

Role of the High School Teachers in Developing Values

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ABSTRACT

Value is such a code of conduct or the incorporation of virtue following which, man develops his personality and springs up being powerful and trustworthy in society. Values are guiding principles or standards of behaviour which are regarded desirable, important and held in high esteem by a particular society in which a person lives. Values are important for bringing desirable changes in an individual. The national policy on education (1986) calls for an emphasis on development of science and technology and the “cultivation of personal and social values” so that “the educational system produces young men and women of character and ability committed to national services”. Transmission of human values is to be made feasible by the pivotal role played by the teacher in the arena. Teacher is the right person to develop awareness and sensitivity of duties and values amongst the children. A teacher must succeed in conveying the larger ideals of service to the community, virtues of tolerance and respect for all faiths, the importance of character and the value of our heritage and culture. An efficient teacher aims at enlightening the minds and illumining the hearts of individual. Holistic development of a student is incomplete if moral values are neglected. As it is observed in the present times that immoral and antisocial behaviour is increasing among the students, it turns out to be a matter of great concern because decrease in moral values among school children greatly hamper the social fabrication and society as well. Education is knowledge based but values are not implemented now a days. So education should fulfill aims and at the same time inculcate values. Students are influenced by peer groups, parents, teachers and they learn certain values in an informal way. But the single largest influence on the student is the educational curriculum. The curricular requirements of the school should aim at not only imparting knowledge and language information but also a judicious combination of values that have a bearing on the future life of the students.

The present study is an attempt to understand the role played by the high school teachers in developing values among students, at Narayankhed mandal, Medak district, Telangana state. 100 teachers randomly selected from 15 Government and private schools constitute the sample. An opinionnaire, with items divided under 5 major areas, is the tool used for administration. Scoring is done based on a two point scale. Percentages, mean, standard deviation and critical ratio are used for analysing the data.

INTRODUCTION

Values are guiding principles or standards of behaviour which are regarded desirable, important and held in high esteem by a particular society in which a person lives. Value is such a code of conduct or the incorporation of virtue following which, man develops his personality and springs up being powerful and trustworthy in society. The importance of Values and Morals are the code we live by in a civil and just society. They are what we use to guide our interactions with others with our friends and family, in our businesses and professional behaviour. Values are important for bringing desirable changes in an individual. Every human action is the reflection of an individual value and every human institution is the outgrowth of social values.

The national policy on education (1986) calls for an emphasis on development of science and technology and the “cultivation of personal and social values” so that “the educational system produces young men and women of character and ability committed to national services”. The Education commissions headed by Dr. Radhakrishnan and Dr. Kothari recommended that values such as truth, peace, non-violence, right conduct and love be induced as core values in our Educational System (1948, 1966) Sri Prakash committees (1959) made valuable recommendations for strengthening moral, ethical and spiritual values. The primary goals of education should be enabling students to gain knowledge and moral values.

Transmission of human values is to be made feasible by the pivotal role played by the teacher in the arena. Teacher is the right person to develop awareness and sensitivity of duties and values amongst the children. An efficient teacher aims at enlightening the minds and illumining the hearts of individual.

Most development of a child automatically is from the social life of the school. The child as a member of the peer group imbibes the attitudes, values and general behaviour of the group. Such adjustment to life constitutes his moral development. Children have an immense power of observation and their feelings are deep rooted. Most behaviour of theirs is what they observe from their parents at home, friends and most importantly teachers. If a child observes his teachers to be truthful and honest; he shall imbibe some of their virtues, if not all. The teachers should always behave properly and set an example, for the children look upon them as their ideal. Teacher as a role model is a universally accepted effective approach to teach moral values rather than precepts and moral teaching in classrooms. However, owing to the importance it beholds, moral education was a part of curriculum from quite some time. Studying moral values won't make one ethical, nor is that its purpose. Nevertheless it can be a useful study. It may help us understand better what is best and how to pursue it. It may also help us to participate in constructive discussion with others about what is best and such discussions and debates are an essential part of the way a society forms its values. "The term moral value implies an ability (1) to distinguish right from wrong, (2) to act on this distinction, and (3) to experience pride when one does the right thing and guilt or shame when one does not"- Carol K. Sigelman, (1995)

DEVELOPMENT OF VALUES

Values are regarded as standard and pattern of choice which one feels important and are developed as positive convection that guides a person and serves as the authority in the name of which choices are made and actions are taken for getting satisfaction, fulfillment and meaning. A value is just like development of a state of mind, a mental disposition, an attitude or an emotional state of mind towards some idea or tradition carrying positive and negative changes within itself. Values identify a person, giving him a name, fame and a character. Values are the life and blood of a civilized human society. They are the saving grace of an educated man or woman. Hence education is the only means of inculcating right values in the heart and soul of the youth. And also responsible behaviour is expected from the upcoming generations but now a days it has been noticed that immoral and antisocial behaviour is increasing among them. In recent years there seems to be a crises of values. We are constantly being reminded that there has been a substantial erosion of values. The fabrics of society being torn and age old ties breaking up, the contemporary world is caught up by growing violence, terrorism, pollution and ecological imbalance. Especially the younger generation is in an uncertainty. They are confused because of the brutal violence and cultural propriety. The knowledge seems to divorce from the values. Our old foundations are breaking up and new edifice is yet to get into its proper shape. Value education is the only solution to this problem that can provide direction for personal, emotional, social, cultural and spiritual development.

Hence, our educational system should try to uphold the great ideals of democracy, secularism, socialism and morality. Development of social, moral and secular values in the prospective citizenry is essential for the prosperity of our nation and it is only education that can act as a powerful instrument for the realization of these national goals.

The prime learning environment for a student is 5 to 16 years of age. The student spends approximately 20000 hours in the school campus. Though mother is the first teacher at home, school hours for children are the best time for learning and need best of environment, mission oriented learning with value system. **Pestolozzy**, a great teacher said, "Give me a child for seven years, afterwards let the God or Devil take the child, they cannot change the child". Here the teacher is a potter, architect and designer. Former Indian president, Abdul Kalam said, "A systematic combination of three alone can bring a desirable change- Father, Mother and Teachers". So teachers should cultivate the moral values among students through constructive discussions, classroom practices and activities. They should transform into an exemplary model that can help students in the correction of their behaviour and drive home the point.

According to **Mouni T.Ranji** different school activities are to be kept in view by the school teachers, the teacher's educators, the educational workers and the administrators since these activities when organized by the teachers with value awareness promote education in the values. **Dr. Sankar Dayal**

Sharma, said, through well designed activities, a teacher must succeed in conveying the larger ideals of service to the community, virtues of tolerance and respect for all faiths, the importance of character and the value of our heritage and culture.

RATIONALE

In the present day education system where the whole country in particular and the world in general are looking for a new world order, there is certainly a need for value education. The present existing society needs value education because the value crisis had arisen. Man mechanically lost good relations with fellow man. He became selfish and corrupted. He lost his moral values and learned to deceive. He is deprived of Divine qualities like love, kind, sympathy, morality, tenderness, truthfulness, cooperation and developed devilish qualities like cheating, deceiving, robbing, murdering and corrupting. So the need existed for Moral Value Education. As rightly restated by the Kothari commission, National policy on Education 1986 and National Curriculum Frame work for school education 2000, there is a felt need for inculcating right from school age-

- Fellow-feeling and brotherhood among themselves
- Proper sense of responsibility and truthfulness.
- Positive attitude towards teachers, elders and parents.
- Concept of dignity of labour, service and sacrifice for noble cause.
- Attitude of tolerance towards the followers of other religions and communities.
- Attitude towards self-introspection and understanding of their conscious self and unity of mankind in general.

Thus, the present responsibility lies mostly with the school and teachers regarding the implementation of value education. Hence this study was taken up to study the opinions of school teachers of Narayankhed Mandal of Medak District regarding their role in developing values among children.

THE STATEMENT OF THE PROBLEM

The purpose of the present investigation is to study “Role of the High School teachers in developing the Values” with special reference to Curriculum, Co-Curricular activities, Religion, Classroom Activities and Culture.

In this study an attempt was made to highlight the opinions of teachers in different aspects in relation to the above said five areas. The chief concern is to study the opinions of teachers in developing Honesty, Truthfulness, Good character, Brotherhood, Tolerance and Justice with a view to identify their relationships to the above said areas.

OBJECTIVES OF THE STUDY

1. To study the opinions of teachers towards the development of moral values among high school students through the five areas of Curriculum, Co-Curricular Activities, Religion, Classroom Activities and Culture.
2. To study the distribution of preferences of teachers with respect to gender.
3. To study the distribution of preferences of teachers with respect to their teaching experience.
4. To study the distribution of preferences of teachers with respect to the type of school management

5 To study if the following variables have an influence in the development of moral values among high school students through the five areas of Curriculum, Co-Curricular Activities, Religion, Classroom Activities and Culture.

- a) Gender
- b) Teaching Experience
- c) Type of Management

HYPOTHESES OF THE STUDY

The following hypotheses have been formulated for the present work.

1. There is no significant influence of the following variables in development of moral values among high school students through Curriculum.

- a) Gender
- b) Teaching Experience
- c) Type of Management

2. There is no significant influence of the following variables in the development of moral values among high school students through Co-Curricular activities.

- a) Gender
- b) Teaching Experience
- c) Type of Management

3. There is no significant influence of the following variables in the development of moral values among high school students through Religion.

- a) Gender
- b) Teaching Experience
- c) Type of Management

4. There is no significant influence of the following variables in the development of moral values among high school students through Classroom Activities.

- a) Gender
- b) Teaching Experience
- c) Type of Management

5. There is no significant influence of the following variables in the development of moral values among high school students through Culture.

- a) Gender
- b) Teaching Experience
- c) Type of Management

THE VARIABLES

The following dependent and independent variables have been identified for the investigation.

Table 1

VARIABLES

S.NO	INDEPENDENT VARIABLE	DEPENDENT VARIABLE
1	GENDER a) Male b) Female	1. Curriculum 2. Co-Curricular Activities
2	TEACHING EXPERIENCE a) Below 5 Years b) Above 5 Years	3. Religion
3	TYPE OF MANAGEMENT a) Government b) Private	4. Class Room Activities 5. Culture.

SAMPLE

15 schools in Narayankhed Mandal, Medak dist., Telangana state, were selected by adopting Random Sampling Procedure and 100 High school Teachers were randomly selected working in the above mentioned 15 schools only. Out of the total of 100 teachers, the sample constituted 80 male and 20 female teachers, 60 teachers below 5 years experience and 40 teachers above 5 years experience, 70 Government and 30 private teachers.

TOOL

The tool is a self constructed Opinionnaire divided into five parts namely A, B, C, D, and E, consisting of a total of 40 items. The tool is tested for its validity. Reliability of the tool is established by Spearman’s split-half reliability test and the reliability coefficient is 0.85. The teachers were asked to put a right mark against each statement for Agree or Disagree. The teachers were assessed with respect to their level of opinions in favour of the statements. The answers were given two marks for Agree and one mark for Disagree. Taking into account the Maximum score of each item as 2, the total obtainable maximum score for the five areas is 80. Mean, Standard deviation and Critical Ratio were the statistical measures considered for analysis and interpretation.

RESULT ANALYSIS

Moral values can develop through different areas like Curriculum, Co-Curriculum Activities, Religion, Classroom Activities and Culture. The following table 2 helps to know the favourableness of the teachers’ opinions towards contribution of each of the areas in the development of “Moral values”.

Table 2

Favourable opinions of Teachers in Developing Moral values

SI. NO.	AREA	Average PERCENTAGE
1.	Developing Moral values through Curriculum.	98
2.	Developing Moral values through Co-Curricular Activities	96
3.	Developing Moral values through Religion	90
4.	Developing Moral values through Classroom activities	95
5.	Developing Moral values through Culture.	92

In the above table the percentages represent the average number of teachers who expressed favourable opinion towards the items in the given 5 areas.

The responses given by the teachers are further analyzed and categorized based on the variables considered for the study. The percentage of teachers who had favourable or unfavourable opinions is calculated and presented in the table 3.

TABLE 3

S.No	Gender	Teaching Experience	Type of management
1	MALE FAVOURABLE 85.78%	BELOW 5 YEARS FAVOURABLE 83.62%	GOVT. TEACHERS FAVOURABLE 82.75%
2	MALE UNFAVOURABLE 14.22%	BELOW 5 YEARS UNFAVOURABLE 16.37%	GOVT. TEACHERS UNFAVOURABLE 17.25%
3	FEMALE FAVOURABLE 77%	ABOVE 5 YEARS FAVOURABLE 85.75%	PRIVATE TEACHERS FAVOURABLE 80.25%
	FEMALE UNFAVOURABLE 23%	ABOVE 5 YEARS UNFAVOURABLE 14.25%	PRIVATE TEACHERS UNFAVOURABLE 19.75%

Responses in percentage based on variables

Hypothesis 1

There is no significant influence of the variables in the development of moral values among high school students through Curriculum.

The critical ratio values for mean scores obtained upon the analysis of opinions presented by the teachers with respect to the area Curriculum are presented in table 4. The scores are reflected in the table variable wise.

TABLE 4

CRITICAL RATIO VALUES FOR AREA – CURRICULUM

Category		No. of Teachers	Mean	S.D.	Mean Difference	C.R.
Gender	Male	80	7.5	2.04	0.4	*2.66
	Female	20	7.9	0.43		
Teaching Experience	Below 5 years	60	32.89	4.96	1.6	*3.40
	Above 5 years	40	31.29	5.63		
Type of Management	Govt	70	31.54	4.90	1.11	*2.41
	Private	30	30.43	4.76		

*C.R. value significant at 0.05 levels.

DISCUSSION

On the basis of Critical Ratio values which are found to be significant at 0.05 levels, it can be concluded that all the three variables, Gender, Teaching Experience and Type of Management have a significant influence in the development of moral values with respect to the area Curriculum as assessed by the teachers.

Hypothesis 2

There is no significant influence of the variables in the development of moral values among high school students through Co-Curricular activities.

The critical ratio value for mean scores obtained upon the analysis of opinions presented by the teachers with respect to the area Co-Curricular Activities are presented in table 5. The scores are reflected in the table variable wise.

TABLE 5

CRITICAL RATIO VALUES FOR AREA – CO-CURRICULAR ACTIVITIES

Category		No. of Teachers	Mean	S.D.	Mean Difference	C.R.
Gender	Male	80	6.4	2.32	0.7	*3.68
	Female	20	7.1	0.14		
Teaching Experience	Below 5 years	60	31.15	5.47	0.96	*2.13
	Above 5 years	40	30.19	4.72		
Type of Management	Govt	70	14.74	5.54	0.64	*1.42
	Private	30	15.38	3.86		

*C.R. value significant at 0.05 levels.

DISCUSSION

On the basis of Critical Ratio values which are found to be significant at 0.05 levels, it can be concluded that all the three variables, Gender, Teaching Experience and Type of Management have a significant influence in the development of moral values with respect to the area Co-Curricular Activities as assessed by the teachers.

Hypothesis 3

There is no significant influence of the variables in the development of moral values among high school students through religion.

The critical ratio values for mean scores obtained upon the analysis of opinions presented by the teachers with respect to the area Religion are presented in table 6. The scores are reflected in the table variable wise.

TABLE 6
CRITICAL RATIO VALUES FOR AREA – RELIGION

Category		No. of Teachers	Mean	S.D.	Mean Difference	C.R.
Gender	Male	80	4.6	3.04	1.20	*3.07
	Female	20	3.8	2.43		
Teaching Experience	Below 5 years	60	32.89	4.96	1.89	*3.43
	Above 5 years	40	31.00	5.63		
Type of Management	Govt	70	24.26	3.98	1.26	*2.73
	Private	30	23.00	4.86		

*C.R. value significant at 0.05 levels.

DISCUSSION

On the basis of Critical Ratio values which are found to be significant at 0.05 levels, it can be concluded that all the three variables, Gender, Teaching Experience and Type of Management have a significant influence in the development of moral values with respect to the area Religion as assessed by the teachers.

Hypothesis 4

There is no significant influence of the variables in the development of moral values among high school students through classroom activities.

The critical ratio values for mean scores obtained upon the analysis of opinions presented by the teachers with respect to the area Classroom Activities are presented in the table 7. The scores are reflected in the table variable wise.

TABLE 7

CRITICAL RATIO VALUES FOR AREA – CLASSROOM ACTIVITIES

Category		No. of Teachers	Mean	S.D.	Mean Difference	C.R.
Gender	Male	80	7.2	2.06	1.5	*5.00
	Female	20	8.7	1.43		
Teaching Experience	Below 5 years	60	15.95	4.96	3.06	*6.65
	Above 5 years	40	12.89	5.83		
Type of Management	Govt.	70	23.04	4.33	1.93	*4.82
	Private	30	24.97	3.17		

*C.R. value significant at 0.05 levels.

DISCUSSION

On the basis of Critical Ratio values which are found to be significant at 0.05 level it can be concluded that all the three variables Gender, Teaching Experience and Type of Management have a significant influence in the development of moral values with respect to the area Classroom Activities as assessed by the teachers.

Hypothesis 5

There is no significant influence of the variables in the development of moral values among high school students through Co-Curricular activities.

The critical ratio values for mean scores obtained upon the analysis of opinions presented by the teachers with respect to the area Culture are presented in the table 8. The scores are reflected in the table variable wise.

TABLE 8

CRITICAL RATIO VALUES FOR AREA - CULTURE

Category		No. of Teachers	Mean	S.D.	Mean Difference	C.R.
Gender	Male	80	6.5	2.02	0.3	NS 1.03
	Female	20	6.8	1.23		
Teaching Experience	Below 5 years	60	15.30	4.26	1.26	*2.86
	Above 5 years	40	14.04	5.23		
Type of Management	Govt.	70	24.43	4.48	3.26	*6.79
	Private	30	21.17	5.16		

NS C.R. value not significant at 0.05 levels. * C.R. value significant at 0.05 levels.

DISCUSSION

On the basis of Critical Ratio values which are found to be significant at 0.05 level it can be concluded that out of all the three variables, Teaching Experience and Type of Management have a significant influence in the development of moral values with respect to the area Culture as assessed by the teachers.

FINDINGS

- A high percentage (90-98) of teachers had favourably agreed upon the positive influence of curriculum, co-curricular activities, religion, classroom activities and culture in the development of moral values among high school students.
- Based on the variables considered for the study, male teachers, teachers above 5 years of experience and Government teachers comparatively had favourable opinion regarding the positive influence of each of the 5 areas in the development of moral values among high school students.

- Pertaining to the area curriculum, there is a significant difference in the opinions of the teachers with respect to gender, teaching experience and type of management. Women teachers, teachers below 5 years of experience and Government school teachers play a comparatively major role in developing values through curriculum.
- Pertaining to the area co-curricular activities, there is a significant difference in the opinions of the teachers with respect to gender, teaching experience and type of management. Female teachers, teachers below 5 years of experience and private school teachers play a comparatively major role in developing values through curriculum.
- Pertaining to the area religion, there is a significant difference in the opinions of the teachers with respect to gender, teaching experience and type of management. Male teachers, teachers below 5 years of experience and Government teachers play a comparatively major role in developing values through religion.
- Pertaining to the area classroom activities, there is a significant difference in the opinions of the teachers with respect to gender, teaching experience and type of management. Women teachers, teachers below 5 years of experience and private teachers play a comparatively major role in developing values through classroom activities.
- Pertaining to the area culture, there is a significant difference in the opinions of the teachers with respect to teaching experience and type of management. Teachers below 5 years of experience and Government school teachers play a comparatively major role in developing values through curriculum.

SUGGESTIONS

1. The study can be extended to other districts in Telangana State.
2. A similar study can be conducted on graduate and post-graduate students.
3. The study can be done on a wider sample involving the opinions of administrators and other stake holders.

EDUCATIONAL IMPLICATIONS

1. The present study helps to understand the importance of development of moral values among high school children like fellow-feeling and brotherhood among themselves; proper sense of responsibility and truthfulness; attitudes towards self-introspection and understanding of their conscious self and unity of mankind in general.
2. Development of values in the prospective citizenry is essential for the prosperity of our nation and it is only teachers that can act as a powerful instrument for the realization of these national goals. The study is an eye opener to teachers working in both private and government schools to pay more emphasis on the issue of moral development.
3. Development of values is a biggest concern in the present education system. The present study throws light on further commitment expected from the part of teachers irrespective of their Gender, Teaching Experience and Type of Management.
4. Teachers should shoulder the responsibility to cultivate values among students, especially adolescents. Teachers should find different ways and means to inculcate moral values by way of conducting related activities inside the classroom, inside and outside school.
5. Lecturing is not recommended. Instead, periodical discussing and oral recording of views of the students, creating of suitable situations in daily life is suggested.

CONCLUSION

Morality is the base on which character is formed and character – formation has been considered as the aim of education from times immemorial. Development of values among children, especially adolescents in high school is most required, because values are important for bringing desirable changes in an individual. Holistic development of an individual is incomplete if values are neglected. The present study gives a comprehensive understanding of how values can be inculcated among students. The study will hold its importance only when teachers and administrators give their undivided attention towards this major issue of moral development. Producing children with high moral values with a sense of judgment, sensitivity towards ethics, a sense of brotherhood and fraternity is an important responsibility to be shouldered by the present day teachers.

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