CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.1-Introduction
2.2-Review of Indian literature
2.3 Review of foreign literature
CHAPTER TWO
REVIEW OF THE RELATED LITERATURE

2.1- INTRODUCTION

In order to get the better understanding of the subject of one study. It is essential and helpful to survey the literature and studies relevant to it, conducted by others. Such related studies not only provide the greater understanding of the field in which researcher has put himself but also provide in sight and Guidance in accomplishing the objective of his research work. The related studies provide him the rationale for hypothesis and sending also. Having these advantages of review of literature in mind, the researcher has made an effort to go through the literature of his field of study. In the preceding chapter the investigator endeavored to give the Theoretical framework. Work supported by the latest body of knowledge related to field of study. In the present chapter an attempt has from made to provide up to date information about the research already done in the field of values with which the problem in hand is related. It is necessary to mention here that inspire of the best efforts, no similar study could like available either in India or aboard.

Known part of the knowledge provides the basis from which new knowledge is created. The present chapter purports to analyze the accumulated knowledge of the past in the field of values. So that the problem of the present research may be visualized precisely. Study of the related literature implies locating, reading and evaluating reports of researches as well as reports of casual observation and opinion that are related of the individual's planned research report.

2.2 REVIEW OF THE FOREIGN LITERATURE

Tiden Sporel Dorothy conducted a study in 1952 on the values of
the post-war college students of American International College of United States. Her sample consisted of 1140 men and 188 women students. She used the scale of Allport-Vermon-Lindzey "study of values". The relevant findings of the study are as follows:

1. She found that men hold significantly higher theoretical, economic and political values while women hold significantly higher aesthetic, social and religious values. She observed that these sex differences at American International Colleges are consistent with differences found in previous studies.

2. Students coming from the second generation homes and low socio-economic status were lower in aesthetic value and higher in political value as compared to those who coming from high socio-economic status.

3. She also found that "Lower aesthetic value could be due to cultural disadvantage" and higher political value could come from the striving for power of those whose social position was not secure; and the religious values might be of a compensatory nature.

A.R. Crane (1958) has studied in the field of development of value system. The problem was "Adolescent gangs and moral development of children, for this purpose information was collected from teachers college students in Australia and England about gangs to which they had during their pre adolescence.

These data related that all boys gangs were at times occupied in some form or socially unacceptable behavior. In discussing these facts, it is argued that belonging to such a gang is not necessarily on indication or future or delinquent behavior.

L. Garlow & G.A. Noll (1963) conducted a study that sought relationship between one's value system and certain other variables
that appears to be related conceptually to values; e.g. sex, age, marital status, political affiliation, church membership etc. This study also shows the effect or environment at factor on value system.

**Robert F. Pech (1967)** compared the value systems of the Mexican students with those of Taxas (USA) in a cross-cultural society. His sample consisted of 242 students of National University of Mexico and 310 students of university of Texas. He used, "Value hierarchy in instrument" comprising 15 "major values in the two" cultures to collect his data, respondents were asked to rank order these values.

**Jarrell W. Garsee & Alped F. Glinman (1967)** have concluded from their study that different social groups create different system of values. In this study 1.31 high school Samoan students were selected and to these students value test was administered. The values e.g. support independence and benevolence of these students compared with those of the Japanese and American students and difference were found significant. Special value orientations – There was some similarity of value orientation between Angle and Mexican and pupils in integrated school than between the Mexican American pupils and those of other school.

**A cross-cultural study of Aida K. Tomen (1968)** also proves that different environment factor significantly differ in value system. This study was done on the sample of students of Middle Eastern College and in an American University.

Effect of value system on interpersonal distances was studied by Kenneth B. Little and others (1968). This study concluded that similar value system and beliefs lead to minimize interpersonal distance, this study also indirectly emphasizes the differences in values.

The study conducted by **Sondar Lou Stein (1972)** concludes that all
value do not develop simultaneously, but are influenced in their development by individual's sex grade and occupational group, grade effects were stable for personal values but vary for interpersonal values. The effect of sex and occupational groups varied on both the personal and interpersonal values.

**Kirchner and Hogan (1968)**, Studied the value of the students who have been exposed to a course of philosophy of education. His findings are as follows: (1) There was no significant change and the value of future teacher remained constant although very little change theoretical value was observed. (2) There was no significant difference female future teachers in elementary, secondary or special education schools on five of the six scales of study of value when six values was controlled. (3) There was a significant difference between future of female seniors enrolled in elementary education and in secondary education at the 0.05 level of confidence. (4) The elementary teacher scored higher on Aesthetic value in comparison to female education future teachers.

**Kalia (1970)**, Conducted a study on Ego ideals and values with a sample consisted of 240 college students of age group 16-24 years and 40 persons of age group 40 years. He found in his study that a change has occurred in the value and ego ideals of the Indian College students and they are longer tied to the old values and ego ideals. The process of modern social change has equally influenced both the sexes as well as upper and lower strata of Indian College students.

**Sinha, Stogaill and Shartle (1970)**, concluded a study on a Material study of cross-cultural values and related biographical data. The aim of the study was to explore the value patterns of the Indian and American students. The sample was drawn 82 from mid-eastern state university Ohio of U.S.A and of 86 from mid-eastern state University Hanchi of
India. They used shuttle's value scale along with the Biographical Inventory. It was found that the social, political and economic values of the Indian were higher than the values with a sample consisted of 240 college students of age group 16-24 years and conducted a study on a tutorial study of cross-cultural values and related biographical data. The aim of the study was to explore the value patterns of the Indian and American students. The sample was drawn 82 from mid-eastern state "University Ohio of U.S.A" and of 86 from mid-eastern state University Hanchi of India. They used shuttle's value scale along with the Biographical Inventory. It was found that the social, political and economic values of the Indian were higher than the American.

Hernaiez (1973) conducted a study on value orientation and academic achievement. He found that remarkable difference existed between Mexico, America and Angle pupils from similar social economic background in same.

Hojat (1981) undertook an investigation to find out whether sex, age, religion, ethnic background, nationality, family education, family income, employment, academic area level, status classification and place of residence are significant factors influencing personal values of University students.

The Allport-vernon-Lindzey study of values was administered to a randomly selected sample. The results revealed that educational background contributed the highest relationship followed in by nationality, religion, sex, employment, academic status, academic classification, residential area, and ethnic, background age and family income.

Childress (1984) studied the variations in value orientation and achievement among Navajo students. These were not a distinct
preference in one alternative in any of the value orientations. Thus no orientation and academic achievement was found. According to the results the researcher’s conditions are more predictive of academic achievement and value orientations.

**Musselman (1985)** investigated the value patterns of 339 freshman by using Allport-vernon-Lindzey scale of values (3rd edition). Male students scored higher on the theoretical, economic and political scales than female students. Students aged 22 and above scored higher on social scale than freshman (age 18-21).

**Cattle, Sealey and Sweney (1988)** made a study on the basis of which they generalized that values patterns operated strongly in the interaction of pupils and teachers. Hence, it was quite reasonable to think that pupil’s patterns of values were related to the level of pupil’s school learning.

**Cole and Miller (1992)** conducted a study on male and female college students and concluded that academic achievement is significantly related to the values of students.

**Walker (1998)** worked on values and found that the students or high scholastic achievement expressed higher traditional values than those of low scholastic achievement.

**2.3 REVIEW OF INDIAN LITERATURE**

Studies on the value of students - the full three studies the results about the value hierarchy of the students are given in the tabular from in order to visualize the systems of values clearly. These results from a part of the purpose of the total study.

**S.K. Pal (1969)** carried out an investigation into the personality
characteristics of students preparing for the professions of Engineering, Law, Medicine and teaching. One dimension of the personality characteristics was the value system as revealed by Ray Choudhary's adaptation of all part Vernon-Lindzey's study of values. The sample consisted of 50 students from each of the professional causes, studying at Allahabad. The main results are summarized in the table below:

Pramila Mathur (1971) carried out a study on the comparative values of the students of the four professions viz. engineering, law, medical and teachings. Her sample consisted of male students from the colleges of Professional Parmila Mathur (1971) conducted a study on the comparative values of the students of the four professions of engineering, law, medical and teaching. Her sample consisted of men students from the college of Agra and she used the personal values questionnaire as tool to assess the human values.

Mathur (1971), Compared the values of students of four professions namely engineering, Jaw, medical and teaching by using Personal value questionnaire to assess human values. The results of the study were as follows: (1) Engineering and Medical students as well as student teachers scored highest on theoretical values where as law students scored highest on political value, (2) Students of all the professions scored lowest on religious value.

Sinha (1971) used a value test development along the lines of "Allport, Vernon-Lindzey study of values" to be find out generation gap on value orientations. He found that religious value was significantly week among the young. Theoretical value was strongest in all the groups. Political and social values were found to be important in descending order.
Nelson (1971), Conducted a study, on value patterns of physical education students in colleges and Universities of the U.S.A. He found significant difference between group means of men and women teachers have four to six values. Men placed higher values on theoretical, economic scored political variables, while women emphasized the aesthetic value. No significant differences were evident in social and religious values.

Sinha (1971), Studied conflict of generations in respect of attitude impress, family, marriage, religion, traditional, conservatism, radicalism of Psychological proximity and span of nearness, hero image and version of people, perception of certain typical incidents having socio personal connotations, outlook and motivation, concept of good and moral frustration to frustrations and value orientation. He administered a test scored along the line of allport - Vernon - Linzey Study of values without generation gap on values orientations on a sample of 300 teachers. The findings of the study were reported as:

1. The examination of the value scores revealed that among the young religious value was significantly weak. 
2. Theoretical values were strongest in all the groups. 
3. Among the older group aesthetic and religious values were significantly stronger than in the young students. 
4. The younger group displayed stronger social values as compared with the older generation though there was generalization similarity on the value dimension, generations differences were reflected to the extent that the young were significantly less religious, more social, less aesthetically oriented and slightly more political.

Saxena (1972), Conducted studies on social background values 3rd aspirations of students in an Indian town. The objective of the study w-25 to study the social background of college students, their attitudes, values and preferences. Data were collected from 500 college students of Jr. secondary 233 boys and 267 girls from eight colleges. The findings of the study were

1. Students were open to interacts and inner religious marriage. 
2. 

The student stood midway on tradition and modernity whereas overwhelmingly secular on sacred and secular measure. They opted for social participation and had a kin-oriented outlook. (3) Theoretical preferences more protected life with restricted movements, girls and boys treed in responses to items on the places visited, living and eating rites, marital status, social and economic background and courses offered. (4) Male students preferred scientific literature, sports, and news, while girls preferred novels and radio dramas. (5) Faculty had been found to influence preferences for reading and choice of occupation. (6) Teacher students in the degree level had greater realism, maturity of thoughts, a sense of frustration, longer and higher exposure to education seemed to contribute to better and realistic outlook to situations and life.

**Verma (1972)**, conducted a study on the relationship between the patterns of interpersonal relationships and values of teachers and students of secondary school with his self-made tool. His findings were as follows: (1) Teachers placed family prestige value at the top, power second, religious third, hedonistic value fourth in order of preference. Democratic, Economic, and Aesthetic values were placed in the middle of hierarchy while social, knowledge, and health values were ranked at the teacher and (2) Students placed democratic value at the top, knowledge second, social value occupied the third rank, health value ranked fourth.

**Verma (1972)** explored the role of values in interpersonal relations among the teachers and students in the urban higher secondary school relationship of 10 values. The sample consisted of higher secondary students (boys and girls) studying in Dayalbagh college and the teachers teaching in these colleges. The important findings were as follows:

1. On the whole, the value systems of the teaching and students seen to be different from each other. The teachers are concerned
with their status and power and less with knowledge and social values. The students have shown religious values in their hierarchy of value.

2. It seems that in their informal interaction both teachers and students chose mostly those members of the group who were similar to them in their value system.

3. The unfriendly pairs are not similar in their value system, whereas the friendly once are.

4. Power, economic and family prestige values seem to be correlates of pointed friendly relations when they are 10 or average and not high. On the other hand an affiliative value (such as social and democratic) seems to be a correlate of paired friendly relations when it is high and average and not low.

5. While according to the sociometric statuses to others (students and teachers). Students are found to be taking into consideration the value system of others. The teachers on the other hand do not have such pattern.

6. Dominant values did not differentiate between high and low SES groups

**Anmoda's (1973) study** was an attempt to find out if social changes affected the value system. He found that parental occupation, educational level of the family and urbanization affected modernity. Besides this the study indicated that inspite of the urge to modernize, many traditional values were still operating among college girls.

**Dr. D. K. (1974) investigate** the value of high school boys of some schools and their relation to their parents and teachers values. The sample consisted of 803 male students from rural and urban state. He found that there was no significant difference in values between boys of class V and VII. The mean scores of the boys of class V and class
VII were significantly higher than those of class IX except in the case of sincerity. As for sincerity, there were no differences among boys of classes V, VII and IX.

**Mishra T.P. (1976)** compared the values of rural and urban students of class XI using the personal value questionnaire. The sample consisted of 480 students of class XI of rural and urban colleges (240 each each). The study revealed that the value system '01' rural and urban students were similar. Insipite of all differences in the environment, physical and economic these uses similarly in the culture of the two groups which manifested itself in the homogeneity in their value systems.

**Prahraj and Sinha (1973)**, Studied the value preference difference function of sex and educational values, boys and girls differ significantly. Differed on security, friendly working people and variety, while girls were fisher on social position and cleanliness students of 11th grade were; higher on that of good pay and high standards of workmanship.

**Gaur (1975)**, Studied value and perception of high school students of state of Rajasthan and their relation to learning. The sample constituted on seven percent of the total class X students of higher secondary school of Rajasthan selected through stratified Randomization technique. The major findings of the study were (1) on theoretical values, boys and girls either rural or urban origin did not differ but urban girls differed (2) on economic values rural boys and girls, urban girls did not differ but boys differ significantly higher than urban girls were. (3) Rural boys and girls did not differ on aesthetic, political and religious values (4) Rural boys and girls and urban boys and girls did not differ significantly on perception of self-confidence. The case of urban girls, learning was positively related to
theoretical and social values but negatively related to economic and religious values.

**Gupta (1977),** Conducted a study on Individual difference in values pattern personality type of the school going Adolescents of eastern II P. He found that boys and girls differed significantly in their values.

**Bhusan (1979),** Conducted a study on values system of prospective male and female teachers. He found that male and female prospective teachers gave highest importance to value like, self-control, obedience and honesty. Female teachers ranked forgiveness, ambition, helpfulness and lovingness higher while male teacher ranked logic, courage, capability responsibility imagination and independence higher.

**Reddy (1980),** attempted to know the differences in perception of Synthesis and attitude of the youth of different background rural and urban. The sample included 876 rural, 657 urban and 214 migrant - urban students were 1064 boys and 685 girls. The tool used to measure values is allport vernan lindzey study of values. The study reported the following findings:

1. The rural students were more close minded than the urban or migrant urban students. (2) The boys were found showing to political, theoretical and economic values while the girls to aesthetic religious and social values (3) Aesthetic and religious values were more important to the higher socio - economic group whereas economic status, political and theoretical values showed favorable vises to lower socio - economic group. (4) The rural students; greater preference for theoretical, economic, political and social whereas their urban counterparts were more inclined to aesthetic us values.

**Km. Kiran Bharati** Studied in 1980 on the relationship between socio-economic status and social values of students studying in intermediate classes. Her sample consisted of 100 boys and 100 girls of intermediate classes studying in Harishchandra Inter College and
Maharshi Vindhyaswari Prasad Gupta Shiksha Sansthan. She used the "socio-economic status index" developed by Varma and Saxena (1976) for measuring the socio-economic status variables and "Personal-Social value questionnaire" developed by Rai (1979) was considered for measuring the social values of students.

The relevant findings of the study were as follows:
1. Boys and girls differed significantly on the mean of social value inventory scores revealing the sex difference.
2. Boys and girls differed significantly on the mean of socio-economic index scores.
3. There was no significant relationship between the socio-economic status and social value scores of boys and girls studying in intermediate classes.
4. There was no significant difference between the means of social value score in high, average and low socio-economic status groups of boys and girls respectively.
5. There was no significant difference between the means of social value scores in four caste groups viz, Brahmin, Kshatriya, Vaishya and Shudra of boys and girls sample separately.
6. There was no significant difference between the means of social value scores among the boys of illiterate parents, high school educate parents, graduate' parents and post-graduate- parents.
7. Girls coming from educated families (parents educated, having high school certificate to post-graduate degree) scored significantly higher on social values in comparison to their counterparts coming from illiterate families.

Singh and Pal (1981) parent both parent and orphan homes. The sample comprised of 5612 early adolescents in the age range of 12 to 14 plus. The tools used were adjustment inventory, study of values and a
scale to assess the ideals developed by the investigator for analyzing the data descriptive statistics t-tests. Duncan's multiple range tests and factor analysis were used. The major findings of the study were: (1) The both parent male adolescents scored significantly higher on theoretical and political values than those from orphan home who excelled in aesthetic and social value. (2) The coach parent male and one parent male were similar in their theoretical, economic, aesthetic, political and religious value preferences. (3) The batch parent adolescents scored higher on physical educational political economic ideal where as orphans scored higher on family and sports foals. (4) No significant difference between the both parent and the one parent females in value except in political value. In case of ideals, the parent females group was found higher on physical, educational and political social and the later group as family and sports ideals the both parent females were significantly higher theoretical and religious values* than c forms orphanages who scored high on.

Jang Bahadur Mishra (1982) studied on the students values in two different cultures*. The sample was drawn from two populations which had different cultures. It contains 141 from the typical Uttar Pradesh culture round in and around the city of Varanasi and 140 from the district Siang in Arunchal Pradesh of the North-Eastern Frontier region of our country. He used the personal value questionnaire (P.V.O.) constructed and standardised by Sherry and Varma.

The major findings of the study are:
1. The sample of Varanasi differed significantly in aesthetic, democratic, economic, knowledge and hedonistic values in comparison to the sample or the district Siang. The Varanasi students scored higher than the Last Siang ones in regard to aesthetic value. Reversely opposite or reverse was the case in respect of the democratic, economic, knowledge and hedonistic values.
2. It was found that the two cultural groups have dissimilar value system.
3. The students of four religions (Hindu, Christian, Buddhism and Adi (native) had no significant differences in any value.
4. Power and social values of Varanasi students were dominant in the case of East Siang students, hedonistic and knowledge values occupied a prominent position.

Comments- The value systems or the two cultural groups or Varanasi and East Siang students arc by and large dissimilar.

Jain (1982), Conducted a study on classroom behaviour pattern where in relation to their attitude towards profession, morals and Ethics. He found significant positive social value and proportion of direct behaviour to direct behaviours. Teachers who were higher on political and aesthetic values were not significantly related to affective behaviors of teachers. There was significant positive relationship between age and religious value. With regard to theoretical value.

Swarn Pratap and S.K. Srivastava (1983) made a study of need pattern of values of technical persons belonging to various economic groups.

The main findings were:
1. There is statistically significant difference between upper and middle class persons in the value area of aesthetic which is significant at 0.01 levels.
2. There is statistically significant difference between middle and lower class persons in the values of theoretical and political.
3. There is statistically significant difference between upper and lower class persons in the value areas of Social, Political and religious.
4. There is no statistically significant difference among employees belonging to various economic groups in respect of needs.

Singh and others (1983) carried out research on the assessment of values among rural college students in relation to SES. They found that SES plays a major role in the development of values among boys and girls.

Km. Veena Agnihotri (1983) carried out a study on the comparative study of job-satisfaction and value patterns of music teachers and general teachers of secondary schools of Varanasi. Her sample consisted of 40 music teachers and 40 general teachers employed in the higher secondary schools ("Girls" and "Boys") in Varanasi. She used the Varma and Sherry's personal value questionnaire. There are ten values in this questionnaire religious, social, democratic, aesthetic, economic, knowledge, hedonistic, power, family prestige and health.

The relevant findings of the study are:
1. Value patterns of both groups come from high to low in following order. For music teachers, the order is:
2. For general teachers the order of scores is likewise:
   x. Health

Looking into the hierarchical position of the different values, it will be seen that aesthetic value has been ranked at number one (1) by both
the groups of teachers.

Singh and Singh (1986), investigated effectiveness of, value clarifying strategies in value orientation of B. Ed students. The sample of the study consisted of 113 student teachers belonging to 4 teachers training institutions, The main finding of the study were (1) The value clarifying approach was more effective than conventional methods for teaching of values' dedication to the teaching profession, cooperation and nationalism among trainees of two colleges (2) Value clarifying strategic were found more effective than traditional methods in imparting a scientific outlook in B. Ed students (3) Value clarification strategies were found equally effective as the traditional method (4) Both the treatments were found equally effective in developing all the 5 values (5) At the end's of the experiment no significant relationship was found between the value orientation scores and intelligence in the case of all the 5 values (6) No significant relationship was found between value orientation scores and socio economic status of B. Ed students for all the 5 values.

Singh (1986), tried to identify suitable values clarifying strategies for developing value orientation among teachers trainees. The sample consisted of 200 student teachers. The findings revealed that value-clarifying approach was more effective than the conventional methods, (2) Value clarifying approach was more effective in imparting a scientific outlook in B. Ed students. (3) Value clarification strategies and traditional methods were found to be equally effective with regard to value of co-operation diligence, value orientation and socio-economic status on all the five values.

A Bhushan and M. Ahuja (1987) conducted a study to investigate the value difference among adolescents, youths and adults belonging to different levels of educational institutions. After analysis of the results, they reached the conclusion that subject assigned top
preferences to honesty and equality and bottom preference to imagination and salvation at all age groups, value system of adults was characterized by independent self-control, freedom and motive love. Least preferences were for loving and responsible, comfortable life and world of beauty. Adolescents care maximum to logical living, mature love and inner harmony. Youths preferred broad minded, logical capable- freedom and happiness values.

Tripathi (1989), Studied perception of social problems and values patterns of students belonging to different religious group using PVQ by K ray and Verma. The sample of study was 720 subjects only. She found Experience in hierarchies of male and female students as well as among Hinduism, Muslims, Christians and Sikhs.

Singh (1989), Conducted a comparative study on values, Aspirations, Jab preference and academic achievement of male and female students at Graduation level, with the help of PVQ by Sherry and Verma. She found that (1) Male and female students were different significantly on religious, social, knowledge and hedonistic values but did not differ on aesthetic, economic, power, family prestige and health values (2) Urban male and female students differed significantly knowledge values (3) Urban male and female students differed significantly on social value.

Rai (1992), Conducted a study on Values, Intelligence and Motivation of the 8th grade students belonging to three different sets of Vocational Institutions Viz Christian managed schools, Shishu Mandir ,r . Madarashas in KAVAL cities of Utter Pradesh using a sample of 450 V students of 15 schools of KAVAL cities. The tool used in the study was children value inventory " by Shrivastava, Rai and Singh. He found significant different values of the students of class 8th of the Christian .Managed schools are theoretical, social, economic, Aesthetic, political, religious in order of mean values from the
highest to the lowest. The sequence of different values of the students of shishu Mandir is theoretical, social, economic, aesthetic, religious and political. The sequence of the values in case of students of Madaras has in social, theoretical, aesthetic, economic.

**Sharma M. L. (1992)** worked on value orientation, socioeconomic status and culture in relation to personality needs. The four needs are need affiliation, need change, need order and need achievement are more prominent in rural areas irrespective of value orientation and socio-economic status.

**Dadu P. (1992)** compared certain personality traits values and religious attitude and found many significant differences between subgroups by SES and locale (urban-rural).

**Chihara, B. D. (1992)** tried out two strategies for developing seven democratic values in adolescents and found the self-conformation strategies and clarifying response strategy to be variously effective in developing the different value.

**Anbarasu, M. (1992)** conducted study on value orientation in English language text books of upper primary schools (M. Phil. Edu., Alagappa).

**Dubey, Ramjee (1992)** conducted study on a critical study of the concept and implementation of value education of value education in India at School leaves since 1947 to 1986 (Ph.D. Edu. Patna University).


**Padmanabhan, T. (1992)** conducted research on A study of values of high school pupils in relation to certain selected variables (Ph.D. Edu., Annamalai University).

**Sharma, Meenu (1992)** conducted research on A study or teacher’s socio-
economic status and values with reference to their attitude towards nature. (Ph.D. Edu. Panjab University).

The tool used in the study was "children value inventory" by Srivastava, Rai and Singh. He found that different values of the students of class VIII of the christian managed schools are theoretical, social, economic, aesthetic, political, religious in order of mean values from the highest to the lowest. The sequence of different values of the student's Shishu Mandirs is theoretical, social, economic, aesthetic, religious and political. The sequence of the values in case of students of Madrasas is social, theoretical, aesthetic economic, political and religious values.

Arora (1993) worked on a topic "A study on relationship between the nature of scientific knowledge and values among Universities. Teachers and students using self made tools "VRQ and SRSQ" data were collected from students and teachers of four Universities of Varanasi city. The main findings of the study were:

1. Both values and scientific knowledge are affected by educational and demographic factors in similar fashion.
2. In the development of understanding of the nature of scientific knowledge hedonistic values contributes the least.
3. Extravagant value is negatively correlated with the understanding or the nature of scientific knowledge.
4. About one twenty-fifth of understanding of the nature of the scientific knowledge of science teachers and students may be explained by their values.

Arora (1993), Examined the relationship between the nature of scientific knowledge and values among university teachers and students using self made tools " VRQ and STSQ. Data were collected from Students and teachers of four universities of Varanasi City. The main findings of the study
were (1) Both value and scientific knowledge are decocted by educational and demographic factors in similar fashion (2) the development of understanding of the nature of scientific v-knowledge, hedonistic value contributes the least (3) Extravagant value Negatively correlated with the understanding of the nature of scientific knowledge of science teachers and students may be explained by their hedonistic value.

Singh (1993), conducted a study of values of Urban and rural adolescent students consisted of 560 male and female adolescent students Urban and rural areas of Aligarh District. Ray Chaudhary and J.N. Jha's value scale was used to collect the data major findings were (i) In the theoretical and religious values urban male and female -events had significantly higher mean scores than rural male and Urban female. Adolescents (2) In social and aesthetic values rural male and urban female -adolescents had significantly higher mean scores. (3) In political and economic values the mean difference of Urban and rural adolescents were not significant. (4) The male adolescent students had got significantly higher mean score than those of female adolescents in theoretical and economic values, which were due to the influence of culture and society where male adolescents had better opportunity for their education (5) In other two values viz - social and political, female adolescents had higher mean scores than male adolescents.

Tewari and Tewari (1993), Observed values among college students of different caste. The main objective is to find out the value patterns of high and low caste male students. The sample of the study surprised so randomly selected undergraduate male student ranging :- on 18 to 20 years. Ojha's, study of values was used to collect the data. major findings were (1) Significant caste differences were found only in Theoretical and aesthetic and religious areas (2) High caste students were Find more interested in the
discovery of truth, artistic aspects of life, Aesthetical and...sought to comprehend the cosmos as a whole relate its embracing totality.

**Amalraj, (1994)** Undertook a study of promoting values through teaching of physics in standards VI, VII and VIII. He finds the unit's r physics in the science textbooks for class VI to VIII promotes Intellectual and Personal values but does not promote Social, Economic Aesthetic values.

**Kumar and Arockiasamy (1994),** undertook a study of the correlates of value system of college students. The sample comprised of college students of the first degree students of college of arts and science "Madurai Kamraj university, They found that (1) The first degree college students gave much importance to social values such as having and equality, personal value such as freedom, honesty, happiness and competence. (2) The value system did not have significant relationship with the personality dimensions of the first-degree college students (3) neither the college climate nor the home climate was related to the value system of the first-degree college students.

**Kothari (1994),** Conducted a study on impact of religion upon to placement of moral concepts. Sample comprised of VII grade students arrange 833 boys and 416 girls. Finding of the study were (1) The sample belonging to different religious groups differ significantly from any another in respect of morals like duty, Truth, responsibility, judgment, sympathy, obedience, helpfulness and overall moral. (2) The students belonging to different religious groups did not differ significantly from one another in the case of morals like discrimination between good and bad, respect and honesty. (3) On an overall moral concepts it was found that the Hindu the Jain and Muslim groups differed significantly in favour of Jain group.

**Srivastava (1994),** Studied values in relation to personality trait and self-concept. The main objective of the study was to find out the true relationship between value and personality traits and relationship between trait and self-
The sample of the study comprised 100 with number of male and female class IX students. The students were selected from two schools of Haridwar using cluster random sampling technique, major finding were (1) Theoretical value was positively correlated with enthusiastic and self disciplined factors which was significant and was negatively associated with frustration (2) Economic value positively correlated with independent personality trait and was relatively correlated with self discipline (3) Religious value showed positive relationship with demanding and Individualistic personality factors (4) Social and political value were positively correlated with all the three aspects of the self concept whereas theoretical, economic, aesthetic and religious values did not show any significant relationship with all three aspects of the self concept. (5) Students had achieved the highest score on social value and lowest score on aesthetic value. It allowed that students preferred social values in comparison to other values.

Singh (1994), conducted a study on kindness in school children N discussion of value dilemmas presented through video mode. Sample comprised of 870 school children. He found that (1) the viewing of discussion and participation in the discussion of value dilemma presented through video mode had significantly enhanced value judgment factual crème. Value reasoning and value criterion on kindness of school children. The discussion participating group was significantly higher than the joining viewing group in terms of gain in value judgment, factual value reasoning and value criterion on kindness as well as on value Interaction, aspiration, interest, feeling and activity of kindness (3) the viewing of discussion and participation in discussion of value through presented through video mode had significantly enhanced the discussion of value decision of school children.

Sharm and Singh (1995), Conducted a study on value clarification strategies in India. The sample comprised 233 students (84 Arts 52 Science, 57 Commerce and 40 home science) belonging to 12 colleges of Indore.
Major findings were: (1) Value discussion model found to be significant in terms of value clarification, reaction discussion model and value clarification of students treated through value discussion model (VDM). (2) There was significant change in value judgment of students treated through VDM, overall self accept of students treated through VDM, self-acceptance of students treated through VDM, social adjustment of students treated through IDV. Educational adjustment of students treated through VDM, room climate of students treated through VDM and reaction towards M model of students treated through VDM, (3) The VDM was found superior to traditional approach when intelligence was taken as a indicate in terms of value clarification, value judgment, self concept, acceptance, social adjustment, educational adjustment and classroom.

Verma (1995), Conducted present study of value pattern among college youth of Rohilkhand region with special reference to sense of responsibility. The sample comprised of 400-student part 3 art, science arts commerce. Major findings were : (1) Social values were found richest among arts stream, theoretical values among science stream and commerce stream and aesthetic values the lowest in all the three streams (2) On economic values, the commerce and science students differed y (3) The socio economic status did not affect the value of and so was the rural urban locale. (4) Students of lower income were found to be more religious than the higher income group. (5) the arts, science and commerce stream did not differ significantly on bases of responsibility. (6) The socio - economic status was found select the sense of responsibility among arts students where as the rural n locale did not, (1) The high and low responsibility group did not significantly with respect to their corresponding values. (8) The 'owner responsibility group did not differ on their values. (9) The group of rural higher responsibility group was higher than rural responsibility group where as the reverse was true for aesthetic value.
Bajpai (1997), observed values in relation to locale and gender. Present of the study comprised of 1070 urban and rural high school students. Findings were: (1) theoretical, economic, aesthetic social and Religious values were found to be significant on urban students in comparison to their rural counterparts. But on political value, the urban students were found to be non-significant as compared to the rural students. (2) Economic, aesthetic, social and religious values were found significantly different on boy students in comparison to their girl counterparts. But on theoretical and religious values, the boy student's as significantly compared to their girl counterparts. (3) It was found that the difference between mean score of urban boys was in recent of value i.e. theoretical, economic and aesthetic than that of the n boys of these, two groups were not significant on rural girls as pared to their urban counterparts, But other values i.e. theoretical, economic, social and political were not found to be significant on urban as compared to their rural counterparts.

Nanda, (1997) conducted a study of contemporary approaches to value education and their effectiveness in promoting human values. Sample of the study comprised twelve principal of senior secondary schools run by important religious / contemporary philosophical schools in India. Finding of study were : (1) Education in Human values should be included as an important element in all the subject and not to be taught is separate compulsory or optional subject in the school curriculum by a separate special7ed teacher, (2) Common features of these schools are prayers, celebrating festivals and co-curricular activities. (3) Distinctive Matures of these schools' are strict vegetarianism, non-use of leather revels, touching the feet of their teachers daily, visit to deprived sections' the society, hospital, ' Save Oil ' collection of funds, bird feeding, counseling period, meditation, cultural classes, concentrating on natural surroundings, etiquette's, discipline and free education. (4) Successful schools with respect their effort in value transmission had residential ,-approach and adhered to all the principals of
their founders. Lack of involvement's of teachers and school management and the gap between teaching and practicing their values contributed to the failure of value remission in some schools. (5) Two schools assessed best ones out of schools had number of plus points, as they equally. Emphasize rational values and their value patterns are universal and liberal and approaches can be recommended for universal application.

Verma and Srivastava (1997), conducted a study on Academic achievement and value pattern of the best athletes of Vidya Bharati.of the study consisted of 539 students including 312 boys and 227 Major finding regarding values was (1) it was found that at as well as state levels patriotism, social and knowledge value the top three ranks respectively in schools run by Vidya Bharati. bottom three ranks were occupied by economic aesthetic and values respectively. Health and power values were in the (3) On knowledge and social value at national level girls were higher than hoys. (4) On economic value hoys belonging to Madhya Pradesh and Rajasthan were significantly higher than their counterparts from the same state. (5) On health value boys of were found to be significantly higher than the girls. But on girls from Bihar and Rajasthan were significantly higher than make counterparts. In the same vain girls of Rajasthan were significantly superiors than male counterparts in patriotic value.

Venn a and Murti (1998) studied interlace between prolonged motivation and intelligence as determinant of values, needs and it of male and female students at the + 2 stage. A sample of 600 students (371 males and 229 females) studying at senior iv level in 12 senior secondary schools of Sirsa district. (Haryana via random cluster sampling technique. Major Findings Were students group, the-main effect of prolonged deprivation was in case of social values. Highly deprived male students scored values than low deprived male students. On the other hand there were no significant main effect of prolonged deprivation was found the values of the female students.
(2) In female students group, there was no effect of prolonged deprivation on values. Religious values were found influenced by intelligence. Low intelligent female students tended to have more religious feelings than high intelligent female students do. (3) No significant interaction was found between prolonged deprivation and intelligence regarding values of male and female students.

Singh and Soni (1999) observed a sample of 300 students (150 boys and 150 girls) studying in Hindi and English as instructional radium came from two colleges each of Lucknow University. Findings: (1) Groups segregated on the basis of instructional medium and Jer showed quite similar value profile, with slight variations in their richly order. (2) Some differences were found in relation to values Wisdom, Self-respect Comfortable life, Family security, Happiness, friendship and National Security. Self-respect was given very high preference by English-medium students but valued quite low by medium students. Groups segregated gender-wise did not show variation in respect to this value. (3) In respect to values, wisdom comfortable life, English medium students and male students red wisdom and their female counterparts and Hindi medium preferred comfortable life as a more ideal end state of existence. Only Hindi medium group has preferred National security. Even at end of preference, girls had given it less value than the boys. At the level of aggression preference for value are somewhat to each other.

Gihar. (2002), yielded positive but insignificant relationship between the variables social value and success in teaching. Further, on knowledge value Singh (1987) revealed that effective pupil teachers had obtained higher mean scores than ineffective pupil teachers on knowledge value.

Kukreti and Mishra (2003) conducted an investigation to find out the value pattern of successful and unsuccessful teachers. The researchers reported that successful male teachers were found to have significantly high mean
scores on knowledge, creativity, and humanistic values. Similarly, in comparison to unsuccessful female teachers the successful female teachers were also found to have significantly higher mean scores on knowledge, creative, humanistic and religious values. The unsuccessful male and female teachers were found to have significantly high economic and political values. Some investigators studied the value pattern of teachers in respect to their sex, academic qualifications, and age and teaching experience.

Mohanty (2004) In order to inculcate values in the students the primary requirement is that the students should have natural value fixation in them. Once a teacher's behaviors becomes value oriented ilis power to influence the child increases tremendously. Today the erosion of values and all pervading cynicism in the society has made it obligatory to focus our attention on values. It is the teacher who can become the catalytic agent for imbibing the appropriate values among students and he should get ready to face the challenge onslaught of value devaluation being carried out by the modern society and modern media. It has become essential that a teacher, in order to become more effective should increase the role of value in his life. The teacher has to accept the challenge of generating a thirst for knowledge, a search for truth and a spirit of inquiry/experimentation and optimism. For this he will have to practice himself what he preaches.

CONCLUSION
The investigator had gone through above mentioned studies but no study was found on the line of the present one that is why the investigator took the problem for study findings of the present study therefore would be meaningful and would contribute in the field of education.