CHAPTER II

REVIEW OF RELATED LITERATURE

2.0 OVERVIEW

This chapter presents the review of Studies related to the theme of the investigator chosen for this study. It comprises of six sections. The first section is an overview of the entire chapter. The second section points out the need for the review of the related studies. The third section deals with classification of the studies. The fourth section comprises of studies conducted in India under which there are 24 studies and it is divided into 3 categories and explains some of the studies briefly which are related to this investigation. The fifth section comprises of studies conducted in abroad under which there are 20 studies and it is divided into 3 categories and explains some of the studies briefly which are related to this investigation. The sixth section summarizes and brings the outcome of the review of related literature.

2.1 NEED FOR RELATED LITERATURE

Review of related literature is an important prerequisite to actual planning and then the execution of any research work. According to JOHN W. BEST (1963), "A familiarity with the literature in any problem area helps the students to discover what is already known, what methods of attack have been promising or disappointing and what problems remain to be solved".
According to MONLY (1964), “The survey of literature is a crucial aspect of the planning of the study and the time spent in such a survey invariable is a wise investment”. Development in any field is built upon the previous experiences in the same field as well as in connected fields. Research is a continuous process and research work in connected subjects is interrelated. No research work can stand by itself, it should have its foundation in previous research done in related fields and it should be followed up by future investigation.

Literature is the mirror which reflects the past views and presents the future prospective. It is imprudent and wasteful to precede any study without knowing what has gone before. The previous literature gives a guideline and develops insight into the problem. Hence, an essential aspect of an investigation is the review of the related literature.

Researchers emphasis the importance of review as “Identification of a problem, development of a research design and the determination of the size and scope of a problem which all depend to a great extent on the case and intensity with which a researcher has examined the literature related to the intended research.” It not only acquaints the worker with the trend of reflective thinking in the area of investigation but also orients with the mass of available material, in order to avoid duplication and unnecessary repetition of work and to gain accurate knowledge of complete aspect of the present problem in hand. Keeping the above points in consideration, the investigator made a comprehensive survey of the related studies already done in the fields of both value orientation and goal
orientation. The important studies are presented in this chapter. At the end of the chapter a discussion about the review has been done.

A review of previous investigations relevant to the present investigation is necessary to gain better perspective of the problem. It provides a greater understanding of the problem and its crucial aspects and ensures the evidence of unnecessary duplication. It highlights the methodology employed in the earlier studies with references to sampling design, type of data gathering instruments used and the procedure of administering the tool on the respondents. Examining the strengths and weakness of many research reports prevents the investigator from plugging the procedural pit falls.

2.2 CLASSIFICATION OF THE STUDIES

The investigator has gone through few of the researches related to the present problem. Hence an attempt was made by the investigator to put forth the review related to the present investigation. The investigator suitably located the related studies and identified 44 studies conducted in India and abroad. Out of this, 24 studies were conducted in India and 20 studies conducted in abroad. A brief review of these studies is presented below.

2.3 STUDIES CONDUCTED IN INDIA

Though the Values aspect is emphasized in the field of education in the Indian context, it has not been implemented effectively at the different levels.
Much emphasis is given to school and college students and few professions. In the field of research few studies have been carried out. The investigator gathered 24 studies conducted in India. Out of these, 8 studies were related to Value Pattern, 5 studies were related to development of Moral Judgment, and 11 studies were Organizational Climate with different Professions of Values and Socio-Economic conditions.

2.3.1 Studies related to value patterns

Under this caption, the investigator could locate 8 studies reported in India and related to the Prevalent Value System of the Students, study of Social, Religious and Moral Values of Students of Class XI and their Relationship with Moral Character Traits and Personality Adjustment, on Value Orientation, Interests and Attitudes as Correlates of Self-Concept among Male and Female Adolescents, study of Value Orientation of Adolescent Boys and Girls, study of Attitudes towards Religious Education in Relation to Certain Value Orientations, on relationship between self concept and achievement of higher secondary students, on Aesthetic Values of School Students, on Value Pattern of College Students in Relation to some Select Socio-Educational Variables and Comparative Study of Values, Intelligence and Academic Achievement of Students of UP, CBSE, and ICSE Board Schools.

Patel, M.G. (1981) conducted a Study on the Prevalent Value System of the Students of South Gujarat Studying in Standards X and XI. The objectives were (i) to study the philosophical and psychological aspects of value systems, (ii)
to construct an inventory of value systems, (iii) to establish the reliability, validity and norms of the inventory of value systems, (iv) to validate the prepared inventory against other available measurements of value systems, and (v) to study the relationship between value system and Sex, grade, area, and income level. The Sample consisted of twenty-one high schools from four districts of South Gujarat, 989 students of X and XI standards were selected. The investigator prepared an information schedule for collecting relevant information. Validity was determined on a group of 50 students by calculating the product-moment correlation between different scores. The reliability of the tool was established by the split-half method. The major findings were: As the age increased the students became more sociable. The older students were more involved in economic value than younger ones. The girl students scored higher than the higher income boy students. In scientific Values, lower income Urban students scored higher than the higher income Urban students. Students of both the Sexes and both the standards scored high for Moral value. The majority of the students like to be active in Aesthetic or art oriented activities. The Girls scored higher than the Boys on Religious, Moral and Scientific Values. On Economics, Moral, Political and Aesthetic Values, the students of std. XI scored higher than the students of std. X. On Social, rational and Moral Values the students with low income scored higher than students with higher income.

**Zamen, G.S. (1982)** has done a study of Social, Religious and Moral Values of Students of Class XI and their Relationship with Moral Character Traits and Personality Adjustment. The objectives of the present study were (i) to study the Religious, Moral and Social Values of class XI students, and (ii) to find out
their relationship with character traits and personality Adjustment. The investigation was of the survey type. The sample consisted of 560 students (148 Urban and 39 Rural Girls and 249 Urban and 124 Rural Boys) of class XI selected from 21 intermediate colleges for both Sexes of Allahabad district. The tools of the study were the Value Scale and Character Trait Questionnaire, both prepared by the investigator. Test-retest and split-half reliabilities of the Value Scale were significant. The data were tabulated and analysed using suitable statistical techniques.

The findings of the study were: 1. among both the Urban and Rural samples, Religious Values were the strongest, followed by Moral Values; the Social Values were the weakest. However the coefficients of correlation between the three Values were positive and highly significant. 2. The Means of the three Values for the students of the Rural area were consistently higher than those for the Urban area, both in the case of Boys and Girls. 3. The Means of all the three Values for the Girls were higher than those for Boys. 4. Community-wise the Means for all the three Values for the Hindu group were generally higher than those for the Christian or the Muslim groups. 5. All the three Values had the greatest influence on character traits and lowest on personality Adjustment. 6. In the case of personality Adjustment, Social Values had the greatest influence, followed by Moral Values. 7. In the case of the personality traits included in the study, the influence of all the three Values, although positive, were not found to be uniform. It was found that Social and Moral Values influenced the personality traits much more than Religious Values. 8. All the five character traits (geniality, helpfulness, kindheartedness and significantly influenced by Values. Although this
influence was generally uniformly positive on the various groups of the sample, the Boys especially of the Urban area appeared to be more influenced than the Girls.

Kulshreshtha, R. (1983) conducted a study on Value Orientation, Interests and Attitudes as Correlates of Self-Concept among Male and Female Adolescents. The main objectives were (i) to determine and study the impact of value orientations, interests and peer relations upon the concept of self in both Male and Female adolescents, (ii) to obtain interactions among as well as between value-orientation, interests and peer relations on bivariate and trivariate levels of operation while affecting the concept of self, so that the dynamics of the concept of self could be understood, (iii) to determine the differences in the dynamic of the concept of self as the study related to both the Sex, and (iv) to determine the growth of self concept of the students on the Indian socio-cultural setting. The sample consisted of 160 high school and intermediate college going students of Aligarh. It represented both Males and Females, whose age ranged from 15 to 19 years and who belonged to the Urban area. They were from three faculties’ viz., science, arts and commerce and generally belonged to the middle SES. Value orientation was measured with the help of the value orientation scale developed by Chauhan N.S.et al. Self-concept was measured with the help of a test of self-concept developed by Sherry G.P. et al. Its test-retest reliability coefficient was 0.733. Chatterji’s Non-language Preference Record developed by Chatterji S was used to measure interest of students. The attitude towards Peer Scale developed by the investigator was used. The test-retest and split-half reliability coefficients were
0.81 and 0.74 respectively. The data were analyzed with the help of factorial design analysis of variance of equal cell size.

The findings were: 1. Value orientations affected the concept of self in adolescents. 2. Value orientation had a positive affinity with self-concept among Male as well as Female adolescents under different levels of interests. 3. Interest played an important role in the growth of self-concept among adolescents. It promoted the concept and also demoted the concept of self in various association bonds with value orientations and peer relations. 4. Interests were shaping and forming the Male adolescents’ concept of self. 5. Growth of self-concept during the period of adolescence in both the Sexes depended upon the variations of interest occurrence. 6. Peer relations generally denoted the concept of self in adolescence in Males and Females. 7. Peer relations prompted the concept of self also but only when value orientations or interests were operating.

**Paul, P.V. (1986)** in his study of Value Orientation of Adolescent Boys and Girls. The major objectives of the inquiry were (i) to compare the Rural and Urban adolescent Boys and Girls going to schools and colleges with respect to Personal, Social, Instrumental, Terminal and Work Values, (ii) to study the relative degree of importance within the same hierarchy for the same set of Values for different groups of subjects, and (iii) to study the factor structure of various Values for Rural and Urban groups. The sample consisted of 1076 adolescent Boys and Girls of Baroda district. Students of classes XI and XII of higher secondary schools and those of the first year of the degree course in arts, science and commerce of Urban and Rural areas comprised the sample. The tools used
were the Personal Value Scale, and Terminal Value Scale, all developed by the investigator and the Work Value Scale of Vyas adapted for the study by the investigator. The scales had reliability ranging from 0.33 to 0.76 measured by the rest-retest method. Analysis of variance and factor analysis with Varian rotation were used to arrive at findings.

The major findings were: 1. The College adolescent was more strongly oriented towards applying themselves steadily to goals aimed at, more stable and more optimistic, whereas the schools adolescent were more oriented to appreciating the value of tidiness. With respect to Social Values, the college adolescent strove more for Social harmony, peace and Social service, while the school adolescent were more oriented to showing warm affection to others. The college adolescents were more courageous while the schools adolescent were more oriented towards being independent and loving to others. 2. The Male adolescents were more striving for their ambition and excellence and more service oriented than Female adolescents. The Female adolescents were more oriented to appreciating Tidiness, more Aesthetic in nature conscious of being Punctual and Regular, more striving for Harmony, Love, Sympathy, Tolerance, Peace and more oriented to competence and Sound Character, Striving more for happiness, a peaceful life and gaining economic returns, as compared to Male adolescent.

Rizvi, S.A.H. (1986) conducted a study of Attitudes towards Religious Education in Relation to Certain Value Orientations. The objective of the investigation was to study students’ attitudes towards Religious education in relation to the value system and to know whether they regarded Religious
education as useful in life. The data were collected from 200 postgraduate students of the Hindu and Muslim communities studying in Aligarh Muslim University, Aligarh, with the help of the following instruments: (1) Likert type attitude scale entitled “Attitude towards Religious Education Scale” constructed by the investigator: this scale has yielded satisfactory reliability and validity indices; (2) Rajamanickam’s Religious Attitude Scale; (3) Kibly’a Way to Live Scale; and (4) Ansari’s Value orientation Scale. The data were classified with reference to Sex, Religion and Socio-Economic Status. The relationship between different measures was studied employing product moment correlation. The significance of the difference between the scores obtained by different groups was ascertained by the help of chi-square and t-tests.

The major findings of the study were: 1. a majority of students held moderate attitudes towards Religious education, but the students of the Hindu and Muslim Religious groups were found to hold different attitudes towards Religious education. 2. Favorable attitudes towards Religious education. 2. Favorable attitudes towards Religious education were found to be associated with such Values as Helpfulness, Preserving Traditions and Adaption to nature. In this respect Sex, Socio Economic status and Religious group differences were not found. 3. Irrespective of the differences in their Sex, Socio-Economic Status and Religion. Students held similar views with respect to the association between attitudes towards Religious education and conservative liberal and scientific-fatalistic value dimension.
Varalakshmi, B (1996) in her study on relationship between self concept and achievement of higher secondary students included the following objectives (i) to find out the difference in the achievement of Boys and Girls, Urban and Rural Students Academic and vocational students and Government and Private school students and (ii) to find out the relationship between the self concept and achievement of higher secondary student. The sample consisted of 281 Boys and 160 Girls belonging to five higher secondary schools of Dharmapuri District. She used Self-Concept Inventory constructed by Sagar Sharma and the achievement test was constructed by the investigator. The major findings were (1) there exists a significant difference between achievement of Boys and Girls as well as students studying in Government and Private schools. (ii) there exist no significant difference was found between students of Urban and Rural areas as well as students studying in Academic and vocation stream of education and (iii) there exist positive and significant relationship between self concept and achievement of pupils were found.

Manju Sinh, (1998) in her study on Aesthetic Values of school students included the following objectives were to study the relationship between Aesthetic sensitivity and Aesthetic reasoning of the school children. To study the interrelation between Aesthetic sensitivity and reasoning in relation to the student’s Personality, Gender and Areas to which they belong. The investigator used stratified sampling to select a sample of 539 students of class IX. There were 120 Boys and 150 Girls from Urban schools and 120 Boys and 149 Girls from Rural schools.
The Tools and Techniques used were the Aesthetic Sensitivity Scale is based on Mc Phail’s Moral taxonomy. It has 24 items, each depicting a life situation. The scale measures sensitivity in five levels: Passive, Dependent, Aggressive, Experimental and Mature. The items measure responses for seven stimuli: Trees, Birds and Animals, Children, Nature, Women, Men and Things. The Aesthetic Reasoning Scale is based on Kohlberg’s theory. It has 28 situational items to measure Aesthetic reasoning for the same above mentioned stimuli. Passi’s Test of creativity is adopted and Modsley’s Personality Inventory is also used. The data were analyzed through correlation, 2*2 factorial design, ANOVA and t-test. The item analysis was done to find out the discrimination Values.

The major findings of the study there have been found significantly positive correlation between Aesthetic Sensitivity and Aesthetic Reasoning of the Urban Boys. The Rural Boys showed significant positive relationship between Aesthetic sensitivity and creativity (fluency) for only one stimulus: Nature. There was found no significant relationship between Aesthetic reasoning and creativity (flexibility). Positive significant correlations were found between Aesthetic sensitivity and personality of Urban Boys only for children; and among Urban Girls only for things. The Urban groups showed a higher sensitivity for trees as compared to rural groups. The Girls showed a higher sensitivity for the stimulus: men, as compared to Boys.

Sirazul Islam (2002) in his study on Value pattern of college students in relation to some select Socio-Educational Variables included the following objectives to examine the influence of Sex, Religion, Language and Local
differences on the Values of college students and some select socio- Educational variables on the Values of college students. To compare the Values of college students having varying courses of studies, that is, Art, Science and Commerce. To find out the effect of college education to develop modern Values among the students by computing fresher and outgoing college students. To examine the opinion of college students on some important Social Issues namely, Co-education, Status of Women, Family Planning, Choice of Mate and Religious Belief etc.

The Sample consisted of eight deficit colleges and 610 students from these colleges were selected for the study. He used Value Orientation Scale, Questionnaire, SES Index, Index for Media Exposure and Index for Library as the tools for the study. The Statistics Techniques such as Mean, SD, and percentages were used. The comparison of the sub-groups was done by applying t-test and chi-square. The major Findings were the college students have been found to bear modern outlook in their Values. Difference in the value patterns of the college students in terms of Gender, Religion, Mother Tongue, Locale, Stream, SES, Period of stay in the college, media exposure and library use have been found. College students have been found different in their attitudes towards Social Issues of Co-education, Status of Women, Family Planning, Choice of Mate and Religious Belief etc.

**Malti (2006)** conducted a study on comparative study of Values, Intelligence and Academic Achievement of students of UP, CBSE, and ICSE Board Schools. The main objectives of the study have been well enunciated as
follows: to compare the value patterns of students, the value patterns of Male and Female students, the intelligence of students, the intelligence of Male and Female students, the Academic achievement of students and the Academic achievement of Male and Female students of UP Board, CBSE Board and ICSE Board. The Study has compatibly employed Descriptive Survey Research. Random-Cumcluster Sampling Technique has been suitably used to draw a sample of 450 students of different schools from three Educational Boards of Varanasi City, namely, UP Board, CBSE & ICSE Board. 75 Males and 75 Females have been drawn Board-wise. Personal Value Questionnaire (PVQ) by Sherry & Verma, General Mental Ability Test by Joshi M.C and, Achievement Test of Life Science constructed and Standardized by the investigator have been utilized for the Study. The characteristics of the tools have been well established. Mean, Standard Deviation, and t-Values have been computed for data analysis.

The study has quite Meaningful findings as follows: The students of UP Board Schools have been found to have higher Social and knowledge Values than the students of CBSE Board Schools. The students of UP Board have been found to have higher Social, knowledge and health Values than ICSE Board students. The students of ICSE Board have been found to have higher Religious, democratic, economic and family prestige value than the students of UP Board. The Male students of CBSE Board have been found to have higher Aesthetic, hedonistic power and health Values than the Male students of ICSE Board. The Male students of ICSE Board have been found to have higher Social and democratic Values than the Male students of CBSE Board. The Male students of UP Board have been found to have higher Social, knowledge and health Values
than the Male students of ICSE Board. The Male students of ICSE Board have been found to have higher Religious, democratic and economic Values than the Male students of the UP Board. The Female students of UP Board have been found to have higher than the Male students of UP Board in Aesthetic and economic Values. The achievement of total students of CBSE Board has been found significantly higher than that of UP Board. No significant difference has been found in the achievement of CBSE School students and that of ICSE Board school students. The achievement of total students of ICSE Board has been found significantly higher than that of UP Board.

The achievement of Male students of CBSE Board has been found significantly higher than that of the Male students of UP Board. No significant difference has been found in the achievement of CBSE School Male students and that of ICSE Board school Male students. The achievement of Male students of ICSE Board has been found significantly higher than that of the Male students of UP Board. The achievement of Female students of CBSE Board has been found significantly higher than that of the Female students of UP Board. No significant difference has been found in the achievement of CBSE School Female students and that of ICSE Board school Female students. The achievement of Female students of ICSE Board has been found significantly higher than that of the Female students of UP Board.
2.3.2 Studies related to Moral Judgment of school students

Under this caption, 5 studies were identified and related to Moral Development of School Children, Moral Judgment on School-going Children of Rural Area of Delhi belonging to Different Castles and Sexes, development of Moral Judgment among Children at Concrete and Formal Operational Stages and its Relationship with the Variable of Home and Educational Environment and the Self-Esteem, Educational Decision- Making, Adjustment and Academic Attainment of Secondary School Students in Relation to Parent-Involvement.

Gupta, K.M. (1984) has done a study on Moral Development of school children. The objectives of the study were (i) to find our the stages of the Moral development of school children, (ii) to study the Moral Reasoning of children of various age groups, (iii) to study the Moral Reasoning of children according to the age, grade, management and organization of a school, (iv) to study the Moral Judgment of children under peer press and authority orientation with respect to grade, management, organization, and Sex. The tools for data collection were: (1) Moral Reasoning Scale (MRS), (2) Moral Dilemmas Scale a (MJDAS), (3) Moral Dilemmas Scale B (MJDBS), and (4) Personal Data Sheet. A stratified random sampling was adopted for the study. The sample was selected on the basis of management-Government and aided; organization- Boys and Girls and co-ed grades-VII, IX and XI; and Sex- Male and Female. In all, 831 subjects, 483 Boys and 348 Girls were included in the study. Age, Grade, Management, Organization, and Sex were considered as independent variables. The dependent variables were Moral Reasoning (MSR), Moral Judgment under peer press and authority
orientation (MJDAS), and Moral Judgment under peer press, independence and reformatory zeal (MJDBS). A factorial design grade * management * organization was selected to study the three dependent variables. Further, 2-(Sexes) * 3(grades) factorial design was used to study the effect of Sex and grades on three dependent variables. The Chi-square Test, Descriptive Statistics, t-test, Analysis of Variance (ANOVA), and Dunnett’s multiple range tests were used for the analysis of the data.

The following were the main findings of the study: As the child matured, he used fewer and fewer arguments of reward and punishment. As the child advanced in age, his Moral behavior shifted from immediate consequences-the fear of reward and punishment, to a generalized point of view. The children from aided and Government schools differed significantly from each other in Moral Reasoning. The children from Government schools were superior in Moral Reasoning. The children from co-educational schools were better in Moral Reasoning than the children from non-co-educational schools. Girls were superior to Boys in Moral Reasoning. The children from aided schools showed more fluctuations Instability in their judgment in subscription to adult orientation. A gradual increase was observed in Moral Judgment among the children from Government schools. Girls showed faster development in Moral Judgment, including reasoning. The children of Grade IX differed significantly from the children of Grades VII and XI in their Moral Judgment. The children from Government and aided schools did not differ significantly in their judgment in an adult-approved direction.
Soni, J.C. (1984) has done a study on Moral Judgment on school-going children of rural area of Delhi belonging to different castes and Sexes. The objectives of the study were (i) to construct and develop a Moral Judgment scale which could be used to find the level of development of Moral Judgment of school-going children of a Rural area of Delhi, (ii) to find whether there was any real difference in Moral Judgment of children belonging to different castes, and (iii) to find whether there was any difference in Moral Judgment of Boys and Girls. Tools used in the study were (i) Colored Progressive Matrices to measure intelligence, (ii) A Moral Judgment Test developed by Kalra adapted for this study. The pre-try-out of the tool was conducted on twenty school-going young children (ten Boys and ten Girls) of ten to fifteen years. They were interviewed individually and on that basis, the weakness of instruction given and language used were removed.

Try-out of the tool was conducted on 180 children- 30 children each of the age group of 10,11,12,13,14 and 15 years. On the basis of scoring, the difficulty Values of each story of the test were found suitable. Kalra found a test-retest reliability of 0.846 for the age group of 13 years. The inter-scorer reliability coefficient of the translated form of the test was found to be 0.945. The factorial design was adopted for the study involving two factors- caste and Sex. Two Sexes and four castes were included. Two hundred and eighty students of class VII of the Rural areas of Delhi who scored between 17 and 24 on the Colored, Progressive Matrices Test constituted the sample. The major findings of the study were: 1. In both the Sexes as well as in the combined group, each of the caste groups-
Brahmins, Vaishyas and Kshatriyas had done better than the Shudras. 2. In all caste groups as well as in the whole group, Girls had done better than Boys.

Srinivasa Rao, R. (1984) conducted a study on Moral Judgment in children. The main objectives of the study were (i) to develop an instrument for measuring Moral Judgment based on Kohlberg’s theoretical constructs, (ii) to develop an instrument to measure Religious practices, (iii) to determine the relationship between (a) Locality, (b) Sex, and Moral Judgment.

A Moral Judgment questionnaire was constructed based on the theoretical constructs of Kohlberg’s stage topology and the method of administration and scoring was on the lines of James Rest’s Defining Issues Test (DIT). The sample for the pilot study included 200 Boys and 200 Girls drawn from different classes. Based on the results of item-analysis, eight Moral Dilemma Situations were selected for the final study. A family Religious practices questionnaire was also developed. The sample for the final study consisted of 1000 students equally distributed between the two Localities, Urban and Rural, and nine groups ranging from 7+ to 16+. The study of Moral Judgment was carried out in three steps: (i) study of Moral stages, (ii) study of Moral levels and (iii) study of Moral Judgment, Statistical Techniques employed included Analysis of Variance.

The major findings were: 1. There was no significant difference between Boys and Girls in their stage 1, 3, 4, 5A, 6, pre-conventional and conventional stages of Moral Reasoning. 2. There was significant difference between age and
Moral Reasoning at different stages. 3. The Moral Judgment scores of Urban subjects differed from those of the Rural ones. 4. The Moral Judgment scores of Boys differed from those of Girls. 5. There was significant difference between age and Moral Judgment scores. 6. There was a significant relationship between the different levels of intellectual ability as measured by Raven’s Progressive Matrices and Moral Judgment scores. 7. There was a significant relationship between levels of family Religious practices and Moral Judgment scores, the latter being higher in the case of subjects coming from less rigid Religious practices.

**Bhargava, I. (1986)** had done a research on development of Moral Judgment among children at concrete and formal Operational Stages and its relationship with the variable of home and Educational Environment. The objective of the study were (i) to identify Moral development trends among children from the concrete Operational Stage (8+ to 11+ years) to the Operational Stage (12+to 13+), (ii) to examine the variables of Home Environment with Moral Judgment at the concrete Operational Stage and the formal Operational Stage., (iii) to examine the variables of Educational environment with Moral Judgment at the concrete Operational Stage and the formal Operational Stage, (iv) to determine the relative contribution of significant correlates (home and Educational) of Moral Judgment to the prediction of Moral Judgment at the concrete Operational Stage and the formal Operational Stage, and (v) to determine the Sex differences in Moral Judgment with respect to its development in the 8+ to 15+ age group. The sample of the study consisted of students, parents and teachers. The sample of students had two sub-samples. First was a sub-sample of 278 students (128 Boys and 150 Girls) in the age range of 8+ to 11+ at the concrete Operational Stage. The
second sub-sample comprised 322 students (158 Boys 164 Girls) in the age range of 12+ to 13+ at the formal Operational Stage. The parents of these 600 students formed the sample of teachers consisted of 80 teachers of the institutions from which the sample of students was collected.

All these samples were collected randomly from 22 districts of north-west Madhya Pradesh. The following tools were used in the study in the study: (i) The Sinha and Verma Moral Judgment Test(1969), (ii) The Sherry and Verma Family Relationship Inventory (1968), (iii) the Srivastava Socio-Economic Status Scale(1978), (iv) The Singh School Characteristic Index (1977), (v) The Sharma School Organizational Climate Description Questionnaire (1978) from teachers, (vi) the Students Information Form, (vii) the teacher information form, (viii) the Test of Moral Dilemma, and (ix) and Interview Schedule from Parents. The data as collected were analyzed with the help of t-test, Product-Moment Correlation, and Factor Analysis and Set-up Regression.

The findings of the study were: 1. Mean scores on Moral Judgment at the formal Operational Stage were significantly higher than those at the concrete Operational Stage. 2. The measures of school characteristics- teaching methods and Co-curricular activities were positively related with Moral Judgment at both the stages.3. The factor structures underlying Moral Judgment, home and Educational environment were similar at concrete and formal Operational Stages. At the formal Operational Stage the factors were the group factor of Organizational Climate, the group factor of school characteristics and the group factor of Home Environment. 4. Home variables were significant predictors of
Moral Judgment in terms of mother acceptance, Socio-Economic Status and Moral attitude of the formal operation stage; Home Environment was a significant predictor of Moral Judgment with respect to Socio-Economic Status, Mother Acceptance, Father Acceptance, Mother Avoidance and the Moral Attitude of Parents. 5. Educational variables were significant predictors of Moral Judgment with respect to Open Climate or the school (intimacy, disengagement), the Moral attitude of teachers, Co-curricular activities and school traditions at the concrete stage. At the formal Operational Stage, predictors were humanized thrust, open climate and psycho-physical hindrance. 6. The comparison of the conjoint effect of home and Educational variables at concrete and formal Operational Stages showed that variables which emerged as potent predictors towards Moral Judgment were Socio-Economic Status, Moral attitudes of parents, Co-curricular activities, Mother Acceptance, School Traditions, Open Climate of School, Mother Avoidance, Moral Attitude of Teachers and Controls. 7. Children with both parents literate, children belonging to small families and children belonging to Religious families scored higher on Moral Judgment. 7. Children belonging to schools having Morning Assembly excelled Moral Judgment over children of schools which did not have Morning Assembly. 8. Boys and Girls scored equally well on Moral Judgment.

**Surabala Sahoo (2005)** studied the Self-Esteem, Educational Decision-Making, Adjustment and Academic attainment of secondary school students in relation to parent involvement. The objectives of the study were to find out the difference between the Self-Esteem of students belonging to High Parent-Involvement group and Low Parent-Involvement Group. To find out the difference
between the Educational Decision-Making of students belonging to High Parent-Involvement group and Low Parent-Involvement Group. To find out the difference between the Adjustments of students belongs to High Parent-Involvement group and Low Parent-Involvement Group. To find out the difference between the Academic Attainment of students belonging to High Parent-Involvement group and Low Parent-Involvement Group. The Research Design of the study was Descriptive Survey and Case Study Methods have been compatibly employed for the study. The Sample of the Study consisted Five hundred students of class IX and X from 5 Government and 5 Public schools of North-West zone of Delhi was selected using simple random sampling. Parents of these students were taken for studying their involvement. The following Tools and Techniques in the study were Self-Esteem Inventory (M.S. Prasad and G.P. Thakur), Educational-Decision Making Scale, Adjustment Inventory (A.K.P. Sinha and R.P. Singh) and Parent-Involvement Scale were selected or constructed by the investigator. The investigator gathered data from all the 10 selected schools and 500 parents through personal visits. Also, the investigator visited three parents and three students from High Parent-Involvement group and three parents and three students from Low Parent-Involvement group. The quantitative data were analyzed through suitable statistical techniques, namely, Product Moment Correlation, ‘t’ test and Percentage.

The major findings of the study were positive and significant relationship was found between self-esteem of students and parent-involvement. Significant difference was found between the self-esteem of students belonging to High Parent-Involvement and Low Parent-Involvement groups. Positive and significant relationship was found between Educational decision making of
students and parent-involvement. Significant difference was found between the Educational decision-making of students belonging to High Parent-Involvement and Low Parent-Involvement groups. Positive and significant relationship was found between emotional Adjustment of students and parent-involvement. Significant difference was found between the emotional Adjustment of students belonging to High Parent-Involvement and Low Parent-Involvement groups.

Positive and significant relationship was found between Social Adjustment of students and parent-involvement. Significant difference was found between the Social Adjustment of students belonging to High Parent-Involvement and Low Parent-Involvement groups. No significant relationship was found between Educational Adjustments of students and parent-involvement. No significant difference was found between the Educational Adjustments of students belonging to High Parent-Involvement and Low Parent-Involvement groups. No significant relationship was found between general Adjustments of students and parent-involvement. No significant difference was found between the general Adjustments of students belonging to High Parent-Involvement and Low Parent-Involvement groups.

No significant relationship was found between Academic Achievements of students and parent-involvement. No significant difference was found between the Academic Achievements of students belonging to High Parent-Involvement and Low Parent-Involvement groups. Students who belong to High Parent-Involvement group have positive and balanced self-esteem and high decision-making ability. They also have excellent and good Adjustment in the area of
emotional, Social and Educational Adjustment. Academic attainment of students is also high in case of students belonging to high parent involvement group. Students belonging to Low Parent-Involvement group have negative self-esteem and low Educational decision making ability. They also have unsatisfactory and very unsatisfactory Emotional, Social and Educational Adjustment. Further the students of less involved parents have low Academic achievement, Aggression and Adjustment among Adolescents belonging to One Child and Many Children Families in relation to Socio-Economic Status and Home Environment

2.3.3 Studies related to Values in Different Professions and Organizational Climate

Under this caption, 11 studies were identified. The studies reviewed under this caption shows study on Teaching Aptitude, Intellectual Level and Morality of Prospective Teachers, an Evaluation of the Factors that Affect the Teacher Morale in School Setting, Teacher Effectiveness as a Function of School Organizational Climate and Teaching Competency, training towards the Development of Professional Ethics among teachers, Organizational Climate and Academic performance of Higher Secondary Schools, effect of Socio-Economic Status, School Environment and Medium of Instruction On the Mental Abilities and Academic Achievement of School Children, Comparative Study of Values and Attitudes of School and College Teachers towards Teaching Profession, Organizational Climate of Government and Privately Managed High Schools, Educational Aspirations of Adolescents in Relation to Their Family Environment, Locus of Control, and some Demographic Variables,
Sharma, R.C. (1984) in his study on Teaching Aptitude, Intellectual Level and Morality of Prospective Teachers. The objectives of the study were: To find out Aptitude, Intellectual level and Morality of Prospective Teachers, to compare these factors between Male and Female teachers and to compare teachers of different Disciplines in relation to these factors. The sample of the study included 412 student-teachers who were studying in ten teachers' colleges of three universities of Rajasthan. The Teaching Aptitude Test, Group Mental Ability Test and self-made Teachers' Morality Test were used for data collection. The findings of the study were: About 75 per cent of student-teachers were below average in aptitude and intellectual ability. An insignificant difference was found in teaching aptitude ability in Sex-wise and discipline-wise comparison and positive correlation was found between teaching aptitude, intellectual level and Morality of prospective teachers.

Mohan Rao, C.N.S. (1985) conducted a study on an evaluation of the factors that affect the Teacher Morale in school setting. The objective of the study was to make an evaluation of the various factors that affected teacher Morale. School Environmental factors, viz., human relations, Academic facilities and physical facilities influence teacher Morale. Of the factors relating to professional growth and factors relating to School Environment, the School Environment factors affect teacher Morale. Teaching done through the adoption of the latest techniques of teaching elevates teacher Morale. The personal characteristics of the teacher affect teacher Morale. Active participation in school programs affects teacher Morale. Satisfaction with teaching improves teacher Morale. Good human relations, viz., relations with Pupils, Colleagues, Superior’s Non-Teaching
Employees and Parents, Affect Teacher Morale. Academic facilities, such as availability of Teaching Aids, Library Facilities, Laboratory Facilities, etc. improve teacher Morale. Effective classroom management results in better teacher Morale.

The study employed the normative survey method of research. The total sample included 400 teachers working in secondary schools of Srikakulam, Visakhapatnam, and East Godavari districts of Andhra University. The Stratified Sampling Technique was employed. Six variables, viz., Sex, Educational Qualifications and Designation of a Teacher, Teaching Experience, Nature of School Management and Locality were considered for drawing the sample. A Secondary School Teacher Morale Opinionnaire-I (SSTMO-I) was constructed on the lines of the Likert method of summed ratings and another tool, viz., a Secondary School Teacher Morale Opinionnaire-II (SSTMO-II). The Statistical Techniques of Central Tendency, Variability, Skewness, Kurtosis, t-Ratio, ANOVA and Correlation were employed for the analysis of the data.

Some of the major findings were: Six factors, viz. Academic Improvement, Change Proneness, a Vocational Activities, Teaching Load, Recognition and Personal Characteristics, which belonged to the major factor of Professional Growth, Influenced Teacher Morale. Factors such as Student Performance Assessment, Relations with Pupils, School Facilities (physical), participation in school programs, relations with non-teaching employees, had no marked effect on teacher Morale. Factors relating to School Environment revealed that the maintenance of good human relations with Colleagues, Parents and the Immediate Superior affected Teacher Morale in the School Setting. Academic
facilities provided in the school for effective teaching influenced teacher Morale. There was no significant difference in the opinions expressed by teachers with different Qualifications, Working under different Managements and Localities with varied experience, on the factors relating to Professional Growth and factors relating to School Environment.

PRAKASHAM, DA (1986) conducted a study on Teacher Effectiveness as a function of School Organizational Climate and Teaching Competency. The objectives of the study were (i) to study the effect of school organization climate on teacher effectiveness, (ii) to study the effect of teaching competency on teacher effectiveness, and (iii) to study the effect of School Organizational Climate on teaching competency. The sample of the study consisted of 800 teachers teaching in classes IX, X and XI of different higher secondary schools of Raipur and Bilaspur districts of Madhya Pradesh, along with 92 principals of these schools. In all 504 teachers were teaching in Government schools, 73 in local body schools, 163 in Private, Non-Christian schools, and 60 in Christian schools. The relevant data were collected by employing the School Organizational Climate Description Questionnaire by Moti Lal Sharma, the General Teaching Competency Scale by Passi B.K and Lalitha M.S, and the Teacher Effectiveness Scale by Parmod Kumar and Mehta D.N. Mean, T-Values, coefficient of correlation, ANOVA and F-ratios were computed for analyzing the data.

The findings of the study were: 1. Teachers working in an Open School Climate were better in teaching competency and teacher effectiveness that those
employed in schools with Autonomous, Familiar, Controlled, Paternal and Closed Climates. 2. Teachers working in schools situated in industrial areas were found better in teaching competency than teachers working in semi-Urban and rural, areas whereas teachers of semi-Urban and rural areas were better in teacher effectiveness than the teachers of industrial areas. However, teachers working in schools situated in urban areas were better than teachers of all other areas on both teaching competency as well as teacher effectiveness. 3. No significant difference was found in the teaching competency and teacher effectiveness of the teachers working in Government and Non-Government schools in global terms. However, teachers working in schools run by local bodies were found better in teacher effectiveness and teaching competency than those working in Government schools, Christian schools and Non-Christian schools. 4. No significant difference was observed between Male and Female teachers on the tests or teaching competency and teacher effectiveness on the global scale though Female teachers were found moderately better in teaching competency under all types of variations, whereas, they were found moderately better than Male teachers in teacher effectiveness only under Christian management. In other types of variations no significant differences were observed in the teacher effectiveness of Male and Female teachers.

**Milton Jeganathan, (1995)** Contribution of training towards the development of Professional Ethics among Teachers. The main Objectives of the study – To understand the existence and extent of Professional Ethics among different groups of students-teachers. To find out the contribution of teacher-training for the development of Professional Ethics of student-teachers. The major
variables under the present study are (i) contribution of B.Ed., (ii) Professional Ethics among trained teachers. The co-variables have been (i) Organizational Climate of the college of education and (ii) socio economic status of the students-teachers. The Sample selected were (i) student-teachers N-760, (ii) Teacher-Educators N-75, (iii) student-teachers -760. The Tools used – (i) Test for Professional Ethics among Teachers (TPET).Organisational Climate Descriptive Questionnaire (OCDQ), Socio Economic Status (SES) scale.

Statistical techniques used Measurement of central tendencies, Measurement of variations, Computation of variations, ANOVA, ANCOVA, t-test and Co-efficient of Product Moment of Correlation.Content analysis of (a) Theory part of the B.Ed. Program (b) Practical aspect of the B.Ed. Program. A Pre-test-Post-test–Quasi Experimental Design to collect data from the B.Ed. student teachers.

The main findings of the study were the two, out of the six Values of Professional Ethics; namely, Professional Values and Social Values are emphasized more in all the core and optional Subjects under the theory part of B.Ed. training program of Madurai Kamaraj University. The four out of the six Values of Professional Ethics viz., Personal, Aesthetic, Humanitarian and Religious Values have received less emphasis in the core and optional subjects under the theory part of B.Ed. training program of Madurai Kamaraj University. The practical part of the B.Ed. Training program of Madurai Kamaraj University has emphasized Personal, Social, Humanitarian and Religious Values more. The Professional and Aesthetic Values have been less emphasized in the practical part
of the B.Ed. training program of Madurai Kamaraj University. The curriculum contents of both, theory and practical parts, of B.Ed. training program of Madurai Kamaraj University have contributed five out of the six Values under Professional Ethics, namely, Personal, Professional, Social, Humanitarian and Religious Values. The curriculum contents of both theory and practical parts of the B.Ed. training program of Madurai Kamaraj University have both contributed the Aesthetic Values of Professional Ethics. The B.Ed. training program of Madurai Kamaraj University has significantly increased the Professional Ethics of student-teachers of different college groups.

**Kumaran, D. (2001)** aimed to study of Organizational Climate and Academic Performance of Higher Secondary Schools. He used multistage random sampling procedure and selected from 27 schools and 375 teachers as sample. Wayna. Hoy K. John C Tarter and Robert Bikottk amp (OCDQ) for secondary school as conceived by Halpin and Croft (1963) was used as tool. For purpose of measuring Academic performance of the schools, they grouped into Low, Average and High. The study revealed that the overall Organizational Climate was found to be high. The schools do not differ significantly with respect to the type and categories of schools and the schools differed significantly with respect to their Academic achievement as Low, Average and High performance and overall Organizational Climate of the schools.

**Sucharita Parida, (2003)** conducted a study on effect of Socio-Economic Status, School Environment and medium of instruction on the mental abilities and Academic Achievement of school Children. The objectives of the
Study were to assess the Socio-Economic background of the school students and categorize them as per the intra-variables. To assess the environmental conditions available in different institutions. To compute the level of Academic Achievement of the students with intra-variables. To examine the effect of the predicting variables of SES, School Environment and Medium of Instruction on the criterion measure of mental abilities and Academic Achievement. The study is ex-post-facto causal comparative. The Random Sampling Technique adopted by the investigator for drawing the sample of 325 Boys and Girls from two types of Management in Government schools and Non-Governmental schools of Oriya and English Medium schools is quite appropriate. The Tools used in the study were Intelligence Test by Mishra (1984) and SES Scale and School Environment Scale by the Investigator. The data have been analyzed using appropriate Statistical Techniques, both descriptive and inferential. Mean, Median, Mode, SD, t-value and F-value, coefficient of correlation and coefficient of multiple determinations have been accurately computed and well interpreted.

The main findings of the study were the mental abilities of the respondents have been found homogeneous in case of Sex and Medium of instruction variation, but heterogeneous in case of schools under different management and different School Environmental conditions. There existed significant difference in Academic Achievement of the respondents, of the sub-samples due to Management, Medium of Instruction and School Environmental conditions. But there did not exist any difference in the Academic Achievement of Boys and Girls. In differential analysis of the data on mental abilities and Academic Achievement with respect to SES, it was found that both mental
abilities and Academic Achievement of the respondents differed significantly due to SES variation. The schools having high level of teacher input, material input, and process input along with adequate schooling facilities were found to contribute significantly in the development of mental abilities and Academic achievement. There did not exist any difference in the Mean mental ability scores of the respondents due to medium of instruction variation. But Academic Achievement of the respondents was influenced greatly due to Medium of Instruction.

Kanwar Jasminder Pal Singh, (2004) conducted a comparative study on Values and Attitudes of school and college teachers towards teaching profession. The objectives of the study were to know whether the Values and attitudes towards teaching profession of teachers are correlated with each other. To compare the Values of college teachers with the Values of school teachers and the attitude of college teachers towards teaching profession with that of school teachers. To find out whether Values of Male and Female teachers differ and whether the attitude towards teaching profession is Gender biased and whether the Locality (Urban/Rural) of the teachers affects their Values. Descriptive method of research has been suitably employed for the study. The sample of 480 teachers has been systematically drawn using multistage Randomization Technique. Study of Values (1992) by Ojha R.K and Teacher Attitude Inventory (1978) by Ahluwalia S.P were the tools appropriately used for the study.

Suitable Statistical Techniques namely, Mean, Median, Mode, Standard Deviation, Skewness and Kurtosis were applied to examine the nature of
distribution of scores of the sample. Cochran test was employed to test the homogeneity of variance in the groups. Analysis of Variance (ANOVA), 2x2x2 Factorial Design was employed to study the main effects and interaction effects of these variables. To further explore the interaction effects of variables; t-test was employed wherever F-ratio was found significant. Pearson’s Coefficient of Correlation was used to study the relationship between attitude towards teaching profession and different types of Values.

The main findings of the study were there is a positive and significant correlation between economic value, Aesthetic value, Religious value, Social value and attitude towards teaching profession. The school teachers and rural teachers have been found higher in the theoretical value than the college teachers and urban teachers. There has been found no significant interaction between Institute, Locality, and Gender and of the teachers with respect to their theoretical value. The Mean score of economic value of college teachers has been found higher than that of school teachers, Female teachers has been found higher than that of Male teachers and Urban teachers has been found higher than that of Rural teachers. There has been found no significant difference in the attitude of school and college teachers towards teaching profession and in the attitude of Urban and Rural teachers towards teaching profession.

Saswoti Baruah, (2004) did a study on Organizational Climate of Government and privately managed High Schools of Kamrup District. The objectives of the Study were to identify whether Government and Privately Managed high schools manifest variation in their Organizational Climate. To
identify those components on which different schools are stronger or weaker. To determine whether any relationship exists between the type of school and teacher job satisfaction. To determine whether the type of school bears any positive relationship with Student’s Achievement. The ultimate objective of the study is to make a comparative analysis between Government and Private secondary schools of Kamrup district of Assam. A sample of 56 Government Schools and 19 Private Schools was drawn for the study. From each school the data were gathered from the Principal and 5 teachers. The Tools used in the study were Organizational Climate Questionnaire was used by the investigator adopted on the Basis of Organizational Climate Development Questionnaire (OCDQ) originally Devised by Halpin and Croft. The data gathered through OCDQ were first interpreted in the percentile form on each dimension.

The study has arrived at quite meaningful findings. The Organizational Climate of the Secondary Schools of Kamrup district differs from one another. There seems to be no relation between the climate and variables like Qualification and Experience of the teachers. Private schools were found to have an edge over the Government schools in some of the infra-structural facilities. There is too much of political influence in the appointment of teachers of the Government schools, but which is not the case in Private schools. Academic achievement of the Private school students is much higher than that of the Government school students.

Ravneet, (2005) in her study on Aggression and Adjustment among adolescents belonging to one child and many children families in relation to Socio-
Economic Status and Home Environment. The objectives of the study were to find out differences in aggressive behavior of Male and Female children belonging to one child and many children families and Adjustment (Personal, Social and Home) of Male and Female children belonging to one child and many children families. To investigate the relationship between Aggression, Adjustment, socioeconomic status and Home Environment of Male and Female children belonging to one child and many children families. The sample of the Study was 400 IX Standard students were drawn randomly for the study, 100 Boys and 100 Girls from one child family and 100 Boys and one 100 Girls from many children families. The tools used in the study were Aggression Questionnaire by Pati G.C, Adjustment Inventory by Singh A.K.P, SES Inventory by Rao S.N and Home Environment Scale by Sanjay Vohra. Correlation, ANOVA and ‘t’ test have been appropriately used for data analysis.

The main findings of the study were the Male children were found more aggressive than the Female children. There was found no family difference in Aggression due to difference in type of family. The Boys and Girls did not differ in their Social Adjustment. The children belonging to single child family were found to have more Social Adjustment than children belonging to multi children family. Children belonging to poor Home Environment were found to have better Social Adjustment than those belonging to good Home Environment. The Males were found to have better Educational Adjustment than the Females. Those children belonging to low Home Environment were found to have better Educational Adjustment than those from better Home Environment. SES was found to have no significant effect on Educational Adjustment. Children belonging
to low Home Environment were found to have higher emotional Adjustment than those from high Home Environment families. SES was found to have high significant correlation with Adjustment, Aggression and Home Environment. Adjustment as a whole was found to have positive and significant correlation with Aggression and Home Environment. Aggression was found to have positive and significant correlation with Home Environment.

Sandeep Sawhney, (2005) done a study on Educational Aspirations of adolescents in relation to their family environment, locus of control, and some demographic variables. The objectives of the Study have been very well enunciated focusing on the relationship between Family Environment and Educational Aspirations of the Adolescents, Educational Aspirations & Locus of Control, Differences in the Educational Aspirations of Males and Females, Rural and Urban, Nuclear and Joint Families, Parental Education, Income Group Families, Father’s Occupation, Sibling Position, and the main and interaction effects based on group differences on the Educational aspirations of the adolescents in relation to different dimensions of family environment and their Locus of Control. The sample of 1000 students is drawn from Standard X of 17 different schools of Ludhiana district. Three tools are employed for the study, namely, Educational Aspiration Scale (Sharma & Gupta), Family Environment Scale (Bhatia & Chadha), and Social Reaction Inventory (I.E. Scale, Roter). The data have been collected systematically observing Research Ethics. Various Statistical Techniques namely, Measures of Central Tendency, Measures Of Dispersion, Product Moment Correlation, t-test and ANOVA have been used.
The main findings of the study were the Female students revealed significantly higher Educational aspirations than those of the Male students. The Rural students revealed significantly higher Educational aspirations than those of the urban students. There was found no significant difference in the Educational aspirations of nuclear family students from those of the joint family students. The Educational aspirations of the children were found inversely proportional to Parents’ Education. The students belonging to low income group revealed no significant difference in their Educational aspirations. The Educational aspirations of the adolescents were not found to differ depending on the Father’s Occupation. The students belonging to different sibling positions revealed no significant differences in their Educational aspirations. Educational Aspirations of the students were found to be independent of the locus of control in relation to level of acceptance and caring in the family. Educational aspirations of the students were found independent of the locus of control in relation to their Gender, their family type, their Parents’ Education, their Income Group, their Father’s Occupation and their Sibling Position.

2.4. STUDIES CONDUCTED IN ABROAD

The role of Values in the field of education is very much emphasized in abroad. The investigator gathered 20 studies conducted abroad out of these, 6 studies were related to Value Pattern, 7 studies were related to Values of Different Profession and 7 studies were related to different Professions of Value and Organizational Climate.
2.4.1 Studies related to value patterns

Under this caption, the investigator could locate 6 studies, are related to the Impact of formal Cross-Cultural Education on Modernizing Attitudes and Values, Longitudinal Study of Values and Career, the relationship between Student Values and Academic Success, Life Roles and Values of Senior Undergraduate Education Students, Personality Characteristics, Interests and Values of Differentially Achieving able College Students and Curriculum Development to exercise Behavioral Change in the context of Value Orientation.

Ahmed (1986) conducted a study of the impact of formal Cross-Cultural Education on Modernizing Attitudes and Values. A questionnaire was distributed to cross sectional samples of 1140 Saudi Male students. From the 900 usable returns, 200 were secondary students, 400 college students in Saudi Arabia and 300 college students in the United States. Factor analysis was used to construct the dependent variable scale and to profile the modernity of Saudi students. Regression analysis was employed to determine the impact of different independent variables on the dependent variables of modernity. This study revealed that (i) the Modern Saudi students prefer the urban life and are less inclined to trust people rather than their relatives and friends. (ii) Mass media exposure positively affects the overall modernity and half of its dimensions, the same variable has no significant contribution to overall modernity of Saudi students in the United States and contributes to limited dimensions, (iii) Age, in both countries has no significant contribution to students’ overall modernity and affects very limited dimensions.
Dianne (1986) has done a longitudinal study of Values and career. This study investigated the stability of Values and career choices of mathematically gifted youngsters. In addition, the study determined whether Values, ability or Sex can predict a mathematically oriented career choice. The subjects were 185 students who as 13 years old were identified as mathematically gifted. The instruments used included the study of Values, the Scholastic Aptitude Tests and responses to questionnaires. The findings of this study were (i) Values of Mathematically gifted youngsters are not stable between the ages of 13 and 19 because the Aesthetic, Social and Political scores of study of Values in 1976 was statistically similar to the profile of these Values in 1982-83, (iii) F-tests showed that it was the Aesthetic and Political Values that were the principal contributors to the rejection of the hypothesis, (iv) one of the hypothesis predicted there would be a significant stability correlations for career choice in 1976 and 1982-83. This was true for the Boys but not for Girls.

Byrne (1987) made a study on the relationship between student Values and Academic Success. The main purpose of this study was to ascertain the relationship between Academic success and Values. Secondary purposes were to examine relationships of other variables to success in School, Family Organization, Frequency of Church Attendance, Participation in School Extracurricular Activities, and Happiness in School. The sample consisted of 367 students in the Cherry Creek School district in Englewood Cototrado. Rokeach value survey and a student questionnaire were used to collect data. The findings of the study were: (i) the National Honour Society Students chose Values related to
success and achievement- to being “wise”, “responsible”, “intellectual” and “logical”, (ii) the Low Achievers ranked these Values significantly lower and placed more importance on physical, or material areas such as “an exciting life”, “pleasure” and “a comfortable life”, (iii) the Values of “salvation”, “forgoing”, “love” and “honesty” were ranked highest by frequent church attendance.

**Bernard (1990)** conducted a study on life roles and Values of senior undergraduate education students. 157 senior undergraduate education students were taken as sample for this study. This study was to explore the relative importance of twenty Work Values and the relationship of these Values to five major Life Roles of Studying, Working, Community Service, Home and Family and Leisure. In addition, the study was designed to explore the relationship between Values and Images of teaching, career expectations and students characteristics. The findings of their study indicated that (i) the education students tend to value areas of personal achievement and Social orientation more that those, (ii) community services was judged to be the least important of the life roles measured, (iii) correlative analysis between Values and Life Roles, Career Expectations and Images of teaching revealed a number of statistically significant correlation co-efficient at 0.05 level,(iv) education students placed a high degree of importance upon Values which emphasize Social Orientation, Personal Development, Home and Family. They also approach their careers with a degree of uncertainty, are Low Risk takers and expressed interest in the status of Teacher Education and the Profession.
Carthann (1990) investigated a study on Personality characteristics, interests and Values of differentially achieving able college students. This study compared college students exhibiting discrepancies between predicted high ability and low level achievement with students exhibiting no discrepancy. This study considered several domains related to achievement, personality characteristics, interests, Values and basic demographics. Profiles for low (n=28), average (n=31), and high-achieving (n=36) students were obtained through administration of the Personality Research Form (RPF), Vocational Preference Inventory (VPI), Rokeach Value Survey (RVS) and demographic interview. This study revealed that (i) the three achievement groups differ consistently on all measures, with the majority of differences involving Socialization or conformity, (ii) a conflict exists for the Low and High Achievers, in matching the Social Expectations for Achievement with their own individual Interests and Values, (iii) a Gender difference was noted, with the Low-Achieving Group, Predominantly Male, and the High-Achieving Group, Predominantly Female.

Rudolph (1991) conducted a study on curriculum development to exercise behavioral change in the context of value orientation. The focus of the study was to design a personal Meaning Fitness Education Curriculum Model built on value orientation using seven selected purposes as identified in the curriculum frame work. 44 Males and Females enrolled in the Fitness For Life (FFL) jogging classes at the University of Georgia formed the control (n=20) and the Experimental group, in addition to the FFL, learning objectives. The Experimental group, in addition to the FFL programme, was exposed to the behavioral change education intervention constructed with ecological integration value orientation.
The seven day recall and stage of Exercise Adoption were used to assess activity level in both groups. All subjects were pre-tested on activity level following ten weeks of programme, both dependent variables. The major finding was that the curriculum development in the context of value orientation has contributed positively for the behavioral change in the life of students.

2.4.2 Studies related to values to different professions

Each profession has its own value patterns under this caption, 7 studies were located and related on value analysis model of the Moral and Cognitive development of Baccalaureate Nursing students, an investigation of the relationship of Pupil Control Ideology to teacher’s value orientation and perceptions of Organizational Climate, the relationship of selected Personal Values and value congruence of Secondary School Principals to school effectiveness, on parent’s and teacher’s value expectation, Entrepreneurial Personality Traits, Value Systems and the Private practice of Social Workers were conducted by Private practitioners were identified as entrepreneurs by tracing the similarities in their definitions and motivations, a comparative study on the Value Orientations of Male and Female college students majoring in Business and Human Services and Values and Self- Efficacy mechanism implications for transfer of training from Academic Environment to the job.

Cavan (1986) conducted a study on value analysis model of the Moral and Cognitive development of Baccalaureate Nursing students was by. To assess the effect of teaching strategy on student development, the Value Analysis Model
was used to guide undergraduate nursing instruction concerning Moral and Ethical Dilemmas common in contemporary practice. Study and control population were derived from those groups of junior Nursing students sequentially enrolled in a course in Psychiatric/mental health nursing at South East Missouri State University. Both groups were assessed on a broad range of demographic variables to ensure comparability. Measures of development outcome included Rest’s Defining Issues Test (DIT), Crisham’s Nursing Dilemma Test (NDT) and the Allen instrument. The control group was enrolled in spring 1985 and comprised 24 students. The experimental group was enrolled in fall 1985 and comprised 28 students. Pre and post-testing using the stage score on the DIT showed significant differences (p 0.05) between experimental and control subjects. There were statistically significant differences among experimental sections on DIT score gains and NDT gains. There was a strong association (p0.05) between DIT score gain and self-report of peer discussions on ethical issues. There was a lack of consistent correlation among the various instruments used to measure Moral and cognitive development.

**Monita (1986)** conducted a study on an investigation of the relationship of pupil control ideology to teachers’ value orientation and perceptions of Organizational Climate in elementary schools. The instruments used in the study include the pupil control ideology form, the Revised Differential Value Inventory and three subjects of the Organizational Climate Description Questionnaire. The study was delimited to elementary schools which served grades one through six in school system in Alabama, Louisiana and Mississippi. A sample of 75 schools was randomly selected so as to provide approximately equal numbers of schools in
each of five categories of population. The school served as the unit of analysis for the study. Significant zero-order correlation were found between pupil control ideology and traditionalism in Values (r=379 P=.01), pupil control ideology and population (r=.422 P=.01). A significant relationship was found between pupil control ideology and traditionalism in Values. No significant relationship was found between openers in Organizational Climate and pupil control ideology. No significant interaction was found between value orientation and openers of climate as they related to pupil control ideology.

Ann (1987) made a study on the relationship of selected personal Values and value congruence of Secondary School Principals to school effectiveness. The purpose of this study was to investigate the co relational relationship between specific personal Values orientations of principals selected for inclusion in the study were identified by criteria used to assess their schools. The “Exemplary” group included the principals of the ten secondary schools selected by a panel of judges from 36 entrants to represent Kansas in the secondary school Recognition National Competition for 1984. The “High comparison” group was selected based on their top quartile percentage scores of free and for reduced lunches. The instruments used in this study were the Survey of Interpersonal Values and a Self-assessment Value Inventory. The Kruskal-Kiallis test was applied to the scores obtained from the two instruments to determine the statistical significance of the rankings. Pearson’s method of analysis was used to determine correlation coefficient between self ratings and SIV scores. Difference in Values scaling of the principals in the three groups were not found to be statistically different, but the
principals in the “Exemplary” and “High comparison” groups were found to be alike in terms of value scaling as measured by the SIV.

**Carl (1990)** investigated on parents’ and teacher’s value expectation. The purpose of this research was to describe and analyze the Educational Values and priorities of parents and teachers of children enrolled in church-affiliated kindergartens in Suwon, Korea. A voluntary sample of parents and teachers were drawn from 18 Private Christian Kindergartens. Interviews with 20 parents and 20 teachers served as the basis for the development of the Likert-type questionnaire consisting of 39 items representing 13 factors. For Statistical Analysis, Educational Level, Religion, Role, Age and Gender of the child were treated as independent variables for the parents’ sample. For Teachers, Educational Level, Religion, years of Experience and Marital Status were treated as independent variables. The statistical analysis consisted of a calculation of Pearson Correlation Co-efficient between the samples and multivariate analysis of variance tests of the dependent and independent variables. Results of Pearson Correlation Co-efficient showed that that the fathers and mothers had a high correlation in their rankings of Educational priorities. However, the correlation of the rankings between the teachers and the parents was not high. MANOVA results for the teachers showed statistically significant relationship between the Educational priorities and the teachers’ years of teaching experience.

**Charles (1990)** did a study of Entrepreneurial Personality Traits, Value Systems and the Private Practice of Social Workers were conducted by Private practitioners were identified as entrepreneurs by tracing the similarities in their
definitions and motivations. The three groups were also compared on their rank-ordering of eight statements comprising four different Value Orientations. (i) Entrepreneurial (ii) Low-Risk (iii) Social Welfare/Action and (iv) Providing Psychotherapy. A self administered combination Questionnaire / Personality Inventory was mailed to a random sample of 1218 Social workers certified in Texas. Results of Kruskal-Wallis and Mann-Whitney tests showed that Private practitioner sop only place a significantly higher value than Non-Private Practitioners on providing psychotherapy and on Values with an entrepreneurial orientation. Conversely, Non Private Practitioners value, significantly more, the Values with Low-Risk and Social Welfare / Action Orientations.

**Hale (1990)** done a comparative study on the value orientations of Male and Female college students majoring in Business and Human Services. This study investigated the differences between Freshmen and Senior, Male and Female, Business and Human Services students at the University of Delaware to determine whether business major had a more self oriented value system than human service majors. A total of 585 students were surveyed using the Rokeach Value Survey. Only students who were freshmen and seniors between the ages of 18-23, majoring in Business or Human Services fields were selected for use in the study. The results of the 18 point value survey were analysed using the median test and a Chi-Square test for two or more samples. Findings indicated that Business majors do have a more self-oriented value system than human service majors but that both Business and Human Services seniors are more pragmatic and self oriented than freshmen. There is little difference between Male and Female in both majors. The only significant difference was found between Male and Female business seniors.
Loren (1990) had done a study on Values and Self-Efficacy mechanism implications for transfer of training from Academic environment to the job. The purpose of its study was to investigate and report the relationship between certain learning beliefs or dimensions of learning, suggestive of Self-Efficacy and Personal Values before/during a training programme and subsequent transfer of skills to the job. This descriptive and co-relational study utilized two surveys that were formed by creating statements representative of actual skills presented in a Human Resource Development (HRD) course. Thirty two participants completed a survey. An evaluation was administered 3 months after administration of the survey. Inter-correlations computed between each of the learning dimensions revealed a moderate positive relationship (p=.05) between the level of an individual’s ability to try new skills, and his or her level of intent to apply new skills. Correlations between the level of efficaciousness and value attached to the use of new skills, and intent to apply new skills were not significant. Recommendations and implications for training and future research on transfer as related to Self-Efficacy and Value are discussed.

2.4.3 Studies related to Organizational Climate with Values in different professions and Socio-Economic Values

Under this caption, 7 studies were identified. The studies focused on Socio-economic Values frame work serving Educational Development in the 1980s, examine the Academic Organization, in general, and the liberal arts college in particular within the context of Institutional Values and Operational Modes as
important determining factors for Organizational Strength and Survival, the relationship between Teacher Values and School Climate, Study of Organizational Climate of Secondary Schools, the relationship to Professionalism and Organizational Climate in Public and Private schools, Organizational Climate in middle schools and relationship among perceptions of Organizational Climate, Leadership Quality and Institutional Values in the Community College.

Alfred (1985) studied about Socio-Economic Values frame work serving Educational development in the 1980s and beyond, with focus on Moral and Ethical development needs. Fundamental to the research was an initial examination of current Social Dynamics, what they might be and what they ought to be. An extensive body of contemporary and future global development is analyzed. The major findings are the concern over the domination of Scientific and Technological Developments, but the major problems faced by society are not scientific to Technological in nature, rather, they are problems of Human Values and Ethics. A further conclusion reached is that Educational needs of the future demand a dualistic schooling effect which concentrates on both didactic and contextual theories and methodologies. Schooling in support of Socio-Civic development must not only be an intellectual challenge. It must take place in a School Environment which promotes participation in an activation of the principles of a clearly defined Values frame work.

Colberg (1986) conducted a study to examine the Academic Organization, in general, and the liberal arts college in particular within the context of Institutional Values and operational modes as important determining
factors for Organizational Strength and Survival. As a Means of examining the Academic Organization, and the problems and possibilities it faces in contemporary American Society, three different explorations were presented; a selective review of the literature, an exploratory essay and a case study. Review of literature defined the Academic Organization in terms of its structure and governance. This study discussed the problem of institutional survival and presented the proposition that the major crisis facing American higher education is a crisis of Values. A renewal of purpose and institutional distinctiveness through the Curriculum and Organizational Characteristics of the liberal arts college with an emphasis on the importance of connection between Values and Governance was explored. The case study presented the recent history of a small liberal arts college as an example of an Academic Organization whose survival possibilities have been strengthened through purposeful connection of Values, Purpose and Governance.

Francis (1988) investigated a study on the relationship between Teacher Values and School Climate. The main purpose of this study was to examine the validity of the claim that use of teaching methods is related to Teacher Values. Participants in the study were 115 experienced and student teachers enrolled in Educational classes. Teacher Values were measured with the Rokeach value survey and O’ Neil Educational Ideologies Inventory. Groupings among the Rokeach Values were identified and these were associated with the student-directed and teacher-directed teaching methods. The School Climate and background information variables added to the predictability of the regression
equations, thereby, showing the significance of these variables for teacher decisions about the use of teaching methods.

**Lutti Nongnuang (1988)** has done a study of Organizational Climate of Secondary Schools of East Zone of Thailand in the Context of Some Variables. The objectives of the study were to investigate the teacher Morale of secondary school teachers in the east of Thailand. To investigate the relationship between Organizational Climates and the Leadership Behavior of secondary schools in the east of Thailand. To examine the relationship between Organizational Climate and Teacher Morale of secondary school teachers working in the east of Thailand. To investigate the inter-relationship among Organizational Climate, Leadership Behavior, Teacher Morale and the role conflict of teachers in secondary schools in Thailand.

The Organizational Climate Descriptive Questionnaire constructed and standardized by Halpin and croft, the leadership Behavior Descriptive questionnaire developed by Halpin and Winer, the Purdue Teacher Opinionnaire constructed by Ralph R. Bentley and Acerno M Rampel and the Teacher Commitments and Conflicts Questionnaire constructed by Saita Prasertphak were used for collecting data from 406 teachers and 29 administrators from 29 secondary schools selected, regardless of Sex, Age, Teaching Experience and Qualifications. Analysis of variance was used for analysis the data. The major findings were the 62.07 percent of the schools had high Teacher Morale, 31.03 percent had Low Teacher Morale and 6.90 percent had Average Teacher Morale. The schools with high teacher Morale were likely to appear in Open Tendency
Climates and schools with Low Teacher Morale were more likely to appear in the Closed Tendency Climates.

Mason (1988) conducted a study on teacher collegiality: Its relationship to Professionalism and Organizational Climate in Public and Private schools. The purpose of this study is to determine the relationship between teachers, perceptions of their school climate and collegial communication, and their professional attitudes. These variables have been examined in regular Public schools, alternative Public schools, Private practical schools and Private independent schools, in order to determine if collegial communication produces any kind of variance in the Professional Attitudes of teachers toward their clients and their work, or in the teachers’ perception of their school climate. The unit of analysis in the school which ideally includes teachers selected randomly from the respective total populations at each of the 40 participation schools. The teachers completed the short version of the Organizational Climate Index designed by Stern and Stein Hoff, and the Professional Orientation Scale developed by Corwin. The Statistical techniques are Analysis of Variance, Pooled Variance Estimates, Correlations and Post Hoc Turkey comparisons.

Results of this investigation of four types of school organization suggest that significant differences between these Private and Public schools do exist in ways that can be identified and measured. Perhaps the most important implications of this study were the sharp contrasts drawn between the regular Public schools and the alternative Public schools. Although the type of pupils, the Socio-Economic levels of the families, and the certification requirements for the teachers
were the same, the Organizational Climate factors and areas as perceived by the teachers were significantly different between these two school types.

**Putnam (1990)** did a study on Organizational Climate in middle school. The purpose of this study was to determine the effect of Organizational Climate on students’ outcome, cognitive and affective behaviors, Values and personal growth and satisfaction. Participants for this study were randomly selected from the Public middle level schools in Michigan. Data for the study were collected from the 1739 Individuals representing the 88 middle-level schools that participated in this project. As a result of numerous Factor Analysis and Reliability Analysis, a valid and reliable instrument describing seven dimensions of Middle Level School Climate was developed. Two dimensions describe the behaviors of the principals building of the five pertain to the behavior of the teachers as a group.

**Rick (1991)** investigated the relationship among perceptions of Organizational Climate, Leadership Quality and Institutional Values in the community college. This Non-Experimental Qualitative study sought to explore the complex relationships among three primary components of Organizational Culture (Leadership, Climate and Values) in a community college setting. The College Climate Commitment to Excellence Survey (EC-CES) and the College Leadership Commitment to Excellence Survey (CL-CES) developed by John E.Roueche and George A. Baker III were used to assess Perceptions of Climate and Leadership Quality respectively. The Howan Community College Values Survey (HCCVS) developed to provide a foundation for the rewriting of Institutional goal and mission students, was used to assess perceptions of
Institutional Values. Each of three instruments employed a five point Liken-type Scale. The findings supported relatively strong correlation between Leadership and Climate, either the variables of Climate and Institutional Values or the variables or the variables of Leadership and Institutional Values. A path analysis resulted in a primary predictor relationship between Values and Climate. Suggestions for further research included the need for greater attention to the development and measurement of Institutional or Organizational Values. It was the conclusion of this researcher that a study of Organizational Values must first assess Personal Value structures present in Organization.

2.5 ANALOGY OF THE STUDY

The majority of the studies belong to Normative Survey Research. Out of twenty four studies, seventeen studies were done among school students, 2 studies were done among the college students 5 studies were done among school and college teachers. In almost all the above studies mostly Random Sampling Technique was followed in the collection of data and size of the selected samples ranges from 160-1076 samples. In majority of the studies the investigators have developed their tools based on their objectives of the studies and standardized tools were used in their studies.

The Mean, Central Tendencies, Standard Deviation, Correlation of Co-efficient, Chi-square, F-test, the Percentage, the Analysis of Variance,’t’ test, Product Moment Correlation, 2*2 Factorial Tests, Kurtosis, Skewness and Factorial Analysis were the Statistical Techniques followed and utilized in the
above studies. Out of 24 studies, 17 studies were done among school students, 2 studies were done among college students and 5 studies were done among School and College Teachers.

The investigator has identified twenty four studies conducted in India and twenty related studies conducted in abroad. The related studies conducted in India were based on Value System, Value Orientation, Value Pattern, Moral Judgment and some of them were correlated between Values and Self Concept, Self Esteem, Personality Traits and Academic Achievement. Few of the related studies were done on Organizational Climate. The findings of various studies reveal that the students have good Moral Values, Academic Achievements and their Values had a positive effect on Self Concept and Personality Adjustment (Patel, M.G. 1981; Zamen, G.S. 1982; Kulshreshtha, R.1983; Paul,P.V. 1986; Rizvi, S.A.H. 1986; Varalakshmi, B. 1996; Manju Sinh, 1998; Sirazul Islam, 2002; Malti, 2006)

The findings of few studies reveal that the students have good Moral Judgment. (Gupta, K.M.1984; Soni, J.C.1984; Srinivasa Rao, R.1984; Bhargava, I.1986;Surabala Sahoo, 2005)

The findings of the various studies revealed that the Organizational Climate affects Values among students, Teachers and other Professionals.(Sharma,R.C.1984; Mohan Rao,C.N.S. 1985; Prakasham,DA.1986;Milton Jeganathan,1985; Kumaran, D.2001; Sucharita Parida, 2003; Kanwar
Jasminder Pal Singh, 2004; Saswoti Baruah, 2004; Ravneet, 2005; Sandeep Sawhney, 2005)

Some of the studies conducted in abroad were survey method. Some studies were Experimental Control Method and two were case studies. In some of the above studies Random Sampling Technique was followed in the collection of data and the size of the selected sample ranges from 32-1739. The review in the previous pages reveals that wide variety of tools has been used in various studies on the Values and Organizational Climate. In some of the studies the investigators have developed their tools based on their objective of their studies and some standardized tools were also used. Every tool has been planned to achieve the purpose for which the study was conducted. The Analysis of Variance, Factorial Analysis, Correlation of co-efficient, percentage, pearson’s method of analysis, Kruskal Kiallis, the Chi-Square, F-Test, Mann-Whitney tests and Rest’s Defining Issues test were the Statistical Techniques followed and utilized in the above studies. Out of twenty studies, eleven studies were done among school students, six studies were done among College Students and three studies were done among different Professionals.

Some of the related studies conducted in abroad, reveals that there are various factors that affects values among the students, like Modernizing, Interest, Personality, Curriculum, Academic Success, Home and Personal Development (Ahmed, 1986; Dianne, 1986; Byrne, 1987; Bernard, 1990; Carthann, 1990; Rudolph, 1991)
The findings of the various studies revealed that the Organizational Climate affects Values among school and college students and Teachers (Cavan, 1986; Monita, 1986; Ann, 1987; Carl, 1990; Charles, 1990; Hale, 1990; Lorent, 1990). The investigator located seven studies related on Values among different Professions (Alfred, 1985; Colberg, 1986; Francis, 1988; Lutti Nongnuang (1988); Mason, 1988; Putnam, 1990; Risk, 1991).

The next chapter deals with the Methodology of the present study.