

CHAPTER - II

REVIEW OF RELATED LITERATURE

It will be necessary to go on doing research work in all the areas related to value education so as to develop a realistic and effective scheme of moral education. A considerable amount of researches have been done in various areas.

The area of assessment of values being controversial and sensitive, tendency towards opting for new strategies seems to be comparatively less. However the researches as revealed by the limited efforts of review by the investigator have been discussed in this chapter in two parts ,first discusses those in survey's and journals and second discusses those related to researches based on taxonomy of affective domain.

I. Survey's Abstracts and Journals :

On the basis of brief discussion regarding various concepts and issues related to value education a list of the areas in which there is scope for researches has been suggested in the Fifth Survey of Education researches 1988-1992 where evaluation of Moral Education has been listed at number 20¹. Also a summary profile of researches during period 1988-1992 show that only one research has been done in the area of measurement in values.

¹ 5th Survey of Educational Research 1988-1992. Buch. Pg. 399

Table : 2.1 : Profile Of Researches In Value Education²

No.	Area of Research	Number of Studies
1.	Value & Value Education	4
2.	Value development & Value Orientation	11
3.	Moral Judgement	7
4.	Value Clarification	3
5.	Value Preference	1
6.	Instructional Strategies	2
7.	Measurement of Values	1

An overview of researches reviewed has been presented as under:

- (1) Bhadury 1989 in his study on the effect of feedback in improving personality, desirable behaviour, values and teacher perception among secondary and senior secondary students using standardized tools found that the feedback was effective in helping to improve, attitudes of students towards their teachers, pro-social behaviour and pro-social value orientation.
- (2) Gupta, Arun et al (1989) in their study of value emphasis as perceived by pupils of primary middle and high school stages in different institutions used value check list as a tool. Using frequencies to treat the data found that pupils were able to identify clearly several values which in their opinion were not being emphasized by their teachers. The values dignity of labour, social awareness, mercy, dynamism, presence of mind reasoning, endurance, and patriotism had been identified as those not being emphasized.

² Op cit. Pg. 400

- (3) Reddi (1989) in his study of moral judgement in relation; to intelligence, personality and other variables used students studying in different classes at high school level as sample. Moral judgement questionnaire and Raven's Progressive Matrices were used to collect information. He found that there was no significant difference between the moral judgement of students classified on the basis of their (a) intelligence or (b) Socio Economic Status.
- (4) Das (1991) in his study of method adopted by selected secondary school in India for development of moral and ethical values and measurement of the value judgement of students of class IX of these schools used questionnaire and moral judgement test constructed by researcher found that there is a significant co-relation between mean-socio economic test scores of selected group of schools and other groups.
- (5) Bajpai (1991) in his experimental study of an 'educational intervention curriculum for Value development and its facilitative effect upon the development of moral judgement used tools based on Piaget's Stories, SES Scale and School Adjustment Check List. Using mean, S.D. and 't' test to treat data she found that the level of moral judgement has no relationship with SES, sex and birth-order.
- (6) Chand (1992) in his study of personal values of adolescent boys and girls in relation to socio economic status and academic achievement used Personal Value Questionnaire and SES scale as tools. Mean, 't' test and the square test were used to analyze data. Major findings were that. Boys and girls did not differ in religious, social, democratic aesthetic and health values but

differed in economic and power values. Government and private schools did not differ in social, democratic aesthetic values but differed in economic and power values. The sample was XI Class students.

- (7) Anbarasu (1992) compare his study on value orientation in English language textbooks of upper primary schools used questionnaire for students developed by the researches as the tool and found that class VI boys and girls had a very low level of value awareness. The class VII boys and girls had a comparatively more yet low level of awareness and they did not differ significantly in their value awareness.
- (8) Pradhan (1992) in his study of the variations in the development of Moral judgement of the school students in different types of schools in relation to general intelligence, personal values, SES and Sex used personal value questionnaire of Sheny & Verma and SES scale of Bharadwaj et al and found that the class VII and class IX students studying in privately managed schools scored significantly higher in moral judgement than government school counterparts. The mean gain DIT scores of private schools students were slightly higher than that of government school students although the difference was statistically insignificant.
- (9) Jain N.D. (1992) compared in biographical study of the characteristics of national awardees teachers with special reference to personal, social and professional variables asked both the groups of teachers to give ten characteristics of an ideal person. He revealed that awardees gave priority to honesty and self spoken person. The second priority was given by

awardees to discipline and co-operativeness while non-awardees preferred love for nation..

- (10) Pradhan, Chandra & Thakkar (1994) in their study on moral judgement among different types of school students in relation to intelligence and sex on a sample of 148 IX grade students used test of moral judgement by R.C. Das and Group Test of intelligence on children treated data with mean, SD and 't' test major findings were (1) No significant sex difference existed in development of moral judgement. (2) Student studying in segregated and co-educational schools did not differ in their moral judgement.
- (11) Ali, Karunanidhi (1995) in their study on religiosity and values found that effect of high and low religiosity groups on values was significant. Also they found that the effect of values and religiosity was non significant as regards to gender and age.
- (12) Dash (1996) in a philosophical study of the scope of value education in different subjects of secondary school curriculum in Orissa found that some values like service to others common good, discipline have been overemphasized while certain others have been neglected thus causing an imbalance in the prioritization of values.

II. Researches related to Taxonomy of Affective Domain:

The concept of taxonomy has opened new avenues of research in education.

Although the taxonomy of affective behaviours was developed by Krathwohl and others its application and use in the school

curriculum is insignificant compared to Bloom's taxonomy and cognitive objectives. This taxonomy is complex and difficult for teachers to recognize and apply but "it can be simplified by the teachers for their own use"³

1. A few studies related to use of taxonomy in school assessments that came across investigators limited approach have been discussed here.
2. Connelly (1973) in his study to see whether it was possible to use the Affective Domain Taxonomy (ADT) rational for developing instrument for evaluating affective behavioural objectives of a mathematics education course used Likert Scale. It was found that there is a positive co-relation between the taxonomy type instrument and an attitude scale.
3. Snider 1994-75 conducted empirical validation of ADT a effective basis for measurement of attitudes towards poetry. Six test items per level of ADT were constructed. Significant F-ratio 19.28 for the total affective domain and significant changes on all five levels were noted.
4. Hughes (1969) studied in his effort of using the taxonomies in cognitive and affective domains at levels 1.0 to 3.0 as a tool for planning and evaluating outcomes of instruction found that when sub-level of affective domain were used, no support was found for hierarchical structure.

³ Agrawal, Mamta, Beyond Testing. Journal of Indian Education. Pg. 17-18.

5. Mohan 1989 in his validation study of ADT found that the constructs of the model at various stages are operationally defined and they are empirically verifiable (2) the constructs of the ADT is internally consistent hence could be of much help to teacher and educationist.

An overview of review of literature reveals that there is much scope of development in the field of objective assessment of values through multiple strategies which are practical in using at the classroom level. A need for theoretical and empirical justification of assessment procedures has been repeatedly insisted. Suggesting a list of areas of research gap in area of educational assessment Mukherjee 1993 a insists on need for 'selection of relevant theoretical framework and their modification in Indian context'⁴.

Thus the felt need for tools which can assess values objectively and are simple enough to be constructed and conducted by any elementary school teacher by him/her self and yet has a sound theoretical background to validate it encouraged the investigator to make a humble effort towards finding a practical solution to the problem.

⁴ B.N. Mukherjee. 1993a. Needed Research in Educational and Psychological assessment.

