CHAPTER-II
REVIEW OF RELATED
LITERATURE

In the present research, the investigator has scanned few of the relevant and reported studies done in the field of values. The present chapter provides a review of such studies.

David Brooks and Mark Khan (1992) in Value Added Education, opines that, values education is essential for teaching children personal responsibility and ethical decision making. Teachers can be trained on a school wide basis to teach core values, along with accompanying skills and behaviour. Jefferson Center has identified language and thinking pattern that must be charged to help students learn behaviour appropriate to core values such as honesty, respect, tolerance and courage. Values are guide posts for the students in their vocational choice. Concepts, skills and values learned by the students at educational institutes are useful to them in performing their jobs. Thus values are important in the framework of educational programme indicating behaviour pattern that can be acquired. For developing proper skills for various jobs, it is necessary to know the job preference of students. They can be assisted to form desired values and select appropriate job, their value orientation and job preference are known.

Sandhyas (1999) Evaluative Study on Value Education provided to tenth class students and their teachers found that (1) The tenth class

students were more prone to moral, social and theoretical values than the other values. (2) The type of school is an important factor that influences the values of students. (3) Students belonging to both the type of managements differ in social, religious, moral, theoretical, political aesthetic and economic values and (4) parents educational background, parents income, do not influence the values of students but parents occupational background influence the theoretical and aesthetic values of the students to some extent. With regard to Teachers (1) Teachers are predominant in the theoretical social religious and economic values. (2) Teachers differ in their values because of the type of school and such it influences the students. Values also. (3) The age influences the teachers aesthetic values. (4) The school environment co-curricular activities provided and the practice followed in inculcating values to students influence students values.

Arccnaaw (1990) compared college students exhibiting discrepancies between predicated high ability and low level of achievement. In comparing results, the three achievements groups differed consistently on all measures, with the majority of differences involving socialization or conformity – A conflict exists for the low and high achievers in meeting the societal expectations for achievement with

their own individual interests and values. This suggests that extremes of achievement among college students, in either direction, should generate concern as high achievers may be meeting expectations at the expense of other facets of their lives. A gender difference was noted with the low achieving group predominantly male and the high achieving group predominantly female. However, for both groups gender differences could be accounted for by an over representation by one gender within the sample group.

Sanyal (1991) conducted a study to see if there was any reflection of science education value profile particularly in respect of two significant levels of science education (i.e. post graduate and undergraduate). The Indian version of All Port – verson-Lindzey's study of values (1958) was used to assess the values of the participants in this study. The sample of the study consisted of 194 science male students (i.e. 121 post graduate and 73 undergraduates) of Calcutta University. He found that both the post graduate and undergraduate male science students preferred the theoretical value most and the religious value least. There was slight differences in the similarity in ranks of other values. There was significant differences between the postgraduate and undergraduates in economic and social values. There was greater

preference for economic value among the undergraduate science male students and greater amount of likings for social values among the postgraduate science male students.

Das (1993) investigated the value profiles of science, arts and commerce higher secondary students. The findings of the study were (i) The student belonging to arts stream has highest preference for 'religious values' and least preference for 'aesthetic value'. (ii) 'Power' and 'family prestige' were equally most preferred values for science students and 'aesthetic value' was the least one. (iii) The most and least preferred values for girls were 'family prestige' and 'aesthetic' respectively. (iv) Similarity in rank of 'economic' and 'knowledge' values was noticed for boys and girls (v) The students belonging to Arts and Science streams resemble in ranking of 'hedonistic' and 'health' values. (vi) Significant resemblances exist between arts and science students regarding religious, social aesthetic, knowledge, hedonistic power, family prestige and health values. (vii) Democratic and economic values were the areas of value where arts and science students differed significantly in their value preferences. (viii) Significance of differences of value between arts and commerce were found in the areas of social democratic, aesthetic economic knowledge hedonistic power and family prestige.

(ix) In the value areas of social, democratic aesthetic, economic, knowledge, hedonistic, and power and in total values, science and commerce students differ significantly.

Tewari and Tewari (1997) conducted a study with the purpose of investigating the differences in the value patterns of high and low caste male students. The major findings were (i) Significant cast differences were found only in theoretical aesthetic and religious areas. (ii) High caste students were found more interested in the discovery of truth, artistic aspects of life, mystical and sought to comprehend the cosmos as a whole to relate himself to its embracing totality.

Chandrakumar and Arockiaswamy (1994) conducted a study to explore the value system of the first degree college students and to study the extent of the influence of the college climate and home climate over the value system and the extent of the influence of the value system over the personality characteristics. For this purpose they took a sample of 1050 students of the first degree arts and science from colleges affiliated to Madurai Kamaraj University. The major findings were: (i) The first degree college students gave much importance to social values such as loving and equality, personal values such as freedom, honesty happiness and competence, (ii) The value system did not have significant

relationship with the personality dimensions of the sampled students. (iii) Neither the college climate nor the home climate was related to the value system of the first degree college students.

The study of Narayanan et al. (1994) was planned to determine the possible differences in value of orientation among male and female college students. A random sampling technique was used to select a sample of 120 male and 150 female college students in Coimbatore. The value orientation scale developed by Natrajan (1980) was used to measure the values held by individuals. The findings revealed interesting difference between the patterns of values of the male and female students. The male attribute importance to the values including status, progress and accomplishment than the females. The females attribute importance to the values including, truth, self respect, power, non-violence, health, language, devotion to God, culture, equality, conscience, marriage, duty, life, security, ambition, creativity, rationally, peace, friendship, helpfulness, and self confidence than the males. The males show higher commitment than the females to the following values, power, aspiration, progress, sports. The females on the other hand show higher commitment than the males to values such as self respect, truth, non violence, family, health, children, devotion to God,

equality, conscience, marriage, beauty, life, law, humour, creativity, morality, honesty, character, friendship, obedience and helpfulness.

Nayak (1994) studied value variations in the ninth and twelfth grade students. The investigation was conducted with a view to: (i) Compare the values between ninth grade and twelfth grade students to see the effect of age, (ii) To compare the values between boys and girls to see the effect of sex, (iii) To compare the values of students with respect to place of residence. The sample for the study was drawn from four high schools and four junior colleges of Ganjam district (Orissa). The sample comprised 150 students (i.e. 75 IX grades and 75 XII graders). The personal value questionnaire (PVQ) by Sherry and Verma (1978) was used to measure the values of students. The findings of the study were : (i) in the value areas like religious, social, democratic, aesthetic, knowledge, health and total value the twelfth grades have excelled their ninth grader counter parts. (ii) significance of differences of values between urban and rural area students were found in the areas of religious, aesthetic, power and in total personal values. The urban areas students were found to have more religious, aesthetic and power values. (iii) The ninth graders coming from urban areas were more religious and more knowledgeable than their rural counter parts. (iv)

"Power" was the only area of value where the twelfth grade boys differed significantly from their girls counter parts. However, the difference goes in favour of boys. (v) In the value areas like religious social, aesthetic and power the rural urban difference was noted for twelfth graders. The urban area students (i.e. class XIII) had more preference for religious, aesthetic and power values while the rural area students preferred most the social values.

Chandrakumarand Arockiasamy (1997) made an attempt to study the gender difference in the value orientation among the college students. It was found that the female students had little better value orientation than the male students. The mean score for all the items for the female students was little higher than the male students. Both the male and female groups had shown a very moderate preference for certain values. Gender did not influence the value orientation of the college students. The values preferred by both the male and female students mainly were love ambition and honesty. There was no consistency in the preference and values by the students in all three years.

Singh (1997) studied the values of urban and rural adolescent students of Aligarh and found that in the theoretical and religious values

urban male and female adolescents had significantly higher meaning scores than the corresponding mean scores of rural male and female adolescents. In Social and Aesthetic values rural male and female adolescents had significantly higher mean scores. In Political and Economic values the mean difference of urban and rural adolescents were not significant. The male adolescent students had got significantly higher mean score than those of female adolescents in Theoretical and Economic values which were due to the influence of culture and society where male adolescents had better opportunity for their education. In other two values viz social and political, female adolescents had higher mean scores than male adolescents.

The study of Verma et al. (1998) was designed to study whether SCs and non SCs students differed significantly with regard to their personal value. The sample of the study comprised 120 students studying in class XII in four senior secondary schools of district Sirsa (Haryana). The tools used to collect the data were PVQ by Sherry and Verma. The collected data were treated with mean, SD and t' test. The major findings were : (i) Non-SCs male students had significantly more inclination towards economic, hedonistic, power and family prestige. (ii) Non-Scheduled Caste female students received significantly more mean

score on aesthetic, economic, knowledge, hedonistic power and health values than Scheduled Castes female students. (iii) Among the Scheduled Caste male students had more Social and Knowledge values, and female students possessed more family prestige value. (iv) Among the Non-Scheduled Caste, females had greater mean score on religious, aesthetic and knowledge values as compared to male students.