

## IMPACT OF VALUE ANALYSIS MODEL OF TEACHING ON VALUE PREFERENCES OF SECONDARY SCHOOL STUDENTS

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### **Abstract**

*The need for values and value education has prominence at present because of fatality due to deterioration of human values. In our culturally plural society, education should foster universal and eternal values, oriented towards the unity and integrity of the nation and our people. 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 his own principle by which he has to choose the one and give secondary preference to the other or others. The investigator selected five major values for the present study, which are: human, social, aesthetic, religious and political values. 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, value priority scale. The major findings of the study revealed the comprehensive instructional material based on value analysis model of teaching has significant impact on the value preferences of secondary school students than activity oriented method of teaching.*

### **Introduction**

The need for values and value education has prominence at present because of fatality due to deterioration of human values. Modern technological world alienated the parents and children in a state of dilemma without co-operation, tolerance, sympathy and patience. There is growing need to create awareness to focus attention on the value components of education.

In our culturally plural society, education should foster universal and eternal values, oriented towards the unity and integrity of the nation and our people. Such value education should help to eliminate obscurantism, religious fanaticism, violence, superstitions and fatalism. Modern mass society presents a sharp contrast, as the young grow up. They are faced with confusions, delays and discontinuities. Adolescents in particular are uncertain about themselves- who they are, where they belong, how they fit in. Some feel at war at their milieu, notably with parents, schools, and courts. Some are in conflict with themselves

Today, society is passing through the phase of disintegration and solstice. Human and moral values like faith, belief peace and courtesy are seems to have lose their existence. Today an individual finds himself alone in the crowd. Familial bounds are becoming weak. Consumerism and materialism have become the biggest values. As a country, we have made progress from the field of exploring universe to nuclear bomb, but on the ground of morality and humanity we are lagging behind, so what we really needs is a progressive value education

Education in the context of social change is not only to impart information and to teach skills to the educand but also to inculcate the values of humanism, democracy, socialism, secularism, peace and national integration. This is necessary for the realization of our democratic and just social order based on equality, social justice, fraternity and freedom. Today, the young and even adults 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 level, affective level, and behavior level. It is true that values are caught rather than taught.

#### **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 41<sup>st</sup> Year Book of National Council of Social Studies. Later on Frankael (1977) proposed a system to analyse value conflicts. Keeping in view the ideas expressed by

Coombs and Frankael a mode 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 department of Education, Devi Ahilya Viswavidhyalaya, Indore, sponsored by NCERT, New Delhi.

#### **Main Concepts used in Value Analysis Model**

Value Analysis Model is one of the best strategies for developing value processing skills among children. It is essential to understand the major concepts used in this model with the theoretical aspects.

- a) **Value Dilemma** - A value dilemma is a situation, argument or illustration in which one or more individuals are faced with a choice between two or more conflicting alternatives, each of which is desirable to some degree. What is common to the two well-known cases is conflict. In each case, an individual regards himself as having moral reasons to do each of the two actions, but doing both actions is not possible.
- b) **Value Conflict** - When the individual faces a value dilemma, he faces a problem of selecting an alternative from two or more alternatives. The problem of selection of an alternative arises due to conflict in value possessed by the alternatives. Individuals or groups may have different standards of rightness and goodness and give fundamentally different answers to serious moral questions. This can lead to conflict.
- c) **Value Criterion** - Many individuals face the problem of selecting the best alternative from the given dilemma. To evaluate the desirability of the consequences, it is necessary to have a set of criteria. A criterion is the characteristic or set of characteristics which make a consequence desirable or undesirable. A value criterion ascribes value to some class of conditions. Some of the criteria are moral, aesthetic, economic, religious, justice, equality etc.
- d) **Probe Questions** - Probe questions are in-depth questions which enable the learner to grapple the dilemmatic situation to explore the logic of their assertions and to interact with classmates and teachers in a manner that challenges their pattern of thought. Probing questions enable the learner to move from lower stage to higher stage of value reasoning and value processing because of the emphasis given on the issues implicit in the value dilemma.
- e) **Value Analysis** - Value analysis is a detailed, step-by-step processing of analyzing value questions, particularly complex issues that involves a large number of facts and possible consequences. Value analysis trains individuals to deal rationally with the ethical problems surrounding the personal and social issues.

#### **Main Assumptions of Value Analysis Model**

The value analysis model is based on 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. 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 come out 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 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 judgement 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, Xerox 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 Two: *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 Three: *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 Four: 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 Five: 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 Six: 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 Seven: Asking for a Judgment 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 Preferences

Coleman (1960) states that 'there appears to be six main types of values which appeal to people in varying degree and around which they build the unity of their lives'. These are described by Spranger in terms of pure or ideal type of men. They are Theoretical, Economic, Aesthetic, Social, Political and Religious values. This has in fact constituted the base for the formulation of a number of studies on values. The classification of values by Coleman is as follows;

- a) The ideal or theoretical type of men for whom the primary value is discovery of the truth.

- b) The economic man values what is useful and is rather practical.
- c) The aesthetic man sees the highest value in the form of harmony.
- d) The social man places a greater value on affiliation and love. He values other persons as individuals and tends to be kind and sympathetic.
- e) The political man places great value on power. His primary focus is on power, influence and active competition to expand his power.
- f) For the religious man the highest value may be called unity. He seeks to comprehend and relate himself to higher level experience via his religious philosophy.

In every individual, there is not one value but many and often life finds itself in contradiction not between a value and another. When different values make claim on man at the same time and in the same situation, then he makes use of his own principle by which he has to choose the one and give secondary preference to the other or others. This is called as value priority, giving more weightage to one and giving secondary preference to the other. The investigator selected five major values for the present study, in terms of value priorities, which is evolved from different classifications of values and from their theoretical background. The five major values are: human value, social value, aesthetic value, religious value and political values.

#### **Objectives of the Study**

The study has been designed with the following objectives.

1. To find out the Value Preferences (Human Value, Social Value, Aesthetic Value, Religious Value, and Political Value) of secondary school students after adopting the Comprehensive Instructional Material based on Value Analysis Model of Teaching.
2. To find out the effectiveness of the Activity Oriented Method of teaching on the Value Preferences of control group secondary school students.
3. To find out the impact of the comprehensive instructional material based on Value Analysis Model on the Value Preferences of Experimental group secondary school students.
4. To find out the significant differences, if any, in the Value Preferences 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 different components of Value Preferences of control group secondary school students before and after adopting Activity Oriented Method of Teaching.
2. There exists significant difference in different components of Value Preferences 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 different components of Value Preferences of control and experimental group secondary school students before and after the treatment through Activity Oriented Method and Comprehensive Instructional Material based on Value Analysis Model of Teaching.

**Methodology**

The experimental method with control group - experimental group pre-test post-test design was used here. 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 priorities to understand how far their value preferences 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 priority scale. The validity and reliability is found with respect to the tools. The obtained reliability scores of the constructed value priority scale in terms of human values (0.85), social values (0.90), aesthetic values (0.91), religious values (0.91) and political values (0.85) are high and hence the value priority scale used in the study is highly reliable.

**Locale and 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 selected government, government aided and unaided (private) schools and the total sample is 248.

### Results and Discussion

The major objective of the study is to find out the impact of teaching through the comprehensive instructional material based on value analysis model of teaching in the value priorities and value processing skills of secondary school students. For this purpose, the comprehensive instructional material has been developed by using value analysis model of teaching and the same is implemented to the experimental group secondary school students. For the control group, teaching through activity oriented method of teaching is implemented based on the values considered in the comprehensive instructional material. The experimental and control groups were equated based on gender, religion, locality and socio-economic status. Equal number of subjects was assigned to experimental and control groups from each school selected. The groups selected were equal in terms of gender, religion, locality and socio-economic status and also equally distributed in the two groups. The mean and standard deviation scores of value preferences of control group secondary school students before and after adopting teaching through activity oriented method of teaching and the calculated t-values are presented in table - 1.

**Table - 1 Mean and Standard Deviation scores of Value Preferences of Control group Students Before and After Adopting Teaching through Activity Oriented Method and the calculated t - values**

Value Preferences	Pre-test (N = 124)		Post test (N = 124)		Calculated t - values
	Mean	SD	Mean	SD	
Human value	70.02	6.89	73.36	6.47	9.01**
Social value	67.94	6.14	71.29	5.93	12.15**
Aesthetic value	56.87	7.49	53.98	7.89	6.33**
Religious value	66.96	10.35	68.69	9.03	6.18**
Political value	52.89	8.50	43.56	9.97	11.92**

Note: \*\* Significant at 0.01 level

In table -1, the t-values with regard to human value (9.01), social value (12.15), aesthetic value (6.33), religious value (6.18) and political value (11.92) are significant at 0.01 level. It means, the implementation of activity oriented method of teaching has significant impact on the value priorities of secondary school students. In other words, the secondary school students have made remarkable change in their value priorities and its



components after implementing the instructional material. Hence the formulated hypothesis, 'there exists no significant difference in different components of value priorities of control group secondary school students before and after adopting activity oriented method of teaching' is rejected with respect to human, social, aesthetic, religious and political values.

The mean values of the pre-test and post-test scores of human value (70.02 and 73.36), social value (67.94 and 71.29) and religious value (66.96 and 68.69), of the secondary school students clearly shows that, these values has increased after the treatment. The students who preferred aesthetic (56.87 and 53.98) and political values (52.89 and 43.65) before adopting teaching through activity oriented method of teaching has changed their value priorities to human value, social value and religious value after adopting this method of teaching.

The table - 1, clearly presents that human value has the highest mean of 73.36 and social value has the mean of 71.29 which falls close to human value. Religious value has a mean of 68.69 and the aesthetic value has the mean of 53.98. Political value has the lowest mean of 43.65 after adopting teaching through activity oriented method of teaching. This indicates that, the human value has been given highest priority and political value has been given the lowest priority by the secondary school students after the treatment to the control group. The order of value preferences of control group secondary school students after adopting teaching through activity oriented method of teaching is human value, social value, religious value, aesthetic value and political value. Before the experiment, it was social value, human value, religious value, aesthetic value and political value.

From the above, it is summed up that, the activity oriented method of teaching has significantly influenced the value preferences of secondary school students in terms of human, social, aesthetic, religious and political values.

The mean and standard deviation scores of value preferences of experimental group secondary school students before and after treatment and the calculated t-values are presented in table - 2. The table - 2 shows that, the t-values with regard to human value (17.13), social value (12.55), aesthetic value (7.17), religious value (10.93) and political value (11.58) are significant at 0.01 level. This means, the implementation of comprehensive instructional material based on value analysis model of teaching has significant impact on value priorities of secondary school students. In other words, the secondary school students have made remarkable change in their value priorities after implementing the comprehensive instructional material. Hence the formulated hypothesis, 'there exists significant difference in different components of value priorities of experimental group secondary school students before and after adopting comprehensive instructional material based on value analysis model of teaching', is accepted with respect to human, social, aesthetic, religious and political values.

**Table - 2 Mean and Standard Deviation scores of Value Preferences of Experimental group Students Before and After Adopting the Comprehensive Instructional Material based on Value Analysis Model of Teaching and the calculated t - values**

Value Preferences	Pre-test (N = 124)		Post test (N = 124)		Calculated t - values
	Mean	SD	Mean	SD	
Human value	68.31	6.38	74.40	6.47	17.13**
Social value	68.81	7.01	72.30	5.93	12.55**
Aesthetic value	57.19	8.16	55.38	8.91	7.17**
Religious value	67.87	8.41	70.69	8.01	10.93**
Political value	52.96	7.83	45.95	8.07	11.58**

Note: \*\* Significant at 0.01 level

The mean values of pre-test and post-test scores of human value (68.31 and 74.40), social value (68.81 and 72.30) and religious value (67.87 and 70.69) presented in table - 2 shows that the value priorities of the secondary school students with respect to these values has increased. The students who preferred aesthetic (57.19 and 52.38) and political values (52.96 and 45.95) before adopting the comprehensive instructional material based on value analysis model of teaching changed their value preferences to human value, social value and religious value after adopting the comprehensive instructional material based on value analysis model of teaching. The value analysis procedure adopted in the comprehensive instructional material stressed more on human and social considerations. This resulted into the development of more human values among students.

From table - 2, it is also observed that human value has the highest mean of 74.40 and social value has the mean of 72.30 which falls close to human value. Religious value has a mean of 70.69 and the aesthetic value have the mean of 52.38. Political value has the lowest mean of 45.95 after adopting comprehensive instructional material based on value analysis model of teaching. This indicates that the human value has been given highest priority and political value has been given the lowest priority by the secondary school students after the comprehensive instructional material is adopted. From the above, it is concluded that the comprehensive instructional material based on value analysis model of teaching has significantly influenced the value preferences of secondary school students in terms of human, social, aesthetic, religious and political values. Human value, social value, religious value, aesthetic value and political value is the order of value preferences of secondary school students after adopting comprehensive instructional material based on value analysis model of teaching. Contrary to this, the order of value priorities before adopting the comprehensive instructional material was social value, human value, religious value, aesthetic value and political value.

The mean and standard deviation scores of value priorities of control and experimental group secondary school students after treatment and the calculated t-values are presented in table - 3.

**Table - 3 Mean and Standard Deviation Scores of Value Preferences of Control and Experimental group Students Before and After Adopting the Comprehensive Instructional Material and the calculated t - values**

Value Preferences	Post-test Control(N = 124)		Post test Experimental (N = 124)		Calculated t - values
	Mean	SD	Mean	SD	
Human value	73.36	6.47	74.40	6.47	8.10**
Social value	71.29	5.93	72.30	5.93	8.07**
Aesthetic value	53.98	7.89	55.38	8.91	9.43**
Religious value	68.69	9.03	70. 69	8.01	9.11**
Political value	43.56	9.97	45.95	8.07	10.45**

Note: \*\* Significant at 0.01 level

From table - 3, it is evident that, the t-values with regard to human value (8.10), social value (8.07), aesthetic value (9.43), religious value (9.11) and political value (10.45) are significant at 0.01 level. This means, the implementation of comprehensive instructional material based on value analysis model of teaching has significant impact on value preferences of secondary school students than teaching through activity oriented method of teaching. In other words, the secondary school students have made remarkable change and improvement in their value preferences due to the influence of the comprehensive instructional material. Hence, the formulated hypothesis, 'there exists significant difference in different components of value preferences of control and experimental group secondary school students before and after the treatment through activity oriented method and comprehensive instructional material based on value analysis model of teaching' is accepted with respect to human, social, aesthetic, religious and political values.

The mean values of the post-test scores of control and experimental group students in human value (73.36 and 74.40), social value (71.29 and 72.30), aesthetic (53.98 and 55.38), religious value (68.69 and 70. 69) and political values (43.56 and 45.95) presented in table - 3 shows clearly that the value preferences with respect to these values has increased due to the impact of the comprehensive instructional material based on value analysis model of teaching. The comprehensive instructional material discussed the various values related human, social, and religious value conflicting situations made students in the proper development of values and its processing abilities as expected by the Indian society.

From the above, it is concluded that the comprehensive instructional material based on value analysis model of teaching has significantly influenced the value

preferences of secondary school students in terms of human, social and aesthetic, religious and political values than 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 preferences. The training on value analysis will solve the value conflicts of all people including the students.
2. The study reveals that identifying the value preferences of students is essential for teaching and training, so that the teachers can make use of the strategies like value analysis to settle the value conflicts and better value preferences.
3. 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.
4. 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.
5. 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 priorities, value processing skills etc., of students of different categories.
6. 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.

Value inculcation can be achieved directly, indirectly or incidentally. Direct value inculcation refers to deliberate, systematic instruction given during the time of formation. In most of the schools and institutions value education is imparted in this way. In this approach the values to be inculcated and developed are explained, discussed and illustrated through stories, anecdotes, moral dilemmas, and real life events. But the strategy like value analysis model gives better results in terms of preferring values expected by the society and it is evident from this study.

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