Human beings have various types of needs and aspirations and they need to learn to live in co-existence with nature and society having diversity. The growing concern over the erosion in values in public life has brought to focus the need to critically examine the various aspects of value education at the school stage. A new orientation has to be given to education to bring it in tune with the emerging needs and aspirations of the world today. Therefore value oriented education is essential for balanced personality and harmonious society. The need for education in values is imperative due to the growing up of children and youth in the age of instant gratification, shortcuts, insecurities, fear based survival and existence. The ultimate goal of Values Education is to transform a person’s character that he espouse the values which make him for better living. At the individual level, each and every human being, by virtue of his/her social nature, faces different problems in his/her day to day affairs. So new strategies of Values Education are to be implemented to help the individual to resolve the conflicting situation where two or more values seem contradicting.

The present study was intended to test the effectiveness of Value Analysis Model and Value Clarification Model on the Affective Domain Processes of secondary school students. Experimental method was adopted for the study using Pre test- Post test Non-equivalent Group Design. The two experimental and one control groups comprised of 196 students as sample. So as a prelude to the study, the Investigator assessed the level of Affective Domain Processes of students based on sub samples. Instructional materials were prepared on both the select models of education. The major data gathering devices used in the study were Personal Data Sheet, Work Sheet for both models, Dilemma Sheet, Teaching Analysis Guide for Value Analysis Model, Value Clarification Task Sheet and Affective Domain Process Scale. In addition to this, an Emotional Maturity Scale was used to classify students into High, Average and Low Emotional Maturity groups to see the difference in the effectiveness of select models of Values Education on these groups.
The statistical procedures employed for analysis of data were Descriptive statistics like Mean, Median, Mode, Standard Deviation, Skewness and Kurtosis, ‘t’ – test, One-way ANOVA, 2-group and 3-group ANCOVA, One-factor Repeated Measures ANOVA with Huynh-Feldt Correction and Pair-wise Multiple Comparison with Bonferroni Correction.

The results of the study highlight the effectiveness of Value Analysis Model and Value Clarification Model in comparison with Direct Instruction Method on the Total and Dimension-wise Affective Domain Processes of students. Value Analysis Model was found to be more effective than Value Clarification Model. The retention effect was seen for both the models when assessed at the delayed post test level in the respective experimental groups. Further within each experimental group, both the models were equally effective among different Emotional Maturity groups.