CHAPTER II

REVIEW OF RELATED LITERATURE
2.1 OVERVIEW

This chapter focusses on the review of the related studies. It consists of four sections. The first one gives an overview of the entire chapter. The second one gives the rationale of the review of related literature and the third one outlines briefly some of the Indian and Foreign studies under different captions and the fourth section contains the synthesis of the related studies.

2.2 RATIONALE OF THE REVIEW OF RELATED LITERATURE

Review of Related literature is an important prerequisite for the planning and the execution of the research work. It is the summary embodying the findings of other researches in relation with the research problem. Identification of the research problem, development of the research design, determining the methodological procedure, designing of sample, development of test items and the process of analysing the data – all these depend upon the care and the intensity with which the researcher has examined the literature related to the intended research.

Keeping these ideas in mind the investigator collected available related studies from surveys of Education, Encyclopaedia of Education, Dissertation abstracts – international, Journals of Education and research, yearbook of Education and other sources. The collected Indian and Foreign research abstracts were classified according to their nature and objectives and a brief synthesis...
was made under the following captions:

1. Studies related to value education, value system and value patterns of students and teachers.

2. Studies related to Democratic values and the role of other factors in developing favourable attitudes towards Democracy.

3. Studies related to strategies for development of values.


2.3.1.1. Studies conducted in India related to value-education, value system and value pattern of Students and Teachers.

Pandya (1959) attempted to measure the modern Educational values from different view points, with a view to analysing the concept and content of modern education, considering the historical, psychological and practical values in education. The important findings of the study were:

1. The workable solution to the problems of sex, competition, discipline and loyalty were looked upon as the concern of a scheme of educational values.

2. In the present time human values related to the students for the physical, mental and social development, value education should be given. Then only the students may be able to know and practice the life-oriented values for their betterment and for the society's betterment which must be taught through the text-books with the help of teachers.
Reddy, V.N.K., (1976) conducted an investigation on "Education as a medium of Integration of values and effective value changes." The study was conducted on the basis of a Questionnaire. The Questionnaire was intended to find out the negative and positive values in education. A case for natural synthesis in the values was put forward.

The study revealed the following:

1. Education which is not significant and real cannot effect value changes.

2. The present system of education cannot be considered relevant to the present needs of society and so cannot be called ideal.

3. Values are not the same values all the time. The value conceptions are changeable.

4. 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.

Sharma, D.D., (1977) attempted to study differential values of students and teachers as a function of various social factors.

A sample of 280 subjects was randomly selected from the Government high schools and the University of Jodhpur. A scale of values developed by Bhatnagar was used. Mean, standard deviation and t-test were employed to analyse the data. The findings of the study were:
1. The mean difference between the male and the female high school students was significant only in theoretical value.

2. There was no significant difference between the mean scores of the male and the female high school teachers on social, religious, economic, aesthetic, theoretical and political values.

3. There was a significant mean difference between the high school female teachers and their male students on the aesthetic value only.

4. The male students scored higher on theoretical and political values than their female counterparts.

Sinha, S. (1981) conducted a study on "valuational generation gap in the view of students and their parents on student unrest", with a view to understand the dynamics of the student unrest and to measure the value patterns and value-orientation of the students and their parents.

The investigation was on a sample of 300 students from the colleges in Agra and the parents of the same students were contacted for obtaining their views on values and students' unrest.

The personal value Questionnaire by Sherry and Varma was used to measure value patterns and value-orientation. To measure the aspects of the students unrest the researcher prepared a tool known as QEV. For statistical analysis, t-test, chi-square test, correlations and Kendall's co-efficient of concordance were used.
The main findings of the study were:

1. The generation gap was apparent in value patterns. Value-orientation gap was not statistically significant.

2. From the students's point of view, the picture of an ideal education necessitated the need for developing a better and civilized person.

3. The role of parents, teacher, the principal was helpful to the students whereas the role of educational authorities was neutral and just. But the role of the police administration and political leaders was not helpful to the educational set up, resulting in more disturbances.

Zamen, G.B., (1982) studied the Social, Religious and Moral values of students of class XI and their relationship with moral character traits and Personality Adjustment.

The investigation was of the survey type. The sample consisted of 560 students of class XI selected from 21 intermediate colleges for both sexes of Allahabad District.

The tools of the study were the value scale and character Trait Questionnaire both prepared by the investigator and M.S.L. Sexena’s Personality Adjustment Inventory.

The investigator concluded that

1. Among both the urban and rural samples religious values were the strongest followed by moral values, the social values were the weakest.

2. The means of the three values for the rural students were higher than those for the urban boys and girls.
3. Community-wise, the means for all the three values for the Hindu group were generally higher than those for the Christian or the Muslim groups.

4. All the three values had the greatest influence on character traits and the lowest on Personality Adjustment.

5. In the case of Personality Adjustment, social values had the greatest influence followed by moral values; and

6. All the five character traits (generality, helpfulness, kind heartedness, truthfulness and dutifulness) appeared to be positively and significantly influenced by values.

Patni, U, (1983) investigated the values held by college girls and their relation with achievement motivation. 1002 college girls from eight colleges of Rajasthan were taken as samples. They belonged to the final year of arts, science and commerce faculties. The Normative survey method was used. For drawing conclusions, Descriptive statistics and critical ratio were used.

The main findings of the study were:

1. All students showed the highest preference for aesthetic values and minimum preference for moral values.

2. The science and commerce students differed significantly on knowledge, social, national and political values.

3. The arts and science students differed significantly on knowledge, Aesthetic, social, national and political values than the other groups.
4. The high-achievement motivated group preferred national and political values over self-values whereas the low achievement motivated group preferred self-values over national and political values and

5. Religions, Social, National, Political, Moral and Self values had a positive but insignificant correlation with achievement motivation.

Diwedi, C.B., (1983) conducted an investigation into the social values and their educational implications. 400 Post-graduate students and 354 guardians of the age group of 40 to 60 years were taken as sample. A social value inventory was developed by the researcher.

The following conclusions were drawn:

1. The place of residence had a close relationship with Religious, cultural, political and educational values.

2. Women were more religious, ethical, cultured and keenly interested in social problems compared to men. Thus sex played an important role in the development of values.

3. Devaluation in the personality, knowledge and character of political leaders as well as the teachers of the day was revealed.

4. The traditional, caste-wise occupational structure was no longer liked by the students.

Parmar, M.S., (1986) made a sociological analysis of social values and aspiration of college students in a changing rural environment.
The investigation was explanatory and descriptive. The sample consisted of 296 male and female students who were selected using stratified random sampling from all the six rural colleges of Pratagrah District.

The tool of the study were the S.E.S scale and an Interview schedule prepared by the Investigator. Percentages and chi-square were used for analysing the data.

The main findings of the study were:

1. There was found a close relationship between educational aspiration and social class, caste and sex.
2. The ideal profession was considered to be that which gave status in society and developed personality.
3. A positive relationship seemed to exist between social class, caste and sex and aspirations for profession, and income.
4. About two-thirds of students were interested in politics. A good number of them considered it a form of national service and
5. The Democratic form of government was liked by most of the students and unemployment was considered as the greatest problem of the country.

Paul, P.V, (1986) conducted a study of value-orientations of Adolescent boys and girls and the factor structure of various values for rural and urban groups.

The sample consisted of 1076 boys and girls of XI,XII classes and first year degree course. They belonged
to rural and urban areas. The tools used were the personal value scale, social value scale, Instrumental value scale and Terminal value scale — all developed by the investigator — and the work value scale of Vyas. Analysis of variance and analysis with varimax rotation were used to arrive at findings. The major findings were:

1. The urban adolescents had a stronger social orientation than rural adolescents.

2. With respect to social values, the college adolescents strove more for social harmony, peace and social service while the school adolescents were more oriented to showing warm affection to others.

3. The college adolescents were more courageous while the school adolescents were more oriented towards being independent and loving to others.

4. In case of terminal values, the school adolescents were more strongly oriented towards enjoying happiness and social recognition while college adolescents strove more for freedom and nature appreciation.

5. With respect to work values, the school adolescents strove more for economic returns whereas the college adolescents strove more towards achievement-orientation.

6. The female adolescents were more striving for harmony, love, sympathy, tolerance, peace and more oriented to competence and sound character as compared to male adolescents.
Abhyankar, S.V. (1987) made a critical analysis on "Swami Vivekananda's educational thought and its philosophical foundations with special focus on value education in the crisis and cry for morality."

This study involved combination of the Documentary Survey and the analytical method of research. Data were gathered from primary and secondary sources concerning Vivekananda's life, works and educational thought and global value crisis. It used the theoretical-empirical model for analysis and interpretation of data.

The investigator made the significant comment that
1. There is a vital and urgent need for value education at all levels of schooling in India today.
2. Vivekananda's emphasis is on the inculcation of specific values like love, self realization, brotherhood, service, responsibility, sympathy, non-violence, dutifulness, tolerance, freedom, courage, self-reliance, dignity of labour, honesty, truth and fearlessness.

2.3.1.2 Studies Conducted abroad related to Value-Education, Value System and Value Patterns.

Havighurst and Taba (1949) studied the character and personality of boys and girls in the Prairie city who were sixteen. By the term character, the researcher meant that it is part of the personality which is most subject to social approval. They had two levels of character; the first was
controlled by social interaction and the second by moral ideas.  

The five principles in their study were, honesty, responsibility, moral courage, loyalty and friendliness.  
They used rating scales for the measurement.  

The findings of their study clearly implied that moral education helps children to develop their own philosophy. The students should live a self-directive life based on a coherent value system, which springs from rationally held ethical principles. At the age of sixteen, they were unable to apply their moral values in an increasingly complex society.  

Hersh and Paleitto (1976) identified the concern for values and moral education. This study was based on the implications for pedagogy, and it signified that the purpose of moral education in a cognitive developmental framework was to stimulate student capacity for moral judgment, that aspect of intellectual functioning which focused on a person's ability to reason about moral questions. The developmental conception of cognition assumed that mental processes were structures internally organised wholes of systems which relate one idea to another and which function according to logical rules for processing information or connecting events.  

This study concluded that the essence of moral education was that the teacher should create the opportunity for students to organise their own experience in more complex
situations. The moral educator was actually teaching the students a cognitive developmental approach for pursuing their education after the formal educational process had ended.

Wiron, Donglar (1982) conducted a study on, "The teaching of values in the college classroom; faculty and student perceptions at three contrasting Institutions."

The research was based on 161 personal interviews with freshmen, seniors and professors at three institutions of higher learning in the state of Utah. Students and Faculty were presented for distinct models for dealing with values in the college classroom. They were asked to identify the model they believed in use at each institution and compare them with the models they thought to characterise teaching at each institution.

The responses of the selected freshmen, seniors and Faculty to those questions were remarkably similar on almost all questions. At each institution the value advocacy model was prefered by a majority of the respondents.

Humphrey, Sherry Hale (1990) made a comparative study of the value-orientation of male and female students at the university of Delaware to determine whether business majors had a more self-oriented value system than human services majors and if that orientation was more pronounced among seniors than among freshmen. In addition the difference between male and females in both majors was examined. A total of 585 students were surveyed using the
Rokeach value survey. The results of the 18 point value survey were analysed using a median test, chi-square test.

The findings indicated that business majors have a more self-oriented value system than human services major but that both business and human services seniors are more pragmatic and self-oriented than freshmen. There is little difference between male and female in both majors. The only significant difference was found between male and female business seniors. Male business seniors were significantly more oriented towards ambition than freshmen while the difference between female business freshmen and seniors are not that great.

Towaf, Siti Malikhah (1990) conducted a content analysis of the text book of values Education in Indonesian secondary school. The major citizenship principles in Indonesia are called pancasila. They consist of


Content Analysis procedure was used to analyse the text books. A total of eighteen text books of value education were sampled.
The result of analysis showed that all five principles of Pancasila have high frequency of occurrence in the text books of Pancasila Moral education. The text books of History of Indonesian struggle education emphasize the principles - the unity of Indonesia justice and civilized humanity. The text books of Islamic Religious education place emphasis on belief in one supreme god, just and civilized humanity and social justice for all Indonesia people.

**Comstock, Mary (1990)** attempted to study the values and experience in the life of a classroom.

The sample taken for this study was grade five students of a class. The result of this study were reported in Descriptive, narrative and cover events which took place in the class room over a period of four and half months. The body of the narrative events in an experimental learning environment in which the teaching of content was accompanied by numerous field trips and other activities. Lessons intended to raise the awareness of environment, community, ethics and values were also taught.

This study concluded that teachers are bound by their own values and experience. Unless there is a major shift in teachers' value, no other change is possible; what children learnt is dependent upon their experience.
2.3.1.3 DISCUSSION

Of the above seventeen studies, ten were conducted in India and seven abroad. Havighurst and Taba (1949) studied the character and personality of boys and girls and found that the students were unable to apply their moral values in an increasingly complex society at the age of sixteen. Pandya (1959), Reddy, V.N.K (1976) Hersh & Paleitto (1976) investigated the concept, content of modern education and its concern for values. Reddy (1976) concluded that the present system of education has failed to deliver the real goods because of its innumerable imperfections at every level. Pandya (1959), Hersh and Paleitto (1976) revealed that value education should be given to the students for the betterment of the students and the society through the textbooks with the help of teachers. Wiron Donglar (1982) emphasised the teaching of values and Abhyankar (1987) analysed the educational thoughts of Swami Vivekananda with special focus on value-education and concluded that Vivekananda's emphasis was on the inclusion of specific values like love, brotherhood, tolerance, freedom, non-violence and dignity of labour.

Sharma, D.D., (1977), Zamen, G.S (1982) Paul, P.V (1986) studied the Differential values of high school and higher secondary class students. These studies revealed that urban adolescents had stronger social orientation than rural adolescents and the means for social, moral and Religious
Values for Hindu groups were generally higher than those for the Muslims or Christian groups.


From the above reviews, it was found that development of life oriented values is needed for the betterment of the students and the society. The primary aim must be the harmony and good morality in human's life. Values like love, brotherhood, tolerance, freedom, non-violence, equal rights, individual dignity and social justice should be developed. The teachers are proper and apt persons to fulfil this aim.

2.3.2.1 Studies Conducted in India related to Democratic values

Ghosh, N.G (1977) conducted an investigation on four social values (Secularism, Democracy, Nationalism and Socialism) among certain selected strata of youths and examined the factors that were influencing their acquisition by the youths.
The investigation was mainly an explanatory survey. 360 boys and 360 girls of classes X, XI and the first and second year of B.A/B.Sc were selected as sample on the basis of stratified random sampling.

The data were collected with the help of value test and the good citizenship inventory developed by the Investigator and Kuppuswamy's S.E.S scale was also used. Factorial Design analysis of variance with equal replication in twenty four treatments were used in the analysis of data.

The major findings of the study were:
1. The increase in the years of schooling had no direct impact on the acquisition of values.
2. Boys had significantly higher scores on all the four values than girls.
3. The youths from families with different S.E.S did not, however differ in the Nationalism score.
4. Democracy scores gradually decreased with the rise in the S.E.S of the youths.
5. The youths belonging to the highest S.E.S group scored lowest on secularism and socialism.
6. The four values could predict the emergency of good citizenship in India.

Patel, C.K, (1979) conducted a study of the prevalent value system of the secondary teachers of the high schools of south Gujarat. The major objectives of the investigation were:
1. to study the values of secondary teachers of the high schools of south Gujarat and to compare them on different variables such as age, sex and residence.

2. to find out the individual difference in the area of theoretical, social, economic, aesthetic, political, religious, ethical, philosophical and Democratic values.

3. to prepare a value scale for different variables.

The sample consisted of 500 students selected randomly. Teacher value inventory and Information Schedule were used for data collection. Mean, standard deviation, rank order correlation, t-test, F-test and chi-square test were used for analysis. The major findings were:

1. On Aesthetic and Democratic values, the younger teachers scored higher than older teachers.

2. On Social, Political, economic and Religious values, the older teachers scored higher than younger teachers.

3. The rural teachers showed higher score on social, political and Economic values than the urban teachers.

4. On Religions and Aesthetic values the female teachers scored higher than male teachers and

5. On political value, the male teachers scored higher than the female teachers.
Jain, S. (1979) analysed the concept of Freedom and its relation to education. It was an analytical philosophical study. The thoughts of Dewey, Engles, Fracer, Hotlins, Huxley, Hohlberg, Skinner, Torrence, White...head, White and Wilson were organized and critically analysed and evaluated in relation to freedom and education.

The study revealed the following:

1. Freedom had been treated by philosophers as a value which bestowed the final dignity of man and pointed to the direction in which man could reach out to a superior order of existence.

2. Freedom only existed with reference to others where sharability and universality existed together.

3. The correct method for a movement in Freedom was in conscientisation, which in turn would involve love, faiths, humility and hope together with a critical spirit.

4. The teacher should create dialogue conditions in the classroom. They need to avoid two hazards in the class room situation; one is lecture by the teacher and the other is non-critical participation of students.

Mohanty, J (1980) studied the "Impact of Democracy on primary education in India with special reference to Orissa." The investigator's aim was to identify the hurdles and handicaps in the way of democratizing primary education. This study mainly came under Descriptive research. Observation as well as Interview techniques were
utilized for collecting data. The investigator concluded that
1. The concepts of Democracy and Primary education were not
clear to a large number of supervisors and head teachers.
2. Mass illiteracy and Mass poverty were the main obstacles
in making India a true Democracy.
3. Programmes and Practice conducive to Democracy were not
organized in adequate number in the primary schools.
4. Traditional not Democratic methods of teaching were
followed by a majority of teachers.
5. Democratic decentralization was not a success due to
political interference and ignorance of the personnel
about their rights and duties and
6. student government was not in Vogue.

Srivastava, S.S, (1982) studied the "problems,
aspirations, values and personality pattern of tribal
students of Mirzapur."

The study was conducted with a Normative survey
design. The sample consisted of 306 students of IX and XI
classes (56 Tribal students, 80 backward students and 170
upper caste students). The tools used were Mooney problem,
check list, vocational Aspiration questionnairre and Personal
value Questionnaire. Means, percentages and t-tests were used
for analysing data. The main findings of the study were:
1. There was no significant difference between the scheduled tribe students and the upper caste students in their value orientation.

2. The hierarchy of values among the tribal students, Democratic, social and health values topped the list whereas aesthetic, power and hedonistic values were at the bottom.

3. Irrespective of caste and creed Democratic and health values were at top ranking values.

Ahmad, A (1965) identified the factors in the attitude formation towards Democracy. Certain factors were assumed in the attitude formation towards Democracy. Under direct criterion, Age, sex and birth order were chosen. Under indirect criterion, Religion, caste and economic status were chosen. The sample comprised 192 University students from P.U.C to M.A final class. Non-violent Non-cooperation Attitude scale, Eysenck's Inventory of social Attitude and F-scale were used to collect data. The phi-technique was used to study attitude formation towards Democracy with special reference to control and Experimental groups selected under age factor. The main findings of the study were:

1. In the case of age significant correlation were observed with respect to Authoritarian-Submission, Anti-interception power and toughness and Destructiveness and Cynicism.

2. In the case of sex, significant correlations were observed with respect to non-violent cooperation, Radicalism-Conservatism, Fascism-Conventionalism,
3. In the case of birth order, significant correlation was observed with respect to non-violent - non-cooperation.
4. As regards sex and Locality, significant correlation was observed with respect to non-violent - non-co-operation.
5. In the case of Economic status, Religion and Caste factors, significant correlations were obtained with respect to non violent - non cooperation, Radicalism - Conservatism, Power and toughness and Projectivity.

Katiyar, P.C (1976) studied the values and vocational preferences of the Intermediate class students in Uttar Pradesh. The sample consisted of 2158 urban male students (Standard XI - 745 and Standard XII - 1413). They represented science, Arts, commerce and Agriculture courses. They belonged to Hindu, Muslim and Christian religions.

Personal value Questionnaire by Sherry and Verma, The Thurstone Interest Schedule were used for data collection. Mean, standard Deviation, t-test and Product Moment correlation, were used to analyse the data.

The main findings were:
1. Students were high in Democratic, social and knowledge value scores.
2. Mathematics and Science students were higher in social, Democratic and knowledge values than arts students.
3. Hindu students were higher than Muslim students in social value.
4. Students of very high educative parents' group were higher in social, Democratic, aesthetic and knowledge values than that of low educative parents' group and

5. Students of very high fathers' profession group were higher than that of lower group in Social value.

2.3.2.2 CONCLUSION

The above seven studies covered a comprehensive account of Democratic value positions of high school, higher secondary school and college students. Ahamad, A (1965) identified the influencing factors (age, sex, Religion, S.E.S) in the attitude formation towards Democracy. Jain, S, (1979) analysed the concept of freedom and revealed that freedom, one of the dimension of Democracy, existed with reference to other where sharability and universality existed together. Katiyar P.C (1976) found that maths and science students were high in Democratic, Social and Knowledge values. Ghosh N.G (1977) concluded that Democracy scores gradually decreased with the rise in S.E.S of the youths. Youths of high S.E.S had lowest scores on socialism and secularism. Mohanty, J (1980) studied the impact of Democracy on primary education and concluded that mass illiteracy and mass poverty were the main obstacles in making India a true Democracy. Programmes and Practices conducive to Democracy were not organised in adequate numbers in schools. The teachers did not follow Democratic method of teaching. From the conclusions of the
above reviews, it is obvious that Development of Democratic values among students is a vital need and the teachers should follow a different method of teaching to develop Democratic values.

2.3.3.1 Studies Conducted abroad Related to Value development and Strategies for development of values

Jean Piaget and his colleagues studied the moral development in children at different age levels and found four distinct stages of development of moral judgment which are described as follows:

1. The Ego-Centric stage: At this stage the child considers right if it gives him pleasure and that which gives him pain is considered wrong and is avoided.

2. The reciprocal stage: Rules are now accepted when they emerge as expression of reciprocity among social equals.

3. The authoritarian stage: At this stage moral judgment is in terms of obedience to authority, parents, teachers, etc.

4. The stage of equity: When reciprocity is guided by altruistic concern, it issues in equity.

Piaget found that these are sequential stages in the development of moral judgment.

Hartshorne et al. (1930) conducted a study on moral education and attempted to explain the nature of moral development in terms of a single coherent theory. The study investigated the conduct of secondary school age, revealed the inordinate complexity of moral behaviour.
The important findings of this study were:

1. Moral and ethical education plays a vital role in the moral development of students.

2. Moral behaviour depends not only on the moral maturity but also on the situational circumstances of the particular dilemma.

Gosell and his associates (1946) conducted an elaborate study on the moral development of children from the age group of 5 to 16 years. They examined every aspect of moral development during the school years. The major finding of the study was that the two cycles of moral development of children, simply build upon this early foundation. So, proper moral and ethical aspects bring the sequential moral development in children.

Raths (1961) studied the relationship of pupil values to actual scholastic achievement. His hypothesis was that under-achievement is related in part to a student’s failure to acquire and clarify a set of values.

He took up a small experimental group of under-achievers and held individual conferences with each of them over about three months in order to help them to clarify their attitudes, purposes, aspiration and values.

It was found that this group showed a distinct improvement over a control group of under-achievers.
Raths (1964) attempted a study and described the strategy to help students to clarify their values. The first requisite was the establishment of a permissive atmosphere so that the students feel free to speak their minds without any fear of harsh judgment or ridicule. Another technique used was to ask provoking questions in a detached manner for purposes of clarification and possible information to remove conflicts and build up a hierarchy. Thus it was possible for the parents and teachers even at the late adolescent period to help the youth to build up attitudes and values which do not lead to conflicts, but promote harmony in social relations, work and life goals.

Lawrence Kohlberg (1970) conducted a comprehensive study of how children make moral judgments. He found that there are six sequential stages of moral development and described them as follows:

**Pre-Conventional level:**
- **Stage-1**: Concern about self-punishment and obedience orientation.
- **Stage-2**: One-way concern about another person—Instrumental Relativistic orientation.

**Conventional Level**
- **Stage-3**: Concern about groups of people—Interpersonal concordance orientation.
- **Stage-4**: Concern for order in society—Law and order orientation.
Post conventional Level

Stage-5: Social contract, legalistic orientation.
Stage-6: Universal ethical principles orientation.

According to Kohlberg these stages of development occur naturally in every child. At the last stage the individual's judgment is based on self-chosen ethical principles, appealing to logical comprehensiveness, universality and consistency.

While development of cognitive moral judgment is a natural process and would occur even without education, suitable educational intervention can accelerate this development and help in reaching a higher stage than what the individual would reach without such intervention.

Sullivan, et al (1975) proceeded with their project on the assumption that moral education in the elementary school was a process by which children learn the art and skills of decision-making through conflict resolution. The researchers used experimental method which was designed to stimulate analysis, discussion and response to value issues.

The findings of the study showed that there was an increase in the of pre-conventional level of moral reasoning in the fifth grade students. If the students were given proper moral and ethical education, there would be proper increase in moral reasoning in children.
2.3.3.2 Studies conducted in India related to value development and strategies for development of values

Rani, M (1968) investigated the pattern of morality among children and analysed the developmental trends and some of the influences on the process. The samples consisted of 350 children ranging from 6 to 11 years (175 boys and 175 girls). They were equally divided into 3 age groups 6-7 years, 8-9 years and 10-11 years. Coloured progressive matrices, moral insight test, personal data form were used for collecting data. Central tendency, measures of dispersion, correlation were used for analysing the data.

The researcher concluded that

1. Age was found to be an important variable influencing the knowledge of moral values.

2. Only at the age of ten to eleven years boys and girls showed considerable variation in their values.

3. Children receiving moral instruction in school showed a similar pattern of different values than those who were not receiving such instruction.

4. The influences of parents, teachers and books in the acquisition and development of moral values in children were of vital significance.

De, D.K. (1974) conducted a study of values of high school boys of some schools in west Bengal. The main objective of the investigation was to study the development of values of high school boys in relation to the values of their parents.
and teachers. A total of 803 students of V, VII and IX classes, comprising 452 boys of Industrial areas, 199 of rural areas and 152 of urban areas were selected. The selected values were dutifulness, sincerity, co-operation, honesty, loyalty and respect to seniors. Two sets of value tests, one for boys and the other for adults were constructed and standardised.

The significant findings of the study were:
1) There was no significant difference in values between boys of V and VII class.
2) At classes V and IX, there was a significant difference of values between rural, urban and industrial areas.
3) There was no significant relationship between the values of the boys and those of their parents.
4) There was no significant relationship between the values of the teachers and those of their pupils.

Seetharamu, A.S (1974) conducted "An Experimental Study of the problem of Moral Instruction in upper-primary schools."

The study aimed at finding the effect of direct moral instruction on the moral development of children. The study employed an Experimental method. Moral development, intelligence and S.E.S of 562 children studying in VI and VII standards of 4 schools in different localities of the Mysore district were measured. The Experimental group was taught the moral lessons by the investigator for 12 weeks to avoid
teaching variations. The experiment ended with post-testing of moral development. Analysis of data involved chi-square technique. Some of the findings were:

1. Definite improvement in moral judgment and kindness were brought in by moral instruction.

2. Scores on democratic character improved significantly for the experimental group while it was not in the control group for both boys and girls.

3. On courtesy even to an enemy, no significant improvement was observed in both groups.

4. Instruction of honesty and responsibility was more effective for girls than boys and

5. Boys improved on the non-deceitful behaviour by the moral instruction.

Roy. D.K (1980) conducted a study of "some factors and processes involved in the Development of values."

The objectives of the study were:

1. To inquire into some of the factors and processes involved in the development of values.

2. To examine the extent to which different factors contributed to the development of values and the process in which they worked.

The sample consisted of equal number of boys and girls of grades VII(12+), IX(14+) and XI(16+) from the families of different S.E.S of Barakpore subdivision in the district of 24 parganas, West Bengal. The data were
collected with the help of a situation-based Questionnaire, a social intelligence test, a picture projection test and a questionnaire-average ratings by teachers, Kuppuswamy's S.E.S scale, Basu's Neurotic Inventory and DE's value test. Mean, standard deviation, chi-square, t-test and F-test were used in the analysis. The major findings were:

1. Values developed with the advancement of age.
2. Boys and girls differed significantly in their values but not in the process of socialization.
3. The influence of parents, teachers, seniors and peer groups gradually decreased with the increase of age.
4. The role of conscience increased with age/grade.
5. Co-operation and honesty had negative correlation with S.E.S, tolerance and Obedience.

Singh, L.C and Singh, P (1986) studied the "Effectiveness of value clarifying strategies in value-orientation of B.Ed students." The objectives of the study were:

1. to study and identify suitable value clarifying strategies for developing value-orientation in B.Ed student-teachers.
2. to develop a battery of tests for the measurement of value-orientation.
3. to compare the value clarifying strategy and the traditional strategy of teaching values.
4. to study the relationship between S.E.S, and intelligence with value-orientation.

The sample of the study consisted of 113 student-teachers belonging to four teacher training institutions in Ajmer, Dehradun, Ambala and Amethi. The tools used for data collection were Cattell's culture Fair intelligence scale - 3(form A), Kulshrestha's S.E.S scale (for urban) and value-orientation Test battery developed by Kulshrestha and others. Five values - cooperation, perseverance, dedication to teaching profession, Nationalism and scientific outlook were aimed at developing value-orientation. A pretest, post test experimental design was employed. ANOVA, ANCOVA, Product moment coefficient of correlation techniques were used for analysis of data. The main findings of the study were:

1. The value clarifying approach was more effective than conventional method of teaching values.

2. No significant relationship was found between value-orientation scores and Intelligence of all five values.

3. No significant relationship was found between value-orientation scores and S.E.S for all five values.

Das, R.C (1991) and his research scholars studied the relative effect of educational intervention by different methods on development of moral judgment.

In these studies, experimental method using pre-test, post-test parallel group design was used. The experiment was tried in class VIII of some selected secondary
schools in Orissa. In one study, two experimental groups (sections) in class VIII were taken. In all the sections, the same selected units from social studies syllabus were taught, two periods a week for 8 weeks. Usual traditional method was used to the control group. In experimental section, moral issues were selected from the content of the selected units of social studies and Jurisprudential Inquiry model was used to discuss them. In another experimental group, moral concepts were selected from the same units and concept attainment model was used. In another study, educational interventions were tried using Dilemma Discussion Method in one experimental group and Moral story telling method in another experimental group. The control group was taught the Traditional method.

From the results it was found, that Jurisprudential inquiry Model and Dilemma Discussion Model can be used for teaching the contents of school syllabus in different subjects.

Singh, A.K (1992) studied the effectiveness of value discussion model in terms of value clarification.

The study was experimental in nature and the design was on the basis of non-equivalent control Group design. 127 College students of arts and science were selected from a college in Indore. Out of 127 students, 63 were in Experimental group and remaining 64 in control group.
Intelligence was taken as co-variates, value clarification, self acceptance, self concept, social and educational adjustment, value judgement, classroom climate were the variables taken in this study. The control group was taught the subject "The cultural Heritage of India" through the Traditional method. The experimental group was taught the same subject through value Discussion model by taking dilemmas involving value conflicts. The dilemmas were related to the topics in the subject, "The cultural Heritage of India" Thirty dilemmas were presented to the experimental group in 30 working days at the rate of an hour per day spread over three months. Pre-test, and Post-test were conducted. The statistical techniques used were, Mean, Standard Deviation, t-test and Analysis of co-variance.

The results indicated that Dilemma Discussion Model was more effective than conventional method of teaching values.

2.3.3.3. CONCLUSION

Of these fourteen studies, seven studies concentrate on the developmental trends, factors and processes involved in the development of values. The remaining seven studies in this group deal with the value development strategies. Piaget and his colleagues (1932) studied the development of moral judgment. The investigation revealed four sequential stages in the children's moral development. Hartshorne (1930) concluded that moral and ethical education plays a vital role in the students' moral
development and moral behaviour depends not only on the moral maturity but also on the situational circumstances of the particular dilemma. Rani, M (1968) analysed the developmental trends of moral values of 6-11 years children and found that children receiving moral instruction showed better value positions. Lawrence Kohlberg (1970) found that there are six sequential stages of moral development. He concluded that these stages of development occur naturally but suitable educational intervention can accelerate this development and help in reaching a higher stage. Roy, D.K (1980) studied the factors and processes involved in the development of values and concluded that the influence of parents, teachers, seniors and peer groups gradually decreased with the increase of age. The role of conscience increased with age.


From the above reviews, it was concluded by the investigator that experimental method using dilemma discussion model was more suitable for the present study.
2.3.4.1 Studies related to moral judgement

Kalra, V. (1978) conducted a study of moral judgement in children belonging to different mental and socio-economic levels with a view to finding out the difference in the level of moral judgement in children of different mental levels and socio-economic levels.

The sample comprised 1000 girls from 15 schools of Western zone of Delhi. The sample was divided into 3 equal groups, higher, average and low on the basis of intelligence scores. Each group was sub-divided into 3 subgroups on the basis of their socio-economic levels. Standard progressive matrices, S.E.S scale for rural and urban and moral judgement scale were used for data collection.

The main findings of the study was that intelligence was positively related with the level of moral judgement at the three levels of S.E.S and the S.E.S was positively related with the levels of moral judgement at all the levels of intelligence.

Bandyopadhyaya, R (1981) studied the growth and development of moral judgement in children and examined the effect of age, intelligence, sex, S.E.S, type of school and parental discipline on moral judgment.

The sample consisted of 440 children (243 boys and 197 girls) of age group 6-11 belonging to four missionary and four non-missionary schools. The tools used were Raven's progressive matrices, Kuppuswamy's S.E.S scale, the ideal
person test and a Questionnaire built with adopted version stories developed by Piaget. The statistical techniques used were Pearson’s coefficient of correlation, t-test, chi-square test and ANOVA. The major findings were:

1. Moral judgment grows with age
2. Moral judgment was positively related with intelligence irrespective of age, sex and type of school.
3. Both boys and girls of missionary schools where some moral lessons were given in some allotted hours of a week, were better in moral judgment than children of schools where no time was allotted for moral lessons.
4. There was no significant association between moral judgment and S.E.S in general.

Srinivasa Rao, R.A (1984) studied the moral judgment in children. The main objectives of the study were:

1. To develop an instrument for moral judgment based on Kohlberg's theoretical constructs and
2. To determine relationship between a) locality b) sex c) age d) intellectual ability e) religious practice and moral judgment. This study was carried out in three steps (i) study of moral stages (ii) study of moral levels and (iii) study of moral judgment. The sample consisted of 1000 students of rural and urban from the age group of 7 plus to 16 plus. A moral judgment Questionnaire was constructed based on the theoretical constructs of Kohlberg’s stage. Statistical techniques employed included analysis of variance.
The major findings were:
1. There was no difference in boys and girls in pre-conventional and conventional stages of moral reasoning.
2. There was significant difference between age and moral reasoning.
3. Moral judgment scores of urban differed from that of rural.
4. Moral judgment scores of boys differed from that of girls.
5. There was significant relationship among different levels of intellectual ability.

2.3.4.2 Studies related to Intelligence

Makhija, G.K (1973) undertook an investigation to inquire into the interaction among values, interests and intelligence and its impact on scholastic achievement.

The study consisted of sixty experiments each dealing with a triad of one of the ten interests, one of the six values and Intelligence. A stratified random sample of 310 first year male students studying in the faculties of arts, science, commerce and agriculture was drawn. Study of values by Allport - Vernon - Lindzyey, Chatterji's Non-preference Record and Jalota's group test of general mental ability were used. Analysis of variance and t-test were used for data analysis. The major findings were:
1. Intelligence had a significantly positive influence on scholastic achievement.
2. None of the six values had any significant influence on scholastic achievement.
3. Students who were not oriented to political value, exploited their mental ability to much less extent than those who were highly oriented to it.

4. Intelligent students interested in science and medicine found Religious value helpful in their profession and

5. Students highly interested in sports seldom proved high achievers in schools.

Kumari, K (1975) studied the relationship among activity, intelligence, adjustment and value patterns of adolescence. The sample comprised of 1000 students (500 boys and 500 girls) of IX and XII classes where age ranged from 13 to 19 years. Intelligence was measured by the tool developed by R.K. Thandon. Adjustment was measured with the help of the tool developed by M.S.L. Saxena and values were measured by Allport-Vernon-Lindyzy's study of values.

The main findings of the study were:

1. There was no significant relationship between intelligence and creativity, creativity and adjustment and creativity and value-patterns.

2. Economic and Religious values were highly related to level of adjustment, whereas social and aesthetic values were only slightly related to level of adjustment.

3. Intelligence had no place in patterning the value-system among adolescents and so no specific value was related to intelligence.
4. Level of adjustment was significantly related to the amount of intelligence.

5. Level of adjustment was found to increase during adolescence.

6. Age was found to influence the growth of intelligence and it reached the point of its maturity near 16 year and

7. Growth in age during adolescence significantly influence value patterns but its influence differed in respect of male and female.

Prahallada, N.N (1982) made an investigation of the moral judgment of Junior college students and their relationship with the Socio-economic status, Intelligence and Personality adjustment. A sample of 100 students was drawn using the stratified random sampling. The tools used were Defining issues test, Kuppuswamy's S.E.S scale, Raven's Progressive matrices and Bell's personality adjustment. Statistical techniques employed were t-test and product moment coefficient of correlation.

The main findings of the study were:

1. There was significant difference in the moral judgment scores of junior college students.

2. There was positive and significant relationship between
   a) Moral judgment and personality adjustment.
   b) Moral judgment and S.E.S.

3. There was significant difference between
   a) Science & arts students (b) Science & commerce students
c) Arts and commerce students

4. Significant difference was found between boys and girls.

2.3.4.3 Studies related to Self-concept


The main objective of the study was to examine the relationship of self-concept measures with adjustment, values, academic achievements and S.E.S of Boys and Girls.

A Quota random sample of 840 students (420 Boys and 420 Girls) of class IX from 14 schools in Delhi was drawn. Data were collected using the self-concept inventory developed by the researcher, study of values by Ojha, S.E.S scale by S.P. Kulshrestha. The academic achievement was measured by obtaining the annual examination marks of the previous classes. Product-moment correlation, t-test, stepwise multiple regression analysis and coefficient of multiple determination were used to analyse the data.

The major findings were:

1. The boys' self-concept was positively and significantly related to social adjustment while the girls' self-concept was positively and significantly related to home, health, social, emotional, school as well as total adjustment. and

2. The boys self-concept was positively and significantly
related to political and religious values while the girls' self-concept was not related to any of the values.

Kulshrestha, R. (1983) made an investigation to study the impact of value-orientations, interests, and attitudes as correlates of self-concept among male and female adolescents. 160 high school and intermediate college students of Aligarh were taken as sample. It represented both males and females of age 15 to 19 who belonged to urban area. They were from science, arts and commerce course.

Value orientation scale by N.S. Chauhan et.al, Test of self-concept by G. P. Sherry et.al. and Chatterji's Non-language preference Records were the tools used for data collection. The main findings of the study were:

1. Value-orientation affected the concept of self in adolescents.
2. Value-orientation had positive affinity with self-concept among male as well as female under different levels of interest.
3. Interests were shaping and forming the male adolescents' self-concept.
4. Peer relations generally devoted self concept of males and females in adolescence.
5. Peer relations promoted the self-concept also but only when value orientations or interests were operating.
2.3.4.4 Studies related to Social Adjustment


The objective of the study was to gain an understanding of the values, aspirations and adjustment of college students in Kerala. The sample for the study was 1500 students from 10 colleges (300 pre-degree college entrants and 1200 final year degree students). The tools used were the Mathew Materialism Spiritualism orientation, a questionnaire to measure aspiration with reference to education, vocation and marriage, prepared for the study, a problem check list to study adjustment and a general data sheet which elicited information relating to values, aspirations and adjustment.

Two way analysis of the variance technique and analysis based in percentages were employed for data analysis. The major findings were:

1. A majority of college students were conformists with a stable system of values and without rebellious tendencies.
2. Academic achievement, residential backgrounds, and father's education and occupational status had no relationship to value-orientation of college students.
3. Female students were seen to be better adjusted than male students in all the areas studied.
4. College education was not seen to have any impact on value orientation and the behaviour of the students.
Bhatnagar. I (1984) conducted "A study of some family characteristics as related to secondary school student Activism, Adjustment and school learning." The main objectives were:

1. To study the relationship between some family characteristics such as size, S.E.S, type of family, birth order and student activism.
2. To study the relationship between some family characteristics and student adjustment.
3. To study the relationship between some family characteristics and students' school learning.

The sample of the study included 540 students studying in IX class in Moradabad region. They were selected using cluster sampling. The tools used were: Student Activism Inventory, Kuppuswamy's S.E.S scale and Agrwal's Test of values. Data's were analysed using Kolmogorov - Smirnov, Chi-square and extended median tests. The main findings were:

1. The size of the family affected student activism, adjustment and values. Students belonging to large families had more activistic tendencies and poor adjustment while students belonging to small families had less activistic tendencies, better adjustment, higher values.
2. Religious, social and humanistic values were not found to be significantly related with the size of the family.
3. S.E.S was found to be significantly related with activism, educational and materialistic values and
school learning whereas it was not found to be related with personal, religious and humanistic values.

4. Birth order was found to be related with activism, educational and materialistic values and school learning.

2.3.5 CONCLUSION

In this section twelve studies were reviewed. Of those twelve, five studies focus on Moral Judgement. Three studies deal with Intelligence, two studies concentrate on self concept. Two studies for social adjustment and some studies in the previous sections also deal with these variables but all these studies are related with values.


Makhija, G.K. (1973), Kumari.K (1975) and Prahallada,N.N. (1982) studied the interaction among values, intelligence and adjustment of adolescents. These studies concluded that the amount of Intelligence was significantly related to the level of adjustment. Intelligence had no place in patterning the value system among adolescents and so no specific value was related to the amount of Intelligence.

Saraswat, R (1982), Kulshrestha,R(1983) studied the self concept in relation to values and adjustment, of
high school students. Saraswat found that self-concept was positively and significantly related to social adjustment but the boys' self-concept was positively and significantly related to political and religious values while the girls' self-concept was not related to any of the values. But Kulshrestha concluded in his study that value-orientations had a positive affinity with self-concept among males and females. Kumari, K (1975), Saraswat, R (1982), Annamma, A.K. (1984) Bhatnagar, I (1984) investigated the relationship between values and social adjustment. Kumari found that the level of adjustment increased during adolescence. Economic and Religious values were highly related to level of adjustment whereas social and Aesthetic values were slightly related to level of adjustment. Bhatnagar found that the size of the family affected student activism, adjustment and values. Annamma found that female students were seen better adjusted than male students. Varma (1972) revealed that dominant values did not differentiate between high and Low S.E.S groups. Singh L.C & Singh, P concluded that no significant relationship was found between value-orientation scores and S.E.S for all values. But Ghosh identified that Democracy scores gradually decreased with the rise in S.E.S of youths. Gaustafson, John, P (1991) found that Low S.E.S students placed low values on National security, self-direction and achieving reputation.
Thus, the findings of the above reviews made the investigator to consider intelligence, value judgement, self-concept and social adjustment as variables in the present study.

2.4.1 SYNTHESIS OF REVIEW OF RELATED LITERATURE

The review of the fifty related studies focussed on various inputs in value-orientation like concept and content of value education, value system, value patterns, values of students from primary level to post graduate level, social changes affected by the value system, impact of training on values, value development strategies and attempts to predict qualities of the good citizenship among the students.


Of these fifty studies only seven researchers have used Experimental method, Twenty four investigators have used survey method and other studies fall under the category of content Analysis, Analytical method, Descriptive method and Case study method. The statistical techniques used by most of the researchers were 't' test, chi-square, Mean, standard deviation, product moment correlation, analysis of variance, 'F'. test and ANOVA.

To measure values, Allport-vernion Lindzy's study of values, Sherry and Verma's personal value Questionnaire, Rokeach value scale were used by most of the researchers. Ten investigators have constructed their own value scales.
The investigator reviewed the above studies under four classifications and a brief summary and conclusion was given under each classification. The studies of Pandya (1959) Reddy V.N.K. (1976) Sullivan (1975), Singh. S (1981), Abhyankar (1987) emphasised the need for value education. Zamen, G.S (1982) pointed out that the social values of boys and girls were the weakest. Ghosh (1977) Concluded that the four social values—secularism, Democracy, patriotism and socialism, could predict the emergency of good citizenship in India. Thus from the review of related literature, the research gap was identified. Most of the studies have identified the values, value patterns of students but a minimum number of studies have tried to develop values among the students. But no study has focussed on developing the Democratic values of students which is the urgent need of today. Recognizing the vital need for developing Democratic values among higher secondary students, the present study was undertaken.

2.4.2. CONCLUSION

The review of related studies threw more light on values and facilitated the investigator in identifying the problem, planning the research work, choosing the research method, constructing the research design, statistical techniques and for executing the entire study. The conceptual framework of the present study is given in detail in chapter III.