CHAPTER II

REVIEW OF RELATED LITERATURE
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2.1 Introduction

In the earlier chapter an attempt was made to introduce the present study and to establish the need for such an investigation. The present chapter is designed to bring to light some related emphasis and conceptual studies having relevance to the problem under investigation.

Review of related literature is an important and pre-requisite to actual planning and execution of any research work. Feeling the importance of this review, Best (1963) writes that a familiarity with the literature in any problem area helps the students to discover what is already known, what others have attempted to find out, what methods to attack have been promising and disappointing and what problems remain to be solved. Therefore Good, et.al. (1941) suggest the careful student of Education, the research worker and investigator should become familiar with the location and use of the sources of educational information.

The investigator feels that the study of related literature helps in acquiring information about the studies done in the field, protects against
unnecessary duplication, guides in carrying out the investigation successfully and makes him familiar with the steps.

The existing researches that are directly or indirectly related to present study, may be presented systematically.

2.2 Previous Studies

Sprinthall and Beaton (1966) undertook a study of “Value differences among public high school teachers using a regression model analysis of variance technique” in a sample of public school teachers who were investigated. The result indicated that sex difference was significant for only one scale, social. The score on political and religious scale showed no significant differences between men and women teachers.

Anderson (1966) has studied the value scores of related secondary and college teachers. He administered the Allport-Vernon-Lindzey study of values scale to 19 secondary and 19 college teachers matched according to sex. Only on the economic and scales, differences were statistically significant.

Whitenore (1968) undertook a comparative study of the values of teachers, student teachers and prospective student teachers candidates. 100 subjects from each of student teacher candidate and supervisory teachers
were selected for the purpose of the study Allport-Verton-Lindzey study of preferences. A t test of analysis of variance was used for statistical analysis. It was concluded that value preference score of student teacher, supervisory teacher and of prospective student teachers candidates were not significantly different in any of the six values, as the values of teachers with differing years of experience.

Dixit and Sharma (1969) "Incorporation by students of Teachers Values: A study of the Student Teacher Relationship". This study was primarily directed towards a study of the student-teacher relationship in terms of value in corporation. A sample of 100 subjects was randomly selected from the University of Jodhpur, Jodhpur. The sample consisted of 50 students (attending university for more than a year) and 50 teachers.

There were no statistically significant differences between the students (male and female) and teachers (male and female) in terms of patterns of geographical origin, family, religious orientation, extra-curricular activities and faculty (Arts, Science and Commerce) of the study. For measuring values, a scale of values, developed by Bhatnagar 1963 in Hindi, on the lines of Allport-Vernon-Lindzey scale of values was used.

The findings of the study were (1) Out of six values, the male teachers have scored high on the religious value and have differed significantly from...
the female teachers. (2) The boys have scored high on theoretical and political values and girls have surpassed them on aesthetic and economic values. (3) The female students differed significantly from their female teachers on theoretical value and social value. (4) Significant differences were found between the male teachers and girls on theoretical value. (5) Male students differed from their female teachers on aesthetic, economic and political values. (6) The male students differed significantly from their male teachers on political values.

Dixit and Sharma (1970) University of Jodhpur have conducted research with the objective of studying teacher relationship in terms of value incorporation. The investigator 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. Each half had equal number of students and teachers. 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 where as 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 values alone, the boys and girls have met together, both these groups have 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 compared with male teachers. Girls differed from male teachers on aesthetic, political and theoretical values. Girls here scored higher than male teachers on political, theoretical values and male teachers have surpassed them on aesthetic value. The differences were highly significant.

Khan (1971) made an attempt to study the influence of sex on values and found that sex was not related significantly to personal values.

Huston (1972) undertook a study of a value on orientation as a characteristic of secondary school students and teachers of chemistry and as a factor of learning. It was aimed to measure and compare the value
orientation of students and teachers of secondary school. Chemistry to theoretical, technical and humanistic aspects of chemistry. A sample of 120 chemistry students and 39 chemistry teachers were selected. A chemistry evaluation instrument was used as a tool for the purpose of the study. The significant findings of the researchers were that male students possessed high technological value whereas females possessed high humanistic values.

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

Paffenorth (1974) examined the relationship between expressed values of teachers and principals. The study was designed to assess their attitude towards education and their degree of involvement in decision making process in their schools. Samples consisted of ten present teaching staff in 16 sub-urban high schools. The tools used to gather data were a
background information form to measure personal, organizational and satisfaction, variables and differential values inventory to measure value orientation decision participation scale and education scale to measure attitude towards education 't' test, multiple correlation, regression analysis were used to analyze the data. The major findings of research school as expressed by female teachers were more emergent than that of male teachers.

Kulshrestha (1974) studied the emerging value pattern of teachers in a socio-cultural environment of the schools in the present era.

The study had the following objectives: (i) to design an instrument to identify and to measure the emerging values of teachers (ii) to study the teachers' values in relation to certain variables like sex, marital status, religious, caste, teaching subject, teaching experience, age, income, education, zones, and training, with a view to find out the difference and uniformity in their value pattern.

The sample consisted of 700 teachers of sixty-four intermediate and higher secondary schools of rural and urban U.P. The following three tools were developed (i) The Scale of Teachers Value (STV); (ii) The Personal Data Bank (PDB).
The findings revealed that (i) schools were found to be distributed in rural as well as urban areas and were affected by the type of community, its values and traditions.

Singh (1974) studied the Measurement of Teacher Values and Their Relationship with Teacher Attitudes and Job Satisfaction.

The present study was an attempt to know precisely what were the dominant values of the teachers. The study was concerned with examining the nature of relationship between teacher values, attitudes and job satisfaction. An important phase of the study was the construction and standardization of a "Teacher value Inventory."

For the study of relationship between values, attitudes and job satisfaction a different sample of 521 teachers was selected on the basis of stratified random sampling. The Ahluwalia’s Teacher Attitude inventory and personal data sheet were administered to collect the data.

The findings of the study were (i) Teachers scored the highest on social and theoretical values and the lowest on economic and political values (ii) Age of the teacher did not make any difference to his values; only religious and political values differed due to age (iii) level of education, training, management of school, location and size of the school had no
significant bearing on values of teachers; (iv) values of teachers also differed according to the subjects they taught; (v) there was significant positive relationship between scores on theoretical and social values and scores on attitudes, contrary to this there was a negative relationship between scores on economic and political values and scores on attitudes; (vi) relationship between scores on values and scores on job satisfaction was more pronounced, teachers scoring high on theoretical values were significantly satisfied with their profession. Similarly teacher scoring high on social values were also highly satisfied, contrary to this teachers scoring high on economic and political values were not satisfied with their profession, the relationship was negative and significant in case of economic values and political values.

Koul (1974) studied Factorial study of the differentiating values of popular teachers.

The study was undertaken with the specific purpose of finding out the common factors from the six values, viz., Theoretical, social, political religious, economical and aesthetic, which differentiated popular and aesthetic, which differential popular and non-popular teachers.

The sample of 200 teachers were selected from the list of 204 teachers of thirty one randomly selected secondary schools. The tool used
was the study of values (Allport et., al.) (1956) as modified by Ray Chowdhury (1958).

The major findings of the study were: (i) Four factors were identified through factor analysis (ii) Factor I had a high positive leading of 0.70 in the assessing the theoretical value and also a fairly high negative loading in the test assessing the aesthetic value. The factor was called the theoretical factor (iii) Factor II had a high positive loading in the test measuring the aesthetic value and a high negative loading in the test assessing the economic value. It was named aesthetic factor (iv) Factor III had a high positive loading in the tests assessing the political and religious values. This was called the Ethical Factor (v) Factor-IV had a high positive loading in the test assessing the aesthetic value. It was called the economic factor, (vi) The popular scored significantly less in the economic and aesthetic values and more in the theoretical, social, political and religious values than the unpopular ones.


Gudi (1976) conducted a critical study of values of secondary school teachers in Dharwad District (south) specifically, the study was intended to answer the following questions.
1. Do male and female secondary school teachers differ significantly with reference to the theoretical value?
2. Do male and female secondary school teachers differ significantly with reference to the economic value?
3. Do male and female secondary school teachers differ significantly with reference to the aesthetic value?
4. Do male and female secondary school teachers differ significantly with reference to social value?
5. Do male and female secondary school teachers differ significantly with reference to the political value?
6. Do male and female secondary school teachers differ significantly with reference to the religious value?

The investigator has taken 150 secondary school teachers working in various high schools in southern part of Dharwad district consisted as subject of this study. The Allport-Vernon-Lindzey study of value which is designed to measure the relative prominence of six dominant interests was used to collect data in the research. 't' test was applied to find the significant differences in values of teachers belonging to different categories based on sex.
The important findings were as follows:

1. Male and female secondary school teachers did not differ significantly with reference to theoretical value.
2. Male and female secondary school teachers did not differ significantly with reference to economic value.
3. Male and female secondary school teachers did not differ significantly with reference to aesthetic value.
4. Male and female secondary school teachers did not differ significantly with reference to social value.
5. Male and female secondary school teachers did not differ significantly with reference to political value.
6. Male and female secondary school teachers did not differ significantly with reference to religious value.

Kaul (1977) studied Personality Factors, Values and Interests among the most Accepted and least Accepted Secondary school Female Teachers of Mathura District.

The objectives of the study were (i) to identify personality factors that differentiated between most accepted and least accepted teachers at secondary school level (ii) to identify the values that differentiated most accepted teachers from least accepted teachers (iii) to interpret and analyze...
personality factors, values, and interests, which were not common in the most accepted and less accepted teachers.

The high acceptance and low acceptance scale was administered to 2001 girl students so as to identify highly accepted moderately accepted and lowly accepted teachers. The sample consisted of 241 teachers wherein their personality was assessed with the help of the 16 PF Questionnaire developed by Cattle (1950). The Allport Vernon and Lendzey (1960) study of values adopted by R.K. Ojha (1971) was used to measure values of teachers. Data were analyzed with the help of the "t" test.

The findings 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 acceptance and least acceptance.

Sharma (1977) Studied differential values of students and Teachers as a function of various social factors.

The main hypothesis were (i) The educational standard was a determinant of various values of students as related to their teachers, (ii) The
values related to moral and ethical standards were much less preferred by students than by teachers. (iii) Teachers were more aesthetic and money minded than students. (iv) There were sex differences with regard to various value differences between students and teachers.

A sample of 280 subjects was randomly selected from the Government High Schools of and the University of Jodhpur, Rajasthan. A scale of values developed by Bhatnagar, in Hindi, on the lines of Allport-Vernon-Lindsey study of values, was used. Mean, Standard deviation and “t” test were employed to analyse the data.

The findings of the study were (i) There was no significant difference between the mean scores of the male and the female high school teachers on social, religion, economic, aesthetic, theoretical and political values. (ii) 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. (iii) The mean difference between the male teachers and their female students was significant on the political values. (iv) There was a significant mean difference between the high school female teachers and their male students on the aesthetic value. (v) The mean difference between the male teachers and their male students of the university was significant on religion and political values. (vi) The mean difference between the female
teachers and their female students of the University was significant on social and theoretical values. (vii) The mean difference between the male teachers and the female students of the University was found to be significant for the theoretical value. (viii) On economic and aesthetic values the female teachers mean more was significantly higher than that of their male students. Whereas on the political value the mean score of the male students was significantly higher than that of their female teachers.

Smriti (1977) Studied attitudes, values and levels of Aspiration of Teachers and their pupils.

The investigator aimed at discovering the differences and relationship between attitudes, values, needs and levels of aspiration of teachers and their pupils.

The sample consisted of 230 teachers and 780 students of sixteen boys intermediate college of Allahabad city. The Allport-Vernon-Lindzey (1964) scale of values (adopted in Hindi) was mainly used for data collection. The teachers and pupils were compared on all the variables using the "t" test. Teachers were rated by their pupils on two extreme dimensions of livability with reference to their own attitudes and values.
The findings of the study suggests the following: (1) Institution has important variables in determining teacher-pupils relationship, (ii) Teacher-pupil relationship might be studied in relation to social, emotional and academic climate of the institution.

Patel (1979) conducted a study on the Prevalent Value System of the Secondary Teachers of the High Schools of South Gujarat.

The major objectives of the investigation were: (i) to study the values of secondary teachers of the high schools of South Gujarat and to compare them on different variables such as age, sex, and residence (ii) to isolate and define the primary values from the teachers' conception of life (iii) to find out the individual differences in the areas of theoretical, social, economic, aesthetic, political, religious, ethical, scientific, philosophical and democratic values (iv) to determine whether there were any significant differences between the teachers of different groups on the different variables and (v) to prepare the value scale for different variables.

The sample consisted of 500 teachers selected randomly from the four districts of South Gujarat. Data were collected by using a teacher value inventory, and an information schedule. The collected data were analyzed by using mean, standard deviation, rank order correlation, "t" test, split-half reliability, F-test and Chi-square test.
The major findings of the study were (i) on social, political, economical and religious values, the older teachers scored significantly higher than the younger teachers, (ii) on aesthetic and democratic values, the younger teachers scored significantly higher than the older teachers. (iii) on theoretical, ethical, philosophical and scientific values, there was no significant difference between the two groups. (iv) on religious and aesthetic values, the female teachers scored higher than the male teachers, (v) on political values, the male teachers scored higher than the female teachers, (vi) the rural teachers scored significantly higher on social, political, and economic values than the urban teachers, (vii) on aesthetic value, the urban teachers scored significantly higher than the rural teachers.

Raj (1981) Studied attitudes and values of Teachers in the context of Socio-cultural Background, a comparative study of expatriate Indian and Native Teachers of Ethiopia.

The objectives of the study were (i) to find out the value structure and teacher attitude of expatriate Indian teachers working in Ethiopia, (ii) to find out the value structure and teacher attitude of Ethiopian teachers, (iii) to study the difference between two groups of teachers with regard to their values and attitudes (iv) to study the difference, if any, in values and attitudes
between national groups formed with regard to age, sex, teaching experience etc.

From among schools in 7 out of 15 educational provinces of Ethiopia 21 schools were selected first. From each of these selected schools, One Ethiopian (native) and one expatriate Indian teachers were selected for the sample. Data were collected by using Allport-Vernon-Lindzey study of values. The collected data were analyzed by using "t" test and chi-square test.

The major findings of the study were: (i) Ethiopian teachers scored higher on theoretical, social and cultural values than Indian teachers and the difference was significant at 0.01 level (ii) on academic and aesthetic value scores, no significant differences were found between these teachers, (iii) On religious value Indian teachers scored significantly higher than their Ethiopian counterparts.


The objectives of this investigation were (i) to make a comparative study of the scores of male and female teachers in the inventory on values, personality needs and moral judgment, (ii) to make a comparative study of the scores of teachers, belonging to different localities, young (20 years) and
old (45 years and above) in the inventories mentioned and (iii) to determine the degree of relationship between the scores of male and female secondary school teachers in personality needs, value and moral judgment inventories. The sample was selected through random sampling procedure.

The findings of the study were (i) male and female teachers expressed high preference for the theoretical value and affiliation need, (ii) male teachers scored better points in the aesthetic, political and social values than female teachers (iii) urban female teachers preferred economic and social values, rural female teachers were aesthetic, theoretical and religious.

Sharma, (1981) studied A Differential study of Self Concept, Personality Adjustment and Values of Teachers at various levels.

The major objective of this study was to analyze the differences with regard to self-concepts, personality adjustment and values of college, secondary school and primary school teachers. Urban and rural teachers and male and female teachers.

The hypotheses were (i) There was no significant difference between the personality adjustment scores for various groups of teachers, (ii) there was no significant difference between the scores on various value scale for various groups.
The tools used were, Bhatnagar's Allport-Vernon value scale (Hindi adaptation) and a self-anchored adjustment inventory, entitled "A study of Teachers problems were used. The study was conducted on a sample of 702 teachers of various categories drawn from the total population of teachers of Agra District. The stratified random and cluster sampling procedure was adopted for selecting these subjects, a college, a school being unit of sampling.

The major findings of the study were (i) the female teachers perceived themselves as being more emotionally instable than the male teachers, (ii) value structures of various groups of teachers were also significantly different.

The purpose of Jude's (1982) study was to ascertain the values and value systems of educators in catholic school system. The objectives of the study were. (1) to find out the common value system among educators in catholic school system. (2) to find out the relative importance assigned to particular values by these teachers. Values and value system of educators were measured by Rokeach's Value Survey and Value Survey for catholic school educators developed for this study. The sample consisted of 756 educators. Importance assigned to particular values was compared on the
basis of their role in system, sex and age. Analysis of variance indicates that men and women educators differed in their value systems.

Jain (1982) A study of classroom Behaviour pattern of Teachers in relation to their Attitude towards profession, morale and values.

The objectives of this study were to find out the relationships between (1) the teacher's values and the classroom behaviour patterns of teachers, (ii) the teachers' morale and the teachers' values, and (iii) the teachers' values and the teachers' attitude towards profession, and to predict the classroom behaviour patterns through the teachers' attitude towards their profession, the teachers' morale and the teachers' values taken in combination.

The sample of the study consisted of 100 trained graduate teachers (50 male and 50 female, maths teachers) of higher secondary school of Delhi. Data regarding teachers' values were obtained by the Hindi adaptation Vernon study of values by Ohja (1971).

The findings of the study were: (i) There was significant positive relationship between the social value and the proportion of indirect behaviour to direct behaviour including content emphasis (ii) Theoretical and aesthetic values were not significantly related to the affective behaviour of teachers (iii) Pupil interacted less in the classes of teachers having political
and religious values (iv) There was significant positive relationship between the age of teacher and religious value (v) Married, unmarried and deserted teachers differed with respect to theoretical value (vi) Satisfaction with teaching was positively related to the theoretical and political values(vii) There was significant negative relationship between curriculum issues and the political value, (viii) The theoretical value was significantly negatively related with teachers' Attitude towards pupils and teachers. (ix) Teacher with a high aesthetic value did not have a favourable attitude towards teaching profession and teachers, (x) Teachers with high religious value had favourable attitudes towards teaching profession, educational process and pupils and teachers.

Lobo (1983) conducted a study on values manifested in principals with reference to institutional efficiency.

The major objectives of the inquiry were (to study principals' competency and value system (ii) to investigate principals' concept of values and pupils' concepts of principals' values. (iii) to make an in-depth study of the values chosen in relation to institutional efficiency and effectiveness.

The investigation involved a pre-pilot study of the secondary English medium schools followed by a pilot study of five schools in Baroda and Gandhinagar. The actual data collection was done from 25 schools. Twelve
English medium schools were chosen from Poona city and 13 from Bombay. Two questionnaires were used to measure values. The obtained data were analyzed through content analysis and descriptive approaches. The obtained data were analyzed through content analysis and descriptive approaches. The statistical techniques used were percentages, mean and standard deviation.

The major findings were (i) The values which were found most relevant were faith, goodness and competence. (ii) Principals whose value system manifested a coreness achieved a relatively higher degree of institutional efficiency. (iii) When the Principal’s values manifested a coreness, the pupils’ observations showed a greater congruency with the principals self-assessment. (iv) Values needed a maturing atmosphere. (v) Effective principals, established priorities, classified values and communicated them successfully.

Zuberi (1984) studied the relationship between personal values, needs, job adjustment, temperament, Academic careers of secondary school Teachers with their teaching Behaviours”.

The objectives of the investigation were to study (i) The relationship between values, needs, job adjustments, temperament, academic career of school teachers and their teaching.
Data on the classroom behaviours of teachers were collected from a sample of 200 male teachers with the help of Flunders Interaction analysis and Ojhas' value Test. Etc, were obtained from a sample of 104 teachers chosen randomly from a larger sample of 200 teachers. The relationship between these five independent variables and teachers behaviour was studied with the help of product moment coefficient of correlation and "t" test for the significance of difference between means.

The major findings of the study were, Teachers high on theoretical values were formal to dominate their classes with talk and rarely asked questions. Those high on economic values exhibited facilitate behaviours, asked narrower questions and praised pupils; those high on aesthetic values used controlling behaviours and also allowed pupils to talk, and those high on religious values exhibited indirect behaviours more often than others.

Gupta (1985) had conducted the study on "Sex Difference in the Value pattern of Teachers."! The objectives of the study were (1) To study the value pattern of the male and female teachers of primary and secondary schools. (2) To compare the values of male and female teachers of secondary schools. It was descriptive survey study which had the sample of 400 teachers, out of which 200 were male and 200 were female teachers (100 male + 100 female secondary teachers and 100 male + 100 female primary teachers). The
sample was selected randomly out of 10 primary and 5 secondary schools of Kanpur City. The major tool used for data collection was the 'Value Test' adapted and standardized by Ojha (1971) on the basis of Raychoudundy's (1958) Indian adaptation of Allport Vermon's study of values. This study showed that the teacher (men and women) differ significantly on social and religious values. The conclusions of the study were:

1. Teacher in general have highest values in political area followed by economic area. 2. Teachers in general occupy lowest position on aesthetic and religious values. 3. Social values occupy position in male teachers and political values in female teachers. 4. Aesthetic values are the least developed values in both the male and female teachers. 5. Male teachers of secondary schools have more developed religious values than female teachers.


The objectives of the study were: (i) To study the values of teachers working in secondary schools of Tumkur District (ii) To find out the difference, if any, in the values of Government high schools. (iii) To find out the difference, if any in the values of Government high schools teachers and private and private high schools teachers of rural areas. (iv) To find out the
difference, if any in the values of Government high schools teachers and private high schools teachers of urban areas. (v) To find out the difference if any, in the values of rural high school science teachers and urban high school science teachers of Tumkur District. (vi) To find out the difference, if any, in the values of rural high school science teachers and urban high school science teachers of Tumkur District. (vi) To find out the difference, if any, in the values of rural high school arts teachers and urban high school arts teachers of Tumkur District.

The satisfied random sampling technique was used to select the sample. Based on this, forty-two Government high school teachers from four high schools and fifty-eight private aided high school teachers from eight high schools were selected for the study. The Allport-Vernon-Lindzey-1951 tool was used to collect the data. The data collected were analyzed by the “t” test to find out the significant difference in values of teachers belonging to different categories.

Findings of the study were: (i) The science teachers were found to have high theoretical values whereas arts teachers were found to have high aesthetic and high political values. (ii) Rural high school teachers were found to have high theoretical value whereas urban high school teachers were found to have high theoretical value and urban high school teachers were
found to have high economic value and high social value. (iii) The Teachers working in Government schools located in rural areas were found to have high theoretical values whereas teachers working in private schools of rural area were also found to have high scores in theoretical values.

Vashistha (1987) made a study on “Teachers’ values in Relation to Teaching Effectiveness”.

The Hypotheses of the study were: (i) There are effective and ineffective teachers. (ii) Effective teachers differ significantly in values from ineffective teachers. The teachers employed in recognized institutions in Aligarh City were selected for the study. There were 36 teachers in all-44 Male and 52 female. The data were collected with the help of the following tools (i) Scales of Teachers’ values (STV). (ii) Teacher Rating Scale (TRS).

The finding of the study were: (i) The Means of effective teachers, average effective teachers and Ineffective teachers differ from each other. (ii) The difference in the case of humanitarian value was not significant between effective and ineffective teachers. There was no difference in social value, Professional value was significantly prominent in ineffective teachers. There was no significant difference in non-social, non-professional, traditional, non-aesthetic and extra values.
Pandey (1987) conducted a study on “Values of Creative Teachers”. This study is an attempt to find out the values of creative teachers. One hundred Male and 100 female pupil teachers were randomly selected from 153 Males and 141 females who were studying in three training colleges situated in Allahabad City. Mehdi’s (1971) verbal test of Creative thinking was administered to all the teachers individually. The personal value questionnaire of Sherry and Verma (1972) was administered to measure ten most essential values of highly creative and low creative teachers.

The findings of the study were: (i) there was no significant difference between high creative and low creative male pupil teachers in ten values dimension. (ii) low creative Males have more aesthetic value than creative ones. (iii) High on social, aesthetic and knowledge values whereas low creative females possess economic, power and family prestige values. (iv) The Male and female high creative teachers differ significantly on religious, aesthetic, knowledge and family prestige values. (v) The Creative Males scored on hedonistic value than the female creatives. So male creatives always love pleasure and try to avoid the pain.

This study reveals that more aesthetic sense, more knowledge and economic value may be responsible for teachers’ creative expressions. Therefore, a teacher training programme must be conducted in a manner
which helps to develop not only the creative potential of the teachers but also positive values in them.


The objectives of the study were (i) To study the values of teachers working in secondary schools of Harapanahalli Taluk. (ii) To find out the difference if any, in the values of male and female, married and unmarried, science and arts, post graduate and graduate teachers working in secondary schools of Harapanahalli taluk. (iii) To find out the difference if any, in the values of teachers having less than five years of teaching experience and teachers having more than five years of teaching experience. (iv) To find out the difference if any, in the values of teachers working in government high schools and private aided high schools in Harapanahalli taluk.

In this descriptive survey research the teachers values were measured by adopting Allport-Vernon-Lindzey study of values questionnaire. A total of one hundred secondary school teachers were selected for the study drawn from sixteen high schools in Harapanahalli taluk based on stratified random sampling.
The findings of the study were (i) male teachers were found to possess high theoretical and political values whereas female teachers possessed high economic and aesthetic values. (ii) Married teachers were found to possess high economic value and unmarried teachers had high theoretical value. (iii) Science teachers were found to have high theoretical value whereas arts teachers were found to have aesthetic values. (iv) The qualification did not greatly influence the value preference of teachers except on theoretical value. (v) Teaching experience was found to have significant influence on values of teachers. Teachers with less than five years experience showed high theoretical value whereas teachers having more than five years experience showed high political and religious value. (vi) The type of management influence the values of teachers working in Government schools were found to possess high social, religious and political values.

Thakorlal (1988) conducted the study on “A Comparative Study of Attitudes, Values and personality Characteristics of Rural, Urban and Non-Gujarati College and Secondary School Teachers.” The major objectives of the study was to discern some of their habits, academic life aspirations, values preferences, political perceptions and attitudes. For this study, the author had drawn a random sample of ‘111’ teachers from a group of 202 consisting of Rural, urban and non-Gujarati teachers. The random sample consisted of 37 urban, 37 rural and 37 Non-Gujarati teachers.
The questionnaires consisted of the items of the Allport-Vernon-Lindzey (3) study values was the tool used in the study. The results of the study were: (1) The Teachers from urban and rural areas got higher sources on both economic and political values. (2) In case of on non-Gujarati teachers, because of their inadequate and un-integrated social life, many teachers experienced emotional strain that is Feeling of Ionipers and psychological depression.

The conclusion of the study were: (1) Rural and urban teachers are more union conscious and economically oriented than non-Gujarati teachers. (2) The urban and Rural teachers were more religious than Non-Gujarati teachers.

Atreya, (1989). Undertook A study of Teachers' Values and Job Satisfaction in relation to their teaching effectiveness at degree college level.

The main aim of this research was to study the values and job satisfaction of teachers having high, average and low teaching effectiveness.

The Objectives of the study were: (i) To identify teacher of high, average and low teaching effectiveness. (ii) to find out the values and Magnitude of job satisfaction associated with teachers of high, average and
low teaching effectiveness, and (iii) to find out the degree of influence of teachers' values and job satisfaction on teaching effectiveness.

The study was an ex-post facto-research, wherein 600 teachers from 11 colleges of Meerut University were selected through random sampling. The tools used for the study were a new test for study of values by Glani; the Teachers' job satisfaction Questionnaire of Kumar and the Teachers' Effectiveness Scale (adopted form by Kumar and Mutha). The data were treated with 't' test, partial correlation and multiple correlation.

The Major findings of the study were: (i) It was found that at degree level, teaching effectiveness was significantly related to values and job satisfaction. (2) Teaching effectiveness was found to be a normally distributed trait. (3) The effective teachers on the job satisfaction scale were endowed with a value pattern which accounted for their effective teaching.

Srivastava and Vinodini (1990) made a study on change proneness and Job Satisfaction among teachers with reference to teachers values.

The study concentrates on the change-proneness and job satisfaction of teachers of different levels with reference to different values.

The objectives of the study were: (i) To study the differences in the proneness to change among teachers with different kinds of values. (ii) to
study the differences in job satisfaction among teachers with different kinds of values.

Using the random sampling procedure, 300 teachers (150 Male and 150 female) from the Primary, Secondary and Higher levels, were selected. The tools used included Teachers' Value Inventory of Sinha, Mean, SD, Correlation and significant of correlation by Fisher’s 2, formula were used to analyse the data.

The major findings of the study were: 1. In the case of primary teachers, there were significant sex differences in the relationship between social values and change-proneness. [2] In the case of Secondary teachers, significant sex differences in the relationship between economic value and change proneness, political value and change-proneness and religious value and change-proneness were found. (3) In the case of degree teachers, no sex difference in the relationship between different values and change-proneness was found. [4] In the case of primary teachers and secondary teachers, no sex difference in the relationship between different values and job-satisfaction was found. [5] In the case of degree teachers there was a significant sex difference in the relationship between theoretical value and job satisfaction (S.S. 075h).
Nautiyal (1992) made a study on the efficiency of teachers' performance as related to their values, effectiveness, morale and students' perceived teacher characteristics.

It attempts to study the efficiency of teaching performance as related to their values, effectiveness morale and teacher characteristics as perceived by students.

The objectives of the study were: (i) To find out the morale and values of efficient and inefficient teachers and (ii) to examine and measure the correlation of the teachers' efficiency of work performance.

A teacher who had been giving cent per cent results in the Board examination for the last five years was the criterion of work performance that was adopted. Nearly 200 teachers (Male and female) were selected from the high schools and intermediate colleges of five districts of Garhwal region, on the basis of random sampling method, 24 schools were selected from the Garhwal region. The criterion was applied to nearly 500 teachers (Male and female) of the selected schools of which 481 formats were collected.

The tools used included a scale of students perceived teacher characteristics (Prepared by research scholar), the Teacher effectiveness
scale, the values scale of Ahulwalia (1974). The collected data were treated with inferential statistics.

The major findings of the study were: 1. Effective differences were found in theoretical values between the teachers of high-performing skill and of low-performing skill of Government Colleges. (2) The same condition was found in private colleges where there was no difference between the theoretical values of female teachers of government colleges and private colleges. (3) There were effective differences of economic-value in Government Colleges; these differences were not found in the teachers of private colleges. (4) There was no effective difference of economic value between the female teachers of government colleges while there was effective difference between the female teachers of private schools. (5) There were differences of authentic values in the female teachers of government schools. This was not found in the male teachers of government colleges and in the female teachers of private schools. (6) Social, Political and religious values were the same in the male or female teachers of government and private schools (KBB 1581).
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 Objectives of the study were: (i) To study the differences in value orientation, (ii) to study the relationship of value-orientation and ATN in male and female teachers of different levels, and

One thousand and two hundred teachers from the Primary, Secondary and Higher levels of various institutions situated in Agra City served as the sample. The tools used included our Attitude of Chauhan, SES Scale of Bharadwaj and Value Orientation Test of Chauhan, Mean, S.D., 't' test and correlation were used to treat the collected data.

The findings 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.
Kirschenbaum (2000) studied from values clarification to character education: a personal journey.

Abstract: Part of a special issue on character education, the writer reflects on his own journey being a leader of the values clarification movement to being an active proponent of character education, an educational movement that declares itself as opposed to values clarification, which was popular in the 1970s and into the 1980s, advocated that young people should be allowed to develop their own values rather than having values imposed on them. However, this approach had a fatal theoretical flaw in that it took young people’s moral foundation for granted and assumed they would ultimately make good and responsible choices. Values clarification was not a complete programme of values education but formed only art of a much broader process. Inculcation and modeling, as well as personal choice and commitment, are necessary for the development of beliefs and values.

Bosch et.al. (2000) “Secondary teachers values and beliefs on education”. This study tried to unveil secondary school teachers’ values and beliefs in the following areas. Concept and aims of education, the role of the
teacher, teaching satisfaction, opinions about their students and Board of Education, etc.

The theoretical part of the study includes an analysis of the present society and the trends that have been present during the last century. Modernism and post modernism also presented a brief history of Axiology and moral philosophy. They proposed the radical pedagogy so as to promote a real change in education.


The objectives of the study were to study the preferences of values and value system of the teachers and teacher educators with regard to terminal values a comfortable life, an exiting life, a world at peace, equality, family security, freedom, happiness, pleasure, self respect, social recognition, true friendship and wisdom. The questionnaire included twelve terminal values adopted from Rokeach Value Survey (RVS) tool was used to collect data. The 300 teachers was selected from 90 government schools for the collection of data. Ramdon sampling method was adopted. The sample included male and female, married –unmarried secondary grade, school assistant and post graduate teachers, teachers with different academic qualifications, teaching experience and place of residence.
A sample of 40 teachers from 9 private teacher education colleges of the area was also selected randomly. The sample included male female, with varied teaching experience and place of residence.

The findings were the more preferred terminal values of the teachers are in the order of: 1. A world at peace. 2. Freedom. 3. A comfortable life and equality. 4. Wisdom. The less preferred terminal values are in the order of 1. Happiness. 2. Family security, and self respect. 3. True friendship. 4. Pleasure. The value system of the teachers for terminal values was found in the order of 1. A world at peace. 2. Freedom. 3. Equality. 4. Wisdom. 5. Exiting life. 6. Pleasure. 7. True Friendship. 8. Family security. 9. Happiness. Hence, they were found at higher level of social consciousness.

Law (2001) “The values of protestant Secondary school principals in Hong Kong and how they influence the perception and management of school problems.”

This study examined the values of protestant secondary school principals in Hong Kong and their possible influence on the ways in which principals perceive and manage problems, as well as the outcomes experienced.
Shailaja (2002) conducted a study on "Values Among Teacher Educators with Reference to Sex, Marital Status and Teaching Experience." The hypothesis of the study were (1) There is no significant difference in the sex values of male and female teacher educators, married and unmarried teacher educators and teacher educators with five years and less than five years of teaching experience and teacher educators with more than five years of teaching experience. The study considered six types of values, that is Theoretical, Economic, Aesthetic, Social, Political and Religious. The researcher selected 150 teacher educators from all the teachers working in 15 colleges of education in Karnataka University, Karnataka. The survey method was used in the research. The study of value scale was constructed and standardized in Indian situation by Raychoudhary (1958) which is based on Allport –Vernon and Lindzey (1951) scale or values was used. The collected data was analyzed by using "t" test.

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 differ significantly but the "t" value of economic and aesthetic shows significant difference. (3) All the six values of teacher educators with less than five years of teaching 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.

Yikai (2002) studied the "Teacher value as a Determinants of Classroom Climate." The research questions guiding this study were concerned with: (i) identification of values important to teachers, (ii) the importance of teacher value on teachers' curriculum, teaching strategy, assessment, relationship with students and classroom climate.

Sixteen teachers completed the survey questions designed for the purposes of this study and their 459 students completed the college and university Classroom Environment Inventory developed by Fraser and Treagust (1986). The researcher collected teachers' responses and implemented the investigations with students in the classroom on the appointed day. Descriptive statistics were used to summarize demographic information and teachers perspectives on teachers value.

The findings of this study indicate that responsibility and enthusiasm are the two most important teacher values and teacher value is most important in teachers' relationship with students and least important in
assessment of the values and functions considered. Although all participating teachers ranked teacher value to be important in classroom climate, the research results show that there is no significant relationship between them.

This study suggests that teachers can recognize and clarify their values in order to improve students' academic achievement.

Richmon (2005) studied on the value impress: Toward a normative account of educational administration.

This reports on a study of elementary school principals and the professional values they held by. An extensive examination of the literature on values in education administration found that though there appeared to be little conceptual agreement as to the nature of values' role in influencing professional practice, there was a general agreement that values somehow belong to people, and should be understood within subjectivist or relativist frames.

Researcher advanced an alternative framework for values inquiry which focused on three central areas: the socio-cultural domains in which values are manifest, the socio-cultural processes whereby values became known to impale, and the socio-cultural construction of values themselves. In
an attempt to investigate the strengths and weaknesses of such a re-conceptualized perspective on values in educational administration. Twelve elementary public school principals in Ontario were interviewed with a view towards gathering an evidentiary base to enhance, refine, revise, and critique the framework. Data collected from participants were largely found to be amenable to the socio-cultural analyses provided for by the conceptual framework. Participants were able to identify a range of external sources, which impressed upon them valued understandings of professional practice. Similarly, participants described numerous socio-cultural processes whereby values become inscribed into their professional understandings. As well, participants were found to have constructed the administrative values they held in many different ways. The findings of this study reinforce the original critique of the literature. Professional values, far from being uniquely subjective or emerging from individuals themselves, have clear and though certainly complex and socio-cultural origins. This suggests that for both theory and practice increased attention needs be paid not only to administrative understandings per se, but to the sources of these understandings, the ways in which they become known, and the ways in which they are constructed. Most of all, an emphasis on the socio-cultural nature of administrative knowledge behooves a heightened sense of epistemological humility with regard to administrative phenomena. Inasmuch
as professional knowledge appears to be a function of social interaction, it is necessarily impermanent, incomplete, and perpetually changing.

Weitkamp (2006) conducted Teaching style and technology: The role of educational values in the adoption of information technology innovations in the classroom.

This study compared public higher education instructor's values and their use of information technology in the classroom. Several experts have suggested that a values conflict is the underlying cause of the low use of information technology in the public higher education classroom compared to office use and private for-profit training. The principles of Adult learning Scale (PALS) used measure learner-centered educational values. The Classroom information Technology Usage Survey (CITUS), developed for this study, measured information technology use in the classroom. A total of 2,482 surveys were sent to faculty at three public Western universities, 363 were returned for a 14.6% return rate. Analysis with a canonical correlation using a General Linear Model at an alpha of .05 found a statistically significant correlation between learner-centered teaching values and adoption of information technology in support of the classroom.
David (2006) conducted a study on Professional and Personal values and virtues in education and teaching.

This paper distinguishes the key dimensions of professional value in teaching under three headings: (I) deontic norms; (ii) aretaic norms; and (iii) technical norms. With regard to (I) it is held that aspects of the professional conduct of teachers are properly (though not exclusively) implicated in the observance of moral principles and duties especially in so far as education may also be considered a human right. With regard to (ii), however, it is argued that professional development is not exhausted by fidelity to obligations, and also needs to be understood in terms of the development of personal qualities of character. That said, some criticism is here offered of a recent critique by Chris Higgins (2003) of the 'ascetic' ideal of teaching, and of his defence of a more 'self regarding' conception of professional development. The final section of the paper argues that insofar as it seems difficult if not impossible to separate the technical from the moral in teacher expertise, contemporary conceptions of professional teacher education and training appear to mislocate the true epistemic character of pedagogical engagement.
2.3 Conclusion

Because of the use of diverse tools and techniques in these research studies, it is difficult to derive some common points. However, an attempt is being made here to draw some general conclusions.

The investigations regarding ‘Value’ are found to be very limited in number. There seems to be a dearth of a comprehensive studies on values in the literature available. Particularly in India the investigations relating values are very few and these are limited in scope and have been largely conducted on samples. On teachers ‘values’ hardly any study in the Indian situation may be called as adequate.

The review in the previous pages further reveals that wide variety of tools have been used in various studies on the values. Every tool has been planned to achieve the purpose for which the study was conducted.