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EFFECTIVENESS OF VALUE ANALYSIS MODEL OF TEACHING IN DEVELOPING VALUE PROCESSING SKILLS AMONG SECONDARY SCHOOL STUDENTS

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Abstract:Value education is of having great significance as it helps in the full development of child's personality in its physical, mental, emotional and spiritual aspects, and inculcate good manners and responsibility and co-operative citizenship and develop respect for the individual and society. Such value education should help to eliminate obscurantism, religious fanaticism, violence, superstitions and fatalism. In every individual, there is not one value but many and often in contradiction. When different values make claim on man at the same time and in the same situation, then he makes use of processing of values. The value processing skills in this study are; choosing freely, choosing from alternatives, choosing after consideration of consequences, prizing and cherishing, publicly affirming when appropriate, acting when situation demands, and acting with consistency and repetition. The experimental method was carried out for a sample of 248 secondary school students. The tools used in this study are the comprehensive instructional material based on value analysis model of teaching, worksheet for this model, and value processing skills scale. The major findings of the study revealed the comprehensive instructional material based on value analysis model of teaching is effective in developing value processing skills of secondary school students than activity oriented method of teaching.

Keywords: education , Analysis Model , Developing Value , Processing Skills .

INTRODUCTION:

Value education is of having great significance as it helps in the full development of child's personality in its physical, mental, emotional and spiritual aspects, and inculcate good manners, responsibility, co-operative citizenship and, develop respect for the individual and society. It is of having great importance as it develop a sense of human brotherhood at social, national and international level and help children to have faith in themselves and in some supernatural power and, order that is supposed to control this universe and human life. Value education is of great significant as it enables children to make moral decisions based on sound moral principles.

Today the young especially the adolescents are confused about what is good and bad, right and wrong. They are not able to make apt value judgment. The present value education method prevailing in various schools and colleges are not so effective in solving the value confusion among the students. Value education must help him face the agonizing dilemma and make a choice that will enable him to hold his head high. In order to rectify these problems value analysis model is the best solution. This model enables the students to reflect on their values in relation to the decisions that they may take on a daily basis, which involves an assessment of values and it depends upon three criteria. They are choosing, prizing and acting and, these three criteria respond to three levels that are cognitive, affective, and behavioral.

VALUE ANALYSIS MODEL OF TEACHING

All children need processing skills related to values, to clarify the value conflicts and to make judgements on value conflict through specially designed scientific mode. Valuing is one of the major processes involved in value clarification, value analysis and processing skills related to values. A detailed account of Value Analysis Model was set forth by Coombs (1971) in Metcalf's, 'Value Education; Rationale, Strategies and Procedures', which is the 41st Year Book of National Council of Social Studies. Later on Frankael (1977) proposed a system to analyze value conflicts. Keeping in view the ideas expressed by Coombs and Frankael, a model namely, 'Value Analysis Model' was structured by B.K. Passi, Sansanwal and Singh (1988) during a workshop on 'Value Orientation of B. Ed Student Teachers' held at the Department of Education, Devi Ahilya Viswavidhyalaya, Indore, sponsored by NCERT, New Delhi.

Main Assumptions of Value Analysis Model

The value analysis model is based on the following assumptions;

1.As students begin to identify and think about values, they will be able to realize that values often conflict.

2.Value conflict is a fact of life and nobody can live without value conflict.

3.Value conflict may often lead to inconsistencies in behaviour of individuals.
4.Value conflict puts the individual into a painful situation. The individual tries to comeout of the value conflict. He arrives at an appropriate and desirable conclusion.
5.If students are given opportunities to identify, discuss and evaluate the alternative courses of actions along with the desirable consequences, they will be able to arrive at a conclusion relevant to the situation.

A model of value education is not restricted to the development of a particular domain of the value system. They develop certain other aspects too. The implementation of a model of value development in a real situation of the classroom is a challenging job and it requires a perfect understanding of the theoretical aspect as well as a competence in the practical aspects of the model.

SYNTAX OF VALUE ANALYSIS MODEL

In analyzing a value dilemma through Value Analysis Model, a teacher has to follow seven steps/ phase in a classroom situation:

(i)Presenting the dilemma
(ii)Identifying and clarifying value conflict
(iii)Asking for conceivable alternatives
(iv)Asking for possible consequences of each alternatives
(v)Asking for evidence to support the likelihood of consequence occurring
(vi)Asking for evaluation of likely consequences.
(vii)Asking for judgment as to which alternative seems the best and why.

Phase One - Presenting the Dilemma - In a class room the value dilemma may be presented in the form of short readings, through a film, film strips, OHP/LCD projection, photo copies, readings etc. After presentation of the value dilemma, the teacher asks certain questions in order to help the students to clarify the circumstances involved in the dilemma, identifies and defines difficult terms, identifies the characteristics of the central character.

Phase II: Identification and Clarification of Value Conflict - The teacher clarifies the value questions and helps the students to do the same. The responsibility of the clarification of value conflict should be shared by teacher and students. The teacher asks about the value conflict faced by the central character, the conflicting situations etc.

Phase III: Asking for Conceivable Alternatives - In this phase, the activities which should be done through group work, brain storming, encouraging the class to suggest ideas etc. What alternatives are open to the central character is the main theme of this phase.

Phase IV: Asking for Possible Consequences of Each Alternative - In this phase, the students predict the consequences of each alternative. The teacher asks some questions in this phase. Eg. What might be the consequences of various alternatives? What might be the short range and long-range consequences? What might happen if the alternative were to become a reality? Who would be affected and how? What about the effects on the future generation?

Phase V: Asking for Evidences to Support the Likelihood of Consequences Occurring- After listing the consequences of each alternative the teacher asks the students to begin the search for evidence to estimate the degree of desirability of each consequence occurring. The question encourages the students to search for data, reports, news paper articles, television news etc. These evidences describe what happened in similar situations in the past. The teacher assesses the relevance of the evidences.

Phase VI: Asking for Evaluation of Likely Consequences - Here the teacher presents the criteria to analyze the consequences in terms of desirability/undesirability. The criteria vary from dilemma to dilemma and from group to group. Each of the consequences is to be rated on a five-point scale. If the consequence is undesirable, then the ratings will be –2 and –1. If the consequence is desirable, then the ratings will be +2 and +1. If the consequence is neutral then the rating will be Zero. The algebraic scores of all the consequences for a given alternative will be worked out. Such totals will be available for each of the alternatives. The alternative, which got high total, will be considered as the best alternative.

Phase VII-Asking for a Judgement as to which Alternative seems the best and why -Based on the scores the students decide that some consequences are desirable and some others are undesirable. The choices are ranked from the most desirable to the least desirable. They state the reasons for selection of the particular alternative as the most desirable in this situation. In similar situations students will be able to analyze their value conflicts or conflicts related to the different life situations.

VALUE PROCESSING SKILLS

Value processing skills are the skills, which we use, in the valuing process. Valuing is the tendency of a person to show preference. Valuing is a process, which is gradual and steady It is a process wherein an individual prizes and esteems a principle dearly. 'The process of valuing is what we go through when we make judgment about things, events and people that we encounter in our day to day life' (Archana Tomar, 2002). In a valuing process, a principle is prized, held in respect, deemed worthy, esteemed and proclaimed.

Raths, Harmin and Simon (1966) first explained valuing process in their book 'Values and Teaching', in which they described seven processes that leads towards value clarity. Further, Kirschenbaum (1973) formulated the valuing process based on Raths' seven stage processes. A comprehensive methodology, built on the positions of pragmatic philosophers and humanistic psychologists, has identified seven broad value skills and developed a number of practical techniques to help students learn these skills. These seven process skills are:

1.Choosing - One's beliefs and behaviours.

i) Choosing freely.
ii) Choosing from alternatives.
iii) Choosing after consideration of consequences
2. Prizing -One's believes and behaviours.
iv) Prizing and Cherishing
v) Publicly affirming when appropriate
3. Acting- on one's beliefs.
vi) Acting when situation demands.
vii) Acting with a pattern consistency and repetition.

1.Choosing Freely: Value Processing Skills involves choosing freely, not as a result of pressure. There is little likelihood that an individual who is forced to adopt a particular value will integrate that value into his/her value structure. If something is to guide one's life, whether or not an authority is watching, it must be of totally free choice. If there is force, the result will not last beyond the influence of that force.

2. Choosing from Alternatives: This is closely related to the first process, choosing freely. Making a number of choices available to the individual increases the chance that the individual can choose freely. It involves considering alternatives before a choice is made. It is evident, there can be no choice if there are no alternatives from which to choose.

3.Choosing after Considering the Consequences: Value Processing involves examining the consequences of each alternative carefully. Impulsive thoughtless choices do not lead to values. For something to guide one's life meaningfully, it must emerge from understanding and judgement. Only with the consequences of the alternatives clearly understood can one make intelligent choices.

4. Prizing and Cherishing: One should cherish one's values and consider them an integral aspect of one's existence. A person should be proud of and happy about his/her choice, not boastful pride, but feeling good about it. When we value something, we prize it, cherish it, esteem it, respect it and hold it dear. We are happy with our values and it flows from choices that we are glad to make.

5. Publicly Affirming: If one has chosen one's values freely after considering the consequences, one should be willing to affirm those values. One should not be ashamed of one's values but should be willing to share them when occasion arises. This process involves sharing one's convictions with others, standing up for what we believe, to voice our opinions, to publicly affirm our position.

6.Acting upon Choices: The values one hold should be apparent from our actions. In fact one's activities should reflect the values one cherishes. It involves acting according to our choice and not just having good intentions. When we hold dear a value, it shows up in all aspects of our life. We have limited time, money and energy. How we spend our time, money and energy reveal what we value.

7.Acting with Consistency and Repetition: If one acts on one's values, one should do so in a consistent and repeated pattern. It involves acting repeatedly and incorporating the behaviour into our life pattern. Our value will show in different situations, at different times with consistency and become a pattern of action

OBJECTIVES OF THE STUDY

The study has been designed with the following objectives.

1.To find out the effectiveness of the Activity Oriented Method of teaching on the Value Priorities of control group secondary school students.

2.To find out the impact of the comprehensive instructional material based on Value Analysis Model on the Value Priorities of Experimental group secondary school students.

3.To find out the significant difference, if any, in the Value Priorities of control and experimental group secondary school students after the treatment through Activity Oriented Method and Comprehensive Instructional Material based on Value Analysis Model of Teaching.

Hypotheses

1.There exists no significant difference in Choosing, Prizing and Acting components and value processing skills together of control group secondary school students before and after adopting the Activity Oriented Method of Teaching.

2.There exists significant difference in Choosing, Prizing and Acting components and value processing skills together of experimental group secondary school students before and after adopting Comprehensive Instructional Material based on Value Analysis Model of Teaching.

3.There exists significant difference in Choosing, Prizing and Acting components and value processing skills together of experimental and control group secondary school students before and after adopting Comprehensive Instructional Material based on Value Analysis Model of Teaching.

METHODOLOGY USED IN THE STUDY

The experimental method with control group - experimental group pre-test post-test design was used in the study. The investigator provided treatment to the students in the experimental group by using the instructional material prepared based on the value analysis model of teaching. The treatment for the experimental group was given through a package of instructional material consisting of 10 lesson plans and lesson transcripts of fifty minutes duration each, for a period of fifteen days in one school. The treatment was given to the selected sample for a period of three months. A post-test have been conducted after three months. The control group from the three schools, was provided treatment by the investigator through activity oriented method of teaching. The treatment for the control group was based on 10 lesson plans under activity oriented method of teaching for fifty minutes duration each, for a period of fifteen days in one school.

After giving the adequate treatment to the experimental and control groups, the investigator administered the post-test on value processing skills to understand how far their value processing skills had changed, improved or developed.

TOOLS USED FOR THE STUDY

The tools used in this study are comprehensive instructional material based on value analysis model of teaching, students' worksheet based on value analysis model and the value processing skills scale. The validity and reliability is found with respect to the tools. The obtained reliability score of value processing skills Scale (0.909) and the choosing (0.84), prizing (0.86) and acting (0.74) components of the scale are high. Hence, the value processing skills scale used in the study is highly reliable.

Sample

The area of the study was Kottayam District of Kerala State. Kottayam District consists of two Revenue Divisions – Kottayam and Pala. For the purpose of the present study, schools from both the Revenue Divisions were considered. They consist of government, government aided and unaided (private) schools. For the present study one government school, one government aided school, and one unaided (private) school were selected. The sample consists of 124 control group students and 124 experimental group students studying in standard nine in the selected government, government aided and unaided (private) schools.

RESULTS AND DISCUSSION

The important objective of the study is to find out the effectiveness of the comprehensive instructional material based on value analysis model of teaching in developing value processing skills of secondary school students. To identify this, the pre-test and post-test scores of the control and experimental groups, mean and standard deviation was calculated for each component of value processing skills. At the same time, the post-test scores on the control and experimental groups, mean and standard deviation was calculated. Based on the mean and standard deviation, t-test was applied to know the significant difference between the means.

The mean, standard deviation and pre-test and post-test scores of different components of value processing skills of control group secondary school students before and after the implementation of activity oriented method of teaching and the calculated t-values are presented in table – 1. The t-value with regard to choosing skills (14.33), prizing skills (17.19), acting skills (14.39), and value processing skills together (22.98) of secondary school students are significant at 0.01 level. It means, the implementation of activity oriented method of teaching has significant impact on the components of value processing skills of secondary school students. Hence the formulated hypothesis, 'there exists no significant difference in choosing, prizing and acting components and, value processing skills together of control group secondary school students before and after adopting activity oriented method of teaching' is rejected with respect to all the components and the value processing skills together.

Table - 1:Mean and Standard Deviation Scores of Value Processing Skills of Students (Control Group) Before and After Adopting the Activity Oriented Method of Teaching and the Calculated t - values

Value Processing Skills	Pre-test (N = 124)		Post test (N = 124)		Calculated t - values
	Mean	SD	Mean	SD	
Choosing skills	43.07	5.87	48.10	4.84	14.33**
Prizing skills	28.61	2.96	31.93	2.93	17.19**
Acting skills	27.57	2.40	30.41	2.38	14.39**
Value processing skills together	99.26	9.21	110.44	7.82	22.98**

Note: ** Significant at 0.01 level

The mean values reveal that, pre-test and post-test scores with regard to different components of value processing skills of secondary school students before and after adopting teaching through activity oriented method of teaching (choosing skills: 43.07, 48.10; prizing skills: 28.61, 31.93; acting skills: 27.57, 30.41 and value processing skills together: 99.26, 110.44) are significantly different. For the control group, treatment was given through activity oriented method of teaching and in this context, the values which conflicted in different situations are discussed. Because of this influence, the control group students also developed value processing skills to certain extent.

From the above, it is summed up that, the activity oriented method of teaching has significantly influenced the choosing, prizing and acting skills and the value processing skills together of secondary school students.

The mean and standard deviation of the pre-test and post-test scores of different components of value processing skills of experimental group secondary school students are presented in table - 2.

Table – 2:Mean and Standard Deviation of Value Processing Skills of Students (Experimental Group) Before and After Adopting the Comprehensive Instructional Material based on Value Analysis Model of Teaching and the Calculated t - values

Value Processing Skills	Pre-test (N = 124)		Post test (N = 124)		Calculated t - values
	Mean	SD	Mean	SD	
Choosing skills	42.40	5.01	57.29	5.02	46.61**
Prizing skills	28.84	3.18	37.69	3.12	35.83**
Acting skills	27.74	2.17	35.76	2.47	44.54**
Value processing skills together	98.98	8.06	130.73	7.73	60.77**

Note: ** Significant at 0.01 level

Table - 2 presents, that the t-value with regard to choosing skills (46.61), prizing skills (35.83), acting skills (44.54), and value processing skills together (60.77) of secondary school students are significant at 0.01 level. It means, the implementation of the comprehensive instructional material based on value analysis model of teaching has significant impact on each the components of value processing skills of secondary school students. Hence, the formulated hypothesis, 'there exists significant difference in choosing, prizing and acting components and value processing skills together of experimental group secondary school students, before and after adopting the comprehensive instructional material based on value analysis model of teaching', is accepted with respect to all the components and the value processing skills together.

The mean values in table – 2 reveal that, pre-test and post-test scores of with regard to different components of value processing skills namely; choosing skills (42.40, 57.29), prizing skills (28.84, 37.69), acting skills (27.74, 35.76), and value processing skills together (98.98, 130.73) of experimental group secondary school students, before and after adopting comprehensive instructional material based on value analysis model of teaching are significantly different. The training given through the comprehensive instructional material based on value analysis model of teaching concentrated on presenting the value dilemma, identifying and clarifying value conflict, asking for conceivable alternatives, asking for possible consequences of each alternative, asking for evidence to support the likelihood of consequence occurring, asking for evaluation of likely consequences, and asking for judgment as to which alternative seems the best and why. This training pattern developed the value processing skills of students.

From the above, it can be concluded that the implementation of comprehensive instructional material based on value analysis model of teaching has significant impact in developing value processing skills among secondary school students. In other words, the secondary school students have made remarkable development in their choosing, prizing and acting skills and value processing skills together, after implementing the comprehensive instructional material.

The mean and standard deviation of the post-test scores of value processing skills of secondary school students of control and experimental group, after adopting treatment and the calculated t-values are presented in table - 3.

The table – 3 clearly shows that, the t-values with regard to post test scores of value processing skills of control and experimental group students viz.; choosing skills (14.67), prizing skills (14.97), acting skills (17.35), and value processing skills together (20.56), before and after adopting teaching through activity oriented method and comprehensive instructional material based on value analysis model of teaching are significantly different at 0.01 level. It means, the implementation of comprehensive instructional material based on the value analysis model of teaching has significant impact in developing the value processing skills of secondary school students. Hence the formulated hypothesis, 'there exists significant difference in different components of value processing skills of control and experimental group secondary school students after adopting the treatment through activity oriented method and comprehensive instructional material based on value analysis model of teaching' is accepted with regard to all the components of value processing skills and the skills together. The mean values obtained in the post-test scores of control and experimental group, after the treatment with respect the different components of value processing skills namely; choosing skills (48.10, 57.29), prizing skills (31.93, 37.69), acting skills (30.41, 35.76), and value processing skills together (110.44, 130.73) clearly support the fact that the instructional material based on value analysis model of teaching is more effective than teaching through activity oriented method in developing the value processing skills of the students.

Table - 3:Mean and Standard Deviation of the post-test scores of Value Processing Skills of Control and Experimental Group Students and the Calculated t - values

Value Processing Skills	Post-test (Control) (N = 124)		Post - test (Experimental) (N = 124)		Calculated t - values
	Mean	SD	Mean	SD	
Choosing skills	48.10	4.84	57.29	5.02	14.67**
Prizing skills	31.93	2.93	37.69	3.12	14.97**
Acting skills	30.41	2.38	35.76	2.47	17.35**
Value processing skills together	110.44	7.82	130.73	7.73	20.56**

Note: ** Significant at 0.01 level

The control group students are taught based on the values which were implied in the comprehensive instructional material and for the experimental group students, the value analysis model package directly reflects the value processing skills through solving life conflicts. Value analysis model gives a highly systematic, step-by-step process for making moral decisions and solving the dilemmatic situations. It trains people to deal rationally with ethical problems having social issues. Through the rational decision making process the experimental group secondary school students developed their value processing skills.

From the above, it is concluded that the comprehensive instructional material based on value analysis model of teaching has significantly influenced in developing the choosing, prizing and acting skills and value processing skills together of secondary school students. The experimental group secondary school students trained through value analysis model showed more value processing skills than the control group students taught through activity oriented method of teaching.

IMPLICATIONS OF THE STUDY

1.This study reveals that the secondary school students taught through the value analysis model of teaching showed a significant impact on value processing skills. The training on value analysis will solve the value conflicts of all people including the students.

2.As the study has established the effectiveness of the comprehensive instructional material based on value analysis model of teaching, the existing teachers and trainers can be given orientation and training on the development of instructional materials to teach at different levels. The NCERT, SCERT and DIETs should take up the responsibility of developing instructional material for solving value conflicts of students.

3.The instructional material (lesson plans, lesson transcripts and the worksheets) evolved out of the research can be used by teacher for taking value analysis classes, especially the teachers undergone the in-service training programme.

4.Tools constructed for this study can be further used for related studies. Such tools can be widely used in other parts of India to identify the value processing skills of students of different categories.

5.The study reveals that it is necessary to the teachers, parents and pupils to work together towards an integrated approach to value education. Teachers and pupils will consciously link values with educational programmes, with home, community, media and other agencies and institutions.

Through value analysis, the values to be inculcated and developed are explained, discussed and illustrated through stories, anecdotes, moral dilemmas, and real life situations. But the strategy like value analysis model gives better results in terms of preferring and processing the values expected by the society and it is evident from this study.

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