Chapter 3

REVIEW OF RELATED STUDIES

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REVIEW OF RELATED STUDIES

A literature review is a critical and in-depth evaluation of previous research. The review of related studies is an imperative aspect of any investigation. It is a summary and synopsis of a particular area of research conducted in the past that support the investigator to establish why he/she is pursuing this particular research program. A good literature review expands upon the reasons behind selecting a particular research question. It focuses on a specific topic of interest to investigators and includes a critical analysis of the relationship among different works, and relating this research to the present study.

The survey of related studies implies locating, studying and evaluating reports of relevant researches, published articles, going through related portion of encyclopaedias and research abstracts. The major purpose of reviewing is to determine what has already been done that relates to the thrust area of study. It not only provides unintentional duplication, but also provides necessary insights necessary for the logical framework in to which the problem fits. In a quantitative study, researchers discuss the literature extensively at the beginning of the study (Deslandes & Bertrand, 2005). This serves two major purpose: It justifies the importance of the research problem, and it provides a rationale for the purpose of the study and the research questions.

Creswell (2012) Points out the steps in literature review as,

- Identify key terms
- Locate the literature
- Critically evaluate and select the literature
- Organise the literature
- Write a literature review

Upon understanding the vital role of review of related studies, the Investigator within her limits made an attempt to survey the literature related to the problem under study. As the present study investigates the effect of select models of Value Education on Affective Domain processes, an analysis of different studies carried out on types of
values, classification and measurement of values, different strategies on value education and affective domain variables which throw light on the sample, methodology and findings were made. The summary of reviewed research studies and scholarly works are presented below under the subheads.

3.1 Studies related to Values

Gawande (2012) studied the impact of value-oriented teaching on scholastic achievement and personal value. Results showed that value oriented teaching is more effective than traditional objective based teaching and teaching should be supplemented with it to fulfill the need of cultivated citizen.

Menon (2012) found that there was a positive significant relationship between modernization and theoretical values, economic values, political values, and religious values while a negative significant relationship between modernization and social values was found. There is significant impact of modernization on theoretical values of undergraduate students.

Faith & Ahmet (2012) indicated that the personal values of the teacher candidates were found to predict their attitudes towards teaching profession in the proportion of 22%.

Results of the study by Topkaya et al. (2011) did not show any significant difference on democratic values on the basis of gender. Participants also reported a moderately high level of self-efficacy. Lastly, correlation was found between their democratic values and self- efficacy perceptions.
Study conducted by Johansson et al. (2011) indicate that the most prominent approaches to teaching moral values described by this group of Australian early years teachers were engaging children in moral activities. This was closely followed by teaching practices for transmitting moral values. In this approach engaging children in building meaning and participatory learning for moral values were least often described.

Hansson, Carey & Kjartansson (2010) studied the potential of software packages for analysing social scientists’ use of values in journal articles. Information, exchange and education hold a potential to empower individuals for personal development, working life purposes and public life. In raising people’s awareness of the ways of the world, piecemeal, factual and true data as well as personally held values play a crucial role.

Joolideh & Yesodhara (2008) found that Iranian teachers had better work value, both Indian and Iranian teachers had equal levels of scores. Age group and subjects taught by teachers did not have any influence over their work value in both countries.

The study conducted by Dhind & Suman (2007) showed that female adolescents had higher social, aesthetic, family prestige and economic values while the male adolescents had the highest power health, democratic, and hedonistic values. High class male adolescents had the highest power and lowest religious values and females had highest aesthetic and lower hedonistic values. Low SES female adolescents had highest knowledge and economic values and lowest family prestige and religious values respectively.

Poonam’s (2006) study revealed that female senior secondary arts students intend more towards the religious and moral values than 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.

Mukti & Hwa (2004) investigated the multimedia learning environment for moral values education. The interactive multimedia course revealed an interesting and
exciting tool for teaching and learning. It may be used in class as a demonstration tool. On an individual basis it helps to reach pedagogic goals.

Findings of the study made by Vasudev (2003) showed that dignity of labour, patriotism, equality, nonviolence, bravery, love, good conduct etc, are reflected in the compositions of saint Kabir. The percentages of compositions based on dignity of labor, humanity, equality and nonviolence, spirit of protecting national identity and those reflecting the values of democracy and secularism are 16.92, 22.05, 22.05, 11.76, 20.69, 16.58 respectively.

The conclusions of the study by Shrivastava (2003) showed that there was no significant sex difference between life values and life style patterns of the students studying in Hindi and English medium schools. The students of English medium schools are at higher level in knowledge, aesthetic and health values but they are at lower level in economic, patriotism, social, potential, power, and religious values as compared to the students of Hindi medium schools. In all life values, patterns other than economical differences have been found between Hindi and English medium students. The high class Hindi medium students are at higher level in patriotism, social and religious values as compared to the high class English medium students but they are at lower level in knowledge, aesthetic, health, potential and power.

Research done by Wigfield & Eccles (2002) has shown that the beliefs, goals and values decline during the period of early adolescence. It is also found out that pressure from peers to engage in misconduct increase during adolescence.

Rajesh (2001) in the study ‘Inter-religious Harmony among the Students of Standard Eleven of Calicut District’ showed that there was significant positive relationship between the scores on inter-religious knowledge and inter-religious harmony on the total sample. The findings of the study showed that there was no significant difference between inter-religious knowledge and inter-religious harmony of boys and girls and students of government and aided schools.

Sunita’s (2001) study results showed that the academic achievement of female scheduled caste students is affected by their internal locus of control and high theoretical values. The study revealed that the female scheduled caste students having
high economic values and high religious values have higher academic achievement as compared to male scheduled caste students.

The major findings of the study by Seth (2001) were: Aesthetic, economic and religious values of girls of class VI were higher than that of the boys. While only religious values among the girls of class VIII were found higher than that of the boys and no significant difference was found among the values, namely, knowledge, economic, patriotism, social, potential and peace of the students of class VI and class VIII having different family backgrounds.

Gupta’s (2000) study on ‘Creative and Non-Creative Secondary School Pupil Teachers of Madhya Pradesh in Relation to Values, Adjustment and Attitude towards Teaching’ reveals that creative and non-creative groups do not differ significantly with respect to personal values except social value. The social values of the non-creative group are higher than that of creative group. The males and females do not differ significantly from each other with respect to religious values and aesthetic values are in favour of females. Aesthetic value has positive significant relationship with attitude towards child - centered practices and educational process.

As per the findings of the study made by Jain (2000) the background of women, urban or rural and their education is related to their attitudes towards social change. The correlation of socio – economic status of educated women and attitude towards social change is highly positive. Social values of women of educated class are highly positive and effective. Educational values of women of uneducated class are highly negative and effective. No value is positively effective among urban women, only the effect of human values is highly negative and effective, while religious values are negatively effective among the women of rural background. There is significant low correlation of socio – economic status of women of each class and their values in relation to their attitudes towards social change. Attitudes towards social change among the women of each class, namely, rural, urban, educated and uneducated are more or less same.

Janice (1999) stated by quoting Eccles, that gender difference in attainment of values is rooted in differing family, work mandates for women and men. Men can fulfil their family role through successful employment; for women, work and family are separate, and sometimes conflicting, spheres. Consistent with this reasoning, men
are more likely than women to report single minded devotion to one specific role. In contrast, women seem to value competence in a wider range of activities.

The descriptive study made by **Khatri (1999)** showed that the factor structure of the dimensions, namely, potency, activity and evaluation of 25 values of Sikh secondary students composed of six, five and five factors respectively. These three factor structures were different from each other except in a few common values. The factor structures of three dimensions, namely, potency, activity and evaluation of 25 human values of secondary students composed of four, two and two factors respectively. The factor structure of activity and evaluation dimensions of psychological meaning of selected 25 human values of Hindu, Muslim, Sikh and Christian secondary students were almost different and closer to each other respectively.

**Singh (1999)** concludes that there was significant difference in the mean of the personality traits, like, truth, nonviolence, renunciation, celibacy, no stealing, purification, satisfaction, self recitation, God, religious, intelligence and penance etc. of male and female adolescent students while no significant difference was found in patience. Rural and urban groups significantly differed on renunciation, purification and patience. Significant difference was seen in the means of the personality traits, like, God, religious, intelligence, nonviolence and patience of ordinary and high intelligent adolescent students. The male and female adolescent students belonging to middle and low socio-economic status significantly differed on truth, non-violence, renunciation, celibacy, non-stealing, purification, satisfaction, self-recitation, God, religious, intelligence, and penance.

**Lerman (1998)** conducted a study on the intension of teaching mathematics. The results of the study revealed that there are differences between teachers’ espoused beliefs and their actual classroom practices.

**Lim & Ernest (1997)** conducted a study on ‘Values in mathematics education: What is planned and what is espoused’. They found that that there are differences between the values that are officially planned and those espoused by teachers.
Kumar (1997) conducted a ‘Study of Personality Factor, Values and Self-Concept of the Students of Co-Educational and Non-Coeducational Institutions’ and it shows that there was no significant difference in the means of personality factors between the students of degree classes studying in co-educational or non-coeducational institutions after the stay of one year. The values did change very slowly. Both male and female did not want to be inferior to any one. They wanted superiority. A few of the values were related positively with academic achievement both in coeducational and non-coeducational institutions. Self-concept was positively related to achievement.

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

The findings of Gurnani’s (1992) research work showed that moral and aesthetic values were negatively correlated with all other values except hedonistic value. Moral and aesthetic values also showed negative correlation with total life values. All the factors of creativity were highly correlated with each other. There was no significant difference between the two groups of physically handicapped persons concerning their scores on life values, personality factors and creativity.

Lanke et al. (1991) conducted a study on values using ‘Heart Wood Programme’ and ‘Bag of Values’ Approach to Moral Education’. It used faillle literature and stories, which address human problems with solutions based on ethical judgments that touch the head and the heart. This approach was found to be effective in imparting values like courage, loyalty, justice, respect, honesty, hope and love.
As per the investigation made by Raj Gopal (1989) 40 percent level of Value Orientation was there in prose and poetry. Also it was found out that Government school students had greater value awareness level than students studying in Missionary Schools.

Joshi (1986) while proposing Syllabus of Value Oriented Education distinguishes between moral, spiritual and religious values and concludes that morality and spirituality can be independent of any particular religion.

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

Diwedi (1983) concluded that the place of residence had a close relationship with values - religious, ethical-cultural, political and educational. Women were more religious, ethical, cultured and keenly interested in societal problems compared to men. The study revealed the devaluation in the personality, knowledge and character of the political leaders as well as the teachers. The old values were not shared by the modern youth and they were rather sceptical concerning religion.

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

Findings by Sharma (1980) showed that there was no significant difference between the mean scores of male and the female high school teachers on social, religious, economic, aesthetic, theoretical and political values. However, the mean scores of the male teachers were higher than those of their female counterparts on religious, economic and theoretical values whereas in the case of social, aesthetic and
political values their mean scores were lower than those of the females. The mean scores of the male teachers were higher on social and economic values than those of their students on the religious value. The mean difference between the male teachers and their female students was significant on the political value. There was a significant mean difference between the high school female teachers and their male students on the aesthetic value.

3.2 Studies Related to Values Conflict

**Farrer (2000, 2010)** reported emotional stability of students as a principal benefit of the values-based approach to education, as well as clear improvements in student behaviour and the development of greater awareness of the wider community and of the consequences of their attitudes and actions on that community. She noted that the structured periods of silent reflection in daily assemblies had a persistent quietening and calming effect and also often worked indirectly to resolve student conflicts without adult intervention and mediation. A common language of shared vocabulary enabled consensus to be reached more quickly and service type activities provided students with opportunities to enact the values taught. In Farrer’s evaluation, it becomes clear why enhanced academic diligence tends to flow from such environments.

**Sungur & Thekkaya (2006)** investigated the effectiveness of Problem Based Learning and traditional instructional approaches in various facets of students’ self regulated learning, including motivation and learning strategies. Results revealed that Problem Based Learning students had higher levels of intrinsic goal orientation, task value, use of elaboration learning strategies, critical thinking, meta cognitive self-regulation, effort regulation and peer learning compared with control group students.

**Herman (2006)** in his article ‘Should Value Education be Taught in Schools’ explained that value education must help students to face the agonizing dilemma and make a choice that will enable them to hold their head high. There must be a cognitive understanding of moral and spiritual values. The student understands what makes them just in a world of better human beings. This is the reason why we need values education in our schools.
As per the investigation **Parasar (2000)** concluded that Evaluation vs Fortitude value conflict with a tendency towards fortitude emerged as prominent feature of Indian adolescents. The Indian adolescents possessed dependence vs self-reliance value conflicts with a tendency towards self-reliance as their general trend. The existing trend of self-reliance, dependence, dependence vs self-reliance, value conflict with a tendency towards dependence or towards self-reliance might be said to be the resultant of anxiety.

**Peterson et al. (1997)** investigated on ‘District and State Administrator’s Perception of School Violence and Violence Prevention Programmes’ in fifteen school districts in twelve states. The study showed that causes behind school violence were lack of family involvement or supervision, lack of family structure and parental use of violence.

The major findings of the study by **Singh (1994)** showed that the discussion participating group was significantly higher than the discussion viewing group in terms of gain in value judgment factual claim, value reasoning and value criterion on kindness as well as on values clarification - aspiration, interest, feeling and activity of kindness. Both the viewing of discussion and participation in discussion of value dilemma presented through video mode had significantly enhanced the value clarification – aspiration, interest, feeling and activity on kindness of school children. The viewing of discussion as well as participation in the discussion of value dilemma presented through video mode had significantly enhanced the justification of value decision of school children.

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

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

Chi et al. (1982) concluded that problem solving deficiencies of novices can be attributed primarily to limitations in their knowledge base rather than to lack of general problem solving skills. In general, it is important to stress relationships between concepts, especially higher order relationships that are related to ways the concepts may be used to solve the problems.

3.3 Studies Related to Values Education

Anilkumar’s (2014) work revealed that value integrated education is effective for modification of value based behaviour in the contexts of school, family and other social context. Further Value Integrated Education was effective for value attainment of the upper primary school students with respect to five core human values viz. Truth, Righteous Conduct, Peace, Love and Non-violence. The main and interaction effect of the levels of intelligence and socio economic status had no significant effect on value based behaviour. In the case of the main effect of the levels of intelligence and socio economic status the effect on value attainment is significant but in the case of interaction effect, it was not significant.

The research done by Thornberg & Oğuz (2013) examined Swedish and Turkish teachers’ perspectives on values education. Their findings revealed that Values Education was mostly about compliance with societal values and norms. There was a strong focus on how to treat others and on self-responsibility. The teachers depicted role modelling as a primary means. There was no critical approach to values education. There was a lack of professional knowledge in values education.

Research done by Brownlee et al. (2012) shows that personal epistemology influences teaching and learning in a range of education contexts, including moral education. They examined school contexts and policy and conducted teacher and child
interviews relating to moral learning. Study revealed clear patterns of personal epistemologies and pedagogies within each school. It was also found out that personal epistemology, pedagogies and context are interrelated.

The DEEWR Project (2010, 2008, 2006) on National Framework for Values Education in Australian Schools was an extensive a multi stage research to identify developing research links between values education and good practice pedagogy and proposed a set of guidelines based on these links. Findings from stage 1 (DEST, 2006) illustrated that a sound values education can be a powerful ally in the development of good practice pedagogy, with positive effects being demonstrated across a range of measures, including persistent reference to the improved environment of learning and greater student attention to the regular academic work of the classroom: The Stage 2 Report (DEEWR, 2008) identified clearer and more sophisticated links between the rollout of values education and the effects on both student behaviour and performance. Across the three years in which the VEGPSP project rolled out, the nature of the evidence gradually developed from being largely anecdotal to having a measurable edge, especially as teachers began to compare enumerations of previous and present levels of factors such as behaviour disruption, work focus and attendance on the part of students. Finally, the ‘Values in Action’ project (Stage 3, DEEWR, 2010) focussed on student voice in its report of on follow up projects in schools that had a sound tradition of integrated values-based pedagogy. The report proffered: A range of evidence supports the impact of values education on improved student wellbeing, most especially the voices of the students themselves.

Lovat et al. (2010) by adopting mixed methods approach measured some of the inter-personal and social factors associated with student motivation and achievement, with quantitative data collected and analysed over two time-periods and qualitative data collected during the second phase. Survey data showed that teachers perceived statistically significant improvements on the three aspects of student behaviour that were assessed, namely, academic engagement, inclusive behaviour and responsible behaviour. The qualitative data supported the perception of improved student behaviour, with multiple comments indicating that greater self-regulation of behaviour and improved interactions between students had led to more harmonious and productive learning environments. Evidence indicated that the
ambience, relationships, self-reflection, and discourse connected to values education impacted positively on students’ academic work habits, without any other explicit contaminating factor being present.

The ‘Testing and Measuring’ project by Lovat et al. (2009) was designed to investigate the apparently measurable claims such as behaviour disruption, work focus and attendance of students using quantitative and qualitative methods. There was interest in all of the claims being made around student effects, with a dedicated focus on a range of factors which have been identified as mediating variables in facilitating student motivation and academic engagement. Teachers reported that classrooms became “more respectful, focused and harmonious” that school was “a better place to teach … a better place to learn” that there was increased school cohesion and that classrooms were more settled.

Hawkes (2009) has illustrated the ways in which a values-based approach to education and learning provides an ethos in which students develop positive characteristics in their social interactions and engagement with their school work.

Lovat & Toomey (2009) and Nucci & Narvaez (2008) opined that studies that providing conceptual clarification and empirical verification of the inherent interconnections between values education and holistic student wellbeing, including academic enhancement, are growing in number and scope.

The results of the study by Cornerstone Values (2009) demonstrated that the impact of character education was significant in relation to the provision of a positive and supportive environment, positive influence on institutional culture, increased cooperation between staff and students, creation of an atmosphere conducive to teaching and learning, improved attributes of the students and attraction of the students to the institution.

The question posed by Lovat & Clement (2008) can the impact of values education on teaching and school ethos, as well as student achievement and behaviour was answered in the affirmative. The observations of the report indicated the profound potential of value education to transform the learning environment, ethos, coherence and inclusiveness of a school and, in doing so, by evaluating the impacts of values education stimulate student social development by strengthening relationships
between students, and students and teachers. In turn there are cascading effects on student learning and behaviour, the way teachers teach and support their colleagues, teacher self efficacy and sense of self fulfilment, and communicative competency and capacity to negotiate. The results have clearly demonstrated the centrality of values education to creation of a stimulating teaching environment and thereby, enhancement of quality teaching.

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

Office for Standards in Education (2007) conducted a ‘Values School experiment’ which had positive impact on all educational measures, including academic achievement. The ‘OfSted’ assessment effectively confirmed that the students on which it was reporting were performing above their ‘social position’ and, furthermore, that the only causal explanation for this outcome provided by the inspectorate was to be found in the effect of the whole-school values program on the children.

The findings of the study by Vasuki (2003) indicated that the value education program made a significant impact on personal, social and cultural values of all the selected pupils. The impact of value education was higher on urban schools than the rural schools at the primary level. Both fathers’ and mothers’ education and occupation made a significant impact on their children regarding value education at the higher secondary level.

Shah (2001) conducted a study on the effect of National Value Education programme on the national values of the secondary school students of Ahmedabad city in context of certain variables. The level of general knowledge and attitudes regarding the national values of the students of secondary schools of Ahmedabad city were found out. The effect of the NVE programme developed a remarkable positive
attitude regarding the national values of the students and scored a high rank regarding the general knowledge of the nation.

Miller et al. (1997) describes current profiles of adolescent female offenders and the need for holistic need based programmes that offer troubled girls social values and relevant vocational skills.

3.4 Studies Related to Models of Values Education

Manju (2013) compared the effectiveness of Value Analysis Model and Value Discussion Model with existing method on developing valuing competencies and found that both models are effective than existing method and further Value Analysis Models in more effective than Value Discussion Model on the total sample and subsample based on gender and type of management.

Study by Sanderse (2012) provides evidence that role modelling is rarely used as an explicit teaching method and that only a very small percentage of adolescents recognises teachers as role models. If role modelling is to contribute to children’s moral education, teachers are recommended to explain why the modelled traits are morally significant and how students can acquire these qualities for themselves.

The UGC major research project undertaken by Thankachan, Martis & Mollykutty (2009) showed that the in-service program based on Value analysis Models was effective on the value processing skills with regard to the choosing, prizing and acting components of secondary school teachers. Also the value Analysis Models of teaching had significant impact on developing the Value Processing skills of secondary school students.

Schuitema et al. (2008) in their article, ‘Teaching Strategies for Moral Education: A Review’, presents the results of a literature review of studies on teaching strategies for moral education in secondary schools (1995-2003). The majority of the studies focus on the’ why’, i.e. the objectives, of curriculum-oriented moral education. Attention to the instructional formats for enhancing the pro-social and moral development of students (the how) is relatively sparse. Most studies on teaching strategies for moral education recommend a problem-based approach to instruction whereby students work in small groups. This approach gives room for
dialogue and interaction between students, which is considered to be crucial for their moral and pro-social development. Other studies discuss more specific teaching methods, such as drama and service learning. It is concluded that the theoretical discourses on moral education are not reflected on the practice of curriculum-oriented moral education and its effects on students' learning outcomes. The investigators recommend that future research on curriculum-oriented moral education includes the subject areas encompassing moral issues and the social differences between students.

**Husu et al. (2007)** in the article, ‘Developing Whole School Pedagogical Values - A Case of Going through the Ethos of Good Schooling’, made a study on the content and structure of teachers' pedagogical values. The investigators used the process of value clarification with 24 teachers to encourage them to recognize and articulate their own values and beliefs related to their professional morality and to their school community. This article examines both the normative and descriptive foundations of pedagogical values. The emphasis is not on how teachers and students should act in a given catalogue of value prescriptions, but on what kind of a value structure would prevail in schools so that they can be considered truly educative institutions and professional communities. Hence, teaching as a normative concept can be defined as an idealized way of being (in a certain role) that contributes to the realization of the good, central to the profession. The whole process of recognizing, articulating and expressing pedagogical values will make teachers' aware of their ethical knowledge and help them to develop their school to become a learning community that acknowledges the multiple dimensions of the school ethos.

**Simi (2007)** in the study on the ‘Effectiveness of Value Clarification Model in Developing Value Judgement Ability among Students of Standard Eleven of Higher Secondary Schools of Kottayam District’ found that the value judgement ability of girls is higher than that of the boys. 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.

Results of the study made by **Lawrence et al. (2006)** revealed significant differences between males and females in terms of engagement in coping strategies and academic attainment. Specifically, males exhibited greater ability to detach
themselves from the emotions of a situation, were more inclined to demonstrate emotional inhibition or ‘bottling up’ of emotions and reported higher self-esteem. In addition, it was observed that females attained at significantly higher level than males.

Kristjansson (2006) argues that strategy of role modelling, as explicated by the character-education movement is beset with three unsolved problems: an empirical problem of why this method is needed; a methodological problem of how students are to be inspired to emulation; and a substantive moral problem of what precisely should be taught. While the first of these three problems may perhaps be overlooked with impunity, the second and third problems stand in urgent need of rectification if role-modelling is to retain its moral and educational import. After exploring Aristotle's notion of emulation, the author suggests that this rich and nuanced notion may hold the key to the solution of both problems. Such Aristotelian solutions are then spelled out and defended.

Matsuba & Walker (2004) found that moral exemplars, in contrast to comparison individuals, were more agreeable, more advanced in their faith and moral reasoning development, further along in forming an adult identity, and more willing to enter into close relationships. These findings are discussed in the context of describing moral excellence from a multifaceted, personality perspective.

According to Joshi (2002) the traditional teaching model was effective for the development of value identification and judgement among IX standard male students for the teaching of value: acceptance of other’s feelings whereas it was effective for X standard female students for the teaching of value: perseverance and acceptance of other’s feelings.

Ryan (2000) analysed the need for early literacy experiences and provides evidence that reading success begins at home. Through the study, Parents' role in children's emerging literacy is highlighted, noting the importance of parental attitudes toward reading and the influence of parental modelling.

Baker (1999) conducted a ‘Study of the Effectiveness of Traditional Experience Based Approach and Composite Approach to Value Education in Developing a Set of Values in Pupils’. The selected values for the study were equality, fraternity, justice, liberty, and secularism. The major findings of the study
were: rational approach (JIM) to value education develops moral judgment of the pupils. The rational approach to value education does not change value preference with respect to all the five values from the selected set of values. The rational approach to value education increases the value intensity of equality in the pupils. This approach does not increase the intensity of the other four values.

Leena (1999) in the 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.

Sharma (1995) concludes that values are permeated through the conduct of elders and imbibed by the youngsters. Further, teachers’ behaviour contributes to generation of open climate and acceptable and conducive student behaviour.

Hema (1995) conducted a study on the ‘Effectiveness of Value Analysis Model to Develop Future Values of Pupils’. The study was carried on in three phases. The findings of the study showed that value analysis model of teaching were effective in developing the moral reasoning of the pupils on future family values.

Sharma (1994) studied the ‘Effectiveness of Value Analysis Model in Developing Value Analysis Competence among B.Ed. Trainees and School Students. The major findings of the study showed that value analysis model is more effective than conventional methods for developing value analysis competencies of the values of cooperation, dedication and teaching profession, nationalism, perseverance and scientific outlook in B.Ed. trainees and school students.

Singh (1992) compared the effectiveness of 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 the self-acceptance among the students.

Joglekar et al. (1992) conducted a study titled as ‘Value Clarification Model for Developing Value Clarification Ability of the Teacher Students’. The findings of the study showed that Value Clarification Model was effective in developing Value
Clarification ability of student teachers with respect to social contract in post-conventional level.

Passi et al. (1990) studied the ‘Effectiveness of Value Analysis Model in Developing the Value Clarification Competencies of Student Teachers’. The findings of the study showed that value analysis model was effective in developing value judgement for value of cooperation and nationalism. It was effective in developing value judgement in B.Ed. students when they are trained through lecture cum demonstration method.

Hota (1989) conducted a study on the ‘Effect of Value Analysis Model on Variables related to Cognitive and Affective Domains’. Results of the study indicate that both theory followed by demonstration was found to be equally effective in terms of the theoretical understanding of value analysis model. It was not effective in bringing changes in the reasoning of the students.

Singh (1989) arrived at the conclusion 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 co-operation, dedication, preference, and scientific outlook.

Pandya (1989) had done a comparative study titled as “Effectiveness of selected methods for imparting instruction in Moral Values and their development among upper primary school children”. The result found that the discussion-cum-lecture method was effective in developing values among the students.

Lenka (1989) compared two training strategies for Value Analysis Model and 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.

Passi et al. (1988) conducted a study titled as ‘Models of Teaching – Relative Effectiveness of Different Training Strategies’. The findings of the study showed that all the strategies were equally effective.

Shukla (1988) conducted a study on the ‘Effect of Value Discussion Model upon Attitude of Teacher Trainees towards Population Education’ found that value discussion model was effective for orienting elementary teacher trainees.
Sorot (1988) studied the ‘Effectiveness of Jurisprudential Inquiry Model (JIM) in Developing Value Clarifying Competence 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 values- dedication, nationalism, and 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 VII Grade students’ and found that jurisprudential model had significant effect on shift in value preference in terms of right to equality and in terms of right to freedom of the students of VII grade.

Frisch (1986) conducted a study titled “The Value Analysis Model And The Moral And Cognitive Development of Baccalaureate Nursing Students” to assess the effect of value analysis model on cognitive and moral development. Instruction concerning moral and ethical dilemmas common in contemporary practice of nursing students was used. This study hypothesized that such guidance would bring about measurable changes in cognitive and/or moral development over the course of an academic semester. Measures of developmental outcome included Rest's Defining Issues Test (DIT), Crisham's Nursing Dilemma Test (NDT), and the Allen Instrument. Results showed that there was a significant difference between experimental and control subjects with respect to DIT and NDT gain scores after the treatment using Value Analysis Model. Also strong association between DIT P score gain and self-report of peer discussion of ethical issues were reported.

Singh et al. (1986) conducted a study titled as ‘Effectiveness of Value Clarifying Strategies in Value Orientation of B. Ed Students’. The findings drawn from the study showed value clarifying strategies were more effective than the conventional method for developing value orientation of values namely dedication, cooperation and nationalism in B.E d students.

Gupta’s (1984) study showed that 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 children from non co
educational schools. The children from government schools were superior in moral reasoning.

Singh (1970) conducted an experimental study on ‘The Effectiveness of Value Discussion Model (VDM) in Developing Value Clarifying Competence in Student-Teachers’. The result proved that value discussion approach was effective for teaching the values like co-operation, nationalism, perseverance, and dedication to teaching profession and scientific outlook.

3.5 Studies Related to Affective Domain Processes

Altay & Demirkan’s (2013) study was on Inclusive Design: Developing Students’ Knowledge and Attitude through Empathic Modelling. Results showed that students developed their knowledge of inclusive design concerning the physical environment, the self and the social environment. Further students developed immediate emotional responses and a positive attitude towards diversity and inclusion. They also changed values, which consisted of implications of organising and internalising values regarding the subject, paving the way to a long-term alteration of attitude. Empathic modelling was particularly helpful in supporting the Affective component of the learning domain. At a personal level and in daily interactions, it also supported the cognitive domain through direct feedback on certain qualities of the built environment that may not have been acquired as textbook knowledge.

Yalçınkaya et al. (2012) concluded that Case Based Learning was an effective method for promoting students’ motivation towards chemistry. The result showed a significant effect of treatment on 10th grade students’ extrinsic goal orientation, control of learning beliefs, self-efficacy for learning and performance whereas no statistically significant differences were found in terms of intrinsic goal orientation. The study also revealed that treatment had a large effect on students’ task value, control of learning beliefs and self efficacy for learning and performance while case-based instruction had a moderate effect on students’ extrinsic goal orientation.

Carr (2010, 2008, 2007, 2006) has argued persistently that values and effective teaching are inextricably interwoven and that, in that sense, values education goes to the heart of the role of the teacher and effective learning for the
student. He focuses especially on the issue of relationships and the moral mentoring of the teacher as being central to teaching as an inherently relational profession. There is more than a hint of Dewey (1916, 1929) and Peters (1981) in such postulations and, furthermore, recent empirical studies have provided confirming evidence of them.

Study by Benninga et al. (2010, 2006) showed a correlation between high quality values (character) development and strengthened academic achievement.

Davidson et al. (2010, 2007) provide explanation and evidence for a correlation between ‘performance character’ and ‘moral character’ which are integrally related in the development of personhood.

Osterman (2010) offers evidence that it is the teacher who both provides quality content in the context of effective pedagogy and establishes good relationships with students who enjoys the greater academic impact. In other words, establishing positive relationships with students is itself part of effective pedagogy and, in a circular effect, high quality teaching has its own positive impact on strengthening student-teacher relationships

Beech (2010) studied the affective domain factors influencing the decisions of leaders with different cultural perspectives. The study identified that the contributing factors to the decision making of leaders were trust, values, profit, political power, legalism, personal power, respect and fear. Each of the highlighted values has a strong connection to interpersonal relationships and the bonding of the community for both the existence of the community and the quality of living that it provides. While caring and cooperating may flow from human affective or pragmatic sources, not working hard, being disobedient and promoting disharmony were seen as shameful—an important component of the avoidance-pursuit pairs.

Lovat & Toomey (2009) and Nucci & Narvaez (2008) opines that studies providing conceptual clarification and empirical verification of the inherent interconnections between values education and holistic student wellbeing, including academic enhancement, are growing in number and scope.

Lovat et al. (2008) in the study, ‘Quality Teaching and Values Education: Coalescing for Effective Learning’ extended the understanding of the concept of
teacher beyond surface factual learning to that of induction into learning of intellectual depth, which engages the more sophisticated skills of communicative capacity and self-reflection. Quality teaching alerts educators to the potential of the role of explicit teaching in values education and, in turn, the capacity of values education to complement and even enhances the learning goals implicit in quality teaching. By it is meant that values education has potential to remind individuals and systems that it is the affective and relational aspects of teaching that ultimately give it its power and positive effect.

Rhoades, Eisenberger & Armeli (2007) conducted three studies and examined the interrelationships among work experiences, perceived organizational support (POS), affective commitment (AC), and employee turnover. Using a diverse sample of 367 employees drawn from a variety of organizations, study found that POS mediated positive associations of organizational rewards, procedural justice, and supervisor support with AC. Study 2 examined changes of POS and AC in retail employees over a 2-year span and a 3-year span. POS was positively related to temporal changes in AC, suggesting that POS leads to AC. Study 3 found a negative relationship between POS and subsequent voluntary employee turnover that was mediated by AC in retail employees and in poultry- and feed-processing workers. These results suggest that favourable work conditions operate via POS to increase AC, which, in turn, decreases employee withdrawal behaviour.

Lawerence et al. (2006) tried to find out the relationship between Teacher Management Communication Style and Affective Learning. It was found out that the factors that had the most influence on affective learning were a) nonverbal immediacy (meaning non-verbal cues that communicate a positive, approving feeling toward the audience), b) a student-centered classroom management style (such as making decisions democratically, encouraging students to communicate among themselves), and c) regular class attendance by the students themselves. Factors that did not influence affective learning were student age, number of students in the class, or grade of teacher.

The value sets and the relationships within which they functioned, and which drove decision making, provided the basis for the significant findings in this research done by Schwartz’s (2006). He commented that values could be central features that
add cohesion to a culture because they shape and justify the beliefs, actions and goals of individuals and groups. At a general level, values espoused by the participants in this research were frequently connected to the specific cultural values of working hard, being obedient, caring, cooperating and living in harmonious relationship. They also included the value of having values (or virtues) by which to live, as opposed to anti-values [antivalores] of certain participants that were seen as being, by definition, anti-social.

Peterson (2003) by quoting certain studies reports that professionals in the field of gifted education have documented the affective characteristics of gifted individuals as well as the social and emotional needs related to those characteristics (Clark 2002; Cohen & Frydenberg, 1996; Cross, 2003; Delisle, 1987; Roeper, 1995; Silverman, 1993). Further, proactive attention to the affective domain is overlooked in many schools unless that attention is in reaction to some overt threat or maladaptive behavior identified by the school community.

Nevitt (2001) reports that socio-emotional guidance and counselling, promotes the need to establish a plan to recognize and nurture the unique socio-emotional development of gifted learners. Also he states that gifted learners must be provided with affective curriculum in addition to differentiated guidance and counselling services.

As Lee et al., (2000) argued, because of the meaningful position of occupations or professions in the lives of many people and the potential link of occupational commitment to important work outcomes such as retention and performance, it is important to understand the role of professional commitment.

Frey & Sylvester (1997) found out that successful exposure to affective education strategies can aid in the development of a positive self-concept.

Roeper (1995) affirm that if asynchronous development is left unchecked, the adoption of unhealthy lifestyles (e.g., perfectionism, self-criticism, poor self-concept) or maladjustment (e.g., depression, eating disorders, antisocial behavior) may ensue.

Katz (1994) purports perceived social status, perception of teachers, perception of peers, participation in class discussions, and self-direction in learning
can be linked to either a positive or negative self-concept depending upon how those impressions are internalized and processed.

Isen et al. (1985) found that positive affect subjects were more likely to respond with Unusual First Associates (54% of total responses) compared to neutral affect subjects (39% of responses) and also subjects in the positive affect condition showed greater diversity in their responses than did those in the control group. Isen et al. (1987) found that positive affect subjects were significantly more accurate on a subset of moderately difficult items from the Remote Associates Test than neutral affect subjects (63% correct versus 50% correct). Further positive affect subjects were significantly more accurate (58% correct) on the Candle Problem than neutral affect controls (13% correct).

Klopfer (1976) established a structure for considering the affective domain while teaching science. He presented a detailed matrix that integrates affective behaviors with scientific activities, scientific events and scientific inquiry. There is great detail in breaking science down, not into topics but into ideas about how science is done and general concepts of the scientific method. There are several examples of how various statements fit into the matrix. For example, the statement, ‘a student enjoys the challenge of formulating a theory to explain observations’ shows the affective behaviour of satisfaction in responding to information and also pertains to the process of scientific inquiry.

3.6 Studies Related to Emotions and Emotional Maturity

Baldwin (2009) examined the relationship of character education practices to sixth graders empathetic tendencies. The result of these measures did not provide clear evidence of any difference in empathetic tendencies.

Salovey & Caruso (2008) suggested that some individuals have greater capacity than others to carry out sophisticated information processing about emotions and emotion-relavant stimuli and to use this information as a guide to thinking and behaviour.

Ciarrochi & Scott (2006) found that each emotional competence variable predicted unique variance after controlling for significant variables. Specifically, ineffective problem orientation predicted increases in anxiety and stress and decreases
in positive affect. Difficulty in identifying and describing emotions predicted increases in anxiety and decreases in positive affect. Finally an aspect of difficulty managing emotions (ie. rumination) predicted decreases in positive affect.

**Bansibihari & Surwade (2006)** examined emotional maturity of secondary school teachers and its effect on teacher effectiveness. The results indicate that female teachers are emotionally more mature and stable than male teachers. Also emotionally mature and stable teachers are more effective in teaching than emotionally immature teachers.

**Holt & Jones (2005)** examined the concept of emotional intelligence in conjunction with organizational behaviour, education and training for enhanced emotional knowledge within businesses and academic organizations. The role of emotional quotient is considered in management effectiveness together with effectiveness of schools.

**Liff (2003)** argued that by addressing social and emotional learning within the classroom, college facility can foster the scholarly as well as interpersonal growth of students. He also suggests that sensitivities and learning within the affective domain are strongly linked to the efficacy of a successful collegiate experience.

**Constantine and Gainor (2001)** studied the relationship among school councillors’ emotional intelligence, empathy and self-reported multicultural counselling knowledge and awareness. Finding revealed that school councillors’ previous multicultural education, emotional intelligence scores and personal distress empathy scores accounted for significant variance in their self-perceived multicultural counselling knowledge.

**Devi & Mayuri (2004)** revealed that the total Emotional Intelligence and total personality were significantly and positively related with each other. Most of the dimensions of personality like boldness, enthusiasm, excitability, leadership, maturity and mental health were positively and significantly related to the sub scales of emotional intelligence.

**Woitaszewski & Aalsma (2004)** found that emotional intelligence did not significantly contribute to the social and academic success of gifted individuals.
Ghosn’s (2001) study showed that literature can foster emotional intelligence by providing various emotional experiences that shape the brain circuits for empathy and help children to gain insight into human behaviour.

Eisenberger, Armeli, Rexwinkel, Lynch, & Rhoades (2001) investigated on reciprocation’s role in the relationships of perceived organizational support (POS) with employees' affective organizational commitment and job performance. The authors found that (a) POS was positively related to employees' felt obligation to care about the organization's welfare and to help the organization reach its objectives; (b) felt obligation mediated the associations of POS with affective commitment, organizational spontaneity, and in-role performance; and (c) the relationship between POS and felt obligation increased with employees' acceptance of the reciprocity norm as applied to work organizations. Positive mood also mediated the relationships of POS with affective commitment and organizational spontaneity. The pattern of findings is consistent with organizational support theory's assumption that POS strengthens affective commitment and performance by a reciprocation process.

Wallace (1998) explored the relationship of arts education to emotional literacy, which includes interpersonal and intrapersonal intelligences which determines individual’s success in life. The data revealed that students with arts education make more emotionally mature decisions and are more aware of their feelings and feelings of those around them.

3.7 Insight gained from the Review of Related Studies

The review of related studies on different aspects of values, values education and affective domain, carried out by the Investigator provided great insights towards the conduct of this research study which are discussed below.

- Values - Area of focus

As the present study mainly focussed on values which acted as the base for the dependent and independent variables of the present study, the Investigator collected a number of studies related to values. The studies on values in connection with modernization (Menon, 2012), moral activities (Johansson et al., 2011) potential software package for analysis of use of values (Hansson, Carey & Kjartansson, 2010), value patterns (Poonam, 2006), erosion of values during adolescence (Wigfield
Review of Related Studies

& Eccles, 2002), life patterns (Shrivastava, 2003), work value (Joolideh & Yesodhara, 2008), family prestige (Dhull & Suman, 2001), inter-religious harmony (Rajesh, 2001), academic achievement (Sunita, 2001; Gawande, 2012), multimedia learning environment (Mkuti & Hwa, 2004), democratic values and gender (Topkaya et al., 2011), adjustment and attitude (Gupta, 2000), attitudes (Faith & Ahmet, 2012; Jain, 2000), factor analysis of values (Khatri, 1999), personality traits (Singh, 1999), gender difference (Janice, 1999), planned and espoused values of teachers (Leeman, 1998; LimErnest, 1997), self-concept (Kumar, 1997), ambitions (Khare, 1993), creativity (Gunani, 1992), religion (Joshi, 1986), socialization (Kapur, 1986), place of residence (Patel, 1981) and social factors (Sharma, 1980) have provided knowledge related to different values, classification of values, relationship of values with other cognitive and affective variables, the method adopted for the study and the differences in values with respect to gender, religion, age and locality of the sample selected.

 Futures & Conflicts – Central theme of the study

Taking decisions when confronted with dilemmatic situations was the central theme of the study. So the Investigator made an extensive search in journals and websites to find studies on value conflicts. A few studies were included in to this section such as the effect of problem based learning approach on goal orientation, task value, critical thinking, meta cognitive self regulation and peer learning (Sungur & Thekkeya, 2006), helping students to face dilemmatic situations (Herman, 2006), role of anxiety in value conflicts (Parasar, 2000), lack of family involvement, lack of family structure and parental use of violence being the causes of school violence and conflicts (Peterson et al., 1997), problematic family atmosphere resulting in to unhappy lives of children especially girls (Bhatia, 1984), influence of family structure on the adjustment of children while facing dilemmas (Bhatnagat, 1984), lack of knowledge on problems as the cause of problem solving deficiencies (Chi et al., 1982). Though these studies are not related to the value conflicts proposed in the present study, they gave some insights such as the role of family in helping the students when confronted with dilemmas.
Impact of Values Education – Getting closer to the Independent variable

The studies reviewed under this section were all agreed with the notion that values education has a positive impact upon the variables under study. The studies conducted on the effect of values education on value based behaviour (Anilkumar, 2014), societal values and norms (Thornberg & Ogus, 2013), personal epistemologies (Brownlee et al., 2012), institutional culture (Cornerstone values, 2009), teaching and school ethos (Lovat & Clement, 2008), role of decision making authorities in values education (Joyce et al., 2007) personal, social and cultural values (Vasuki, 2003), national values (Shah, 2001) and social values and vocational skills (Miller et al., 1997) gave evidence of positive effect of values education. It was also noted that no studies were found out which disagree with the implementation of values education programme.

Independent variable analysed

The present study incorporated Value Analysis Model and Value Clarification Model as the independent variables. So a thorough analysis was made by the Investigator to find out the effect of these models on different variables. It was noted that many of the values education models were studied by different scholars during the past twenty years. Majority of these studies conducted in India and abroad give a clear evidence of the effectiveness of these models of values education. The literature review written by Suhuitema et al., (2008) showed that most of the studies on teaching strategies of moral education conducted during 1995 and 2003 were related to curriculum – oriented moral education and very rare studies were evolved towards the enhancement of moral development using the values education strategies. Further most of the studies during this period adopted problem-based approach where students worked in groups. It was also concluded that theoretical discourses on moral education was not practiced and it had no effect upon students’ learning outcomes.

The effectiveness of models and strategies of values education provided tremendous support to the present study. These studies were focussed on the effectiveness of Value education strategies on academic achievement (Julia et al., 2006), effect of role modelling on children’s literacy and reading (Ryan, 2000) acceptable and conducive behaviour of students (Sharma, 1995), that of JIM on moral judgement (Baker, 1999), value clarification (Sorot, 1988), value preferences
Reviewed Related Studies

(Tiwari, 1986); Value Discussion Model on value clarification (Singh, 1992), on population education (Shukla, 1988), value clarifying competence (Singh, 1970); and Discussion cum Lecture method on moral values (Pandya, 1989).

Effectiveness of Value Analysis Model was supported in studies on value judgement abilities (Leena, 1999); attainment of Value Analysis theory (Lenka, 1989), cognitive and moral development (Fricsh, 1986), future values (Hema, 1995), value analysis competence (Sharma, 1994), value clarification competencies (Passi et al., 1990; Singh, 1989) and variables related to cognitive and affective domains (Hota, 1989). Effectiveness of Value Clarification Model was supported by the findings of the study on value judgement ability (Simi, 2007), value clarification ability (Joglekar, 1992) and value orientation (Singh et al., 1986).

In opposition to the above studies, the study by Joshi (2002) showed that traditional teaching model was found effective in value identification and judgement among boys for the value acceptance of other’s feeling where as it was found effective among girls for the value perseverance and acceptance of other’s feelings. Also the study conducted by Sorot (1988) does not support the effect of JIM on the student’s pattern of values. Similarly Hata (1989) found that Value Analysis Models was not effective for developing the reasoning power of students.

Studies on dependent variable

Past few decades of research witnessed a handful of studies related to the affective domain variables. But the Investigator could not find any studies directly related to Affective Domain Processes such as receiving, responding, valuing, organization and characterization. Even though, the reviewed studies could provide some valuable information that could be used for the present study. The affective characteristics such as attitude towards inclusion (AtlayDemirkan, 2013) case based learning and motivation (Yalcinkaya et al., 2012), affective learning (Lawrence et al., 2006), affective and relational aspects of teaching values (Lovat et al., 2008) affective characteristics and social and emotional needs of gifted individuals (Peterson, 2003) effect of affective education strategies for positive self-concept (Frey and Sylvester, 1997) asynchronous development leading unhealthy life styles (Katz, 1994) value based approach and emotional stability (Farrer, 2000, 2010) value based approach and social interactions (Hawkes, 2005, 2008, 2009, 2010), affective factors
influencing decisions of leaders (Beech, 2012), interrelationships among work experiences, perceived organizational support (POS), affective commitment (AC), and employee turnover (Rhoades, Eisenberger & Armeli, 2007), relationships of perceived organizational support with employees’ affective organizational commitment and job performance (Eisenberger, Armeli, Rexwinkel, Lynch, & Rhoades, 2001) professional commitment and work outcomes, (Lee et al., 2000) positive affect subjects (Isen et al., 1985) were some of the studies on Affective Domain that were analysed as a part of reviewing the literature.

- **Emotion- an Affective Variable**

In the present study Emotional Maturity is taken as an additional variable to see whether the independent variable causes any difference on the students of different levels of Emotional Maturity. Emotion is one of the Affective variables which is studied extensively by researchers worldwide. In the present study a few studies were included in the review section which seemed relevant to the particular variables. Only those studies which have some kind of relationship between affect and emotions are included such as relationship of: character education practices with empathetic tendencies (Baldwin, 2009) emotions, emotion-relevant stimuli with thinking and behaviour (Mayer, Salovey & Caruso, 2008) emotional competence and positive affect (Ciarrochi & Scott, 2006), emotional maturity and teacher effectiveness (Bansibharia & Surwade, 2006), emotional intelligence and organizational behaviour (Holt & Jones, 2005), social and emotional learning and interpersonal growth of students (Liff, 2003), relationship among school counsellors’ emotional intelligence, empathy and self-reported multicultural counselling knowledge and awareness (Constantine and Gainor, 2001), emotional Intelligence and personality factors (Devi & Mayuri, 2004), emotional intelligence social and academic success of gifted individuals (Woitaszewski & Aalsma, 2004), literature, emotional intelligence, emotional experience empathy, and human behaviour (Ghosn, 2001), positive mood with affective commitment (Eisenberger, Armeli, Rexwinkel, Lynch, & Rhoades, 2001) and emotional literacy in determining individual’s success in life (Wallace, 1998)
3.8 Conclusion

From the review of related studies, it was obvious that Values and Values Education are a matter of great concern for all times. Even in this scientifically advanced ages, there are scholars who really put effort to bring back the good values that existed in the past. The studies led the Investigator to understand the role of different models of education in developing moral reasoning thereby helping the individuals to arrive at value laden decisions. An imperative issue that came across by the Investigator was that Taxonomy of Affective Domain Objectives was largely ignored in the past researches. The insight gained from the review of literature provided an impetus to the present study which led to the selection of appropriate methods and construction of relevant tool for the conduct of the study. The methodology adopted for the present study is presented in the next chapter.