CHAPTER - II

Review of Related Literature
CHAPTER-II

REVIEW OF RELATED LITERATURE

A Summary of the writings of recognized authorities and of previous research provides evidence that the researcher is familiar with what is already known and what is still unknown and untested. It gives us the relevant material published in the problem area under study. The topic for the present study being “A Study of Attitudes towards Values and Their Practices in relation to Certain Personality factors among B.Ed. Students in Andhra Pradesh”, the review of literature is concerned with the following headings:

2.1 Studies on Values and Value Education

2.2 Studies on Values related to Teaching Community

2.3 Studies related to Influence of Personal & Demographic variables on Values and Teacher

2.4 Studies related to Personality traits and Values

2.5 Studies related to Personality traits and Teacher

2.6 Studies that have relevance for the present study

In the history of psychometry it was, at one time 'believed that social attitudes contained some essence that could not be identified and measured. People were sure that in making the attempt the psychometricians would measure only the trivia', Thurstone (1959; p.182). Since Thurstone made this observation sometime at the close of the twenties of the century considerable development has taken place both in the concept of values and its measurements. Now, values are considered to be different from attitudes and beliefs. They constitute a motivational dimension. Although, social
psychologists differ in their definitions of value, most of them believe that value is a concept of the desirable ends, goals, ideals or modes of action, which make human behaviour selective. Since Thurstone averred that values could be measured by means of psychometric methods with the help of a suitable non-physical metric, several attempts have been made to measure values. The efforts of Precker (1952), Gordon (1956), Morris Charles (1957), Rosenberg (1957), Dennis (1961) and Super (1961) are noteworthy.

In this country, most of the researchers have adapted Allport-Vernon-Lindzey (1951), ‘The Study of Values’ either in English or the regional languages. Notable are Ojha (1984), Ahluwalia (1997), Verma (1986). Other tests on values are developed by Upadhyaya (1978), Aggarwal (1979), Chauhan and Arora (1981), Aggarwal (1986) as reported by Bhargava (1997). The need of a tool to assess human values in the indigenous cultural milieu has been felt for a long time in India. The present tool “Attitudes towards Values and their Practices” is an attempt in this direction.

2.1 STUDIES ON VALUE AND VALUE EDUCATION

Bertera, Francis John (1979) studied the value change in graduate school. The main objective was to investigate the value hierarchies of graduate school students. 68 graduate school students of psychology formed the sample. The Rokeach value survey was the instrument used to investigate the value hierarchies. The hypotheses of the study were: i) the ranking of the terminal values such as a sense of accomplishment, freedom, happiness, mature, love, pleasure, inner harmony and wisdom is significantly higher in a high socializing group versus low socializing group. ii) The ranking of the instrumental values such as logical, imaginative, intellectual and independent is significantly higher in a socializing group. The findings revealed that all the hypothesis in their null form was accepted. However, the two groups showed high similarity to psychology graduate students.
Jayaswal (1982) viewed that inculcation of values like social, moral and spiritual, which can transform a child to human adult. The essential activities described suggest bringing out a value based education policy, acquainting the children with cultural heritage and spiritual greatness of India and teachers need to shoulder the responsibility of imparting value-based education. All the teachers have to work together for developing moral, social and spiritual values. They need to be acquainted with the techniques and strata gives of value education.

Annamma (1985) carried out a study on ‘Values, aspirations and adjustment of college students’. The main objective of this study was to gain an understanding of students through a study of their values, aspirations, adjustments, opinions and practices. The researcher had taken 734 boys and 743 girls in the first and final year classes from 10 colleges for the study. Thus first and final year college students’ framed the sample of the study. The Mathew Materialism – spiritualism scale, a problem checklist and Aggarwal data questionnaire were used as tools for data collection. ANOVA was employed to study the relationship of variables. The major findings were: i) students have stable value system ii) rapid changes in culture do not alter basic life values iii) no difference is noticed between boys and girls iv) residential location did not show any significant relationship to spiritualism and v) father’s educational level and occupational level were not found to be significantly related to spiritualism.

Theodore, Alexander Philip (1986) undertook a study on ‘Attitudes concerning values and value education held by students and faculty members at the University of South Alabama’. The major findings were: i) both the groups feel the need to promote value education ii) both the groups supported the use of various value education techniques in college and iii) students and faculty members did hold certain types of values to be important.
Baythi (1987) conducted a study to examine the relationship of education with values and types of values constitute the core of this article. It is asserted that both are inter-related. Instrumental, intrinsic and aesthetic values are defined. Secular, human ship and moral values are discussed. Theology of education, in respect of humanistic values is emphasized. Field types and other community activities should be organized for imparting and strengthening moral education.

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

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

Padhan, Gopal Chandra (1994) conducted a study to find out the possible relationship between moral judgement and each of the ten personal values of the PVQ. Findings of the study revealed that, there was significant positive correlation between moral judgement and religious values of the subject. A significant positive correlation was found between moral judgement and social values of the students. There was no significant correlation between moral judgement and aesthetic value. There existed a significant positive correlation between knowledge value and moral judgment of the subjects. There existed a significant positive correlation between
hedonistic value and moral judgement of the subjects. There was a negative and significant correlation between moral judgement and personal values. There existed a negative correlation between moral judgement and family prestige value of the subjects, which was also very low. The correlation between moral judgement and health value was positive and significant.

Aluja, Fabregat (1996) studied the relationship among attitudes toward social values and personality factors. Subjects were 43 male (mean age 23.6 years) and 137 female (mean age 24.21 years) university students. Information on socio-demographic variables, attitudes toward social values was obtained by questionnaire. The results were evaluated according to sex; conservative or liberal social values.

Broadly, Carl Amos (1998) conducted a study on ‘Values, knowledge and competencies that are important for youth development professionals’. The purpose of the study was two fold: i) to identify the list of values, competencies and knowledge components that members of an expert panel of youth development professionals believe to be necessary to successfully with non-formal youth groups and volunteers that impact these youth and ii) to develop a taxonomy (a list of job components) that a majority of the nation’s youth serving agencies and organization can adopt as their professional research and knowledge based. Participants were surveyed using a modified Delphi technique in three rounds of questionnaires to arrive at a consensus on what they as professionals viewed as essential and important to their day to day work. The nine items that youth development professionals deemed essential to their job were: i) respect ii) honesty iii) interpersonal communication iv) positive youth development v) ethics in working with youth vi) confidentiality vii) accountability viii) biased free approach and ix) continuous life long learning.
Susan, Jacob and Anupama Shah (1998) studied the selected desirable characteristics and values of home science students in the state of Gujarat. The main objective of the study was to find out the differences in the characteristics and values among the respondents from different universities. The sample consisted of 600 final year students of under-graduation from 15 colleges offering Home Science Programme under 10 different universities, Gujarat. The tools for the study consisted of a questionnaire, a standard scale, a checklist, rating scales and situational tests. The statistical methods such as percentages, ANOVA and correlation were employed for the analysis of data. The findings were: i) the respondents with high academic achievement had higher level of all characteristics and values than the low achievers ii) the respondents with mothers having higher level of education had higher level of self-esteem, fearlessness and values for gender equality and feminism than their counter parts iii) the respondents belonging to high SES group had higher level of self-esteem, fearlessness and values for gender equality than their counter parts iv) the respondents with higher vocational aspiration had higher level of independence, self-esteem, fearlessness, leadership and values for gender equality, vocationalism and collectivism than the respondents with low vocational aspiration and v) the respondents with high family climate had higher level of all characteristics and values.

A comparative study of value perceptions and normative rule compliance of Malaysian and American secondary school students was conducted by Barone, Thomas Nicholas (1998). American and Malaysian education are increasingly concerned with the moral orientation of young people. The purpose of this study was to examine the norm conformity and value acceptance of Malaysian secondary school students. It was hypothesized that Malaysian students would demoralize great norm
conformity and value acceptance as compared to American students. Since Malaysian students are taught values formally through moral and Islamic education. It was further hypothesized that with in each county female student would be characterized by greater norm conformity and value acceptance when compared with male student. Norm conformity and value acceptance of students were measured by the responsibility, socialization, self-control and norm favoring scales of California Psychological Inventory. Further, a value/behaviour questionnaire was administered to students in both counties, which measured the adherence to values based social norms. Further, to understand the nature of rule compliance and value perceptions of secondary school students and teachers in both counties are interviewed. It was found that Malaysian students had higher norm conformity and value acceptance for American students (significant for all scales). For gender, significant differences were found in these scales measured collectively in Malaysia but no gender differences were found for American students. The results of the values/behavior questionnaire showed that although there were differences by county, most students reported adherence to positive social norms. Finally, some data obtained from the role/behavior questionnaire triangulated with the results of the students and teacher interviews, which focus as value perceptions and the role of the teacher as a moral agent. Unlike Malaysian students, American students were not sure if teachers should teach values. Students in both counties also felt that the teacher/student relationship was governed by implicit values of justice, fairness and respect. Student also felt that good teachers could teach positive values and American student felt they could go to good teacher for advice with moral dilemmas.

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

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

Shamshuddin, Sk. (2005) made a study on academic achievement and prevalent values of D.I.E.T Students. Findings revealed that Religious, social, democratic, economic, knowledge, hedonistic and health values exert significant influence on academic achievement.

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

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

Rangaswamy, G. (2006) made a study on moral judgement. Findings revealed that sex and intelligence have significant relationship with regard to moral judgement scores.
2.2 STUDIES ON VALUES RELATED TO TEACHING COMMUNITY

Spaights (1967) found that the academic record of students intricately involved in their behavior with the teacher. But almost all the studies agree that a teacher's behavior is the major deciding factor in creating a pattern of behavior in the class.

Varma (1972) had undertaken a study of 'Relationship between the parents of interpersonal relation and the value of teachers and students in secondary schools'. The major findings were: i) the value system of the teachers and students were found to be quite different from each other and the teachers were found to be more concerned with their status and power and less with knowledge and social virtue ii) the friendly interpersonal relation between the pairs of individuals was found to be unrelated to the value systems of the paired members iii) the unfriendly interpersonal relation between the pairs of individuals was not found to be related to the value systems of paired members iv) the role of a value, in its individual capacity as a correlate of interpersonal relations, was found to be depend on its own native such as affiliate or competitive, and on its position in the value system of the group v) A competitive value was found to be a correlate of paired friendly relations when it was low, average and not high. An affiliate value was found to be correlate of pair's friendly relations when it was high or average and not low vi) Dominant values did not differentiate between high and low SES groups vii) The popular teachers were found to be helpful and cooperative in achieving the students' goals and making their school life a pleasant experience, while the unpopular teachers were likely to produce the reverse effect.
Kulshresta (1979) conducted a study on the emerging value patterns of teachers and new trends of education in India. The study aimed at measuring various types of teachers’ values in the present socio-cultural environment of schools in India. A scale of teachers’ values (STV) was constructed and was administered on 700 teachers teaching secondary and higher secondary classes in U.P. The investigator himself with the help of various persons filled the information, wherever needed; interviews and observation techniques were also employed. The value patterns were studied under the following broad categories: 1) Humanitarian 2) social 3) professional 4) Progressive 5) Aesthetic 6) Economic 7) Authoritarian 8) Non-Social 9) Traditional 10) Non-Professional 11) Non-aesthetic and 12) Extravagant. The investigator found that teachers were more interested in humanitarian value than the other values.

'A study of the prevalent value system of the secondary teachers of the high schools in South Gujarat' was conducted by Patel (1979). The major findings were: i) on social, political, economic 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.

Wiron, Donglar (1982) made an attempt to study the teaching of values to the college classrooms; faculty and students perception at three contrasting
institutions. The objective of the study was whether institutions of higher education had a responsibility to teach values in the college classrooms as distinct from teaching only the information necessary to master content are obtained in employment. This research was based on 161 personal interviews with freshmen, seniors and professors at three institutions of higher learning in the state of Utah. Students and faculty were presented for distanced models for dealing with values in the college classrooms. They were asked to identify the model they believed were in use at each institution and compare them with models they thought to characterize teaching at each institution. The major findings were: i) the responses or the selected freshmen, seniors and faculty to those questions were remarkably similar on almost all questions ii) no significant differences were found for any demographic or academic factor, including affiliation with the regionally dominant Mormon church iii) students and faculty were satisfied with the teaching of values taking place at appropriate level at all institutions iv) no congruence between what was taking place and what they believed ought to be lacking place and v) at each institution the value advocacy model was prepared by a majority of the respondents.

Zuberi (1984) made observations of live interactions and on the existing status of the teachers with regard to the values they hold, the temperamental traits they possess, the degree of adjustment in job they feel, the needs they express and the academic achievement they have at the time of investigation. The study found that no significant differences among the three groups of teachers on values except the religious value, which was found in teachers. In relation to need and teaching behavior, the teachers were not found differentiable on any need variable except need autonomy. The results obtained indicated that temperament and teachers behavior were not
differentiable on any of the temperamental traits studied. In case of academic career and teacher behavior, the former was found not to affect the latter. The findings of the study demonstrated that the teacher's classroom behavior precisely sets the "Tone" for classroom instruction.

Verma and Tyagi (1988) made an attempt to find out whether the sex differences exist in the values of senior secondary school teachers. The findings indicted that male teachers were significantly higher on economic and political values and lower on social values as compared to female teachers.

Nayyar, Surindar Mohan (1989) attempted to find out values cherished by student teachers belonging to various castes and communities. Moreover, the investigator wanted to study the mental makeup of student teachers from various community groups in terms of open-mindedness and closed mindedness. Findings of the study revealed that the most important teacher values according the student teachers from all categories were justice and fair play, discipline – role of the school as a change agent, naturalism, honesty, morality and pride in the cultural heritage in India. The correlations between the teacher value scores and the open-mindedness and closed mindedness were not significant in these groups. There was no significant correlation between the teacher value scores and the socio-economic status scores.

Neeta Khanna (1993) compared the students of teacher training stream with the students of general stream on the five human values of truth, righteous conduct, peace, love, and non-violence under similar environment. The results revealed that there are significant differences between the two groups of students on two of the five values, namely truth and love. The inspection of the mean scores shows that the teacher training group has
second higher on these two values. The difference of the mean scores of the two groups on the remaining three values namely righteousness, conduct, peace and non-violence are not significant. Although the hypothesis of significant value differences between the two groups of students has been partially confirmed, it may be said that while the teacher trainees show a clear advantage on the values of truth and love, their mean scores on the remaining three values depict a tendency to be higher. One may surmise that some additional exposure to teacher training curricular or greater contact with school situation is likely to develop all the five values significantly ahead of the students of general education streams.

Murray, Joseph Jr. (1995) had undertaken a study of the moral aspect of leadership in an urban school context. This study investigated morality in the practice of school leadership by posing two research questions: i) what are the values and morals that are expressed in the language/actions of the school community? and ii) are the right features of critical pragmatism evident in the discourse of administration, teachers and students in an urban school setting? The analysis included interviews of school administrators, audio taped interactions of a principal and faculty and student interviews from a large southern urban school context. The findings demonstrated the multiplicity of values in these urban schools. Administrators expressed caring, justice and moral responsibility. Student values related to justice achievement, behaviour and society. In the interactions, actions were guided by personal, professional and pragmatic values in one situation and educational and democratic in another. The features and process values of critical pragmatism indicated a distinct climate for change. The analysis demonstrated that democratic school communities were interpersonal and situational that communications were align with organizational goals rather than individuals needs and that aesthetic
discussion of school life were rare. This study concluded that morality in the practice of school leadership is shaped by moral values engaged in democratic processes. Morality affects practice within the context of specific interactions around educational issues. Interactions must involve truthful, honest, communication and fair treatment of adult and children. School leaders must consider the multiplication of values, voices and venue to develop more dynamic and moral strategies of school leadership.

Leonard, Pauline Elavine (1997) studied the dynamics of school culture through an examination value orientation. It was guided by multi-perspective (i.e., District, School, teaching teams, Individuals) conceptual framework for examining four major aspects of school culture viz., Educational purpose, curriculum orientation, educational professionalism and leadership. This qualitative study entailed five weeks of participant of evaluation in an urban multi-cultural elementary school. During this time, each of two teachers was separately observed for two-week periods while other school members were observed throughout the duration of the investigation. Semi-structured interviews were conducted with 19 participants and informal interaction within and among other participants were recorded for analysis. This interactive process uncovered communication inconsistency and analysis, which led to further revelations concerning teachers underlying basic assumptions about education. The data revealed that some of the basic assumptions were compatible with the cultural manifestation in the school, while others were in apparent direct conflict. Examining both the similarities and variation in core values provided insight and understanding of school's culture.

Assor, Avi (2000) made a study on value accessibility and teacher's ability to encourage independent and critical thought in students.
examined whether teachers educational values predict their behaviour and students attributes when these values function as chronically accessible, positively valenced categories, which are linked discriminately to perceptions of specific behaviors. The Encouraging Independent Thought (EIT) test was utilized. 52 teachers were administered a sorting task and questionnaires assessing the variables of interest. Several months later, the 1,614 students (in grades 3-6) of these teachers completed questionnaires assessing teacher behaviors and students attributes. Discriminant accessibility of the value of EIT in teachers predicted two value consistent teacher behaviours, showing tolerance for independent and critical students' opinions and showing interest in and respect for students ideas – as well as two students attributes: assignment of little importance to the value of conformity and sense of acceptance by classmates. The findings demonstrate the theoretical usefulness of the notion of discriminant accessibility of value and suggest that, as part of teacher education programs, it is important to strengthen teachers' inclinations to examine the contribution of concrete actions to the realization of abstract values.

Ramesh, H. (2002) made a study on Professional ethics for teachers and concluded that teaching profession is a responsible profession and values like mutual dependence, co-operation, realization of one's duties and responsibilities should be developed right from the early stages.

Barone, Thomas. N (2004) made a study on Moral dimensions of teacher-student interactions in Malaysian secondary schools. The purpose of this study was to examine the norm conformity and value perceptions of Malaysian secondary school students. To measure adherence to value- based social norms, a values behaviour questionnaire was administered to approximately 400 Malaysian adolescents. The results showed a self-reported
high degree of conformity to social norms. In order to increase understanding of the moral dimensions of schooling, semi-structures interviews were conducted with teachers and students, which gave voice to teachers, and students as moral agents. The results indicate that some students view school rules as too rigid and undermining the moral development schooling is trying to promote. The research also shows that the implicit values of respect, justice and fairness are central in Malaysian students' relationships with their teachers. This research shows teachers and students as active constructors of moral meaning and recommends that policymakers, when thinking about moral education reform, consider these views.

Talwar, M.S. and Sheela, G. (2006) made a study on moral judgement of pre-university students in relation to moral judgement of their teachers. Findings revealed that moral judgement of students is highly correlated to that of their teachers.

2.3 STUDIES RELATED TO INFLUENCE OF PERSONAL AND DEMOGRAPHIC VARIABLES ON VALUES AND TEACHER

Chandrakumar and Arokiaswamy (1974) conducted the study to verify gender influence over the value orientation of the college students, findings of the study show that i) the female students had little better value orientation than the male students ii) Gender did not influence the values orientation of the college students and iii) There was no consistency in the preferences and values on gender in all three years.

Patel (1981) study revealed that with the increase in age, the students became more society oriented. Girl students of both grades scored high on moral values. A good majority of students liked to be active in aesthetic art oriented activities. On social, national and moral values, the students with lower income scored high than the students with higher income.
Anatharaman (1981) aimed to study the effect of sex, social class and locality on values. In the end, the researcher found that the male students have more theoretical and practical values. Upper class subjects have more religious values. Subjects from urban locality have lesser theoretical and more aesthetic values.

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

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

Kalia and Mathur (1986) conducted study on “Value preferences of adolescents” studying in schools with different socio-economic environments. Results pointed out that adolescents studying in high SES schools were more theoretical in comparison with those studying in moderate SES schools and low SES schools. Adolescents studying in low SES school were more
economic in comparison to adolescents studying in high SES schools and moderate schools. Adolescents, studying in high SES schools and moderate SES schools were similar in aesthetic, political and religious values among adolescents studying in high SES schools, moderate SES schools and low SES schools.

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

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

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

Sati (1992) compared the needs, values, aspirations and adjustments of SC and Non SC secondary schools in relation to their academic achievement. Sample of the study consisted of 200 students from each group. The findings of the study revealed that the Sc boys and girls did not differ in their values and educational aspirations SC students had higher theoretical, political, order, autonomous, affiliation, nurturance and endurance needs than non-SC students. High achieving SC boys had higher theoretical values than low achieving boys though low achieving boys had higher economic values.
Sharma, Meenu (1992) made an attempt to compare male and females on different levels for their socio-economic status, value and attitude towards the nation. It was found that male and female teachers of different levels differed in SES but they did not differ on value orientation and ATN. To some extent, value orientation was related to ATN and SES was also finding to be related.

Singh (1997) conducted a study to find out the values of urban and rural adolescents both male and female. The findings showed that urban students had higher mean score under theoretical and religious values whereas rural students had higher mean scores on social and aesthetic values. The male students had higher mean scores than female students in theoretical and economic values.

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

Ali and Karunanidhi (1998) conducted a study to examine the influence of religiosity, age and gender on values. It was observed that the effect of high and low religiosity groups on values was significant with regard to gender and age of students.
Taj (1998) studied the influence of social class and modernization on the personal values of Hindu and Non-Hindu students. Results of the study revealed that social class and modernization had an impact on the personal values of students. Some of the background variables such as religion, type of family and size of family had also considerable effect on the personal values of students. It stressed that development and enrichment of values should be accorded due to attention in our school curriculum.

Yadav (1999) made a comparative study of urban and rural science students in order to find out the values like ideological, economic, social, political, religious and aesthetic as classified by Spranger. The findings revealed that there was no significant difference between rural and urban science students in ideological, economic and religious values whereas significant difference existed in social, political and aesthetic values. It is suggested that policy makers and teachers must concentrate on promoting these values in students.

Rajasekhar Reddy, T. (2002) made a study on attitude towards value-oriented education in primary school teachers. Findings showed that urban primary school teachers obtained higher mean scores than the rural primary school teachers.


Talwar, M.S. and Sheela, G. (2004) made a study on moral judgement of pre-university students in relation to Socio-economic status. Findings revealed that students from low economic status are obedient.
2.4 STUDIES RELATED TO PERSONALITY TRAITS AND VALUES

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

An investigation into the values, aspirations and personality traits of adolescents of Rajasthan was attempted by Bhatnagar (1979). The major findings of the study were: i) student's leaders and conformists gave highest preference to power value followed by hedonistic and economic values whereas religious, social and knowledge values marked lowest; delinquents preferred hedonistic value, while power value was given second place ii) Most adolescents gave top priority to scientific fields, student leaders and conformists gave second priority to the study of arts subjects whereas, delinquents ranked commerce as second choice iii) All the adolescents wanted to see their country free from poverty and preferred peace and morality to material prosperity iv) All the adolescents aspired for friendship with other nations and for world peace v) The overall adjustments of student leaders were significantly better than the adjustment of conformists and delinquents vi) Student leaders and conformists had the healthiest attitude towards parents but delinquents did not see their parents as sources of affection and protection vii) All adolescents expressed unfavorable attitude towards other generation viii) Student leaders had a favourable attitude towards their peers, including girls ix) Delinquents expressed fear of failure in examination and lack of interest in studies student's leaders were more optimistic about their academic future and aspired for achieving high standards.
Singh (1980) investigated on sex role preference in children that is between boys and girls, upper caste and lower caste, role of personality of parents in the developments of sex-role preferences in their children by taking sample of 325 children and parents. The tools administered were Appropriate Sex role Scale and Masculinity and Femininity Scale. His study revealed that 5 year girls and boys are most feminine and masculine than 3 year old girls and boys. Upper caste children are more conscious of their appropriate sex role than lower caste children. If father dominates, boys dominate, mother dominates, girls play masculine role. That means personality as variable showed significant effect upon the development of sex role preference in children.

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

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

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

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

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

Chaturvedi, Archana (2001) made an attempt to find out personality traits, normal values and national awakening among the students studying in different culturally based schools. The findings of the study revealed that the leadership ability of the students in western oriented schools was highest, whereas the Hindu, Christian and Muslim school students were at the second and third positions. The students of Saraswathi Shishu Mandir scored higher on moral values. Students of western culture and Christian culture schools were in second and third positions. In national awakening programme students of Hindu, Western, Christian and Muslim culture obtained the first, second, third and fourth positions respectively.
Roccato Michele, Gattino Silvia, Patris Elena (2001) studied on personality, values and political orientation. They studied the relation of personality factors, political affiliation and values in 281 male and female university students (aged 19-34 years) in Italy. The Social Dominance Orientation Scale, the Libertarian/Authoritarian Scale, the Life Events Scale and a political opinion scale were used. An ANOVA and other statistical tests were used. Based on the results, a model of psychosocial predictors of political orientation was developed. The results suggest that subjects who participate in sports and religious groups or who have little interest in politics tend to be politically oriented toward the right while those who are more interested in politics or belong to non-humanities field of study tend to be politically oriented toward the left.

Wolfradt (2003) made a study on Personality, Values and belief in a just world (BJW). This study investigated the relationship between general belief in a just world (BJW) and different values (conformity, security and self-direction) as well as personality traits (Five-factor-Model of Personality) among 104 college students and 108 professionals. Previous findings have shown that BJW is positively related to the value domains conformity and security as well as to extroversion and negatively to neuroticism and openness. In this study, a negative correlation between BJW and openness to new experience was found. Furthermore BJW correlated positively with security and conformity. A cluster analysis on BJW and the value domains revealed three types: value-conscious (high in all values and low in BJW), dependent-just (high in BJW, security and conformity, low in self-direction) and self-directed (only high in self-direction). Value-conscious and dependent just participants showed higher scores on conscientiousness, whereas, self-directed participants scored higher on openness. Further research should take into account the individual function of BJW and values for personality function.
Rangaswamy, G. (2006) made a study on moral judgement in relation to certain personality factors and found out that there is significant relationship between the personality factors E, G with moral judgement scores.

2.5 STUDIES RELATED TO PERSONALITY TRAITS AND TEACHERS

Ryans (1960) research exemplified the transition from research paradigms that focused almost exclusively on teacher Personality Traits to those that directed inquiry towards the investigations of both teacher attitudes and behaviour. He used a scientific approach called the critical behavior in teaching to study the characteristics of teachers. A large-scale research study on the characteristics of teacher by Ryan not only assessed teacher personality characteristics but also broadened the way to think about the teaching learning process by focusing on the observable behaviour of teachers in the classrooms. Ryan’s research exemplifies the transition from research paradigm that focused exclusively on teacher personality traits to those directed inquiry towards the investigation of both teacher attitudes and behaviours.

Bhagoliwal (1962) made an extensive study on “Personality characteristics associated with Teaching effectiveness seen through Rorschach Technique”. The sample was 264 teachers (120 male and 144 female). The findings of the study: i) more effective teachers characterized by their superiority over less effective with respect to their overall intellectual level ii) more effective teachers characterized by having more of creative potential indicated by imaginable resources iii) inner control was better in these teachers and these people were having fairly higher level of differentiation and integration in their cognitive and perceptational functioning.
The Madsley Personality Inventory was given to first year university students over 3 years by Savage (1962) and the scores on this were related to academic performance at the end of their first year. The results showed that Australian University population had higher mean neuroticism and extroversion scores than the norms of the tests. ANOVA and correlation techniques showed that high scores on both factors were negatively related with academic performance.

Getzel’s and Jackson’s (1963) broad findings consistently revealed that good teachers possess positive personality characteristics and interpersonal skills.

Anderson and Brewer (1965) studied the influence of teachers’ classroom personalities on children’s behavior, particularly at the primary and elementary school levels were. In order to obtain objective measurement of teachers classroom personalities and concomitant children behaviour, 26 teacher behaviour categories and 29 children behaviour categories were developed by which both teacher pupil verbal and non-verbal behaviours might be categorized.

Saxena (1969) made an attempt to study the attitudes and personality of teachers. He used Cattell’s Contact Personality Factor’ (Form ‘A’ Hindi Version) on 139 teachers in U.P. in relation to their teaching competence. A coefficient of correlation of +0.60 with factor ‘H’ and +0.42 and +0.36 with factor ‘A’ and ‘H’ respectively were obtained. With high teaching competence, these correlations were +0.60, +0.42 and +0.36 respectively, which show a curvilinear relationship. It shows that a very high score on factor ‘H’ is typical of less component teachers and only a moderately high ‘H’ is characteristic of a more successful teacher.
Levine (1971) analyzed the intelligence, personality characteristics and motivation of pre-service and in-service teachers and compared them with persons working in the other fields. These two differ according to the sex, level of teaching, area of specialty and perhaps more significant of all institutional affiliation.

Kaul (1972) made a factorial study of certain personality variables of popular teachers in secondary schools. His objective was to differentiate the personality traits of popular and unpopular teachers. He used Cattell's 16 PF questionnaire. He came to the conclusion that the effectiveness of popular teachers was with respect to attitudes toward teaching, public examination results of their students and the appraisal of their work as teachers respectively.

Tripathi (1972) administered the 16 PF test (Form A) to 52 teacher-trainees and 52 experienced teachers to compare the personality profile of working teachers and teacher trainees. The technique of profile matching was employed for smooth comparisons between the two groups. Only SEVEN factors (A, E, F, G, I, L, Q4) out of 16 personality factors distinguished the experienced teachers easily. These teachers were conscientious, persistent, sensitive, effeminate, suspecting, jealous, sophisticated and polished. The experienced teachers were significantly lower from the general population on factors A, E, F and Q4 were aloof, stiff, submissive, softhearted, glum and serious respectively.

Chhaya (1974) compared effective and ineffective teachers with respect to personality adjustment, teaching attitude and emotional stability. Eighty effective and 100 ineffective teachers were selected from 20 randomly selected schools of Kanpur district. Effectiveness and ineffectiveness were
known on the basis of high school examination results (Board of Examinations of 1968, 1969 and 1970). She came to the conclusion that effective teachers had significantly better personality adjustment and favorable attitudes towards teaching. They were less interested in teaching than ineffective teachers, emotionally stable, more authoritarian and extrovert. She found that sex and age of teacher were significantly related to his/her effectiveness.

Goyal (1974) studied some of the personality correlates of creativity in secondary school teachers under training. He was interested in knowing specially the personality differences in relation to sex and subject groups. He applied Cattell's 16 PF questionnaire and Torrance Tests of Creative Thinking as the tools. His sample consisted of 500 student teachers (200 male and 300 female) in the age range of 10 years to 47 years. He found that the personality differences between high and low creative student teachers were very slight because highly creative persons did not enter teacher-training colleges. Intelligence was found to be the most consistent personality correlate of creativity. Highly flexible student teachers were more guilt prone and less imaginative. Highly creative females were having more self-conflict, were moralistic, socially precise and bold. Higher intelligence, emotional stability and tough mindedness were common personality traits found in science and mathematics groups at higher and lower levels of creativity.

Lokesh Koul (1974) found that the attitude of school teachers towards teaching was positively related to factors A (Reserved Vs. Outgoing) and H (Shy Vs. Venturesome). On the other hand attitude scores of school teachers were found to be related negatively to factors F (Sober Vs. Happy-go-lucky), O (Placid Vs. Apprehensive) and Q4 (Relaxed Vs. Tense).
Sharma (1974) conducted an investigation into the relationship between personality factors and teaching effectiveness. The sample consisted of 175 B.Ed. students of both sexes. Cattell’s 16 PF test was administered on the sample for the collection of data. The researcher found 6 factors out of 16, which were positively correlated with teaching effectiveness. These factors were intelligence, trusting, experimenting, self-sufficiency, happy-go-lucky nature and practical mindedness. Intelligence came out to be a very important factor for teaching effectiveness. Total personality of the teacher played an important role in teaching effectiveness. Prominent sex differences were also found in the teaching effectiveness.

Singh (1974) made a comparative study of the personality profiles of married and unmarried high school female teachers. He derived the personality profiles of these teachers with the help of Cattell’s 16 PF questionnaire. The investigator found that the unmarried female teachers differed significantly on factors A, F, L, O, Q1 and Q4 while the married teachers differed significantly on factors A, C, F, L from the general population. Low scores on factors O and Q4 were shown by the unmarried female teachers. Female teachers (married or unmarried) were found to be significantly higher on factors L and Q1. It means that they were more suspicious and self-opinionated. These were significant on factors A and F from general population. Thus, they are reserved, critical, cool, detached, rigid and aloof respectively.

The major objective of the study conducted by Singh (1974A) was to examine the relationship between some personality variables and teaching effectiveness. He found that the needs of superior, average and inferior teachers were clearly distinct from each other and superior teachers were clearly distinct from each other and superior teachers were distinct for the other two in the needs viz., cognition, dominance autonomy and construction.
Srivastava (1974) used 16 PF Questionnaire (Cattell’s Hindi Version) of 52 pupil teachers and 52 experienced teachers to know the impact of professional experience on the modification of personality traits. He found that experienced teachers differed on factors A, E, F, H, Q1, Q2, and Q3 from the pupil teachers.

Barbara Sherman, Robert and Blackburn (1975) analysed the personal characteristics and teacher effectiveness of college faculty. Students in a co-educational liberal art college rated faculty on two typical teaching instruments and on semantic differential form. Data were come from 1500 student judgments on 108 men and women faculty and found that there was significant relationship between personal characteristics and teacher effectiveness of college faculty.

Gupta (1975) applied Cattell’s 16 PF test to predict teacher effectiveness through the use of a personality test. 300 male high school teachers having 5 – 6 years of teaching experience, 25 Principals and 350 students formed the sample. Other tools used were teacher’s Rating Scale and Pupils’ Rating Scale respectively. The researcher noticed that highly effective teachers were more effecto-thymic (A+), more intelligent (B+), having more ego-strength (C+), more surgent (F+), more self sentiment (Q3+) and were less guilt prone, less suspicious (O-) in comparison to the general adult population. Less effective teachers were less intelligent (B-) with lower self-concept control (Q3-) as compared to the general population. Highly effective teachers were significantly more intelligent (B+), emotionally stable (C+), assertive (E+), conscientious (G+), adventurous (H+), tenderminded (I+), with high self concept control (Q3+) and were more warm hearted (A+), in comparison to the less effective teachers. The average effective teachers were more outgoing (A+), surgent and happy-go-lucky (F+), controlled and socially precise in comparison to the less effective teachers.
Grewal (1976) reported that teacher effectiveness was significantly related to some personality traits of the teachers.

Gupta (1976) studied teacher effectiveness through personality tests. The teachers' personality was measured by using the Hindi Version by Kapoor of the Cattell's 16PF questionnaire. Major findings were as follows: i) the effective teachers differed significantly from the general population with respect to eight personality factors out of 16, they were A+, B+, C+, F+, O-, L-, Q1- and Q3+ ii) in comparison to average effective teachers, high effective teachers were significantly more intelligent (B+), emotionally stable (C+), assertive (E+), conscientiousness (G+), adventurous (H+), tenderminded (I+) and had higher self concept control (Q3) and they were less suspicious (L-), less experimenting and radical (Q1-) less self-sufficient (Q2-) and less tense and frustrated (Q4-) iii) in comparison to low effective teachers, the high effective teachers were A+, B+, C+, F+, H+, Q3+, L-, M-, O-, Q1- and Q2- iv) the average effective teachers, in comparison to low effective teachers were A+, F+, Q3 and M-.

Malhotra (1976) in his multistage randomized cluster design showed that poorly adjusted teachers were more direct in their classroom behavior than teachers who were well adjusted.

Mathew George (1976) concluded that i) there was no significant relationship between creative personality and indirect/direct behaviour of teachers; ii) there was positive correlation between creative personality and 'teacher talk' and negative correlation between creative personality and other dimensions of teacher behaviour.

Singh (1976) found out the relationship of teacher's personality, success in teaching and impact on student's behaviour. He took a sample of 135 male and female teachers with minimum of 3 years experience and 2879
boys of class IX. The tools administered were Rating Scale, Information Schedule, Behaviour change Questionnaire, Interview Schedule, Critical Incidents Blanks, 16 PFQ, Incomplete sentences blank and Rorschach Inkblot tests. His study revealed that the theoretical and social values were positively related to teaching success but the economic and aesthetic values were negatively related. Highly successful teachers were controlled and emotionally stable and these teachers were better adjusted than the average and low teachers. Highly successful teachers possess better intellectual capacity and were able to induce learning, develop interest, etc.

Clapp (1977) listed out 10 qualities as the components of good teaching personality namely – address, personal appearance, optimism, reservedness, enthusiasm, fairness of mind, serenity, sympathy, vitality and scholarship.

Gupta (1977) conducted a study regarding the personality structure of primary and upper primary school teachers. 85 teachers constituted the sample – the age range was 23 years to 38 years. Cattell’s 16 PF Test was used. Means, S.Ds were calculated for each factor in terms of stens and raw scores. The study showed that the primary school teachers were humble (E-), sober (F-), tenderminded (H-), forth right (N-) and controlled (Q3+). Humbleness, tender-mindedness and forth righteousness are associated with submissiveness, daydreaming and feminity, simple and unsophisticated nature. They have control over emotions and general behaviour. In fact the primary school teachers who were facing the bare necessities of daily life cannot help but be submissive, day dreaming and unsophisticated in this materialistic age.

Gupta (1977A) performed a study on the personality characteristics, adjustment level, academic achievement and professional attitudes of successful teachers. The study intended to find out the personality traits of
successful teachers and differentiate them from less successful teachers. It was found that teaching success was significantly related to the factors A, B, C, F, G, H, I, L, N, O, Q3 and Q4 of personality. The researcher also noticed that successful and less successful teachers were different in personality characteristics, adjustment and attitudes towards teaching. The personality factor as a group was better indicator of teaching success than individual factors.

Singh (1978) worked on the leadership behaviour of the heads of secondary schools Haryana. He compared the headmaster's leadership behaviour with that of some other professional leaders and noted the relationship of variables such as personality factors, sex, age, teaching and administrative experience with leadership. Five teachers from each of 100 schools of Haryana state were selected. Thus, 100 heads as known by their 500 teachers constituted the sample. 7 factory managers, 7 army officers, 7 college principals and 7 municipal committee presidents were included in the sample for the study of leadership. The study tools were the Leadership Behaviour Description questionnaire and Cattell's16 PF Inventory. It was found that the leadership behaviour was significantly related to the four personality factors i.e., outgoingness, intelligence, emotional stability and assertiveness. Headmasters were on the 3rd portion in the leadership scale out of 5 professional leaders. The head's leadership behaviour was not related to his age (between 25 years to 62 years). Post-graduate heads’ were significantly better than graduate heads but total leadership behaviour was neither related to academic qualification nor related to their teacher experience (between 6 years to 5 years).

Adaval (1979) observed that harmoniously developed and balanced personality was helpful for success in teaching.
Mishra (1979) conducted a study to know the personality traits of fluent teachers. He measured the fluency of teachers through Mehdi’s Test of Verbal creativity. Subjects scoring more than 50 were labeled as HFT. The LFT had a score less than 34. These HFT and LFT groups were given Cattell’s16 PF Test (Form A) to measure the 16 independent variables of personality. Differences at 0.05 level were observed on five personality dimensions viz., 1) affected by feeling Vs. emotionally stable; 2) sober Vs. Happy-go-lucky, 3) Shy Vs. Venturesome, 4) Tough minded Vs. Tender minded 5) Conservative Vs. Experimenting respectively.

Sharma (1979) observed verbal classroom behaviour of high school science teachers of U.P. using Flanders Interaction Analysis Category system (FICAS). He found that structuring the learning had a significant positive relationship with some personality components like general activities, restraint, ascendance, emotional stability, objectivity, thoughtfulness and personal relations.

Thakur (1980) made a study on personality characteristics of teachers showing direct and verbal behaviour. He found that there was no significant difference in the teaching behaviour of the direct/indirect teachers due to the variables of age, sex and experience. 4 personality factors namely C, O, Q3 and Q4 differentiated the direct and indirect teachers significantly.

Gupta (1981) made a comparative study of the scores of male and female teachers in the inventory of values, personality needs and moral judgement and scores of teachers belonging to different localities (rural and urban). The major findings were: i) male and female teachers expressed high preference for the theoretical values and affiliation. The teachers of both sexes expressed keen moral sense ii) urban male teachers were more moral than
rural iii) urban female teachers preferred economic and social values iv) teachers who were above 45 years preferred the needs of achievement, change and order. Teachers below 30 years had the need of affiliation v) achievement and moral judgement were the dominant factors in the personality of male and female teachers.

Suthar (1981) studied classroom behaviour of teacher trainees in the context of some personality variables. He reported that: i) there was no significant difference in the classroom behaviour of emotional and tough teacher trainees except in the case of i/d, which was found to be significant at 0.05 level in favour of emotional teacher trainees ii) the difference in the mean i/d ratio of extrovert and introvert teacher-trainees was significant at 0.05 level and it was in favor of extrovert teacher-trainees iii) out of the 12 groups of teacher trainees, ten groups namely emotional, mature, sensitive, confident, insecure, experimenting, extrovert, introvert, submissive and dominating showed direct influence while the remaining two groups tough and conservative, showed direct influence.

Patnaik and Panda (1982) made a research on the personality and attitude patterns of good and poor teachers working in secondary schools. 35 good male and 25 good female, 35 poor male and 25 poor female teachers were selected as the sample. The instruments administered were 16P.F. scale Form-C and Teacher Attitude Inventory developed by Ahluwalia (1976). Males have more favorable attitude towards teaching professions, classroom teaching, child centered practices etc. Poor female teachers showed favorable attitude towards teaching profession than poor male teachers. Poor male teachers have significantly positive favourable attitude than the poor female teachers.
Kamala Chopra (1983) designed her study to identify the personality characteristics related to effective and ineffective teachers. 120 teachers were selected at random (49 effective, 19 average and 52 ineffective teachers) and measured with Teacher effective Scale used by Pramod Kumar and Mutta. 16 P.F.Q was also administered. The difference in personality traits of the teachers was significant in case of factors A, B, C, Q3 and Q4. However the difference was not statistically significant in case of factors F, G, I, L, O, Q2. Results showed that effective teachers were significantly more warm-hearted and good-natured. These results were in agreement with findings of Chhaya (1974) who observed that the effective teachers were emotionally stable than the ineffective teachers and Gupta (1976) who observed that the effective teachers differed significantly from the general population on nine personality characteristics.

Rama Mishra (1984) found that the relationship between professional attitude and personality adjustment (r = 0.49) of 200 secondary school teachers of Indore city was significant at 0.01 level. If a teacher had positive professional attitude then his personality adjustment was also good.

Peters and William (1985) observed that teachers’ intellectual disposition did not interact with complexity in the student’s performance and that neither student intellectual disposition nor the individual teacher had an effect on student performance.

Dayakara Reddy, V (1987) studied on moral judgment in relation to intelligence, personality and other variables. He concluded that the factors A, B, D, G, H AND Q3 were significantly related to moral judgment scores of subjects.
Robinson and Michael (1987) investigated the Personality Traits of American Secondary teachers and administrators who work in the Association of American Schools of South America (AASSA). Subjects were divided into 3 groups viz., 17 newly recruited teachers, 71 teachers already working in AASSA schools and 22 AASSA superintendents and principals. The 16PFQ and personal data form were administered. The investigation showed that newly recruited males and females differed from U.S. norms on nine and seven factors. Secondary teachers who apply for overseas teaching jobs were already different from U.S. norms.

Verma and Sushila Devi (1987) studied on personality traits and job satisfaction of 20 secondary school teachers by using 16 P.F. Cattell’s Questionnaire and teacher job satisfaction Questionnaire. They found significant difference between more liked and disliked teachers in the ‘Y’ value of fourth personality factor i.e., (subdueness Vs. Independence) most liked teachers appears to person the trait of independence.

Guyton, John William (1988) made a study on “Comparison of the Personality Traits of secondary school teachers in Mississippi Public Schools”. The main purpose of the study was to identify the Personality differences between outstanding science teachers, regulated certified science teachers and provisional certified teachers of science. They found no significant difference existed in the personality traits of the 3 groups as measured by each important factor of cattell’s 16 PFQ. The outstanding teachers group was more abstract in thinking, self-reliant, independent, resourceful, preferred thinking their own decisions, proper, moralistic, aggressive and preferred hard-working people. Discriminant analysis was used to identify six Personality factors that combined and differentiated the outstanding and regular groups on the factors B, G, H, I, O, Q2.
Sundararaja, Sakthivel and Ponnalagappan (1988) showed that the women B.Ed. student teachers had a more favourable attitude towards teaching than the men student teachers.

Parandhama, Amara (1992) studied on role expectations and role performance of science teachers in relation to certain personality factors. Results showed that role expectations of the science teachers are related to factors C, F, G, L, O, Q3. Secondly, role performance of the science teachers is related to factor C.

Values and beliefs and behaviors: A replication comparative study of catholic and public schools was undertaken by Vaugh, Kathryn (1998). The study enables the educators to examine possible differences in certain values, beliefs and behaviors: i) between the catholic high school seniors in public schools ii) between the catholic high school senior males and catholic high school senior females and iii) in relation to church attendance, Cronbach’s coefficient alpha was used to confirm the factor structure of the instrument monitoring the future which was obtained from the institute of social research at the University of Michigan. A group of 549 catholic high school seniors were randomly chosen from the national database of the institute for social research at the University of Michigan. Both descriptive and inferential statistics including Chi-square and analysis of variance were used to measure the four domains (concern for others, positive perception cigarette smoking, negative perception of the cigarette smoking and self-esteem). It appeared that the school type, gender or church attendance had no observable effect on concern for others, a positive or negative perception of cigarette smoking or self-esteem. In summary, there were no practical differences between the groups and therefore the findings were inconclusive. Moreover, catholic schools, as a functional community might not impact these certain values, beliefs or behaviors based on the similar findings. Catholic students in public schools and catholic schools indicated similar values, beliefs and behaviors.
Dunbar Edward (2000) made a study on Personality and social group value determinants of out-group bias. Findings showed that prejudice and tolerance significantly improved the prediction of out-group bias after in-group social values had been accounted for in the regression model.

Simic, Salvica and Soric, Izabela (2004) made an attempt to study personality factors and teacher attitude in relation to their evaluation methods. The examination of student knowledge, in the psychological sense, is a procedure whereby questions are directed toward the subject, causing reactions of knowledge. Evaluation entails value judgements of the students’ answers using units of the school evaluation scale, thus directly measuring knowledge. However, a series of factors influences the situation of measuring student knowledge, causing a lack of objectivity in evaluating knowledge. One of the factors influencing the inadequate numeric value of grades, which depends on the teacher as the measuring instrument, is the teacher’s personal education that is visible in the tendency to lower or raise evaluation criteria. Very little research has examined the personal equation of teachers. For this reason, it seemed interesting to examine the relationship of the teachers’ personal equation and personality factors. We assumed that the role of the intermediary could be played by attitudes, feelings and expectations which teachers experience while grading knowledge. The investigation was carried out on a sample of 76 teachers, teaching individual subjects in Zadar primary schools. The teachers completed the following questionnaires: Goldberg’s Inventory for measuring the five-factor personality model, the scale of external Locus of Control, The Self-Actualization Scale and the Scale of Teacher Attitudes. The results have shown different combinations of predictor variables (sex, age, experience, self-actualization dimensions, extroversion, comfort, conscientiousness, emotional stability, intellect and locus of control)
for a negative attitude toward knowledge, positive attitude toward knowledge
and a positive attitude toward grading as well as insecurity in grading, High
grading criteria and positive feelings while grading. Therefore, it seems that
teacher attitudes toward knowledge and grading, as well as feeling while
grading can be explained by personality factors. In view of the fact that
tolerant, fair and strict teachers differ in their attitudes, it is possible to
conclude that personality factors, through attitudes, influence the way
teachers grade the knowledge of their students.

The above studies revealed that though there is lot of research on
personality traits of teachers, the tools used, subjects selected for the study
and the variables differed from one study to the other. The tool used in most
of the studies is Cattell's 16 personality Factor Questionnaire. Various
studies showed that there is correlation between personality traits, values and
effective teaching. This made the investigator to take up personality as one of
the variables.

2.6 STUDIES THAT HAVE RELEVANCE FOR PRESENT STUDY

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

Mitzel (1960) used the terms product criteria, process criteria and presage or predictive criteria. If one applies these terms to the body of accumulated literature it had been found that presage criteria have been the primary concern of researches. A presage criterion refers to teacher personality attributes, characteristics of the teacher training, teacher knowledge and achievement and in-service teacher status characteristics. Frequently pupils and other school personal were requested to rate the teacher on some checklist or rating scale.

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

Howie (1970) analysed the teachers' task in the world today. He pointed out that in today's restless world the teacher should nourish in young people the critical spirit and encourage the reappraisal ingrained and prejudiced attitude to the problems of humanity. According to him the distinguishing marks of a teacher is not simply that he is a store-house of information but that he must possess the ability constantly to adapt his own thinking to the new demands which changing circumstances of life make upon him and to encourage others to do the same. Teachers not only instruct but they also influence character.
Venukumar (1971) attempted to study "The Role of Teachers in Secondary Schools". The purpose of the study was to assess the tasks of teachers as perceived by the teachers themselves and the students. A Q was administered to 230 respondents including 100 teachers, 50 trainees and 80 students. The following were the major findings. The teacher develops character and loyalty among students. The teacher develops good habits and ideal personality. He also develops religious attitudes, cooperative spirit and patriotic feelings in the students.

Makhija (1973) did a study on 'values, interests and intelligence and its impact on scholastic achievement'. The main objective of the study was to enquire into interaction among values, interests, intelligence and scholastic achievement. The sample of the study was 130 first year students of arts, commerce and science groups. The tools used were: Ojha's Hindi Adaptation of Allport-Vernon-Lindzey study of values, Chatterji's Non-Language preference record and Jalota's Group Test of General Mental Ability. The collected data was analyzed by using ANOVA and 't' test. The findings revealed that: i) students who valued power, competition, etc. in their life utilized mental abilities to excel in crafts and scientific studies ii) adolescent boys motivated by affection, friendship and love of people used their intelligence in household activities iii) those who cherished search of truth as the dominant ideal of life would not divert their capacities to mechanical computations and iv) none of the values had any significant influence on scholastic achievement.

Rokeach (1973) had selected 18 terminal and 18 instrumental values and asked respondents to put them in rank order. It was found that, the more stable one's terminal values system the more stable is the instrumental values system. It was more stable in the case of the younger students than the elder
college students. Similarly those who aspire to moderate future incomes had significantly more stable instrumental value systems than those who aspire to relatively high or low future incomes. The correlation (rho) between the rank orders obtained on two separate occasions is useful not only as a measure of value stability but also of value system change. The rho between rank orderings obtained from any two persons is an index of the similarity between their value systems.

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

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

Gaur (1975) conducted study on 'A study of values and perceptions of high school students of the state of Rajasthan and their relation to learning'. The major findings of the study were: i) on theoretical values, boys and girls of either rural or urban origin did not differ but urban differed from rural girls ii) on economic values, rural boys and girls, rural and urban girls did not differ but urban boys were significantly higher than urban girls iii) rural boys and girls did not differ in aesthetic values, political and religious values iv) urban boys and girls did not differ significantly on perception of self-confidence v) rural boys and girls did not differ significantly on perception of self-confidence vi) in case urban girls, learning was related positively to theoretical and social values but negatively to economic and religious values vii) in case of rural girls, social and theoretical values was related to learning significantly viii) in case of urban boys, theoretical values were related significantly.

A study of values and vocational preferences of the intermediate class students in U.P. was undertaken by Katiyar (1976). The major findings of the study were: i) the students were high in democratic, social and knowledge values medium on health, religious, family prestige and aesthetic values and low in power, hedonistic and economic values ii) the value systems of the students of different courses were very much similar iii) Hindu students were higher than Muslim and Christian students in health value and the Muslim students in social values iv) the students of very high income of groups were higher than the very low, lower and middle income groups in Aesthetic, economic and knowledge values.
Pyari (1980) conducted a study on the relationship between feeling at security, insecurity, family attachment and values on educational achievement. It was concluded that the relationship between security-insecurity scores and the educational achievement scores was negative and significant and the relationship between the security and insecurity scores, the family attachment and values were positive.

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

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

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

'An investigation into the changing social values and their educational implications was conducted by Diwedi (1983). The findings revealed that i) the place of residence (rural/urban) had a closer relationship with values: religious, ethico-cultural, political and educational ii) age group of the respondents was significantly related with religious, societal, political, economic and educational values iii) women were more religious, ethical, cultural and keenly interested in social problems compared to men. Scores of men were higher on political values than those of women. The sex played an important role in the development of values iv) the old values were not shared by the modern youth. Widow and inter-caste marriages, love marriages, casteless society, etc., were popular values of the student respondents v) devaluation in the personality, knowledge and character of the political leaders as well as the teachers of the day was revealed vi) the traditional, caste-wise occupational structure was no longer liked by the students vii) students favored changes in the old curriculum of education as to them it was useless and viii) they like co-education and opposed traditional systems of education. They demanded students' participation in academic and administrative decision of educational institution.
Kundu and Sanyal (1984) found that a recognizable value pattern exists among the varied college student population. Besides, a common trend of highest preference for theoretical value has been observed among all groups of students. Lastly, sex and educational differences were found to be significant. It was seen that male and female students differ regarding their economic values, social values and aesthetic values. Regarding political values, it was observed that only that a few instances of significant differences on a variable with in the domain of religious value the medical students were found to differ from all other samples of the study.

McGowan, Patricia Mary (1984) studied the multi-dimensional representation of values and ethnic differences. The investigator had framed the following objectives: i) to understand how an individual perceives a value ii) to examine if differences in the value structure occur due to cultural identity, specifically Anglo American and Asian American subculture. The subjects for the study were 301 students, 68 education students and 54 Asian American students from Washington State University. The Rokeach value survey was used to collect the data. Multi dimensional scaling techniques, multi regression analysis and multiple correlations were used for data analysis. The major findings were: i) no significant difference was found between Anglo American and Asian Americans in their perception of instrumental values ii) some significance was found for the terminal values iii) the Anglo American group placed greater importance on achievement oriented values than the American group and iv) a significant difference was also found on a dimension identified as having to do with aesthetic vs. political orientation.

Mathana Santiwat (1985) studied the college student values at Krungthep (Bakgok) University. The main objective was to investigate the type of students’ value and to determine whether differences exist in students’
values regarding sex, family, socio-economic status. 400 day-time freshmen were randomly selected from four major fields of study: i) accounting ii) business administration iii) communication and iv) arts and humanities. Allport-Vernon-Lindzey study of values was employed to collect data, t-test and ANOVA were the major statistical procedures employed in the data analysis. Major findings were: i) the students were high only on economic values ii) they were least interested in aesthetic values iii) significant difference was found between male and female students on aesthetic, social, political values and iv) significant differences were found on economic, aesthetic, social values of the student perusing various major fields of study.

Robin, Musselman (1986) investigated the value patterns of freshmen entering temple university. The main objective was to measure the value patterns. 339 freshmen at Temple University were the sample of the study. Allport-Vernon-Lindzey study of values was used to collect the data. The main findings of the study were: i) males score higher on the theoretical, economic and political scales and lower on the aesthetic, social and religious scale than the females ii) freshman aged 22 and above scored higher on the social scale than freshman aged 18-21 iii) black non-Hispanic scored higher on the religious scale than white Non-Hispanic iv) non-urban freshman scored higher on the religious scale than urban freshmen.

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

Arun Gupta and Renu Gangal (1989) studied the value emphasis as perceived by pupils of primary, middle and high school stage in different institutions. The major findings reveal that: i) the emphasis on values differs at different grade levels and in different institutions ii) teachers have been found to emphasize moral values, namely respect for others, honesty, love and sense of duty at the 5th and 8th grade levels while cooperation is emphasized more at the 10th grade level than at the 5th and 8th grade levels iii) while values, namely mercy, cooperation, compassion and freedom are not being emphasized at the 5th grade level, the present results show that values, namely love, sacrifice, tolerance and freedom are not being emphasized at the 8th grade level. At the 10th grade level, values namely social awareness, mercy, dignity of labor, determination and presence of mind, resourcefulness, courage, wisdom and reasoning are not emphasized by teachers iv) in schools with western background (roman catholic) teachers have been found to give more stress on values namely mercy, honesty and love but in Laissez Faire (secular) and Eastern (Jain Hindu) schools, teachers have been found to emphasize sense of duty as a value in addition to the above. Presence of mind, resourcefulness, courage, wisdom and reasoning, social awareness and sense of duty are not being emphasized prominently by teachers in the western schools. Values namely sacrifice and cooperation are not being emphasized by teachers in Eastern and Laissez Faire schools v) the structure of moral values being emphasized at the different schools at present has been found to
be similar. Accordingly, the values being emphasized at present comprise truthfulness, good manners, discipline, respect for others, love, honesty, kindness, friendship, personal relationship, sense of duty and co-operation vi) pupils have been able to identify clearly several values which in their opinion are not being emphasized by their teachers. Values namely dignity of labor, social awareness, mercy, dynamism, determination, presence of mind, resourcefulness, courage, wisdom and reasoning, patriotism, endurance enterprise and comparison have been identified as those values which are not being prominently emphasized at school level at present and vii) the values which in the perception of students need to be prominently emphasized at the school level are being emphasized at present and values which are not being emphasized. Recommended values are presence of mind, resourcefulness, courage, wisdom and reasoning, kindness and truthfulness, honesty, good manners, love, sense of duty, sense of co-operation and social awareness.

Gupta, Ranjana (1989) in the present study made an attempt to study the values and moral judgement of adolescents of two representative centers of western and eastern Uttar Pradesh. The investigator has used a five point Value Clarification Scale (VCS) developed by Sanganwall and Singh to collect the data. There were 50 items in the scale. For Indian students, the split-half and test-retest reliability was established. All the students in the experimental group were from India and treated through Value Discussion model for 30 working days at the rate of one hour per day spread over three months. The two control groups (one from India and another from Canada) followed their routine activities and VCS was used twice before and after the treatment. The major finding of the study were: i) the mean sores of the Indian control group were significantly higher than the Canadian control group on choosing from alternatives, publicly affirming and acting
dimensions of the VCS ii) the mean scores of the Canadian control groups were higher than the Indian control group on prizing and cherishing and repeating dimensions of value clarification iii) no significant difference was observed between the mean scores of the Indian and Canadian control groups on choosing freely, choosing after thoughtful consideration and clarification iv) the t-values reveal that the Indian experimental group was significantly superior to the Indian control group with respect to overall VCS scores and all its dimensions v) the Indian experimental and Canadian control groups were found to be par with respect to prizing, cherishing and repeating dimensions of the VCS, while on the other dimensions and overall VCS scores, the Indian experimental group was superior to Canadian group.

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

Chhaganlal (1992) compared the teachers' children and non-teachers children in four selected variables. Objectives of the study were to study the value, adjustment, attitude towards the teaching profession and academic achievement factors of children in comparison with non-teachers children. To compare primary teachers children, secondary teachers children and college teachers children on the basis of the dependent variables. To construct a value scale in Gujarati language for the students of grade VIII to X and to construct a highest type attitude scale in Gujarati language for the students of Grade VIII to X, to study the attitude towards the teaching professions.

Stratified, Purposive sampling technique was followed in the study. 591 teachers' children and 591 non-teachers' children were taken. Findings revealed that non-teachers children were significantly better than teachers' children in social value, whereas teachers' children and non-teachers' children were found equal in power, religious, aesthetic, theoretical and economic values. Primary teachers' children were at a higher level than college teachers' children in power value and religious value whereas college teachers' children were at a higher level than the primary teachers' children in theoretical and social values.

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

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

Arokiasamy (1993) attempted to study the value perception of the first-degree students in colleges affiliated to the Madurai Kamraj University in relation to certain personality and environmental factors. The findings were: i) the value perception was dominant with loving, honest and ambitious as instrumental value was concerned ii) as terminal value was concerned, students value perception was dominant with freedom, happiness and equality iii) male students were dominant with loving, ambitious, honest, freedom, happiness and equality iv) female students were dominant with honest, loving, helpful, happiness, freedom and world at peace v) arts students are dominant with loving, ambitious, honest, freedom, happiness and equality vi) science students are dominant with loving, ambitious, honest, freedom, happiness and
equality vii) students of very low family income was dominant with loving, ambitious, helpful, freedom, happiness and a comfortable life and vi) students of very high family income was dominant with loving, self-controlled, honest, happiness, wisdom and freedom.

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

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

Vedprakash (1994) conducted the study to examine differences between science and arts students in their educational aspirations, school adjustment, values and school environment. Findings of the study revealed that the students belonging to rich school environment were significantly higher on social value than their counter parts from poor environment in all the three groups. The relationship between social values and social climate was positive and significant and it had inverse relationship.
Preston, Rondall Wayne (1995) conducted a descriptive study of values on educational programme in Texas public elementary schools. The purpose of the study was to provide descriptive information about values education programme in Texas elementary schools for policy makers, curriculum directors and educators. Insight into the contemporary issue is augmented by exploring i) commercially or locally developed value programmes that are in place in schools ii) the relationship between student and a school district demographics and value education programmes iii) the role that different interest groups have in the introduction of values programme and iv) the extent to which values education programmes are accepted by different groups. A telephonic survey was administered to 310 elementary school principles in Texas to obtain descriptive data concerning values education programme in the state. The following generalizations were emerged from the study: i) principals related that the values education programs in their schools are beneficial to students and are supported by parents, community, school boards and by the school administration ii) school teachers and school administrators are the most influential groups for initiating existing values and education programmes iii) the prominent vehicles for values instruction in schools is through the hidden curriculum. 94% of the principals surveyed in this study reported using some type of approach with students to promote values in their schools. Finally, a longitudinal study to investigate the long-term benefits for value education programmes was recommended.

Verma, Dharmendra (1995) conducted a study on value pattern of arts, science and commerce students. The objectives of the study were: 1) to find out correlation between values scores and that of sense of responsibility 2) to study value patterns of students belonging to lower and higher income groups
3) to study mean value scores of students of urban and rural areas when high and low groups of sense of responsibility are taken into account. Findings of the study showed that social values were found highest among arts stream, theoretical values between science stream and commerce streams and aesthetic values the lowest in all the three streams. On economic values, the commerce and science students differed significantly. The socio-economic status did not affect the values of the students and so was the urban and rural locality. Students of lower income group were found to be more religious than the higher income group.

Ranu, Sarbjit Kaur (1995) studied the value dimensions as related to level of aspiration and intelligence of post graduate students of three universities. The findings revealed that there were minor deviations in the ranking order of the two most preferred values, while students at Punjab and Punjabi universities gave first preference to political and second to theoretical while GNDV students gave first preference to theoretical and second preference to political. Males were significantly higher on theoretical values but lower on the aesthetic and social values than the females. Art students were significantly higher on aesthetic, social and political values than the science students. In order of ranking, values for high level of aspiration and intelligence group were theoretical, political, economic, social, religious and aesthetic while for the low group were political, theoretical, aesthetic, economic, social and religious. High and low aspiration female groups were nearly homogeneous in their value patterns. Multiple correlation results indicate that level of aspiration and intelligence could be established in predicting theoretical, economic, aesthetic values in females.
Shukla, Shraddha (1996) conducted a study to investigate the difference between the values of literate and illiterate, working and non-working women. Findings of the study revealed that, there was no significant difference between literate and illiterate, working and non-working on their awareness of social, political and health values but on religious values they did differ. Literate working women had materialistic attitude than literate and non-working women. It was observed that illiterate and illiterate non-working women were much more conscious about their family reputation and women aware of adoption of new techniques in general than literate working women. Both working and non-working women had a positive attitude towards aesthetic values.

Verma (1996) conducted a study to examine the value pattern of college students with special reference to sense of responsibility. The major findings of this study reflected that social values were higher among arts students and theoretical values among science and commerce students. The socio-economic status did not affect the values of the students and the three streams did not differ significantly in their sense of responsibility.

Othman, Johary (1997) studied the gender and ethnic relationship between values, attitudes and behaviour among selected Malaysian fourth and fifth form students. The purpose of the study was to investigate relationship among values, attitudes and behaviour for students from different cultures and different ethnic backgrounds. A stratified sample of 450 students in three urban schools in Malaysia was selected. The three main ethnic groups in Malaysia are Malay, Chinese and Indian. The sample is divided into equal gender and ethnic groups (i.e., 225 per gender and 150 per ethnic groups). Four instruments were used to assess values, attitudes and behaviour in schools and behaviour out of schools. The data is analyzed by using ANOVA,
correlation and tests of mean differences. It was found that means for all three constructs were different across gender and ethnicity. Members of different groups evidently understood and reacted differently to each construct. Females reported more positive values, attitudes and behaviour. Malay male students reported negative values, attitude and behaviour among the ethnic groups. The main findings from this study were: i) it was difficult to obtain a measure that was reliable and stable in a cross-cultural study of this nature and ii) the Malay group results neglect the current trend in Malaysian youth which is a concern to the relevant authorities.

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

Christine Robert and Alex Pieterse (2004) observed that the cultural value differences among American undergraduate and graduate students were influenced by the participants’ gender and racial identity status. Findings suggest that a strong preference for distinct cultural values orientations that reflect both traditional Asian and Europe American Cultural values. Results indicate that the participants in the study were endorsed orientations toward human nature, future time orientation and an activity orientation. The subjects of the study who actively reject white society and immersed themselves in their own cultural group had a preference for a past time value orientations.
Kulwanth Pathania, Anitha Pathania (2006) made an empirical analysis on teachers' opinions on certain selected values. As primary source of data, a questionnaire was prepared wherein the view of 50 colleges and university teachers from 10 different states were taken for analysis. The questions included in the questionnaire were based on socialization, imitation, conformity, interpersonal understanding, emotional education, physical education, spiritual education and autonomy. The analysis reveals that hundred percent of the respondents (100%) felt that socialization and interpersonal understanding play a major role in development of values, whereas 91.3% respondents emphasized the need of physical education. Regarding holistic approach of education, acting as a role model and spiritual education, 87%, 85% and 82.6% teachers voted in favour of them respectively. Autonomy, conformity and emotional education were supported by 69%, 65.2% and 65% respondents respectively.

2.7 AN OVERVIEW – RESEARCH REVIEWED

A close look at the studies reviewed clearly shows that the studies are reported on students' value patterns, teachers' value patterns and the value patterns of students and teachers and their attitudes and practices concerned to various values.

Number of studies were carried out on students' value patterns in India and abroad. Most of the studies had used the students of secondary and higher secondary levels as well as college levels, as the sample. Most of the foreign investigators has used Rokeach Value Survey as a tool for the collection of data (Bertera, Francis John, 1979). On the other hand, Indian investigators had, mostly used Allport-Vernon-Lindzey study of values (Makija, G.K., 1973) or its adopted version (Bajpai, Sunil, 1998 and Gaur, B.S., 1975). Many
researches constructed their own tools depending on the context (Arun, K. Gupta and Prenu Gangal, 1989 and Diwedi, C.P., 1983). The Rokeach Value Survey does not seem to have been favoured much by Indian investigators though a few investigators have used the tool (Arokiasamy, S., 1993). Also many studies were conducted relating to the personality traits and values (Sombhi, 1982; Zamen, 1982; Aluja, Fabregat, 1996) personality traits and teachers (Bhagoliwal, 1962; Singh, 1974; Kamla Chopra 1983; Simic Salvica, 2004)

The variables covered have been sex, age, religion, socio-economic status, locality, family income, family background etc. The statistical procedures widely employed have been Mean, Standard Deviation, ‘t’ test, chi-square test, ANOVA, Coefficient of correlation and product moment correlation. Factor analysis and regression have been used in a few cases.

When one look into the studies of values of students and teachers, very few studies are available (Rabindranatha Reddy, C., 2006, Barone, Thomas Nicholas, 1998; De, 1974; Murray Joseph Jr., 1995; Theodore, Alexander Philip, 1986; Sombhi 1982 and Varma, 1972) in India as well as in foreign countries. The review clearly delineates the need for research in India on the prevailing value system in students and teachers. The studies mentioned in this chapter clearly show that there is dearth of research in this area. In any educational system, one may be interested to know the values of teachers and values of students the relationship between teachers’ values perceptions and students’ value perceptions. Further, certain interesting things may come out if one tries to find out the influence of teachers’ and students’ personal variables on their value system and studies showing relationship between values and personality factors. Such studies, generally gives a comprehensive picture on their value system of students and teachers in relation to certain variables.
It may be seen from the brief review of the literature presented in the foregoing pages that a few studies have been carried out in the area of attitudes towards values and their practices. But by and large except on a few variables, the results obtained are not coinciding and hence warranting further exploration. Further, studies on the relative impact of each of the several independent variables that effect attitudes and practices of values are rare to find.

Selection of certain important demographic variables, sociological variables and psychological values is warranted by many other studies, even though; they are not exhaustive for obvious reasons.

Review of literature states that an extensive study of the attitudes towards values and value practices in relation to personality factors is very rare. The present study is an attempt to see the relationship between the attitudes towards values, practices of values and personality factors. The area under investigation is novel and unexplored one with respect to population of B.Ed. students and their nature of work.