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## CONTRIBUTION OF HOME AND SCHOOL TOWARDS VALUE DEVELOPMENT AMONG SECONDARY STUDENTS

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### 1.0 INTRODUCTION

#### 1.1 Background of the Study

Value is a principle, a standard or a quality that considered worthwhile or desirable. It is consciously preferred choice of desirable behaviour, satisfy, the needs and interests, having an element stability and is validated by social approval. Such behaviour is standardised as norms that constitute standards by which choice are evaluated.

Values are concept ideas and abstraction that people think as important in life. Values are something they considered worthwhile. They are things of the mind that have to do with the vision people have of good themselves, their relation and other colleges. Value cannot be seen or perceived directly. Value has emotional dimension, a powerful commitment, strong liking for something. The values can be defined, compared, constructed, analysed, generalized and debated.

Value includes all important religious belief, moral attitude, philosophies of life, political ideologies which not only help in sustaining the society and its culture but also any significant change in these aspects bring about corresponding changes in the society and culture. Value is needed for the evolution and progress. At every level of consciousness, man is trying to understand value from a different and more evolved angle. That which was valued yesterday may not be valued today. Values govern the moral universe of man. Values are operating in various parts of life such as social relations, economy, politics, cultural life, values derived from history, tradition, culture, literature, religion, philosophy, education, science, social customs and constitution.

#### 1.2 Statement of the Problem.

The present study is entitled as "A study on contribution of home and school towards development of values among secondary school students."

#### 1.3 Operational Definition of the Term Used

Values are standards and principles which the individual considered good and beneficial to his well-being. Values are not in-born but acquired through the experience. Value is a belief upon which a man acts by preference. In the present study, the investigator has taken the development of following values among secondary school.

1. Truthfulness
2. Cleanliness,
3. Punctuality
4. Equality
5. Cooperation

#### 1.4 Need of the Study

Human society through and age which experience is an agony of immense magnitude owing to that sudden fall of moral and ethical values, the reason for which can be attributed to various factors, one being an international element propping their ugly heads in one form or another disrupting the normalcy and harmony of life over the country. Other reasons are the uncontrollable growth of population, unemployment, violence, lack of responsibility and materialistic tendencies that



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we find among people. Schools are expected to teach the moral values of society when the values themselves are in conflict. More ever in the modern world it is not enough to save learners in the image of their elders. The aim is to transform young human being to teach them to be different better more successful and so on then there parents. This efforts to change to improve is the most striking feature of present cooling as compared to traditional tribalistic education. Presently you have some special problems they have begin to questions the conduct of their elders. They do not see any relevance of value in their books many youth have taken smoking drinking and drug their for it is necessary to help you to adopt right values in their life. As the children are imbibing some values from the environment of the school and home also it is necessary that efforts be mad to create congenial atmosphere for inculcation of right values in children. Thus in the context of above needs the investigator felt the necessity of studying the value pattern of secondary school students. Further, the present study was intended to study the atmosphere of both school and home and the facilities available there for development of some basic values.

## 1.5 Objectives of the Study

### Major objectives of the study are:

- To study the development of different values among secondary school students.
- To study the contribution of the home for the development of values among the students at secondary level.
- To study the contribution of the school for the development of value among the students at secondary level.
- To study the value congruence between home and school.

### Minor objectives of the study are:

- To study the development of different values among the students of secondary level.
- To study the opinion of students regarding the practices at home towards development of a specific set of values.
- To study the opinion of the student regarding the activities of school towards development of specific set of value.
- To study the opinion of the teacher regarding the activities of schools for value development and value congruence.
- To study the opinion of parents regarding the contribution of home for development of values.
- To study the opinion of parents for value development in congruence between home and school.
- To study the opinion of students for value development in congruence between home and school.

## 1.6 Delimitation of the Study.

1. The present study was delimited to a specific set of values.

- Truthfulness.
- Cleanliness.
- Punctuality.
- Equality.
- corporation.

2. The present study was delimited to secondary School of Sambalpur education district.

3. the present study was delimited to the development of values among the class 9th students.

## 2. REVIEW OF RELATED LITERATURE

### 3.0 DESIGN OF THE STUDY.

- a) Methodology
- b) Population



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- c) Sample
- d) Tools used
- e) Administration of tools and experience during data collection
- f) Statistical treatment of data

### 3.1 Methodology

In the present study description method was followed.

### 3.2 Population

The population of the present study constituted all the secondary school of an divided Sambalpur education district. The Sambalpur education district wise divided into 4 district..i.e. Sambalpur , Jharsuguda, Bargarh and Deogarh . All the secondary school of doge 4 district constituted population of the study. As the research investigator the contribution of school towards value development on the basis of opinion of the student and teacher so all the teachers and students of class 9th constituted the population of the study. All the parents where also constituted the population of the study.

### 3.3 Sample

Present study constituted free group of sample as the research investigator the responses of teachers students and parents in relation to contribution of moments call towards value development. The sample wear two hundred IX class student two hundred teachers and two hundred parents. There was 65 government secondary school in Sambalpur education district 83 secondary high school in Bargarh district. The number of secondary school in Jharsuguda district was 39 and there was 25 secondary school in Deogarh district. The investigator followed purposive random sampling procedure to select 50 school as the sample for the present study. The investigator also selected two hundred teachers that is four teachers from each school on the basis of purposive random sampling procedure. Parents also constituted another group of sample for the study. As the researcher selected two hundred students for the present study so that two hundred parents were taken as sample.

### 3.4 Tools and Techniques

- a) Questionnaire for the student
- b) Questionnaire for the teacher
- c) Questionnaire for the parents
- d) Observation schedule

### 3.5 Data Collection Procedure

All the tools were administered on the selected sample by field visit. The researcher personally visited all the schools and administrated the tools. First she established proper rapport with the headmaster, assistant teachers and then she explained them how to respond the questionnaire. After a gap of five days the researcher collected the response sheets from the teachers. The researcher personally met all the students and administer the questionnaire. The parents questionnaires were sent by the researcher through their children. In some cases the researcher met some of the parents and collected their views. Finally, the researcher randomly visited different schools for observing the activities conducted for value development. In this way the researcher visited five times all the schools.

### 3.6 Statistical Treatment

After collecting relevant information, the scores were tabulated and analysed. Simple percentage calculation was done to interpret the data.



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## 4.0 MAJOR FINDINGS

### 4.1 Findings relating to Opinion:

Value pattern Developed among the students:

- Majority of students have developed the value like truthfulness. They have also realised that, truth makes their life discipline.
- Majority of students develop cleanliness value. They have expressed that cleanliness brings happiness in life.
- It is observed that most of the students like to be punctual. They realised that, punctuality will bring discipline and success in their life.
- It is revealed from the opinion of students that majority of students have developed the value like equality. They have no discrimination on the basis of caste, creed and religion.
- Similarly majority of students are cooperative.
- All round development can be possible through cooperative living.

### Findings relating to Contribution of Home and School for Value Development as perceived by the students:

- Majority of students expressed that, their parents inspire them to be truthful in their life.
- All the students are in favour of view that their parents feel happy when they speak truth.
- Parents also give punishment when they speak lie.
- For the development of value like cleanliness, parents are emphasising on proper arrangement of books, cloths and personal cleanliness and cleanliness of surroundings.
- Parents are also encouraging their children to be punctual in their life.
- Majority of parents encouraged their children to be cooperative in their life.
- Majority of students expressed that their parents give equal treatment to both son and daughter.

**Thus it is concluded that to certain extent home environments conducive for development of different values .**

- So far the contribution of school environment is concerned, teachers are persuading students to speak truth.
- School is encouraging truthfulness by giving moral instructions in prayer class.
- Sometimes school is organising speech competition based on truth.
- Few schools are conducting lost and found activities everyday for development of truth.

**Thus, for contribution of school for the development of values like truthfulness is not so encouraging.**

- Majority of students agreed that school is conducting mass cleaning programme. Cleaning of classrooms is a regular feature of every school.
- According to the majority of students, teachers are giving emphasis on punctuality but no such specific activities are being organised for the development of the punctuality value.
- Majority of students viewed that, teachers are given equal treatment to both boys and girls. But teachers are not giving equal treatment to all the children for taking any decision.
- According to the majority of students, school has conducted drama, sports, cleaning programme in cooperation with students.

### 4.2 Findings relating to Opinion of Teachers on Contribution of School for Value Development:

- According to the majority of teachers, sometimes schools are organising activities like Story Telling, Story Writing, Discussion on Biography of Great men for development of truthfulness.
- Schools are also rewarding students for their truthful behaviour.



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- Teachers are also expressed that, it is not always possible on the part of school to organise different activities for the development of Truthfulness. Very few activities like organisation of morning assemble, recitation of prayer based on truth are organised for the development of truthfulness.
- According to the majority of teachers, schools are always giving importance on value like cleanliness. They are also organising classroom cleaning programme always.
- Majority of teachers expressed that schools have never organised cleaning programme for their locality.
- Majority (93.5%) of the teachers expressed that, school always encourages development of punctuality by instructing students to attend prayer class in time.
- Sometimes, teachers are encouraging to complete homework in time. Very few schools have programme of rewarding punctual students.
- Majority of teachers have given always recognition to all the students in class irrespective of their talents and abilities. But they have never organised specific programme like folk dance, folk songs to encourage minority communities.
- According to majority of teachers students have always given equal opportunity to seat on the frontline on the rotation basis.
- For the development of value like cooperation, majority of teachers encourage students to help people in the stress.
- Sometimes, school organises some activities like sports, drama, interclass cultural meet.

It is revealed from the opinion teachers that schools are not regularly conducting activities for development of different values. Some activities are organised by schools only as a routine programme. The activities conducted by school have no intention always to develop value among the students.

#### **4.3 Findings relating to the Opinion of Parents regarding Contribution of Home for Development of Values:**

- Majority of parents opined that, parents have important role to play on development of different values.
- Majority of parents encourage their children to speak truth. They also praise their truthful behaviour.
- They have also given stress on development of habit of cleanliness. Parents are always giving stress on keeping books, clothes clean and cleanliness of the home environment. Sometimes they are engaged their children in the cleanliness of surroundings.
- Majority of parents like to be punctual and given stress on children's punctuality. They are encouraging punctuality by giving stress on children's getting up early in the morning, going to bed and going to school in time.
- It is interesting to note that all the parents are giving equal treatment to all religion.
- They are also giving equal emphasis on education of both son and daughter.
- Sometimes, they are encouraging their children to watch TV programme on equality. They are always encouraging the value of equality by making discussion on the fact that all men are equal irrespective of caste, creed and religion.
- It is found that, majority of parents encouraging cooperative attitude among their children by working together, by advising them to help their neighbour, by telling different stories, relating to cooperation.

Thus, it is concluded that, in comparison to school, home environment has more contribution for development of different values.

#### **Findings relating to Congruence between Home and School as perceived by students and parents:**

- Majority of students are in favour of value congruence between home and school. They have expressed that, of both parents and teachers worked together students can be truthful, cooperative and punctual. All round development of students is possible if parents and teachers can organise different programmes cooperatively. School can organise different programmes in cooperation with parents for development of different values.
- Majority of teachers are not inviting parents to facilitate the value development through congruence between home and school.
- Majority of parents viewed that value development is possible through congruence between home and school. But they have never invited teachers to their home for attending different activities.





#### 4.4 Findings relating Observation Schedule:

- It is observed that, all the schools are organising some activities like morning prayer based on truth, moral instruction on truth, presentation of thought for development of truthfulness.
- It is observed that, all the schools are conducting cleaning programme. All schools are checking personal cleanliness, cleaning classrooms on rotation basis, looking after the cleanliness of school campus and garden. But the school is not doing community cleaning programme.
- So observation of researcher is concerned all the schools are emphasising on punctuality in attending prayer classes, completing homework in time, attending all the classes in time. It is also observed that teachers are citing examples of great men who are punctual while teaching in the classes. Besides all the activities, school is not organising any other activities for development of punctuality.
- It is observed by the researcher that majority of schools are giving equal opportunity to all the students to become monitor on rotation basis. Similarly 10% schools are giving equal opportunity to each students to seat on the frontline on rotation basis. Some schools are organising debate and essay competition on equality.
- It is observed that in all school there is provision of NCC, Red-cross but very few schools are organising picnic and helping people during natural calamities. For development of value like cooperation, school environment is not at all encouraging.

#### 4.5 SUGGESTIONS

The following suggestions can be proposed in the context of present study for value development among secondary school students.

1. There should be organisation of activities like "Sadbhabana", "Ajira Bhabana Karyakrama" in the schools. The parents should be invited to attend these activities. Both parents and teachers should encourage the development of truthfulness through these activities.
2. In a similar manner the parents should organise "Pathachakra", "Satsanga" and "Gita Jangya" and invite teachers for discussion on the themes of different religions. Both parents and teachers should encourage the participation of the children.
3. The school should make provision of a wall magazine in which small stories, poems on truth will be published. The parents should encourage the children to write articles on truth for publication.
4. Most of the schools are organising innovative practices like "Khoya Paya Karyakram" to encourage reliable students, those who have returned missing articles. This type of programmes should be organised by other schools and in the presence of parents reinforcement should be given to those children. So that all the children should try to rectify their conduct.
5. Both parents and teachers should be truthful in their words and deeds which the students will imitate.
6. Special meeting on 'Confession' should be arranged, where in a very congenial atmosphere children, teachers and parents should come forward to confess their mistakes or misconduct of their life. Everybody should accept it in a sportive spirit.
7. There should be separate periods in the routine to discuss about biographies of great men. Parents, teachers and their friends should come forward to encourage truthful behaviour.
8. The school should organise extra mural lectures on truth and parents should be invited to participate.
9. Special prize should be given to truthful students.
10. Both home and school should encourage their children to keep home and school environment clean. School should organise community cleaning programme to develop value like cleanliness. All the members of the community including parents and teachers should participate in the programmes.
11. A day should be observed as "Paribesh Surakshya Divas" in which parents, teachers and students should be involved. On that particular day, mass cleaning activities should be undertaken outside and inside the school campus.
12. Children should be rewarded by the school for their best cleaning habit.



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13. Parents should engage children in the cleaning of home and surrounding every week.
14. The school should aware the parents about their children those who are not punctual and regular in different academic and non-academic activities.
15. School should have special prize for students those who are punctual. Every year the punctual students should be awarded by the school in the annual function.
16. Both parents and teachers should organise discussion programme on punctuality. Discussion should be made on life of great men who are punctual.
17. Parents should always emphasised on the punctual behaviour of their children.
18. Both parents and teachers should be punctual in their work and deed which the students will imitate.
19. For the development of equality, a programme like "Equality of Men" should be organised in the schools with the cooperation of parents. In this programme, discussion should be held on "Fatherhood of God". "Brotherhood of Man", "Equality of Rights" and "Secularism" etc.
20. Students should be encouraged at home and school to collect messages on equality, which should be disseminated among others. School should conduct seminar, discussion on human rights and invite parents to attend the same.
21. Teachers should be impartial in all respect. They should not have negative attitude towards disable children and children from minority community.
22. Birthday of students from different communities should be celebrated in the schools. The school should celebrate the festivals of different communities like "Janmastami", "Idd", "Muharram" etc. and invite parents to participate.
23. The school should facilitate all the students that they should sit in the front bench on rotation basis.
24. Some spiritual orientation on equality should be given to all the parents, teachers and students in the school.
25. For the development of value like cooperation, parents, teachers and students should be involved in different activities like plantation, mass cleaning and gardening work in the community.
26. These activities should be organised by the school and the community. School should organise discussion programmes on various social problems like dowry problem, unemployment problem, population problems and problems of domestic violence. Parents, teachers and students should cooperatively discussed to find out solution of these problems.
27. Both home and school should encourage children for literacy campaign, distribution of medicine in slum area, cleaning of local hospital campus, distribution of relief during natural calamities. These activities will help the children for spontaneous development of values.
28. 'Eco Club' should be organised. In this club all the parents, teachers and students should work together for maintaining ecological balance.
29. Teachers should visit the home of different students in leisure times and discuss with parents regarding academic problems of their children.
30. Parents should be invited to attend different functions of school like Sports, Drama, Science Exhibition, Gandhi Jayanti, Saraswati Puja, Ganesh Puja etc.
31. Parents should inspire their children at home to help the poor people out of their own fund.
32. Both home and school should encourage children to observe the birthday of their friends together at school.
33. Both home and school persuade children to constitute a library and recreation club in their school premises.
34. Both parents and teachers should encourage children to observe all the National and International days and Mother's Day at school.
35. Parents and teachers should organise Picnic, Cultural Evening etc. together.

Thus it has been concluded that, value development is possible through the contribution of both home and school. If both parents and teachers can devoted some hours to encourage children for practising different values through various programmes, value can be inculcated. It has been said that value cannot be taught, it can be caught. It can be inculcated only through different activities and personal examples.



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## 4.6 CONCLUSION

In the present study, an attempt has been made to study the contribution of home and school for inculcation of different values like truthfulness, cleanliness, punctuality, equality and cooperation. But so far the result of the study is concerned, schools are not conducting any such programmes specially for the development of different values. Schools are giving more stress on academic development of the children only. In practice, no relationship exist between home and school. Neither the parents nor the teachers are organising any specific activities for value development. It is observed that, both parents and teachers are serious about value deterioration of their children. The present study also indicates that home have positive impact on value development. But parents are also not conducting any special activities voluntarily in the home to encourage value development. Similarly, schools are organising few activities like morning assembly. sports and games, NCC and guide and encouraging the participation of students also. But so far the observation of the researcher is concerned, teachers are not interested to take any special attempt for value development. They are more interested for academic aspect that completion of course in time. It is also observed that, there is no congruence between home and school for inculcation of different values.

However, suggestions are given in the context of results of present study for development of different values among secondary school students.

## RECOMMENDATIONS FOR FURTHER STUDY

Though various researches have been done in this field, this piece of research is delimited to contribution of home and school for inculcation of different values among the students of secondary level. So the researcher contemplates to make the following recommendations in the light of findings of the study for further investigation.

- (1) The researcher in the present study has taken four districts of Western Odisha for conducting the study. Researches can be taken to see the contribution of schools for value development in other districts.
- (ii) Similar study can be undertaken to study in the public school programmes for inculcation of different values.
- (iii) A comparative study of contribution of public school and state Government school can be undertaken for value development.
- (iv) Researches may be conducted to study the value pattern of teachers and its impact on behaviour of secondary school students.
- (v) Researches may be conducted to study the value pattern of higher secondary school students and the contribution of home and school for their value development.
- (vi) Researches may be conducted on impact of higher education on value development among students at college level.
- (vii) A study can be conducted on value pattern of student teachers and contribution towards value development.

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