CHAPTER 2: REVIEW OF LITERATURE

The literature review includes two sections. Section first involves detailed summary of the review of literature. The detailed summary is categorized under two heads: National Studies and International Studies in the chronological order, whereas, section II includes year wise map (refer figure 2.1) and synthesized matrix (refer appendix A).

SECTION- I

2.1. NATIONAL STUDIES

Uttampreet (2016) claims that holistic approach of education helps in developing confident, independent and critical thinking in students. The aim of holistic approach is to make learning a process of self-improvement and social teaching and learning by recognizing the needs. The result of the study suggests that all level of education can be included in the effort to foster ethics and contribute to sustainable future.

Anmol & Vivek (2015) conducted a research over the crisis among values in our youth. Indian society is taking new steps towards future to make a shining India. This study summarized the reasons of value-crisis among youths and several attempts that have been made to make education value-oriented. In this emerging scenario the joint efforts of various formal and non-formal agencies in education sector are very much needed.

Mukti Gill (2015) discusses the role of education in imbibing the ethic and moral values. Value integrated education develops interpersonal as well as intra personal life skills. Values are categorized in three sector- Moral-Spiritual Values, Social-Cultural Values and Intellectual-Speculative Values. According to it, value integrated education helps in making holistic development.

Tauseef & Anna (2015) aim to study the relevance of environmental education with special reference to environmental education patterns and sustainability in the education system of India. The study makes an attempt to give framework and strategies for promoting the same. The existing Environmental Education programs are not satisfactory.
Swapna. K. S (2014) explained about Sarva Shiksha Abhiyan which is an effort to universalize community-ownership by elementary education of system. It demands for quality education for all schools. All schools must have suitable programmes to make students aware about the value based education. So, the paper focuses on the importance of value based education for personality and career development among students through Sarva Shiksha Abhiyan.

Raj (2014) stressed the need of value oriented education and discussed various methods to implement value education among students. The project works in various subjects in and internalizing and externalizing of various social and moral values.

A. Pavana, T and M. (2014) identified the core values like Ahinsa, Dharma, Prema, Satya and Shanti which not only eliminates the social evils but also helps in laying foundation of value based education program. The five core values represent the five domain of human personality: emotional, intellectual, psychological, spiritual and physical who are correlated with five objectives of education named as: balance, vision, identity, skills and knowledge. The study also compared and evaluated the level of values between professional and non-professional students.

J. Lakshmi (2014) explains innovative teaching method of value oriented education is by using Value oriented curricular and extra-curricular activities, role of social and mass media and behavior. The values includes respect for others, honesty, justice and compassion. Direct values inculcation is done by systematic timetable teaching and instruction whereas indirect values can be imparted through teaching regular subjects of curriculum and extra-curricular.

Neena Aneja (2014) found that the moral values can be build among children by introducing a school curriculum based on value. If the student is expected to behave, the changes must be first brought among the educators, parents, media etc. The crisis of character can be dealt by introducing character education programs into schools. These characters based education courses plays important role in building character of students.

Ved Prakash (2014) concluded that Value education can convert a diseased mind into an innocent, young, healthy, natural, fresh, and attentive mind. This transformation will lead to accomplishment of evolutionary role in the life of a man. It was found that the values cannot be taught or inculcated. But ‘Education changes the human’.
Anamika (2014) in her research paper elaborated different approaches of inculcating moral values among students through curriculum.

Deepa (2014) discusses the importance of value education in life of an individual. It is responsibility of parents to imbibe essential values in early childhood of child. The essential values are moral, family, ethical, religious, environmental, spiritual, social, national and international values. The researcher also concluded that if value based education is imparted to the children from early childhood and especially during adolescence, it can help to overcome the problem of deteriorating moral values in youth.

Devakumar (2014) considered the teachers to be the builders, students to be the future of the country and institutes as a sacred place. Students treasure their careers in the ruse of moral values with creative and innovative, talents with spiritual blend. More emphasis is laid on extra-curricular activities which are highly essential for a student’s physical and psychological growth. In a country like India, value education if found to have positive content which is based on national goals, heritage and universal perceptions.

R. Janatha Kumari (2013) concluded that developing a consciousness for humanity, having deep concern for well-being of all and the nation are the means to achieve values among children. Value Education includes combining various values like spiritual, cultural and moral. It also includes the ability of children to make proper value based judgment and adopt them in one’s life. These values can be inculcated in children by their teachers that can help in rebuilding of the nation.

Jain. V (2013) discussed that males and females both felt same stress. Academic stress is considered as the basic element of student’s academic life. There are several ways for the students’ to cope with the stress like make balance with work to coursework and get involve with the campus activity, take advantage of resources of the campus, patiently managing all the activity and choose a clear career path will help to overcome all stress. The study also identified the relation of age with the stress among students and found a positive relation with age because increase in age though increase in stress yet it increases the capability to manage with the stress but at the same time found no relation with gender.
Anuradha & Rajeev (2013) explored the need of value based education for the global society where the ancient values have been thrown out of the windows. However, the degradation has only led to heap of social-economic problems and personal discontent. Value based education become the solution to develop security, prosperity and peace.

J. Ghimire (2013) explained that Bhagavad Gita can be taken as an educational philosophy because it contains all components of educational philosophy. All aspects of educational philosophies like meaning, aim and relevance of education, learning material, curriculum, pedagogy, assessment practice, motivational techniques, role of teacher and educator can be found in deep reading of Bhagavad Gita.

Iyer (2013) explained that value curriculum promotes learning environment through various activities structured according to the course and age group. The values cannot be only taught to the students but modeled and imbibed by the teachers and adults so that it becomes their character.

K. Govindarajan & S. Murugan (2012) analyzed that Student- teachers irrespective of their stream, degree level and gender have more intellectual and social value. The study shows a significance difference in intellectual value of girls and boys student. It also observed no significance difference in aesthetic, economic, religious, political and social values of girls and boys student.

Shelly and Jain (2012) discuss the probable cause of ethical deterioration. The only panacea for the decline is providing value based education in Indian educational system. The demand for philosophical thinking, increase in ethical values, research and moral development in education system has increased.

P. Nithiya (2012)defined value-oriented education as a planned educational process that aims towards the development of attitudes, character and emotions in the learner. All the aspects of personality development are covered in it. It is human nature to be involved in the process of knowing, doing and feeling. Therefore, all the efforts must flow from the perception of value to be the highest cultural activity of student’s life; it should be directed towards achieving
optimum and lead to harmonious growth and the self-actualisation of their vital moral, mental, physical, aesthetic, spiritual and social potential.

Nasrin (2012) discussed in the study that moral, harmony, truth, peacefulness, worship and conduct are the essential values which tends to be an essential part of educational programmes. The values are acceptable worldwide and assure of making development of the students on all five grounds of personality. So, the researcher discussed value based environmental education which can be develop by adopting different mechanism like essential teaching of past examples of leaders, separate subjects and organizing co-curricular activities.

Mohamed (2011) discussed that the belief of an individual on the supreme power by the way of their religion helps in increasing the capabilities of managing the stress because the person feels relax in adopting the religious activities. Thus, the academic stress is also related with the religious activities and limit of it in line of thought may decrease the capability to manage stress.

Kumar and Bhatia (2011) discussed the need of value oriented education for the higher education institutions in India as India ranked among top three countries in the structure of higher education. The present paper compares six countries on the elements of Value based education provided by them. The research paper at the end includes suggestion regarding educational transformation in Indian Universities.

Singh (2011) analyzes the impact of value-oriented education on overall educational environment of academic institutions where value education is explicitly put into practice and the academic performance of the students. The author also highlights the need to conduct more such study to ascertain the positive impact of value based education.

B.S.K. Naidu (2011) explained the necessity of ‘soulful education’ to warm heart, open mind and awakening the spirit of students. It will become a platform of opportunities for students to be imaginative, contemplative and creative. It helps in going deep into nature and human affairs. A spiritualized curriculum encourages spiritual, mental and physical values. It is on conceptual format than facts to be memorized.
Tatjana (2010) outline the negatives implications of rising commercialization of higher education in present era of viewing students as consumers, education as a commodity and educators as service providers as it relates to its emphasis on ethical citizenship. The outcome of such context effects on ethical values of both students and educator. It also affects the culture of civic engagement and thus eroding the traditional principles of ethical citizenship.

Manoj and Singh (2010) find that the teaching method adopted by faculty reflects their personality and belief. The individual who are highly spiritual based seeks more opportunities to grow personal values and spirituality and uses integrated teaching method with spirituality and known to use Student-Centered Pedagogical methods while teaching.

C. Panduranga Bhatta (2009) concluded that our ancestors conceptualized a very liberal and all-round education of a high standard which prepared the students in enjoying all the aspects of life. This concept of human values can be applied on everyone that can highlight the purpose of human life as well as interconnectedness at all levels of existence.

Rena (2006) emphasized on imparting value oriented education to develop citizenship education.

Krishnamurti J. (2000) proposed the definition of complete man which includes inward as well as outward understanding which goes hand in hand. The learning from education can be checked by development of individual both inward as well as outward. Inward include capacity to examine, understanding and going beyond whereas outward includes in what he/she does.

Pargament (1985) observed role of religious activities in managing the stress. Religion can be both; element of managing the stress and cause of stress depending on other values. People usually make use of religious activities as stress buster.

Raths et. al, (1966) analyzed that education is one’s capability to structure the processes in environment. According to past studies, there is positive correlation between teachers’ VAM scores and students’ academic performance in future.

Report:

Pant (2006) – The report described the need and significance of value oriented education considering the demand of modern age and discussed various methodology to attain through
value education. It also differentiates the value education with education and analyzes its impact on holistic development of students’. It further suggested various pedagogy, strategies and approaches to nurture values. Value oriented education can be mapped by categorizing values and finally provide principles, its implementation and evaluation process for the same.

2.2. INTERNATIONAL STUDIES

Anand Mohan and Sanjay Bhushan (2017) postulates the wider adoption of innovative policies and programmes at secondary and higher educational level, promoting emotional, intellectual and ethical integration of individuals. It supported the need of imparting value based education which gives various measurable benefits and gives sense of socio-environmental consciousness. Community engagement is another integral part of value based education model. At the end, the study focused on various value based education model, policies and programmes being implemented in the educational system of India and Australia that leads to the development of a ‘complete man’. At the end, the study includes some actionable recommendations.

Peter Dsouza (2015) explored the various challenges that young students face and the ways by which social service can overcome their challenges. Social service is found to play a significant role in improving society and nurturing the students. It was found that Social service leads to development of positive qualities in the person who is engaged in the social service. Hence, Social service can be used as a medium to impart value education among college students.

Shawn et al, (2015) explores the approaches to improve the learning environment for the students. One approach is to increase pedagogical knowledge and teacher sensitivity for working in culturally diverse environment. The study focuses on creating a model and understanding the relationships between student outcomes and culture-based education. Culturally-based educational practices encourage learning and instruction that is rooted linguistically relevant.

Mumpuniarti et al, (2014) developed a model for value learning which can be used to build students character at elementary school level. Research & Development(R & D) approach was used for conducting research. The study was conducted in two stages. In the first stage, a base
line study was conducted to find out the need of value based education in schools (need assessment). A module was drafted based on the identified needs. The model was observed on seven themes and was imbibed in the elementary schools.

**Harlina H Siraj et al, (2014)** observed the two main stressors i.e. social and academics. The result shows the students with high stress scored well in academics. Medical students are able to manage their stress well and score well in academics. They help in making development of other students which further help in performing well in academics.

**Somraj & Vimala (2013)** analyze the validity of teacher education programme at secondary level where teacher equips skills to deliver value based education in order to collect response to the emergence of new society and new curriculum. Qualitative data in the study help to discuss the need of value based education for making the social stability. At last the role of teachers as leaders and students is also analyzed.

**Imeokparia (2013)** examined the importance of stress management in ensuring high academic performance among management students. It was identified that stress is positively correlated to academic performance of management students. Therefore, if the students know about stress and use stress management techniques, it will help them manage stress at job.

**Strubler (2011)** explored that stress management factors and psychological traits are needed to be determine as per the best suited traits of personality. Testing alone will not be effective option to give right results.

**Salami O. (2011)** analyzed job stress, social support and traits as the three aspects of burnout. Among these personality and social support depend on the individual. Environmental and Personal factors linked with burnout. The various interventions like social group, strong personality traits and management skills results in positive impact on managing stress and burnout.

**Joshua J. Jackson (2011)** describes that the learning experience during education period played essential role in transformation in an individual personality traits. The traits which an individual already have in school life help in anticipating the learning experience in college. Examples are completing home work and going regular connect with conscientiousness enlargement.
Likewise, personality trait changes with the educational experience of students which shows reciprocal relation between the two.

**Heng (2011)** discusses the focus of Singapore Minister for Education on both values and competencies to tackle the uncertain future.

**Iona (2010)** discusses a curriculum of value oriented education in which includes code of conduct of values and behaviours called ROARS (Respect, Ownership, Attitude, Responsibility, and Safety) which have enormous positive impact on the school’s culture.

**John Hare (2010)** describes the intended approach of holistic education that assists in broadening the process of education by promoting the development of positive attitude for learning, social skills and encourages personal accountability. Holistic education provides various advantages which clarify the objectives of holistic education to the student, teachers and parents. Holistic education is allied with behavior and attribute as an outcome within of an individuals.

**Badat (2010)** refers to make socio-economic development through educational transformation which helps in shaping the society.

**David, Jane L (2009)** explores that service learning helps in preparing the students to become responsible citizen by increasing their understanding of existing social issues and the role of civic actions in the solution of the same. Service learning basically aims at linking community service with the school curriculum which develops character as well as academic skills of the students.

**Lewis et al. (2008)** involves research of six schools with reference to a school which have explicit value education program extracted from environmental education for the perspective of sustainability. It proves to be meaningful, effective methodology of teaching values and enhances awareness of holistic thinking.

**Connor-Smith, J.K & Flachsbart (2007)** perceive that personality works as the basis of choice of strategy one chooses for managing stress and tolerance.

**Davidson et al. (2007)** discusses the essence of character education in the elementary school. Character has been divided into two major parts: qualities that enable an individual to be
ethically best as a citizen and in relationships is known as moral character and additional qualities which makes possible to achieve the highest potential in performing any of the environment.

Notman & Ross (2007) explore the concept of principle of value perspective self-development and affirms merits of value-based leadership. It focuses on two dimensions of personal value system and influence of values processes on their leadership behavior.

Gary (2007) shows the relevance of value education specifically in environmental perspective in framing the actions for schools.

Hannum et. al, (2006) stated that education is considered as fundamental human right. Better education can improve person’s welfare. Education can act as an mechanism of development; enhance work and life skills among students like sociability and confidence. These skills can promote economic growth on by increasing productivity leading to better governance.

Student’s team (2006) clusters of six primary schools in London, United Kingdom have explored the application of value oriented education in their schools and community using student action teams approach.

Lovell & Philippa (2006) discusses a number of tools that allows examining and asses the social domain. The various projects conducted in value education have noticed improvement in behavior, understanding and expectations.

Hare, R. (2006) discussed the need of following systematic value oriented education which helps in nurturing range of skills, capabilities and competency of the reflection of the behaviour of individual. So, the implementing value oriented education is the improvement in personal behaviour of student.

Benninga et al. (2006) discussed the increasing concern for values based education among Educational professional and policy makers of USA but on the other side of coin expectation of academic achievements has also increased. So, the present data of the study indicates that the two are incompatible.

Brown et al. (2006) explores the approaches adopted to promote value education interpreted by the text available on institution (school) websites. School prospectus and behavior management
policies has been analysed to determine how the value based education has been advocated and presents to the public.

Cahill et al. (2006) have reported how cluster investigating and taking actions around values of grade 4 and 5 using a Student Action Team approach. Leesa and Butler, are the teachers of the cluster reflects the positive impact of the project on the students as well as teachers.

Stevenson and Harper (2006) observed that learning experience of students’ can impact stress both negatively and positively on the student. However, majority of respondents consider themselves to be in tremendous stress and the impact of the stress is so much so, that even makes lectures as stressor which ultimately give negative experience on the students learning process through lectures.

Hawkes, Neil (2005) developed philosophy that place worth in the curriculum and mentioned example of schools in UK which have embraced positive effect of value education.

Lina (2005) involves a case study of the learning from integrated value based education approach to transform of whole school’s culture within the context of developments in value education and major national initiatives.

Gary (2005) focuses on the essence of value based education for geography teachers. Value based education presents a way to contribute in broader values conversation about values as it includes cultural values.

Mroczek. K. D (2004) analyzed that age is positively related to stress and found moderate correlation of age and routine stress. Age also have positive relation with negative effects of stress which means the higher the age lesser will be the negative effects of stress.

Haworth. B (2004) described various motivation factors to decrease the attrition rate among the doctoral scholars in completion of their degree. They also require consistency in the opportunities of development.

Forward, S. B. (2004) emphasized the detail of the working environment of individual while considering the complexity at workplace and evolved with three theories which first includes various causes of work stress for individual at work. Second, the changing behaviour of the causes of stress with time an situations existing and finally the fast changing pace of work
environment. Therefore, formulation of model must include all these complexity while analyzing the stressor.

**Brewer, E.W. & McMahan, J. (2004)** described various negative effects of a person’s psychology and physical health and various other factors of stress which effect the job burnout of educators.

**Patel (2003)** built upon Kelly’s Personal Construct Theory (PCT) to explain the role of holistic approach in developing learners as critical thinkers by incorporating practically into teaching. Regular practice of holistic approach can help sustain high levels of student attendance and improved progression.

**Margaret (2003)** captured a model for teaching values to students. She found that imbibing values among students was not easy. The model suggests that if students are offered consciousness-raising opportunities along with other opportunities to enhance their skills can be an effective way to change what students think about the world.

**Rick (2003)** argues that ‘being an adult in school is a profound moral challenge’ and teachers also needs support and provide wider opportunities for development of their own values and ethics both as an individual as well as an educator.

**Parks (2000)** gives emphasis on the relevance of changing the mindset of society in developing an individual. The researcher also explains the need of supporting environment in the development of an individual which works as a bridge to guide. The paper explains the holistic development of an individual tends to get influenced by socio-cultural environment.

**Burt, R. Sutton and B. Staw (2000)** perceive that the achievement by an individual is strongly dependent on the relationship with others inside as well as outside the organization. The concept of Social capital can define the network structure of performance by an individual and significance of social relation.

**Barbara (2000)** analyzed strongest relationship with family background and student’s performance in earlier class in school. Then, as the class upgrades the relationship become weaker and becomes very weak relation in most senior classes. The trend of individual’s
background and performance loses its importance as the learner grows older, however the researcher still can’t assure of influence of background on senior students.

**Brustad & Ritter-Taylor (1997)** analyzed that majority studies in relation to identifying stress and management of stress consider individual characteristics, their managing skills. But social environment plays vital role in managing stress of an individual which need to be studied in social context.

**Hayes, D.M. & Eddy, J.M. (1985)** proposed that one should always confront with the stressful situations than that of avoiding the situation. By implementing a comprehensive stress management program, it is expected that an individual will become more proficient towards handling stressful life’s events, throughout the life span.

**Australian studies:**

**Mitchell & Julie (2012)** discuss about the effective implementation of Australian curriculum and give real learning for students by supporting their teachers and school communities. Value based education has its particular value on the discussion table but not find discrete identity in curriculum. Implementing value based education may seem challenging for the schools.

**Mergler (2011)** argues that Australian educators integrate values into the units teaches and demonstrate values through what and how they teach, which often fails to address the morals and values explicitly. So, measures adopted to reshape the method are further discussed.

**Lovat et al. (2009)** provides defensible and quantifiable data with reference to links between quality teaching outcomes and values education practices. Quality teaching and value education are closely linked with each other. The research reviews the area impacted by value education. Value education has positive impact in improving classroom ambience and on developing student-teacher relationships which leads to productive classrooms. Value education have positive impact on students and teacher well being.

**Lovat & Terence (2005)** discusses about value education by saying it heart of beginning of education. It is supplement of what values one learns at home and missing at home. Values oriented education helps in understanding and creating social ethics and society’s legal codes.
Teachers play integral role in imparting value based education which is heart of classroom and known as quality teaching.

Nielsen & Thomas (2005) explores the need of values learning for the students and ways to achieve this through imaginative thinking and service learning by activity and doing.

Terence Lovat (2005) introduced the concept of ‘Quality Teaching’. Quality education perspective discusses about intellectual depth, self-reflection and inter-relational capacity among the factors that characterize the kind of learning which marks difference. These perspectives and values education are in synergy. Strengthening these links can release the true power of value education and to raise it to a mainstream issue among all schools.

Lewis et al. (2004) examines the significance of the tools which measures the degree to which values are supported by staff, acceptable to parents and integrated to students. The feasibility of quantitative instruments is also tested for providing a tool for renewal and school development. The paper will identify examples of best practices for value based education assessment and its implication for future scope.

Lovat & Terence (1999) explores three area of research important to professional, curriculum and philosophical practices to impart value education in formal educational settings. The first area concerned with notion of differences, second with professional ethics of educator and the last area examines practical work-in-progress while imparting value based education.

Report:

United Nations (2012) the report has emphasized on rising focus on social distribution along with quality of education and the shift from results of performances to learning outcome of the educational processes.

Ministry of education, Singapore (2009) analyzed various core values in 21st Century Competencies in the Singaporean education system are care, integrity, harmony, resilience, responsibility and respect.

UNESCO (2002) the report has identified a list of core and related values on human dignity and developed model for developing and implementing each of these values.
**RESEARCH GAPS:**

The present study helps in bridging the gaps in the previous studies. The research gaps identified from the review of literature are as follows:

- There is no significant comprehensive study done regarding measuring the holistic personality and stress management with reference to value oriented education.
- There is no significant comprehensive study done regarding measuring the academic as well as workplace stress management.
- Most of the studies are focused on the students of primary and secondary education only.
- No study was found that systematically evaluates the impact of value based education on stress management and practices.
- The present study has been conducted on four different type of university which was not found in existing studies.
- The present study aims at bridging the identified gaps and analyses the impact of value oriented education on students’ academic as well as workplace stress management and holistic personality development and academic performance in a holistic manner.
- The current study has been conducted on the students of Graduation, Post-Graduation, Research Programmes and Alumni thus, making it a multifaceted study.
SECTION- II

Figure 2.1: Synthesized form of Literature Review

SYNTHESIZED

NATIONAL STUDIES

INTERNATIONAL STUDIES

2016: Uttampreet

2015: Anmol & Vivek; Mukti Gill; Tauseef & Anna

2014: Swapna.K.S; Raj; A.Pavana, T and M.; J.Lakshmi; Neena Aneja; Ved Prakash; Anamika; Deepa; Devakumar; Deepa Awasthi

2012: K.Govindarajan & S.Murugan; Shelly and Jain; P. Nithiya; Nasrin

2011: Shadiya Mohamed; Kareena Bhatia and Manoj kumar; Singh, B.S.K. Naidu

2010: Tatjana; Manoj and Singh

2009: C. Panduranga Bhatta

2006: Rena; Sushmagulati and Dayapant

1985: Pargament

1986: Raths et. al,

2000: Krishnamurti J.