CHAPTER - II

Review of Related literature
CHAPTER – II

REVIEW OF RELATED LITERATURE

"Literature is no exhaustible, for the sufficient and simple reason that a single book is not. A book is not an isolated entity: it is a narration, an axis of innumerable narrations. One literature differs from another, either before or after it, not so much because of the text as for the manner in which it is read."

-Jorge Luis Borges

This chapter deals with review of related literature. It is an attempt to discover relevant material published in the problem area under study. This covers the empirical research studies done previously in the problem area. The studies conducted during the last few decades in the field of value oriented education that are more relevant and pertinent to the present investigation are discussed in this chapter.

2.1 NEED TO KNOW ABOUT RELATED LITERATURE

"Practically all human knowledge can be found in books and libraries. Unlike other animals that must start a new with each generation, man builds upon the accumulated and recorded knowledge of the past" (Best, 1959).

For any worthwhile study in any field of knowledge, the research worker needs an adequate familiarity with the library and its many resources. Then only then will do an effective search for specialized knowledge possible. The search for reference material is a time consuming, but very fruitful phase of a research programme. Every investigator must know what sources are available in his field of enquiry, which of them he/she is likely to use and where and how to find them. (Sukhia, et al., 1980).

The related literature forms the foundation upon which all future work will be built. It enables the investigator to know the means of getting to the frontier in the field of his research. It also provides ideas, theories, explanations, hypotheses or methods of research, valuable in formulating and studying the problems. It furnishes the researcher with indispensable suggestions about comparative data, good procedures, like methods and techniques. The information about the activities of previous investigations, stimulate the researcher to use each bit of knowledge as a starting point for new and further progress.
There are a number of studies relating to the value-oriented education done in the past. However, only the literature pertaining to the independent variables (sex, locality, religion, self-concept, and personality) used in the present study is referred in the succeeding pages.

2.2 STUDIES RELATED TO INFLUENCE OF PERSONAL AND DEMOGRAPHICAL VARIABLES ON VALUES AND VALUE ORIENTED EDUCATION

Hafeez's (1949) study of the development of the sense of values was conducted on high school, intermediate and degree class students as well as college teachers belonging to different age groups. The study revealed that the science students of high school III year seem to be more mature than the students with the humanistic as optional. The same with intermediate students. B.A. students were found to be more mature than the senior intermediate group. The adult groups of college teachers were definitely more mature than B.A. students. Age, experience and education influence the development of proper values, which is reflected in maturity. The study also revealed the feeling father is considered to be the symbol for power, mother as personification of love by both men and women.

Suryanarayana Rao's (1951) work on the experimental study of values through span of apprehension is as follows: Eight types of values similar to that of Spranger's six types were chosen. They were economic, political, social, scientific, philosophic, religious, aesthetic and hedonic. Fourteen words were selected for each type. Total words were 112. The words ranged from 6 to 12 letters in length. By the paired comparison method, each value was compared with every other value. The words were exposed to the subjects in a tachistoscope for about 1/10th of a second. The test was administered on 53 college students of which 28 men and 25 women. The results were: (1) Men apprehended more words than women. (2) The difference in the number of words apprehended among the several types of values is more significant in men than in women. (3) Men are more interested in economic, scientific and political values and least interested in aesthetic, religious and hedonic values. (4) Women are most interested in economic, social and political values and least interested in scientific, philosophic and hedonic values. (5) Of the aesthetic and philosophic values, women seem to prefer the former, while men the latter.
Super (1953) and Roe (1956) held that persons who have similar values will select similar occupations and conversely that persons who are in similar occupations will have similar values with regard to age, sex, marital status.

Prince (1957) studied relationships between individual values and administrative effectiveness in the school situation and concluded that (a) older teachers were significantly more traditional in value orientation than the younger teachers, and (b) older principals were more traditional than young principals.

Shakeeia Begum's (1959) work on the study of values and group identification was given to 250 boys and 100 girl students of final year degree class. They were divided into four major caste groups - Brahmans, Lingayats, Vokkaligas, Muslims and leaders and non-leaders, boys and girl groups the findings were (1) On the whole all the four caste groups emphasised the social values more than the individual values. All of them reflected the progress of the group (2) Each caste differs from every other caste in its emphasis on some of the individual and social values (3) The girls have emphasised more on social values than the boys (4) The results on the social distance scale showed that majority were willing to enter into marital relations within their own caste group. Certain percentages of all castes except Muslims were willing to enter into marital relationship with one or more of the other caste groups (5) The values of any caste group mould the behaviour of its members, and these social values make for the group solidarity and the co-operative behaviour is conditioned by the dominant values of culture of a given group.

Mc. Phee (1959) found emergent values were related to modern education viewpoint. The other results were: (a) Women tended to be more emergent than men, (b) Occupational or income level or education was not significantly related to values and (c) Age of subjects was directly related to value orientation, older subjects being more traditional.

Abbott (1960) made a study of school board members and superintendents in 40 mid western school districts. Board members were significantly more traditional than superintendents. Older superintendents were more emergent in their values than the younger, an interesting reversal.
Bledsoe (1962) noted the most significant differences were existing between the scores of men and women on aesthetic value.

Shakeela and Haffeez's (1964) study of values preferences as related to caste and religion showed no relationship between these variables and value orientation.

Rescher (1969) found that classroom teachers with high aesthetic value scores were generally viewed by their supervisors as possessing a high degree of professional competence, and personal traits and qualities desirable for good teachers. Teachers with high aesthetic value were distinguished by their verbal competence and effective communication in classroom. No significant difference in the values of teachers with bachelors and master degrees were apparent. There were also no significant differences in the values of teachers with differing years of experience. The number of years of teaching experiences, however, was significantly related to evaluations of teachers' classroom teaching competence.

Khan (1971) studied the relationship between the personal values of teachers and their pupils and found no significant relationship on A.V.L. study of values. The findings of the study were inconclusive regarding the relationship of sex of pupils to the relationship between personal values of teachers and students. It is clear from this study that: (1) marital status of college seniors was not related significantly to the relationship between the personal values of teachers and students and (2) sex, age and years of teaching experience of teachers were not related significantly to the relationship between the personal values of teachers and students.

Kulashrestha (1972) conducted a study on teachers born before and after independence and found the teachers born before independence were more interested in social matters than the teachers born after independence. The difference was found also on theoretical, social, political and religious values. But no change was observed in the remaining two values, economic and aesthetic.

Chandrakumar and Arokiaswamy (1974) conducted the study to verify gender influence over the value orientation of the college students, findings of the study show that i) the female students had little better value orientation than the male students ii) Gender did not influence the values orientation of the college students and iii) There was no consistency in the preferences and values on gender in all three years.
Asha Gupta's (1976) study of prevalence of burnout in some selected occupations - 100 teachers, 60 librarians and 100 medical technologists of Chandigarh show that the teachers, librarians and health personnel do differ from one another in depersonalisation.

Anantharaman (1981) aimed to study the effect of sex, social class and locality on values. In the end, the researcher found that the male students have more theoretical and practical values. Upper class subjects have more religious values. Subjects from urban locality have lesser theoretical and more aesthetic values.

Saraswat (1982) made an attempt to examine the relationship of self concept measures with adjustment, values, and socio-economic status of boys and girls. It was found that boys and girls differed significantly with regard to possession of values.

Adhikari (1986) studied the importance of values in relation to SES of rural students. Results indicated that the boys of high SES had higher theoretical value than of middle and low SES. No significant difference was observed between low and middle SES boys where as girls did not show any significant difference in theoretical values on varying SES. The rural girls and boys had some economic values irrespective of their SES. The aesthetic value of rural boys was higher than low SES in companion with that of a high and middle SES, whereas no significant difference was observed with the aesthetic value for girls. The social values of boys were found to be same in all three groups, but these were significantly low, in low SES girls than in high and middle SES girls. The political value for girls and boys were the same in all the three groups.

Sibia, Sukhvinder (1990) attempted to study the value pattern of children at piagetian concrete and formal stages of development. Age was found to be very important factor influencing the value pattern of the children.

Adhikari's (1991) study of values among professional and non-professional trainees in northern U.P., with a sample of 61 boys and 66 girls of Intermediate B.T.C. and I.T.I. Nursing training group of northern U.P. (Kumaun region) were selected for the study of values. No significant difference was observed for theoretical and economic value among Intermediate, B.T.C. and I.T.I./Nurse training boys and girls. Aesthetic, social, political and religious values were found to differ in professional and non-
professional boys whereas only social and political values differed in different professional and non-professional groups. The religious value was found to be same in different study groups of girls.

Chand (1992) conducted a study to examine the personal values of adolescent boys and girls in relation to SES. Findings revealed that there was no significant correlation between SES and religious, democratic, economic, knowledge, hedonistic, power and family prestige values.

Datta (1992) conducted a study to assess the distribution of value pattern and compare the distribution of vales among scheduled caste students in relation to aspiration, adjustment and academic achievement and need pattern with non-scheduled caste students. Variations with regard to possession of values were found with regard to caste on theoretical, economic and aesthetic values. No relationship was found between possession of values and achievement of the students.

Sharma, Meenu (1992) made an attempt to compare male and females on different levels for their socio-economic status, value and attitude towards the nation. It was found that male and female teachers of different levels differed in SES but they did not differ on value orientation and ATN. To some extent, value orientation was related to ATN and SES was also finding to be related.

Jyothi Joshi and Leena Poornachand's (1994) study revealed the adolescents from joint families were found to have higher scores on moral values than the adolescents from nuclear families but remained at the conventional level. The boys of both joint and nuclear families do not differ much. But the adolescent girls from joint families were higher in moral values than their counterparts in nuclear families and also from boys of joint families. Therefore, the type of family has significant impact on the moral values of adolescent girls.

Verma, D. (1996). A study of value pattern among college youth of Rohikhand region with special reference, to sense of responsibility. The major findings of this study reflected that social values were higher among arts students and theoretical values among science and commerce students. The socio-economic status did not affect the values of the study and the three streams did not differ significantly in their sense of responsibility.
Singh RP (1997) conducted a study to find out the values of urban and rural adolescents both male and female. The findings showed that urban students had higher mean score under theoretical and religious values whereas rural students had higher mean scores on social and aesthetic values. The male students had higher mean scores than female students in theoretical and economic values.

Ali and Karunanidhi (1998) conducted a study to examine the influence of religiosity, age and gender on values. It was observed that the effect of high and low religiosity groups on values was significant with regard to gender and age of students.

Bajpai, Sunil (1998) investigated that the sex differences is value pattern of tribal students. The major findings were: i) the non-tribal adolescents were higher in theoretical, religious and aesthetic values than tribal adolescents ii) social values of tribal adolescents are higher than non-tribal adolescents iii) in theoretical and economic values the tribal boys are having higher values than tribal girls whereas the girls have higher social and religious values iv) non-tribal girls have higher economic, aesthetic and social values than non-tribal boys v) for theoretical, political and religious values, non-tribal boys have slightly higher values than non-tribal girls.

Taj (1998) studied the influence of social class and modernization on the personal values of Hindu and Non-Hindu students. Results of the study revealed that social class and modernization had an impact on the personal values of students. Some of the background variables such as religion, type of the family and size of the family had also considerable effect on the personal values of students. It stressed that development and enrichment of values should be accorded due to attention in our school curriculum.

Yadav (1999) made a comparative study of urban and rural science students in order to find out the values like ideological, economic, social, political, religious and aesthetic as classified by Stranger. The findings revealed that there was no significant difference between rural and urban science students in ideological economic and religious values whereas significant difference existed in social, political and aesthetic values. It is suggested that policy makers and teachers must concentrate on promoting these values in students.
Rajasekhar Reddy (2002) made a study on attitude towards value oriented education in primary school teachers. Findings showed that urban primary school teachers obtained higher mean scores than the rural primary school teachers.

Shailaja (2002) conducted a study on “values Among Teacher Educators with Reference to sex, Marital Status and Teaching Experience.” The results of the study were (1) all the six values of male and female teacher educators did not differ significantly. (2) The four values that is theoretical, social, political and religious of married and unmarried teacher educators did not difference. (3) All the six values of teacher educators with less than five years experience and more than five years of teaching experience did not differ significantly. The conclusion of the study was the teacher educators of various categories may possess significant differences in their intensity of preference for the same value or values, but on the whole, value hierarchy appears to be similar to whatever group they belong on any variable.

Rajini (2003) made a study on promoting values in teacher trainees. Findings revealed that there is significant impact of gender and locality of students studying in D.I.E.T Colleges in possessing attitudes towards values.

Shaik Shamshuddin (2005) conduct a study on academic achievement and prevalent values among DIET students in order to find out the values like religious, social, democratic, aesthetic, economic, knowledge, hedonistic, power, family prestige and health or classified by sherry and sharma. The findings revealed that there was significant difference on gender, region, religion, locality, subset of students, parent’s education and parent’s occupation of DIET students in aesthetic economic, knowledge, hedonistic, power, family prestige and health values. It is suggested that policy makers and teachers must concentrate on promoting these values.

Gayatri (2008) conducted a study on attitudes towards values and their practices relation to certain personality factors among B.Ed. students in order to find out the values like social, religious, economic, democratic, knowledge, power and hedonistic, aesthetic, health. The findings revealed that there was significant difference on a gender age, caste, locality, religion, region, marital status, parent’s occupation on the attitudes of B.Ed. students were positive on all values.
Yella Reddy (2009) conducted a study on moral judgment of intermediate students in relation to certain personality factors and other variables in order to sex has significant influence on the reasoning of moral stage – 1, moral stage – 3, moral stage – 4, moral stage 4A, conventional level and moral judgment of Intermediate students. Year of study has significant influence on the reasoning of moral stage – 1, moral stage – 2, moral stage – 3, moral stage – 4, pre - conventional level, conventional level and moral judgment of Intermediate students. Management has significant influence on the reasoning of moral stage – 1, moral stage – 2, moral stage – 3, moral stage – 5A, pre - conventional level, conventional level post - conventional level and moral judgment of Intermediate students. Region has significant influence on the reasoning of moral stage – 1, moral stage – 2, moral stage – 4, pre - conventional level, conventional level and moral judgment of Intermediate students. Intelligence has significant influence on the reasoning of moral stage – 1 of Intermediate students. Caste has significant influence on the reasoning of moral stage – 1 of Intermediate students. Socio - Economic Status has significant influence on the reasoning of moral stage – 1, moral stage – 3, pre - conventional level and conventional level of Intermediate students. Residence has significant influence on the reasoning of moral stage – 1, moral stage – 2, moral stage – 5B, pre - conventional level, conventional level post - conventional level and moral judgment of Intermediate students. Age has significant influence on the reasoning of moral stage – 5B of Intermediate students. Annual income has significant influence on the reasoning of moral stage – 1, moral stage – 3 and conventional level and moral judgment of Intermediate students. Father's occupation has significant influence on the reasoning of moral stage – 3 and post - conventional level of Intermediate students. Mother's occupation has significant influence on the reasoning of moral stage – 5A of Intermediate students. Economic position of the family has significant influence on the reasoning of moral stage – 3, moral stage – 4 and conventional level of Intermediate students. Type of the family has significant influence on the reasoning of moral stage – 4, conventional level and moral judgment of Intermediate students. Course of the study has significant influence on the reasoning of moral stage – 1, moral stage – 3, moral stage – 4, moral stage – 4A, pre - conventional level, conventional level of Intermediate students.
Amareswaran (2009) conducted a study on moral values of intermediate students he investigated that:

1. Residence has significant influence on Moral Values of Intermediate Students than hostlers. Day scholars have significantly better Moral Values than the hostellers.

2. Medium of Study has no significant influence on Moral Values of Intermediate Students.

3. Religious festivals have no significant influence on Moral Values of Intermediate Students.

4. Religious Discourses have no significant influence on Moral Values of Intermediate Students.

5. Type of family has no significant influence on Moral Values of Intermediate Students.

6. Age has significant influence at 0.01 level on Moral Values \( (F=4.776) \). The mean value of Moral Value Scores of students whose age is 16 years \( (344.1612) \) have better Moral Values than the other two age groups viz., 17 years \( (338.8300) \) and 18 and above years \( (337.0987) \).

7. Family Annual Income has significant influence at 0.01 level on Moral Values \( (F=5.180) \). The students whose family annual income is Rs. 25,001-50,000 \( (M=345.5455) \) have better Moral Values than the other three groups viz., upto Rs. 25,000 \( (M=339.8915) \), Rs. 50,001-1 lakh \( (M=313.8333) \) and Rs. above 1 lakh \( (M=339.6858) \).

8. Educational Qualifications of Mother has no significant influence on Moral Values of Intermediate Students.

9. Educational Qualifications of Father has no significant influence on Moral Values of Intermediate Students \( (F=1.480) \).

10. Father occupation has no significant influence on Moral Value of Intermediate Students \( (F=0.400) \).

11. Mother occupation has no significant influence on Moral Value of Intermediate Students \( (F=2.650) \).
12. Birth order of the students has no significant influence on Moral Values of Intermediate Students (F= 1.975).

13. Total members in the family have no significant influence on Moral Values of Intermediate Students (0.298).

14. Native Place has no significant influence on Moral Values of Intermediate Students (0.643).

15. Family Economic Position has significant influence on Moral Values of Intermediate Students (F=4.555). The mean value of Moral Values scores of students whose Economic position is medium (M=341.2261) have significantly better Moral Values than the other two groups viz., rich (M = 325.0000) and poor (M=336.7675).

16. Visiting Temple has significant influence at 0.05 level on Moral Values of Intermediate Students (F=3.268). The students who are visiting temple occasionally (M=340.6489) have significantly better Moral Values than the other two groups viz., students never visiting temple (M=335.0417) and students visiting temple regularly (M=336.1026).

17. When you go wrong who corrects you has not significant influence on Moral Values of Intermediate Students (F=2.306).

18. Group Subjects has significant influence on Moral Values of Intermediate Students (F=23.059). M.P.C. group students (M=347.1071) have significantly better Moral Values than the other three groups viz., H.E.C. (M=333.1240), C.E.C. (M=344.4811) and Bi.P.C. (M=333.3274).

Jaya Rami Reddy (2010) conducted a study on attitudes towards values relation to certain personality factors among B.Ed. students in order to in his study found that (1) Rural area B.Ed teacher trainees had higher level of values than the urban area trainees. Boys had higher level of values than the girls among the B.Ed teacher trainees. (2) The B.Ed teacher trainees who opted social studies methodology had higher level of values followed by science and mathematics trainees. As age increases among the B.Ed teacher trainees the level of values decreased. (3)The young obtained higher value score than the middle and old aged. Graduate teacher trainees had higher level of values compared to the postgraduate teacher trainees.
2.3 STUDIES RELATED TO INFLUENCE OF SOCIO-ECONOMIC STATUS ON VALUES AND VALUE ORIENTED EDUCATION

Lerner (1937) studied the importance of social class differences in terms of the different kinds of parental control, which constituted the essence of what Piaget called moral restraint. He showed that social status and moral judgments are correlated. Children of higher status families tended to display more mature forms of moral judgment than their lower status contemporaries.

Karn (1952) found reliable differences, among the group of civil, metallurgical, electrical, chemical and mechanical engineers for all values except the two values-Theoretical and Social. Mechanical and metallurgical engineers deviated positively on economic value. Electrical engineers deviated negatively and significantly from all other groups on political value. Generally metallurgical engineers were the most deviant group and chemical engineers the least.

Hyman (1953) saw a system of beliefs and values peculiar to the lower class at an intervening variable mediating the relationship between low position and lack of upward mobility. The components of this value system were (1) Less emphasis on traditional success goals (2) Increased awareness of lack of opportunity to achieve success and (3) Less emphasis on the achievement of goals which in turn would be instrument for success.

Melvin C. Kohn's (1959) study "Social Class and Parental Values" is broadly a representative of the social structuring of values. To specify the relationship of social class to values. Kohn subdivided his class samples on the basis of other familiar social variables including status, religious affiliation, educational attainment and rural/urban background. The main findings of the research are: (1) Parents whatever their social class considers it very important, that their children be honest, happy, considerable, obedient & dependable and (2) Parents manifest values are related to their social position. Value concepts might have different meanings for parents with different cultural backgrounds. Example honesty could be a central standard of conduct for middle class parents because they see honesty as 'truthfulness', and that it could be more a quality of the person for working class parents because they see it as "trustworthiness". One of the limitations of Kohn's technique is allowing respondents to select their values from among a list of summary descriptions which introduces an element of ambiguity.
White (1968) concluded that the values held by distributive education - teachers - coordinators are distributed in a manner similar to those of under-graduate business administration students and business employees. Theoretical, aesthetic and religious values were found to be significant. Teacher coordinators had significantly a higher economic and social values than business employees, while the later group had significantly higher political values than teacher coordinators. The teacher coordinators had significantly higher economic and religious values than undergraduate business administration students and the undergraduate business administration students were found significantly higher on theoretical and political values.

Bettleheim (1969) demonstrates that children rose by educators in a group homes fare considerably better than many children raised in poverty stricken homes and better than quite a few raised at home, by their middle class parents.

Tapper (1971) argues that the school and home play different but contemporary roles, which distil down to three phases. First, where the house is all important, second, where the school and peer influence dominate and third, where the individual emerges with roles, attitudes and functions appropriate to his position in the school hierarchy.

De Souza's (1973) sociological study of public schools in India revealed that house system, games and extra curricular activities were most important features influencing the social and personal development of the students.

A positive relationship between socio-economic status and types of values was reported by Sharma (1975) on a random sample of 300 students of Magadh Mahila College, Patna. The study used the Guilford Zimmerman Temperament Survey for measuring personality characteristics and Allport Version Scale for measuring values.

The major findings of his study were as follows:

1. Significant and positive relationship was found between socio-economic status on one hand and ability, sociability and political values on the other.

2. Relationship between socio-economic status and thoughtfulness and emotional stability was found to be positive.
3. Significant differences were found among different social classes in respect of expressed interest, co-curricular activities, expectations, importance attached to academic achievement, fatalistic ideas about success and liking for the system of government.

4. The social classes studied were not found to differ significantly in respect of leisure time activities, goal, self-concept of academic ability, co-operative ness and leadership role and

5. General activity, restraint, ascendance, objectivity, friendliness, personal relations and different categories of values were not found to be related to socio-economic status.

6. The last result was not in consonance with the findings of socio-economic status and its influence on other cognitive skills.

Shantha (1977) studied parental values in relation to children's achievement. She was found that religious, materialistic, social and humanistic values of parents had similarity among the over achievers and under achievers. A significant difference was found in terms of educational value.

Abbas' (1979) investigation on the Terminal and Instrumental values (Rokeach's Value-Survey) held by various sub-groups at the University of Akron found that the sub-groups when stratified by age and sex showed homogeneity in their value ranking.

Roy (1980) found that family and friends were influencing factors of the development of moral and social values in young boys and girls.

Indrani's (1981) analysis of the place of moral education in a secular society identified some important values to be cultivated and they are 'social values', 'values pertaining to self'; 'values pertaining to the country and the world progresses'.

Singh (1983) found that prolonged deprivation had a negative impact on development of values.

Annamma (1984) found that size of the family was positively related to value development in college students, but no significant relation was seen between father's education and occupation and value development of their children.
According to Sharma (1985) the values are the outcomes of subculture and are responsible for creating sub-culture at college level.

Bhargava (1986) analyzed the development of values in the concrete and formal operational periods and related it to home and educational environment.

Rathnakumari (1987) conducted a research "Studies of Human Values of High School Students in Different Types of Schools of Andhra Pradesh in Relation to their Socio-Economic Status and Mass-Media Exposure". The findings of her study were connected with school category and human values and relationship of socio-economic status and mass-media exposure. The mission schools and residential schools have a very high order of maintaining their system which creates a greater impact on students' values.

The findings are as follows:

1. The type of school managements influences value orientation.
2. The middle class influences value formation.
3. Some relationship is significant between different religious segments and score on H. V.J. Scale.
4. Influence of religion and parental income on values is also found significant.
5. Influence of religion and mass media exposure is uniformly significant.

The study enabled to identify specific 36 human values which are essential for man to achieve excellence in all walks of life and to foster values which help man to interrelate with his fellow beings. These values can be suitably built in an academic curriculum of the higher secondary schools.

Anju Agnihotri's (1990) study reveals that power value and socio-economic status do not interact and so with anxiety and socioeconomic status. But anxiety and power value and socio-economic status do interact among themselves.

Verma and Gupta's (1990) study on the effect of home environment on cognitive abilities of pre-adolescent children reveals that male pre-adolescents coming from better home environment show significantly superior verbal and non-verbal abilities as compared to their counterparts male pre-adolescents belonging to poor home environment.
Sharma (1992) conducted “A study of teachers Socio-economic status and values with reference to their attitude towards the nation”. It attempts to compare male and female teachers of different levels for their socio-economic status, value and attitude towards the nation. (ATN). The finding of the study were; (i) It was found that Male and female teachers of different levels differed in Socio-Economic Status but they did not differ on value-orientation and ATN (3) to some extent, value-orientation was related to ATN.

Sandhya's (1999) "An Evaluative Study on Value Education Provided at the S.S.L.C. Level in Mysore District" reported the following findings:

1. The creative stimulation dimension is more prevailing in secondary schools.
2. There is significant difference between boys school environment and girls school environment for all the six dimensions. The boys schools provide higher creative stimulation, cognitive encouragement, acceptance, permissiveness, rejection and control dimensions.
3. Co-education schools environment and girls schools environment is, almost one and the same.
4. The influence of school environment of boys schools is high. It is less in the girls schools and the influence is neutral in the co-education schools.
5. There is significant difference between the urban school environment and rural school environment. Therefore location of school plays a vital role in influencing the school environment.
6. The type of management of the school is not a prime factor in determining the student’s values.
7. Low or high creative stimulation do not influence student’s values.
8. Low or high cognitive encouragement do not influences student’s values.
9. Low or high acceptance does not influence student’s values. But high acceptance dimension teachers have high theoretical value.
10. High permissiveness dimension of school environment is a factor that influences the student’s social value.
11. Low or high rejection has no influence on student’s values.

12. Low or high control dimension in school environment does not influence student’s values.

Talwar and Sheela (2004) made a study on moral judgment of pre-university students in relation to Socio-economic status. Findings revealed that students from low economic status are obedient.

Nagarjuna (2009) conducted a study on Attitude of DIET students towards value oriented Education. He concluded that there is significant influence of socio – economic status at 0.05 level on the attitudes towards moral value, political value and economic value of DIET students.

Yella reddy (2009) conducted a study on moral judgment of intermediate students in relation to certain factors. He concluded that

1. Annual income has significant influence on the reasoning of moral stage – 1, moral stage – 3 and conventional level and moral judgment of Intermediate students.

2. Economic position of the family has significant influence on the reasoning of moral stage – 3, moral stage – 4 and conventional level of Socio - Economic Status has significant influence on the reasoning of moral stage – 1, moral stage – 3, pre - conventional level and conventional level of Intermediate students.

3. Socio - Economic Status has significant influence on the reasoning of moral stage – 1, moral stage – 3, pre - conventional level and conventional level of Intermediate students.

2.4 STUDIES RELATED TO PERSONALITY TRAITS AND VALUE ORIENTED EDUCATION

Maslow (1938) considered “Values as a psychological need”

Woodruff (1952) defines “values as an object, condition or activity which the individual feels, has an effect on his well being” According to him “values are conceptualized in terms of personal happiness, security and existence of behaving organism”.
Hardold laking (1965) says “a value is a generalized end that guides behavior towards uniformity in the varieties of situation with the object of repeating a particular self-sufficient satisfaction.” Thus, the values are organizing ends, organizing precisely because many other satisfaction and actions are subordinate to them.

Hall and Lindzey (1966) opine the amount of psychic energy invested in an element of personality is called value of that element. Value is a measure of intensity. When we spear of placing a high value upon a particular idea as fouling be men that the idea as fouling exerts a considerable force instigating and directing behavior

According to Jones and Gerad (1967), Value is a motivation which sustains an individual’s efforts to achieve a particular goal. “This suggests that the person makes his persistent efforts to achieve a goal because it us a value for him”

Varma (1972) has undertaken a study of ‘Relationship between the parents of interpersonal relation and the value of teachers and students in secondary schools’. The major findings were: (1) The value system of the teachers and students were found to be quite different from each other and teachers were found to be more concerned with their status and power and less with knowledge and social virtue (2) Friendly interpersonal relation between the pairs of individuals was found to be unrelated to the value systems of the paired members (3) The unfriendly interpersonal relation between the pairs of individuals was not found to be related to the value systems of paired members (4) The role of value, in its individual capacity as a correlates of interpersonal relations, was found to be depend on its own native such as affiliate or competitive, And on its position in the value system of the group (5) Competitive value was found to be a correlate of paired friendly relations when it was low, average and not high. An affiliate value was found to be Correlate of paired friendly relations when it was high or average and not low (6) Dominant values did not differentiate between high and low SES groups and the popular teachers were found to be helpful and cooperative in achieving the students’ goals and making their school life a pleasant experience, while the unpopular Teachers were likely to produce the reverse effect.
Ravan Hushim Rowahan (1974) conducted a study to find the relationship between moral judgment and age, sex, intelligence and social class. It was found that age, sex, social class, and intelligence had no effect of moral judgment.

Zaugra (1974) studied the relationship of interest, personality traits and values between student's teachers and experienced teachers. All those who were seeking teacher's certification and all certified teachers served as subject for the investigation. The instruments used for the study included the vocation interest blank, sixteen personally factor questionnaire work values inventory and demographic questionnaire. The results implied that both groups of subjects were generally interested in helping occupational roles. Both student's teacher and experienced teachers had similar profile patterns and values patterns.

Gaur (1975) conducted a study on 'A' study of values and perceptions of high school students of the state of Rajasthan and their relation to learning'. The major findings of the study were.

1. On theoretical values, boys and girls of either rural or urban origin did not differ but urban differed from rural girls.

2. On economic values, rural boys and girls, and rural and urban girls did not differ but urban boys were significantly higher than urban girls.

3. Rural boys and girls did not differ in aesthetic values, political and religious values.

4. Urban boys and girls did not differ significantly on perception of self-confidence.

5. Rural boys and girls, and urban boys and girls did not differ significantly on perception of self-confidence.

6. In case of urban girls, learning was related positively to theoretical and social values but negatively to economic and religious values.

7. In case of rural girls, social and theoretical values were related to learning significantly.

8. In case of urban boys theoretical values were related significantly.
Bhagavthy (1977) did an analytical study of personality, intelligence, values and problems of adolescent girls. The investigator has given the following findings: i) significant differences were seen in the personality variable and intelligence (both verbal and non-verbal) between the four deviant and one normal group studied and ii) the five groups could be differentiated on the number and nature of problems in the areas of health, family, personality, social, educational vocational financial and religion.

Dolres (1977) conduct a Study on the effect of two methods of training upon the development of moral judgment in young children. The result revealed that moral judgment as developed in a cognitive conflict model was not distinguishable from a cognitive model among seven years old children as predicated. The lack of change in classroom climate scores may have been functions of the constancy of children’s preconceived perceptual view of teach attitude and behavior. The age of seven is perhaps too early for measurable growth to be expected.

Kaul (1977) studied personality Factors, Values and Interests among the most accepted and least Accepted Secondary School Female Teachers of Mathura District. The finding were (i) most accepted teachers differed in theoretical value from moderately and least accepted teachers. Theoretical value did differentiate moderately accepted teachers from least accepted teachers. Values like economical, aesthetic, social, political and religious did not differentiate significantly in female teachers on the continuum of most acceptances and least acceptance.

Sharma (1977) Studied differential values of students and Teachers as a function of various social factors. The finding of the study were (1) There was no significant difference between the mean score of the male and the female high school teachers on social, religion, economic, aesthetic, theoretical and political values. (2) The mean scores of the male teachers were higher on social and economic values than those of their students but were lower than those of their students on the religious value. (3) The mean difference between the male teachers and their female students was significant on the political values. (4) There was a significant mean difference between the high school female teachers and their male students on the aesthetic value.
Fifis, Daniel Francis (1978) investigated the relationship between predictive ability, empathy, intelligence and sex to moral judgment in adolescent. The subjects were 39 high school students, aged 17 years and above, reading in ninth grade level. Correlation, 0.64 for empathy and moral judgment was significant for males at the 0.05 level.

Hilton (1978) conducted a study to examine the relationship between the criterion variable of moral judgment and independent variables of interpersonal trust, socio-economic status and intelligence quotient of 195, 11th grade students from an urban Denver High School. There was also a correlation between moral judgment and socio-economic status. A combination of IQ and socio-economic status proved to be the best predictor of level of moral judgment and were significant at 0.01 levels.

An investigation into the values, aspirations and personality traits of adolescents of Rajasthan was attempted by Bhatnager (1979). The major findings of the study were

1. Student's leaders and conformists gave highest preference to power value followed by hedonistic and economic values whereas religious, social and knowledge values marked lowest; delinquents preferred hedonistic value, while power value was given second place

2. Most adolescents gave top priority to scientific fields, student leader and conformists gave second priority to the study of arts subjects whereas, delinquents raked commerce as second choice.

3. All the adolescents wanted to see their country free from poverty and preferred peace and morality to material prosperity.

4. All the adolescents aspired for friendship with other nations and for world peace.

5. The overall adjustments of student leaders were significantly better than the adjustment of conformists and delinquents.

6. Student leaders and conformist had the healthiest attitude towards parents but delinquent did not see their parents as sources of affection and protection.

7. All adolescents expressed unfavorable attitude towards other generation.
8. Student leaders had a favorable attitude towards their peers, including girls.

9. Delinquents expressed fear of failure in examination and lack of interest in studies student's leaders were more optimistic about their academic future and aspired for achieving high standards.

Singh (1980) investigated on sex role preference in children that is between boys and girls, upper caste and lower caste, role of personality of parents in the developments of sex-role preferences in their children by taking sample of 325 children and parents. The tools administered were Appropriate Sex role Scale and Masculinity and Femininity Scale. His study revealed that 5 year girls and boys are most feminine and masculine than 3 year old girls and boys. Upper caste children are more conscious of their appropriate sex role than lower caste children. If father dominates, boys dominate, mother dominates, girls play masculine role. That means personality as variable showed significant effect upon the development of sex role preference in children.

Zamen (1982) conducted a study on religious, moral and social values of class XI students and to find their relationship with character traits and personality adjustment. Findings of the study revealed that there were differences in the values had between urban and rural students, between students of two sexes and among the three communities, viz., Hindu, Muslim and Christianity. All the three values had greatest influence on character traits and lowest personality adjustment. It was found that social and moral values influenced the personality traits much more than religious values whereas all the character traits (Congeniality, Helpfulness, Kind-heartedness, truthfulness and dutifulness) appeared to be significantly influenced by values. The study suggested that the development and strengthening of health, social, moral and religious value system among students should be a very important function of the secondary schools which would help in solving problems of students' unrest and discipline.

Scott, Evert Laurel (1986) did a comparative study of personality, values and background characteristics of artistically talented, academically talented and average, 11th and 12th grade students. 363 – 11th and 12th grade students formed the sample of the study. The study of the values and a background questionnaire by the researcher were employed to collect the data. In addition to that, 16 personality Factor
questionnaires was also use. The major findings were: i) both males and females in the artistically talented and/or the average groups on a number of personality and value variables the artistically talented group are significantly different from the academically talented group reported significantly more positive attitude towards art education and were more likely to report that their families demonstrated an interest in art and would support their child’s choice of an art related career.

Sombhi (1990) attempted to find out effectiveness of value oriented education provided in three different institutions on students value patterns and selected personality variables. The findings of the study revealed that students studying in Sri Sathya Sai higher secondary school have the highest number of desirable values and superior to other two groups of students marks this value patterns and personality traits. The differential impact of schooling is attributed to the conscious effects made in institutions like Sathya Sai Higher Secondary School and missionary schools. It was found that no deliberate attempts were made in central schools to nurture desirable value pattern and personality traits among students.

Aluja, Fabregat (1996) studied the relationship among attitudes toward social values and personality factors. Subjects were 43 male (mean age 23.6 years) and 137 female (mean age 24.21 years) university students. Information on socio–demographic variables, attitudes toward social values and personality traits was obtained by questionnaire. The results were evaluated according to sex; conservative or liberal social values; and the personality traits of conformity, neuroticism, extraversion and emotional strength. The sixteen personality factor questionnaire (16 PFQ), the conservatism – Liberalism inventory and the Eysensk Personality Questionnaire were used.

Agens, M. Mary Josephine. (1997). A study of personality characteristics of B.Ed. students in colleges of education in Tamil Nadu. The findings revealed that most of the B.Ed. students fall within the moderate level of the personality characteristics such as achievement, deference, order, exhibition, autonomy, affiliation, interception, succourance, dominance, abasement, nurturance, change, endurance, heterosexuality and aggression. Further, it was inferred that the personality characteristics have a partial impact on the personal values and social values of the B.Ed. students and on community values liked adaptability, co-operation and
tolerance. Besides, the personality characteristics very much contribute towards development of values in the students.

Solis Camera, R. Pedro (1999) made a study on conceptual analysis of competitiveness: its relation with the Mexican personality. The relation of socio cultural values, personality traits, competition and love of money in Mexico was studied. Human subjects included 20 normal male and female technical school students and 40 normal male and female university students. Data on socio demographic variables, socio cultural values, personality traits, competitiveness and love of money were obtained using the Life Philosophy Questionnaire, the Tran cultural work attitudes Questionnaire and a semantic differential questionnaire. Three work factors (work compromise, high competition and social professions) and 4 life values factors (active affiliation, internal-external, audacity-caution, and autonomy-interdependence) were identified. The role of success and failure were also determined. Factorial analysis and other statistical tests were used.

Mehta (2000) carried out a study on ‘Social Values and Futuristic perceptions of College Girls in Delhi. The major findings of the study were (1) The girls appear to be progressive, rational, bold in their orientations towards Economic independence, self- dependence, and equality of education and social opportunities, career freedom and decision making (2) Their social values have In recent years changed a lot due the fact of their living in the India’s metropolis and receiving high education, Education is making them confident, broad minded and progressive (3) They are conscious of the importance of higher education, especially professional and vocational education, which serves as an important instrument of upwards social mobility and progress in life (4) Regarding perception of personal future, most girls were not able to look ahead seriously and imaginatively beyond 2005.

Natesan and Susila (2000) indicated that the chosen personality factors (Cattle’s Children Personality Questionnaire) are not significantly influencing the achievement (Environmental Science) of V standard boys (N=300) and girls (N=300) in the age group of 9-10 years studying in the schools.

Chaturvedi, Archana (2001) made an attempt to find out personality traits, normal values and national awakening among the students studying in different culturally based schools. The findings of the study revealed that the leadership ability
of the students in western oriented schools was highest, whereas the Hindu, Christian and Muslim school students were at the second and third positions. The students of Saraswathi Shishu Mandir scored higher on moral values. Students of western culture and Christian culture schools were in second and third positions. In national awakening programme students of Hindu, Western, and Christian and Muslim culture obtained the first, second, third and fourth positions respectively.

Roccato Michele, Gattino Silvia, Patris Elena (2001) studied on personality, values and political orientation. They studied the relation of personality factors, political affiliation and values in 281 male and female university students (aged 19-34 years) in Italy. The Social Dominance Orientation Scale, the Libertarian/Authoritarian Scale, the Life Events Scale and a political opinion scale were used. An ANOVA and other statistical tests were used. Based on the results, a model of psychosocial predictors of political orientation was developed. The results suggest that subjects who participate in sports and religious groups or who have little interest in politics tend to be politically oriented toward the right while those who are more interested in politics of belong to non-humanities field of study tend to be politically oriented towards the left.

Mathur, S.L. (2003) studied on a study of Effectiveness of Science of Living in Developing Human Values on School Children of Lad nun. The findings of the study were given below (1) The pre-experimental stage of the subjects of both the groups was found to be homogenous in all the four types of values namely, emotional stability, moral values, altruism and moral judgment, but their level of these Values was not significant (2) The students of the experimental group after the intervention were found to be more stable in their emotions and proved more altruistic. Their level of moral judgment and moral values also increased significantly (3) With respect to inter group comparison, the achievement of the subjects of experimental group increased significantly in both half yearly and annual exams. This shows that learning of Science of Living supports the level of overall achievement (4) In the case of intra-group comparison, the students of experimental group found significant impact of using Science of Living. Three values namely, emotional stability, moral values and altruism were found significant.
Wolfkadt (2003) made a study on Personality, values and belief in a just world (BJW). This study investigated the relationship between general belief in a just world (BJW) and different values (conformity, security and self-direction) as well as personality traits (Five-factor-Model of Personality) among 104 college students and 108 professionals. Previous findings have shown that BJW is positively related to the value domains conformity and security as well as to extroversion and negatively to neuroticism and openness. In this study, a negative correlation between BJW and openness to new experience was found. Furthermore BJW correlated positively with security and conformity. A cluster analysis on BJW and the value domains revealed three types: value – conscious (high in all values and low in BJW), dependent-just (high in BJW, security and conformity, low in self-direction) and self-directed (only high in self-direction). Value – conscious and dependent just participants showed higher scores on conscientiousness, whereas, self directed participants scored higher on openness. Further research should take into account the individual function of BJW and values for personality function.

Rangaswamy (2006) made a study on moral judgment in relation a certain personality factors and found out that there is significant relationship between the personality factors E, G with moral judgment scores.

Gayatri (2008) made a study on attitudes towards values and their practices relation to certain personality factors among B.Ed. students and of all factors, Factor A is better related. There is relationship between personality factors and values practices of B.Ed. students, except for Factor – B.

Yella Reddy (2009) conducted a study on moral judgement of intermediate students he investigated that Personality factors B and C have significant influence on the reasoning of moral stage – 1. Personality factors B, G and Q₃ have significant influence on the reasoning of moral stage – 2. Personality factors C and J have significant influence on the reasoning of moral stage – 3. Personality factor Q₃ has significant influence on the reasoning of moral stage – 4. Personality factors C, H and J have significant influence on the reasoning of moral stage – 4A. Personality factor H has significant influence on the reasoning of moral stage – 5A. Personality factors F and J have significant influence on the reasoning of moral stage – 5B. Personality factor G has significant influence on the reasoning of moral stage – 6. Personality
factors B, F and Qj have significant influence on the reasoning of pre-conventional level. Personality factor Q4 has significant influence on the reasoning of conventional level. Personality factor G has significant influence on the reasoning of moral judgment.

Amareswaran (2009) conducted a study on “Moral values of intermediate students” and he concluded that the Personality Factors viz., C, I, O, Q2, Q3 and Q4 have significant influence at 0.01 level; Personality Factors-B and E have significant influence at 0.05 level and the Personality Factors-A, D, F, G and H have no significant influence on Moral Values of Intermediate Students.

### 2.5 STUDIES RELATED TO CONCEPT OF VALUE ORIENTED EDUCATION

Pande (1959) studied the place of philosophical and practical values in education. He finds out, for recognition of the system of education with certain basic values for restoring harmony and poison into human life.

Cremin (1961) refers to the effective education, as originated in the late 1800’s which is known under different names such as ‘psychological education, confluent education’, ‘student directed learning’, ‘open classrooms’ and ‘value education’.

Nagarjuna Rao (1968) takes insight into the values he sees two views, the ideals of military process and industrial enterprise and the ideal for swadharma as means of universal peace and happiness.

An experimental study was conducted by Seetharamu (1974) to find the effect of direct moral instruction on the moral development of VI and VII class students. It was found that there was remarkable improvement in the moral judgment of the students because of the direct moral instruction which consisted of the values of honesty, responsibility, non-deceitful behavior and democratic character.

The studies that were conducted by DePetro (1975), Pracejus (1974) and Sklare (1975) gave a conclusion that there were no significant, systematic, demonstrated impacts on the students' values by the value clarification strategies.
Bhushan studies value, values system of value preferences (1979) by male and female groups belonging to service and non-service class and find out possessing value preferences more by service class rather than non-service class families.

NCERT, document (1979) of social, moral and spiritual values in education has enlisted eighty-four values, which have neither inter-relationship nor hierarchy (Rdhidekar et al., 1987). Five basic values supported in all eight major religions of the world identified by Gokark and they are truth, right conduct, love, peace and non-violence.

Indrani (1981) made an analysis of the place of moral education in a secular society. She identifies social values, values pertaining to self, values pertaining to the country and the world process as important values to be cultivated.

Sinha (1981) measured value oriented and value patterns of students and their parents found some significant results in favour of parents.

Stella Annelobo (1983) studied principles, concepts of values and pupils concept of principle values and found principles whose value system manifested coreness achieved a relatively higher degree of institutional efficiency.

Shrique (1984) studied educational viewpoint in relation to their values, attitudes and preferences for political ideologies. He found most teachers had a progressive outlook on different aspects of education like aims, methods, pupil control, and policy of promotions need for in-service education.

Dahler (1985) analyses the literature concerned with the study of global problems and concludes that the crisis in human values and in ethics is the outcome of a crisis in the inner or ethical life of mankind.

Singh and Singh (1986) conducted an experimental study using value clarification strategies (V.C.S.) in comparison with traditional method to teach values to B.Ed. students. Their conclusions are:

1. V.C.S. are more effective than conventional methods for teaching the values of 'dedication to teaching profession', 'co-operation' and 'nationalism'.
2. V.C.S. are found to be more effective than traditional methods in the inculcation of scientific outlook.
Rama Rao (1986) cites with illustrations different instructional strategies in moral education. The direct approach makes use of precept and authority. Reasoning is the principal component of inducto-deductive procedure. Stories, fairy tales, fables, biographies, proverbs, slokas, poems, parables form suitable background for inculcating values. Various forms of activity approach are social service, hospital service and group discussions. The school government offers excellent training in leadership and democratic functioning. Retreat is a worthy experience spanning over 4 or 5 days. The school environment, correlation with teaching subjects and a variety of co-curricular activities come under the indirect approach. Work experience sets the ground for training in essential values. Incidental approach is yet another effective way to inculcate values.

Oad (1986) traces the evolution of humanism in the independent India and its impact on educational values. He puts forth a mate of hope that our future will promote values of co-operation and congruence between means and ends.

Bhagia (1986) identifies the new emerging values as "values of constraints" which include concern for emigrant tolerance and integration all leading to one major value good life. She implies with oath in advocating for co-operation through field community participation.

NCERT, resource material-1 (1987) for in-service training of school teachers puts in simple words, every society wants to inculcate in its children knowledge, skills and certain qualities which may help them to become good citizens, which is value education. It includes Rashtriya Panchasheela namely. Cleanliness, Truthfulness, Hard work, Equality, Co-operation.

Seetharam (1987) was of the opinion that it was moral educational course that was conducted for teachers resulted in an improvement in the moral values of teachers.

In the source book of strategies for value education, Virginia Foresca (1988) dealt with four modules on communication and feedback, discovery and analysis of. Self and others, role playing and action learning.

Puolimatka Tapio (1990) in his study on pluralism and education in values, reports that the very existence of pluralism and democratic societies is based on a
commitment to certain values, since they do not keep their members in line by sheer force. Theoretically this means that antidemocratic values, choices of large numbers of people would lead to the end of such societies. Thus a problem encountered by these societies is how to educate commitment to democratic and pluralistic values without violating them. A philosophical framework for a solution to this problem is suggested. The solution is based on a form of moderate value realism which implies that values are part of the objective structure of human reality of which all persons are capable of acquiring knowledge through their experimental structures.

Sharma (1990) advocates for a deeper understanding of the fundamental values of love, freedom, truth and justice citing the impact of saints from history and from more contemporary times (Ramakrishna, Vivekananda, Gandhi).

Sheshadri (1992) explains that value education is referred to a planned educational action aimed at the development of proper attitudes, values, emotions and character in the learners.

Seshadri et al. (1992) envisage a variety of learning’s encompassing the complex process of value education. The learning ranges across-awareness and understanding, sensitivity, appreciations and concern, responsible choice and decision-making, willingness and commitment to action. They suggest a range of techniques and activities such as: reading, listening and discussion activities; visual and multi-sensory experiences; enacting, modeling and role play type activities; dealing with value dilemmas; value clarification; and learning by living activities.

Dhand et al. (1993) compared the effects of the implementation of the value discussion model in terms of value clarification and its dimensions on Canadian and Indian under-graduate students. The experimental group was treated through the Value Discussion Model and the other two control groups followed their routine activities. The value clarification scale was used to collect the data. The data were analysed through ANOVA followed by the 't' test. The Value Discussion Model Group was found to be superior to the control groups.

The study of Janet Powney et al. (1995) on 'Understanding Values Education in the Primary School in Scotland' between April 1993 and April 1995 explored:
1. The kinds of values implicitly and explicitly taught;

2. Teachers', pupils', and parents' perceptions of values education; and

3. The ways value education occurred. Data collection consisted of initial indepth studies of values education in five primary schools and a postal survey with teachers and head teachers in a sample of Scottish primary schools. The indepth studies included interviews and discussions with teachers and administrators, classroom observations, and analysis of student writings. The postal survey was designed to explore issues emerging from the indepth studies.

Results include the following:

1. There was considerable consensus among school staff over the values they wished to impart upon their students;

2. Most staff and parents saw values education as being the primary responsibility of the parents, not the school;

3. Head teachers generally saw it as their role to establish a policy and tone for values education; and

4. Values were defined in broad terms including caring, self-esteem, cooperation, respect and consideration.

Further Sharma (1995) in his study concludes that values are permeated through the conduct of the elders and imbedded by among the youngster.

Charles Greenwalt (1996) in his paper on Character Education in America reported that a national consensus has been developing in recent years on the crisis of values faced by the United States. A measure that has recently re-emerged and captured a measure of public attention is character education. This paper examines the degree to which state governments and their educational establishments have attempted to use character education in their schools. Character education in American schools dates from the foundations of public education. Some states suggest programme formats and values promoting activities in providing value education to students.
Frisancho (1996) studied the Efficiency of an educational programme in improving moral reasoning and cognitive complexity levels in 18 male and female high school students (aged 15-16 years) in Peru. Results showed that no structural advances in terms of moral reasoning level but do demonstrate an increase in reasoning complexity and in the number of elements of social situations students were able to identify.

Dargar, & Dhull, (1997) A case for value-oriented education. The article stresses that value education and moral education in particular constitute the sine qua non of education. Moral education is often misinterpreted in terms of religious education, though they are distinct. The mode of moral education is suggested, keeping in view its form and concept. It is emphasized that moral traits cannot be effectively inculcated by direct instructions. The problems of treating moral education as a separate subject have been discussed. Orientation of all working teachers via special seminars, and conduction of orientation courses on moral education are a prerequisite for including moral education as a subject.

Bawa and Chahal (2003) studied on ‘Changing Value System through Women Oriented T.V. Programme’. The findings of the study were (1) Only 25.3 per cent respondents had felt very strong impact on their values through women-oriented T.V. programmes and more or less the same number of respondents had felt very less impact on their values through such programmes (2) The impact of women-oriented T.V. programmes on values was similar on the respondents belonging to higher socio-economic status, average or low socio-economic status (3) Younger group was compared on the basis of sex; the results revealed that there is a significant difference in the impact of women-oriented T.V. programmes on values in male and female adults of less than 35 years age (4) Most of the younger females are less emotionally mature than their counterparts and may be less exposed to the external environment (5) The impact of women-oriented T.V. programmes on their values is more on the younger females than male adults who are more aware of the realities of life and are more emotionally mature.

Sah (2003) studied on ‘Orientation of Value Patterns of the Santal Tribal and Non-Santal College students’. The findings of the study were (1) Santal tribals and non-Santal did not differ significantly in terms of any of the behavioural value
patterns, except that of the religious and political ones, as also the total value pattern
(2) It was recorded that Santal tribals too had higher levels in the entire behavioural
value pattern, except political and economic ones.

Dayakara Reddy, (2004) made an attempt to study on 'Attitude towards
Value-oriented Education in Primary School Children in Chittoor District'.

Major findings of the study were (1) The urban primary school teachers had higher
mean scores than the rural primary school teachers. On the other hand the private
primary school teachers were showing higher mean scores when compared with their
counter-parts (2) The moral and value-oriented education with the inclusion of
common ethical teachings of all great religions highlights the nation unity (3) Value-
oriented education strengthens national integration by accelerating the process of
modernization and development of scientific temper and outlook.

2.6 STUDIES RELATED TO VALUE ORIENTED EDUCATION SELF-

CONCEPT

Self-Concept refers to the experience or one's own being. It includes what
people come to know about them through experience, reflection, and feed-back from
others. The self-concept is an organized cognitive structure comprised of a set of
attitudes, beliefs and values that cut across all facets of experience and action,
organizing and typing together the variety of specific habits, abilities, outlooks, ideas,
and feelings that a person displays.

Manar (1981) compared the attitudes, values, and self-concepts of the
professional college students with non-professional college students. Hypothesis was
that there would be significant difference in self-concept of professional and non
professional college students. It was found that professional students perceived
themselves as more confident and suffering from the feeling of emotional instability
than the non-professional students.

Saraswati (1982) made an attempt to examine the relationship of self-concept
measures with adjustment, values, academic achievement and socio-economic status
of boys and girls. It was found that boys and girls differed significantly with
achievement of students.
Kulshreshtha (1983) studied the 'Value orientation, interests and attitudes as correlates of self-concept among male and female adolescents'. The main findings were (1) Value orientation affected the concept of self in adolescents. (2) Value orientation has 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. It promoted the concept and also demoted the concept of self in various associations with value orientation 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 of self also but only depends upon the variations promoted the concept of self also but only when value orientation of interests was operating. (6) Promotion or demotion of the concept of self by peer relations in cases of both males and females remained different.

Kireet Joshi (1986) proposed a syllabus for value-oriented education from classes I to XII. In the elementary classes the stress is on training the senses and activities to teach basic values. Music, poetry, science, physical education, yoga are suggested as means to develop value consciousness in higher classes. The emphasis is on development of reflection and analytical thinking to move towards inner consciousness.

Banui, (1992). A study of the values of college students in Nagaland in relation to their self-concept. The study attempted to find out the personal value pattern and self-concept of Nagaland college students and also to see if some relationship existed between the values. The sample consisted of 716 college students and the tools used included Personal Values Questionnaire (Sherry and Verma) and Personal word List(Deo), Mean SD, 't'-test, and correlation were used to treat the data. Results indicated that there were no significant differences in the value scores of arts, science, and commerce students with respect to social, aesthetic, economic, knowledge, hedonistic, family prestige, and health values. There was significant difference between scores of tribal and non-tribal students on religious, social, aesthetic and democratic values, whereas boys and girls differed significantly in their scores on social, aesthetic, knowledge, power, and family-prestige values, there was no significant difference in the self-concept scores of students. There was positive correlation between self-concept and social as well as democratic values, and negative
correlation between self-concept and power as well as family prestige values. But there was no relationship between self-concept and religious, aesthetic, economic, knowledge, and health values.

Bageshwar, (1993). Values profile and self-concept of women teachers. The findings of the study revealed that value preferences given by women teachers in hierarchical order were knowledge, social, aesthetic, hedonistic, family prestige and power value. Teachers of all the three levels had positive self-concept. It was found that values and self-concept were significantly related.

Mark Lyon (1993) examined the relationship of self-concept to value education on a sample of Junior High School students (N= 88 seventh and eighth graders) and reported that academic self-concept was a profound predictor of values as locus of control.

Kiruba, (1996). In her study she investigated that influence of self-concept, belief in traditional Indian values and security in the determination of interest in teaching and attitude towards teaching profession of the B.Ed. trainees in the colleges of education. The main objective of this study was to predict the influence of self-concept, belief in traditional Indian values, security, and attitude towards teaching profession as well as interest in teaching with respect to B.Ed. trainees studying in colleges of education and in Institutes of Advanced Studies in Education. The study points out the significance and importance of these aspects in the determination of interest in teaching of attitude towards teaching profession, it was found that the B.Ed. trainees had higher self-concept, belief in traditional Indian values, and security in their attitudes towards teaching profession.

Kumar, (1997). Study of personality factors. Values and self-concept of coeducational and non-coeducational institutions. The findings indicated that the values of the students were not stable and they varies with culture and sex. It was found that a ration exists between values and academic achievements of students. Democratic and family values and the economic and knowledge values were found to be positively related to academic achievement of the students. But democratic and family values were found related to the achievements only in the case of non-coeducational students. It was suggested that parents must know that values influence their own behaviour. Any change in parents’ behaviours is observed by the child.
Suggestions are also made for teachers, students, and parents for inculcating desirable values.

Srinivastava, (1997). Values in relation to personality traits and self-concept. The study attempts to find out the relationship between values and personality traits. The researcher selected 100 class IX students (male and female) from two schools of Haridwar. The tools used to collect data included value test by Ojha, the High School Personality Questionnaire by Cattell and Self-Concept Inventory by Sharma (years not mentioned). The values highlighted were economic, social, aesthetic, religious, political and theoretical. It was found that social and political values were positively correlated with the personality traits, whereas theoretical, economic, aesthetic and religious values did not show any significant relationship with the personality traits.

Hay Ian et al. (1998) investigated the influence of gender and elementary school students' self-concepts on academic achievement. They found that reading and school dimensions influenced pre-adolescent self-concepts.

Panchanathan (1999) found that maintaining emotional balance among students through a psychologist by using auto counselling increased their academic performance.

Chapman James et al., (2000) examined relations between academic self-concept and values performance (N=60) in beginning school children to find that children with negative academic self-concepts performed poorly on reading-related tasks.

Geetha (2000) revealed that high self-concept, low anxiety, high achievement motivation, high adjustment showed a higher academic achievement of class IX Kannada medium students (N=100).

House Daneal (2000) investigated the relationships among student involvement in specific activities and their academic self-concepts. They indicated that student involvement in several types of activities is significantly, but weakly associated with specific facets of academic self-concepts.

Lynch (2000) found that child's self-perception as readers significantly related to their value oriented educated. They concluded that significant differences favouring females were found in children's reader self-perceptions and their values.
Coler et al. (2001) considered how education need to know more about self esteem in males and females of different grades with different reading achievement levels. They have attempted to determine the difference fourth and sixth graders' self-esteem. They suggested educators to do more to install a genuine curiosity and love for reading with strong self-concepts related to reading.

Kagade (2002) observed that (i) there was no significant relationship between educational adjustment, home adjustment and the self-concept of high school pupils (N=1941) studying VIII and IX, (ii) there was significant relationship between social adjustment and the educational achievement.

Suneetha and Mayuri (2002) argued that gender was found to be the more important variable than IQ in deciding self-concept as more girls were found among top ranking students studying classes 9th and 10th.

Ghaith and Bouzeineddine (2003) investigated the relationship between reading attitudes, achievement and learners' perception of their Jigsaw-II cooperative learning (CL) experience (N=111 eight grade students of English as a foreign language). The participants completed two questionnaires and a semantic differential scale that assessed their reading attitudes and perception of their Jigsaw-II CL experience. Results indicated that reading attitudes and reading achievement were positively internally related, but not related to the perception of the Jigsaw-II cooperative experience. Furthermore the results revealed certain statistically significant differences between high and low achievers and between males and females across the variables of reading attitudes, achievement and perception of the Jigsaw-II cooperative experience.

Naveen Kumar Reddy (2003) found that study habits and academic achievement of students are positively and significantly related to their self-concept.

Guravaiah (2004) found a significant influence of self-acceptance on study habits of residential and non-residential pupils.

Rajani (2004) observed that there is positive significant relationship between the academic achievement of intermediate students (N=1200) and their self-concept.
Panchalingappa (2004) noted that there is significant difference between high school boys and girls of Devadasis studying in rural and urban schools in respect of their self-concept scores.

Arockiadoss (2005) studied the correlation between study habits and academic performance of college students in relation to their self-concept. He reported that the academic performance of the college students is significantly influenced by self-concept of them.

Gnaldi et al. (2005) reviewed the results of the progress in International Reading Literacy Study (PIRLS, 2001) that were published in 2003. The results showed not just how well students can perform in various reading tasks, but also the relationship between reading abilities and other characteristics, including the characteristics of their homes and schools, the students' attitudes to reading, reading enjoyment, self-confidence, engagement and perceptions of their reading abilities. Surprisingly enough, children in England were reported as having poor attitudes to reading, compared to children in many other countries, despite high achievement on the reading tests.

Suraprasad Pati and Saudamini Acharya (2005) concluded that extensive use of visual aids has a positive significant impact on academic achievement of the rural pupils studying class VII as per their level of self-concept.

Malvinder Ahuja (2006) studied the impact of parental involvement and self-concept on academic achievement of ninth class students (N= 100). The findings indicated that (1) self-concept and parental involvement were associated with each other; (2) self-concept and academic achievement of students were independent of each other; (3) academic achievement of high and low parental involvement groups were not significantly different; and (4) there was an interaction effect of self-concept and parental involvement on academic achievement of ninth class students.

Saritha (2006) studied the differences in Psychosocial problems of adolescent children of working and non-working mothers (N=415). She reported that intensity of psychosocial problems was found to be lesser in the adolescents of working mothers as compared to those with non-working mothers in relation to their level of self-concept.
Gordan Darlene (2007) found that the students having good high self-concept possessed good achievement.

Kumar (2007) in his study concluded that there existed a significant positive correlation between academic performance and the level of self-concept.

- Anuradha Joshi (2008) found that the personality of class IX students effected the self-concept. The extroverts were found to benefit significantly more through the developed instructional strategy, as compared to the introverts.

Knapp et al. (2008) found that the level of self-concept on reading comprehension and attitudes toward reading were significantly improved when readers participated in a 10 week apprenticeship in reading to enable the students to accomplish the authentic task of reading a personally interesting book beyond his/her independent capabilities.

Venden Hurl et al. (2008) showed that the self-concept of medical students was correlated with their level in academic achievement.

Dickinson et al. (2009) found from a study which examined the relationship between study time and test scores that time spent organizing had a stronger relationship with course test scores (N= 113 undergraduates) in relation to their level of self-concept.

Amareswaran (2009) conducted a study on moral values of intermediate students, he concluded that The students who scored better on four areas of self-concepts viz., (i) Abilities, (ii) Self Acceptance, (iii) Worthiness, (iv) Present, Past and Future and on total self-concepts have significantly better Moral Values than others.

It is observed that the students who scored Q3 and above in the self-concepts areas

1. Abilities,
2. Self-acceptance,
3. Worthiness,
4. Present, Past and Future, and
5. Self-concepts total score have significantly better Moral Values than the students who scored upto Q1.
6. It indicates that better self-concepts leads to better Moral Values.
2.7 STUDIES RELATED TO VALUES AND VALUE ORIENTED EDUCATION

Dixit and Sharma (1970) University of Jodhpur have conducted research with the objective of studying teacher relationship in terms of value incorporation. The investigation administered the Allport_Vernon_Lindzey scale of values to a sample of 100 subjects, randomly selected from the high schools of Jodhpur. Half of the sample consisted of male subjects. The scale was administered individually and in groups of students and teachers.

The six values were arranged in rank order separately for different groups out of the six values social, theoretical and economic values were the first and aesthetic political and religious were the last preferred by the groups. With the exception of high school male teachers, male groups have given the highest position to theoretical values whereas the same position has been given to social values by the female groups. However, male and female high school teachers have maintained a complete uniform pattern in six values. Both these groups have given first importance to social had fourth preference to political values. The boys did not differ from girls on social aesthetic, economic and political values. They have however differed significantly on theoretical values and on religious values.

When the values of the boys were compared with those of the female teachers a significant difference was found with regard to aesthetic value only. The female teachers were found to have greater scores on aesthetic value. However interesting results were found when girls were found when girls were compared with male teachers. Girls differed from male teachers on aesthetic, political and theoretical values. Girls here scored higher than male teacher have surpassed them on aesthetic value. The differences were highly significant.

Bertera, Francis John (1979) studied the value change in graduate school. The main objective was to investigate the value hierarchies of graduate school students. 68 graduate school students of psychology formed the sample. The Rokeach value survey was the instrument used to investigate the value hierarchies. The hypotheses of the study were: i) the ranking of the terminal value such as a sense of accomplishment, freedom, happiness, mature, love, pleasure, inner harmony and wisdom is significantly higher in a high socializing group versus low socializing group. ii) The
ranking of the instrumental values such as logical, imaginative, intellectual and independent is significantly higher in a socializing group. The findings revealed that all the hypothesis in their null form was accepted. However, the two groups showed high similarity to psychology graduate students.

Jayaswal (1982) viewed that inculcation of values like social, moral and spiritual, which can transform a child to human adult. The essential activities described suggest bringing out a value based education policy, acquainting the children with cultural heritage and spiritual greatness of India and teachers need to shoulder the responsibility of imparting value-based education. All the teachers have to work together for developing moral, social and spiritual values. They need to be acquainted with the techniques and strata gives of value education.

Annamma (1985) carried out a study on ‘values, aspirations and adjustment of college students’. The major findings were (1) Students have stable value system (2) Rapid changes in culture do not alter basic life values (3) No difference is noticed between boys and girls (4) Residential location did not show any significant relationship to spiritualism (5) Father’s educational level and occupational level were not found to be significantly related to spiritualism.

Theodore, Alexander Philip (1986) undertook a study on ‘Attitudes concerning values and value education held by students and faculty members at the University of South Alabama’. The major findings were (1) Both the groups feel the need to promote value education (2) Both the groups supported the use of various value education techniques in college (3) Students and faculty members did hold certain types of values to be important.

Baythi (1987) conducted a study to examine the relationship of education with values and types of values constitute the core of this article. It is asserted that both are inter-related. Instrumental, intrinsic and aesthetic values are defined. Secular, human ship and moral values are discussed. Theology of education, in respect of humanistic values is emphasized Field types and other community activities should be organized for imparting and strengthening moral education.

Kalamani, (1991). study of problems of adolescents and their value system. An attempt was made to study the adolescents’ problems in the personal, family,
socio-emotional and educational areas as well as their value system. The sample consisted of 240 students from higher secondary schools in Anna District. The translated versions of youth problem Inventory (Sandhya Sharma) and New Test for Study of Value System (Gilani) were used. Mean SD and 't'-test were used to treat the data. Findings revealed that adolescent boys and girls had problems in personal, family, socio-emotional and educational areas. Adolescent students in higher secondary schools were low in political and religious values, but high in social values.

Khanna (1993) conducted a study to compare the students of general stream to the students who are undergoing teacher training on the five human values of truth, righteous conduct, peace, love and non-violence under similar environment. It was found that teacher-training group has scored higher on two values, namely truth and love than the general group.

Padhan (1993) conducted a study to find out the relationship of 10 values with moral judgment and socio-economic status. It was found that moral judgments were positively correlated with religious, social, democratic, knowledge and health values but negatively correlated with economic, hedonistic, power and family prestige values and the socio-economic status was positively correlated with social, economic, knowledge, power and family prestige values.

Padhan, Gopal Chandra (1994) conducted a study to find out the possible relationship between moral judgment and each of the ten personal values of the PVQ. Findings of the study revealed that, there was significant positive correlation between moral judgment and religious values of the subject. A significant positive correlation was found between moral judgment and social values of the students. There was no significant correlation between moral judgment and aesthetic value. There existed a significant positive correlation between knowledge value and moral judgment of the subjects. There existed a significant positive correlation between hedonistic value and moral judgment of the subjects. There was a negative and significant correlation between moral judgment and personal values. There existed a negative correlation between moral judgment and family prestige value of the subjects, which was also very low. The correlation between moral judgment and health value was positive and significant.
Aluja, Fabregat (1996) studied the relationship among attitudes toward social values and personality factors. Subjects were 43 male (mean age 23.6 years) and 137 female (mean age 24.21 years) university students. Information on socio-demographic variables, attitudes toward social values was obtained by questionnaire. The results were evaluated according to sex; conservative or liberal social values.

Joshi, S. (1998). Development of democratic values through value analysis technique in civics at secondary stage. The objectives of the thesis were to study the effectiveness of value-analysis technique in terms of developing democratic values among students through teaching of civics, and trends in development of democratic values on different scores of different groups. The researcher used 21 null hypotheses, keeping in view the objectives of the study. The study followed experimental approach and time series design for the development of democratic values. The value-analysis technique was found to be effective in terms of developing democratic values among students, through teaching of civics.

Broadly, Carl Amos (1998) conducted a study on “Values, knowledge and competencies that are important for youth development professionals’. The purpose of the study was two fold (1) To identify the list of values, competencies and knowledge components that members of an expert panel of youth development professionals believe to be necessary to successfully with non-formal youth groups and volunteers that impact these youth (2) To develop a taxonomy (a list of job components) that a majority of the nation’s youth serving agencies and organization can adopt as their professional research and knowledge based. Participants were surveyed using a modified Delphi technique in three rounds of questionnaires to arrive at a consensus on what they as professionals viewed as essential and important to their day to day work. The nine items that youth development professionals deemed essential to their job were i) respect ii) honesty iii) interpersonal communication iv) positive youth development v) ethics in working with youth vi) confidentiality vii) accountability viii) biased free approach and ix) continuous life long learning.

Susan, Jacob and Anupama Shah (1998) studied the selected desirable characteristics and values of home science students in the state of Gujarat. The findings were (1) The respondents with high academic achievement had higher level of all characteristic and values than the low achievers (2) The respondents with
mothers having higher level of education had higher level of self-esteem, fearlessness and values for gender equality and feminism than their counter parts (3) The respondents belonging to high SES group had higher level of self-esteem, fearlessness and values for gender equality than their counter parts (4) The respondents with higher vocational aspiration had higher level of independence, self-esteem fearlessness, leadership and values for gender equality, vocationalism and collectivism than the respondents with low vocational aspiration (5) The respondents with high family climate had higher level of all characteristics and values.

A comparative study of value perceptions and normative rule compliance of Malaysian and American secondary school students was conducted by Barone, Thomas Nicholas (1998). The results of the values/behavior questionnaire showed that although there were differences by county, most students reported adherence to positive social norms. Finally, some data obtained from the role/behaviour questionnaire triangulated with the results of the students and teacher interviews, which focus as value perceptions the role of the teacher as a moral agent. Unlike Malaysian students, American students were not sure if teachers should teach values. Students in both counties also felt that the teacher. Student relationship was governed by implicit values of justice, fairness and respect. Student also felt that good teachers could teach positive values and American student felt they could go to good teacher for advice with moral dilemmas.

Berman, Alan (2001) made a study on the process of exploration in identity formation. 215 university students completed questionnaires concerning identity style, critical problem-solving competence and exploration of and commitment to the four ideological domains of politics, religion, occupation and values. Results showed that cognitive competence exerted a small but significant effect on variation in the formation of identity.

Chetty (2003) made a study on perspectives of Value Oriented Education and concluded that through both teaching and practice the teacher should aim at transforming student’s individuality into personality.

Rajinder Kalra (2003) “Students, in developing countries, are in the midst of an overwhelming “values crisis. Seeking more of what western culture can produce, some of the students push for the adoption of western ideas and practices. They are
faced with a choice: either staying as they are or adopting the western value system in total and rejecting everything they have known. This confusion and conflict results in literally tearing apart the cultures of the students. A promising approach for dealing with the emerging value crisis among the students is the rejection of the idea of imposing "right" values upon them. Instead we teach them a process and a set of criteria by which they can arrive at the evaluate the soundness of their own values. This approach might give students a set of tools and skills for sorting out the alternatives which are available and the consequences which may result as they continue to live with a focus on their values.

Reddy and Reddy (2004) carried a study on 'Life Values: A Study on M.B.A. Students'. The main aim of the study is to study the relative importance of the students attached to different value domains. The sample comprised 104 students pursuing M.B.A. programme in the University of Madras and they were administered a questionnaire consisting of 23 value items. The collected data was treated with Z-test. The major findings of the study were given below. (1) There is no significant difference in mean importance ratings between any of the pairs of value domains. (2) There is significant difference in mean importance ratings between each value domain in first layer and each domain in second layer. (3) With the value domain in the first layer having significantly higher importance ratings compared to the value domain in the second layer.

Talesara (2004) made a study on 'Development of Values through Jeevan Vigyan: An Experimental Study'. The main finding of the study is students could not only be benefited from Jeevan Vigyan Programme but also teachers, curriculum and surrounding would be conductive facilitating the teaching-learning process.

Shamshuddin (2005) carried out a study on 'Values and Academic Achievement' The major findings of the study were (1) Male students belonging to Costal region have obtained high value pattern scores on social and health values whereas male students representing Rayalaseema region have scored high value pattern scores on social, economic and health values, whereas male students representing Telangana regions have scored average value pattern scores on all values (2) As for region wise distribution is concerned, female students belonging to Coastal region have obtained high scores on economic and hedonistic values, female students
of Telangana region have secured high scores on health value and female students belonging to Rayalaseema region have secured high scores on economic, knowledge and hedonistic values (3) In case of male students whose parents were in the higher income group, male students have secured high score on health value (4) The achievement scores of students are more or less normally distributed. The mean, median, and mode of the distribution are 343.43, 342.56 and 334.56. The maximum score is 500 and the mean scores obtained by the students are more than average.

Vijayalakshmi (2006) studied on ‘Prioritisation of Secondary School Children’s Values by their Parents and Teachers’. She observed that values are very important for all human beings, mainly for students and teachers. The main objectives of the study are: To find out the difference in prioritising values by the parents (whose children studying at secondary level) and teachers (who are handling the classes at the secondary level). The main findings were (1) All categories of teachers and parents gave more importance to only 5 values, namely worthiness, sympathies, discipline, equality and caring (2) Hundred per cent of teachers gave priority to open mindedness, practicality, and academic bent of mind, self-reliance, forgiveness, obedience and creativity (3) Hundred per cent of parents gave priority to the values namely honesty, truthfulness, cleanliness, duty mindedness, love, kindness, spirituality, humanity, aesthetics, morality, punctuality, cooperation and objectivity. (4) There was light difference ranging from eighty one per cent to ninety seven per cent in the preference of values of teachers and parents, viz, empathy, food, organisational capacity, leadership, appreciation, optimism, friendliness, tolerance, being fair and frank, protest against wrongs, loyalty, patriotism, sociability, intellectual efficiency, self-control, self-awareness, self-esteem, self-confidence, justice, dependability, purity of thought, civic scene, charity, accountability and rationality (5) The difference in the values was observed between rural and urban teachers as well as parents, male and female teachers as well as parents, educated and uneducated parents, above 40 years and up to 40 years age group of parents and teachers, rich and poor parents, parents having small and big families and teachers teaching arts and science subjects.

Ravindranath Reddy (2006) made a study on Sri Sathya Sai System of Education a Model to Follow, and gave a detailed account of Practices of Human
values in the sathya Sai Institution. He stressed on Education for Human Values (EHV) curriculum. In India, independent research studying the impact of EHV in the eighteen schools adopted by the Institute of Sathya Sai Education at Mumbai showed that along with practice of human values taught, there was also academic performance.

Ramachandra Reddy & Manchala (2006) made a study on Values and Teacher Education system and concluded that value inculcation should not be an additional subject. It should permeate all work and activities in educational institutions like a Guardian Angel. Values therefore to be inculcated through deliberate effort and not left to chance. Values have to be both caught and taught.

Rangaswamy (2006) conducted a study on moral judgement. The findings revealed that sex and intelligence have significant relationship with regard to moral judgement scores.

Landon Beyer (2007) among the thorniest of issues that teacher educators deal with is the relationship between theory and practice. Moreover, there are a number of theoretical traditions on which can draws to create new programs in teacher education or critique ongoing programs. This article discusses the range of theories that are available and their characteristics and orientations. Though critical theory has not been widely used in teacher education, it is valuable in helping us see the connections between commonsense practices in schools and institutions and institutions and ideologies in the wider society. Critical theory promises both critique and new directions, as it focuses on issues related to social justice, equality, and democratic values. An example of what a teacher education program that is based in critical theory might look like is included.

Gayatri (2008) conducted a study of attitudes towards values and their practices in relation to certain personality factors among B.Ed. students. Finding revealed that attitudes of B.Ed. students were positive on the health, democratic, knowledge, social, aesthetic, power and religious values.

Simeon and Simon (2008) says that in today's schools and colleges we see a large number of teachers who are after making money by fair or means. Such unscrupulous teachers make a fast buck through indifference in classroom teaching
and conductor mass private tuition classes. This has led to all sorts of malpractices in examinations. Some of the teachers are addicted to smoking, drinking alcohol and even gambling. How can such teachers be entrusted with teaching great values to the students who are future nation–builders?

This objection or doubt is valid: but the remedy does not lie in giving up value education. We are in a vicious on unless we inculcate values in school life and college life we can not get value-oriented teachers in future. On other hand so long as teachers with bad habits are working in schools and colleges, value education cannot be effectively carried out. Since because a number of teachers are unable to speak in English, have we stopped the teaching of English in schools and Colleges? Therefore the realistic solution lies in the development of appropriate curriculum in value education and the relevant training course for teachers to handle the same in a practical work.

Wiel Veugelers (2009) studies that to examine the associations between prospective science teachers’ values (theoretical, religious, economic, aesthetic, social and political values) and their attitudes towards science teaching. Cross-sectional research design was used. The adapted versions of science Teaching Attitudes Scale (STAS-II) and Allport verson Lindzey values Tests (SOV) were applied to 337 prospective science teachers. STAS-II and SOV were used for assessing prospective science teachers’ attitudes toward science teaching and their values respectively. As a result of list-wise deletion, the sample appeared to include 281 prospective science teachers. The data were examined with correlation and stepwise multiple regression analysis. The correlation analysis showed that prospective science teachers’ political, social, economic and aesthetic values were not significantly correlated with their attitudes toward science teaching at \( p<.01 \) level. On the other hand, prospective science teachers’ theoretical values were positively associated with their attitudes toward science teaching \( (r=0.155, p<.01) \). Moreover, prospective science teachers’ religious values were negatively correlated with their attitudes toward science teaching \( (r=-0.224, p<.01) \). Multiple regression analysis also indicated that religious values of prospective science teachers were significant predictors of their attitudes toward science teaching \( (F (2,280) = 14.787, p<.01) \). It can be concluded that there is a weak positive association between prospective science teachers’ theoretical values
and their attitudes toward science teaching. However, regression analysis reveals that theoretical value is not a significant predictor of attitudes toward science teaching. As for significant predictors of prospective science teachers, it is found that religious values of prospective science teachers are significant predictors, which may negatively affect prospective science teachers’ attitudes toward science teaching. So, it is suggested that science teachers must be aware that religion and science are two different ways of knowing. In this respect, the present study emphasizes the importance of explicitly discussing the different ways of knowing in science teacher training programs in order to neutralize the possible negative impacts of religious values of science teachers on their attitudes toward science teaching.

2.8 STUDIES RELATED TO STUDENTS VALUE PREFERENCES

Meera Bai’s (1949) study of value preference and personality pattern was conducted on 315 women students of the Inter, B.A. and married women. The findings were as follows (1) Maturity has an influence on the sense of values. Education determines the conception of values. Inadequate education has a negative influence (2) Social and economic background has an influence on the sense of value to a considerable extent. Sex also influences the conception of values (3) Value preferences depend upon one’s own mental make-up. The disposition and temperament has an effect on the sense of values (4) Persons who have an unhealthy development of personality overestimate certain qualities indicating lack of harmony, frustration, feeling and insecurity and inhibition. Persons of healthy development overestimate positive qualities. They always show their loving, sociable and cheerful nature.

Desai (1974), Alavandar (1983), Singh and Singh (1984) and Agnes (1987) found that theoretical values were high among the university students followed by social, economic and political values. Aesthetic, moral, social and political values were scored high by women students. University level of education comparatively neglected the aesthetic values.

Sternberg (1966) carried out a research on 270 students including 20 each from the nine subject areas. In his study, the difference was found when music, English and science students were compared and positive and significant correlation was found between the aesthetic scale and tendencies towards maladjustment on
Joshi' and Sharma's (1968) study found that the Cluster of values with highest loading for the boys was around the values of perfection and idealism, religion, non-violence and patriotism. Parallel clustering with minor changes in relative position of values within the cluster was found among girls. They preferred religious values. Boys preferred perfection and idealism. Monetary value differed significantly from each other. Girls also preferred the values of bravery and strength than boys.

Kalia's (1970) study of a change in peripheral values and ego ideals to have occurred equally in both boys and girls in Indian colleges. The influence of modern social changes on the ego ideals and values was indicated by the upper and lower strata of students.

Gordon's (1972) study reflected the major value orientation of students and demonstrated a relationship between values held and coping behavior. The study revealed that the major value orientations of these subjects reflect attitudes of being subjected to the whims of nature, a tendency to prefer individualism in inter-personal orientations, a primary focus on the present as opposed to the past or the future, and a marked stress on constructive activity. A little relationship in female students and significant relationship in male students were found between coping effectiveness and value orientations.

Mahendra's (1972) study of successful and unsuccessful students among the dropouts had similar values like political, economic, aesthetic and theoretical values. Religious and educational values did not differ in them significantly.

Praharaj and Sinha (1973) studied the 'value-preference' differences as a function of sex and educational level. Boys and girls significantly differed on security, friendly working people, social position, variety and cleanliness. Boys were higher on job values of security, friendly working people and variety, while girls were higher on social position and cleanliness. Students of eleventh (XI) grade were higher on the occupational values of social service and cleanliness while the students below the 11th grade were higher on that of good pay and high standards of workmanship.

De (1974) found that the mean scores of seven values (dutifulness, sincerity, co-operation, conformity to school rules, honesty, loyalty and respect to seniors) of
boys of classes V to X were high and varied among classes. There was no significant difference between the means among boys of classes V, VII and IX in respect of sincerity.

Gaur's (1975) study showed that the theoretical value of urban boys was related with their learning. In the case of girls, both urban and rural, their learning was related with social and theoretical values. There was no significant relationship between any values and learning of rural boys.

Adiseshaiah's (1976) study of the values of college students showed the mean scores that were high on social values like justice, benevolence, courtesy, loyalty and conformity than personal values like truthfulness, self-respect, prudence, morality and moderation. Personal values of men and women did not differ so much.

Bhushan and Ahuja (1978) conducted a study on the value system and value patterns among boys and girls of IX and X grades. They used the Rokeach Value Survey form-D. The first three ranks were given by the low socio-economic group to 'courageous', 'independent', 'ambitious', and 'clean' and the last three ranks were given to 'responsible', 'helpful', 'capable' and 'cheerful'. Maximum concern expressed by the high socio-economic group was for 'ambitious', 'logical', 'broad-minded' and minimum concern for 'forgiving' and 'self-controlled'.

Chakraborthy and Kundu's (1981) study on age, sex and type of education as the concomitants of value patterns among P.G. students, showed the difference in the value patterns was mainly due to differences in their specialization. A very few differ in mean scores for age group.

Kundu's (1982) study on the value patterns of college students in relation to selected psycho-social variables depicted that: (a) students exhibited two value patterns, (b) girls and boys group had a slight difference in the order of values, and (c) each single value varied from group to group.

Sportsman's (1983) study of the relationship of values, perception and goals in education in public and non-public schools found a significant difference in the rankings of parents and children regarding the value of salvation, pleasure and equality.

McNerney's (1985) study revealed the significant differences between the family and students on 18 of the 36 values of Rokeach Value Survey.
Kumar and Mutha's (1986) study on the values of men college students found that there were no significant differences among the three socio-economic status groups regarding social, political and religious values. Students belonging to upper and lower class differed significantly on their theoretical, economic and aesthetic values. Upper and middle class students differed on economic and cultural values. Theoretical and economic values of middle and lower class students differed significantly.

Hanson and Ginsberg (1988) studied the relationship between a wide range of values that stress the notion of responsibility and high school students' achievement test scores, grades, discipline problems and drop out status. They also attempt to study the extent of students' outside school behavior mediating the relationship between values and high school outcomes. The findings were that students had a better chance to achieve more in high school, when their parents and their peers believe in values and accompanying behavior that stress responsibility. There was a direct effect of values on school outcomes and indirect effect throughout the school behavior.

David Brooks and Mark Kann (1992) in Value Added Education, opines that, values education is essential for teaching children personal responsibility and ethical decision making. Teachers can be trained on a school wide basis to teach core values, along with accompanying. Skills and behaviour. Jefferson Center has identified language and thinking patterns that must be changed to help students learn behavior appropriate to core values such as honesty, respect, tolerance and courage.

Values are guide posts for the students in their vocational choice. Concepts, skills and values learned by the students at educational institutes are useful to them in performing their jobs. Thus values are important in the framework of educational programme indicating behavior pattern that can be acquired. For developing proper skills for various jobs, it is necessary to know the job preference of students. They can be assisted to form desired values and select appropriate job, their value orientation and job preference are known.

Shanthi (1992) conducted 'A Case Study of Value Education Imparted in Sri Sathya Sai Higher Secondary School' to find out whether the children of that school were influenced with the value education and to what extent they had assimilated the values. It was found that the children were very much influenced by the values.
education and they had assimilated the values to a great extent.

Usha Sri (1995) in her study on 'Restructuring Teacher Education for Value Orientation' suggested a syllabus for value education paper for the B. Ed. course. The syllabus comprised of 12 units covering the content and classification of values, values emphasized in world religious scriptures; values advocated by great religious and spiritual leaders with their implications for education, India's' common cultural values and the values enshrined in India's constitution; values of modern India, peace, International understanding and universal brotherhood; the need for value education to resolve value crisis; development and internalization of values; the role of family, society, religious organizations, voluntary organizations and mass media in inculcating values, curriculum, school practices, impact of teachers and peer group in inculcating values, methods of teaching values; assessment of values, tools, methods and techniques; and treatment and analysis of values in text books.

Usha Sri (1996) gave details of a series of studies taken up by her in teaching value education to B.Ed. trainees. The activities included were: trainees perceiving their value system; their self-concept in relation to their values; trainees identifying the values that would be inculcated through various co-curricular activities; participation in seminars; analysis of subject text books to identify the values depicted through the lessons, etc.

Sandhya's (1999) Evaluative Study on Value Education Provided at Tenth Class Students and Their Teachers found that (1) The tenth class students were more prone to moral, social and theoretical values than the other values (2) The type of school is an important factor that influences the values of students (3) The type of management of schools influences the values of students to a large extent. Students belonging to both the type (government and private) of managements differ in their social, religious, moral, theoretical, political, aesthetic and economic values and (4) parents' educational background, parents' income, do not influence the values of students but parents' occupational background influences the theoretical and aesthetic values of the students to some extent. With regard to teachers (1) Teachers are predominant in theoretical, social, religious and economic values (2) Gender, educational training, and experience do not influence teachers' values (3) Teachers of urban schools have higher moral and economic values than the rural schools. So,
location of the school influences teachers' values (4) Teachers differ in their values because of the type of schools and as such it influences the students' values also (5) The age influences the teachers' aesthetic values (6) The school environment, co-curricular activities provided and the practice followed in inculcating values to students influence students' values.

2.9 STUDIES RELATED TO SOURCE MATERIALS IN VALUE EDUCATION

One of the earlier source books is by Ranji (1973) 'Value-Oriented School Education'. The two chapters' school situational dimensions of values and value oriented school activities are very useful to teachers.

Among the vast number of publications under 'Education in Human Values' series by Sri Sathya Sai Trust, Primer I and Primer-II present prayers from different faiths and a large number of devotional songs. It is a very good source of learning for teachers and students. 'Human values in the classroom by Hawley and Hawley (1975) deals with classroom practice for developing values in students.

Nazaret and Waples (1979) focus on 'Values through Communication Evaluation Techniques'. The National Curriculum for Primary and Secondary Education-A Frame Work (1985) through its core curriculum the horizontal and vertical mobility of learners. A greater degree of flexibility in content and design of learning experience suitable to the local situations. The emphasis is on instilling a nationally shared perception and values and creation of ethos and value system in which a common Indian identity can be strengthened.

1. Preservation of Indian cultural heritage and resources,
2. Patriotism and pride for India's freedom struggle,
3. National integration,
4. Protection of environment and conservation of nature,
5. Proper appreciation of the impact of scientific advancement,
6. Contemporary social and economic issues and
7. Respect for the constitution and awareness of the fundamental rights and duties of citizens are the core values recommended in this curriculum.
A text book in the methodology of moral and spiritual education for the pre-service and in-service teachers, entitled 'Moral Education: A Practical Approach' was written by K. Rama Rao (1986). As the title indicates, the chapters on 'Instructional Strategies' and 'Evaluation' in moral education throw light on these very important aspects. The collection of essays edited by Ruhela (1986) titled 'Human Values and Education' is a useful reference book.

Kireet Joshi (1986) proposed a syllabus for value-oriented education from class-I to class-XII. In the elementary classes the stress is on training the senses and activities to teach basic values. Music, poetry, science, physical education. Yoga is suggested as means to develop value consciousness in higher classes. The emphasis is on development of reflection and analytical thinking to move towards inner consciousness.

The Resource Material published by NCERT (1987) as part of National Scheme of Inservice Training of School Teachers Part-I (General), Part-II (Primary and Secondary) serve as useful reference material to teachers. The Resource Material part-I, NCERT for Inservice Training of School Teachers, 1987, puts in simple words that 'every society wants to inculcate in its children knowledge, skills and certain qualities, which may help them become good citizens' which is called Character Education or Value Education. This includes Rashtriya Panchasheel, namely, 1. Cleanliness, 2. Truthfulness, 3. Hard work, 4. Equality and 5. Cooperation.


The book made emphasis on vital points like:

1. Education for human values should be considered as a central core in the entire life of the school and outside school also.

2. Some aspects of human values can be dealt within the prescribed periods of the time table, but most of the vital aspects have to be kept in view and dealt within the whole school and home life as occasions arise.
3. Some of the aspects can be taken in the larger functions of the whole school like daily school prayer, social service camps, sports meet, festival days, special days in memory of great people, National Days, etc.

4. All teachers are teachers of human values at all times of school life, practising what they teach or preach and

5. Internalisation of values in thought, word and deed, is the goal and not mere knowledge of it.

Virginia Floresca et al. (1988) dealt with four modules on communication and feedback; discovery and analysis of self and others; role playing; and action learning.

'Value Education' (socio-spiritual) by Subramanyam (1990) explains the concept and practical implications of Prayer, God, Truth, Dharma, Love, Action, Offering, Austerity, Religion and Grace. Doubts confronted by the students and teachers while dealing with these concepts are clarified in a lucid language with illustrations from our scriptures.

The Planning Commission, Government of India constituted a Core Group on Value-Orientation of Education in 1992. The core group published a report consisting of two parts. The first part presents a deep analysis of the current status of the programme of value orientation of education, synthesises the suggestions made by various committees and commissions and recommends a concrete plan of action. The second part documents important and relevant recommendations made by various committees and commissions on this subject and presents profile of some of the pace-setting institutions which have been doing pioneering work in this field.

'Education in Values: A Source Book' edited by Seshadri, Khader and Adhya (1992) is addressed to teacher educators and students undergoing pre-service teacher training in teacher training institutes and colleges of education. Section I is a source of reference to teacher educators on the theoretical bases of value education. Section II is on content of value education centering round our national values and priorities of modern world. It is particularly beneficial to the practicing classroom teachers. Section III covers sources and practical methods and strategies of value education. As the editors suggest, this section may be used by training institutions to develop understanding of the rationale of the sources, strategies and activities illustrated, to develop competency in trying out these activities. With students in practice teaching lessons, to develop proficiency in identifying and designing various kinds of value
education devices like stories, value dilemma, anecdotes, episodes, reading passages, etc.

Usha Sri (1995) gives details of a series of studies taken up by her in teaching value education to B.Ed. trainees. The activities included are: Trainees perceiving their value system; their self-concept in relation to their values; trainees identifying the values that would be inculcated through various co-curricular activities; participation in seminars; analysis of subject text books to identify the values depicted through the lessons, etc.

2.10 STUDIES RELATED TO VALUE EDUCATION—CURRICULUM

Any specific curriculum for value education is not designed for the entire nation because education for values is considered as an intrinsic component of the overall curriculum. A few endeavors to suggest value education curricula and relevant syllabi for schools, colleges and teacher education are given in this section.

Haq (1973) in his analysis of Hindi, History, Civics and English text-books found neither a systematic pattern nor any consistency in the presentation of values. The mental maturity of pupils was not taken into account. The language texts of IX, X and XI classes were written entirely from a literary point of view.

Chaudhari (1974) and Chaudhari (1976) analysed Hindi text-books and found that scientific outlook, justice, simple living and duty consciousness were given least importance in the text books up to VII standard. Courage and adventure were emphasized in the books prepared by the NCERT, while patriotism was significantly presented in State Corporation books.

Calra (1976) outlined the curriculum based on values in a developing country with special reference to India.

Pillai (1976) analysed English and Tamil text books of the IX standard of Tamil-Nadu State Board and found that the presentation of religious values was inadequate. A comparative study of religious customs of people of different religions and lives of religious leaders were found to a limited extent.

Susheela (1977) found that secularism was prominently reflected in the Social Studies (part-I) text books in the secondary level in Karnataka State.
The NCERT and Gandhi Peace Foundation jointly sponsored studies in Gandhian values at the school stage (1979). In the document 'Reorientation of Curriculum Based on Gandhian Values', Truth, Non-Violence, Freedom, Democracy, Sarva Dharma Samabhava, Equality, Self-realization, Purity of ends and means, Self-discipline and Cleanliness were considered as the basis of new social order. The document suggests that the S.U.P.W. and Community Activities Participation should be a regular feature of the school programme, with specific activities inside and outside the school. The document also considers the organisation, resources, methodology and evaluation of education for Gandhian values.

The National Curriculum for Primary and Secondary Education-A Framework Work (1985) suggested through its core curriculum the horizontal and vertical mobility of learners, a greater degree of flexibility in content and design of learning experience suitable to the local situations. The emphasis is on instilling a nationally shared perception and values and creation of ethos and value system in which a common Indian identity can be strengthened.

1. Preservation of Indian cultural heritage and resources,
2. Patriotism and pride for India's freedom struggle,
3. National integration,
4. Protection of environment and conservation of nature,
5. Proper appreciation of the impact of scientific advancement,
6. Contemporary social and economic issues and
7. Respect for the constitution and awareness of the fundamental rights and duties of citizens are the core values recommended in this curriculum.

Kireet Joshi (1986) proposed a syllabus for value oriented education from class – I to class-XII. In the elementary classes the stress is on training the senses and activities to teach basic values. Music, poetry, science, physical education, yoga are suggested as means to develop value consciousness in higher classes. The emphasis is on development of reflection and analytical thinking to move towards inner consciousness.
The Department of State Educational Research and Training, Karnataka, brought out a text-book-cum reference book (1987) which gives curriculum of moral education in schools. General objectives and stage wise specific objectives for classes-I through XII are given. The book made emphasis on vital points like:

1. Education for human values should be considered as a central core in the entire life of the school and outside school also.

2. Some aspects of human values can be dealt within the prescribed periods of the time table, but most of the vital aspects have to be kept in view and dealt within the whole school and home life as occasions arise.

3. Some of the aspects can be taken in the larger functions of the whole school like daily school prayer, social service camps, sports meet, festival days, special days in memory of great people, National Days, etc.

4. All teachers are teachers of human values at all times of school life, practicing what they teach or preach and

5. Internalization of value in thought, word and deed, is the goal and not mere knowledge of it.

The above points give the essence of curriculum for value education in schools.

Rajagopal (1989) conducted a study to identify the value awareness and value orientation of XII standard students in Tamil text books in Tamil Nadu. He reported 39.3% level of value awareness in prose and 42.1 per cent in poetry. The value awareness level of government school students was greater than that in the management and missionary schools.

Bhargavi (1990) reported that IX standard boys identified more democratic values than girls in English prose. Girls identified more social values than boys. Boys and girls identified religious, personal and aesthetic values to be of same level in English Prose.

UshaSri (1993) conducted an evaluation of value education provided in secondary schools of Tamil Nadu. Teachers were asked to indicate the extent to which the listed characteristics were found in the text books of the teachers' subject of
specialization. From the weighted scores, it was found that in the books of VIII, IX and X standards, the greatest attention is paid to examples given from life situations. 'Other characteristics that follow an order of descending weightage are: special mention is made regarding the qualities of discoverers, reformers, leaders, etc., 'desirable values are emphasized wherever possible'; 'a logical approach to problem-solving is emphasized'; 'questions given call for value judgment'; and 'the good and glory of all religions is highlighted'.

Characteristics to which teachers feel that less attention is paid in the textbooks include, 'exercises call for critical observation in various contexts', 'figures, illustrations, printing and overall get up of the book are all of aesthetic quality', 'damage to humanity resulting from wars is emphasized', and 'superstitious beliefs are described'.

According to science teachers, 'a logical approach to problem solving is emphasized' is the most prevalent characteristic. The least perceived characteristic is 'special mention made regarding qualities of discoverers, leaders, reformers, etc.

The social science teachers replied that the most emphasized characteristic in social science text books is 'damage to humanity resulting from wars' followed by the characteristic 'examples are given from life situations' and 'desirable values are emphasized wherever possible'.

Rani, (1996). Approaches to value education and the role of the school and the curriculum. University News. Citing examples from ancient Indian tradition, the author lays stress on the importance of value education and expresses concern over its falling status. Three psychological approaches, viz. psycho-analytic, cognitive development, and learning theories for value development have been suggested. The schools and the curriculum should follow the approach for value education as suggested by John Dewey, i.e. to discuss values rather than forcing them on children. The author also presents some ways of organizing value education as suggested by John Wilson and Blackham.

Sharma, D. (1999). Curriculum development: socio-cultural issues and problems. The article is concerned mainly with curriculum development in the contest of socio-cultural issues and problems. An effort has been made to suggest the link
between education and society, and how curriculum needs have to be oriented to the changing needs of the society. The system of education can be a major instrument for bringing about this transformation.

Value education finds a special place in the National policy on Education (NPE), 1986, which lays emphasis on the promotion of national integration, cultivation of moral values sense of quality, socialism, secularism, democracy and so on. It states that the growing concern over the erosion of essential values and an increasing cynicism in society has brought to focus the need for readjustments in curriculum in order to make education a forceful tool for the cultivation of social and moral values.

2.11 STUDIES THAT HAVE RELEVANCE FOR PRESENT STUDY

Heinicke (1953) found a similar pattern with his five year olds. He found that the frequent use of praise and infrequent use of physical punishment and isolation related to high guilt. Heinicke found that the parents' expression of affection toward the child is positively related to the child guilt.

Whiting and Child's (1953) cross-cultural study showed a positive relation between their cultural index of guilt and the prevalence in a culture of love-oriented techniques of discipline. This theory contributes to guilt by keeping the child oriented toward the goal of affection and at the same time arousing uncertainty as to the attainment of this goal. e.g. rewarding by praise, punishing by isolation and by withdrawal of love, etc.

Allinsmith's (1960) hypothesis that psychological discipline would contribute to guilt severity was derived from the theory that while disciplining psychologically, parents provide a model of self-restraint, and thus contribute to the child's tendency to inhibit and feel guilty about hostile feeling. He found no relationship between the two discipline categories and the child's guilt. But in his later study found that male students who recalled both parents used mainly psychological discipline obtained higher guilt over aggression scores on a story completion measure than those whose parents used corporal punishments.

Aggarwal (1960) conducted a study on value system and dimension of university students of U.P. He was found that (1) The commonly liked ways of life
are those having emphasis on self-restraint, moderation and integration of action, enjoyment and contemplation (2) The conceived values of an individual largely take into account the cultural pattern of the requirements of the social system (3) The value dimension isolated by the factor analysis are: To achieve the end or goal by any means, self-restraint, purity of thought, speech and action, Salvation through selfless actions (4) In religious values and temporal change, much emphasis is placed on human effort and fate is also factor suggesting the dependence and adherence to this culture (5) In value reference the value items preferred were qualities of friendship, worthy aim and aspirations (6) In case of social values subjects of parental authority is not very rigid and it seems to be based on rational ground, students are normally permissive towards sex and students have a congenial outlook towards the outer world (7) In synthetic approach value of ‘closeness’ permeates in interpersonal relationship among Indian students.

Aronfreed (1961) examined post transgression behavior in terms of whether it was motivated by internal or external forces. Sixth grade children were studied using a projective story completion technique. As expected, use of induction technique was positively related to internally motivated, self-corrective actions while use of sensitization techniques was related to externally motivated actions and punitive consequences. These studies suggest that an internalized moral orientation is fostered by an affectionate relationship between parent and child in combination with the use of discipline techniques which utilize the relationship by appealing to the child's personal and social motives.

Lueck and William (1965) identified several general and personality characteristics of teachers as intelligence, health, love of children, effective personality, broad interests, enthusiasm and sound philosophy.

Howie (1970) analyzed the teachers' task in the world today. He pointed out that in today's restless world the teacher should nourish in young people the critical spirit and encourage the reappraisal ingrained and prejudiced attitude to the problems of humanity. According to him the distinguishing marks of a teacher is not simply that he is a store-house of information but that he must possess the ability constantly to adapt his own thinking to the new demands which changing circumstance of life
make upon him and to encourage others to do the same. Teachers not only instruct but they also influence character.

Venukumar (1971) attempted to study "The Role of Teachers in secondary Schools". The purpose of the study was to assess the tasks of teachers as perceived by the teachers themselves and the students: AQ was administered to 230 respondents including 100 teachers, 50 trainees and 80 students. The following were the major findings. The teacher develops character and loyalty among students. The teacher develops good habits and ideal personality. He also develops religious attitudes, cooperative spirit and patriotic feeling in the students.

Makhija (1973) did a study on 'values, interests and intelligence and its impact on scholastic achievement'. The main objective of the study was to enquire into interaction among values, interests, intelligence and scholastic achievement.

The sample of the study was 130 first year students of arts, commerce and science groups. The tools used were: Ojha's Hindi Adaptation of Allport – Vernon - Lindzey study of values, Chatterji's Non-Language preference record and Jalota's Group Test of General Mental Ability. The collected data was analyzed by using ANOVA and 't' test. The findings revealed that: i) students who valued power, competition, etc. in their life utilized mental abilities to excel in crafts and scientific studies ii) adolescent boys motivated by affection, friendship and love of people used their intelligence in household activities iii) those who cherished search of truth as the dominant ideal of life would not divert their capacities to mechanical computations and iv) none of the values had any significant influence on scholastic achievement.

De (1974) made an attempt to study the values of high school boys and some schools in west Bengal. The main objective was to study the development of high school boys and their relation to their parents and teachers values. Findings of the study were: i) the mean scores of seven values of high school boys were round about 8 i.e., 66.3 percent of the maximum score, except in the case of sincerity ii) there was not significant difference in values between boys of class V and VII were significantly higher than those of class IX except in the case of sincerity. As for sincerity there were no difference among boys in class V, VII, and IX iii) the pattern of development of different living areas, viz., urban, rural and industrial were not alike. There was a difference of values between the areas at class V and IX levels but
such difference was absent at class VII level. iv) there was no significant relation between the values of boys and those of their Father's and similarly between the values of boys and those of their mother's. v) There was no significant relation between the values of teachers and those of their pupils. vi) One and only one factor come out of the seven values through the process of factor analysis.

The purpose of Alexander's (1975) study was to find out the important teacher characteristics as perceived by B.Ed. trainees. A rating scale was prepared and administered to a sample of 720 trainees. Majority of the trainees gave more importance to personal and social qualities. The female trainees gave greater importance to social and personal qualities whereas the male trainees to professional qualities. It has been suggested that selection of candidate for the B.Ed. course be made giving due consideration to teacher characteristics.

A study of values and vocational preferences of the intermediate class students in U.P was undertaken by Katiyar (1976). The major findings of the study were (1) The students were high in democratic, social and knowledge values medium on health, religious, family prestige and aesthetic values and low in power, hedonistic and economic values (2) The value systems of the students of different courses were very much similar (3) Hindu students were higher than Muslim and Christian students in health value and the Muslim students in social values (4) The students of very high income of groups were higher than the very low, lower and middle income groups in Aesthetic, economic and knowledge values.

Varma (1976) compared the emotional reactions described by children of three age groups, 6-7, 8-9, and 10-11 years relating to specific positive and negative moral values. During the interviews the children were asked to describe the emotional reactions experienced by them when they transgressed the given moral values or they observed the moral values in behavior. Children of the younger age group were found to be quite immature to show a clear emotional reaction for different moral values. 'No response' remarkably decreased with increase in the age of children and a definite sharp increase in the percentages of emotional reactions was noticed with the increase in age. 'Approval' and 'Elation' were two main emotional reactions described by children for all positive moral values. Children of all the age groups described 'Approval', for particular positive values such as truth, punya or virtue, purity and
respect whereas elation was consistently higher only for respect for negative moral values, 'shame', 'guilt' and disapproval were the main emotional reactions given by children. Shame had the highest frequency for all the age groups. Similarly 'guilt' showed the highest percentage for 'betrayal of faith'. The percentage of guilt reactions progressively increased for almost all the negative value with children's increase in age. Guilt was found to be in a high percentage for 'anger'. Children of all the age groups described 'fear' for 'lie', 'stealing' and 'sin'. 'Disapproval' was described as 'anger'. It was interesting to note that children sometimes described positive emotions of 'elation' and 'approval' particularly when they took 'revenge'.

Pyari (1980) conducted a study on the relationship between feeling at security, insecurity family attachment and values on educational achievement. It was concluded that the relationship between security- insecurity scores and the educational achievement scores was negative and significant and the relationship between the security and insecurity scores, the family attachment and values were positive.

Manar (1981) compared the attitudes, values and self-concepts of the professional college students with non-professional college students. Hypothesis was that there would be significant difference in self-concepts of professional and non-professional college students. It was found that professional students perceived themselves as more confident and suffering from the feeling of emotional stability than the non-professional students.

Meintjes and Barend Jacobas Johannes (1981) investigated to find out fundamental pedagogical criteria for evaluating a teacher. The author believe that the teacher as an accompanying agent is the most influential factor in education and so attention is focused on the teacher's personality as a sufficient variable in the educational process. One of the interesting findings is that an efficient teacher is a mature adult who sets an example to his pupils in the way his life style measures up not only to those proposed pedagogical criteria but also to accepted ethics of the society.

Sinha (1981) attempted to study on valuation generation gap in the view of students and their parents on student unrest. The major findings of the study were (1) The generation gap was apparent in value patterns. Value orientation on generation gap was not statistically significant (2) There was growing dissatisfaction
among students and their parents about the existing system of education in the country with reference to syllabi and teaching methods (3) Student was treated apathetically by teachers, district authorities and social and political leaders (4) The picture of an ideal education (from the students' point of view) necessitated the need for developing a better and civilized person, the need for earning a livelihood, the need for strengthening of character, the need for promoting brotherhood and patriotic feeling (5) The role of parents, teachers, the principal of the college was helpful to the students whereas, the role of educational authorities and district authorities was neutral and just. But the role of political leader was not helpful to the educational setup resulting in more disturbances.

Mathana santiwat(1985) studied the college student values at Krungthep (Bakgok) University. The major findings were (1) The students were high only on economic values (2) They were least interested in aesthetic values (3) Significant difference was found between male and female students on aesthetic, social, political values (4) Significant differences were found on economic, aesthetic, social values of the student perusing various major fields of study.

Robin, Musselman (1986) investigated the value patterns of freshmen entering Temple University. The main findings of the study were (1) Males score higher on the theoretical economic and political scales and lower on the aesthetic, social and religious scale than the females (2) Freshman aged 22 and above scored higher on the social scale than freshman aged 18-21 (3) Black Non- Hispanic scored higher on the religious scale than white Non-Hispanic (4) Non-urban freshman scored higher on the religious scale than urban freshmen.

Rathna Kumari (1987) conducted a study to identify different human values (and their interrelated) with a view to incorporate them in teaching programme. To develop a convenient tool for measurement of value judgments that are suited to Indian conditions, to identify specific association of the dependent variables like school efficiency and mass media with value orientation, the researcher included to study human values from a humanistic point of view and ethical values (with out religiously or supernatural contents) that are applicable for all human beings irrespective of their religion. The researchers identified 36 specific human values excellence in all walks of life and to interrelate with these fellow beings. These values
according to the research can be suitably built in the academic curriculum of the higher secondary school.

Arun Gupta and Renu Gangal (1989) studied the value emphasis as perceived by pupils of primary, middle and high school stage in different institutions.

The major findings reveals that:

1. The emphasis on values differs at different grade levels and in different institutions

2. Teachers have been found to emphasize moral values, namely respect for others, honesty, love and sense of duty at the 5th and 8th grade levels while cooperation is emphasized more at the 10th grade level than at the 5th and 8th grade levels.

3. While values, namely mercy, cooperation, compassion and freedom are not being emphasized at the 5th grade level, the present results show that values, namely love, sacrifice, tolerance and freedom are nor being emphasized at the 8th grade level. At the 10th grade level, values namely social awareness, mercy, dignity of labor, determination and presence of mind, resourcefulness, courage, wisdom and reasoning are not emphasized by teachers.

4. In schools with western background (roman catholic) teachers have been found to give more stress on values namely mercy, honesty and love and love but in Laissez Faire (secular) and Eastern (Jain Hindu schools, teachers have been found to emphasize sense of duty as a value in addition to the above. Presence of mind, resourcefulness, courage, wisdom and reasoning, social awareness and sense of duty are not being emphasized prominently by teachers in the western schools. Values namely sacrifice and cooperation are not being emphasized by teachers in Eastern and Laissez Faire schools.

5. The structure of moral values being emphasized at the different schools at present has been found to be similar. Accordingly, the values being emphasized at present comprise truthfulness, good manners, discipline, respect for others, love, honesty, kindness, friendship, personal relationship, sense of duty and co-operation.
6. Pupils have been able to identify clearly several values which in their opinion are not being emphasized by their teachers. Values namely dignity of labor, social awareness, mercy, dynamism, determination, presence of mind, resourcefulness, courage, wisdom and reasoning, patriotism endurance enterprise and comparison have been identified as those values which are not being prominently emphasized at school level at present and

7. The values which in the perception of students need to be prominently emphasized at the school level are being emphasized at present and values which are not being emphasized. Recommended values are presence of mind, resourcefulness, courage, wisdom and reasoning, kindness and truthfulness, honesty, good manners, love, sense of duty, sense of co-operation and social awareness.

Gupta, Ranjana (1989) in the present study made an attempt to study the values and moral judgment of adolescents of two representative centers of western and eastern Uttar Pradesh. The major findings of the study were (1) The mean scores of the Indian control group were significantly higher than the Canadian control group on choosing from alternatives, publicly affirming and acting dimensions of the VCS (2) The mean scores of the Canadian control groups were higher than the Indian control group on prizing and cherishing and repeating dimensions of value clarification (3) No significant difference was observed between the mean scores of the Indian and Canadian control groups on choosing freely, choosing after thoughtful consideration and clarification (4) The t-values reveal that the Indian experimental group was significantly superior to the Indian control group with respect to overall VCS scores and all its dimensions (5) The Indian experimental and Canadian control groups were found to be par with respect to prizing, cherishing and repeating dimensions of the VCS, while on the other dimensions and overall VCS scores, the Indian experimental group was superior to Canadian group.

Macneil, Jeremiach Bernad (1991) studied the life roles and values of senior undergraduate education students. The findings indicated that education students tend to value areas of personal achievement and social orientation more than those that relate to working conditions as risk taking. The level of work important (Salience) was high across the total sample with role of home and family relates as the most
important role for the majority of students. Community service was judged to be the least importance of the life roles measures. Generally, students were uncertain about their career in teaching less than half of the respondents indicated that they expected to seek a full time employment as a teacher and one third expected obtain a full time position different from teaching. The results of correlative analysis between values and life roles, career expectations and images of teaching revealed a number of statistically significant correlation coefficients at 0.05 level of the values which respondents will seek in future life roles, leisure activities and work shared the greatest number of significant positive correlation. In results of the study suggested that the education students given importance to social orientation, personal development, home and family. They also approached their career with a degree of uncertainty. They were low risk takers and expressed interest into states of teacher education and profession.

Chhaganlal (1992) compared the teacher’s children and non-teachers children in four selected variables. The findings revealed that non-teachers children were significantly better than teachers’ children in social value, whereas teachers’ children and non-teachers’ children were found equal in power, religious, aesthetic, theoretical and economic values. Primary teachers’ children were at a higher level than college teachers’ children were in power value on religious value where as college teachers children were at a higher level than the primary teachers’ children in theoretical and social values.

Teacher’s children were better adjusted than non-teachers children. Primary, secondary and college teachers’ children did not differ significantly in adjustment. Teachers’ children and non-teachers children did not differ significantly in their attitude towards teaching profession. Primary, teachers’ children, secondary teachers’ children and college teachers’ children did not differ significantly in their attitude towards teaching profession. Non-teachers’ children were at a higher level than teachers’ children in academic achievement.

Padmanabhan (1992) attempted to assess the values of high school pupils to understand their value pattern in the present day social and educational environment and to offer a few suggestions for the improvement of values to schools in the light of the present findings. Findings of the study revealed that the value pattern of pupils
studying IX was quite satisfactory. Thought there was a rather wide disparity in different value scores, the rank order of mean scores for the different values showed the highest score in social value and the lowest score in political value. Boys and girls differed in respect of theoretical, economic, political, social and aesthetic values. There was an association between the pupils most preferred value and their caste and religion. There was an association between the pupil’s most preferred value and their parents’ socio-economic status. There was an association between the pupils most preferred value and self-concepts.

Sati (1992) compared the needs, values, aspirations ad adjustments of SC and Non SC secondary schools in relation to their academic achievement. Sample of the study consisted of 200 students from each group. The findings of the study revealed that the SC boys and girls did not differ in their values and educational aspirations SC students had higher theoretical, political, order, autonomous, affiliation, nurturance and endurance needs than non-SC students. High achieving SC boys had higher theoretical values than low achieving boys though low achieving boys had higher economic values.

Arokiasamy (1993) attempted to study the value perception of the first-degree students in colleges affiliated to the Madhurai Kummaraj University in relation to certain personality and environment factors. The findings were: (1) The value perception was dominant with loving, honest and ambitious as instrumental value was concerned. (2) As terminal value was concerned, students value perception was dominant with freedom, happiness and equality. (3) Male students were dominant with loving, ambitious, honest, freedom happiness and equality. (4) Female students were dominant with honest, loving, helpful, happiness, freedom and world at peace.

Pandey (1994) a psycho linguistic study examines the democratic values such as liberty, justice, equality and fraternity of 100 monolinguals. 100 bilinguals and 100 trilingual were class V students. Balanced bilingual were founded to be higher on democratic values in comparison to monolinguals as well as non-balanced bilinguals.

Singh (1994) conducted study to compare academic achievement, social/political/religious/theoretical/economic/aesthetic values and self-disclosure of socially accepted, rejected and neglected students of senior secondary schools. Findings of the study revealed that there is a significant difference between socially...
rejected and neglected girls regarding their theoretical, aesthetic, social and economical values. But no differences were found in political and religious values. Scores for academic achievement of socially accepted girls were higher of socially rejected and neglected girls. Socially accepted girls significantly differences from other two groups on social values.

Vedprakash (1994) conducted the study to examine differences between science and arts students in their educational aspirations, school adjustment, values and school environment. Findings of the study revealed that the students belonging to rich school environment were significantly higher on social value than their counter parts from poor environment in all the three groups. The relationship between social values and social climate was positive and significant and it had inverse relationship.

Preston, Rondall Wayne (1995) conducted a descriptive study of values on educational programme in Texas public elementary schools. The following generalizations were emerged from the study (1) Principles related that the values education programs in their schools are beneficial to students and are supported by parents, community, school boards and by the school administration (2) School teachers and school administrators are the most influential groups for initiating existing values and education programmes (3) The prominent vehicles for values instruction in schools is through the hidden curriculum. 94% of the principals surveyed in this study reported using some type of approach with students to promote values in their schools. Finally, a longitudinal study to investigate the log-term benefits for value education programmes was recommended.

Verma, Dharmendra (1995) conducted a study on value pattern of arts, science and commerce students. Findings of the study showed that social values were found highest among arts stream, theoretical values between science stream and commerce streams and aesthetic values the lowest in all the three streams. On economic values, the commerce and science students differed significantly. The socio-economic status did not affect the values of the students and so was the urban and rural locality. Students of lower income group were found to be more religious than the higher income group.

Ranu and Sarbjit Kaur (1995) studied the value dimensions as related to level of aspiration and intelligence of post graduate students of three universities. The
findings revealed that there were minor deviations in the ranking order of the two most preferred values, while students at Punjab and Punjabi universities gave first preference to political and second to theoretical while GNDV students gave first preference to theoretical and second preference to political. Males were significantly higher on theoretical values but lower on the aesthetic and social values than the females. Art students were significantly higher on aesthetic, social and political values than the science students. In order of ranking, values for high level of aspiration and intelligence group were theoretical, political, economic, social, religious and aesthetic while for the low group were political, theoretical, aesthetic, economic, social and religious. High and low aspiration female groups were nearly homogeneous in their value patterns. Multiple correlation results indicate that level of aspiration and intelligence could be established in predicting theoretical, economic, aesthetic values in females.

Shukla and Shraddha (1996) conducted a study to investigate the difference between the values of literate and illiterate, working and non working women. Findings of the study revealed that, there was no significant difference between literate and illiterate, working and non-working on their awareness of social, political and health values but on religious values they did differ. Literate working women had materialistic attitude than literate and non-working women. It was observed that illiterate and illiterate non-working women were much more conscious about their family reputation and women aware of adoption of new techniques in general than literate working women. Both working and non-working women had a positive attitude towards aesthetic values.

Othman and Johany (1997) studied the gender and ethnic relationship between values, attitudes and behavior among selected Malaysian fourth and fifth form students. The main findings from this study were (1) It was difficult to obtain a measure that was reliable and stable in a cross-cultural study of this nature (2) The Malay group results neglect the current trend in Malaysian youth which is a concern to the relevant authorities.

Mohamood Ali (1998) examined the relationship among personal values, career aspirations, socio-economic status, academic achievements and educational choice. Researcher conducted the study on sample 500 students (250 male 250
female. The findings of the study reveal that the academic achievement correlated significantly and positively with socio-economic status, knowledge value and occupational aspirations and negatively with power value. In the case of arts and science groups' academic achievement was correlated significantly with socio-economic status but in the case of commerce group these variables were found to be uncorrelated.

Christine Robert and Alex Pieterse (2004) observed that the cultural value differences among American undergraduate and graduate students were influenced by the participants' gender and racial identity status. Findings suggest that a strong preference for district cultural values orientations that reflect both traditional Asian and Europe American Cultural values. Results indicate that the participants in the study were endorsed orientations towards human nature, future time orientation and an activity orientation. The subjects the study who actively reject white society and immersed themselves in town cultural group had a preference for a past time value orientations.

Kulwanth Pathania and Anitha Pathania (2006) made an empirical analysis on teachers' opinions on certain selected values. As primary source of data, a questionnaire was prepared wherein the view of 50 colleges and university teachers from 10 different states were taken for analysis. The questions included in the questionnaire were based on socialization, imitation, conformity, interpersonal understanding, emotional education, physical education, spiritual education and autonomy. The analysis reveals that hundred percent of the respondents (100%) felt that socialization and interpersonal understanding play a major role in development of values, whereas 91.3% respondents emphasized the need of physical education. Regarding holistic approach of education, acting as a role model and spiritual education, 87%, 85% and 82.6% teachers voted in favor of them respectively. Autonomy, conformity and emotional education were supported by 69%, 65.2% and 65% respondents respectively.

Mc Pherson, Michael, S. and Schapiro, Morton Owen (2007) found that the examples of issues in higher education that have significant value dimensions. These issues are (1) Early admissions (2) Needs analysis in student aid (3) Need - based aid packages (4) Admissions decisions.
Greene, Joshua, D.; Morelli, Sylvia, A.; Lowenberg, Kelly; Nystrom, Leigh, E. and Cohen, Jonathan, D. (2008) conducted a study on traditional theories of moral development emphasize the role of controlled cognition in mature moral judgment, while a more recent trend emphasizes intuitive and emotional processes. Here we test a dual – process theory synthesizing these perspectives. More specifically, our theory associates utilitarian moral judgment (approving of harmful actions that maximize good consequences) with controlled cognitive processes and associates non – utilitarian moral judgment with automatic emotional responses. Consistent with this theory, we find that a cognitive load manipulation selectively interferes with utilitarian judgment. This interference effect provides direct evidence for the influence of controlled cognitive processes in moral judgment, and utilitarian moral judgment more specifically.

Mayhew, Matthew, J. and King, Patricia (2008) investigated that college instructors use a variety of approaches to teach students to reason more effectively about issues with a moral dimension and achieve mixed results. This pre–post study of 423 undergraduate students examined the effect of morally explicit and implicit curricular content and of selected pedagogical strategies on moral reasoning development. Using causal modeling to control for a range of student background variables as well as time 1 scores, 52% of the variance in moral reasoning scores was explained; we found that these scores were affected by type of curricular content and by three pedagogical strategies (active learning, reflection and faculty–student interaction). Students who experienced more negative interactions with diverse peers were the least likely to show positive change in moral reasoning as a result of participating in any course. Implications for the design of intervention studies are discussed, including the need to attend to selection and attenuation effects.

Tal Eyal, Nira Liberman and Yaakov Trope (2008) investigated that people judge immoral acts as more offensive and moral acts as more virtuous when their acts are psychologically distant than near. This is because people construct more distant situations in terms of principles, rather than attenuating situation – specific considerations. Results of four studies support these predictions. Study 1 show that more temporally distant transgressions (eg, eating one dead dog) are construed in terms of moral principles rather than contextual information. Study 2 and further
show that morally offensive actions are judged more severely when imagined from a more distant temporal (Study 2) or social (Study 3) perspective. Finally, Study 4 shows that moral acts (e.g., adopting disabled child) are judged more positively from temporal distance. The findings suggest that people more readily apply their moral principles to distant rather than proximal behaviors.

Turiel and Elliot (2008) examined that Lawrence Kohlberg first published details of his research on the development of moral judgments in “Vita Humana” (later titled “Human Development”) Along with a series of other articles and essays; he greatly influenced research on moral development. He was instrumental in moving the field out of the narrow confines of analyses of psychological mechanisms to inclusion of substantive philosophical definitions of the domain. He persuaded many researchers to take morality seriously as a realm pertaining to people’s thinking about how they ought to relate to each other and how social systems should be organized. Although several aspects of Kohlberg’s theoretical formulations are now not widely accepted, most researchers (though not all) are concerned with combining epistemological considerations with psychological analyses and view children as possessing moral capacities not solely imposed by adults. One of these theoretical perspectives, discussed in this easy, is based on distinctions among social domains.

Brimi, Hunter (2009) examined that the role that teachers play in the moral development of American students. Historically, one of public education’s purposes in America has been the development of moral citizens. However educators currently face more academic accountability due to no child left behind. Consequently, teachers must strike a balance between achieving quantifiable academic standards and assisting with students’ character development.

Fowler, Samantha, R.; Zeidler, Dana, L.; Sadler, Troy, D (2009) studied that how teaching a year long curriculum using Socio – Scientific Issues (SSI) learning out comes. In this report, the effects of a SSI driven curriculum on the development of student’s moral sensitivity. Results indicated that development of moral sensitivity can be promoted through science learning experiences embedded in SSI. Moral sensitivity is contextually dependent.
2.12 APPRAISAL

It may be seen from the brief review of literature presented in the foregoing pages that a number of studies have been carried out in the area of value oriented education. Value educations to be are of the most important variable held in high esteem in all cultures, countries and times. Hence the research related to the area of value oriented education is an ever growing concern of the researchers, educationists and administrators.

Value oriented education is of paramount importance particularly in the present socio-economic and cultural contexts. The importance of value oriented education has raised several important questions for educational researchers. What factors promote value oriented education in students? How far do the different factors contribute towards value oriented education. Many factors have been hypothesized and researched upon.

The review of related literature suggested that studies related to this area may be broadly classified into the following categories:

1. Studies with sociological base;
2. Studies with Psychological base;
3. Studies relating to both sociological and Psychological base.

Through there are considerable studies an attitude towards value oriented education in relation to Sociological and Psychological factors at secondary and High School level, Very few studies were found particularly at college level. The present investigation considered to strike at the combination of both socio - psychological factors in the prediction of attitude towards value oriented education of Intermediate students. Review of literature reveals that an extensive study of the influence of Psycho – sociological factors on attitude towards value oriented education especially at Intermediate College level is very rare. It is an attempt to see the relation ship between presage and product variables of value oriented education. The area under investigation is a navel and on explored are with respect to population of Intermediate students and their nature of work.

Another interesting feature observed is that majority of the studies in the area of value oriented education contained to simple correction analysis between predictors.
and the certain variables. Individual and cumulative effects of several independent factors on value oriented education could be assessed more accurately by employing regression analysis. Therefore, the main aim of the study is to predict. The multiple effects of the independent factors on attitude towards the value oriented education of Intermediate students and further to suggest suitable regression equations in the prediction of attitude towards value oriented education of Intermediate students.

By and large except on a few variables, the results obtained in the area of value oriented education are not coinciding and hence warranting further exploration. Further, studies and the relative impact of each of the several independent variables that affect value oriented education are rare to find. The need for research on the area of attitude towards or Intermediate students is warranting.

The above crucial conditions lead the investigator to make an attempt in this area of attitude of Intermediate students towards value oriented education in relation to certain psycho sociological variables. Keeping all these observations in view the problem is stated clearly with its objectives and suitable hypotheses are formulated in the succeeding chapter.