CHAPTER II

REVIEW OF RELATED LITERATURE
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CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Introduction

Review of related literature is a significant aspect of any research work. The research worker needs to acquire up-to-date information about what has been thought and done in particular area, from which he intends to take up a problem for research. A familiarity with the literature on any problem area helps the students to discover what is already known, what others have attempted to find out, what method of attack have been promising or disappointing and what problems remained to be solved (John Best, 1989).

The literature in any field forms the foundation upon which all future work will be built, scanning of relevant research reports guides the researcher in the right direction, highlighting the pitfalls of the earlier studies showing him the landmarks achieved. Review of related literature involves the systematic identification, location and analysis of documents containing information related to the research problems. It is the key to the vast storehouse of published literature that may open doors to the sources of significant problems and explanatory hypotheses and provides helpful orientation for definition of the problem, background for selection of procedure and comparative data for interpretation of results (Carter, 1945). It provides ideas, theories, explanations, hypotheses or method of research, and variables in formulating and studying the problem.

The investigator made a careful review of the journals, surveys done on educational researches, dissertations, research abstracts, theses, educational reviews and other sources of information for the present study. The literature thus examined has been classified under the following headings.

- Studies related to Values and Value Education
- Studies related to Values and Moral Development/Judgement
Studies related to Models of Value Education
Studies related to Value Analysis Model
Studies related to Value Discussion Model
Studies related to Valuing Competencies

2.2 Studies Related to Values and Value Education

Santos (2013) conducted a study on ‘Social Competence in Preschool Children: Replication of Results and Clarification of a Hierarchical Measurement Model’. This study tested assumptions and conclusions reached in an earlier confirmatory factor analysis study of the Social Competence construct for preschool children. The result suggested that there was a significant difference between boys and girls on the social competence, peer acceptance and initiating interactions. The study also showed that there was a significant locale difference on the social competence.

Kilian, Hofer and Kunhle (2013) conducted a study among 348 students on the concepts of parental monitoring, peer value orientations, students’ personal goals, and their value orientations in relation to their motivational interference in the classroom conflict situations. A self-report questionnaire was used that combined a qualitative assessment of personal goals with a quantitative approach. The study found a positive relationship between students’ motivational interference in the classroom conflict situation and their parental monitoring, peer value orientations, personal goals. The study suggested that teachers should help students to reconcile their multiple values and goals in the classroom.

Thornberg and Oguz (2013) examined Swedish and Turkish teachers’ perceptions on Value education. Qualitative interviews with 52 teachers were conducted and analyzed. Value education was mostly about compliance with societal values and norms. The learning goals or values in value education were mainly how to treat others and self-responsibility. Teachers did not take a critical approach. A main method of value education reported by the teachers was to be a good role model in everyday interactions with students. Value education was largely described as an everyday practice embedded in the stream of social interactions. Furthermore, an everyday language was used when the teachers described values and value education. There was a lack of professional
Khan (2013) in the article ‘Value Crisis among our Youth and Value-Oriented Education’ discussed the importance of Value-based education especially for youth. He mentioned that the youth have lost all the decent social and moral values and there was an urgent need to revamp the entire educational system to make value education an integral and important component of education. He highlighted the importance of whole school atmosphere in the Value development of the students and insisted that the Values have to be embedded in the system and the pupils are to be encouraged for self-reflection.

Sahinkayasia (2013) made a study to understand Elementary School Teachers’ views on Value education. He inquired how to actualize Value education in elementary schools and to understand teachers’ views on it. Participants of the study consisted of six teachers giving values education. The data, collected with semi-structured interviews, were content-analyzed. The results revealed that participants have difficulties in planning, implementing and evaluating Value education lessons in respect to learning outcomes, content, instructional materials, activities and methods.

Acat and Aslan (2012) accessed a new Value classification and analysed the views of teachers and parents related to this classification. The general survey model was employed in this study. The population of the study was composed of primary school teachers and parents of their students in Eskisehir. The study adopted purposeful sampling. The sample consisted of 575 teachers and 1726 parents selected from the primary schools in Eskisehir. The Living Values Table was used to collect data. Hierarchical cluster analysis was used to access the Value classification. A Value classification composing of five classes namely conservative-traditional values, national-ethnic values, self oriented-personal values, social-community values, scientific-innovative values were obtained in the study. The scores given for conservative-traditional values and social-community values showed a statistical significance in favour of parents; the scores given for national-ethnic values, self oriented-personal values, and scientific-innovative values showed a statistical significance in favour of teachers.

Zhang (2010) made an attempt to study the Cultural Values of Chinese Children through Literature. The contents of 145 stories, published in the most popular Chinese
children’s story magazine from the 1980 were examined for the representation of cultural values. The presence of Chinese, Western and Social-Moral values in stories was assessed using checklists. The study analyzed and compared cultural values found in the fiction and folklore stories published in each of the three decades reviewed. The study found that the presence of western cultural values are predominant than their indigenous values. It shows the overwhelming influence of western cultural influence.

Twigg (2010) investigated the role of personal and professional aspects of teaching and learning which teachers have developed and practised, in relation to the dispositions, values, beliefs and knowledge that may assist them in successfully transforming to inquiry-based teaching, specifically in the implementation of the International Primary Years Programme. The study revealed that teachers who have high personal expectations that are reflected in the organization, deliverance and assessment of the programme have a great influence in their deliverance and practices. It plays an important role in them transforming their practice from traditional didactic methodologies to inquiry-based teaching and learning pedagogies.

Muhmud (2009) conducted a study on Values – A study of Teacher and Student Perceptions in Four Countries. The study aimed at assessing and comparing the values prevalent among the students and teachers of Universities in Bangladesh, Japan, USA and Germany. The sample consisted of 480 students and 236 teachers. The sample included 120 undergraduate students from Japan; 120 from Bangladesh; 120 from USA, and 120 from Germany. The faculty sample included 60 teachers from Japan, 60 from Bangladesh; 60 from USA, and 56 from Germany. The results revealed that Bangladeshi students held stronger preferences for values identified as functional values than for those identified as dysfunctional. Japanese students indicated stronger preferences for the values identified as functional values except narcissism. The American students indicated a preference for three of the five values identified as functional but also ranked narcissism and other worldliness as third and fifth preferred values respectively. German students showed a preference for functional values, except narcissism which they also ranked as third.
Bangladeshi teachers’ preferences for functional values were higher than dysfunctional values. Japanese, American and German teachers indicated a preference for functional values except narcissism. Students and teachers in the four countries indicate preferences for values identified as functional with few exceptions.

Tay and Bayram (2009) studied Parents’ views regarding the Values aimed to be taught in Social Studies lessons”. This study discussed Value education and parents’ ideas about the values aimed to be taught in Social Studies lessons in the 4th and 5th grades of the primary education. Data were collected by administering questionnaire developed by the researchers. The results obtained were as follows: parents listed 19 different values to be taught in social studies lessons; they listed the reasons of values and value education that have to be taught. The study arrived at the conclusion that the main responsibility of giving value education belongs first to parents and second to school and teachers.

Lumpkin (2008) carried out an experimental study on teaching Values through youth and adolescents’ sports. The study found several issues in youth and adolescent sports and proposed alternate ways to address them, starting with the development and implementation of an athlete-centered philosophy. The study described the goals for youth and adolescent sports, discussed what the moral values of parents, coaches and athletes should be in sporting contexts and concluded with suggestions for enhancing the sports experiences of youth and adolescent athletes.

Thornberg (2008) in the study on the Lack of Professional Knowledge in Value Education made an investigation of teachers’ perceptions of their practice of values education, and explored their degree of professionalism. Interviews with 13 teachers were conducted and analyzed by a comparative analysis method. According to these teachers’ view, value education was most often reactive and unplanned, embedded in everyday school life with a focus on students’ everyday behaviour in school, and partly or mostly unconsciously performed. Furthermore, professional knowledge appears to be missing in the domain of value education among these teachers.

Sharma (2006) conducted a study regarding the Value Pattern of the Senior Secondary Students. Results revealed that female senior secondary arts students intend
more towards the religious and moral values than the male students. Male senior secondary arts students intend more towards the social, hedonistic, power and health values than the female students. There was no significant difference between male and female students on Democratic, Aesthetic, Economic and Family Prestige Values.

Kukreti (2005) studied on Values and Teacher Competence. It was a correlated study to find out the role of values in teacher competence. It studied about the value patterns of the competent and incompetent teacher. The study found that there was a positive correlation between Values and Teacher Competence.

Muijen (2004) made a study on the Integration of Value Education and Sustainable development in a Dutch University Curriculum. Despite the mainstream technological approach of science in academic curricula, with its focus on specialisation, the Dutch history of higher education is an interesting example of an alternative development. The Vrije Universities of Amsterdam declared in its mission statement a pedagogical ideal of “broad academic education”, oriented towards educating students to become “morally responsible and reflective scientists and professionals”. The study conducted a pilot study focusing on organisational dynamics, learning processes involved in Value education, and the question of how a philosophical/ethical perspective on sustainability can be integrated into the curriculum. The study suggested that students need more insight into the status of Values as different from empirical facts.

Shrivastava (2003) conducted a study of life values and life styles of the students studying in Hindi and English medium institutions on a sample of 125 students each from 4 Hindi and 4 English medium schools. The study found that there was no significant difference between life values and life style patterns of the students studying in Hindi and English medium schools. Significant difference was found in life values among the students on the basis of socio-economic background.

Vasuki (2003) conducted a study on the impact of value education on school pupils at different levels on a sample of 720 pupils (360 boys and 360 girls) from 4 types of schools namely government, corporation, aided and matriculation. The study found that the Value education program made a significant impact on personal, social and cultural values of all the selected pupils. The study also found that those rural school
pupils registered higher mean scores than their counterparts in urban schools at the secondary and higher secondary level.

Narola (2002) studied the National Integration, Self-concept, Attitudes and Values among National Service Scheme students and Non-National Service Scheme students on a sample of 488 students of Punjab city and Chandigarh city. The major objective of study was to compare national integration, self-concept, attitudes and values of the N.S.S. students and Non-N.S.S. students. The findings of the study showed that there was no significant difference between the mean values on attitude and self-concept of the N.S.S. and the non-N.S.S. groups of students. Significant difference was observed on the total value system and national integration between the mean values of the N.S.S. and the non-N.S.S. groups of students.

Shah (2002) conducted a study on the Effect of National Value Education (NVE) programme on the National Values of the Secondary School Students of Ahmedabad City in context of certain variables. The major finding of the study was that the effect of the NVE programme developed a remarkable positive attitude regarding the national values and scored a high rank regarding the general knowledge among the students of secondary schools of Ahmedabad city.

Seth (2001) conducted a study on the Self-concept and Life Values of children in reference to their family background at junior high school level on a sample of 400 students of class six and eight. The study found that the self-concept of boys was higher than girls of class six and eight. Aesthetic, economic and religious Values of girls of class six were found to be higher than the boys. But religious Values of girls of class eight was found to be higher than the boys.

Dhanaval (2000) studied the importance of Value-based Education and stated that Value – based education is not possible without value-based teachers. The study revealed the importance of Panchasila - the five principle of ahimsa, aloha, brahmacharya, satya vachna and sura-pananisheddh as a good working guide for Value-based education.

Jain (2000) made a comparative study of Socio-economic Status and Values of educated and uneducated women in relation to their Attitudes towards Social change. The findings of the study were as follows: (1) the background of women, urban or rural
and their education was related to their attitudes towards social change. The correlation of socio-economic status of educated women and attitude towards social change was highly positive. (2) Social values of women of educated class are highly positive and effective. Educational values of women of uneducated class are highly negative. (3) There was low correlation between socio-economic status and values of educated and uneducated women in relation to their attitudes towards social change. (4) Attitude towards social change among the women of each class, namely, rural, urban, educated and uneducated are more or less the same.

Khatri (1999) conducted a Factor Analytic Study of Human Values on a sample of 200 students of grades nine and ten belonging to eight schools in Indore district. The objectives of the study were: to study and compare the factor structures of selected human values of secondary students of different religions and to study and compare the factor structure of different dimensions of psychological meaning of related human values of secondary students. The study suggested that the factor structure of activity and evaluation dimensions of psychological meaning of selected human values of Hindu, Muslim, Sikh and Christian secondary students were almost different and closer to each other respectively.

Kumar (1997) conducted a study of personality factor, values and self-concept of the students of co-educational and non-coeducational institutions on a sample of 600 students of degree and post-graduate colleges. The study found that there was no significant difference in the means of 15 personality factors between the students of degree classes studying in co-educational and non-educational institutions after the stay of one year. The study also found that there was a significant difference in the values and self-concept of the students of co-educational and non-co-educational institutions.

Sharma (1996) conducted a study on differential values of students and teachers as a function of various social factors. The important findings of the study showed that there was no significant difference between the mean scores of male and female high school teachers on social, religious, economic, aesthetic, theoretical and political values. However, the mean scores of male teachers were higher than those of their female counterparts on religious, economic and theoretical values whereas in the case of social,
The mean scores of male teachers were higher on social and economic values than those of their students on the religious value. The mean difference between the male teachers and their female students was significant on the political value. There was a significant mean difference between the high school female teachers and their male students on the aesthetic value.

Jyothi, Joshi and Poornachand (1994) made a comparative study of moral values of adolescents in nuclear and joint families. The study asserted that 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 in their moral values. 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.

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

Usha Sri (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 standard seven, nine and ten, 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., Characteristics to which teachers feel that less attention is paid in the text-books included, ‘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’.
In the study ‘Understanding of Humanistic Values through Drama’ conducted by Kelchand, Bevealy and Baenes (1992) made an examination of human values through drama which used discussion, role playing, writing, observation and evaluations to assess students’ understanding of humanistic values as experienced in these piece of dramatic literature. The results indicated that the group acquired a great deal of growth in group cohesion, always warm, friendly, and polite to others.

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

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 value education and they had assimilated the Values to a great extent.

Adhikari (1991) studied 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) 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.

Bhargavi (1990) made a study on identification of Values in English Prose of standard nine students in West Bengal and reported that boys in standard nine identified more democratic values in English prose than girls in the same standard. Girls identified
more social values than boys in English prose. Boys and girls identified religious, personal and aesthetic values to the same level in English Prose.

Sharma (1990) advocated 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 Paramahamsa, Vivekananda and Gandhiji) it was concluded that Values are inculcated through the conduct of the elders and imbibed by the youngsters.

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

Peretz (1982) made a study on Value Education as perceived by Parents, Teachers and pupils in Israel. The major findings of the study included: Israeli parents, high school students and teachers attach more importance to instrumental values (idealized modes of conduct such as achievement and decency) than to terminal values (human ideals such as freedom and Jewish/Arab consciousness). They believe that instrumental values are cultivated in schools to a greater extent than terminal ones. Results included the following: (1) there was considerable consensus among school staff over the values they wished to impart to their students; (2) most staff and parents saw value 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, co-operation, respect and consideration.

2.3 Studies Related to Values and Moral Development/Judgement

Alavi (2010) conducted a study on “Correlation of Managers’ Value systems and Students’ moral development in high schools and Pre-University centers”. The goal of this research was to understand the managers’ value system, the students’
moral development, and their relationship in the high schools and pre-universities in Kerman City. The research method used was descriptive-correlation. The statistical population was composed of high school and pre-university managers and students, which included 72 managers and 16,643 students. All of the managers and 375 students were selected through cluster and simple random sampling methods. The necessary data were obtained by the Study Of Values (SOV) test for identification of the managers’ value system, and the Defining Issues Test (DIT) to identify students’ moral development. The research results showed that there was relationship between the managers’ theoretical, social, and religious values and the students’ moral development, but no relationship between the managers’ economic, aesthetic, and political values with the students’ moral development.

Ozolins (2010) studied the role of schools, as a particular moral habitat, in the formation of moral virtues and how the inculcation of a comprehensive private moral system of beliefs, values and practices leads to public values in a multicultural and pluralist society. The study argued that the formation of good persons ensures the formation of good citizens and that government should therefore support good moral education rather than seeking to impose national public values or concentrating on developing good citizens only.

Haste and Abraham (2008) in their paper on ‘Morality, Culture and the Dialogic Self: Taking Cultural Pluralism Seriously’, explored moral reasoning within the framework of contemporary cultural theory, in which moral functioning is an action mediated by tools (such as socially available discourses) within a social and cultural context. The cultural model provides a framework for understanding cultural variations in ethical systems as well as the social context in which individual reasoning operates and develops. The core processes are discursive, dialectical and dialogic relationships at the intersections of three parts of a system comprising societal-cultural context, dyadic interaction and the individual agent. Key processes include the cultural and social construction of moral narratives and discourses that provide explanations and justifications within shared legitimation, comprehension and value. These provide resources that are drawn upon both in dialogue and in individual reasoning.
Kelly (2008) carried out a study on the development of Moral Judgement and Value Education in Religious Education, described the steps from the recent history of the discipline of religious studies, its trajectory and actual legislation, understanding the human moral development, observing the phases that it elapses until it arrives to a level of maturity in terms of morality; defining what values are, noticing how they can be worked in the discipline of religious studies and verify if the education of values is inside of it. The objective was realizing a study of the development of moral judgment on infancy and pre-adolescence and of moral education through an education of values at school, specifically in the discipline of religious studies. About the results, it can be affirmed that education of values is present, even though implicitly, in the discipline of religious studies of the researched school.

Cummings, Hurlow and Maddux (2007) in their article ‘Moral Reasoning of In-Service and Pre-service Teachers: A Review of the Research’ concerned about the moral domain of teaching, expressed that, for more than 30 years empirical studies investigating moral reasoning of in-service and pre-service teachers have been sparse. Even fewer studies have investigated the effectiveness of educational interventions to advance moral reasoning in these populations. The study reviewed the researches on moral reasoning and moral interventions with in-service and pre-service teachers and suggested implications for teacher education programmes. Results of the review indicate that moral reasoning levels of in-service and pre-service teachers are relatively low but can be increased through proper intervention.

Stams et al., (2006) analysed the Moral Judgement of Juvenile Delinquents. They conducted a meta-analysis of 50 studies to investigate whether juvenile delinquents use lower levels of moral judgement than their non-delinquent age-mates and, if so, what factors may influence or moderate the developmental delay. Psychopathic disorder and institutionalization were identified as unique moderators of the link between moral judgement and juvenile delinquency. It concluded that developmentally delayed moral judgement is strongly associated with juvenile delinquency, even after controlling for socio-economic status, gender, age and intelligence.

Clare (2002) made a research on Decision Styles related to Moral development
among managers in the U.S. on a sample of 270 managers. The purpose of the study was to ascertain the relationship between decision style and moral development among U.S. managers. The result of the study confirmed the relationship between higher directive decision style scores and lower principled reasoning scores. Managers, who exhibit directive decision style might be responsible for the management of non-managerial population of workers, and in such a capacity, set the ethical tones and examples for employees to follow.

Kumar and Kumar (2002) conducted a study regarding ‘Moral Judgement and Academic Achievement among Primary School Children’. The major findings of the study were the high and low achievers of backward and scheduled caste groups differed significantly among themselves for their certainty in their judgements. The high and low achievers of forward class did not differ among themselves, neither any significant difference was found across various caste groups for their certainty in judgement. However, the trend of high achievers being more certain in their judgement in the case of forward caste subject as-well.

Miller (2000) made a comparative study on Moral developments on a total sample of 120 subjects selected from U.S. and from a city in southern India. The study found that in particular situations, Americans and Indians hold a common view of social obligation and that Cultural systems play a role in the formation of moral codes.

Patenaude (2000) carried out a study on changes in students’ moral development on a sample of 92 medical students. The study found that the impact of the first 3 years of medical studies on the development of moral reasoning expected to occur with maturity and involvement in University studies. Using a longitudinal approach, the study identified potential effects of medical education on a single cohort and compared them to those found in the U.S. longitudinal study.

Taylor (2000) made a study on Moral development of Japanese Kindergartners. The study identified four themes seemingly related to the children’s moral development namely social system, morality, emotions and responsibility. The study found that the level of moral development of Japanese Kindergartners showed a positive relationship towards the concept of social system, morality, emotions and responsibility.
Vijayalaxmi (1999) conducted a study on ‘Moral reasoning among Pre-adolescents – A study of its developmental factor’ on a sample of 198 boys and girls from three different schools in Delhi. The result showed that boys and girls do not differ on moral reasoning. Social-cultural milieu is found to have a significant relationship with moral maturity. However, a significant difference was observed between boys and girls of an elite social group. Girls of the elite social group were scored significantly higher on moral maturity than the boys of that group. In the culturally and socially conscious sub-group, there was no difference in moral maturity between boys and girls. There was no correlation between different disciplinary practices and moral maturity. In the case of boys, the relationship is significant but negative except in one variable that is punishment. There was no relationship between different components of school environment and moral maturity scores with respect to boys and girls.

Sridhar (1995) studied the extent of adult authority and peer group influence on moral judgement, an aspect of moral development of high school students. The purpose of the study was to find out the relationship between moral judgement and certain personal and social variables such as age, sex, intelligence, family life atmosphere and socio-economic status of high school students.

The study reported that the moral judgement of high school students was influenced by adults to a great extent. The students were guided by established moral principles in their moral judgement. The result supported the previous findings that young adolescents were more likely to follow the advice of parents as adult authorities had not affected much of their moral decision making. The study also reported the implications of the findings to the role of parents in moral development.

Arya (1993) conducted a study on the development of moral values in adolescents on a sample of 70 boys and girls of class seven as well as 70 boys and girls of class nine from two Government schools of Churu District of Rajasthan. The major objective was to study the development of values of nationality, non-violence, independence, patience, regard, justice, avoiding evil, sacrifice, honesty and simplicity in students. The study found that the development of moral values in class seven and class nine was not significantly different. The growth of moral values at different socio-economic status of students of class seven and that of class nine differs significantly.
Issac (1993) made a research on the role of sex stereotype and parental love in the development of moral adjustment in children on a randomly selected sample of 600 students of class three to eight from six schools in Ernakulam. The result of the study showed that the girls were consistently superior to boys on their moral judgement. The study also found that both parental love and the child’s age had a significant bearing upon the moral judgement of the child.

Singh (1993) conducted a study on the development of Moral Judgment among adolescents. The objectives were: to study the status of moral judgement and moral self-concept and the relationship of the two in school going adolescents, and to comprehend the role of personal attributes and role-play situation in the socio-cultural environment responsible for high or low moral judgement development. The findings of the study showed that the school going adolescents scored low on moral judgement and were characterized by conventional morality. It pointed out conformist and authority maintaining orientations among the adolescents. Moral judgement is found to be independent of moral self-concept. On gender categorization, boys excelled girls on moral judgement. Urban and rural adolescents did not differ significantly on moral self-concept.

Pradhan (1992) made a study on the variation in the development of moral judgement of school students in different types of schools in relation to general intelligence, personal values and socio-economic status. The study found a significant positive but moderate correlation between moral judgement and intelligence and a significant positive but low correlation between moral judgement and socio-economic status. The study made it clear that girls exhibited significantly higher Moral Judgement than the boys.

Bajpai (1991) conducted an experimental study titled ‘Educational intervention curriculum for Moral Development and its Facilitative Effect upon the Development of Moral Judgement’. The study found that the children who participated in the program acquired ability to judge an act as right or wrong and the variables of intelligence, academic achievement, school adjustment and family structure were found to be significantly connected to the level of Moral Judgement.
Rani (1991) studied Moral Judgement of urban and rural senior secondary students. The major finding of the study was that the urban students were better in moral judgement as compared to rural students. It was also found that there was a significant relationship among intelligence and family relationship of urban and rural senior secondary students.

Gupta (1989) conducted a study on Values and Moral Judgement of adolescents of two representative centers of western and eastern U.P. The major finding of the study was that regional difference influenced the various personal values of adolescents in an important way.

Pratap (1989) gave the results of a study of 180 children in three different types of schools: Convent school, Government school and Saraswathi Vidya Mandir and compared the Moral Judgement of the students using the tools of the Moral Judgement test and personal interviews. The test items included the values of *ahimsa*, sense of duty, respect, and betrayal of faith, purity, forgiveness, greed, lie, anger, revenge, stealing, truth and sin. The result of the study showed that there was a significant difference among children in different types of schools in their Moral Judgement.

Reddy (1989) conducted a study on ‘Moral Judgement in Relation to Intelligence, Personality and other Variables’. The major findings of the study were that there was no significant difference in the Moral Judgement of students on the basis of their locale, intelligence and socio-economic Status.

Geethanath (1988) made a study related to Moral Judgement in relation to some selected variables. The major findings of the study were that students in different classes differed significantly in their Moral Judgement and urban students exhibited higher Moral Judgement than rural ones.

Gupta (1984) conducted a study on Moral development of school children. The study showed that the children of all ages subscribed to moral judgement in an adult-approved direction in a conflicting situation. The children from co-educational schools were better in moral reasoning than the children from non-co-educational schools. The students from government schools were superior in moral reasoning.
2.4 Studies Related to Models of Value Education

Ogunbiyi and Ajiboye (2009) investigated the effects of Value Analysis Model, Value Clarification Model and Action learning on the environmental knowledge, attitudes and problem solving skills of pre-service teachers in some Nigeria Colleges of Education. The pre-test, post-test, control group, quasi-experimental design was used for the study. Null hypotheses were generated and tested at .05 level of significance. Environmental Knowledge Test (EKT) and Environmental Attitude Scale (EAS) were the instruments used for data collection. The data were analyzed using Analysis of Covariance, Multiple Classification Analysis and Duncan post-hoc test. The study found that Value Education Strategies were more effective in promoting subjects’ Cognitive and Affective Achievement in Environmental Education than conventional lecture method.

Singh (2008) conducted a study on the effect of Jurisprudential Inquiry Model of teaching on Value Preferences of school students, to find out the effect of Jurisprudential Inquiry Model of teaching on Value Preference of students belonging to different Intelligence and Socio-economic group. The major findings were (1) JIM was effective in developing Scientific outlook and Cooperation (2) Students having high intelligence secured high scores on the ability to extrapolate the matters pertaining to the value of untouchability than students having low intelligence (3) JIM was found effective in developing the ability to analyse and interpret social problems pertaining to the value of untouchability among students belonging to high socio-economic status group.

Wilson (2007) carried out a study on the Effectiveness of Value Clarification Model in Developing Value Judgement Ability among Students of Standard Eleven of Higher Secondary Schools in Kottayam District. The major finding of the study was that the instructional material developed by the investigator based on Value Clarification Model was effective in developing Value Judgement Ability among the higher secondary school students and also the Value Judgement ability of girls was higher than that of the boys.

Coleman (2004) attempted to study the effects of Value education strategies on environmental knowledge and problem-solving skills in high school environmental
education concepts. The study was conducted in high school students and it was found that different strategies on Value Education developed the environmental knowledge as well as the problem solving skills in environmental education concepts. It revealed the effectiveness of Value Education Strategies when compared to conventional method of teaching.

Saheeb (2004) made a study on the effects of Value Education Strategies on students’ cognitive, affective and psychomotor domains. The major objective of the study was to find out the effectiveness of Value Education Strategies in the development of cognitive, affective and psychomotor domains. The results of the study revealed that Value Education Strategies was equally effective in the development of all domains of knowledge.

Joshi (2002) conducted a study on Identification of Values as reflected in the Text-books of Gujarati used in Secondary Schools and the Effectiveness of Value Judgement Model in Teaching. The study revealed that the Value Judgement Model was effective for the development of value identification and judgement among standard nine male students for the teaching of value: acceptance of other’s feelings, whereas it was effective for the development of value identification and judgement among standard ten female students for the teaching of value: perseverance and acceptance of other’s feelings.

Veugelers (2000) analyzed and compared the different ways of teaching values. The study manifested that teachers’ values are in instructional content and methods. It urged teachers to balance expressing their own values and exposing students to different perspectives. The findings of the study revealed that models of teaching values were more effective than the traditional methods.

Baker (1999) made a comparative study on the Effectiveness of Traditional Experience Based Approach and Composite Approach to Value Education in Developing a Set of Values in Pupils. The major objectives of study were: to compare the effectiveness of the traditional approach and the composite approach to value education, to study the role of socio-economic status (SES) of pupils in value development and to compare effectiveness of the rational and the composite approach to value education. The selected values for the study were equality, fraternity, justice, liberty, and secularism. The major
findings of the study were: rational approach (Jurisprudential Inquiry Model) to value education developed moral judgment of the pupils. The rational approach to value education did not change value preference with respect to all the five values from the selected set of values. The rational approach to value education increased the value intensity of equality in the pupils. This approach did not increase the intensity of the other four values.

Fernandes (1999) made an attempt to study ‘Value Personalization: A base for Value Education’. This study examined the impact of the Value Clarification Action Plan on the quality of value education for secondary school students. The study identified values to be modeled through teacher behavior, created an action plan for pre-service teachers through the values clarification process, trained students in values personalization, helped teacher trainees in preparing lesson plans that integrated values, and identified the impact of value personalization on the quality of their teaching of values in the classroom. The study involved five phases: preparing the values clarification action plan; planning for values personalization; training for the integrated approach to values education; post-treatment testing; and analysis of the data.

Data analysis indicated that the guidance and motivation provided to teacher trainees to clarify values by identifying them, to prepare action-oriented strategies, and to practice values using the action plan and giving value-integrated lessons created significant positive changes in personalizing values. Their experiences developed in them the ability to see beyond words and images, and to find the real depth and meaning of whatever happened in life. The personalization of values provided a strong base and foundation for effective values education.

Singh (1989) studied the Effectiveness of Value Clarifying Strategies in Value Orientation of B. Ed Students. The findings drawn from the study revealed that Value Clarifying Strategies were more effective than the conventional method for developing Value orientation namely dedication, cooperation and nationalism in B. Ed students.

Passi, Sansanwal, and Singh (1988) made a comparative study on different Models of Teaching Values and found the relative effectiveness of different training strategies in developing certain selected Values of B.Ed students. The findings showed
that all the strategies were effective in developing Values of B.Ed students.

Bhagia (1986) conducted a study on the effect of Jurisprudential Inquiry Model in developing legal, ethical and social values. The study found that the Jurisprudential Inquiry Model was effective in bringing about changes in teacher trainees’ values and in developing legal, ethical and social values.

Singh and Singh (1986) conducted an experimental study using Value Clarification Strategies in comparison with conventional method to teach values to B.Ed students. Their conclusions were: Value Clarification Strategies are more effective than conventional method for teaching the values of ‘dedication to teaching profession’, ‘co-operation’ and ‘nationalism’ and Value Clarification Strategies are found to be more effective than conventional method in the inculcation of scientific outlook.

Tiwari (1986) studied the Effect of Jurisprudential Inquiry Model on shift in Value preference in terms of right to equality and freedom upon Seventh Grade students and he found that Jurisprudential Model had significant effect on shift in Value Preference in terms of right to equality and in terms of right to freedom of the students of Seventh Grade.

Dunbar (1980) investigated the imparting of Values Clarification in Multicultural Education as a Strategy to reduce racial and ethnic bias and prejudices against older people, women, and the handicapped among eighth grade students at the Meadowbrook Middle School, Poway Unified School District, California. The study also examined students’ general attitudes towards school. Before the workshop, social science teachers participated in a workshop on developing and implementing multicultural education units and teaching strategies. An assessment survey of students’ multicultural attitudes was administered to the Meadowbrook subjects and to a control group, before and after the values clarification program.

Results indicated that the values clarification strategy, as the experimental treatment, did not significantly reduce students’ racial/ethnic prejudices or alter their attitudes toward school, although it improved students’ ability to clarify their own
attitudes and perceptions toward other ethnic groups. Initially, positive attitudes toward the elderly, women, and the handicapped remained unchanged after the treatment. Male and female differences in attitudes and values were attributed to differences that existed before the treatment. No differences in attitude changes were found among the ethnic groups in the sample.

Elzinga (1980) studied the effectiveness of Value Education in changing Values and Self-regard in adult Psychiatric inpatients. The study was designed to assess the effectiveness of value education in modifying the importance of selected values and increasing self-regard with adult psychiatric inpatients. Four values - freedom, self-respect, responsibility and self-control, were found to exhibit significant increase after Value Education.

DePetro (1975) conducted an experimental study in the effects of utilizing Value Clarification Strategies on the self-esteem of secondary school students. Experimental group and control group were taught by Value Clarification Strategies and Conventional Method respectively. ‘t’ test and ANOVA were used for statistical analysis. It was found that the experimental group scored higher than control group and was revealed that Value Clarification Strategies were effective than conventional method on the self-esteem of secondary school students.

### 2.5 Studies Related to Value Analysis Model

Reddy, Thankachan and Poornima (2013) studied Value Preferences of Secondary School Students and carried out an experimental study to find out the impact of Value Analysis Model of teaching on Value Preferences. The sample included 248 secondary school students. The major objective was to find out the impact of Value analysis Model of teaching on Value Preferences of secondary school students. The tools used in the study were the comprehensive instructional material based on Value Analysis Model of teaching, worksheet for the model and Value Priority Scale. The major findings of the study revealed the comprehensive instructional material based on Value Analysis Model of teaching has significant impact on the Value Preferences of school students than activity oriented method of teaching.

Alexandra (2004) conducted a study to find out the effectiveness and to compare
the effectiveness of Value Analysis Model and Value Clarification Model on students’ affective and cognitive achievement in environmental education. Two experimental groups were treated with Value Analysis Model and Value Clarification Model and control group was taught by conventional method of teaching. The main objective was to find and compare the effectiveness of two models in relation to Environmental education. The result of the study revealed that Value Analysis Model and Value Clarification Model were found to be equally effective in the development of both affective and cognitive achievement in students with regard to Environmental education.

Leena (1999) in a study on developing Divergent Thinking Abilities and Value Judgement Competencies through Value Analysis Model of Teaching among the Pupils of Standard Nine of Secondary Schools of Goa State, found that Value Analysis Model of teaching was significantly effective in increasing the divergent thinking abilities and Value Judgement Competencies.

Maries (1995) conducted a study on the Effectiveness of Value Analysis Model in developing Family Values of Pupils. The study was carried out in three phases. The finding of the study showed that Value Analysis Model of teaching was effective in developing the moral reasoning of the pupils on Family Values.

Singh, Singh and Kumar (1990) studied the effectiveness of Value Analysis Model in developing the moral judgement of B.Ed student teachers. The finding revealed that the Value Analysis Model of teaching was effective in developing moral judgement of the B.Ed student teachers.

Hota (1989) examined the Effect of Value Analysis Model on variables related to cognitive and affective domains. Results of the study revealed that Value Analysis Model was effective in bringing changes in the variables related to cognitive and affective domain except reasoning of the students.

Lenka (1989) in a Comparative Study of the Two Training Strategies for Value Analysis Model, found that there was no significant difference between the lecture - demonstration – discussion strategy and demonstration – lecture – discussion strategy in terms of attainment in theory of Value Analysis Model.
Singh (1989) conducted a study on the Effectiveness of Value Analysis Model (VAM) in developing the Competencies of Value Clarification among B.Ed students. The study revealed that Value Analysis Model was effective in developing the ability of Value Identification and it is effective in developing the ability of giving preference to Values, namely cooperation, dedication, preference, and scientific outlook among B.Ed students.

Frisch (1986) conducted a study on the Value Analysis Model and Moral and Cognitive Development of Baccalaureate Nursing students. Experimental and control group were derived from two groups of junior nursing students in a Psychiatric/mental health nursing college at Southeast Missouri State University. Both groups were assessed on a broad range of demographic variables to ensure comparability. Measures of developmental outcome included Rest’s Defining Issues Test (DIT), Crisham’s Nursing Dilemma Test (NDT), and the Allen Instrument. Pre and post testing using the score on the DIT and NDT showed significant differences between experimental and control subjects. There was a strong association (p < .05) between DIT P score gain and self-report of peer discussion of ethical issues. There was a lack of consistent correlation among the various instruments used to measure moral and cognitive development. This study demonstrated that brief but highly structured exposure to ethical dilemmas of nursing practice can bring about measurable gains on standardized tests of moral development.

2.6 Studies Related to Value Discussion Model

Bindumol (2010) made a study on developing Peace Values among higher secondary school students of Kottayam District through Value Discussion Model. The sample included eighty secondary school students. The Peace Values selected for the study were truth, co-operation, love, non-violence, spirituality and tolerance. Both inferential and descriptive statistics were used. The study found that Value Discussion Model was effective in developing Peace Values among higher secondary school students.

Singh (1994) conducted a study for developing Kindness in school children using Value Discussion Model. In the study, Value dilemmas were presented through video mode to a sample of 870 school students. The study found that the viewing of discussion and participation in the discussion of value dilemma presented through video mode had significantly enhanced Value judgement, factual claim, Value reasoning and Value criterion
on Kindness of school children. The discussion participating group was significantly higher than the discussion viewing group in terms of gain in Value judgement, factual claim, Value reasoning and Value criterion on Kindness.

Dhand, Sansanwal and Singh (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 control group followed their routine activities. The ‘t’-test and ANOVA were used for statistical analysis. The finding showed that the Value Discussion Model Group was found to be superior to the control group. The study also revealed that Value Discussion Group was equally effective for both Canadian and Indian Under-graduate students.

Chinara (1992) made a comparative study to find out the effect of strategies for inculcation of democratic values among adolescents in relation to introversion – extroversion and value related behavioural changes. The investigator tried out two strategies namely Value Discussion Model and Value Clarification Model for developing seven Democratic Values in adolescents. The study found that both the models were equally effective in developing the democratic values. The former was most effective with extroverts and non-conformers and latter with introverts and conformers.

Singh (1992) carried out a comparative study on the Effectiveness of the Value Discussion Model and the Traditional Approach for Developing Value Clarification of College Students. The findings of the study showed that the Value Discussion Model was effective in terms of Value Clarification and its various dimensions and it was effective enough in developing self-acceptance among students. It was also showed that the there was no significant development in value clarification and the dimensions of students treated through Value Discussion Model.

Pandya (1989) made a comparative study on the effectiveness of Value Discussion Model and Lecture method for imparting instruction in moral values and their development among upper primary school children. The result was that the discussion – cum – lecture method was effective in developing Values among the students.
Shukla (1988) conducted a study on the Effect of Value Discussion Model upon attitude of teacher trainees towards Population education. The finding of the study revealed that Value Discussion Model was effective for developing attitude of teacher trainees towards Population education.

2.7 Studies Related to Valuing Competencies

Thankachan (2012) conducted a study on the effectiveness of Value Analysis Model in developing Value Processing Skills among Secondary Level school students in Kottayam District. The sample included 248 secondary school students from four schools. Research design used in the study was Pre-test Post-test Non-equivalent group. The major objective of the study was to find out the effectiveness of Value Analysis Model in developing Value Processing Skills among Secondary level school students. The study found that the level of Value Processing Skills viz. Choosing, Prizing and Acting skills had significantly increased after adopting the comprehensive instructional material based on Value Analysis Model and revealed that the model was effective in developing Value Processing Skills among standard eight students.

Jose (2008) conducted a study on the effect of Activity Oriented Method on Value Processing Skills among higher secondary school students in Kottayam District. The main objective was to compare the effect of Activity Oriented Method and Lecture method on Value Processing Skills among the students of Experimental and Control group. The Randomized two groups Pre-test Post-test design was used. The study was conducted on a representative sample of eighty students. The major conclusion of the study was that the instructional material developed by the investigator based on Activity Oriented Method was effective in developing Value Processing Skills among the higher secondary school students.

Sharma (1994) studied the Effectiveness of Value Analysis Model in Developing Value Analysis Competencies among B.Ed. Trainees. The major findings of the study showed that Value Analysis Model was more effective than conventional methods for developing Value Analysis Competencies regarding the Values of cooperation, dedication to teaching profession, nationalism, perseverance and scientific outlook in B.Ed. trainees.
Joglekar and Kesarker (1992) conducted a study titled as Value Clarification Model of developing Value Clarification Ability of the student teachers. The findings showed that student teachers showed a significant difference between the pre-test mean scores and the post-test mean scores regarding two moral statues in post-conventional level, namely, Social contract and Concern for others. The study also found that the Value Clarification Model was effective in developing Value Clarification Ability of the student teachers.

Passi and Singh (1990) studied the ‘Effectiveness of Value Analysis Model in Developing the Value Clarification Competencies of Student Teachers’. The study showed that Value Analysis Model was effective in developing Value Clarification Competencies of student teacher regarding the values of co-operation and nationalism.

Singh (1990) conducted an experimental study on The Effectiveness of Value Discussion Model (VDM) in Developing Value Clarifying Competencies of Student-Teachers’. A sample of thirty-six student teachers was selected. The experimental group was given treatment through the Value Discussion Model of teaching. Value clarification battery was administered on both experimental and control group. The result proved that Value Discussion Model was effective in developing Value Clarifying Competencies of student teachers regarding the values like cooperation, nationalism, perseverance, dedication to teaching profession and scientific outlook.

Sorot (1988) studied the Effectiveness of Jurisprudential Inquiry Model (JIM) in developing Value Clarifying Competencies of Student Teachers. The findings of the study showed that the treatment, testing and interaction of JIM did not influence the pattern of values namely cooperation, dedication and perseverance. For value clarification the treatment was found to be effective to the values - dedication, nationalism, and scientific outlook.

2.8 DISCUSSION

A thorough scrutiny of the above mentioned studies gives a vivid picture of the various areas like: general studies on Values and Value education, Values and Moral development, Models of Value education, Value Analysis Model of teaching, Value Discussion Model of teaching and Valuing Competencies related to value education.
From the above mentioned studies one can infer that value education is of having great importance in imparting human, social, moral values among the students. And this can be made possible by implementing different models of value education in the school level itself.

From the review of the related studies it was found that Value Education Strategies were more effective than traditional method in developing all the domains of knowledge of school students (Shaheeb, 2004); environmental knowledge and problem solving skills in environmental education concepts of high school students (Coleman, 2004) whereas Ogunbiyi & Ajiboye (2009) assessed the environmental knowledge and problem solving skills of pre-service teachers and found Value Analysis Model and Value Clarification Model were effective in cognitive and affective domains. Value Clarification Model was also found to be effective in Value Judgement Ability of higher secondary students (Wilson, 2007) where as Value Judgement Model was effective in Value Identification and Judgement of secondary school students (Joshi, 2002).

Elzinga (1980) found Values like Freedom, Self-respect, Responsibility and Self-control exhibited a significant change after Value Education, whereas Dunbar (1980) found no influence of Value Clarification method on pupil’s Prejudices. Passi, Sansanwal and Singh (1988) found all teaching strategies were effective in developing Values of B.Ed student teachers. Some of the studies revealed that Value Clarification Strategies were effective in culturing cooperation and nationalism along with dedication to teaching profession among B.Ed student teachers (Singh, 1989 & Singh and Singh, 1986) and Self-esteem of Secondary school students (DePetro, 1975).

Jurisprudential Inquiry Model was found to be effective in developing Value Preferences like Scientific Outlook and Cooperation of school students (Singh, 2008 & Tiwari, 1986). Also, it was found to be effective in developing Moral Judgement of Pupils (Baker, 1999) and Legal, Ethical and Social Values of school students (Bhagia, 1986). Veugelers (2000) asserted that Value Education Strategies were more effective than traditional teaching and highlighted the importance of teacher in teaching Value Education whereas Fernandes (1999) asserted that Values are to be modeled through teacher behaviour.
Related Studies based on Value Analysis Model revealed that the model was effective in Moral Judgement and Value Clarification Competencies of student teachers (Singh, 1990 & Singh, 1989). Reddy (2013), Alexandra (2004), Leena (1999), Maries (1995), and Hota (1989) assessed Value Preferences, Affective and Cognitive Achievement in Environmental Education, Value Judgement Competencies, Moral reasoning and Cognitive and Affective domains except reasoning respectively and found Value Analysis Model effective. It was also found that the model was effective in Moral and Cognitive development of nursing students (Frisch, 1986). Lenka (1989) studied two strategies of Value Analysis Model and found both equally effective.

Studies based on Value Discussion Model revealed that the model was effective in Moral Values and their development on Upper Primary School Children (Pandya, 1989). Further it was found the effectiveness of Value Discussion Model in developing democratic values of adolescents. The study also compared the Value Clarification Model and found that both models were equally effective in developing democratic values of adolescents (Chinara, 1992). Peace Values of secondary school students was the variables of Bindumol’s (2010) study and found Value Discussion Model effective in developing the same, Singh (1994) also took school students as samples and found effective in developing and enhancing Value Judgement. With respect to Value Clarification, Value Discussion Model was found to be effective on Canadian and Indian Under-graduate students (Dhand, 1993) and College students (Singh, 1992) and put an upper hand for Value Discussion Model. Shukla (1989) found the effectiveness of Value Discussion Model in developing attitude of teacher trainees towards Population Education.

Review based on Valuing Competencies with respect to experimental studies revealed that most of the models of teaching Value Education were effective in developing Valuing Competencies. Value Analysis Model, Value Discussion Model, Value Clarification Model and Jurisprudential Inquiry Model were found to be effective in developing Value Analysis Competencies, Value Clarifying Competencies, Value Judgement Competencies, Value Clarifying ability of B.Ed Student Teachers (Sharma, 1994; Joglekar, 1992; Passi, 1990; Singh, 1990 and Sorot, 1988) Value Analysis Model and Activity Oriented Method was found to be effective in developing Value Processing
Skills of Secondary School Students (Thankachan, 2012 and Jose, 2008)


Alavi, 2010; Ozolins, 2010 & Clare, 2002 affirmed that the Moral development of managers influence the same of students and employees. Haste and Abraham (2008) and Kelly (2008) studied values in social context, religious stance and culture and explored values are implicitly present. Studies on different samples; Pre-service and In-service teachers, Juvenile delinquents, American and Indian students, children, University Students respectively (Cummings, 2007; Stams, 2006; Miller, 2000; Patenaude, 2010 and Taylor, 2000) found that the same of first two samples to be low, social obligation of the third sample to be par, and fourth and fifth samples to be socially influenced.
Kumar and Kumar (2002), Sridhar (1995), Arya (1993) and Bajpai (1991) studied moral judgement and development of moral values among primary and secondary school students and found it influenced by social and class difference to certain extent, Issac (1993) also discovered that Parental love and child’s age have a significant role in the latter’s moral judgement.

Studies on pre-adolescents and school going adolescents, found that socio-cultural factors and conventional morality characterize moral judgement (Vijayalaxmi, 1999 and Singh, 1993) but Pradhan (1992) affirmed there existed a positive but low correlation between the two. Rani (1991) and Geethanath (1988) asserted that urban students exhibited higher moral judgement than the rural counterparts. It was found that regional difference had influence on difference in moral judgement among adolescents (Ranjana, 1989); types of management of school and types of school had influence on difference in moral judgement among children (Pratap, 1989 and Gupta, 1984) whereas locale, intelligence and socio-economic status hold no significant influence on difference in moral judgement (Reddy, 1989).

Out of the 100 studies reviewed in this chapter, 37 studies are related to the areas of values and value education, 24 studies are related to the areas of values and moral development, and 40 studies are related to the models of teaching values. Experimental studies were mainly on Value Analysis Model, Value Discussion Model and the dependent variable Valuing Competencies.

After reviewing the research studies related to different areas of value education, it can be concluded that, most of the models of value education were effective in developing value judgement ability, moral reasoning, value clarification ability, value processing skills, value analysis competencies, value clarifying competencies and value orientation styles. It is also evident from the studies that while comparing models of value education with that of existing method, the former is more effective.

A critical review of the studies covered in this chapter reveals that most of the studies were conducted on the general areas of values, moral development and value education. The investigator found only a few experimental studies related to Valuing Competencies. Instead of Valuing Competencies, the terms like Value Processing Skills,
Value Analysis Competencies, Value Judgement competencies, Value Clarifying Competencies and Value Clarifying Ability were used in different studies. The review of the studies showed that there was less number of experimental studies in the area of value oriented education. It is clear that this area requires more studies in developing Valuing Competencies through suitable strategies including Value Analysis Model and Value Discussion Model.