ordinary school were better than those of post-basic school. The students of post-basic schools were better in moral, social and religious values and gandhian thoughts than students of ordinary schools.

Lobu, Stella Anne (1983) studied on "The values manifested in principals with reference to institutional efficiency". The major Objectives of study were 1) To study principals competency and value system, 2) To investigate principals concept of value and pupils concepts of principles values and 3) To make and in-depth study of the values chosen in relation to institutional efficiency and effectiveness. The investigation involved a pre-pilot study of three secondary English medium schools follow by a pilot study of five schools in Baroda and Gandhinagar. The actual data collection was done from 25 schools. The findings of the study were 1) The values which were found most relevant were faith goodness and competence and 2) The principals whose value system manifested a coreless achieved a relatively higher degree of Institutional efficiency.
Kakkarved (1983) studied on "A study of job satisfaction in relation to attitudes, job values and vocational interest of women". His study investigated the impact of vocational attitudes, interests and work values on job satisfaction of women employees who entered the world of work after initial vocational training i.e., teaching, clinical, mechanical, and medical and found the women employees differed significantly in their job satisfaction.

Sawhney K.K. (1984) made "A factorial study of value system of education youth in Indian Locality". He selected eight values namely social, political economic, moral, knowledge, health, recreation, and aesthetic. The PUC boys exhibited significantly higher mean values in health and aesthetic values than TDC boys. The TDC girls should higher mean scores than boys in social and aesthetic values. In case of PUC boys, the factors were aesthetic recreation factor and politics economic factors and in case of girls the first and second factors were Moral-cum-knowledge factor and aesthetic creation factor. Incase of TDC boys, the two factors extracted were political-cum knowledge factor and aesthetic - recreation factor. In case of girls the two factors were moral - cum knowledge and aesthetic recreation factor.

Bhatnagar (1984) made "A study of some family characteristics as related to secondary school student activism, values, adjustments and school learning". The study was conducted to a sample of 540 students of IX class of Moradabad region. He sued activism inventory. SES
scale of Kuppuswami and test of values of Agaarwal and Hindi version of Adjustment Inventory of Asthana. The date was analyzed by using kolmogrov Smirrov, Chi-Sequence and extended median tests. His findings where; the size of the family affected student activism adjustment and values. Students belonging to large families had more atavistic tendencies and poor adjustment than those of small families. Students belongs to small families have higher values (educational, personal and material) and better school, learning. Birth order found to be related to activism, adjustment and personal, educational social and materialistic values, which religious and humanistic values were not found to be related to birth order. Social economic status was found to be significantly related with activism and educational and materialistic values. The broken family was positively related to activism, poor adjustment and high personal and materialistic values while the intact family was positively related to educational and social values.

Zuben I.A., (1984) studied on “A study of relationship between personal values, needs Job adjustment, Temperament, Academic causes of Secondary School teachers with their teaching behaviour”. He made a survey to study the classroom behaviour of teachers and the relationship between values needs, job adjustments temperament and academic causes of school teachers and their teaching behaviour and found that teachers high on theoretical values were found to dominate their classes with talk and rarely give chance to the pupils teachers with
indirect approach helped the pupils in creating positive social emotional climate and teaches high on need achievement encouraged pupils talk and those high on religious values exhibited indirect behaviour more than others. Teachers who are high an economic values exhibited facilitative behaviour and asked know questions.

Annamma A. K. (1984) studied on “The Values, Aspiration and Adjustment of College Students in Kerala”. The main objectives was to give an understanding of the values, aspirations and adjustment of college students in Kerala, the hypothesis were 1) Sex, Age, Curriculum, Religion, Residential background, Socio-Economic status, family, size and academic achievement are related to spiritualism and adjustment 2) A majority of students take a liberal stand with regard to the husband wife relationship, parent child relationship and mixing of boys and girls, 3) A majority of students believe in God and have an open minded approach to religion, 4) A majority of students have high education and vocational aspirations but do not have clear relating to selecting a vocation or marriage and 5) A majority of students do not have bad habits like smoking and drinking. The samples for the study were made up of college students drawn from pre-degree college, extracts (n=300) and college Leavers (Final Year, n=120) enrolled in 10 colleges. The sample was further stratified on the basis of sex and subjects of study the goals used were the Mat chew Materialism, Spiritualism sale to measure individuals materialism- spiritualism
orientation a questionnaire to measure aspiration with reference to education vocalism and marriage, prepared for the study a problem checklist to study adjustment and a general date sheet which elicited information relating to values, aspirations and adjustments and also collected information about habits, practices and opinions. The problem checklist included educational health home, financial, sexual, emotional and social problems. The obtained were analyzed applying two-way analysis of the variance technique for testing the relationship of the see areas of the problem checklist to materialism, spiritualism, orientation and for testing the relationship with variable such as age, curriculum, religion, academic achievement residential background, income, family size, father's educational and occupational level. The effect of sex was repeated for spiritualism scores as well analysis based on percentage was done for the information obtained through the general date questionnaire.

The findings of the study were 1) A majority of the college students were conformists, with a stable system of values and without replete ness tendencies, 2) The younger college students were more spiritualism oriented as compared to the older group which was more materialism oriented, 3) Academic achievement residential backgrounds and father's education and occupational states had no relationship to value orientation of college students, 4) Economic statues was related to value orientation with the lower income group being more spiritualism
oriented and the higher income group more materialism oriented, 5) Size of family was related to value orientation with students from large families being more spiritualism oriented and those from small size families more materialism oriented, 6) A majority of students did not have clear goals about education occupation or marriage, 7) Male students exhibited higher aspirations than female students, 8) No discrepancies were seen between self and Parental aspirations, 9) Marriage was not viewed as an immediate prospect, 10) Boys and girls approved intermixing but girls were seen to prefer the customary type of marriage, 11) Female students were seen to be better adjustment than more students in all the areas studied, 12) College education was not seen to have any input on value orientation and the behavior of the students.

Sawhney K.K. (1984) studied on “The Values System of Educated Youth on an Indian Locale”. The aims of the study were 1) To prepare and standardize a value test consisting of eight values which may not yield the scores of irrespective nature, 2) To study the distribution of scores of all the eight values, 3) To compare treatment scores of eight values of the different groups, 4) To compare the mean scores of boys and girls with high and low intelligence and high and low SES and 5) To isolated dominant factors of the value system of the four groups separately. On the basis of the opinions of experts, eight values were selected namely Social, Political, economic, moral knowledge, health,
recreation and aesthetic. A value test consisting of eight values which may not yield irrespective scores was prepared and standardized, the test retest method was employed, for the estimation of reliability coefficients of all the eight sub tests separately. The composite reliability was also calculated by applying the masier from this, researcher, prepared an SES questionnaire the culture free intelligence Test by R.B. Cettle and others was used for measuring intelligence.

The main findings were 1) The distribution of scores of both boys and girls of TDC and PUP in all eight values deviated from the normal 2) The PUC boys, boys exhibited significantly higher Mean values. In health and aesthetic values than TDC boys. TDC girls showed higher mean scores than boys in social and aesthetic values, 3) The High Intelligent boys of PUC exhibited significantly high mean scores than the high-intelligent girls of PUC in social, political, economic values. The low intelligent boys of PUC exhibited significantly lower mean scores than the low intelligent PUC girls in Social political economic values recreation values. The high intelligent girls of TDC showed signified difference in study moral knowledge and less these values than the TDC high intelligent boys. The low intelligent girls of T.D.C. attached more importance to knowledge value than boys, 4) PUC boys of high SES exhibited higher mean values than PUC boys of high SES showed higher mean scores in recreation values than girls of high SES-TDC girls of high SES showed a significant difference in social economic moral and knowledge values than the low SES boys of T.D.C. Two
dominated factor loadings emerged for all the four groups. In case of PUC boys, the factors were Aesthetic recreation factors and politics-Economic factors. In case of PUC girls the first and second factors who-Moral-cum-knowledge factor and Aesthetic Creation factor. In case of TDC girls the two factors were Moral-Cum-Knowledge factor and Aesthetic-Recreation factor.

Sharique, A. S., (1984) reviewed on "A study of secondary school teacher's educational Viewpoint in relation to their values, attitudes and preferences for political Ideologies". The Objectives of the study were The Objectives of the study was to investigate educational view points of secondary school teachers and their relation to teachers' values, attitudes and preferences for political ideologies. The findings of the study were 1) The most of the teachers had a progressive out look on different aspects of education like aims, methods, pupil control, policy of promotion, need for in service education, 2) Female teachers held more progressive views than male teachers regarding the aims of education, pupils control policy of promotion and in service education and The difference in the view-points of male and female teachers regarding methods of teaching was no significant.

Sawhney, K.K. (1984) studied on " A Factorial study of value system of education youth in an Indian locale". The aims of the study were 1) To prepare and standardize a value test consisting of eight which may not yield the scores of positive nature, 2) To study the distribution of scores
of all the eight values and 3) To compare the mean scores of eight values of the different groups. The findings of the study were 1) The distribution of scores of both boys and girls of TDC and PUC in all eight values deviated from normal, 2) The PUC boys exhibited significantly higher mean values in health and aesthetic values than TDC boys.

Annamma, A.K. Values (1984) studied on "Aspirations and adjustment of college students in kerala". The main objective was to gain an understanding of the values, aspirations and adjustment of college students in Kerala. The Major finding of study were 1) A Majority of college students were conformists with a stable system of values and without rebellious tendencies, 2) The younger college students were more spiritualism oriented as compared to order group which was more materialist oriented, 3) Academic achievement, residential backgrounds and fathers education and occupational status had no relationship to value orientation of college students.

Upadhyay, B.L (1984) made "A comparative study of the attitude, value and motivation of the pupil teachers of sampurnanande Sanskrit Vishwa Vidyalaya and other universities of Uttar Pradesh". His findings were the teacher trainees of Sanskrit University did not differ significantly on the motivational dimensions of orderliness, exhibition, cooperation, authority, nurturance, change and heterosexual relations with teacher trainees of other universities of U.P 2. Sanskrit university teacher trainees were significantly higher on motivational dimensions of
acquisition, egoism, humility and tolerance in comparison to the counterparts in other universities of U.P. 3. Sanskrit University trainees were significantly lower on motivational dimensions of brotherhood, insight and aggression. They were significantly higher positive attitude towards the teaching profession than the teacher-trainees of other universities. They did not differ significantly with others in values except the economic value.

Sharique A.S (1984) made “A study of secondary school Teachers educational view point in relation to the values, attitudes and preferences for political technologies”, and found that most the teachers had a progressive outlook on different aspects of education life, aims, methods pupils control, policy of promotion, need for in-service education female teachers held more progressive views than male teachers regarding aims of education, pupils cont, policy of promotion and in-service education. Science teachers held more progressive views than arts teachers regarding policy of promotion and in science education but their views were similar in other areas. Progressive teachers were found to be more theoretical and social - value oriented than traditional teachers. Progressive and traditional teachers were found to favour leftist and rightist political ideologies respectively.
Mehta R.D (1985) made "An investigation into the change in the altitudes and values of teachers trainers with respect to same of their personality variables like extraversion, psychoticism, neuroticism", and found that the impact of the teachers training programme in CIE was such that a significant positive change in altitude towards teaching took place in all the subgroups of subject and the maximum positive change took place in the sub-group of high extraversion, with low psychoticism and low neuroticism. The interaction effect of extraversion, neuroticism and psychoticism was non-significant in producing any significant change in the said altitude viz., altitude towards child control, altitude towards classroom discipline, altitude towards classroom instruction and altitude towards teacher-pupil relation. 3. The impact of the teachers training program was such that theoretical, aesthetic and political values changed negatively as a result of effect of extraversion, neuroticism and psychoticism.

Mridula Ramanna (1985) studied on "English Education and Social change in Bombay city". Made an investigation to assess the role of English education as an agency of social change and found that the genisis of English education was the demand for it from Indians who wished to avail of the widening Job opportunities in the growing governmental, administrative, machinery and in the commercial offices in the city. Differences in official attitudes towards education were noticed. The impact of the new education was to be seen in their literacy.
productions and writings in the pen where in the educated disseminated western knowledge and attempted to reinterpret traditional values and institutions in the high of their new knowledge.

Mohan Rao, CNS (1985) studied on "Evaluated the factors that effect the teacher moral in school setting" and found that factors relating to school environment revealed that the maintaining of good human relation with colleges, parents and the immediate superior affected teacher morale in the school setting academic facilities provided in the school for effecting teaching influenced teacher moral. Factors relating to school environment had a marked influence on teacher morale. There was a moderate relationship between the factors too professional growth and the factors relating to school environment, which influenced teacher morale. The male teachers were of the opinion that factors relating to professional growth influenced the teacher morals than factors relating to school environment where as the female teachers expressed the reverse opinion.

Kapur M (1986) made "A study to discover the content of moral education or the normative interpretations internalized by children", and examine their social international context, to examine the moral education of the primary school children within the social international context and to examine the relationship of formal education and culture of the children. He chose descriptive study. He found that the values of nationalism, secularism and democracy does not deny the values of
primary socialization and also were more significant both in the lives of children in their homes and in the school.

Parmar M.S (1986) made "A sociological analysis of values and aspirations in educational, economic and political dimensions) of youth in a changing rural environment". The study was descriptive. The sample contained 296 male and 54 female students (using stratified random sampling technique) from six rural colleges of paragraph district all affiliated to Avadh University. His findings were: acquisition of knowledge was the main aim of education according to the majority of students. More than half favoured vocational - technical education. A sizeable number of students wanted education for females and believed its purpose was to make then self-dependent.

Paul P.V. (1986) made "An inquiry to compare rural and urban adolescent boys and girls going to schools and colleges with respect to personal, social, instrumental, terminal and work values". His findings were the male adolescents were more studding for their ambition and excellence and more service oriented than female adolescents. The female adolescents were more oriented to appreciating tidiness, more aesthetic in nature, conscious of being punctual and regular, more stressing for harmony, love, sympathy, peace, and tolerance and more oriented to competence, sound character, stressing for more happiness, a peaceful life and gaining economic returns as compound to male adolescents. The factors underlying the value - orientation of urban
adolescents were the striving for pleasure and security, creative achievement a self-constricted personality, personal courage, social orientation, self adaptation, low-achievement orientation a stracy learning towards working more earnestly achievement of their as privations, being more moralistic, seeking recognition, pleasure, social harmony, more concerned about self-reliance.

The results of the study made by Gordon (1972) reflect the major value orientation of students demonstrate a relationship between values and coping behaviour. The result reveals that the major values orientations of these subjects reflect attitudes of being subjects to the whims of nature, a tendency to prefer individualism in inter personal orientation, a primary focus on the present as opposed to the past on the future, and a marked stress on constructive activity. In female students - little orientation and in male students - significant relationship was found between coping effectiveness and values orientation.

Singh L.C (1986) studied on "The effectiveness of value clarifying strategies in value orientation of B.Ed studies". He developed his own value orientation test batter of for measuring five values - cooperation, dedication to teaching profession, nationalism perseverance and scientific out look. The main findings were 1. The value calcifying was more effective than conventional methods for teaching of values dedication to the teaching profession, cooperation and nationalism among trainees of two colleges and in importing a scientific out look in
B.Ed students. Value classification strategies were found equally effective as the traditional method with regard to values of cooperation, diligence, nationalism and dedication to teaching. There wasn't any significant relationship between value orientation scores and socio-economic status of B.Ed studies for all the five values.

Kanpur. M.(1986) studied on "The Moral Education Of Primary School Children A Socio-Logical Prospective". The objectives of the study were 1) To discover the content of moral education or the normative interpretations internalized by children and examine their social interactional context, 2) To examine the moral education of the primary children within the social international context, 3) To examine the process of transmission and internalization of normative interpretations, and 4) To examine the relationship of formal education and the culture of children. The methodology of Research adopted in the study was descriptive. A village on the vicinity of Delhi was selected the school socialization functions like marriage, birth, death and festivals, children and their homes formed the samples of the study, the date for the study were collected with the help of observation, presentation interviews. On the acquisition of moral judgment by children participant observation, children record in the school registers, diaries, kept by the teachers formalized curriculum in the shape of books etc. the date were analyzed and interpretation in normative social interaction settings. In the findings of the study were 1) Obedience proceeding to elders, Hindu religious
values relating to Karma and the redemption of sins. Sexual division of Laborers and sibling loyalty were the themes of normative interpretation, 2) In exploring children primary socialization, these were found transmitted and internalized with in the Social international contexts of the Home, 3) Obedience and precedence to elders were values that were communicated via process of control and discipline of children by adults, 4) Kinship loyalty decreased as it moved out of the primary unit of the gopher and 5) Loyalty to kin was an explicitly started value while its positive was said to bring this fortune.

Srivastava M.K. (1986), studied on the “Qualities, values, attitudes, activities and adaptation of teacher educators; special reference to Asadh areas”. The main findings were; 1. Teachers educators were mostly upper-caste Hindu, Male, mained and were permanent in service non of the training department of colleges had female teacher educators. The socio-economic condition of teacher’s educators was generally satisfactory. Examiner ship was the only source of additional in come for majority of educators. The workload of theory and practice teaching and other activities where not uniform in different in situations. However, in-spite of various odds in working conditions, the teacher educators seemed to be satisfied with their job.
Singh, L.C., and Singh, P. (1986) studied on "Effectiveness of values clarifying strategies in value orientation of B.Ed. students". The main objectives of the study were 1) To study and identify suitable value clarifying strategies (VES) for developing value orientation in B.Ed., student teachers, 2) To develop a battery of tests for tests for the measurements of value orientation, 3) To compare the value clarifying strategies (VCS) and traditional strategy of teaching values in developing value orientation of student teachers, and 4) To study the relationship between (SES) and intelligence with value orientation.

Methodology: The sample of the study consisted of 113 student-teachers belonging to four teacher training institutions, viz., RCE, Ajner, DAV(PG) college of education, Ambala; and RR(PG) college, Amethi. The instruments used for data collection were; cottle's culture fair intelligence scale-3 (Form-A), Kulshersh's socio-economic status scale (Form-A urban) and the value orientation test battery developed by Kussheresta, Sing, Jangira and Raina. The findings of the study were 1) The value clarifying approach was more effective then congenital methods for teaching of values dedication and nationalism among trainees of two colleges, 2) Value-clarifying, strategies found more effective than traditional methods in importing scientific outlook in B.Ed. students of one college, 3) Value-clarification strategies were found equally effective as the traditional method with regarding to the values of co-operation, diligence, nationalism and dedication to teaching, when value-orientation was measured through test Dof VOTB, 4) Both the
treatments were found equally effective in developing all the five values when values Orientation was measured through tests and 5) At the end of the experiment, no significant relationship was found between value Orientation scores and socio-economic status of B.Ed., students for all the five values.

Abhyankar, S.V., (1987) studied on "A comprehensive In depth and critical Analysis of Swami Vivekanda's Educational Thought and its philosophical foundations with special focus on values education in the content of Nuclear and Space Age Global value crisis and the Need for value education in India Today", The Objectives of the study were 1) To analyze and organize Vivekanda's educational thoughts, 2) To asses the need for value education in India today, 3) To trace the roots of Vivekananda's educational through embedded in ancient Indian philosophical works and 4) To analyse Vivekananda's view points concerning "Value education" in the context of modern global value crises and cry for morality. Methodology: The present study involved combination of the documentary survey and the analytical method of research. It used the theoretical, empirical model for analysis and interpretation of data. Data gathered from primary and secondary sources concerning Vivekananda's life works and educational through and go global Value crisis. The findings of the study were 1) Vivekananda’s educational thought was primarily based on Adviata Vedanta which was conducive to philosophical eclecticism, 2) In-spite of
the occasional and fragmentary nature of the expression of Vivekananda's educational view points, 3) some of educational ideas advocated by Vivekananda appear to by potentially and frustically in tune with certain trends and developments in the filed of education in India today and 4) This is a vital and urgent need for value education at all levels of schooling in India today.

Prabhawati Kumari, (1987) studied on "Personality needs judgement and value patterns of secondary school teachers - A correlation study". The main objectives of the study were 1) To make a comparative study of the mean score of male and female teachers in the inventories on personality needs, value and moral Judgements and 2) To make comparative study of the main scores of teachers belonging to different socialites (rural and urban) in the inventories mentioned above. Inventories on personality needs and moral judgement were prepared by the researchers. Inventory on Spranger's six values prepared by Yashuir Singh was used. The sample consists of 500 teachers (300 male and 200 female. The findings of the study were 1) Male teachers showed high need for affiliation need and female teachers preferred need for maintaining order, 2) Male teachers secured better points in the aesthetic political and social values and 3) Male rural teachers secured better points in the aesthetic and social values than the rural male teachers.
Singh, L.C. (1989) studied on "Effectiveness of value clarifying in values -oriental of B.Ed., students Independent study". This is an attempt to study the effectiveness of value clarifying strategies in the value-orientation of B.Ed., students, empirically at the teacher education stage. The objectives of the study were 1) To study and identify suitable value clarifying strategies in developing the value-orientation of B.Ed., student teachers, 2) To develop a battery of tests for the measurement of value orientation and 3) To study the relationship between SES and intelligence with value orientation.

Methodology: Using the purposive sampling method, 113 students teachers were selected from four teacher training colleges. The tools used included cattle's culture fair intelligence scale-3. The findings of the study were 1) On value - Orientation gains on test-A. there was no significant difference between the adjusted mean scores of value-orientation among the control and experimental groups. So the treatment given to the experimental group did not create any significant influence on value orientation of B.Ed., Students and 2) On Value - Orientation gains on Test-C. All the F-ratios were found to be insignificant. Hence, it implies that both traditional and value clarifying were equally effective in develop in value Orientation.
Atreya, Jai Sankar (1989) studied on "A study of trs. Values and job satisfaction in relation to hen teaching effectiveness at degree college level". The main aim of research is to study the values and the job satisfaction of teachers having high, average and low teaching effectiveness. The objectives of the study were 1) To identify teachers of high average and low teaching effectiveness. 2) To findout the values and magnitude of job satisfaction associated with teachers of high, average and low teaching effectiveness. 3) To findout the degree influence of teachers values and job satisfaction on teaching effectiveness. This study was an ex-post facto research where in 600 teachers from 11 colleges of Meerut University were selected through random sampling. The tools used for the study were a new test for study of values by Gilani, the teachers job satisfaction questionnaire of Kumar and the teachers effectiveness scale adopted by Kumar and Mutha the data were treated with 't' -test, partial correlation and multiple correlation. It was found that a degree level teaching effectiveness was significantly related to values and job satisfaction. Teaching effectiveness was found to be normally distributed trait the effective teachers markedly differed from the ineffective teachers on the job satisfaction scale and they were endowed with a value pattern which accounted for their effective teaching.
Seetha Ram, A.R., (1990) studied "Three dimensions of methodology of value education". The psychological theories of value development of role of reason feeling and will and the practical methods of value education. Psychologically value development like cognitive development takes place in a development sequence and as such value education methods should have a match with the development stages of the learner from which he operates. Value development is a complex affair involving rational choice. The expression of the right emotions and exercise of the will to do the right and as such values involves not just development of thinking or education of the emotions or the training of the will but all of these in an integrated way. Value education can be imparted directly as a district curricular are indirectly through all subjects of the school curriculum or incidentally through school situations having value education potential. The methods are not to be looked upon as opposed to one another but as mutually supportive.

Sri Vatsava Vinodini (1990) studied on "The change proneness and Job satisfaction among teachers with reference to teachers values". Using the random procedures selected 300 teachers from primary, secondary and higher levels. The tools used included Mukhopadhyaya's Change Proneness Inventory Job Satisfaction Questionnaire of Pramod Kumar and teacher value inventory of H.B.L. Sinha, mean S.D. Correlation, a significant correlation by Fishers Z formula were used to analysed the data. He found that male and female teachers at all the three levels
were fairly change prone by nature and they had fairly high job satisfaction. In case of primary teachers they were significant sex differences in the relationship between social values and change proneness. In case of secondary school teachers there was significant gender difference in relation to economic values and change proneness. In case of degree level teachers there is no significant difference between male and female in relation to different values and change proneness but there is significant difference in relation to theoretical value and job satisfaction.

Kapani, Madhu, (1990) studied on "Education in human values" Concept and practical implications*. The study attempts to analyze education in human values with specific reference to their concept and their practical implication. The main objectives of the study were 1) To analyze the concept of human values from different view points, 2) To explain the nature of the five basic human values of truth, righteous conduct, peace, love and non-violence and their interrelations hip, 3) To draw the educational implications of these human values for the present education system in India, 4) To suggest changes in the curriculum to incorporate human values at the primary stage of elementary education (age - group 5-11 years) and 5) To suggest changes in methods of institution to integrate human values in the day-to-day lessons given by teachers at the primary stage of elementary education. Methodology: This is an analytical study of primary and
secondary sources chiefly of reports of the education commissions and committees setup in Indic after 1947. The findings of the study were 1) Based on an extensive survey of different reports of educational commissions and committees an attempts had been made to suggests changes in education, 2) Suggestions were given for a suitable methodology of teaching human values through direct, incidental and integrated approaches and 3) Suggestions for evaluation procedures to assess students performance and behaviour related to human values were given. A model curriculum on the subject of education in human values for primary teacher training institutions had been framed.

Vaidya, D.S. (1991) studied on "A study in the context of human values in the physics text book of standard". These is a misunderstanding that the moral development of students can take place only through the languages and not through the sciences and that there are no values in science subjects and science education. The study tries to find out the truth or otherwise of the misconcept that science education. The study tries to find out the truth or other wise of the Misconcept that science education does not promote moral values. The objectives of the study were 1) To make daily lit science based and 2) To enable the students to realize their duties as regards blind faith, discrimination on account of race, religion, language etc. Methodology: The equivalent or parallel - group design was used in the study, from which 38 students of class X were chosen as sample. They are divided into 19 pairs of students. The
findings of the study were 1) it was found that after the experimentation the scores increased for all the moral values in the experimental group at a higher rate than in the control group, 2) Science subjects tool helped in the moral development of students too helped in the moral development of students and 3) The dramatization method of teaching was more effective in the development of values than the traditional method in teaching of physics.

Banui, Kuotsu, (1992) studied on "A study of the values of college students in Nagaland in relation to their self-concept". The study attempts to find out the personal value values pattern and self-concept of Nagaland college students and also to see it some relationship exists between the values. The main objectives of the study were 1) To find out whether any differences exist in their values among arts, science and commerce college students, and also between male and female students and tribal and non-tribal students, 2) To find out whether differences exist in their self-concept among arts, science and commerce college students and also between male and female students as well as tribal and non-tribal students and 3) To find out whether any relationship exists between the values hold and self-concept among college students in Nagaland. Methodology: The sample consisted of 716 college students drawn from the three colleges in Kohima town. They represent arts science and commerce streams and included boys and girls from tribal and non tribal groups. The value tools use included
personal values questionnaire. Statistical measures mean, SU 't' test and correlation were used to treat the data. The findings of the study were 1) There were no significant difference in the mean value score of arts, science and commerce college students in respect of social value, aesthetic value, economic value, knowledge value and hedonistic value and family prestige and health value, 2) Both arts and commerce students showed significantly higher mean power value scores and than science students, 3) Both science and commerce students showed significantly higher mean democratic value scores than their arts counter parts, and 4) There was a significant difference between tribal and non-tribal students in respect of their mean scores on religious value, social value aesthetic value and democratic value.

Anbarasu, M. (1992) studied on "Value orientation in English language text books of Upper primary school". The attempt is to study value orientation in Upper Primary English language text books. His objectives are 1. To identify the values that are incorporated in English text book for classes 6th, 7th and 8th published by Government of Tamilnadu. 2. To identify the level of value awareness developed by the students in Classes 6th, 7th and 8th studying prose lessons of English text books and 3. To identify whether there is any significant difference between boys and girls studying in minority and non-minority schools in their value awareness. He selected 300 students from the Upper Primary schools of Devakottai Educational district as the sample for the study. I.e., 100
students each were selected randomly for class 6th, 7th and 8th. The tools used to collect data included 3 separate questionnaire constructed for class 6th, 7th and 8th. The collected data were treated with percentage, mean and S.D. His findings were class 6th and 7th boys and girls had a very low level of value awareness and they differed significantly in their value awareness. Class 8th girls had an average level of value awareness. Class 8th boys and girls did not differ significantly in their value awareness.

Dubey, Ramjee (1992) studied on “Critically the concept and implementation of value education in India at school level since 1947 to 1986”. The study centres round the concept and implementation of value education in India a school level from 1947 to 1986 to ascertain the status of value education in Indian education and highlight the educational implications of value education. The method he adopted was primary and secondary source of information for examine opinions from 404 schools of all denominations selected randomly from Delhi were collected with the help of questionnaire. He found that values such as national integration, brotherhood, secularism, punctuality have been emphasized. Folk songs and legends which highlight several socially accepted values were missing from the curriculum. The value crisis were due to lack of ideal leadership neglect of effective domain in education and corrupt practices in the society.
Sharma, D.D., (1992) conducted a study on "Differential values of students and teachers, as a function of various social factors". The investigation attempted to study differential values of students and teachers. The main hypotheses formulated were 1) The values related to moral and ethical standard were much less preferred by students than by teachers, 2) The educational standard was a determinant of various values of students as related to their teachers, 3) Teachers were more aesthetic and money-minded than students, 4) There were sex differences with regard to various value differences between students and teachers and 5) The variations in value would be associated with the social class of the students.

Sarma. M (1992) he attempted "To compare male and female teachers of different levels for their socio-economic status, value and attitude towards the nation". He selected the problem to study the difference in value orientation of SEC and ATN of male and female teachers at different levels, to study the relationship of value orientation and ATN in male and female teachers at different levels and to study the relationship of ATN and SES among the male and female teachers of different levels. He selected 1200 teachers from primary, secondary and higher levels of the various institutions situated in Agra city to serve as a sample. The tools used included Our Attitudes of N.S. Chauhan SES scale of R.Bharadwaj and value orientation test of N.S.Chouhan mean, S.D., t-test and correlation were used to treat the collected data. It was
found that male and female teachers of different levels differed in SES but they did not differ on Value orientation and ATN. To sum extent value orientation was related to ATN. ATN and SES were also found to be related.

Chinara B.D. (1992): tried out "Two strategies for developing siren democratic values in adolescents", and found the self confrontation strategy and clarifying responses strategy to be variously effective in developing the different values the former was most effective with extraverts and non-conforms and the latter with introverts and conforms 

V survey of Educational research Vol. I NCERT publication, pp.91, pp.415, 16, 17.

Diwan, Rashmi, (1993) studied on "A Study of Leadership Behaviour and Value Patterns among School Principals", the main objectives of the study were 1)To analyse and compare the leadership behaviour and value patterns in organizational context of principals from senior secondary schools and the different managements including government, government aided and unaided, as perceived by their teachers. Method: The study comprised of 20 senior secondary school principals of West District of Delhi and 5 teachers from each of the schools selected through stratified random sampling method. A tool to measure Leadership Behaviour prepared by Stogdill, Value Patterns in Organisational Context prepared by the investigator were used to collect the data. A School Data form and demographic personal information
were also collected. Findings: Basically school principals resort to either task or relationship or a balance of both in their styles of behaviour management. The leadership behaviour was not influenced either by age or experience. Principals behave in accordance with the demands of situation. Value patterns possessed by school principals depend upon their liking and disliking of certain things. In the organizational context, they hold beliefs specific to the issues according to importance they accord to them. The value patterns possessed by the school Principals and the leadership behaviour differed with the nature of institution. The Principals of government schools for boys and girls showed possession of all the there dimensions of value patterns - personal, functional and relationship. However, Principals' of girls' school showed excelling performance in carrying out tasks through group involvement in decisions concerning school and maintaining better rapport than the principals of government schools.

Gopal Chandra Padhan (1994) studied on "The moral values of school students in relation to different personal values. He studied the possible relationship between moral values with the ten personal values mentioned i.e., moral judgment has been the focus of investigation the sample of the study consists 561 students of class IX studying in different secondary schools, the other Oriya version of Rest's Defining Issues Test (DIT) and Personal Value questionnaire (P.V.Q). By Sherry and Verma have been used of collect data. The data have been
analyzed by calculating product moment coefficient of correlation. The results indicate that moral judgment is significantly (Positively) correlated with religious, social democratic knowledge and health values but negatively (Significant) Correlation with economic domestic power and health values; however no significant correlation has been found between moral judgment and aesthetic values.

Ranu, Sarbjit Kaur. (1995) studied on "Value-Dimensions of post-graduate students in relation to their levels of aspiration and intelligence". This study deals with value dimensions as related to and level of aspiration and intelligence of post graduate students of three universities of Punjab. The main objectives of the study were 1) To identify value-dimensions of post-graduate students of three universities of Punjab, 2) To compare value-dimensions of students of each of the three universities, 3) To compare value-dimensions of male and female students of the three universities, 4) To identify and compare the value-dimensions of arts and science students, 5) To determine relationship between value dimensions and level of aspiration of male and female students, 6) To examine relationship between value-dimensions and intelligence of male and female students, 7) To determine the conjoint contribution of level of aspiration and intelligence towards the prediction of value-dimensions of male and female students, and 8) To study the level of aspiration and intelligence as predictors of values, separately for males and females. Methodology: The sample comprised 600 students,
200 from each university. Again, from each university, 100 arts and 100 science students with equal number males and females in each category were included. The tools used were All port-Vernon Lindzey scale of Values by Chaudhary, a level of aspiration scale, and Jalota's Group Test of General mental Ability. The collected data were treated with mean, SD, 't' -test, ANOVA, correlation, inter-correlations and regression analysis. The findings of the study were 1) there were minor deviations in the ranking order of the two most preferred values. While students of Punjab and Punjabi Universities gave first preference to political and second to Theoretical while GNDU students gave first preference to Theoretical and second to Political, 2) Males were significantly higher on theoretical value, but lower on the aesthetic and social value than the females, 3) Arts students were significantly higher on aesthetic, social and political values than the science students, 4) In order of ranking, values of high level of aspiration and intelligence group were: theoretical, political, economic, social, religious and aesthetic, while for the low group were: political, theoretical, aesthetic, economic, social and religious, 5) High and low aspiration female groups were nearly homogeneous in their value patterns, 6) The high aspiration male group was significantly higher than the low aspiration male group on theoretical and political values while the low aspiration group was higher on aesthetic values, 7) The high intelligence groups of males and females scored significantly higher on theoretical and economic values and low intelligent group of males was significantly higher on the
aesthetic value, 8) Multiple correlation results indicated that level of aspiration and intelligence could be established in predicting theoretical, economic and aesthetic values in males and theoretical, economic and religious values in females and 9) Level of aspiration and intelligence together were predictors of the scores among male and female students. (1167)

Smulders, A.E.M. (1995) studied on "Perceptions of private companies in Malaysia on value education". This study explores the perceptions of private companies in Malaysia on 16 values as defined by the Ministry of Education. The objective of the study was to study the perceptions of private companies in Malaysia on Value Education. The findings of the study were 1) The 16 values were perceived as either highly desirable or desirable for both workers with and without supervisory roles, 2) All companies considered the values more desirable for supervisory workers than for non-supervisory workers, 3) 11 out of 16 values were significantly more desirable for supervisory workers than for non-supervisory workers, 4) Of the 11 values, which were considered significantly more desirable for supervisory worker than for non-supervisory workers by the companies, eight values had a personal focus, 5) Domestic as well as foreign companies considered values with an interpersonal focus less desirable and important than values with a personal focus (self-actualization or competence values) with the exception of Honesty, 6) The difference in
the degree of desirability between supervisory and non-supervisory workers was smaller for foreign companies than for domestic companies and 7) Primary product companies seemed to perceive the 16 values as more desirable than the manufacturing and services companies. (1255)

Sally Thomas., (1996) studied a journal article on "Comparison of value-added models for secondary-school effectiveness". The issue of value-added measures of school effectiveness is reviewed in relation to the Government's requirement for schools to publish raw examination results. The study reports a series of multilevel analyses of the 1993 GCSE examination results in Lancashire employing a wide variety of pupil intake and school context variables as well as a range of 1991 Census measures attached to each school's catchment area and each pupil's home area. The methodology involves evaluating and comparing the results of several different value-added models controlling for different pupil and school background factors. The findings indicate that a substantial percentage of school level variation in pupil outcomes can be explained by pupil intake factors. In addition, comparisons between the different value-added models indicate that when rich and wide-ranging pupil level data (for example, prior attainment measures in different areas) are available and taken into account in the analysis, school-context factors (such as percentage of pupils entitled to free school meals) are not significant in predicting pupil outcomes. However, when pupil prior attainment data are lacking, contextual factors are more useful and may be viewed as adequate but approximate measures of
pupil intake. Within individual schools there is also evidence of inconsistent departmental effectiveness and differential effectiveness for pupils of different levels of prior attainment. The implications and limitations of the findings are discussed, as is the question of how the methodology may be employed to stimulate approaches to school improvement and to widen the scope of value-added measures

Candra Kumar, P.S. & Arokiasamy, S. (1998) studied “The correlates of value system of college students”, aimed at exploring the value system of the first degree college students an attempt also has been made to study the extent of the influence of the college climate and the extent of the influence of the value system. Over the personality characteristics 1050 students of 12 arts and science colleges affiliated to the Kamaraj University formed the sample. It is evident from the results that all the first degree students. Have more or less a similar value system. Neither the college climate nor the home climate, had extent significant influence over the value system. The value system has not affected the personality characteristics of the first degree college students.

Hassen Tas (1998) studied “Personal values of Hindu and non-Hindu students in relation to their social class and modernization”. This study was designed to explore the influence of social class and modernization on the personal values of Hindu students. A sample of 400 days and girls representing different school management (Govt. Private aided and
private unaided) and religious were selected on a stratified proportionate random class. Means and Standard Deviations were computed for the sample in addition to efoaration and coefficient of correlation. Results reveal that social class and modernization had an impact on the personal values of students some of the background variables. Such as religion, type of family and size of family had also considerable effect on personal values of students.

Chaturvedi, Archana, (2001) studied on "Personality Pattern, Moral values and National awakening among students studying in Schools of different cultural associations", the main objective of the study was to study was undertaken to find out personality traits, moral values and national awakening among the students studying in different culturally-based schools. Method: A sample of 930 students (575 boys and 355 girls) of Class XI within the age ranged 15-17 years from different types of schools run by various cultural association were randomly selected for the study. Data was collected using High School Personality Questionnaire (HSPQ) Indian adaptation by S.D. Kapoor (1918), Moral Value Test by Vidya Bharati Prakashan (1996) and Test of National Awakening by S. S. Tripathi (1996). Percentile and CR were used for data analysis. The findings of the study were 1) The leadership ability of the students studying in Western-oriented schools was highest, whereas Hindu, Christian and Muslim school students were at the second and third position, 2) In creativity, students of Hindu cultured schools got first
place and Muslim culture school students were at the lowest position, 3) The students of Saraswati Shishu Mandirs, scored higher on Moral value Test. Students of Western culture and Christian culture schools were in second and third position, 4) In national awakening students of Hindu, Western, Christian and Muslim culture obtained the first, second, third and fourth positions, respectively, 5) Girls of Hindu and Western culture were not found different on all the four variables as compared to boys, but the boys and girls of the Christian and Muslim culture differed significantly. The study has 11 references.

Sharma, Premlata: Shamala, S.K.; and Kamath, Asha K.V.D.(2001) studied on "Value Perception on Gender Equality and Equal Participation by Children with Visual and Hearing Impairments", the main objectives of study were 1) To identify value perception levels of girls and boys from special schools on gender quality and equal participation; and 2) To find the relationship between value perception and academic achievement levels of students with hearing and visual impairment from Special schools of Mysore city. Method: The sample consisted of 73 students from three special schools of Mysore city. 38 students with visual impairment (19 boys and 19 girls) and 35 students with hearing impairment (31 boys and 4 girls) were selected for the study. Questionnaires were administered for the data collection. The collected data was analysed using percentage. The findings of the study were 1) Most of the visual and hearing impaired boy students wanted
the status of boys to be higher than that of the girls and similarly, wanted money matters to be handled by men, 2) Majority of both visual and hearing-impaired boy students supported the equal participation of girls to a certain extent, 3) It was found that majority of both visual and hearing impaired girl students wanted the boys to share and take over the stereotype roles played by the girls, 4) All the hearing-impaired girl students believed in grooming of girls and gave priority to marriage in place of education of girls, and 5) The students with visual and hearing impairment have been given an inferior status by the society and have a hierarchy based on gender among themselves.

Narayana K.S., (2002) worked on "Human values through education". Human values through education found that human attitude positive behavior and progressive outlook can transform beast into home sapiens and thereby could help create a healthy social order of harmony peace and friendship. Healthy values are essential prerequisites for a progressive social order. On us of instilling people with rational, ethical, empathetic, caring, sharing, accommodative and progressive outlook lies with several players. The moral and ethical contents in religious prescription, philosophic have potential to mould social fabric on healthy foundations besides regulating people behavior towards positivism; progressivism and creatively formal, non-formal and informal channels of education should shoulder tasks of social building with same. Scientific, creative and constructive qualities. The school curriculum and
infrastructures play a complementary role. The teacher has to play to pivotal role in translating these objectives into reality. Thus the teacher, the curriculum and all other agencies should help in cleansing society from all deviant and negative easily draw from understand practices and contribute to carving out highly evolved healthy and progressive civic order of peace friendship and tranquility. The paper emphasize on these aspects.

Richard R. Valencia (2002) studied on "Mexican Americans Don't Value Education". Notwithstanding evidence to the contrary, a major myth lingers that Mexican Americans, particularly parents of low-socioeconomic status background, do not value education. As a consequence, the myth asserts, Mexican American children experience poor academic achievement. We examine this myth in 3 ways. First, we suggest that the basis for the myth lies in the pseudoscientific notion of "deficit thinking," a mind-set moulded by the fusion of ideology and science that blames the victim, rather than holding oppressive and inequitable schooling arrangements culpable. Second, we explore the course of the mythmaking itself. In doing so, we examine several sources (e.g., early master's theses; published scholarly literature, particularly from the "cultural deprivation" and "at risk" child categories). Third, we provide discourse on how the myth can be debunked. This is done by providing strong evidence that Mexican Americans do indeed value education. Our evidentiary forms are (a) the Mexican American people's long-standing struggle for equal educational opportunity, (b)
the scholarly literature documenting parental involvement, and (c) a case study of transgenerational parental involvement.

Sen Gupta, Alpana. (2002) reviewed on "A Cross-cultural perspective of Moral Values among Children", the main objective of the study was to study attempts to evaluate the cultural variations in moral values among Indian pupils and British pupils. It also attempts to explore the sex differences with regard to moral values of the children. Method: A sample of 100 children of age 8 to 19 years was selected for the study. Of these, 50 children (Boys 20 and Girls 30) were from Indian city of Patna and 50 children (Boys 22 and Girls 28) were from London city in Britain. Moral Value Scale (MVS) developed (in Hindi & English) by Sen Gupta & Singh (1998) was administered to collect data. Data were analysed with the help of statistical tools like Mean, SD and ‘t’ test. The findings of the study were 1) there was significant difference between Indian and British children with respect to moral values. Both cultural diversity and universality were observed in the moral values of the Indian children, 2) Variations in moral values were observed with difference in sexes. Indian girls revealed greater moral values as compared to British girls and Indian boys, 3) However, British boys excelled more in moral values as compared to Indian boys, 4) Culture played a vital role in determining the moral values of the children. The study has 22 references. The conclusion of the study was the review of related literature could go through the available research literature on
value education from various sources mainly from the available NCERT's volumes on Review of Research in Education and secondary sources like doctoral thesis available in Dr. V. S. Krishna Library of Andhra University, Visakhapatnam.

Narayana, K.S. (2002) worked on “Human values through education”, found that human attitude positive behavior and progressive outlook can transform beast into home sapiens and thereby could help create a healthy social order of harmony peace and friendship. Healthy values are essential prerequisites for a progressive social order. Onus of instilling people with rational, ethical, empathetic, caring, sharing, accommodative and progressive outlook lies with several players. The moral and ethical contents in religious prescription, philosophic have potential to mould social fabric on healthy foundations besides regulating people behavior towards positivism; progressivism and creatively formal, non-formal and informal channels of education should shoulder tasks of social building with same. Scientific, creative and constructive qualities. The school curriculum and infrastructures play a complementary role. The teacher has to play to pivotal role in translating these objectives into reality. Thus the teacher, the curriculum and all other agencies should help in cleansing society from all deviant and negative easily draw from understand practices and contribute to carving out highly evolved healthy and progressive civic order of peace friendship and tranquility. The paper emphasize on these aspects.
Aquide Zaved and Pandey, V. D., (2003) studied on "Occupational stress and basic values a motivation approach". The present study aims to examine the relationship between occupational stress and basic values. Basic value survey and occupational stress index were administered on 100 school teachers. The occupation stress index measures the twelve dimensions of occupation stress while basic value survey measures the ten sets of value patterns that are grouped into four major value types. Results contribute that occupational stress and basic values were stronger determinants of values whilst positive link between occupational stress and basic values were stronger determinants of values whilst positive link between occupational stress and basic values operate on different dimension. It was observed that negative link between occupation stress and basic values contributed equally to teacher overall motivation to lend the quality of work life when examined. Simultaneously it was found that negative experiences contributed to stronger value whilst positive experiences contributed only to stores.

Sumnavi, V.K. (2003) found "The need for the value education". The erosion of values in society is a matter of great concern to every right thinking citizen. In a bid to arrest this erosion and down scaling of values. In this paper the author has traced the basic of the development of value education. Basing on his arguments on some newspaper headlines. An attempt has been made to highlight the role of values in
education, and hence the need of value education in a person in an institution and the society values are not thought they are inculcated through the home the family and the society. In his article the author makes some suggestions to enable students to inculcate the values and to stress the need of value education in society so that who can have brave and responsible citizens in future generations.

Bar, J.S. (2004) conducted "A study on Values of teacher trainees (with special reference to sex and local)". The study with the intention of finding out the values of teacher trainees in reference to their sex and local sample of the study consisted of 200 teachers trainees of educational colleges P.V. Chandighar the result of the study showed that male and female teacher trainees different significantly in Aesthetic hedonistic and Power values where as rural and urban teacher trainees different significantly is economic and family prestige value.

Ian M. Harris., (2004) conducted a study on "Moral & Values Education" During this past century there has been growth in social concern about horrific forms of violence, like ecocide, genocide, modern warfare, ethnic hatred, racism, sexual abuse and domestic violence, and a corresponding growth in the field of peace education where educators, from early child care to adult, use their professional skills to warn fellow citizens about imminent dangers and advise them about paths to peace. This paper traces the evolution of peace education theory from its roots in international concerns about the dangers of war to modern theories
based on reducing the threats of interpersonal and environmental violence. This paper reviews ways that peace education has become diversified and examines theoretical assumptions behind five different ways in which it is being carried out at the beginning of the twenty-first century: international education, human rights education, development education, environmental education and conflict resolution education.

Madhu Asthana Alka (2004) studied on "Community influence on values of Indian women". The study dealt with the values of women belonging to four communities, Hindu, Muslim, Sikh and Christian. A sample of 200 women (50 from each community) from Varanasi was taken the age range was 25 to 35 years of study of values by Kalashttra (1971) was administered to the total sample individually. The only significant different obtained was regarding political value. Christian women have a higher political value in comparison to Hindu, Muslim and Sikh women. Sikh women also scored higher than Hindu women with regard to political value. Value hierarchy for different communities is non-similar. Hindu and Muslim women place social value at the highest while Sikh and Christian women place religious and political values at the highest level all the subjects have place economic and aesthetic values at the lowest level of value hierarchy.
Usha Sri, V., (2004) carried out "A study on scope for research in value education". The author in this article while averring that there is a lot of scope for quality research in value education, says that individual and institutional projects and investigations need to be stored in data base to avoid duplication and enrich the world's research material on value education form Indian scholars too.

Becky Francis Corresponding author & Louise Archer (2005) studied on "British-Chinese pupils' and parents' constructions of the value of education". The high achievement of British-Chinese pupils in the British education system is established in the official literature, but few studies have asked British-Chinese pupils or parents about the factors contributing to their success. This paper explores value of education as a possible contributory aspect. It investigates the extent to which British-Chinese pupils and their parents value education and the rationale behind their constructions in this regard. Cultural issues in the transmission of values are also explored. The findings demonstrate that British-Chinese pupils and their parents place an extremely high value on education, irrespective of social class and gender. However, pupils and parents do not necessarily provide the same explanations for this value. There is evidence, though, that the discourse of 'value of education' is mobilised as part of a cultural construction of racialised boundaries relating to the diasporic habitus of the Chinese in Britain.
The paper discusses the benefits, costs and consequences for Chinese parents and pupils of their elevation and prioritisation of education.

Padma Viswanadham, (2005) in her study "Values are the essence of life" it has become a common point of discussion to day that values have no place in the life of present day youth. Very often I ask, is this true? If it is true who is to be blamed? Keeping in mind that main aim of education is to mould the character of the child in such a way so as to enable him to become better citizen infact a better human being, this article focuses on the facilitator who plays a very important part in the life of a child. The teachers themselves need to practice the values they need to impart. Our values are the guiding light by which we navigate the course of our life through this world. It is often said that it is better to be known as a man of values rather than a man of success. Coming to the role of the teacher, it has always been understood that the teacher plays a very big role in moulding the Childs thinking and there by his personality. It is up to the teachers to help the children imbibe values and practice them in their daily life. A teacher, who lives by values, transmits them by her actions, expert's tremendous influence on her students and develops characters of integrated personality of the students. An ideal teacher must take herself aware of the gamut of values which she can imbibe in her students. In the earlier days, parents, grandparents, teachers lived a life which was emulated by the child. With the onset of nuclear families we do not have grandparents
who can tell stories with moral to our children. This is all the more, that we as educators have a tremendous responsibility in molding the mind of the child. Man is basically an imitator and this applies more so far the child. They emulate what they see. As educators our duty is to bring out, to develop the potential which already exist in our children. By educating the children on value system or imbibing them with values we are helping them to create a better world. Teachers must integrate their daily teaching in their day to day behavior values such as love, patience, kindness, helpfulness, forgiveness, sincerity, honesty, modesty, decency in personal habits, punctuality, respect for others, budgeting time, respect for others customs and traditions, habit of saving, small family norms, scientific attitude and temper, sense of beauty and symmetry. Appreciation of nature, music, dance, drama etc. In this yeomen task, we as teachers, play a major role if my thoughts and feelings can touch the heart of one human being and he or she imbibes it in others. Then I think the world is definitely moving to peace and harmony

Lesley Ledden, Stavros P. Kalafatis, Phillip Samouel (2007) reviewed on “The relationship between personal values and perceived value of education”. The departure point of this research is the premise that as marketing involves the exchange of something of value in return for something of greater value, value is thus at the core of marketing. Moreover, people perceive value within an overall social/cultural
environment that defines and forms personal values. Although both general marketing and educational-specific writings appear to accept these claims, the related literature is silent as to the functional relationship of these two constructs. This paper is an attempt to address this shortcoming. The results offer considerable support for the values to value relationship and for the claim that value is a significant determinant of satisfaction. Furthermore, the results indicate that examination of these two constructs should take place at a disaggregate level (i.e., relationships between the components of values and value) rather than treating values and value as higher order constructs.

Anja Swennen, Mieke Lunenberg & Fred Korthagen (2008) studied on "Preach what you teach! Teacher educators and congruent teaching, Teachers and Teaching". Teacher educators seem to agree that, to be able to support their student teachers' learning, they themselves should be good models of the kind of teaching they are trying to promote. However, it is clear from the literature that this congruent teaching is not self-evident in teacher education. In the present article, we describe a small in-depth study, in which we attempted to establish whether teacher educators begin to teach more congruently when supported, and the factors influencing the occurrence or nonoccurrence of such congruent teaching. To do so, we organised a workshop on the subject. Before and after the workshop, we interviewed the participating teacher educators, using videotapes of their lessons. To discover the possible
contribution of the workshop to their congruent teaching, we later compared both interviews. We found that a particularly important aspect of congruent teaching, i.e. the teacher educators' ability to link their own teaching to theory, had improved. Our conclusion is that the acquisition of a language enabling them to talk about congruent teaching helps teacher educators to overcome problems with congruent teaching.

Roger Avenstrup, (2008) discoursing on "Capturing the value dimension in an evaluation of the Pestalozzi Children's Foundation international programmes, and the first Palestinian National Curriculum". Comparing the two evaluations, the paper outlines the tensions between evaluation based on instrumentalist models, in the case of a standards approach in curriculum, and project cycle management in development programmes, and evaluation including the values dimension in both cases. The paper describes how the inclusion of a values dimension is not just a methodological problem, but also bring evaluation in the public and political discourse of values. The paper highlights the issue of who positions themselves in the discourse of shaping curricula and development programmes, and whose voices are heard or not heard.

Harries Benjamin R. (2008) studied on "The invisible ante information Literacy learning". Purpose the (ACRL) Association of college and research libraries competency standards related to learners value and value system has not been integrated in relation to information literacy
theory or practice. This paper aims to analyse the inclusion of values in these and other guidelines and seeks evidence of the development of this topic in literature. The finding of the study is Competency standards related to values out of place in guidelines designed to assist in the assessment of information literacy instruction. Further research is need to locate specific personal and community values related to information literacy.

Joseph O. Ogunbiyi and Josiah O Ajiboye (2009) studied on "Pre-Service Teachers' Knowledge of and Attitudes to Some Environmental Education Concepts Using Value Education Strategies". The culture of environmental valuing has not been taken seriously in Nigeria at present. This has resulted into the deteriorating state of the environment. It is therefore important that strategies for effective environmental control be put in place. When preparing teachers for EE, innovative strategies should be explored because teachers normally teach the way they were taught. The study therefore investigated the effects of value analysis, value clarification and action learning on the environmental knowledge, attitudes and problem solving skills of pre-service teachers in some Nigeria Colleges of Education. The pre-test, post-test, control group, quasi-experiment design was used for the study. Two null hypotheses were generated and tested at.05 level of significance. Environment knowledge Test (EKT) and Environmental Attitudes Scale (EAS) were the instruments used for data collection. The
data were analyzed using Analysis of covariance, multiple classification
analysis and Duncan post-hoc test. The study found out that value
education strategies were more effective in promoting subjects' cognitive and affective achievement in environmental education than conventional lecture method. Based on the findings, the study recommended that innovative instructional strategies like value analysis, value clarification and action learning should be adopted in Nigerian Colleges of Education to enhance effective teaching and learning of environmental education.

Kristiina Holm, Petri Nokelainen & Kirsi Tirri (2009) studied on "Relationship of gender and academic achievement to Finnish students". This study examined the intercultural sensitivity of Finnish 12-16-year-old secondary school students (N=549) with a 23-item Intercultural Sensitivity Scale Questionnaire (ICSSQ). The ICSSQ is based on Bennett's (1993) Developmental Model of Intercultural Sensitivity (DMIS), which is a conceptual tool to situate certain reactions towards cultural difference. The DMIS consists of six stages, of which three are ethnocentric and three ethnorelative. The ICSSQ is based on the operationalization of the first five stages: (1) Denial, (2) Defense, (3) Minimization, (4) Acceptance, and (5) Adaptation. Two research questions were examined: Are there any differences in the intercultural sensitivity between (1) girls and boys, and (2) students with academically average ability and students with above-average ability? The results showed that the girls assessed their intercultural sensitivity.
higher than did the boys. Furthermore, the academically gifted students estimated their intercultural sensitivity higher than the students with average ability.

Lsik Gürsimsek, Melek Görengli (2009) in their study on "Educators' beliefs and values about child rearing and education". Investigating the values and beliefs teachers possess about child rearing and education might be the first step to understand why children are educated in some settings and not others, why the settings are established in the ways they are, why teachers encourage some activities and discourage others. The aim of this study is to determine the relation between teachers' beliefs and values about child rearing, education and some socio-demographic variables. The sample consists of 447 early childhood and elementary education pre-service and in-service teachers. Polarity Scale (Tomkins, 1978, 1987), Schwartz Value Scale (Schwartz, 1994), and Parental Modernity Scale (Shaefeer ve Edgerton, 1985) is applied to gather data. Results demonstrate significant relation between conformism, power, humanism and traditional-modern child rearing beliefs and values.

Alice Arinlade Jekayinfa, E. O. Omosewo, A. A. Yusuf1 and U. A. Ajidagba (2011) conducted a study on "Curbing examination dishonesty in Nigeria through value education". Examination dishonesty is one of the most devastating and conspicuous forms of indiscipline in Nigeria. It has become a cankerworm in the Nigerian education system over the years. It has graduated from being an educational issue to an
educational crisis. It has many forms, causes and consequences and the Nigerian government has tried on many occasions to put an end to it but to no avail. It is a hyper-dreaded monster which has to be curbed in the Nigerian educational system. This paper identifies the different dimensions, causes and consequences of examination dishonesty in Nigeria and how it can be curbed through the teaching of value education by given opportunity to students to reflect different values and the practical implications of expressing them in relation to themselves and others. Teaching them that values may vary from people to people and from culture to culture, but there are universally-accepted and cherished values such as honesty, integrity, openness and uprightness which they can imbibe. These set of universally-accepted values are recommended to be taught to children right from home, to the elementary, secondary, to the tertiary level of education in Nigeria. If this is done, there would be proper integrity in the systems of examination in Nigeria.

Tuba Kunduroglu and Cem Babadogan (2011) reviewed on "The effectiveness of 'values education' program integrated with the 4th grade science and technology instructional program". Delivering value education to the individuals and examining their value systems during behavior change is an indispensable part of education. This study assesses the effectiveness of "Values education Program Integrated with the 4th Grade Science and Technology Course"-developed QY the
researchers--over students between 10 and 11 years of age. This study is based on the research model where pretest, posttest, and experimental and control groups are employed. Experimental and control groups which were determined randomly, contain 70 (35 students for each group) students studying at a public school in Ankara. Developed by the researchers, dilemma forms were utilized as an assessment tool in this study. After collecting pretest and posttest data, Mann Whitney U Test was employed to compare the mean scores of pretest and posttest answers given by the students in the experimental and the control groups while Wilcoxon Test was used in order to compare the groups in terms of repeated assessment. Moreover, "descriptive analysis" was conducted for the qualitative data of the study. According to the findings, comparison of the means regarding the values targeted in the program (being open-minded, unbiased, and scientific) also indicates a meaningful difference between the experimental and the control group. In addition, the qualitative data explains the difference between the experimental and the control group in terms of cognitive behavior and the difference between the pretest and posttest results of the experimental group.

In spite of the plethora of research conducted, there is still gap in understanding the development of values in the teachers towards teaching and the influence of various value education programmes offered to them. Hence, this research has been undertaken.