CHAPTER TWO

REVIEW OF RELATED LITERATURE

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Introduction

Any worthwhile research study in any field of knowledge requires an adequate familiarity with the studies, which have already been done in the same area. Review of Related literature is a significant aspect of any research work. The research worker needs to acquire up to date information about what has been thought and done in particular area from which he intends to take up a problem for research. Review of related literature is a task calling for a deep insight and clear perspective of the overall fields and is a crucial aspect of the planning of the study.

Review of related literature is very important in any scientific research study. As the effective research is based upon past knowledge, review of related literature helps us to eliminate the duplication of what has been done. It also provides us useful hypotheses and helpful suggestions for significant investigation. It is a valuable guide to define the problems, recognizing its significant study of design and source of data. This also extends knowledge in the problem area and provides a background for the research study.
The investigator made a careful review of the Surveys done on Educational Research in India, Research Journals, Handbooks, Theses, Encyclopedias, Internet search, Questia Online Library, Websites, Research Abstracts, Educational Review, Sixth survey on educational research (uploaded in the internet by Devi Ahilya Viswa Vidhyalaya, Indore) and other source of information for the present study. Related studies in this chapter are presented under the following headings.

1. Studies related to Values and Value Education
2. Studies related to Self-efficacy
3. Studies on correlation between Values and Self-efficacy.

Studies related to Values and Value Education

Akerson et al. (2008)

Akerson et al. (2008) in the study, ‘Early Childhood Teachers’ Views of Nature of Science: The Influence of Intellectual Levels, Cultural Values, and Explicit Reflective Teaching’, identified the relationships between pre-service teachers’ views on nature of science and their cultural values, such as those at the dualism position holding achievement more highly for scientists than those at other positions. The values of pre-service teachers
held personally were different from those they held as important for scientists.


Ariail, D.L., et al (2008), conducted a study on value preferences, political–orientation and moral reasoning of certified public accountants on a Sample of 309 practicing certified public accountants. The study found out a statistically significant inverse relation between moral reasoning and conversation in univariate tests.

**Goel A. & Goel S.L. (2005)**

Aruna Goel & S.L. Goel (2005) in their study identified the root cause of many of the problems faced by the modern youth as the failure of the society to train them in traditional values. The traditional support structures weaken as urbanization breaks up the extended family structure. The youth fail to cope up with the social changes and the media promote new sets of values. The authors make a study of the present scenario and find that the answer to the problems is imparting of life skills education with values as the most important ingredient. In this study the authors look at the human values and the value education in a broader perspective. They have also tried to explain some individual values to understand their significance. The book is divided into 20 chapters. It has two parts. The first part deals with the concepts of education, meaning and significance of
values, Ethical values and social harmony, Human rights and duties, environmental values, holistic values for human development, Indian cultural values, Aesthetic values and perfection of human beings etc. The second part contains mainly discussion of personal values such as self-confidence and positive attitude, value for time, self less service, interpersonal relation values, love, truthfulness integrity and character, value of peace, universal brotherhood etc.


Arya, S. (1993) conducted “An Experimental Study for the Development of Moral Values in Adolescents” on a sample of 70 boys and 70 girls of class seven as well as 70 boys and 70 girls of class nine. The boys and girls were selected from two Government Schools of Churu District of Rajasthan. The major objective of the study was to study the development of values of nationalism, non-violence, independence, patience, regard, justice, avoiding evil, sacrifice, honesty and simplicity in students. The major findings of the study were: The development of moral values in class 7 and class 9 was not significantly different. The moral values of students of class 9 were significantly higher than those of students of class 7. The growth of moral value at different socio-economic status of students of class 7 and that of class 9 differ significantly. It was found that the moral values significantly developed with the maturity of students of class 7 and that of class 9.

Atreya Jai Shanker (1989), aimed to study the values and job satisfaction of teachers having high, average and low teaching effectiveness. It also aims to find out the degree of influence of teachers’ values and job satisfaction on teaching effectiveness. The study was an ex post facto research. 600 teachers from eleven colleges of Meerut University were selected through random sampling. The tools used for the study were a New Test for Study of Values by Gilani, and the Teachers’ Effectiveness Scale (adapted from, that by Kumar and Mutha). The major findings were: At the degree level teaching effectiveness was significantly related to values and job satisfaction. Teaching effectiveness was found to be a normally distributed trait. The effective teachers markedly differed from ineffective teachers on the job satisfaction scale. Their value pattern accounted for their effective teaching.

Kukreli, B.R. et al. (2005)

Kukreli, B.R., Saxena M.K. and Gihar S. (2005), jointly studied on “Values and Teacher competence”. It was a co-relational study to find out the role of values in teacher competence. It studied about the value patterns of the competent and incompetent teacher.
**Bajpa, A. (1991)**

Bajpa, Amita (1991), conducted an experimental study titled “Educational intervention curriculum for Value development and its facilitative effect upon the development of Moral Judgment”. The findings were: 1. the children who participated in the program acquired ability to judge an act as right or wrong, 2. the variables of intelligence, academic achievement, school adjustment and family structure were found to be significantly related to the level of moral judgment.

**Baker, S. J (1999)**

Baker, S. J (1999), conducted a study titled “A Study of Effectiveness of Traditional Experience Based Approach and Composite Approach to Value Education in Developing a Set of Values in Pupils”. The major findings of the study were: (1) Rational Approach (JIM) to Value Education develops Moral Judgment of the pupils. The Traditional Approach and the Composite Approach do not develop Moral Judgment of the pupils. (2) Too shorter and the longer duration of the Traditional Approach to Value Education have equal effect on the Moral Judgment of the pupils. (3) The Socio-economic Status does not play a significant role in the development of Moral Judgment of the pupils. (4) The Rational Approach to Value Education does not change Value preference in respect of all the five Values, viz., Equality, Fraternity, Justice, Liberty and Secularism from the selected set of Values. (5) The Traditional Approach to Value Education changes
Value preference in respect of ‘Liberty’. It reduces the Value preference for the ‘Liberty’. In case of the other four values the Traditional Approach does not change in the Value preference. (6) The Rational Approach reduces Value preference for ‘Fraternity’ in comparison with the Traditional Approach to Value Education.

**Bhadury, J. (1989)**

Bhadury, J. (1989), conducted a study on the effect of feedback in improving personality, desirable behaviors, values and teacher perception among students of secondary and senior secondary school. The study found out that planned feedback to be effective in developing desirable behaviors, values and teacher perception.

**Bhandari, R.S. (2006)**

Bhandari R.S. (2006), studied on value education in an academic context. It refers to explicit formulations of the ways in which students are expected to be changed by the educational process. Such changes include changes in their way of thinking, feeling, and actions. Whether the teacher is conscious of it or not, value education has been constantly taking place in the schools. Through its curriculum, school seeks to achieve the aim of bringing about desirable changes of behaviour in the individual. Thus, curriculum essentially has a value basis. Apart from the values that are imparted through the curriculum, value education is also provided explicitly
and deliberately as a subject in the school curriculum. In this book, the author discusses the strategies and methods of such a value education. The main topics covered in the book are, value education process, knowledge utilization and human development, job oriented learning, environmentally sustainable education, value oriented life long education, education for sustainable development and missions of education.


Bhatia, K.T. (1984), conducted a study on ‘The Emotional, Personal and Social Problems of Adjustment of Adolescents under Indian Conditions with special reference to Values. It was found that family atmosphere was more tense and unhappy for girls in the Indian environment. In many families, parents were more favourably inclined towards boys. A good majority of adolescents stated that they were proud of being Indians, mainly because of their rich cultural heritage and strong family ties. Adolescents were hesitant to favour sex instruction in schools and they claimed that the greater freedom at college gave them more self-confidence.

**Bhatnagar, I. (1984)**

Bhatnagar, I. (1984), in the study of ‘Some Family Characteristics as related to Secondary School Student Activism, Values, Adjustment and School Learning’ found that the students belonging to large families had less activism tendencies, better adjustment, higher values (educational, personal
and material) and better school learning. The broken family was positively related to activism, poor adjustment, and higher personal and materialistic values, while the intact family was positively related to educational and social values. The socio-economic status was found to be significantly related to activism, educational and materialistic values and school learning.

**Chakrabarti M. (2005)**

Chakrabarti Mohit, (2005) in his book, ‘Value Education: Changing Perspectives’ analyses value education from different perspectives such as philosophical, psychological, sociological, aesthetic, Gandhian etc. The article ‘Education for Values: Philosophical perspectives deals with the philosophical dimensions in education for values. In the article ‘Value Education: Psychological Parameters’ the author makes a psychological approach to the study of values from initial, media and end spurts as it enables us to make an adventure into the vulnerable areas of pupils awareness and pupil development in terms of education for values. All values introduced and exercised in education are meant for social development and social prosperity. Enkindling the individual self to be effulgent with the aura of the universal self by means of a broadened vision and widened outlook is all that is required for education for socialization. ‘Education for Values: Sociological Aims’ elucidates these objectives of Value Education. ‘Value Education for Aesthetic Awareness deals with the
components of education for values for aesthetic consciousness and advancement of Truth, Beauty, and Goodness. The author also examines Value Education from Gandhian Perspective and that of Rabindranath Tagore and Swami Vivekananda. How far value education is congenial to national integration and what value components deserve immediate attention to fulfill the aims and objectives of national integration are discussed in ‘Value education and National Integration’. The new dimensions of value education such as the population education and transvaluation of values are also discussed by the author.

**Charles E.A. (1999)**

Charles Elaine Ann (1999), in the book, ‘Value Education a Manual for Teachers’, discusses various approaches and techniques of communicating values and methods and tools of value evaluation. After examining the what and why of value education the author examines the various approaches to value education such as the Direct Pedagogical Input, the Integrated Concurrent Approach, the Critical Inquiry Approach, The Media Approach, the Simulation Model, the Jurisprudential Inquiry Model, the Value Analysis Model, and the Total Atmospheric Approach. Then the author describes the different techniques and tools of communicating values and the methods of value evaluation. A special section on the ten values identified by the department of education, Maharashtra Government for Value Education in the state from 1997 discusses these values in detail.
The book gives the findings of the survey conducted by St. Xavier’s Institute of Education, Mumbai on the value education program made compulsory by the Government of Maharashtra in schools from June 1997, with one period set aside for it in a day’s time table. The survey attempted to find out the attitude of teachers to the Value education Programme, the various approaches and techniques used by them for this purpose, the difficulties and problems encountered by them.

The survey was conducted by 20 B. Ed trainees under the guidance of 5 staff members. 620 teachers from 60 schools were interviewed for the purpose. A specially prepared questionnaire was used for the purpose. The schools were of different types— aided, unaided, single as well as co educational systems belonging to various communities.

As the findings, 86.5% of teachers expressed the view that the inculcation of Value Education in the curriculum is a right step, 59.8% reported that their school had the infrastructure necessary for conducting the value education, 52.8% reported that they found it difficult to evaluate, 87% said they used DPI method while 63.6% used CIA Method, 89% used theme based assemblies, 65% tried TAA method and 87.2% used Integrated Concurrent Approach. Most of the teachers expressed the need for proper work shop for teachers and felt the need of being exposed to various methods and resource materials.
Chikara B.D (1992)

Chikara B.D (1992), conducted a study to find out the effect of strategies for inculcation of democratic values among adolescents in relation to introversion-extroversion and value-related behavioral changes. The investigator tried out two strategies for developing seven democratic values in adolescents. The study found out that the Self – Confrontation Strategy and the Clarifying Response Strategy to be variously effective in developing the different values. The former was most effective with extroverts and non-conformers and latter with introverts and conformers.


Das, R.C. (1991), conducted a study titled ‘Methods Adopted by Secondary Schools in India for Developing Moral and Ethical Values and Measurement of the Value Judgment of Students of Class IX”. The findings of the study showed that there was significant positive correlation between intelligence and moral judgment and a positive correlation was found between socio-economic status and moral judgment.


Dhanaval, N. (2000), studied the “Importance of Value-based Education” and found that value-based education is not possible without value-based teachers. Panchasila, the five principle of ahimsa, aloha,
brahmacharya, satya vachna and sura-pananisheddh is a good working guide for value-based teacher.


Diwan, D.K. (1992), conducted a study of the ‘Predictors of Academic Achievement of Student teachers in terms of Aptitude, Attitude, Participation and Human Values’. The findings of the study showed that Human value co-operation has shown a positive relationship with academic achievement in total, theory and practicals. However, this positive relationship has been found more in practicals than theory. Tolerance of student Teachers has shown significant positive relationship with academic achievement in total, theory and practical. However, this positive relationship has been observed more in practicals than theory.

**Dwiwedi. (1983)**

Dwiwedi (1983), made a study on ‘An Investigation into the Changing Social Values and their Educational Implications’. The study showed that the place of residence had a close relationship with values - religious, ethico-cultural, political and educational. Women were more religious, ethical, cultured and keenly interested in societal problems compared to men. The study revealed the devaluation in the personality, knowledge and character of the political leaders as well as the teachers. The old values were
not shared by the modern youth and they were rather skeptical concerning religion.


Frimer, J.A., & Walker, L.J. (2009). In the study, ‘Reconciling the self and morality: An empirical model of moral centrality development’, addresses some critical issues in developing a comprehensive empirical paradigm of moral personhood. Two basic constructs of moral personality which have been posited to help span the judgement-action gap – (moral centrality and integrity) - are critically reviewed and some criteria are proffered for evaluating competing models or moral personhood. Significant directions for future research are noted with the hope of moving the field towards a new paradigm of moral personhood.

**Gawande E.N. (2004)**

Gawande E.N. (2004), in his book, ‘Value oriented Education (Vision for Better Living)’, presents an up to date picture of value oriented education covering its historical, cultural and constitutional background with a view to provide cultivated citizens with high ideals of living with a strong moral code. It brings about a close relation with the latest topics in Religious and Moral Education, Population Education, Yoga education and Environmental Education with teacher’s active role in its planning and evaluation. It discusses almost all the topics connected with the subject in the light of the
recent researches and studies such as its historical background, deliberations of various commissions on value oriented education, the concept of human value, constitutional values, the value education and curriculum, value education and population education, value education and environmental education, value education and yoga education, value education and co curricular activities, value oriented education and teacher’s role, clarification of some doubts about value oriented education etc.


Geetanjali, R. (2003), conducted a study on ‘Educational Ideas of Tagore and their Relevance to Value Education in the Modern Indian Context’. The objectives of the study were: To study the axiological base of Tagore’s works on the following aspects: the ethical foundations; the aesthetic foundations; the religious foundations; and the cultural foundations. The major findings were; the value of amity, brotherhood, unity in diversity, and universality of man give him directions in life. So Tagore’s philosophy takes a new form of preaching the same thoughts as of Upanishads and the ancient Hindu Philosophy. The union with the Absolute is a state of bliss, a state of moksha, the ultimate aim of life. The achievement of the highest aim of education is possible to the man who has devotion towards God and faith in humanity. Tagore inter-mingled ‘God’ and ‘Reality’. He asserted that every thing was a manifestation of the Absolute.
He conceived it as the only one, as the only reality, as the basic postulate of every thing. Tagore believed that there must be a supreme person guiding and controlling the universe. He was the concrete ideal of man’s life and aspirations.


Gupta, K.M. (1984), conducted a study on ‘Moral Development of School Children’. The study showed that the children of all ages subscribed to moral judgment in an adult-approved direction in a conflicting situation. The children from co-educational schools were better in moral reasoning than the children from non-co-educational schools. The students from government schools were more superior in moral reasoning.


Gupta, S.K. (2000), studied on ‘Creative and Non-Creative Secondary School Pupil Teachers of Madhya Pradesh in Relation to Values, Adjustment and Attitude towards Teaching’. The objectives of study were: To study the difference between creative and non-creative, male and female secondary school pupil-teachers with respect to (a) personal values, (b) adjustment and (c) attitude towards teaching. The major findings of the study were: Creative and non-creative groups do not differ significantly with respect to personal values except social value. Creative and non-creative groups differ significantly in respect of social values in favour of the non-creative group.
The males and females do not differ significantly from each other with respect to religious and aesthetic values in favour of females. Aesthetic value has positive significant relationship with attitude towards child-centered practices and educational process.

**Gupta, R. (1989)**

Gupta, R.(1989), had done a study titled “Values and Moral Judgment of adolescents of two representative centers of western and eastern U.P”. The major finding of the study was that regional difference influenced the different personal values of adolescents in an important way. Sex–difference emerged as a contributing factor in the moral judgment of adolescents.

**Gurnani, L. (1992)**

Gurnani (1992), conducted a study of ‘Life Values, Personality and Creativity of Physically Handicapped Senior Higher Secondary Students of Rajasthan’. The objectives of the study were: To study the relationship between life values, personality traits and creativity of physically handicapped students studying in senior higher secondary classes in Rajasthan. The findings of the study showed that moral and aesthetic values were negatively correlated with all other values except hedonistic values. Moral and aesthetic values also showed negative correlation with total life values. All the factors of creativity were highly correlated with each
other. There was no significant difference between the two groups of physically handicapped persons concerning their scores on life values, personality factors and creativity.


Harrington, T. F & Harrington, J.C. (1989) conducted a study on Value Choices – similar or different on a Sample of 9650 U.S. students, 2925 U.S. College freshmen, 571 Spanish speaking Americans and 2113 Canadian and community college students. The study found out that there is some commonality across cultures in value preference. Individual variation in the selection of values appeared to occur after satisfying basic survival needs. Few gender differences were found, while there were definite differences noted between adults and younger subjects in their prioritizing of work values.

**Herman, C. (2006)**

Herman, C. (2006) in the article ‘Should Value Education be Taught in Schools’ explained that value education must help students to face the agonizing dilemma and make a choice that would enable them to hold their head high. There must be a cognitive understanding of moral and spiritual values. The students understand what makes them just in a world of better human beings. This is the reason why we need value education in our schools.

Hulleman, C.S. (2007) conducted a study on the ‘Role of Utility Value in the Development of Interest and Achievement’. This was to help students to see how the value in their coursework contributes to interest and achievement and to test the effectiveness of an instructional intervention to promote perceptions of utility value and interest - particularly for students with lower competence beliefs - compared to a control group. A process model of utility value effects is proposed and tested. The results demonstrated that the intervention effectively increased perceptions of utility value and interest. In addition, the hypothetical pathways of the process model were supported.


Husu, J. and Tirri, K. (2007) in the article, ‘Developing Whole School Pedagogical Values--A Case of Going through the Ethos of Good Schooling’, made a study on the content and structure of teachers’ pedagogical values. The investigators used the process of value clarification with 24 teachers to encourage them to recognize and articulate their own values and beliefs related to their professional morality and to their school community. The project was carried out as a collaborative action research project in which the researchers and teachers worked together. This article examined both the normative and descriptive foundations of pedagogical values. The emphasis is not on how teachers and students should act in a given
catalogue of value prescriptions, but on what kind of a value structure would prevail in schools so that they can be considered truly educational institutions and professional communities. The researchers emphasized the claim that the teaching profession should be understood as a complex of virtues and ideals that are essential to success in a teacher’s role. Hence, teaching as a normative concept can be defined as an idealized way of being in a certain role that contributes to the realization of the good, central to the profession. The whole process of recognizing, articulating and expressing pedagogical values will make teachers aware of their ethical knowledge and help them to develop their school to become a learning community that acknowledges the multiple dimensions of the school ethos.

**Ignasimuthu. S. (1994)**

Ignasimuthu. S. (1994), in his book, 'Values for Life' did an extensive study on the different types of values one encounters in life. The first chapter deals with the topics such as the need for values in life, value inculcation, the objectives, process and approaches to value inculcation, Sources of values and kinds of values. The second chapter deals with Personal values. Values such as ambition, cleanliness, contentment, courage, creativity, determination, dignity of labour, diligence, discernment, excellence, honesty, hope, maturity, regularity and punctuality, self confidence, self motivation, and simplicity. The third chapter speaks about the social values. The values dealt with in this section are accountability,
brotherhood, concern for environment, courtesy, dialogue, dutifulness, forgiveness, freedom, friendship, gratitude, hospitality, justice, love, magnanimity, patience, repentance, responsibility, service, sharing, sportsmanship, sympathy, team spirit and tolerance.

The fourth chapter is on moral and spiritual values such as detachment, faith, loyalty, non violence, obedience, prayer, purity, renunciation and truthfulness. The fifth chapter narrates the behavioral values, basic good manners to be followed at home, school and college, while interacting with others, on the field and on the streets, good manners for behavior and conduct, for writing letters and while dealing with superiors, etiquette, table manners, tact and delicacy, independence of character and personal habits.


Jain, A. (2000) conducted a comparative study on, ‘Socio-economic Status and Values of Educated and Uneducated Women in relation to their Attitudes towards Social Change’. The findings of the study showed that the background of women, urban or rural and their education is related to their attitudes towards social change. The correlation of socio – economic status of educated women and their attitude towards social change is highly positive. Social values of women of educated class are highly positive and effective. Educational values of women of uneducated class are highly negative and effective. No value is positively effective among urban women.
The effect of human values is highly negative and effective, while religious values are negatively effective among the women of rural background. There is significant low correlation of socio-economic status of women of each class and their values in relation to their attitudes towards social change. Attitudes towards social change among the women of each class, namely, rural, urban, educated and uneducated are more or less same.


Joseph, M. (2006) in the study on ‘Value Priorities among the Secondary Level Teacher Trainees of Kottayam District’ in relation to their sex, religion, locality, management and subjects found that secondary level teacher trainees in Kottayam District give priority for humanistic values followed by social, religious, aesthetic and political values. There was no significant difference in the mean scores of humanistic, social and religious values between Hindu, Christian and Muslim trainees and arts and non-arts subject teacher trainees of Kottayam district.

**Joshi, R. V. (1997)**

Joshi, R.V. (1997) conducted a ‘Study of Personality Factors, Self-Confidence and Values of Backward Caste and Non-Backward Caste Students’. The objectives of the study were: To study the personality factors, self-confidence and values of backward caste and non-backward caste students according to their sex, stream, types of schools and grade. The
major findings of the study showed that religious value of backward caste and non-backward caste boys was almost the same. Social values of non-backward caste boys were more than backward caste boys. Democratic values of non-backward caste boys were more than backward caste boys. Aesthetic values of backward caste and non-backward caste girls were almost the same. Intellectual values of backward caste and non-backward caste students of science stream was almost the same. Economic values of non-backward caste boys were more than backward caste boys. Pleasure values of backward caste and non-backward caste boys were almost the same. Political values of backward caste boys were more than non-backward caste boys.


Joshi, D.H. (2002) conducted a study titled “Identification of Values as reflected in the Text-books of Gujarati used in Secondary Schools and the Effectiveness of Value Judgment Model in the Teaching of their works”. The findings of the study were as follows. The Traditional Teaching Model was effective for the development of Value Identification and Judgment among IX standard male students for the teaching of Value - Acceptance of other’s Feelings, whereas it was effective for the development of Value Identification and Judgment among X standard female students for the teaching of Value - Perseverance and Acceptance of other’s Feelings. The Value Recognition Model of teaching was effective for the development of Value Identification
and Judgment among males and females of standards VIII, IX and X for the teaching of good number of selected Values. For Teaching of Values for the development of Identification and Judgment of Values, the Value Recognition Model was more effective as compared to Traditional Model of teaching.

**Joyce, D. et al. (2007)**

Joyce, D. et al. (2007) in the article ‘Value Education for Children – Whose Responsibility?’ explains the responsibility of value education for children lies with the decision-making authorities, the teachers, and principals of the school boards. They have to take an active part and help the children in their emotional growth, which can be transacted through curriculum. The study conducted by ASHA foundation in the schools of Bangalore revealed that an intervention of the value education class has helped 78% of the students to decide to delay sex until marriage, and for these students it was found that the character education classes were useful.

**Kapur, M. (1986)**

Kapur, M. (1986) in the study ‘The Moral Education of Primary School Children; A Sociological Perspective’ found that obedience, precedence to elders, Hindu religious values relating to Karma and the redemption of sins, sexual division of labour, and sibling loyalty were the themes of normative
interpretation. In exploring children’s primary socialization, these were found transmitted and internalized within the social interaction context of the home. The learning of religious belief and practice consisted of adult demonstration of the correct observance of certain events.

**Kaul, S. (1977)**

Kaul, S. (1977) in the study identified personality factors that differentiated between most accepted and less accepted teachers at secondary school level, and the values that differentiated most accepted teachers from less accepted teachers. The sample consisted of 241 teachers. Of these, 72 were highly accepted, 86 moderately accepted and 83 lowly accepted. These three groups were matched on age, academic qualification and training. Personality was assessed with the help of the 16 PF Questionnaire developed by Cattell. The Allport Vernon Study of Values adapted by R.K. Ojha was used to measure values of teachers. The split-half reliability ranged from 0.58 to 0.71. Interests were measured with the help of Chatterjee’s Non-Language Preference Record. Data were analysed with the help of t-test.

The major findings were: Highly accepted teachers differed in theoretical value from moderately and lowly accepted teachers. Theoretical value did not differentiate moderately accepted teachers from lowly accepted teachers. Values like economical, aesthetic, social, political and religious did not differentiate significantly female teachers on the continuum of high
acceptance and low acceptance. Interest in fine arts, science, medicine, agriculture, the outdoors, sports, literature and household matters did not significantly differentiate female teachers on a continuum of high and low acceptance.

**Kelch, B.B. (1992)**

Kelch, B. B. (1992) introduced human values through drama which used discussion, role playing, writing, observation and evaluation to assess students understanding of humanistic values as experienced in these pieces of dramatic literature. The results indicate that the group acquired a great deal of growth in group cohesion, and were always warm, friendly, and polite to others.

**Kelly, S. S. (2008)**

Kelly (2008) in the study ‘The Development of Moral Judgment and Value Education in Religious Education’ describes the steps from the recent history of the discipline of religious studies, its trajectory and actual legislation, understanding the human moral development, etc. The objective of this research was realizing a study about the development of moral judgment in infancy and pre-adolescence and about moral education through an education of values at school, specifically in the discipline of religious studies. As a finding, it is affirmed that education of values is
present, even though implicitly, in the discipline of religious studies of the researched school.

**Khare, S. (1993)**

Khare, S. (1993) conducted a ‘Sociological study of Social Values and Ambitions of College Girls having urban background’. The findings of the study showed that educational values of urban girls are oriented towards modernity but they are not able to leave their traditions. The educational ambitions of the urban girls are high and girls are more interested in science subjects but due to lack of facilities these girls are attracted towards arts subjects and their attitude towards women education is very liberal. The girls are attracted towards modern and reputed professions. There is high correlation between the ambition of monthly income, social category and caste. The girls have dilemma towards politics. On one hand, they consider politics as a medium of national service and a means of getting reputation but on the other hand, they consider that political environment is polluted and is a medium for collecting money. Most of the girls like democratic governments.

**Khare, U. (1994)**

Khare, U. (1994) conducted a ‘Study of Creativity in Biology at +2 Stage in the Context of Personal Values and Achievement Motivation’. The major objectives of study were: to study the following variables on the basis
of residential background: (a) science creativity in bioscience subject, (b) personal values, (c) performance motivation and to study the interrelation between these variables.

The findings of the study showed that there was no significant difference between high and low creative groups in terms of religious, social, economic, cognitive, pleasure, demographic, aesthetic and family values. The bioscience creativity of urban students of average creative group was higher. There was no significant difference in rural and urban groups in terms of performance motivation. There was significant correlation between flexibility component of creativity and health value while there was no significant correlation with other values.

**Khatri, R. (1999)**

Khatri, R. (1999) conducted a descriptive study on ‘Factor Analytic Study of Human Values’ on a sample of 200 students of grades IX and X belonging to eight schools of Indore district. The objectives of the study were: to study and compare the factor structures of selected human values of secondary students of different religions and to study and compare the factor structure of different dimensions of psychological meaning of related human values of secondary students.

The findings of the study showed that the factor structure of the dimensions, namely, potency, activity and evaluation of 25 values of Sikh secondary students composed of six, five and five factors respectively. These
three factor structures were different from each other except in a few common values. The factor structures of three dimensions, namely, potency, activity and evaluation of 25 human values of secondary students composed of four, two and two factors respectively. The three factor structures were similar in nature. The factor structure of activity and evaluation dimensions of psychological meaning of selected 25 human values of Hindu, Muslim, Sikh and Christian secondary students were almost different and closer to each other respectively.

Koikara F. (1990)

Koikara’s (1990), book on Value education, “Live Your Values: Teacher’s Guide” is a resource book for all teachers who intend to prepare their students for life by training them in values. The book deals with the teacher’s role in value development, teachers’ own attitudes and values to become an effective teacher and then proceeds to give systematic training sessions in different values through group dynamics, sharing, discussion and reflection. He begins the book with the famous words of Arnold Toynbee, “Of twenty one notable civilizations, nineteen perished not from conquest from without, but from decay from within”. It is a warning to every modern society that refuses to champion values that are no longer popular with the masses.

The teacher’s task of fostering genuine values is a tremendous one. They may be tempted to limit themselves to imparting information in the
class. More over the pressures of academic requirements stifle the efforts of even those who attempt to inspire the students with higher ideals, goals and values.

**Kukreti, B.R. et al. (2005)**

Kukreti, B.R. et al. (2005) jointly studied on ‘Values and Teacher competence’. It was a co-related study to find out the role of values in teacher competence. It studied about the value patterns of the competent and incompetent teachers.

**Kumar, S. (1997)**

Kumar, S. (1997) conducted a ‘Study of Personality Factor, Values and Self-Concept of the Students of Co-Educational and Non-Co-educational Institutions’. The objectives of the study were: To find out the difference between the means of 16 personality factors, values and self-concept of the students in two types of institutions after staying there for one or two years.

The major findings of the study showed that there was no significant difference in the means of personality factors between the students of degree classes studying in co-educational or non-co-educational institutions after the stay of one year. The values did change very slowly. Both male and female did not want to be inferior to any one. They wanted superiority. A few of the values were related positively with academic achievement both in co-
educational and non-co-educational institutions. Self-concept was positively related with achievement.

**Lanke, M. et al. (1991)**

Lanke, M. et al. (1991) conducted a study on values using ‘Heart Wood Programme’ and ‘Bag of Values’ Approach to Moral Education’. It used faille literature and stories, which address human problems with solutions based on ethical judgments that touch the head and the heart. This approach is effective in imparting values like courage, loyalty, justice, respect, honesty, hope and love.


Laocy, C.H. (1998) conducted a study on the preferred values of laywomen and men who teach in Roman Catholic Secondary Schools on a Sample of 353 full time Secondary School Teachers. The study found out that men exhibit a preference for theoretical, economic and political values while women appeared to exhibit a preference for aesthetic, religious and social values.


Lissa, M. (2000) conducted a study on ‘Preferred Future Values in the year 2020 A.D. of the Students of Standard Eleven of the Higher Secondary Schools of Ernakulam District’. It was a descriptive study, and was carried
out at two levels and in three parts. The Sample selected for the first round and the second round of Delphi Study consisted of seventeen experts from different parts of Ernakulam District for measuring the preferred future values as perceived by the students. They belonged to both genders from a total of eight selected government and non-government schools.

Major findings of the study were: among the students of standard eleven, value ‘patience’ has the highest priority with a percentage of 73.19% and leadership value has the lowest priority with a percentage of 3.44%. There was significant difference in the mean scores on values viz., responsibility, leadership, patriotism, patience and honesty of boys and girls. Boys were in favour of the values of leadership and patriotism and girls favoured other values.


Lovat, T. & Clement, N. (2008) in the study, ‘Quality Teaching and Values Education: Coalescing for Effective Learning’ extended the understanding of the concept of teacher beyond surface factual learning to that of induction into learning of intellectual depth, which engages the more sophisticated skills of communicative capacity and self-reflection. Quality teaching alerts educators to the potential of the role of explicit teaching in values education and, in turn, the capacity of values education to complement and even enhances the learning goals implicit in quality teaching. By this, it is meant that values education has potential to remind
individuals and systems that it is the affective and relational aspects of teaching that ultimately give it its power and positive effect.

**Ludecke, S.D.(2007)**

Ludecke, S.D.(2007) in the article ‘Education in Values and Moral Education in Vocational Colleges’ made an assumption that education in values and moral education are necessary, and moral competence (to make judgments) and the structure and development of the faculty of moral judgment should not be disregarded, even in the vocational education system. It was explained that when fostering the moral competence to make judgments, attention should be paid in particular to certain development conditions: skillful appraisal, perceived conflicts, opportunities for communication, experience of cooperation, responsibility and opportunities to act. Information on a beneficial structuring of conditions in vocational colleges can be derived from the available empirical results on moral atmosphere in private and professional fields of action; this information is beneficial to the development of value orientation and the ability to reflect on moral matters.

**Lumpkin A. (2008)**

Lumpkin A. (2008) conducted an experimental study for teaching values through youth and adolescent sports. The study found out several issues in youth and adolescent sports and proposes alternate ways to
address them, starting with the development and implementation of an athlete–centered philosophy. The study describes the goals for youth and adolescent sports, discuss what the moral values of parents, coaches and athletes should be in sporting contexts and concludes with suggestions for enhancing the sport experiences of youth and adolescent athletes.

**Mac Carthaigh B. (2002)**

Mac Carthaigh B. (2002) in his book ‘Value Education: What, Why, How and Who’ explored the how and why of value education in India today in a manner that not only helps the readers understand the historical and societal roots of the problem but also infects them with the urgency of the need for action. The book is primarily intended for the teachers of value education. The first part of the book provides details of the present Indian situation as a backdrop and moves on to discuss the history of value education, the psycho-social preferences and developments of the adolescents and the problems encountered in teaching value education to the youngsters. This is followed by well worked out modes and approaches to teach value education effectively.

An attempt was made to use the actual findings of a workshop on value education for teachers held at Kolkata to determine the true position, need and problems of value education and to emerge with a viable programme. The second part of the book discusses about change and talks about departure from the module of “repairing one’s past” in a value
education session. It encourages one to build on one’s present meaningfully for the future.

**Maria, F.A. (1993)**

Maria, F.A. (1993) conducted a study on Value Priorities of the Heads of Higher Primary Schools of Dakshina Kannada District and the association of these Values with their Socio-Economic Status, Sex, Location of the School and Type of School Management’ on a sample of seven hundred heads of higher primary schools of five talukas in Dakshina Kannada District.

Major findings of the study were: among the heads of higher primary schools, humanistic value was given the highest priority and political value was given the lowest priority. The value priorities did not indicate any significant difference with respect to, (a) rural and urban locations; (b) male and female heads of institutions; (c) government, aided and unaided schools. The social value was the highest for government schools, and lowest for un-aided schools.

**Mishra, S. (2009).**

Mishra, S. conducted a study on the Perception of Values by Effective and Ineffective Teachers in Relation to Sex, Age and Place of Habitation. The major findings of the study were the following. The male teachers have been found to have high mean score in theoretical, economic and political values,
whereas, the female teachers have been found high in aesthetic, social and religious values. Male and female teachers differ significantly in economic, aesthetic, social and political values. The young teachers were found to have high mean score in theoretical, aesthetic, and social values, but the old teachers were found to have high mean score in economic, political and religious values. Significant difference was observed in the two groups in aesthetic value. Rural and Urban Teachers were found to have significant difference in theoretical value.

The effective teachers showed high mean score in theoretical and social values, whereas, ineffective teachers showed high mean score in all other values. Except theoretical, economic, social and political values, effectiveness-wise variation was not found significant in aesthetic and religious values. Significant differences were found in effective male and female teachers in aesthetic and political values, but, ineffective male and female teachers were found significantly different in economic, social, political and religious values. Effective and ineffective male teachers were found different in theoretical, economic, aesthetic, social and political values, whereas, effective and ineffective female teachers showed significant difference in social and religious values. Effective young and old teachers did not differ in any kind of value, but, ineffective young and old teachers differed in aesthetic value. Effective and ineffective young teachers significantly differed in social and political values, whereas, effective and
ineffective old teachers showed their difference in theoretical, social and political values.

Effective rural and urban teachers differed in aesthetic value, whereas, ineffective rural and urban teachers differed in theoretical, social and political values. There was found significant difference between effective and ineffective rural teachers in theoretical, economic, social and political values, but, effective and ineffective urban teachers were found different in theoretical and aesthetic values.


Nakum G.G. (1991) conducted a study on teacher values to find out the value pattern of secondary teacher trainees with reference to their sex, area, socio-economic status and faculty and to study the independent and interactive effects of sex, area, socio-economic status and faculty of education on values. The sample consisted of 525 secondary teacher trainees selected from eight secondary teacher training colleges affiliated to Saurashtra University. The tools used included Personal Value Questionnaire of G.P. Sherry and R.P. Verma and the Socio Economic Status Scale of K.G. Desai.

The major findings showed that, all trainees scored high mean score on family, hedonistic and health values; medium score in democratic, religious, power and social values, lower score in economic, aesthetic and knowledge values. Female trainees scored higher than male in social and
democratic values, Urban trainees scored significantly higher than rural trainees. The independent effect of SES was found significant on democratic and aesthetic values. Significant interactive effect of sex, area, and SES were found on democratic and economic values. Science trainees scored significantly higher mean score in knowledge and health values than non-science trainees. Non-science trainees scored higher on power value than science trainees.

**Narola, M. (2002)**

Narola, M. (2002) conducted the study on ‘National Integration, Self-concept, Attitudes and Values among National Service Scheme and Non – National Service Scheme Students’. The major objectives of the study was to compare national integration, self – concept, attitudes and values of N.S.S. students having different degrees of participation in N.S.S. activities. Number of camp attendance was taken to be the criterion of the amount of N.S.S. activities.

The findings of study showed that there is insignificant difference between the mean values on attitude of N.S.S. and non-N.S.S. groups of students. Significant difference on the total value system between the mean values of two groups of students are observed who attended no camp and three camp, one camp and three camps.
**Nautiyal, R. (2002)**

Nautiyal, R. (2002) conducted a study of ‘Values of Undergraduate and Post Graduate Students as Determinant of their Vocational Preferences’. The objectives of the study were: To study and compare the values of students of different courses of studies, vocational preferences of the group as a whole.

The findings of the study showed that the value system (hierarchies) of the whole group in the nine value dimensions taken, was as follows: the students were high in knowledge, economic and power values; medium in social, democratic and health values, and low in religious, family prestige and aesthetic values.


Nyambegera S.M. et al. (2000) conducted a study on the impact of cultural value orientations on individual Human Resource Management preferences in developing countries on a sample of 274 Kenyan employees from various sectors. The study found out that activity thinking is over activity doing and individual over collective relationships. The study also found out the relationship of nature mastery over relationship to nature harmony.

Pamel, S. (2002). conducted a study of ‘Social Motives, Values and Level of Aspiration as related to Identity Crisis among Naga Students’. The major objectives of the study were: to make an attempt to understand the nature and meaning of Naga problems or crisis on the basis of Naga’s own perceptions and judgment, to assess the effect of values on the perception of Naga problem, and to examine the impact of education on the perception and judgment of Naga students regarding Naga crisis.

The major findings of the study were: Naga subjects did not show any significant deviations from the population norms relating to social motives, namely, need for achievement, need for affiliation and need for power. The differences in values between the two groups highlighted the effect of values on the perception of Naga problem.


Pandya, S. (1989) had done a comparative study titled “Effectiveness of selecting methods for imparting instruction in moral values and their development among upper primary school children”. It was found that the discussion-cum-lecture method was effective in developing values among the students.
**Passi, B.K, & Singh, P. (1990)**

Passi, B.K, & Singh, P. (1990) studied the “Effectiveness of Value Analysis Model in developing the value clarification competencies of student teachers”. Result showed that Value analysis model was effective in developing value judgment for value of cooperation and nationalism. It was effective in developing value judgment in B.Ed. students when they were trained through lecture cum demonstration method.

**Patel, M.G. (1981)**

Patel, M. G. (1981) in the study ‘A Study of the Prevalent Value System of the Students of South Gujarat Studying in Standards X and XI’ found that the majority of the students liked to be active in aesthetic or art-oriented activities. On economic, moral, political and aesthetic values, the students of standard XI scored higher than the students of standard X. The students of both genders and both the standards scored high for moral value. The girls scored higher than the boys on religious, moral and scientific values.

**Polovy, P. (1979)**

Polovy, P. (1979) conducted a study on moral development and personality relationships in adolescent and young adult catholic students. The study found out the relationship between personality and moral development. The results indicated that those who preferred principled
levels of moral reasoning were seen as being dependable, rational, creative, intelligent and accepting the rules and constraints of society, but at the same time able to think independently and aware of the need for change.

**Paul, P.V. (1986)**

Paul, P.V. (1986) in the study of ‘Value Orientations of Adolescent Boys and Girls’ found that the Urban adolescents were more highly oriented to competence, maturity and maintaining harmonious relations; more affectionately disposed to others, with sincerity and tolerance; and strove for the accomplishment of their goal in more mature and competent ways than rural adolescents.

The rural adolescents were more concerned about economic returns and variety, whereas the urban adolescents were more concerned about prestige. The factors underlying the value-orientations of urban adolescents were the striving for pleasure and security, creative achievement, a self-constricted personality, personal courage, social orientation, self-adaptation, low achievement orientation and social harmony.

**Poonam (2006)**

Poonam (2006) conducted a study regarding the ‘Value Patterns of the Senior Secondary Students’. It was a study to find out the value patterns of male and female senior secondary students. Results revealed that female senior secondary arts students intend more towards the religious and moral
values than male students. Male senior secondary arts students intend
towards the social, hedonistic, power and health values than the
female students. There was no significant difference between male and
female students on democratic, aesthetic, economic and family prestige
values.


Rawat, S. (1992) conducted a study to find out job expectation, job
realities, job satisfaction and value pattern of fresh teachers in relation to
sex, locality, type of organization and level of teaching. The sample
comprised of 569 fresh teachers of secondary schools of Bareilly, Moradabad
and Ranpur districts. The tools used were Personal data Schedule, Teacher
Job Expectation Scale of Shah and Rawat, the Job Expectation scale of
Uniyal and Eight Value Scale of Shah. The major findings were: Female and
L.T.grade teachers were found to be more expectant than male in most of
the dimensions of job expectation. Male and urban teachers experienced
better job realities than their female and rural counterparts in dimensions
of job realities. The job satisfaction scores of female, C.T. grade and
government school teachers were higher than male, other grades and aided
school teachers.

Rivers, T.M. (2004) in the essay ‘Ten Essentials for Character Education’, asks and answers ten questions that the author believes can serve as a primer or heuristic for educators who are considering character education as a meaningful part of their pedagogical objectives in both the university core curriculum and specific disciplines. All of the questions and answers are premised around the key assertion that the essential element of character education is the inculcation of intellectual or epistemic virtues.


Roselit, M. (2008) in the study on ‘Value Priorities and Teaching Competency of Secondary Level Teacher Trainees of Kottayam District’ found that human value has the highest preference, the second preference is on social value, the third preference is on religious value, the fourth preference is on aesthetic value and political value has the least preference. There was significant relationship between the value priorities in terms of human and religious values, and teaching competence of teacher trainees of Kottayam District.


Roy, A. (1982) in the study on ‘Creativity, Age and Value Orientations as Correlates of Behavioural Deviance’ found that creativity, value orientation and age had promoting and demoting functions. Value
orientations of fatalism and autocratism contributed the most to withdrawing deviance. Creative education and productive value orientations could be of paramount importance in the proper utilisation of the force of divergence behind deviance and could save thousands of students from proceeding towards the ‘side end’ of the deviance dimension.

**Saraswat, R. (1982)**

Saraswat, R. (1982) conducted a study of ‘Self-concept in relation to Adjustment, Values, Academic Achievement, Socio-Economic Status and Sex of High School Students of Delhi’. The results of the study showed that the boys’ self concept was positively and significantly related to social adjustment, while girl’s self concept was positively and significantly related to home, health, social, emotional, school, as well as total adjustment. Only intellectual self-concept was positively and significantly related to academic achievement in both the sexes.

**Scott, D.L. (1994)**

Scott, D.L. (1994) conducted a study on ‘Cross-Cultural Value Orientations: Clinical Implications from an Analysis of Theory and Research’. The three elements of value orientations like the cognitive, the affective, and the directive are considered. Meanwhile, the study also criticised research presented by those people who, claimed that value orientations strongly influence both social and personality systems. The
study followed Kluckhohn and Strodtbeck's theory and provided remarkably similar and clearly elucidated summaries of that theory. The result of the study showed that the potential benefits, for example cross-cultural values data increases the general social science knowledge base, could offer our society, the science of psychology, and the professions of clinical and counseling psychology a great deal.

**Seth, M (2001)**

Seth, M (2001) conducted a study on the self-concept and life values of children in reference to their family background at junior high school level on a sample of 200 - 200 students of class VI & VIII respectively. The study found out that the Self-concept of boys is higher than that of girls of std. VI and VIII level. Aesthetic, economic and religious values of girls of class VI were found to be higher than those of the boys. Only religious value among the girls of class VIII was found to be higher than the boys.


Shah, N. (2002) conducted a study on the effect of National value education programme on the national values of the secondary school students of the Ahmedabad city in the context of certain variables on a sample of two groups, from standard 8 and standard 9 of two schools. The study found out the level of the general knowledge regarding the National
values of the students of secondary schools of Ahmedabad city. Attitudes regarding national values of the Ahmedabad city were found.

**Shaik S. et. al. (2007)**

Shaik S. et. al. (2007) in the study entitled “A study of the academic achievement and prevalent values of the DIET students in Andhra Pradesh”, conducted a co-relational study on the values of the trainee teachers. The sample consisted of 960 DIET students. The study has revealed that the values are significantly influencing the academic achievement of trainee teachers. The religious value, social value, democratic value, economic value, knowledge value, hedonistic value, and health value are significantly influencing the academic achievement but the aesthetic value, power value, and family prestige value are not influencing the academic achievement. The gender, region, subject of study, entry qualification, parents’ education, parents’ occupation, parents’ income are not showing any influence on the academic achievement of DIET students.

**Sharique, A.S. (1984)**

Sharique, A.S. (1984) in the study ‘A Study of Secondary School Teachers’ Educational Viewpoint in relation to their Values, Attitudes and Preferences for political Ideologies’ found that most of the teachers had a progressive outlook on different aspects of education like aims, methods, pupil control, policy of promotion, and need for in-service education.
Teachers’ educational viewpoints were found to be unrelated to their political, aesthetic and economic values. Progressive teachers were found to be more theoretical and social-value oriented than traditional teachers. Progressive and traditional teachers were found to favour leftist and rightist political ideologies respectively.

**Sharma, S. (1980)**

Sharma, S. (1980) conducted a study on ‘Differential Values of Students and Teachers as a Function of Various Social Factors’. The important findings of the study showed that 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. However, the mean scores of the male teachers were higher than those of their female counterparts on religious, economic and theoretical values whereas in the case of social, aesthetic and political values their mean scores were lower than those of the females. The mean scores of the male teachers were higher on social and economic values than those of their students on the religious value. The mean difference between the male teachers and their female students was significant on the political value. There was a significant mean difference between the high school female teachers and their male students on the aesthetic value.

Shrivastava, S. (2003) conducted a ‘Comparative study of Life Values and Life Styles of the Students Studying in Hindi and English Medium Institutions’. The major objectives of the study were: to compare the life values and life styles of the students studying in Hindi and English medium schools with reference to sex differences and socio-economic background.

The findings of the study showed that there was no significant gender difference between life and life style patterns of the students studying in Hindi and English medium schools. The students of English medium schools are at a higher level in knowledge, aesthetic and health values but they are at a lower level in economic, patriotism, social, potential, power, and religious values as compared to the students of Hindi medium schools. In all life values patterns other than economical values, differences have been found between Hindi and English medium students. The higher class Hindi medium students are at higher level in patriotism, social and religious values as compared to the higher class English medium students but they are at lower level in knowledge, aesthetic, health, potential and power.


Singh, R. P. (1993) conducted a study entitled ‘Values of Male and Female Students at Graduate level’ was conducted on a sample of five hundred students randomly selected from the eighteen colleges of Varanasi region. The major findings of the study revealed that the under graduate
male and female students differ significantly in religious, social and hedonistic values. It was also found that male and female students of rural background differ significantly in religious values.


Singh, R. (1999) conducted a study on ‘Personality Traits and Values of Rural and Urban Adolescent Students with respect to Intellectual and Socio-Economic Status’. The objective of the study was to determine the personality traits and values of male and female, rural and urban adolescent students based on their socio-economic status. The major findings were: there was significant difference in the mean of the personality traits, like, truth, nonviolence, renunciation, celibacy, no stealing, purification, satisfaction, self recitation, God, religious, intelligence and penance etc. of male and female adolescent students while no significant difference was found in patience. Rural and urban groups significantly differed on renunciation, purification and patience.


Murugudu Srihari & Digumarti Bhaskara Rao (2007), in the book, “Values of Prospective Teachers”, identified values as the internal dispositions expressed externally upon need and demand. Teachers are the persons who exert great influence on their students and hence they should possess human values. They should imbibe them in teacher education
colleges. The sample consisted of 368 prospective teachers. Of them 196 were male and 172 were female; 14 were urban and 220 were rural teachers; 156 were arts teachers and 212 were science teachers; 239 were graduate and 129 were post graduate teachers. ‘Teachers Value Inventory developed by Shamim Karim was used for data collection. It contained 63 questions.

The major findings of the study were: 1. The prospective teachers possess high level of values, 2. No significant difference in values could be found between male and female teachers, arts and science teachers, urban and rural teachers, graduate and postgraduate teachers.

**Srivastava, A.R.N. (1982)**

Srivastava, A.R.N. (1982) conducted a ‘Study on Problems, Aspiration, Values and Personality Pattern of Tribal Students of Mizapur’. The major findings of the study were the following. There was no significant difference between the scheduled tribe students and upper caste students in their value orientation. The backward caste students were significantly lower in social values than upper caste and scheduled tribe students. The backward caste students were significantly higher on the hedonistic value than the upper caste and the tribal students. Democratic, social and health values topped the list in the hierarchy of values among the tribal students whereas hedonistic, democratic and health values were in the top of hierarchy for the backward caste students.
**Sunita, R. (2001)**

Sunita, R. (2001) conducted a ‘Comparative study of the Achievement of Male and Female Scheduled Caste Students in relation to their Locus of Control, Adjustment and Values’. The main objective of the study was to compare the academic achievement of male and female scheduled caste students in relation to their internal locus of control, adjustment and values. The findings of the study showed that the academic achievement of female scheduled caste students was affected by their internal locus of control. The academic achievement of female scheduled caste students was affected by their high theoretical values. The study revealed that the female scheduled caste students having high economic values have higher academic achievement as compared to male scheduled caste students. It was found that the female scheduled caste students having high religious values have higher academic achievement as compared to male scheduled caste students.

**Suresh, N. (2002)**

Suresh, N. (2002) in a study entitled ‘The Value Priority Level of the Eighth Standard Students of Two Selected Talukas of Udupi District’ used the descriptive survey method. 400 students were selected as the sample of the study. Major findings of the study were the following. The students of standard eight gave the first preference to intellectual values. The students preferred the economic values at the lowest level. When compared to
physical and intellectual values, they gave less importance to social values. The students of the rural area gave higher preference to the social values than the students of urban area, who gave more preference to intellectual values.

**Tan, C. (2008)**

Tan, C. (2008) in the paper ‘Two Views of Education: Promoting Civic and Moral Values in Cambodian Schools’ discusses the Cambodian government's attempt to promote civic and moral values in Cambodian schools through the subject Civics and Morals. The paper argues that the tensions and challenges associated with civic and moral education are linked to a fundamental difference between the traditional view of education in Cambodia, and the modern view of education promoted by the Cambodian government and external donor agencies. It is further argued that policymakers need to promote effective teaching and learning of civic and moral values with the support of the local community and religious institutions in Cambodia.


Thomas, P.J. (2000) conducted a study on ‘Value Priorities of the Pupils of Standard Nine of the High Schools of Trivandrum District’. It was a descriptive study where a survey was undertaken to measure the value priorities of the pupils of standard nine of the high schools. Major findings
of the study were the following. Pupils of standard nine gave highest priority to social values and lowest priority to political values. Boys had high mean scores in aesthetic and economic values while girls had high mean scores in social and religious values. City students had high mean scores in economic, aesthetic, social and religious values while rural students had high mean scores in political values. Hindu pupils had high scores in social and aesthetic values, Christian pupils in religious values and Muslim pupils in political values. The mean scores of pupils of government schools on economic, aesthetic and political values were significantly higher than the mean scores of pupils of private management schools.

**Thornberg, R. (2008)**

Thornberg, R. (2008) in the study, ‘The Lack of Professional Knowledge in Values Education’ made an investigation on teachers’ perceptions of their practice of value education, and explored their degree of professionalism. Qualitative interviews with 13 teachers have been conducted and analyzed by a comparative analysis. According to their view, value education was (a) most often reactive and unplanned, (b) embedded in everyday school life with a focus on students’ everyday behaviour in school, and (c) partly or mostly unconsciously performed. Furthermore, professional knowledge appears to be missing in the domain of value education among these teachers.
Tiwari, K.K. (1986)

Tiwari, K.K. (1986) studied the “Effect of Jurisprudential Inquiry Model on shift in Value Preference in terms of right to equality and freedom upon VII Grade students”. He found that Jurisprudential Model had significant effect on shift in Value Preference in terms of right to equality and in terms of right to freedom of the students of VII Grade.


Rajinder Toong conducted a study on the Value Patterns of School Teachers in Relation to Life Satisfaction and Personality Dimensions. The study found out that all the seven groups of school teachers based on gender, level of school teaching, teaching subjects, teaching experience, type of school management, school area and marital status ranked values in order of preference as social, theoretical, aesthetic, religious, economic and political. Overall the trend in value pattern showed social value as the most preferred and political value as the least preferred. The study reflected that values and life satisfaction were inseparable ingredients of personality. So optimum efforts should be put in to inculcate high values to have high satisfaction in life, so that teacher can teach with dedication, zeal and enthusiasm for the substantial improvement of the system of education.
**Vasuki, N. (2003)**

Vasuki, N. (2003) conducted a study on the ‘Impact of Value Education on School Pupils at Different Levels’. The objectives of the study were the following: 1. To study the impact of value education on personal, social and cultural values of pupils and 2. To study the influence of locality of the school, types of schools, educational status, occupation and income of parents on value education. The findings of the study indicated that the value education program made a significant impact on personal, social and cultural values of all the selected pupils. The impact of value education was higher on urban schools than the rural schools at the primary level. The education and occupation of both parents made a significant impact on their children regarding value education at the higher secondary level.


Williams, D.M. & Cole, R.A. (1972) conducted a cross-cultural study on value preferences of pre-adolescents in Portland, Oregon, and Vancouver. The study identified the values and value systems of various groups of elementary school pupils from age nine to twelve.
Studies related to Self-Efficacy


Adeyemo. D.A. and Ogunyemi B. in their study, ‘Emotional intelligence and self-efficacy as predictors of occupational stress among academic staff in a Nigerian University’ sought to explain the interactive and relative effects of emotional intelligence and self-efficacy on occupational stress of University academic staff. It made use of simple random sampling in selecting 300 academic staff from all the eight faculties of the institution. The study sample responded to three valid and reliable instruments, Emotional Intelligence Scale, General Perceived Self-efficacy Scale and Occupational Stress Scale. Data analysis involved the use of Pearson correlation and multiple regression procedure to investigate predictive capacity of the independent variables on the dependent variable.

The results indicated that the two independent variables, when taken together, were effective in predicting occupational stress. Each of the variables contributed significantly to the prediction of occupational stress with self-efficacy making higher contribution to the prediction of occupational stress. On the basis of this finding, it is suggested that emotional intelligence programming and self-efficacy intervention techniques will benefit teachers immensely in coping with stress.
Ashton, P. T., et. al. (1983)

Ashton, P. T., et. al. (1983) in the study centered around the ‘Teachers' Sense of Efficacy’ identified the teachers’ sense of efficacy and the extent to which teachers believe they can have a positive effect on student learning and achievement. A conceptual framework for the study of teachers' sense of efficacy was used to determine the extent to which teachers believed they could influence student learning. The framework was based on an extensive review of research literature on teaching, an ethnographic comparison of 2 organizationally different middle schools, and a process-product study of 48 high school basic skills teachers. As a result of the study significant relationships among teacher efficacy, student-teacher interaction, and student achievement were found.

It was found that teachers with high efficacy attitudes tended to maintain high academic standards, concentrate on academic instruction, monitor students' on-task behavior, and develop a warm, supportive classroom environment. Reciprocally the students of such teachers had higher achievement test scores than the students of teachers with low efficacy attitudes.

It was found that school organizational structures such as teaming, multi-age grouping, and collegial decision-making among teachers appeared to be school factors that may increase teacher efficacy. The investigators suggested further research of teacher efficacy within the contexts of teacher
education, school organizational structure, teacher socialization, and parent-teacher relations.

**Ashton, P.T, et. al. (1984)**

Ashton, P.T, et. al. (1984) in their study, “Teacher Efficacy - A Motivational Paradigm for Effective Teacher Education”, investigated two approaches to the measurement of teacher efficacy to determine whether teachers' sense of self-efficacy is a self-referenced or norm-referenced construct. Two forms of an instrument consisting of 25 teaching problem situations were developed: one required self-referenced responses, while the other required norm-referenced responses. The two forms were randomly distributed to 65 classroom teachers enrolled in graduate classes at the University of Florida (Gainesville). In addition, two items measuring teacher efficacy from a Rand Corporation study and the Marlowe-Crowne Scale of Social Desirability were administered.

From the study teacher self-efficacy appeared to be a norm-referenced, rather than a self-referenced, construct. Teachers appeared to evaluate their effectiveness in terms of their performance in comparison to the performance of other teachers. It was also seen that social desirability bias was a significant factor in the use of self-referenced vignettes.

**Bandura, A. (1994).**

Bandura, A. (1994), in the article ‘Self-efficacy’ discussed the following topics. I. Sources of Self-Efficacy Beliefs II. Efficacy-Mediated Processes
III. Adaptive Benefits of Optimistic Self-Beliefs of Efficacy and IV. Development and Exercise of Self-Efficacy Over the Lifespan. Perceived self-efficacy is defined as people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives. Self-efficacy beliefs determine how people feel, think, motivate themselves and behave. Such beliefs produce these diverse effects through four major processes. They include cognitive, motivational, affective and selection processes. A strong sense of efficacy enhances human accomplishment and personal well-being in many ways. People with high assurance in their capabilities approach difficult tasks as challenges to be mastered rather than as threats to be avoided. Such an efficacious outlook fosters intrinsic interest and deep engrossment in activities. They set for themselves challenging goals and maintain strong commitment to them. They heighten and sustain their efforts in the face of failure. They quickly recover their sense of efficacy after failures or setbacks. They attribute failure to insufficient effort or deficient knowledge and skills which are acquirable. They approach threatening situations with assurance that they can exercise control over them. Such an efficacious outlook produces personal accomplishments, reduces stress and lowers vulnerability to depression.

According to Bandura, people's beliefs about their efficacy can be developed by four main sources of influence. The most effective way of creating a strong sense of efficacy is through mastery experiences.
Successes build a robust belief in one’s personal efficacy. Failures undermine it, especially if failures occur before a sense of efficacy is firmly established. The second way of creating and strengthening self-beliefs of efficacy is through the vicarious experiences provided by social models. Seeing people similar to one self succeed by sustained effort raises observers’ beliefs that they too possess the capabilities to master comparable activities required to succeed. Social persuasion is a third way of strengthening people’s beliefs that they have what it takes to succeed.

People who are persuaded verbally that they possess the capabilities to master given activities are likely to mobilize greater effort and sustain it than if they harbor self-doubts and dwell on personal deficiencies when problems arise. To the extent that persuasive boosts in perceived self-efficacy lead people to try hard enough to succeed, they promote development of skills and a sense of personal efficacy. The fourth way of modifying self-beliefs of efficacy is to reduce people's stress reactions and alter their negative emotional proclivities and misinterpretations of their physical states.

It is not the sheer intensity of emotional and physical reactions that is important but rather how they are perceived and interpreted. People who have a high sense of efficacy are likely to view their state of affective arousal as an energizing facilitator of performance, whereas those who are beset by self-doubts regard their arousal as a debilitator. Physiological indicators of
efficacy play an especially influential role in health functioning and in athletic and other physical activities.

Bandura discussed the different processes that are Efficacy-Activated. Much research has been conducted on the four major psychological processes through which self-beliefs of efficacy affect human functioning. They are cognitive process, Motivational process, affective process and selection process.

**Cognitive Processes:** The effects of self-efficacy beliefs on cognitive processes take a variety of forms. Much human behavior, being purposive, is regulated by forethought embodying valued goals. Personal goal setting is influenced by self-appraisal of capabilities. The stronger the perceived self-efficacy, the higher the goal challenges people set for themselves and the firmer is their commitment to them. It requires a strong sense of efficacy to remain task oriented in the face of pressing situational demands, failures and setbacks that have significant repercussions.

Indeed, when people are faced with the tasks of managing difficult environmental demands under taxing circumstances, those who are beset by self-doubts about their efficacy become more and more erratic in their analytic thinking, lower their aspirations and the quality of their performance deteriorates. In contrast, those who maintain a resilient sense of efficacy set themselves challenging goals and use good analytic thinking which pays off in performance accomplishments.
**Motivational Processes:** Self-beliefs of efficacy play a key role in the self-regulation of motivation. Most human motivation is cognitively generated. People motivate themselves and guide their actions anticipatorily by the exercise of forethought. They form beliefs about what they can do. They anticipate likely outcomes of prospective actions. They set goals for themselves and plan courses of action designed to realize valued futures. In expectancy-value theory, motivation is regulated by the expectation that a given course of behavior will produce certain outcomes and the value of those outcomes. But people act on their beliefs about what they can do, as well as on their beliefs about the likely outcomes of performance.

The motivating influence of outcome expectancies is thus partly governed by self-beliefs of efficacy. There are countless attractive options people do not pursue because they judge they lack the capabilities for them. The predictiveness of expectancy-value theory is enhanced by including the influence of perceived self-efficacy. The capacity to exercise self-influence by goal challenges and evaluative reaction to one’s own attainments provides a major cognitive mechanism of motivation. A large body of evidence shows that explicit, challenging goals enhance and sustain motivation.

**Affective Processes:** People’s beliefs in their coping capabilities affect how much stress and depression they experience in threatening or difficult situations, as well as their level of motivation. Perceived self-efficacy to
exercise control over stressors plays a central role in anxiety arousal. People who believe they can exercise control over threats do not conjure up disturbing thought patterns. Anxiety arousal is affected not only by perceived coping efficacy but by perceived efficacy to control disturbing thoughts. The exercise of control over one’s own consciousness is summed up well in the proverb: "You cannot prevent the birds of worry and care from flying over your head. But you can stop them from building a nest in your head."

Perceived self-efficacy to control thought processes is a key factor in regulating thought produced stress and depression. It is not the sheer frequency of disturbing thoughts but the perceived inability to turn them off that is the major source of distress. Both perceived coping self-efficacy and thought control efficacy operate jointly to reduce anxiety and avoidant behavior.

**Selection Processes:** People are partly the product of their environment. Therefore, beliefs of personal efficacy can shape the course lives take by influencing the types of activities and environments people choose. People avoid activities and situations they believe exceed their coping capabilities. But they readily undertake challenging activities and select situations they judge themselves capable of handling. By the choices they make, people cultivate different competencies, interests and social networks that determine life courses. Any factor that influences choice
behavior can profoundly affect the direction of personal development. This is because the social influences operating in selected environments continue to promote certain competencies, values, and interests long after the efficacy decisional determinant has rendered its inaugurating effect.

**Adaptive Benefits of Optimistic Self-Beliefs of Efficacy:** There is a growing body of evidence that human accomplishments and positive well-being require an optimistic sense of personal efficacy. This is because ordinary social realities are strewn with difficulties. People with a high sense of efficacy have the staying power to endure the obstacles and setbacks that characterize difficult undertakings. When people err in their self-appraisal they tend to overestimate their capabilities. This is a benefit rather than a cognitive failing to be eradicated. If efficacy beliefs always reflected only what people can do routinely they would rarely fail but they would not set aspirations beyond their immediate reach nor mount the extra effort needed to surpass their ordinary performances.

**Development and Exercise of Self-Efficacy Over the Lifespan:** Different periods of life present certain types of competency demands for successful functioning. These normative changes in required competencies with age do not represent lock-step stages through which everyone must inevitably pass. There are many pathways through life and, at any given period, people vary substantially in how efficaciously they manage their lives
Origins of a Sense of Personal Efficacy: Development of a sense of personal efficacy requires more than simply producing effects by actions. Those actions must be perceived as part of oneself. The self becomes differentiated from others through dissimilar experience. If feeding oneself brings comfort, whereas seeing others feed themselves has no similar effect, one's own activity becomes distinct from all other persons. As infants begin to mature those around them refer to them and treat them as distinct persons. Based on growing personal and social experiences they eventually form a symbolic representation of themselves as a distinct self.

Familial Sources of Self-Efficacy: The initial efficacy experiences are centered in the family. But as the growing child's social world rapidly expands, peers become increasingly important in children's developing self-knowledge of their capabilities. It is in the context of peer relations that social comparison comes strongly into play.

Broadening of Self-Efficacy Through Peer Influences: Children's efficacy-testing experiences change substantially as they move increasingly into the larger community. It is in peer relationships that they broaden self-knowledge of their capabilities. Peers serve several important efficacy functions. Those who are most experienced and competent provide models of efficacious styles of thinking and behavior. A vast amount of social learning occurs among peers.
School as an Agency for Cultivating Cognitive Self-Efficacy:

During the crucial formative period of children’s lives, the school functions as the primary setting for the cultivation and social validation of cognitive competencies. School is the place where children develop the cognitive competencies and acquire the knowledge and problem-solving skills essential for participating effectively in the larger society. Here their knowledge and thinking skills are continually tested, evaluated, and socially compared. As children master cognitive skills, they develop a growing sense of their intellectual efficacy.

Students’ belief in their capabilities to master academic activities affects their aspirations, their level of interest in academic activities, and their academic accomplishments. There are a number of school practices that, for the less talented or ill prepared, tend to convert instructional experiences into education in inefficacy. These include lock-step sequences of instruction, which lose many children along the way; ability groupings which further diminish the perceived self-efficacy of those cast in the lower ranks; and competitive practices where many are doomed to failure for the success of a relative few. Classroom structures affect the development of intellectual self-efficacy, in large part, by the relative emphasis they place on social comparison versus self-comparison appraisal.

The task of creating learning experiences conducive to development of cognitive skills rests on the talents and self-efficacy of teachers. If they have
a high sense of efficacy of their teaching capabilities, they can motivate their children. Teachers with low sense of efficacy favour custodial orientation and negative sanctions more. The collective group sense of efficacy or inefficacy also influence the school atmosphere.

**Growth of Self-Efficacy Through Transitional Experiences of Adolescence:** Each period of development brings with it new challenges for coping efficacy. As adolescents approach the demands of adulthood, they must learn to assume full responsibility for themselves in almost every dimension of life. This requires mastering many new skills and the ways of adult society. Learning how to deal with pubertal changes, emotionally invested partnerships and sexuality becomes a matter of considerable importance. The task of choosing what lifework to pursue also looms large during this period. These are but a few of the areas in which new competencies and self-beliefs of efficacy have to be developed. The ease with which the transition from childhood to the demands of adulthood is made similarly depends on the strength of personal efficacy built up through prior mastery experiences.

**Self-Efficacy Concerns of Adulthood:** Young adulthood is a period when people have to learn to cope with many new demands arising from lasting partnerships, marital relationships, parenthood, and occupational careers. As in earlier mastery tasks, a firm sense of self-efficacy is an important contributor to the attainment of further competencies and
success. The transition to parenthood suddenly thrusts young adults into the expanded role of both parent and spouse. They now not only have to deal with the ever-changing challenges of raising children but to manage interdependent relationships within a family system and social links to many extra familial social systems including educational, recreational, medical, and caregiving facilities.

Parents who are secure in their parenting efficacy shepherd their children adequately through the various phases of development without serious problems or severe strain on the marital relationship. But it can be a trying period for those who lack a sense of efficacy to manage the expanded familial demands.

**Reappraisals of Self-Efficacy With Advancing Age:** The self-efficacy issues of the elderly center on reappraisals and misappraisals of their capabilities. Biological conceptions of aging focus extensively on declining abilities. Many physical capacities do decrease as people grow older, thus, requiring reappraisals of self-efficacy for activities in which the biological functions have been significantly affected. However, gains in knowledge, skills, and expertise compensate some loss in physical reserve capacity. Major life changes in later years are brought about by retirement, relocation, and loss of friends or spouses. Such changes place demands on interpersonal skills to cultivate new social relationships that can contribute to positive functioning and personal well-being. Perceived social inefficacy
increases older person's vulnerability to stress and depression both directly and indirectly by impeding development of social supports which serve as a buffer against life stressors.

As a summary it can be said that perceived self-efficacy is concerned with people's beliefs in their capabilities to exercise control over their own functioning and over events that affect their lives. Beliefs in personal efficacy affect life choices, level of motivation, quality of functioning, resilience to adversity and vulnerability to stress and depression. People's beliefs in their efficacy are developed by four main sources of influence. They include mastery experiences, seeing people similar to oneself manage task demands successfully, social persuasion that one has the capabilities to succeed in given activities, and inferences from somatic and emotional states indicative of personal strengths and vulnerabilities.

Ordinary realities are strewn with impediments, adversities, setbacks, frustrations and inequities. People must, therefore, have a robust sense of efficacy to sustain the perseverant effort needed to succeed. Succeeding periods of life present new types of competency demands requiring further development of personal efficacy for successful functioning. The nature and scope of perceived self-efficacy undergo changes throughout the course of the lifespan.
Bandura, A (1997).

Bandura, A (1997) in his book ‘Self-Efficacy: The Exercise of Control’ discusses the various psychosocial processes over which efficacy beliefs exercise some control and how they are intimately involved in the cultivation of cognitive competencies. Educational systems were originally designed to teach low-level skills in agricultural societies. When industrialization supplanted agriculture as the major economic enterprise, the educational system was adapted for the needs of heavy industry and manufacturing.

In the modern workplace, sweeping changes in technologies are mechanizing many of the everyday transactions and activities that were formerly done manually. In contemporary production systems, people manage computer-controlled machines that perform most of the routine work. The historical transition from the industrial to the information era has profound implications for educational systems. The emerging opportunities require communication and thinking skills to fulfill the more complex occupational roles and to manage the intricate demands of contemporary life.

The impact of the information era on educational systems extends well beyond matters of occupational preparation. The information technologies are transforming the educational enterprise itself. The process of learning is individualized and enables students to exercise considerable control over their own education. Much learning will be occurring outside the confines of schools. Students will be educating themselves with
multimedia instruction presented electronically by master teachers via the global Internet. In this changed scenario, the major goal of formal education should be to equip students with the intellectual tools, efficacy beliefs, and intrinsic interests needed to educate themselves in a variety of pursuits throughout their lifetime.

The various psychosocial processes over which efficacy beliefs exercise some control are intimately involved in the cultivation of cognitive competencies. There are three main ways in which efficacy beliefs operate as important contributors to the development of cognitive competencies that govern academic achievement:

1. Students' beliefs in their efficacy to master different academic subjects;

2. Teachers' beliefs in their personal efficacy to motivate and promote learning in their students;

3. Faculties' collective sense of efficacy that their schools can accomplish significant academic progress.

Considerable progress has been achieved in clarifying the role of efficacy beliefs in the growth of cognitive competencies and their use in adapting to and changing the environment. The causal contribution of efficacy beliefs to cognitive functioning is verified even more directly by Bouffard-Bouchard (1990). Efficacy beliefs contribute to accomplishments
both motivationally and through support of strategic thinking. In an extensive series of studies, Schunk and his coworkers have employed an informative experimental paradigm that has added greatly to our understanding of the many factors that affect children's perceived cognitive efficacy and its impact on scholastic performance (Schunk, 1989). In their numerous studies (Schunk, 1989), they analysed the contribution of efficacy beliefs to level of cognitive performance.

It was found out that efficacy beliefs were influenced by acquisition of cognitive skills, but they were not merely a reflection of them. Children with the same level of cognitive skill development differed in their intellectual performances depending on the strength of their perceived efficacy.

Perceived efficacy exerts a more substantial impact on academic performance, both directly by affecting quality of thinking and good use of acquired cognitive skills and indirectly by heightening persistence in the search for solutions. Efficacy beliefs play an influential mediational role in academic attainment. The more they alter efficacy beliefs, the greater the impact they have on academic attainments.

Bandura discusses the development of cognitive Self-Efficacy through aspiration. The development of cognitive competencies requires sustained involvement in activities. This type of enduring self-motivation is best achieved through personal challenges that create a sense of efficacy and self-satisfaction in performance accomplishments. In addition to serving as
cognitive motivators, proximal goals serve as an effective vehicle for developing a sense of personal efficacy.

Effective goal systems embody a hierarchical structure in which proximal subgoals regulate motivation and action designated to fulfill loftier aspirations. It is easier to instill beliefs of personal efficacy if the instruction and informative feedback center on mastery of strategies that enable one to achieve progress rather than only on level of performance attainments.

Teachers' beliefs in their efficacy affect their general orientation towards the educational process as well as their specific instructional activities. Those who have a low sense of instructional efficacy favor a custodial orientation that takes a pessimistic view of students' motivation, emphasizes control of classroom behavior through strict regulations, and relies on extrinsic inducements and negative sanctions to get students to study.

Teachers who believe strongly in their instructional efficacy tend to rely on persuasory means rather than authoritarian control and to support development of their students' intrinsic interest and academic self-directedness. Students learned much more from teachers imbued with a sense of efficacy than from those beset with self-doubts. Teachers with a high sense of efficacy tend to view difficult students as reachable and teachable and regard their learning problems as surmountable by ingenuity.
and extra effort. Teachers of low perceived efficacy are inclined to invoke low student ability as an explanation for why their students cannot be taught.

Teachers' perceived efficacy rests on much more than the ability to transmit subject matter. Their effectiveness is also partly determined by their efficacy in maintaining an orderly classroom conducive to learning, enlisting resources and parental involvement in children's academic activities, and counteracting social influences that subvert students' commitments to academic pursuits.


Judy K. C. Bentley (2002), in ‘Improving Behavior and Self-Efficacy Beliefs in the Classroom Through Cognitive-Behavior Modification’ gave a brief description of the historical development of the social learning theory and its applications in the classroom situations. Albert Bandura’s Social Learning Theory (1977, 1986) was developed as a reaction to the behaviorism of the 1950’s. Behaviorism derived primarily from the work of B. F. Skinner, who manipulated the behaviors of white rats in laboratories.

In the 1960’s, Skinner’s principles were applied to changing human behavior. Behavior theory is based on the belief that all human behavior is learned. Bandura (1977) observed aggressive behavior in adolescents. He found behavior theory inadequate to explain the phenomenon. His initial theory of “reciprocal determinism” states that environment and behavior influence each other.
Later, Bandura (1986) began to view personality as an interaction among three phenomena: environment, psychological processes (thoughts and beliefs), and behavior. Social learning was achieved by attending to and imitating desired behavior, which was modeled by a person, or by various communication media. Bandura (1977, 1986) found that repetition improved performance. So did imagining oneself in a successful performance.

Efficacy expectations involve the belief that one is capable of performing in a certain way. People tend to avoid tasks they believe exceed their capabilities. But they will perform activities they believe themselves capable of handling. Bandura’s theory also introduced the idea that individuals can observe, judge, self-reward, self-punish – and therefore self modify – their own behavior. He divided expectations into two types: outcome expectations and efficacy expectations. Outcome expectations are anticipations that certain behavior will lead to certain outcomes.

Cognitive-behavior modification is not “positive thinking” pie in the sky. It promotes rational thinking and achievable goals, without discouraging high expectations. Self-counseling through metacognition is known as cognitive-behavior modification. As a teaching intervention, it can help students change specific, inappropriate cognition and behavior. One of the most effective and most utilized applications of self-management strategies for schools is called self-monitoring.
Self monitoring has been found to increase rates of effective learning behaviors such as attention to task, task completion, and the successful application of reading, writing and math strategies (Carr & Punzo, 1993). Cognitive-behavior modification through self-monitoring encourages and facilitates reflective practice.

**Borton, W. M. (1991)**

Borton, W. M. (1991) in the study ‘Empowering Teachers and Students in a Restructuring School: A Teacher Efficacy Interaction Model and the Effect on Reading Outcomes’, examined one suburban San Diego (California) school's attempt, under a restructuring plan, to correct re-segregation in classroom assignments. A program was developed which combined gifted, regular education, and bilingual students in grades three and four with three teachers in a team-teaching approach. The sample contained 79 students. Students were redeployed for reading and mathematics, based on skill level, but were heterogeneously grouped for other subjects. Students were assessed three times over a school year for reading scores using the Durrell- Sullivan Reading Test. Teachers were given Gibson and Dembo's Teacher Efficacy Survey.

Research literature suggested that students in such a program should receive the double benefit of working at a level of success while engaging in cooperative learning activities with other students of varying ability; the success of such restructuring efforts was often dependent on teacher and
student attitudes toward change. The focus of this paper was on the interaction between teacher efficacy and student attitudes during implementation of a locally designed, cooperative learning strategy aimed at improving learning for all students.

The findings showed that student self-esteem was the only significant predictor for reading outcomes. All three groups of students showed Pareto improvement gains in reading skills, and limited-English-proficient students showed significantly greater learning.

**Brownell, M. T., & Pajares, F. M. (1996)**

Brownell, M. T., & Pajares, F.M. (1996) in the study, The Influence of Teachers’ Efficacy Beliefs on Perceived Success in Mainstreaming Students with Learning and Behavior Problems’ examined factors that predict a general education teacher’s efficacy beliefs for instructing students with learning and behavior problems and whether a teacher’s perceived efficacy had a stronger direct effect on reported success than other variables.

During the study, one hundred twenty-eight second grade teachers completed a survey instrument designed for examining the following variables: pre-service and in-service preparation, administrative support, class size, socio-economic status, collegiality, and teacher efficacy. Path analysis techniques were used to test the initial theoretical model. Reduced
models were retested and compared to previous models to develop a final model.

The study supported the hypothesis that teacher’s efficacy beliefs had the strongest direct effect on reported success. Collegiality with special education teachers and quality in-service in special education also directly affected teachers’ reports of success, but to a lesser degree. However, general education teachers who experienced better collegial relationships with general education peers and students with higher socio-economic status were less likely to report success in instructing students with learning and behavior problems.

It was found that quality of pre-service preparation had a strong direct effect on teachers' efficacy beliefs, as did collegiality with special education teachers. It was also found that quality of special education in-service and principal support for mainstreaming students with disabilities positively affected collegiality with special education teachers.


Dembo, M.H. & Clovis, S.G. (1985), in their article, ‘Teachers’ Sense of Efficacy: An Important Factor in School Improvement’ tried to identify the construct of teacher efficacy, to describe how it influences classroom behavior, to suggest how it develops and may be enhanced, and to recommend some directions for future research.
Two Rand Corporation evaluation studies first conceptualized teacher efficacy. Berman and McLaughlin (1977) in their evaluation of 100 Title III ESEA projects, found that teachers' sense of efficacy was positively related to the percentage of project goals achieved, amount of teacher change, continuation of both project methods and materials, and improved student performance. Armor et al. (1976), while evaluating the effectiveness of the School Preferred Reading program in Los Angeles, reported that the greater teachers' sense of efficacy, the more their students advanced in reading achievement. Later, Ashton and Webb (1982) found a significant relationship between teachers' sense of efficacy and student achievement on the Metropolitan Achievement Test in high school basic skills classes in mathematics and language.

The measure of efficacy in the three investigations identified above, was determined by the total score obtained from two Likert Scale items: (1) "When it comes right down to it, a teacher really can't do much because most of a student's motivation and performance depends on his or her home environment," and (2) "If I really try hard, I can get through to even the most difficult or unmotivated students."

In reviewing teacher effectiveness research, Brophy (1979) provided support for the notion that teacher expectations and role definitions affect student achievement. He maintains that teachers who believe that instructing students in the curriculum is basic to their role, who fully
expect to conduct such instruction, and who set about to do so in their classrooms are more successful than teachers who do not.

The investigations of Patricia Ashton and her colleagues (Ashton & Webb, 1982; Ashton, Webb, & Doda, 1983; Buhr, Crocker, & Ashton, 1983; Webb, 1982) at the University of Florida and Sherri Gibson and Myron Dembo (1984) at the University of Southern California have added considerable knowledge to the understanding of teacher efficacy. These researchers have been influenced by Bandura's (1977) theory of self-efficacy.

Bandura hypothesized that through life experiences persons develop a generalized expectancy about action-outcomes contingencies, as well as a more specific belief in their own coping abilities, or self-efficacy. He suggested that a person's behavior is determined not only by a general outcome expectancy (belief that behavior will lead to desirable outcomes) but also by a sense of self-efficacy (belief that one has the requisite skills to bring about the outcome).

Gibson and Dembo (1984) factor analyzed responses from 208 elementary school teachers on a 30-item Teacher Efficacy Scale. This analysis yielded two factors that corresponded to Bandura's two component model of efficacy. The first factor represented a teacher's sense of teaching efficacy or belief that any teacher's ability to bring about change is limited by factors external to the teacher, such as home environment, family
background, and parental influence. The second factor represented a teacher's sense of personal teaching efficacy or belief that she or he has the skills and abilities to bring about student learning.

The authors also completed a multi-trait, multi-method analysis using three traits (teacher efficacy, verbal ability, and flexibility) analyzed across two methods of measurement (closed- and open-ended). Since teachers' sense of efficacy is related to students' achievement gains, it is important to determine how teachers who possess different levels of efficacy behave in the classroom. Such data may help explain why some teachers are able to produce greater student learning than other teachers.

In summary, the data on the classroom behavior of high-efficacy teachers from elementary school through junior high and high school reflect a strong academic orientation in a supportive classroom environment. Moreover, this pattern of behavior is characteristic of effective teachers described in recent process-outcome investigations (Brophy, 1979). Finally, researchers have attempted to understand the factors contributing to differential teacher expectations in the classroom. There is support for the relationship between teachers' expectancy behavior and their sense of efficacy.

The problem of identifying antecedents of efficacy and developing ways to enhance teachers' sense of efficacy is critical. In analyzing teacher feedback patterns, one might assume that teacher efficacy results in teacher
persistence, which leads to student achievement. However, perhaps teachers who are willing to wait and probe for student responses are provided more reinforcement by correct student responses, which enhance efficacy.

Teachers have complained for a long time that their training does not prepare them to deal with the realities of the classroom. (Hermanowicz, 1966). Teachers' sense of efficacy may be enhanced by providing future teachers with teaching experience in a variety of social contexts. Ashton et al. (1983) believe that teachers need to learn how to analyze the specific aspects of their teaching so that they can identify the sources of their sense of inefficacy. These skills could help them solve problems and prevent them from developing a sense of helplessness.

Denham and Michael's (1981) model for the study of teachers' sense of efficacy views causal attributions for performance outcomes as important antecedent conditions. Different causal attributions are linked to such personal variables as self esteem (Ames, 1978), gender (Feather, 1969), and cultural experiences (Maehr, 1974; Weiner, 1976). In addition, the study of personality variables indicates that there are individual differences in the tendency to accept responsibility for success and failure. Another possible explanation is that efficacy influences teachers' perceptions and beliefs.

From another perspective, Ames (1983) offers evidence that individual differences have important influences on attributions and efficacy. Ames
found that teachers' causal attributions were closely related to their value orientations. The implication is that teachers' value orientations, or role definitions, may influence their interpretations of classroom experiences, which in turn influence their sense of efficacy.

Teacher efficacy is multidimensional, consisting of at least two dimensions that correspond to Bandura's two-component model of self-efficacy. The construct can be differentiated from verbal ability and flexibility, and two other teacher characteristics that also have been related to student achievement. Preliminary school and classroom observation data indicate that teacher efficacy may be related to different school organizational designs and to patterns of classroom behavior known to yield achievement gains.

Finally, the researchers have identified a number of variables that appear to be related to teacher efficacy. They made the following recommendations for enhancing teachers' sense of efficacy:

1. Provide pre service teachers with a wide range of experiences in different social contexts.

2. Provide teachers with strategies to deal with student failure and help them analyze specific aspects of their teaching so that they can identify the sources of their sense of inefficacy.

3. Analyze the differences between teaching efficacy and personal teaching efficacy in order to determine needs of various teachers.
4. Develop school programs to help beginning teachers deal with the role transition from student teaching to full-time classroom instruction.

5. Provide teachers with accurate feedback regarding their performance.

6. Assess the social norms and incentives in the school organization that may enhance or impede teachers' organizational involvement.

7. Evaluate administrative leadership styles to determine how they may affect teacher involvement in decision making.

8. Encourage collegial approaches to personal and organizational problem solving.

9. Provide teachers with skills and opportunities to interact more effectively with parents.

**Edwards, J. L., et. al. (1996)**


The sample contained 430 participant teachers. They were primarily Caucasian females who taught in grades K-12, with the majority at the elementary (83 percent) or middle school (11 percent) level. They were evenly
represented in the socio-economic levels of the schools in which they taught.

Analysis of the four surveys administered gave the following results:

1. Higher scores in teaching efficacy for female elementary school teachers with a negative correspondence to years of experience;
2. No correlation to educational level
3. Significant correlation between efficacy and empowerment, conceptual level and school culture was observed.
4. Personal teaching efficacy was the most closely related to motivation and teacher professionalism, while teaching efficacy was related to professional treatment by administrators, perceived potency, and values.

The study appears to be important as the findings gave a possible profile of a low efficacy teacher. According to the study a low efficacy teacher is more likely to be male, a high school teacher, with fewer years of teaching experience, functioning at a lower conceptual level, and working in a less professional environment.


Eslami, Z.R. & Fatahi, A. (2008), in the study, ‘Teachers’ Sense of Self-Efficacy, English Proficiency, and Instructional Strategies: A Study of Nonnative EFL Teachers in Iran’, examined the efficacy beliefs of nonnative English speaking (NNES) Iranian EFL (English as a Foreign Language) teachers. EFL teachers’ perceptions of their teaching efficacy in terms of
personal capabilities to teach English as a Foreign Language (EFL) and their perceived English language proficiency level were examined. A modified version of the Teacher’s Sense of Efficacy Scale (Tschannen-Moran & Woolfolk Hoy, 2001) was used to assess efficacy for management, engagement, and instructional strategies. Based on Chacón’s (2005) study, two other subscales (self-reported proficiency and pedagogical strategies) were also used.

The results showed that the teachers’ perceived efficacy was positively correlated with self-reported English proficiency. The findings also revealed that the more efficacious the teachers felt, the more inclined they were to use communicative-based strategies. The study has implications for the preparation of NNES teachers and the support they need to develop their language proficiency, which in turn is related to their perceived self-efficacy.


Gorrell, J., & Hwang, Y. S. (1995) conducted the study ‘Efficacy Beliefs among Pre-service Teachers in Korea’. This study explored differences in teaching efficacy among Korean pre-service early childhood and elementary teachers beginning and completing pre-service programs. Subjects completed a teacher efficacy scale. Results indicated that pre-service teachers became more efficacious regarding personal efficacy and less positive about teachers’ general ability to make a difference in school.
**Gürol, A., et. al. (2010)**

Gürol, A., et al. (2010), in the study, ‘A comparative analysis of pre-service teachers’ perceptions of self-efficacy and emotional intelligence’ investigated the relation between the pre-service teachers’ perceptions of self-efficacy and emotional intelligence. A consideration of emotion has been traditionally neglected in the context of teaching and teacher education. This has begun to change with the recent research on emotional intelligence (EI). It is highly likely that emotionally intelligent individuals could provide help in how to manage emotions to less emotionally intelligent individuals.

This study examined the relationship between pre-service teachers’ emotional intelligence (EI) and their self-efficacy. In addition, pre-service teacher differences on EI and self-efficacy beliefs were also examined with in terms of gender. To this end, 248 pre-service teachers were selected from education faculty in Firat University. The participants were asked to complete the “Teachers’ Sense of Efficacy Scale” (Tschannen-Moran and Woolfolk Hoy, 2001) and the “Emotional Intelligence Questionnaire” (Schutte, et al., 1998).

The results obtained showed that there was a positive significant correlation between perceived EI and self-efficacy. This study provided no support for gender differences in EI and self-efficacy.
**Henson, R. K. (2001)**

Henson, R. K. (2001) in the study, ‘The Relationships between Pre-service Teachers' Self-Efficacy, Task Analysis, and Classroom Management Beliefs’ analyzed the multivariate relationships between teacher efficacy and task analysis variables as predictors of classroom beliefs about control, focusing on these relationships in pre service teachers. It was a paper presented at the Annual Meeting of the Southwest Educational Research Association, New Orleans, in 2000. Pre service teachers from a required educational psychology course volunteered to participate in the study. They completed three instruments: 1. The revised Teacher Efficacy Scale, 2. A short form of the Attitudes and Beliefs on Classroom Control Inventory, and 3. The Means-End Teaching Task Analysis.

The results indicated that more efficacious student teachers were less interventionist regarding instructional and classroom management beliefs. Task analysis was unrelated to management beliefs. However, pre service teachers exhibited a clear dichotomy regarding their locus of control for task analysis elements. The task analysis suggested differential locus of control for elements that helped teaching (attributed to the self) and elements that hindered teaching (attributed to external constraints).


examined the context dependency of elementary teachers' and principals' sense of efficacy. “Teachers' and Principals' Sense of Efficacy scale” was used for the study. Results indicated self-efficacy as an important factor in explaining the under representation of women in leadership positions.

Jose, L., & Riordan, G. (1996)

Jose, L., & Riordan, G. (1996) in the paper presented at the Annual Meeting of the American Educational Research Association (1996), investigated the relation between Teacher Efficacy and the Capacity to Trust. The study explored the relationship between teachers' sense of efficacy and their willingness to engage in a work-focused, trusting, professional relationship with colleagues. Interviews and conference transcripts were gathered from 10 dyads of teachers from three elementary schools in a large Canadian city. Each dyad engaged in at least four collaborative consultation cycles, each consisting of: (1) a pre-observation goal setting conference; (2) classroom observation data collection; and (3) a post-observation data sharing and analysis conference. Each post-observation conference was audio taped and studied by researchers as preparation for a research interview following each cycle.

Results suggested that increasing self-efficacy and confidence enabled teachers to allow fellow teachers to observe them, while less confident teachers had a harder time entering into this trusting relationship. The researchers recommended keeping summative evaluation and formative
supervision processes distinct and encouraging teachers to select their own partners for collaboration.

**Milson, A. J. (2001)**

Milson, A. J. (2001) conducted a co-relational study on Teacher Efficacy and Character Education. He presented the paper at the Annual Meeting of the American Educational Research Association in Seattle, in 2001. The Character Development Efficacy Belief Instrument, developed and validated by the researchers, was distributed to a sample of 767 elementary teachers in a large mid western suburban school district to ascertain the efficacy beliefs of practicing elementary level teachers regarding character education.

The results suggested that elementary teachers feel efficacious regarding most aspects of character education. It also suggested that teachers who earned their undergraduate degrees from private, religiously affiliated universities had a greater sense of efficacy for character development. These findings suggested that programs in private, religiously affiliated universities might serve as a model for preparing teachers for character education.

**Pajares F. (1997)**

Pajares F. (1997), in his scholarly article ‘Current Directions in Self-efficacy Research’ discusses the contributions of Bandura in the field of
Self-efficacy studies and contrasts it with other researches in the field. Bandura (1977) first introduced the construct of self-efficacy with the seminal publication of "Self-efficacy: Toward a Unifying Theory of Behavioral Change." A decade later, Bandura (1986) situated the construct within a social cognitive theory of human behavior that diverged from the prevalent cognitivism of the day and embedded cognitive development within a socio-structural network of influences. Later, Bandura (1997) published ‘Self-efficacy: The Exercise of Control’, in which he further situated self-efficacy within a theory of personal and collective agency that operates in concert with other socio-cognitive factors in regulating human well-being and attainment.

During the two decades from 1977 to 1997, the tenets of the self-efficacy component of social cognitive theory have been widely tested in varied disciplines and settings and have received support from a growing body of findings from diverse fields. Self-efficacy beliefs have also received increasing attention in educational research, primarily in studies of academic motivation and of self-regulation (Pintrich & Schunk, 1995). In this arena, self-efficacy researchers have focused on three areas. Researchers in the first area have explored the link between efficacy beliefs and college major and career choices, particularly in science and mathematics. Findings from the second area suggest that the efficacy beliefs of teachers are related to their instructional practices and to various student outcomes (Ashton & Webb, 1986).
In the third area, researchers have reported that students' self-efficacy beliefs are correlated with other motivation constructs and with students' academic performances and achievement. The author proceeded to give a brief overview of the social cognitive theory of Bandura. Self-efficacy is one of the components of the social cognitive theory.

To better understand the nature of self-efficacy beliefs it may be useful to explain how they are acquired, how they influence motivational and self-regulatory process, and how they differ from similar or related conceptions of self-belief. The most influential source of these beliefs is the interpreted result of one's purposive performance, or mastery experience. The second source of efficacy information is the vicarious experience of the effects produced by the actions of others. Individuals also create and develop self-efficacy beliefs as a result of the verbal persuasions they receive from others.

Physiological Self-efficacy beliefs influence motivational and self-regulatory processes in several ways. They influence the choices people make and the courses of action they pursue. Beliefs of personal competence also help determine how much effort people will expend on an activity, how long they will persevere when confronting obstacles, and how resilient they will prove in the face of adverse situations. Efficacy beliefs also influence the amount of stress and anxiety individuals experience as they engage in a task and the level of accomplishment they realize.
Strong self-efficacy beliefs enhance human accomplishment and personal well-being in many ways. People with a strong sense of personal competence in a domain, approach difficult tasks in that domain as challenges to be mastered rather than as dangers to be avoided, have greater intrinsic interest in activities, set challenging goals and maintain a strong commitment to them, heighten their efforts in the face of failure, more easily recover their confidence after failures or setbacks, and attribute failure to insufficient effort or deficient knowledge and skills which they believe they are capable of acquiring.

States such as anxiety, stress, arousal, fatigue, and mood states also provide information about efficacy beliefs. Because individuals have the capability to alter their own thinking, self-efficacy beliefs, in turn, also powerfully influence the physiological states themselves. It is important to restate that these sources of efficacy information are not directly translated into judgments of competence.

Some researchers have argued that the distinctions that Bandura (1978) drew between self-efficacy beliefs and outcome expectations, as well as the roles he suggested they each play, are not entirely clear. Actually, Bandura (1986, 1997) has attempted to draw a clear distinction between different forms of outcome expectations and has specified conditions under which outcome expectations are determined.
Self-efficacy and other expectancy beliefs are similar in that they are each beliefs about one's perceived capability; they differ in that self-efficacy is defined in terms of individuals' perceived capabilities to attain designated types of performances and achieve specific results. Findings have been less successful in clarifying the nature of the relationship between self-efficacy beliefs and other expectancy constructs, in demonstrating either the empirical or practical difference between them (Bong, 1996), or in determining clear differences in their varying contributions to the prediction of academic performances or self-regulatory practices. Problems related to assessment have plagued self-efficacy research.

Bandura (1997) has cautioned researchers attempting to predict academic outcomes from students' self-efficacy beliefs that, to increase accuracy of prediction, self-efficacy beliefs should be measured in terms of particularized judgments of capability that may vary across realms of activity, different levels of task demands within a given activity domain, and under different situational circumstances.

Research findings generally supported Bandura's (1986) contention that efficacy beliefs mediate the effect of skills or other self-beliefs on subsequent performance attainments. Schunk and his colleagues have reported on numerous studies that have examined the role of particularized self-efficacy beliefs in various academic contexts. Other researchers have
attempted to discover whether prediction is increased when particularized efficacy and performance assessments directly correspond.

Findings on self-efficacy coincide on two points: 1. When efficacy beliefs are globally assessed and/or do not correspond with the criterial tasks with which they are compared, their predictive value is diminished or can even nullified; 2. When efficacy assessments are tailored to the criterial task, prediction is enhanced. In general, there is ample reason to believe that self-efficacy is a powerful motivation construct that works well to predict academic self-beliefs and performances at varying levels but works best when theoretical guidelines and procedures regarding specificity and correspondence are adhered to.

Research on self-efficacy beliefs in academic settings is thriving. It may be useful to draw on past results and theoretical insights in order to offer some suggestions that may guide subsequent research and practice. A test of self-efficacy theory requires the type of assessment specified by the theory. Bandura (1997) has identified several conditions under which judgments of competence can generalize across activities, i.e., the extent to which they relate to, or transfer across, different performance tasks or domains. Bandura (1986) argued that successful functioning is best served by reasonably accurate efficacy appraisals, although the most functional efficacy judgments are those that slightly exceed what one can actually accomplish. Future investigations might seek to identify sources of
academic self-efficacy information other than those typically used such as aptitude, ability, previous achievement etc.

Teacher efficacy has become an important construct in teacher education, and teacher educators should continue to explore how teacher efficacy develops, what factors contribute to strong and positive teaching efficacy in varied domains, and how teacher education programs can help pre service teachers develop high teacher efficacy. Self-efficacy beliefs assessed at differing levels of specificity might help explain the relationship between perceptions of competence and academic achievement, how these perceptions are related to other motivation factors, and whether the origins of these beliefs differ for minority children and across socioeconomic levels.

Bandura (1986) observed that there are a number of conditions under which self-efficacy beliefs do not perform their influential, predictive, or mediational role in human functioning. Bandura (1986) provided a valuable insight when he observed that confidence is both a personal and a social construct, that collective systems such as classrooms, teams of teachers, schools, and school districts develop a sense of collective efficacy - a group’s shared belief in its capability to attain their goals and accomplish desired tasks.

Pajares. F. (2002), in his article ‘Overview of Social Cognitive Theory and of Self-Efficacy’ discusses the main aspects of the social cognitive theory and self-efficacy. After giving an overview of the social cognitive theory, the author discusses about self-efficacy. Of all the thoughts that affect human functioning, and standing at the very core of social cognitive theory, are self-efficacy beliefs, - "People's judgments of their capabilities to organize and execute courses of action required to attain designated types of performances". Self-efficacy beliefs provide the foundation for human motivation, well-being, and personal accomplishment.

Bandura's (1997) key contentions with regard to the role of self-efficacy beliefs in human functioning is that "peoples level of motivation, affective states, and actions are based more on what they believe than on what is objectively true". For this reason, how people behave can often be better predicted by the beliefs they hold about their capabilities than by what they are actually capable of accomplishing, for these self-efficacy perceptions help determine what individuals do with the knowledge and skills they have. Self-efficacy beliefs are themselves critical determinants of how well knowledge and skill are acquired in the first place. People's self-efficacy beliefs should not be confused with their judgments of the consequences that their behavior will produce. Because the outcomes we expect are themselves the result of the judgments of what we can accomplish, our outcome expectations are unlikely to contribute to
predictions of behavior. Moreover, efficacy and outcome judgments are sometimes inconsistent.

Self-efficacy beliefs can enhance human accomplishment and well-being in countless ways. They influence the choices people make and the courses of action they pursue. Self-efficacy beliefs also help determine how much effort people will expend on an activity, how long they will persevere when confronting obstacles, and how resilient they will be in the face of adverse situations. The higher the sense of efficacy, the greater the effort, persistence, and resilience.

Self-efficacy beliefs also influence an individual's thought patterns and emotional reactions. High self-efficacy helps create feelings of serenity in approaching difficult tasks and activities. Individuals form their self-efficacy beliefs by interpreting information primarily from four sources. The most influential source is the interpreted result of one's previous performance, or mastery experience. In addition to interpreting the results of their actions, people form their self-efficacy beliefs through the vicarious experience of observing others perform tasks. Individuals also create and develop self-efficacy beliefs as a result of the social persuasions they receive from others. Somatic and emotional states such as anxiety, stress, arousal, and mood states also provide information about efficacy beliefs.

Self-efficacy has generated research in areas as diverse as medicine, athletics, media studies, business, social and political change, psychology,
psychiatry, and education. In psychology, it has been the focus of studies on clinical problems such as phobias, depression, social skills, assertiveness, smoking behavior, and moral development.

Self-efficacy has been especially prominent in studies of educational constructs such as academic achievement, attributions of success and failure, goal setting, social comparisons, memory, problem solving, career development, and teaching and teacher education. In general, researchers have established that self-efficacy beliefs and behavior changes and outcomes are highly correlated and that self-efficacy is an excellent predictor of behavior.


Pigge, F. L., & Marso, R. N. (1993) in the paper, ‘The Outstanding Teachers' Sense of Teacher Efficacy at Four Stages of Career Development’, presented at the Annual Meeting of the Association of Teacher Educators in Los Angeles, in 1993, showed that a sense of efficacy - the extent to which teachers believe that they have the capacity to affect pupil performance, was related to both teaching behaviors and pupil performance. This study was designed to test the developmental hypothesis that teachers' sense of efficacy would increase during their successful progression through pre-service training and in-service teaching.

Findings indicated that the four groups of outstanding pre service and in service teachers did not report statistically significant different senses of
teaching efficacy. Differences between the four groups of responses of five of the 16 efficacy statements were significant, but the differences were limited to those between pre service and in service teachers. The item analyses also indicated that pre service teachers tended to report a lower sense of personal efficacy but a higher sense of efficacy of teachers as a group, than the in service teachers.

**Pugh, W. C. (1988)**

Pugh, W. C. (1988) in the paper ‘Ethnography and Teacher Efficacy: The Case for Collaborative Teacher Involvement in School Effectiveness’, emphasized that certain school effectiveness correlates are now fairly common. Ethnographic studies of school improvement programs are increasingly used because statistical analysis is inadequate to describe exemplary practices or to identify and suggest effectiveness models that can be replicated. This paper discussed a recently established educational program addressing student under-achievement in a large urban public school system.

The research and evaluation design, a classroom implementation checklist, sought to document teacher efficacy through analysis of (1) staffing and instructional grouping characteristics and (2) classroom characteristics and instructional strategies. Results show that (1) a qualitative approach to school improvement program research is needed in order to interpret quantitative findings; (2) ethnographic or "interpretive
research" encourages researchers and subjects to engage in collaborative dialogues; and (3) critical ethnography must recognize the concept of reflective inquiry between researchers and subjects.


Reames, E. H., & Spencer, W. A. (1998) conducted a co relational study of Teacher Efficacy and Commitment. This study examined Georgia middle school teachers' perceptions of their work environment, their perceived efficacy, and organizational commitment. 275 teachers responded to the mailed survey. Data analysis indicated that on the surface, school culture was measured through the dimensions of planning, staff development, program development, and assessment of productivity.

However, the underlying core assumptions of school culture suggested the interrelated nature of important process and structure variables. Processes included the following: collaboration; participatory decision making; and supportive administrative leadership. Structures included the following: encouragement of innovation and risk taking; school goals and planning; and staff development to further goals.

The analysis suggested that organizational structure and process variables are positively related to important teacher beliefs such as personal efficacy and organizational commitment.
Ross, J. A. (1994)

Ross, J. A. (1994) in the paper ‘Beliefs That Make a Difference: The Origins and Impacts of Teacher Efficacy’, submitted at the annual meeting of the Canadian Association for Curriculum Studies, analysed earlier studies on the topic. After analysis of 88 studies of the antecedents and consequences of teacher efficacy, it was found that personal attributes and organizational characteristics were associated with higher teacher efficacy.

There was consistent evidence that teacher efficacy influences teacher and student outcomes. Deficiencies of past researches include inattention to within-individual differences and a failure to conduct rigorous intervention studies. It is proposed that future research may focus on the use of teacher efficacy as a construct in school improvement research.

Thomson, J. R., Jr., & Handley, H. M. (1990)

Thomson, J. R., Jr., & Handley, H. M. (1990) conducted a projected series of longitudinal studies on the relationship between teacher self concept and teacher efficacy. It was undertaken to investigate the relationship between pre-service teachers' self-concept and their sense of efficacy. The sample of the study contained 220 elementary and secondary pre-service teachers. At the end of their 12-week student teaching experience, two instruments were administered: the "Myself as a Teacher Scale" and the "Teacher Locus of Control Scale."
Data from the stepwise multiple regression analysis showed a low positive relationship between the internal locus responses of the subjects and their concepts of self as a teacher. The internal positive scale was the best predictor of self-concept; i.e., the teachers' successful efforts were more related to their self-concept. The negative internal scale, however, was also associated with positive self-concept.

The data showed a positive relationship between teacher efficacy and self-concept, but no causal relationship was inferred. It appeared that variables other than self-concept are involved in teacher efficacy.

Young, D. J. (1998)

Young, D. J. (1998) in the paper, ‘Teacher Morale and Efficacy in Rural Western Australia: A Multi Level Model’, drew on the Western Australian School Effectiveness Study (WASES) to examine school-level factors associated with improved teacher morale as one measure of effective high schools. The teacher sample included 212 teachers from 28 rural and urban high schools in Western Australia.

Data analysis using the Multilevel Linear Model focused on teacher responses to the School Level Environment Questionnaire (SLEQ), which included eight subscales measuring relationship, personal, and system aspects of the school environment; measures of general self-concept and academic self-concept (teacher efficacy); and the teacher morale scale of the School Organizational Health Questionnaire.
Teacher morale varied both within and between schools. Teacher morale appeared to be a useful indicator of healthy and effective schools, with a reasonable correlation with SLEQ scales. Differences in teacher morale, both across and within schools, were explained by six SLEQ scales: teacher affiliation, professional interest, mission consensus, empowerment, innovation, and work pressure. Teacher self-concept, both general and academic, had little effect on teacher morale, suggesting that morale was influenced by outside factors.

**Studies on correlation between Values and Self-efficacy**

**Balliet, D.P. (2007)**

The research predicted that a temporal perspective of a public goods dilemma moderates each of these effects in systematically different ways. Research on Construal Level Theory (CLT) suggests that decision information of distant future events are construed more abstractly than the same information regarding near future events. If distant future decisions facilitate abstract construal of information, then this information may be more readily compared to abstract reference values, such as social values. Also, if a near future perspective facilitates low-level construal of behavioral alternatives, then self-efficacy, which is a feasibility concern, should be more strongly related to cooperative intentions in such perspective, relative to a distant future perspective.

The results of the study failed to support both interaction hypotheses.

**Oztas, F. & Dilmac, B. (2009)**

Oztas, F. & Dilmac, B. (2009), in their study ‘Value Judgments and Perceived Self-Efficacy of Biology Teacher Candidates’, published in the April, 2009 issue of “Social Behavior and Personality: An International Journal”, analysed the relation between the value judgments and perceived self-efficacy of biology teacher candidates. It is reasonable to expect that teachers' perceived self-efficacy, which is an indicator of teachers' attitudes toward their profession, may also reflect their values. Thus, in this study,
they aimed to demonstrate the correlation between the humanitarian/universal values of biology teacher candidates and perceived self-efficacy.

Within the scope of this aim, answers for the following questions were sought: 1). To what extent do the values of teacher candidates explain their self-efficacy? 2). Is there a meaningful correlation between self-efficacy perceptions of teachers and humanitarian values? 3). To what extent does perceived self-efficacy predict humanitarian values?

Two of the primary objectives of conducting research into values were to establish the orientation of value perceptions and to reveal insights into associated factors such as attitudes, behaviors, social experiences and social roles. To this end, the primary goal in the study was to analyze the correlation between professional self-efficacy beliefs and value perceptions of biology teacher candidates.

The research was conducted using the general survey method. The research group was a heterogeneous group of 162 (44 males, 118 females) biology teacher candidates who had been studying at the Department of Biology, Education Faculty at Selcuk University in the 2007-2008 academic year.

The Teacher Self-Efficacy Scale which was developed based on Bandura’s theory by Schwarzer, Schmitz, and Daytner (1999) was modified and applied in this research to measure the perceived self-efficacy of
teachers. The sample form of the scale, comprising 27 items, was applied to 300 teachers, and a factor analysis was performed concerning the scale. As a result of the analysis, a final scale comprising 9 items was acquired. According to the findings, the internal consistency coefficient of the scale was 0.79 while test-retest reliability was 0.76.

The Schwartz Values List (Schwartz, 1996) containing 57 items was used in this research. The values had been translated into Turkish from English with the cooperation of three psychology specialists. The participants evaluated the 57 items and the accompanying explanations of SVL on the basis of their importance and the extent to which they could be regarded as principles which direct their lives. Responses were marked on a 7-point scale from 1 (never) to 7 (almost always).

The possible correlation between perceived self-efficacy and the humanitarian values of teachers was tested using the Pearson Product-Moment Coefficients Technique. Furthermore, stepwise multiple regression was performed in order to test the extent to which humanitarian values predicted teachers' self-efficacy.

According to the results, there was a meaningful correlation between perceived self-efficacy and values. Furthermore, there is a high level of correlation between self-efficacy perception and the values of achievement, universalism, benevolence, self-control and conformity. Along the same line,
there was a slightly weaker correlation between self-efficacy and power, stimulation, tradition, and security.

The predictive power of humanitarian values of teachers on their perceived professional self-efficacy was tested by multiple regression analysis. As a group, the humanitarian values of teachers predicted their perceived self-efficacy at a meaningful level. However, when the effect of each individual value was examined, it revealed that only the value of achievement significantly affected perceived self-efficacy. The other values did not have a significant effect.

As a result of statistical analysis, a significant correlation was evident between teachers' perceived self-efficacy and the values subheadings of power, achievement, hedonism, stimulation, self-control, universalism, benevolence, tradition, and security.

As the humanitarian value levels of teacher candidates increase, their self-efficacy perception levels are affected positively. When an individual reaches for and achieves his/her personal values in work, he or she is more likely to find satisfaction in his/her profession. Satisfaction leads to a feeling of competence, and confidence in one’s capabilities, thus improving perceived self-efficacy. In the event that the individual is not satisfied with his/her current or future profession, a negative change may occur in perceived professional self-efficacy. For the above reasons, it was reasonable to expect there to be a correlation between humanitarian values and the
perceived self-efficacy of teacher candidates. Values have a close relationship with the emotions, opinions and behaviors of individuals. Because of this relationship, values can affect and have been shown to affect perceived self-efficacy.

Humanitarian values were shown to significantly predict perceived self-efficacy. The results of the analysis when examined in terms of the subheadings of the humanitarian values, it became clear that success predicts perceived self-efficacy of the teacher candidates. Self-efficacy theory suggests that the behaviors of individuals are directed by self-belief in their ability to achieve success in specific tasks.

In order to understand the desired attitudes or behaviors of individuals, their values should be examined (Schwarzer, 1992). Beliefs, tendencies, normative standards and objectives are frequently examined in terms of their relationship with values (Schwartz, 1996). In this study, a correlation between values and self-efficacy is seen. Value judgments of teacher candidates - in particular, their judgment of success - have been shown to predict perceived self-efficacy.

The results of the research showed that there is a meaningful correlation between values and self-efficacy levels of teacher candidates. Another result of the research is that values of the teacher candidates predict their self-efficacy in a meaningful way. Within the scope of the
results of the research, the researcher recommended that biology teacher candidates should receive training in the main humanitarian values.

**Summary of the Studies Reviewed**

From the above-mentioned studies, one can infer that value education has got great importance in imparting moral values among the students. This can be made possible by upholding the values by teachers at different levels.

The overall review of the related studies is very helpful to understand the concepts of values, value education and self-efficacy. Even though the present study is that of finding the values and self-efficacy of teachers of Catholic schools of Gujarat, and the correlation of Teacher values with Teachers’ Self-efficacy, the investigator concentrated more on the general studies on values and Value education, and Teacher Self-efficacy, since many studies were not available on the specific topic. Some of the available studies on Teacher Values and Self-efficacy of teachers are reviewed. A few of the studies of Bandura and Pajares on Self-efficacy are dealt with elaborately. Two available studies on the correlation between the values of teachers and their self-efficacy are also reviewed.

**The Uniqueness of the present study**

The above-mentioned studies in the field of value education, value priorities, methods of value education and self-efficacy of teachers, show that many studies are conducted in all these fields. From the review of
related literature it is seen that many research studies in the field of self-efficacy are conducted abroad both in the academic as well as non-academic fields. However in the Indian context very few such studies were available on self-efficacy as a whole and particularly on the self-efficacy of teachers. Even among the studies done abroad, studies to find the correlation of values and self-efficacy of teachers were very rare. Moreover no such study is available yet to find out the relationship between values and self-efficacy of teachers of catholic schools of Gujarat. This is the very reason why the investigator undertook the study on values and self-efficacy of teachers.

The studies reviewed, nevertheless assisted the investigator to formulate hypotheses and to plan a suitable methodology for the present study. The details of the methodology have been presented in chapter three.