CHAPTER II
REVIEW OF LITERATURE

2.1 INTRODUCTION

Review of literature is an important prerequisite to actual planning and then the execution of any research work. It helps the investigator to familiarize and acquaint herself/himself with current knowledge and information about the studies done in the field or area in which the study is to be conducted. This helps in avoiding unnecessary and unintentional duplication, and guides the investigator in carrying out the investigation successfully.

Review of research studies relating to the problem under the study is essential for all researchers to develop a thorough understanding of work already done in that area. It provides rich background knowledge which enables the investigator/researcher to perceive relationships among the variables and also to determine what findings other researchers have reported on the problems related to the problem under study. In the present study, the investigator has attempted to review most of the related studies in the aspect of values and value-oriented education.

2.2 REVIEW OF STUDIES RELATED TO VALUES AND VALUE-ORIENTED EDUCATION

Reddy, G.L., Thankachan, T.C. and Anuradha, R.V. (2014) found that the value preferences of secondary school students are moderate and there is significant difference in value preferences of students with respect to their socio-economic status and type of management of the schools. The religious value of students from below average socio-economic status is higher than their counterparts belonging to average and above average socio-economic status. The type of management of schools has significantly influenced the human, religious and political values.

Nagarjuna, Reddy and Reddy (2013) studied the influence of community and socio economic status on the attitude of DIET students towards value oriented education. They found that the community have significant influence on the attitude towards religious value of DIET students and socio economic status have significant
influence on the attitude towards moral value, political value and economic value of DIET students.

Balakrishnan, V and Visvanathan, G (2012) investigated the value preferences of teachers in relation to subject area and experiences. The findings of the study revealed that the post-graduate teachers had given the first preference for the social value and it was followed by theoretical, religious, economic, aesthetic and political values in the second, third, fourth, fifth and sixth rank orders of preferences respectively. They also found that post-graduate teachers of Science subjects are significantly higher on theoretical value than those of teachers of Arts subjects, whereas the post-graduate Arts subjects were found to be significantly more religious in comparison to teachers of Science subjects. It was also found that post-graduate teachers with up to 15 years of experience differed in their economic, social, political and religious values from post-graduate teachers with more than 15 years of experiences.

Basu, S and Pandey, K (2012) study the value patterns of teacher trainees in relation to various demographic variables. The Personal Value Questionnaire (PVQ) developed by Sherry and Verma was employed to gauge the value preferences of the teacher trainees. The findings of the study revealed that the teacher trainees differed significantly in terms of the values of PVQ, i.e., religious value, social value, democratic value, aesthetic value, economic value, knowledge value, hedonistic value, power value, family prestige value and health value, when compared on the basis of type of institutions, locality and socio-economic status. However, gender differences were statistically insignificant for all the ten values involved in the study.

Indira, K. (2011) studied the effect of value pattern and motivational variables on achievement in Physics of secondary school pupils and found that value pattern have a significant main effect on achievement in Physics.

Reddy, M. M. (2011) found that gender, management, age, caste, locality, birth order, father education, mother education, father occupation, mother occupation, annual income and economic position of the family, numbers of members in the family, type of the family, socio-economic status, medium of the
Dhillon, J.S. and Kaur, N (2009) in a study of teacher effectiveness in relation to their value patterns found that there is no relationship between teacher effectiveness and value patterns of teachers. They also found that the value patterns of male and female teachers and also of government and private school teachers do not differ significantly.

Anilkumar, P.M. and Ayishabi, T.C. (2008) studied the level of students’ awareness of values in the content of secondary level English in Kerala. They found that though the content of Secondary School level English is a rich source of values, the level of secondary school students’ awareness of values is below 40 percent. They also found that the boys are not significantly different from girls as far as the awareness of values in the content of secondary school English curriculum is concerned.

Dhull, I. et.al.(2007) studied the effect of gender and socio-economic status on values of Senior Secondary School students. They found that female adolescents have higher social, aesthetic, family prestige and economic values while male adolescents have higher democratic, hedonistic, power and health values. High-class male adolescents have highest power and lowest religious values, and females have highest aesthetic and lowest hedonistic values. However, low SES male and female adolescents have highest knowledge and economic values and lowest family prestige and religious values, respectively.

Fyffe, L.R. (2006) in an Investigation of Primary School Children with High and Low Value Scores found that there are gender differences in the data, with girls generally recording higher mean scores for value items in the dimensions of social skills, school climate and world view. Some significant differences were found in the comparison of the data for a high SES school and a low SES school. The research identified that students with a low values profile score had low numbers of friendship, featured low in peer selection for games and task, had poor to average social competence according to teacher ratings. In contrast, children with a high
values profile score had a wide circle of friends, were reported to be leaders, were highly competent socially, and appeared to participate in, and to value, strong social contacts. Children with low values profile tended to value moral choices that advantage themselves.

Reddy, B. Y. (2004) found that there was significant difference between male and female engineering students towards value oriented education. There was no significant difference between minority and private, between second year and third year, urban and rural, engineering students towards value oriented education. There was significant difference on the impact or influence of religion on the attitude of engineering students towards value-oriented education. However, the difference is significant only between Hindu and Muslim engineering students; and it is not significant between Hindu and Christian and between Muslim and Christian engineering students.

Sutnga, E.B. (1993) conducted a study of values among the secondary teacher trainees of Shillong. The major findings are: (1) The male teacher trainees have a greater social value than female trainees, whereas the case is reversed for aesthetic value. (2) The tribal secondary teacher trainees have greater religious as well as power values than non-tribal secondary teacher trainees. (3) The non-tribal secondary teacher trainees have greater social, democratic, aesthetic, and knowledge values than their tribal counterparts.

Anbarasu, M. (1992) attempted to study the value-orientation in upper primary English language textbooks, and found that (1) class VI boys and girls had a very low level of value-awareness., and they differed significantly in their value-awareness. (2) The class VII boys and girls had a very low level of value-awareness, and they also differed significantly in their value-awareness. (3) Class VIII girls had an average level of value-awareness. (4) Class VIII boys and girls did not differ significantly in their value-awareness.

Banui, Kuotsu (1992) studied the values of college students in relation to their self-concept. The major findings were: (1) There were no significant differences in the mean value scores of arts, science and commerce students in respect of social value, aesthetic value, economic value, knowledge value and hedonistic value, and family prestige and health value scores. (2) 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. (3) Boys and girls differed significantly in respect of their mean scores on social value, aesthetic value, knowledge value, power value and family prestige value.

Dubey, Ramjee (1992) conducted a critical study of the concept and implementation of value education in India at school level from 1947 to 1986 and 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 was due to lack of ideal leadership, neglect of the affective domain in education and corrupt practices in the society.

Padmanaban, T. (1992) attempted to assess the values of high school pupils to understand their value-pattern in the present day social and educational environment and found that the value-pattern of pupils studying in standard IX was quite satisfactory. The rank order of the mean scores for the different values showed the highest score in social value and the lowest score in political value. Boys and girls differed in respect of theoretical, economic, political, social and aesthetic values. There were associations between the pupils’ most preferred value and their caste and religion, between the pupils’ most preferred value and their parents’ socio-economic status and between the pupils’ most preferred value and their self-concept.

Shah, Hansa Malukchand (1992) found that: (1) There was a significant relationship of the variables, namely, sex, residence, stream of study and standard – with aesthetic and religious values. (2) There was a significant relationship of the variables – sex, area and stream of study – with knowledge and moral values. (3) There was a significant relationship of the variables – sex, area and class/standard – with the economic value. (4) Area and class/standard are significantly related to humanistic value. (5) The variables sex and stream or branch of study are significantly related to political value. (6) Stream or branch of study was significantly related to social value.

Bajpai, Amita (1991) attempted to identify an educational intervention curriculum for value-development and its facilitative effect upon the development of moral judgement. She found that the children who participated in the programme
acquired an ability to judge an act as right or wrong, taking into consideration not only the material consequences but also the intention behind the act. The variables of intelligence, academic achievement, school adjustment and family structure were found to be significantly related to the level of moral judgement, whereas no relationship was found with SES, sex and birth-order.

Kalamani, M. (1991) found that adolescent boys and girls had more problems in personal, family, socio-emotional and educational areas. All adolescent students in higher secondary schools were low in political and religious values. Adolescent students were high in social values.

Vaidya, D.S. (1991) found that Science subjects too helped in the moral development of students. The dramatization method of teaching was more effective in the development of values than the traditional method in teaching of Physics.

Kapani, Madhu (1990), based on an extensive survey of different reports of educational commissions and committees, found that an attempt had been made to suggest changes in the curriculum for the primary stage of elementary education. Suggestions were given for a suitable methodology of teaching human values through direct, incidental and integrated approaches. Suggestions for evaluation procedures to assess students’ performance and behaviour related to human values were given.

Sibia, S. (1990) found that age was a very important factor influencing the value patterns of the children. At the concrete stage, the children were aware of the values of honesty, obedience, respect for elders, cooperation, equality, kindness, self-discipline, self-control, power of concentration, creativity, courage and forgiveness. Curiosity, justice, helpfulness, sense of discrimination between true and false and rational thinking were yet to be perceived by them as values. At the formal stage, there was enhanced consciousness in respect of the values of curiosity, justice, sense of discrimination between true and false and rational thinking. However, the values of honesty, kindness, creativity and forgiveness were on the decline.

Gupta, Arun K. and Gangal, Renu. (1989) found that pupils were able to perceive the values emphasized at different grade levels at the school stage. The structure of moral of moral values being emphasized at different grade levels and in
different schools at present had been found to be similar. Accordingly, the values being emphasized at present comprised truthfulness, good manners, discipline, respect for others, love, honesty, kindness, friendship and personal relationship, sense of duty and cooperation. They also found that pupils had been able to identify clearly several values which in their opinion were not being emphasized by their teachers. The values dignity of labour, social awareness, mercy, dynamism, determination, presence of mind, resourcefulness, courage, wisdom and reasoning, patriotism, endurance, enterprise and compassion had been identified as those values which were not being prominently emphasized at school level at present.

Nayyar, S.M. (1989) found that the most important teachers values according to the student-teachers from all the categories were justice and fair play, discipline, nationalism, honesty, morality and pride in the cultural heritage of India.

Pandya, S. (1989) conducted a study to address the effectiveness of different methods like discussion, story-telling, puppetry and role-play for imparting instruction in moral values. He found that the project had contributed a lot in selecting values for upper primary school children. The role-play method proved to be the most effective. The discussion-cum-lecture method was used for inculcating values, and cleanliness and scientific attitude were observed in the behaviour of students. From the puppetry method, dignity of labour and cooperation were developed. There are also behavioural outcomes in punctuality and social service through the story-telling method.

Singh, L.C. (1989) found that both traditional and value clarifying strategies were equally effective in developing value-orientation of B.Ed. students.

Abhyankar, S.V. (1987) conducted a comprehensive, in-depth and critical analysis of Swami Vivekananda’s educational thought and its philosophical foundations with special focus on value education in the context of ‘nuclear and space age’ global ‘value crisis’ and the need for value education in India today. He found that some of the educational ideas advocated by Vivekananda appear to be potentially and futuristically in tune with certain trends and developments in the field of education in India today. There is a vital and urgent need for value education at all levels of schooling in India today. Throughout his speeches and writings concerning education, Vivekananda’s emphasis is on the inculcation of specific
external values like love, self-realization, brotherhood, service, responsibility, sympathy, non-violence, dutifulness, tolerance, freedom, courage, self-reliance, dignity of labour, honesty, truth and fearlessness.

Annamma, A.K (1984) conducted a study on Values, Aspirations and Adjustment of College Students in Kerala. The main findings were: (1) A majority of the 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 the older group which was more materialism oriented. (3) Academic achievement, residential backgrounds and father’s education and occupational status had no relationship to value orientation of college students. (4) Economic status 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.

Katiyar, P. C. (1976) conducted a study of values and vocational preferences of the Intermediate Class students in U.P. The sample consisted of students of science-mathematics, science-biology, arts, commerce and agriculture courses. The main findings of the study were: (1) The students were high in democratic, social and knowledge value; medium in health, religious, family prestige, and aesthetic values; and low in power, hedonistic and economic values. (2) The values system of the students of the five courses were very much similar. Inter-group differences showed that mathematics and biology students were higher in social, democratic, knowledge and aesthetic values than arts, commerce and agriculture students. They were, also, higher than agriculture students in economic value. Mathematics students were higher than commerce students in hedonistic value. (3) The students of very high income group were higher than very low, lower middle and middle income groups in aesthetic, economic and knowledge values and they were also higher than upper middle group in economic value. (4) The students of very high father’s education group were higher than that of very low and low groups in social, democratic, aesthetic and knowledge values; than below average, average and above average groups in aesthetic value; than below average group in knowledge value; and than high group in health value. (5) The students of very high father’s
profession group were higher than below average group in social value; than all except very low group in hedonistic value; than very low, low, below average and above average groups in aesthetic value; and than low, below average and above average groups in knowledge value.

Reddy, V.N.K. (1976) found that education which is not significant and real cannot effect value changes. The present system of education cannot be considered as relevant to the present needs of society and so cannot be called as ideal. Values are not the same values all the time. They have to undergo basic changes in their patterns and structures. The value-conceptions are changeable. The present system of education has failed to deliver the real goods because of its innumerable imperfections at every level. Education and values are interpenetrating mechanisms.

Gaur, R.S. (1975) conducted a study of values and perceptions of high school students to the state of Rajasthan and their relation to learning. The study revealed that (1) on theoretical values, boys and girls of either rural or urban origin did not differ but urban girls differed from rural girls; (2) on economic values, rural boys and girls, and rural and urban girls did not differ, but urban boys were significantly higher than urban girls; (3) rural boys and girls did not differ on aesthetic values, political and religious values; (4) urban boys and girls did not differ on social values; (5) in case of urban girls, learning was related positively to theoretical and social values but negatively to economic and religious values; (6) in case of rural girls, social and theoretical values were related to learning significantly; (7) in case of urban boys, theoretical value was related significantly to learning; and (8) for rural boys, none of the values were related significantly to school learning.

De, D.K. (1974) investigated the development of values of high school boys and their relation to their parents’ and teachers’ values. The main findings of the study were: (1) There was no significant difference in values between boys of class V and class 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. (2) The patterns of development of different living areas, viz., urban, rural and industrial, were not alike. There was a difference of values between these areas at class V and
class IX levels, but such difference was absent at class VII level. (3) There was no significant relationship between the values of boys and those of their fathers and similarly between the values of boys and those of their mothers. (4) There was no significant relation between the values of the teachers and those of their pupils.

Ahmad, A. (1973) made an attempt to find out if social changes affected the value system. He found that fashion mindedness, achievement orientation and nonconformity are significantly correlated with one another. Parental occupation, educational level of the family, and urbanization affected modernity. He also found that fashion mindedness was related to birth order, organizations and parental income. The study indicated that in spite of the urge to modernize, many traditional values were still operating among college girls.

Mahendra, U. (1972) conducted a study on value patterns of educational dropouts. The study was conducted on 100 dropouts, 150 failures and 200 successful students selected through stratified random sampling method. The study revealed that (1) the dropouts, failures and successful students had more or less similar theoretical, political, economic and aesthetic values; (2) the dropouts and failures did not differ significantly in their religious values but there was significant difference between the religious values of dropouts and successful students, and the difference in religious values between failures and successful students was not significant; and (3) in case of overall value pattern, the difference was not significant between the dropouts and successful students, and dropouts and failures, but it was significant between the successful students and failures.

Varma, R.P. (1972) found that the value systems of the teachers and students were quite different from each other, and the teachers were found to be more concerned with their status and power and less with knowledge and social virtue.