

**CHAPTER-II**

**REVIEW OF RELATED  
LITERATURE**



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The review of the research literature pertaining to the problem of study becomes essential for the researcher in order to have complete and thorough information of the work done in the country as well as in abroad. This saves him/her from unnecessary duplication of work. After searching research studies the investigator can derive whether the same study needs to be replicated or some new variables need to be included or dropped.

The area of teachers' preparedness for value inculcation among students is relatively an important field of study in our country as studies in this area has repeatedly been emphasized in the journals, books and articles of value education.

Studies having direct bearing upon the present work are conspicuous by their absence. However, some of the significant studies, which have direct or indirect bearing upon the study in hand, have been presented under:

Anand, A.S. (1980) studied teacher's values and job satisfaction. The main objective of the study was to find out the relationship between job satisfaction and teacher's values. A total of 143 (99 male and 44 female) teachers, teaching in various schools of Sikkim, comprised the sample. A job Satisfaction Scale standardized by the investigator and Allport Vernon-Lindzey scale were used. It was found that male teachers showed higher degree economic values were predominant among female

teachers. Religious and aesthetic values were found at a lower level both in male and female teachers. Females were more satisfied with their job than males. It was also found that religious and aesthetic values were positively correlated with job satisfaction of the teachers.

Kakkar, S.B. (1981) examined the influence of the teacher on students' values. Allport-Vernon Lindzey Study of Values (British version) was used. Mean, S.D. and significant differences between the mean for men and women were applied for data analysis. A total of 150 graduate teacher-trainees were taken from Patiala (Punjab). The results indicated that after the completion of the training course, there were slight changes in the values of the trainees. Although this indicates the influence of the teacher on the students' (teacher-trainees) values, the author cautions that findings cannot be generalized as these were derived from the specific conditions in which the research was conducted.

Natrajan, V. (1981) studied Value orientation: A concept and a test. The study highlights the importance of concept and test of value orientation. A total of 50 students studying in the various departments of P.G. centre, Coimbatore were taken for study. A three-dimensional test to measure value orientation was used by the author. Value was defined as the extent to which an individual is predisposed to uphold them in a critical situation. Dimensions measured were: value importance, commitment and apprehension. Result indicated significant correlation between the test scores and self-rating.

Raj, G.S. (1981) studied attitudes and values of teachers in context of socio-cultural background: A comparative study of expatriate Indian and native teachers of Ethiopia. The objectives of the study were: to find

out the value structure and teaching attitude of expatriate Indian teachers working in Ethiopia, to find out the value structure and teaching attitude of Ethiopia teachers, to study the difference between these two groups of teachers with regard to their values and attitudes, to study the difference if any in values and attitudes between the two groups with regard to age, sex, teaching experience, etc. and to find out the nature of social interactions between expatriate Indian teachers and native Ethiopian teachers. The findings of the study showed that the emphasis on authoritarian attitude towards youngsters was visible in the culture of both the groups: the Ethiopian teachers scored significantly higher in theoretical, social and cultural values than the Indian teachers. On the score of academic and aesthetic values, no significant differences were found between these teachers. Indian teachers scored significantly higher than their Ethiopian counterparts on religious values.

Goswami, N.S. (1983) conducted a study of value orientation of post-basic schools in Gujarat: The objectives were to study the educational, moral, social, religious, cultural, aesthetic and economic values in post-basic schools of Gujarat and to study the value orientations of students and teachers of post-basic schools. Three tools, viz. Allport-Vernon and Lindzey Value Questionnaire, Value Orientation Questionnaire constructed by the investigator and a scale for Teacher's Values (S.P. Kulshreshta), were used. In order to compare the different values among students and teachers of post-basic schools and ordinary secondary schools, the tools were administered to 1,100 students of class X of 80 post-basic schools and 1,100 students of class X of 80 general schools selected at random. The mean, SD, 't' and mean differences were used to analyse the data. Findings revealed that the mean differences of scores on theoretical, social and religious values between teachers of

post-basic schools and those of ordinary schools were highly significant and in favour of teachers of post-basic schools. The post-basic schools provided a better atmosphere in schools to inculcate moral, social and religious values as compared to ordinary schools.

Filella, J. (1984) makes an attempt to examine the relationship between values and the teaching-learning process. The author makes use of the ideas in three papers on value-oriented education as presented by Fr. T.V. Kaunnunkal, Dr. Chandi, and Prof. Sheshadri. These deal with the meaning and importance of values in life and an approach to the teaching of values. The author explains the values like openness, mutual respect, liberation, humanness, etc. The teacher's role is considered as pivotal in the process of cultivating values as a part of education. The author states that education and values are inextricably inter-woven. It is difficult to think of education without implying a systematic effort to strive for something valuable. Value education should not begin at the college level; rather it should begin at home and in the school.

Seshadri, C. (1984) found that 'Cultivation of Values' is an inescapable dimension of the teaching profession, is an important theme of the article. The very nature of the educational process of which the teacher is the central element implies development of certain desired values and ideals. Values are inextricably involved in teaching. Cultivation of values is an inescapable dimension of the teaching profession. Various disciplines like Environmental studies, Indian philosophy, Indian history, Indian Constitution, Indian art and literature, science, arts, religious education, etc. should be taught to the students at every level. These subjects can help in fostering values like religious, secular, philosophical, Constitutional, etc. The author wishes to

emphasize that schools are eminently suited to foster these values and thus must be exploited for imparting value education.

Kar, N.N. (1985) conducted a philosophical study on value education. The thesis is about the need of value education in the present time, types of values, their classification, etc. In the first chapter the investigator discusses about the need of such a study. In the second chapter he deals with the concept of values, theory of values, analysis about theories of values, developing a theory of value, classification of values, etc. Under this head, the author mentions organic or health value, hedonistic or pleasure values, recreational values, aesthetic values, economic values, personal values, social values, intellectual values, moral values, spiritual values, etc. The author finally concludes that there is often dissatisfaction with education in India and elsewhere, because it lacks the provisions for education in values in general and the moral and spiritual values in particular. That is the reason why many thinkers, educationists, committees and commissions have recommended imparting of education in values, particularly moral and spiritual values. But in spite of the recommendations, value education has remained almost a non-starter in India. Lack of proper conviction in value education, and opposition to moral and spiritual education by some people are the major causes of this state of affairs.

Bohra, S.P. (1986) conducted a study on values correlate with effective teachers. The study described the relationship between values and teachers' effectiveness. A total of 240 secondary school teachers were selected for this study. They were divided into 2 groups on the basis of their scores on teacher-effectiveness scale (Kumar and Mutha, 1973). Total 60 effective teachers and 60 non-effective teachers were

selected. Teacher's Effectiveness Scale, and the Allport-Vernon and Lindzey study of values were used. Data analysis was done by using mean, S.D. and t-test. Results indicated that out of six values— theoretical, economic, aesthetic, social, political and religious – only three values varied significantly between the effective and non-effective teachers. The effective teachers had higher scores on theoretical values and the non-effective teachers scored higher on economic and political values. The effective teachers had more realistic tendencies than non-effective teachers.

Gupta, R.R. (1987) studied on values of B.Ed. pupil teachers of Avadh University. The study aimed at identifying the values adhered to by pupil-teachers. The sample included 90 rural and 40 urban pupil-teachers of Amethi. Hindi version of Allport-Vernon-Lindzey Study of Values Scale was used. Mean and S.D. were obtained. Rural student teachers were higher in religious values than the urban student teachers. However, urban student teachers were higher in political and economic values than rural student teachers. The aesthetic, theoretical and religious values of male student teachers were higher than of female student teachers.

Pandey, K. (1987) conducted a study on values of creative teachers. The main aim of the study was to find out the values of creative teachers. The sample consisted of 200 pupil-teachers (100 males and 100 females) randomly selected from three training colleges of Allahabad (U.P.). Baqer Mehdi's verbal test and the Personal Value Questionnaire (Sherry & Verma) were administered to measure 10 major values of teachers such as religions, social, democratic, aesthetic, economic, knowledge, hedonistic, power, family prestige, and health values. It was

found that aesthetic sense, knowledge, and economic values may be responsible for teacher's creative expression. It was suggested that a teachers' training programme should also try to inculcate positive values among them, besides developing creative potentials.

Chandrasekaran, P. (1989) conducted a study on need gratification and perception of values among the graduate teachers of Periyar district in Tamil Nadu. The main objective of the study was to know the extent of value perception and need gratification among the teachers, and how it is affected or influenced by their ego states. The specific objectives of the study were: (a) to study the relationship between the value perception, need gratification and ego states of teachers: (b) to see whether sex, type of school, educational qualification or experiences (length of service) make any impact on their value perception, need gratification, and ego states: (c) to identify the dominant dimensions of their values, need gratification and ego states, and to analyse the relationship and interaction. The main findings of the study were: (1) male and female teachers significantly differed in their value perception, particularly with regard to social, traditional, professional and economic values: (2) sex was found to be an influencing factor in the need gratification of the teachers, which was higher in male than in female teachers: and (3) the value perception of teachers working in the government and private schools was found to be significantly different.

Nayyer, S.M. (1989) presents a study of teachers' values, their value patterns, open-mindedness, closed-mindedness and socio-economic status of prospective teachers, which were analysed caste-wise and sex-wise. A total of 405 B.Ed. students from the teachers' colleges situated at Udaipur, Ajmer, Jodhpur and Bhilwara districts comprised the sample.



The tools included Milton Rokeach's Scale (1973), Socio-economic Status Scale developed by Puttabuddi (1982) and two Teacher Scales. The data were statistically processed. It was found that the values like nationalism, justice honesty, tolerance, secularism, regular study, mutual co-operation, and simple living need to be emphasized in teachers' colleges.

Sundaran, S. (1990) explores the nature of different steps to inculcate moral education among the students. Values such as peace, harmony, social justice, freedom, tolerance, sense of responsibility, patriotism, contentment, and character building are discussed. The educational system, teachers and parents should impart these values to the students. Value clarification can be made possible through media for imparting moral education successfully. Adequate instrumental materials like teachers' handbooks and graded textbooks must be provided. In conclusion, educational system, the home environment, and the external forces should be shaped to develop eternal moral values among the youth.

Suriakanthi, A., & Uma, P. (1990) studied teachers' views on moral education. The central objective of this study was to know schoolteachers' views on moral education. The sample consisted of 160 teachers of the higher secondary schools in Tamil Nadu. A pre-tested questionnaire was used. Values, viz. self-discipline, honesty, truthfulness, tolerance, justice, punctuality, faithfulness, loyalty, cleanliness, equality, leadership, and sense of freedom were highlighted by teachers. It was found that there is need for strengthening moral education. It must be made an examinable subject and text-books for moral education should be prescribed. Some suggested methods of imparting moral education were telling stories, cultural programmes,

arranging competitions, teaching moral songs and promoting reading, and moral sayings in the school assembly.

Arulandram, H.G.S. (1991) emphasizes the importance of values like democracy, secularism, socialism, scientific temper, honesty, integrity, courage, etc., which become an integral part of entire educational process and school climate. It addresses teachers as well as students. Values have been classified into two major categories- interpersonal and intrapersonal values, under which above-mentioned values are covered. The article suggests that values can be imparted to students by prayers, meditations, bhajans and foundation courses. The art of living, flexibility in life, nationalistic favour and sense of purpose could be learnt through providing value-based education.

Daniel, J.T.K. (1991) emphasizes the significance of value-oriented education and repeatedly expresses the need for introducing viable courses to meet this end. The student body and teaching profession have to be guided by values of honesty and integrity. The need to integrate ethical values into the teaching-learning process at the level of higher education has been highlighted. The author states that the people of different societies face the challenges related to ends and means, freedom and responsibilities, rights and duties, oppression and liberation, etc. Basic values like honesty, promise, free expression, and non-violence, are not only principles essential to civilized society, they are also the values on which all learning and discovery ultimately depend. Value education is a joint enquiry by the teacher and the taught. The teacher plays a significant role in the promotion of excellence and values. The author reiterates that it should be remembered that, since the educational system

shares all the evils of society, it is not possible to have lasting values in the educational system if the society itself is not transformed.

Sharma, N.B. (1992) studied the value patterns of primary school teachers in Uttar Pradesh. The objective of the paper was to study social, moral, and spiritual values of primary school teachers and value pattern of primary school teachers, between urban and rural teachers, male and female teachers, and the teachers of different religions, age groups and having different lengths of experience. The total sample consisted of 600 primary school teachers, 300 belonging to rural areas and 300 to urban areas. Each groups had 150 male and 150 female teachers. The tool of the study had forced multiple-choice items, having 30 attributes, covering 3-value patterns – moral, social and spiritual. The study found that moral values were most preferred and social values were least preferred. Urban and rural differences in value pattern were observed. Similarly, sex difference was found in social values but not in moral and spiritual values. Younger teachers had higher social values, whereas senior teachers were higher on moral and spiritual values.

Sundarajan, S., & Rajasekar (1992) studied value patterns of teachers who undergo in-service training through Distance Education Programme of the Annamalai University. The objective of the study was to find out if there was any significant difference between: (1) men and women teachers, (2) science and humanities teachers, and (3) teachers up to 30 years and teachers above 30 years of age with respect to sic values, viz. theoretical, economic, aesthetic, social, political and religious. Null hypotheses were proposed. From 1,660 teachers who underwent M.Ed. through distance-education programmes of the Directorate of Distance Education, Annamalai University, Annamalai Nagar, Tamil Nadu, 415

Teachers were selected for the study. Allport-Vernon Lindzey's Scale of Values was used. The relative prominence of six basic values was assessed. Results indicated that among value preferences by teachers, social values got the first rank. With respect to religious value, there was significant difference between men and women teachers in respect to theoretical values, and women teachers were found better as compared to men teachers. There was significant difference between science and aesthetic values. There was significant difference between teachers up to 30 years of age and those above 30 years of age as regards economic value.

Bageshwar, S. (1993) studied value profile and self-concept of women teachers. The objective of the study was: to find out the relationship between value profiles and self concept of women teachers of schools at all three levels (i.e. primary, secondary and higher) and to find out the factors affecting teacher's value profiles. The stratified random sampling technique was used. The sample comprised 600 women teachers, 200 each from primary secondary, and higher levels. The normative survey method was used. Personal value questionnaire of R.P. Varma and Teachers' self-concept scale of Geeta Rai were the tools employed in the study. The findings of the study revealed that value preferences given by women teachers in hierarchical order were knowledge social, aesthetic, hedonistic, family prestige, and power value. Teachers of all then three levels and positive self-concept. It was found that values and self-concept were significantly related.

Bhattacharya, P. (1993) discusses the failure of traditional method of value orientation and inculcation of modern values. In the traditional value-orientation method, emphasis has been given on literature, mass

media, respect, and worship of the model, speech and action of great men. In the modernized society emphasis has been given on family, institution, and society-oriented values, i.e. humanitarian value to solve basic problems. Importance has been given to the sources of modern values, i.e. convention, legislation, popular movement, and revolution. Lastly, stress has been given on the inculcation of humanitarian values for peaceful co-existence of modern society through 'attitudinal modernity' along with institutional and technological modernity.

Khanna, N. (1993) conducted a study of the value patterns of students, studying in teacher training and general streams in a denominational institute. The main objective of the study was to compare 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 sample included 50 students, out of which 25 were from teacher-training stream and 25 from general stream. Value inventory (Semdhi, 1989) was used. It was found that teacher-training group had scored higher on two values, namely truth and love, than the general group.

Parvez, M. (1993) conducted a study of the attitude of school teachers and parents towards moral education at the compulsory stage of education. This study aimed at determining the attitude of various categories of teachers and parents towards moral education, and differences, if any, in the attitude towards moral education on the bases of variables like religion, sex, education, experience, training, profession, and place of residence. An attitude scale was prepared to collect data from the school teachers of Delhi and Aligarh. Findings showed that teachers had more favourable attitude than parents towards imparting

moral education. There was no difference in the attitude of teachers towards moral education on the basis of caste, sex or training, but differences existed on the basis of training, experience, and education towards moral education.

Anjali. (1995) conducted a study of teacher effectiveness in relation to values, job satisfaction and emotional stability of senior secondary school teachers of Himachal Pradesh. The objective of the study was to compare the male and female Hindi teachers of secondary school on teacher effectiveness in relation to values, job satisfaction and emotional stability. The sample of the study included 155 teachers from 75 schools and survey research method was used. The tools employed for the study were Teacher job-satisfaction questionnaire by Pramod Kumar and Mutha (1978). Teacher effectiveness scale by Pramod Kumar and Mutha (1974), and Value scale and Emotional stability scale prepared by the researcher. The study covered happiness, social efficiency, character building and spread of national and culture values. The findings revealed that interaction of job satisfaction and emotional stability did not affect the effectiveness of teachers. Both male and female teachers with high values were more effective than teachers with low values. It was also found that sex and values had no interaction effect on the effectiveness of teachers. But female teachers were emotionally more stable than male teachers and male and female teachers with high job satisfaction were more effective than teachers with lower job satisfaction. The study suggested that teachers should mould their behaviour accordingly into day-to-day life and thus bridge the gap between teachers and taught, which is important in any educational system.

Bhatnagar, T.N.S. (1995) presents the role of teachers in the past and present, and also the projection of their future role in the emerging Indian society. In ancient India, the teacher was highly respected and was considered to be the very personification of God for creating new values in the minds of the children. It is stressed that today the teacher should not only act as a preserver and propagator of Indian traditional values but also come forward to re-interpret these values in a new light as per the demands of the society. He should inculcate certain values such as truthfulness, secularism, creativity, spirit of inquiry, right conduct, and discipline among students. Moreover the teacher should be professionally well trained so that he/she is able to face any kind of challenge.

Diwakar, S.A. (1995) conducted a study to find out the effect of different strategies on the development of values, mainly secularism, democracy, national integration, and non-violence among prospective teachers. A scale to measure value orientation was developed. A pre-test – post-test design was used. A sample of 300 teacher-trainees was taken up. The study revealed that the intervening strategies can promote the value of democracy and are useful in developing the value of national integration. It was also found that the value of democracy and national integration developed during experiment is retained over a longer period. It suggested that values like democracy, national integration, secularism and non-violence are related to promotion of social cohesion and national unity, and for ensuring a reasonable quality of life for all in the context of value crisis.

Vijaya Kumari, L. (1995) studied value orientation of secondary school teachers and their attitudes towards educational issues. The main

objectives of the study were: (1) to ascertain the value orientation of the secondary school teachers; and (2) to study the attitudes of the teachers towards issues in education. The study utilized the descriptive survey method. Findings of the study were; (1) the secondary school teachers expressed a positive attitude towards innovations while giving responses to all the items; (2) in-service training courses for the teachers should be organized to focus their attention on the needs, goals, and means of value oriented education; and (3) the orientation courses may be organized for teachers to prepare them for value-based co-curriculum activities and group activities. There should be more exposure to value-oriented education in pre-service training, in order to create positive institutional climate, and seminar discussions, etc. should be encouraged in the classes.

Chittibabu, S.V. (1997) discusses urgency of introducing values into education, especially in the age of information and communication. According to the author, the crisis today is not so much for intellectual as for spiritual reasons. Real education consists in the teacher's conscientious endeavour to enable his students to discover themselves and their potentials. Education in human values like Satya, Dharma, Shanti, Prem, and Ahimsa should be included in higher education system. Teachers and students should work together in teams.

Walia, K. (2000) emphasizes value based teacher education. The role of the teacher in educating children to become worthy citizens has been highlighted in the paper. Role models of teachers such as Vivekananda, Aurobindo, Tagore, and Zakir Hussain, etc. have been mentioned. The spiritualistic and humanistic values of Radhakrishnan, Zakir Hussain, and Gandhiji have been discussed in detail, as also those



of Aurobindo, Tagore and Vivekananda. All these thinkers emphasized the role of teacher in education, and stressed that an ideal teacher must have vision, creativity, wisdom, good conduct, progressive outlook, essential unity, professional commitment, and be a guide and mentor to his students.

Bagchi, J.P. (2001) conducted a study of school practices in value-based education at primary level. The report is based on the project undertaken to identify and study value-based practices in schools of northern region. The case-study approach was used. Six schools were identified with the help of a checklist providing value-based education. Field notes were prepared on value-based educational practices with the help of indicators developed for observation and interview. Finally, the philosophy of value education of identified institutions was presented along with detailed description of value-loaded scholastic and co-scholastic activities carried on in the schools.

Sengupta, M. (2001) studied personal and professional values of effective teacher students' perceptions. The importance of teacher's role in inculcating values in the children is the focal point of this study. The teacher plays a vital role in all educational processes, as the child's behaviour, attitude interests, etc. are greatly influenced by the teacher. Research has provided a core group of essential skills to be taught, which can be categorized as personal and professional. Personal qualities are love, caring, fairness, friendliness, open-mindedness, and a respect for feelings, and emotions. Professional qualities are well qualified, highly educated, experienced, specialist, and master of own subject. The present investigation attempted to collect opinions of students of classes VI to XII regarding the values and qualities, most of the responses given

referred to the personal values enshrined by the teachers most frequently prepared by the students.

Biswal, Das, J. (2003) presented a paper on orientation of teachers for value based education. In this paper they emphasize that teachers are the main instrument to inculcate values through different subject contents. The teacher should understand the values inherent in the content and should know the skills needed to inculcate those values among learners, which would be possible through teacher education programme. Moreover, they are of the opinion that value based education is the demand of the society which can be achieved with the help of suitable teacher preparation.

Patel, M.S. (2003) conducted a study on teachers' preparedness for value inculcation in educational institutions. A total number 180 teacher trainees of RIE, Bhopal were selected for the sample of the study. The teacher trainees belong to different courses i.e. four year B.Sc. B.Ed course, two years B.Ed. (S.Sc. & Language) and two year B.Ed. (Science and Maths). The objectives of the study were: (a) to assess the views of teachers' trainees about desirability of value education in educational institution; (b) to assess perception of prospective teachers regarding value education; (c) to know the views of prospective teachers on the mechanisms of inculcation of values among pupils; (d) to assess teachers' views about the reasons for inadequate value inculcation in educational institutions in India. The major findings of the study were: (a) all the trainees have expressed in favour of value orientation of education; (b) significant number of trainees do not have clear concept about value education; (c) the teacher trainees do not have comprehensive

exposure about values (d) teacher-trainees do not have clear vision about mechanisms of value inculcation.

Patnaik, S.P. & Sharma, A. (2003) presents a paper on perception of secondary school teachers about development of values among students. The sample consisted of 71 teachers working in secondary schools of Hoshangabad town. They were selected randomly from 16 schools. An opinionnaire was developed taking into consideration 38 values out of 83 values identified by NCERT.

The result of this study indicates that in secondary schools, majority of the teachers perceive that the development of various values such as personal, social, national, moral, spiritual and cultural are to be developed by parents as well as teachers. Moreover, she concluded that teacher training related to value development is highly essential, school should have various resources related to value development, the administrators of schools should provide opportunities to the teachers for the development of values among students and teacher trainees have to think of effective strategies of training teachers related to value development.