Chapter 1
INTRODUCTION

1.1 Context of the Study
1.2 Research Questions
1.3 The Conceptual Background of the Study
1.4 Need and Significance of the Study
1.5 Statement of the Problem
1.6 Definition of Key Terms
1.7 Hypotheses of the Study
1.8 Objectives of the Study
1.9 Methodology in brief
1.10 Scope of the Study
1.11 Delimiting the Study
1.12 Conclusion
1.13 Organisation of the Report
INTRODUCTION

“Be more concerned with your character than your reputation, because your character is what you really are, while your reputation is merely what others think you are”.

- John Wooden-

Research is a personal journey by an Investigator from an uncertain point to a destination by overcoming the obstacles the journey presents. Any type of research has its own particular role in building new theories or adding to the existing fund of knowledge. Researchers produce the final report by giving due respect to the problem under study, the people encountered, the place visited, the activities done, results emerged and the conclusions arrived. Present study is an attempt towards the solution of the problem felt by the Investigator. This chapter introduces the topic by explaining the significance of the research context and outlines the reasons for the development of the research question. This chapter presents a brief account of the preparation stage of the present study by stating the need and significance of the study, objectives and hypotheses, the methodology and the statistical procedures adopted.

1.1 Context of the Study

One of the basic and time-honoured goals of general education is to produce intellectually, mentally, spiritually, emotionally, ethically and morally sound human person. An essential component of this soundness of the human personality is the acquisition of human values and virtues. This soundness must provide the basis for a civilized, good and happy life both at individual and at societal level. This view is stressed by International Commission on Education for Twenty-first Century (UNESCO, 1996) as “Education should contribute to every person’s complete development – mind and body, intelligence, sensitivity, aesthetics, appreciation and spirituality”.

NCERT- Framework on Education for Values in Schools (2012) mentions that education is necessarily a process of inculcating values to equip the learner to lead a life – a kind of life that is satisfying to the individual in accordance with the cherished values and ideals of the society. Philosophers, spiritual leaders and
Introduction

Educationists of our country, in various ways, have emphasized the role of education for ‘character development’, ‘bringing out the latent potentialities and inherent qualities’ and developing an ‘integrated personality’ for the well being of the individual and the society at large.

The cultural refinement of a society is best reflected in its ethical perceptions. They lead to the formulation of moral codes for individuals and societal life, and articulation of general principles on which these behavioural codes are based. In the Indian values tradition, this moral code is ‘Dharma’, which provides the regulating principles for the worldly pursuits of Ardha and Kama, as well as the guidance for spiritual pursuits. Conduct in accordance with dharma gives meaning and worth to human life.

In Indian thought, no human activity is separated from its moral implications. Therefore Dharma is concerned with all aspects of life – individual conduct, family relations, social life, public administration, political life etc. It has a wider ecological connotation of supporting the welfare of all beings, not just human beings. Dharma defines and clarifies the virtues, duties and responsibilities. However the greatest tragedy of the contemporary life is that ethics has been banished from Dharma. Devoid of its Dharmic nurturance, ethics has become mere observance of customary morality in the modes of interpersonal relations. Its wider demands of sharing, caring and of responsible conduct have gone out of focus.

In this context, the education system which was originally aimed at improving the quality of human life as well as bringing about social harmony appears to be losing track of its original objectives. Resultantly the education is becoming a subject matter of debate and criticism. It is making us address a serious of pointed questions like, whether the modern education system has currently diagnosed the fundamental problems plaguing the human world; whether priorities of the contents in the education need to be reassessed; whether special stress on the science and technology is desirable in view of the defects and side effects which are felt all around; or whether there is something else which is wanting and requires to be incorporated in the education system.
We are faced with the crisis of values though we know that values are the guiding force in life. We also know that children are as white marbles, hence the society basically the parents, teachers and family as well as the school has a vital role to develop human values among students. The growing concern over the erosion in values in public life has brought to focus the need to critically examine the various aspects of Values 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. The curriculum, instructional methods and technology should be directed to inculcate values of humanism, socialism, national integration as well as ethical and moral values in general education. Life-long learning should aim at the pursuit of excellence and the attainment of quality life. Therefore value oriented education is essential for balanced personality and harmonious society. It helps a person in unfolding his personality by bringing it forth and revealing the potentials and qualities in him. The academic education of today is shallow and useless because it has no value orientation bringing no transformation in them. If children of today are fortunate enough to have ideal teachers along with ideal parents, their progress towards development is smoothened.

The task of education is to develop capacity in students to make the best moral choice. Education should, not only impart knowledge and create enlightenment, but also most essentially, build a sound character embedded with social and moral values. Value based education inculcates in students a spirit of service, nationalism, equality, co-operation, non-violence and above all love for humanity.

Reaching out Affect Development through Values Education

Education not only provides knowledge and skills, but also inculcates values, training of instincts, fostering right attitude and habits. Plato rightly says “True Education, whatever that may be, will have the greatest tendency to civilize and humanize them in their relation to one another and to those who are under their protection”.

The behaviour of any person is a reflection of his values. Values Education intended for modifications in the individual’s behavioural patterns apparently involves four factors-society, environment, individual and school (Joshi, 2007). Raths argued that schools should not teach values, instead, he said, schools should
encourage young people to “clarify” their own values. The idea that teachers, parents or other adults should directly instruct children in right and wrong or even try to influence their values was explicitly rejected.

Education is a ‘man making process’, said Vivekananda. In fact it is a multi-dimensional process with specific purpose of achieving maximum self-realization of the person and of the optimal development of the society. It is a matter of great discussion which further entails action to produce persons with balanced personality. When a person is educated, he /she is enabled to develop the cognitive, affective and psychomotor skills in accordance with the inherent capability of the individual. Past literature gives evidence that the most neglected area among these dimensions which needs urgent attention is Affective Domain. As Affective Domain being the area of the present study, a number of issues arose at the time of selection of the research problem which were formulated as research questions.

1.2 Research Questions

Identifying something as a practical problem usually means that the researcher has found a reason why the topic should be studied. A research problem is the starting place for research. Research problems involve identifying unresolved conditions or situations, and it is the research problem that is nested between the topic and the purpose (Bean, 2006).

In the process of formulating the proposed research work and studying the related literature, the following research questions were aroused in the mind of the Investigator.

☆ What is the level of Affective Domain Processes among students? Will it vary among different categories of sample?

☆ Can students be helped to enhance their Affective Domain Processes? If so, how can it be done?

☆ Will any of the select models of Values Education make a positive effect on the Affective Domain Processes of students?

☆ What would be the impact of intervention program on students even after its withdrawal?
In this study an attempt was made to answer the above questions to the maximum extent possible.

1.3 The Conceptual Background of the Study

Values are beliefs upon which man acts by preference. Values give direction and firmness to life. It reflects one’s personal attitudes and judgements, one’s decisions and choices, behaviour and relationships and dreams and vision. It guides us to do the right things and also help us to be morally sound. Values involve the processes of thinking, understanding feelings and action. These involve feelings i.e. strong liking for something, feeling deeply about the things one values and so on. People's action often gives us clues as to what they value. If we try noticing what a person does in spare time when he or she is not being coaxed or threatened to do a particular activity, we may get some ideas about what he/she values.

Generally, value refers to the 'desirable'. It is difficult, however to define what is desirable, what kind of things/actions are good. What is desirable today may not be desirable tomorrow and what is desirable here may not be desirable elsewhere. Desirable is when our actions promote the general good in terms of the norms and ideals of a particular society and in terms of the consequences of our practices and action (NCERT Framework-2005).

Every aspect of our life has a value; in fact, values permeate the whole of human existence and are a major factor in deciding what sort of human beings we are. Every one of us has needs, urges and aspirations. Anything that satisfies the urges and helps us in realizing the aspirations has value. Values are also the blueprints or action plans, which orient and decide the thinking, actions, feelings and behaviour itself. ‘Value’ is a conception explicit or implicit, distinctive of an individual or characteristic of a group of those desirable traits which influence the selection from available modes and ends of action” (Wouchohn, 1957).

An individual also internalises the values through the process of socialization. Values figure at the core of one’s life and form the spring of human endeavours and actions. As such they are significant and fundamental dimensions of human life and indicate how one adheres, attaches and reacts in life situations and circumstances.
1.4 Need and Significance of the Study

It is really surprising that the country which was acknowledged by the world as the custodian of moral and spiritual ethics, where King Harishchandra sacrificed his wife and son for truth is today facing problems like terrorism, embezzlement of public funds, molestation, robbery, corruption etc. Day after day, the media brings more and more evidences of malpractices of wrong doings in all facets of society life. This is a serious situation not only in India, but for the whole world. Figure 1.1 presents a collage showing the multiple problems world faces today.

Figure 1.1 Collage showing the multiple problems world faces today

The main aim of education is to shape the character of the students as the best citizens of the nation, as well as to make them persons of high mortality and highly spiritual individuals. All these qualities are related to the character of the individual. These qualities are reflected through the behaviour of a person, but a continuous deterioration and decline in values can be observed in our youth and people of the country. The existing education system seems to be a failure in shaping the character of the youth. To bring back those good old values and to make each human being a
person of supreme quality, character education of our country needs to be straightened.

Schools have long been seen as institutions for preparing children for life, both academically and as moral agents in society. In order to become capable moral citizens children need to be provided with opportunities to learn moral values. However, little is known about how teachers enact social and moral values programs in the classroom (Brownlee et al., 2011). Further the overloaded curriculum gives no time to conduct such programmes in school. Responding to this urgent need, NCERT has brought out framework for schools on education of Values which articulates a comprehensive and pragmatic approach to Values Education in schools. The framework subsumes that Values Education has to be a planned effort by the school to nurture core universal values held up most by our Constitution. Values Education helps to provide a road map to guide children and youth along a route to live a life based on moral principles which are important both in the individual as well as collective context.

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. Hence they have to adjust with various types of situations. It can be achieved if one practices values in his interaction with others, which is a gift of Values Education. Hence Values Education is termed as the foundation of happiness, prosperity and excellence in human beings. The big question regarding this is, do we really give opportunity to our young generation to interact with others in a generous way? It must also be a matter of thought that whether man, while holding the most sophisticated position in societal life could live in peace. The answer to these questions points out the need to attend the affective part of human life.

The Affective Domain describes learning objectives that emphasize a feeling tone, an emotion, or a degree of acceptance or rejection. It is far more difficult domain to objectively analyze and assess since affective objectives vary from simple attention to selected phenomena to complex but internally consistent qualities of character and conscience. Nevertheless, much of the educative process needs to deal with assessment and measurement of students’ abilities in this domain. It is often heard that certain people are “schooled” but not “educated.” This simply refers to the fact that
much of the processes in education today are aimed at developing the cognitive aspects of development and very little or no time is spent on the development of the Affective Domain. A super blend of Cognitive, Affective and Psychomotor Domains are the prerequisite of any mature personality. The non-balancing of cognitive, affective and psychomotor development may affect even the gifted child. When school curriculum focuses solely upon the cognitive realm, the uneven development of the other domains may be enhanced, thus emphasizing the gifted child’s feeling of being ‘out of sync’ with his or her peers (Silverman, 1993).

Although many educators develop effective affect management skills in their classrooms and other learning contexts, this is often a process of trial and error. The assumption is that affective skills are universally important in learning and growth and that these skills can be facilitated equally as well as those in the other domains. Learning in the cognitive, social, and psychomotor domains is often constrained if the learner is operating at a low level with key affective skills. For example, a large group of learners who do not recognize the significance of taking charge of their own learning will reduce the level of discourse in a course.

Teachers and learners need to become familiar with the hierarchy of processes and skills within the Affective Domain and work to internalize how those processes and skills can be observed and assessed in real learning contexts. In traditional curricula, the skills in the Affective Domain are often neglected because it is assumed that students will “discover” them on their own. However, the challenges in facilitating active learning show that this is not true. Affective skills typically become an issue when instructors must build rapport and achieve buy-in. Also the level of affective challenge that learners can handle will significantly influence the quality of course outcomes. As with skills from the other domains, those from the affective domain involve performance improvement which leads to developmental growth and ultimately the empowerment to challenge oneself in all aspects of life.

The need for education in values is imperative due to fast erosion of values in our country and the state of growing up of children and youth in the age of instant gratification, shortcuts, insecurities, fear based survival and existence. The socio-cultural changes like transition from joint family to nuclear family system, excessive competition, parental expectations, commercialization of education, negative impact
Introduction

of media, misuse of information technology, globalization, consumerism etc. are putting immense pressure on children, families and schools leading to distortion of values. It points out the need for schools to come up with new ways of educating students and the role of Values Education in meeting the challenges of the present times. The apex bodies of education in our country like, UGC, NCERT, CBSE etc give high priority to Values Education. They emphasize that Values Education is not a separate domain. No education is value-free and goals of education include the goals of Values Education itself. Therefore, Values Education is not to be taken as burden or as an add-on programme. It does not have to be perceived as yet another task by schools which are already busy with the hard work of improving retention and academic achievement of students. Much of the work can be done in the context of what schools are already doing despite the constraints under which they are working. The scepticism and lack of faith in schools as a potential source for fostering values need to be dispelled. No doubt, Values Education is both parent and public responsibility but schools as organized institutions ought to take the major responsibility in fostering values in students. The endeavour is to be seen as an investment in building the foundation for lifelong learning, promoting human excellence as well as promoting social cohesion, national integration and global unity.

As reasons for neglect of educating in the Affective Domain among students in schools numerous rationales are cited such as

- the traditional lack of concern in education for the Affective Domain
- attitudes on the part of adults that emotions are to be dealt with at home rather than in the school
- fear of indoctrination
- the position that if the school meets the child’s cognitive needs, affective development will automatically follow
- lack of reliable and valid tools for assessing affective functioning
- lack of clarity as to the optimal level of affective functioning to be attained and
- the belief that healthy emotional development among students is automatic.
Recent decades have witnessed a rapid erosion of ethical and moral values in Indian society. Such state of affairs may partly be attributed to the faulty educational system, which has lost sight of one of its primary goals of nurturing human values. Development of humanistic education for the creation of a new humanity, endowed with values is the need of the hour. This calls for the development of new strategies and approaches to inculcate the social and individual spirit for the creation of a new spiritual and moral environment, a new intellectual atmosphere, which alone can bring a new social order, based on the edifice of ethical and moral values.

Science based technology has bought spectacular advances in various fields of human endeavour. Ascent of market economy and the growth of consumerism has resulted in the emergence of the economic man, the material man and the man of transience. A code of morality based on what works, what profits, what is convenient or what is pleasant has emerged. Due to this, shrinkage has come about in the multi-dimensional man. His spiritual dimension, his humaneness and his linkage with fellowmen has given way to a brutishly selfish attitude. Money and what money can buy have gained the highest value for many and have become the operating principle.

In the society, for the future that is emerging and whose frontiers remain largely unknown, it is not possible to provide a package of values to the students for use in their later life. Unlike in the past, the degree of confrontational and conflicting situations has largely increased. There is marked erosion of personal freedom brought about by mass hysteria induced by the powerful electronic print media. In such a situation, in order to maintain one’s selfhood, personal choices and decisions play the major roles which are crucial to the development of character.

Young people need help and guidance in the development of their values and value system more than ever before. They are confronted with many more crises than the previous generations. They are surrounded by a bewildering array of alternatives. They are faced with many important personal and theoretical questions that head them to crucial decisions and actions subsequent to failure in the Affective Domain.

The earlier authors of educational taxonomy and contemporary educators generally focus more on learning objectives, cognitive learning skills, or in some contexts, psychomotor skills. The movement to learner-focused teaching/learning
methods makes clear the significance of integrating learner skills across all domains. This demands giving due attention to the affective learning of the children by providing opportunities to resolve the conflicting life situations by themselves. The teaching process should provide room for independent thinking on the part of the child, so as to enable it to choose and act in a rational way by applying the factual knowledge to the real life situations and drive him towards a better path. Thus scholars in the field of Values Education have advocated a rational way of teaching values to children which emphasizes providing them with factual knowledge of value issues through discussions without telling what is right and what is wrong. Children alone should draw conclusions about what is wrong and what is right using their own minds and reasoning.

There are countless other questions that demand immediate answers. Unless our young people have a clear value system, they will find it extremely difficult to face these questions and find adequate answer. Educators today have a responsibility of guiding and helping students to develop a sound value system based on our cultural heritage and values, and that demands a value based educational system. The present study gives an idea on the crucial issue that ‘whether values are taught or caught’.

We are wasting time defending over the role of Values Education without recognizing that our world is at the edge of a total destruction. Any time a Hiroshima and Nagasaki can happen. At the individual level each and every human being by virtue of his social nature faces different problems in his day to day affairs. In order to put an end to the traumatic experiences suffered by a person, it is very important for him/her to arrive at a consensus in a logic manner. In every problematic situation, two or more values are conflicting with each other. Since the relationships, situations and the social arena around a person are changing, it is not possible for a person to stick to the same values for a long time. So each person must acquire qualities and skills to assess each of the problematic situations by himself and, on the basis of his beliefs and ideals find the best solution for both, the person himself and for the society. The significance of Values Education for strengthening Affective Domain is thus justified and with this awareness on the need of implementing new strategies of Values Education, the Investigator selected the problem for the present study.
1.5 Statement of the Problem

Given the above comprehensive understanding of Values Education and its relevance in the making of a real human being, it is clear that while this process must begin with a cognitive understanding of universally accepted moral principles it must move on to the affective and reflective dimensions. So that students can be challenged to behavioural change. Thus ultimate goal of Values Education is to transform a person’s character that he espouses the values which make him for better living. Owing to the fact given above, the Investigator felt that there is an immediate need to identify the level of Affective Processes among students and to find out the effect of select models of Values Education on these processes, thereby helping the students to reduce their values confusion. So the present study aims at preparing and implementing the Instructional Materials of select models of Values Education. Hence the topic selected is entitled as “Effect of Value Analysis Model and Value Clarification Model on the Affective Domain Processes of Students at Secondary Level.”

1.6 Definition of Key Terms

The meaning and definition of key terms used in the title along with its operational definition within the context of this particular investigation are given below.

Effect

Effect means an event, condition or state of affairs that is produced by a cause. (Merriam-Webster Dictionary-Online).

The term ‘effect’ stands for the outcome of the study when the influence of one factor or condition is dependent on the presence or absence of another factor or condition.

Operational Definition:

The term ‘effect’ in this study means the Affective Domain Processes developed among students as a result of the implementation of Value Analysis Model and Value Clarification Model.
Models of Teaching

A Model of Teaching is a structured, logically consistent instructional design which describes the process of specifying and producing particular environmental situations which cause the students to interact in such a way that a specific change occurs in their behaviour. Each model of teaching is developed in its own theoretical base. According to Sansanwal and Singh (1990) ‘A model of teaching is a blueprint wherein theory based, well sequenced replicable steps are given for the creation of certain instructional effects in the learner’.

Value Analysis Model

The Value Analysis Model developed by Coombs and Frankel (1971) is a model of teaching with highly systematic, step-by-step process that helps students to make moral decisions. It trains people to deal rationally with ethical problems having social issues. The seven steps of Value Analysis Model followed in the classroom are, Presenting the 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 consequences occurring, Asking for evaluation of likely consequences, and Asking for judgement as to which alternative is best and why?

Operational definition:

In this study, by Value Analysis Model the Investigator means a model of teaching for Values Education that deal with conflicting situations of day-to-day life assisting the individual to take a decision regarding the dilemma through logical thinking and scientific procedure.

Value Clarification Model:

Value Clarification Model is the model of teaching developed by Raths, Harmin and Simon (1978) that helps people to decrease value confusion and promote a consistent set of values through valuing process. Value Clarification process is designed to promote intelligent value choice through the processes of Choosing, Prizing and Acting. The seven sub processes involved in the Value Clarification are Choosing freely, Choosing from alternatives, Choosing after considering the
consequences, Prizing and Cherishing, Publicly Affirming, Acting upon choices and Repeating with a pattern of consistency.

Operational definition:

By Value Clarification Model, here the Investigator means a Model of Teaching that deal with conflicting situations of day-to-day life assisting the individual to take a decision regarding the dilemma through Clarifying Response Strategy by sharing of thoughts and feelings among students.

**Affective Domain**

The Affective Domain describes learning objectives that emphasize a feeling tone, an emotion, or a degree of acceptance or rejection. The Affective Domain (Krathwohl, Bloom and Masia, 1973) includes the manner in which we deal with things emotionally, such as feelings, values, appreciation, enthusiasms, motivations, and attitudes. According to Atherton (2004), Affective Domain is concerned with values, or more precisely perhaps with perception of value issues, and ranges from mere awareness (Receiving), to being able to distinguish implicit values through analysis.

**Affective Domain Processes**

Affective Domain Processes are otherwise known as Affective Domain objectives. Affective objectives are designed to change an individual’s attitude, choices, and relationships. Affective objectives or processes vary from simple attention to selected phenomena to complex but internally consistent qualities of character and conscience (Krathwohl et al., 1964). These processes represent a continuous modification of behavior from the individual’s being aware of a phenomenon to a pervasive outlook on life that influences all his actions. The five major categories/processes in the Affective Domain learning objectives are listed from the simplest behavior to the most complex.

- **Receiving** is being aware of or sensitive to the existence of certain ideas, material, phenomena and being willing to tolerate them. The sub-processes under Receiving are,
  - Awareness
Introduction

- Willingness to Receive
- Controlled or Selected Attention

☆ **Responding** is committed in some small measure to the ideas, materials, or phenomena involved by actively responding to them. The sub-processes under Responding are,
  - Acquiescence in Responding
  - Willingness to Respond
  - Satisfaction in Response

☆ **Valuing** is integrating a new value into one's general set of values, giving it some ranking among one's general priorities. The sub-processes under Valuing are,
  - Acceptance of a Value
  - Preference for a Value
  - Commitment

☆ **Organization** is to relate the value to those already held and bring into a harmonious and internally consistent philosophy. The sub-processes under Organization are.
  - Conceptualisation of a Value
  - Organization of a Value System

☆ **Characterization by a value or value complex** is to act consistently in accordance with the values he or she has internalized. The sub-processes under Characterization by a value complex are,
  - Generalized Set
  - Characterization
Operational definition:

In the present study, Affective Domain Processes mean those processes in the Affective Domain such as Valuing, Organization and Characterization with its sub-processes as measured by Affective Domain Process Scale.

1.7 Hypotheses of the Study

The following hypotheses were formulated for the present study.

1. The Affective Domain Processes of Secondary School Students vary in accordance with their
   a. Gender
   b. Religion
   c. Type of Family
   d. Number of Siblings
   e. Stream of Study
   f. Birth Order

2. Effectiveness of Value Analysis Model on the Total and Dimension-wise Affective Domain Processes of Secondary School Students is significantly higher than that of Direct Instruction Method.

3. Effectiveness of Value Clarification Model on the Total and Dimension-wise Affective Domain Processes of Secondary School Students is significantly higher than that of Direct Instruction Method.

4. There is no significant difference in the effectiveness of Value Analysis Model and Value Clarification Model on the Affective Domain Processes of Secondary School Students.

5. Value Analysis Model significantly enhances the Affective Domain Processes of Secondary School Students at Post and Delayed post test stages.
6. Value Clarification Model significantly enhances the Affective Domain Processes of Secondary School Students at Post and Delayed post test stages.

7. Value Analysis Model is equally effective in the Affective Domain Processes of Secondary School Students belonging to different levels of Emotional Maturity i.e. High, Average and Low Emotional Maturity.

8. Value Clarification Model is equally effective in the Affective Domain Processes of Secondary School Students belonging different levels of Emotional Maturity i.e. High, Average and Low Emotional Maturity.

1.8 Objectives of the Study

1. To Prepare Lesson Transcripts based on Value Analysis Model for Secondary School Students.

2. To Prepare Lesson Transcripts based on Value Clarification Model for Secondary School Students.

3. To prepare and standardize an Affective Domain Process Scale for Secondary School Students based on the three dimensions such as Valuing, Organization and Characterization.

4. To analyse the level of Total and Dimension-wise Affective Domain Processes of Secondary School Students in Experimental and Control Groups before and after implementing the Instructional Materials.

5. To find out whether there is significant difference in the Affective Domain Processes of Secondary School Students with respect to

- Gender
- Religion
- Type of Family
- No. of Siblings
- Stream of Study and
- Birth Order
6. To compare the effect of:

- Value Analysis Model with that of Direct Instruction Method
- Value Clarification Model with that of Direct Instruction Method
- Value Analysis Model with that of Value Clarification Model on the Total and Dimension-wise Affective Domain Processes of Secondary School Students.

7. To compare Pre, Post and Delayed post tests scores of Affective Domain Processes of Secondary School Students taught using

a. Value Analysis Model
b. Value Clarification Model

8. To compare the Affective Domain Processes of Secondary School Students at different levels of Emotional Maturity when taught using

a. Value Analysis Model
b. Value Clarification Model

1.9 Methodology in brief

In the present study, experimental method was used to find out the effectiveness of Value Analysis Model and Value Clarification Model over the Direct Instruction Method in developing the Affective Domain Processes. Under the Experimental method, Non-equivalent pre test-post test design was selected.

1.9.1 Research Population and Sample

The population of the study include all the secondary school students following State and CBSE syllabus. Multi-stage purposive sampling procedure was adopted for drawing sample for the present study. The sample comprised of 196 students studying in ninth standard from two schools having three divisions each. The
two experimental groups and one control group were constituted by randomly assigning one division from each school.

1.9.2 Data gathering devices used in the study

The data gathering devices used in the present study are the following.

a) Personal Data Sheet

b) Instructional Materials based on Value Analysis Model (VAM)

c) Value Analysis Work Sheet

d) Instructional Materials based on Value Clarification Model (VCM)

e) Value Clarification Work Sheet

f) Dilemma Sheet

g) Teaching Analysis Guide for Value Analysis Model (TAG for VAM)

h) Value Clarification Model Task Sheet

i) Instructional Materials based on Direct Instruction Method (DIM)

j) Affective Domain Process Scale (ADPS)

k) Emotional Maturity Scale

1.9.3 Statistical Procedures used in the study

The data collected by way of pre, post and delayed post tests were analysed using the following statistical procedures.

i) Descriptive statistics like Mean, Median, Mode, Standard Deviation, Skewness and Kurtosis

ii) ‘t’ - test

iii) One-way ANOVA

iv) Analysis of Covariance with two groups

v) Analysis of Covariance with three groups

vi) One-factor Repeated Measures ANOVA with Huynh-Feldt Correction
vii) Pair-wise Multiple Comparison with Bonferroni Correction

1.10 Scope of the Study

The present study is a daring attempt by the Investigator in the field of Values Education focussing on value conflicts endangering the lives of children. Through this study, it is hoped that an awareness on the growing problems of society be created with the support of theoretical perspectives on the problem. The ever growing national concern for the erosion of values would once again be unveiled through this study.

Dilemmas at personal and social level are a part of human life. These can never be avoided but overcome them by taking the right decision. It is hoped that the present study may help individuals to take decisions with logical reasoning as presented in the select models of Values Education.

Life always demands taking important decisions regarding self and others. Value Analysis Model presented in this study may be of great assistance in reaching out for a solution to the problem with its step-wise analysis and scientific scoring procedure. Practising this model may help an individual who is facing the dilemma to immediately go for different alternatives and weigh them on the basis of their consequences both positive and negative. With continuous practice, the individual learns the skill of conflict resolution and can apply it in his day-to-day affairs.

The present study also highlights the importance of Value Clarification Model which help to reduce values confusion through the processes of choosing, prizing and acting. Teachers, parents and school administrators can easily learn the clarifying response strategy adopted in the present study and can implement it effectively in the class rooms.

Both these models may be used by the teachers in helping students to make a decision by themselves. This decision making power further develop the personality of the students and the self-esteem may be raised.

Once the students get training in the models of teaching of values, they will be able to identify those fundamental values such as moral, social spiritual etc. The
instructional materials and the training program using these materials will help students especially adolescents to select, apply and make judgement on values in their practical life. The most important highlight of the study is that training in the select models of value education will equip the students to face any dilemma which may arise in their future life.

Another major concern befall within the scope of the study is that it showcase the problem of not giving due recognition to Affective Domain while giving all the respect to Cognitive Domain. Blending of cognitive, affective, psychomotor and interpersonal domains is very much required for a mature personality. Through this study it is hoped that the Affective Domain will get its due recognition.

Acting without logical reasoning was an all time error. The logical reasoning involved in the model may prevent persons facing the dilemma from taking incorrect decisions. It will help them to analyse the problem under different perspectives.

The data gathering devices constructed for the study can be further utilized by teachers and administrators to find the level of Affective Domain Processes of students. In addition to this, the tool can be modified to suit to different age groups and different professional groups. Teachers and parents will be able to understand that they play a vital role in enhancing Affective Domain processes of students. They will be sensitized to problems faced by students, parents and teachers themselves and also motivated to facilitate the growth of Affective Domain.

The present study being an experimental one raise many challenges before the Investigator, as dealing with values is not an easy job. So the Investigator carefully delimited the study in the following way.

### 1.11 Delimiting the Study

The Investigator had taken every possible measure to make the study worthwhile. In order to observe feasibility and practicability of the study the Investigator, from among other options, delimited the study in the following ways.

☆ The study was confined to ninth standard students only.
The sample size was restricted to 196 with two experimental groups having 67 students each and one control group having 62 students taken from two schools.

Though Affective Domain included motivation, emotion, attitude, values and beliefs the present study mainly focused on values.

There are many models of teaching in Values Education. However the Investigator had selected only two models namely, Value Analysis Model and Value Clarification for the experimentation.

Although there are a number of categories and innumerable values under each category, only 18 values under social, moral and peace values were included as the content of Affective Domain Process Scale.

1.12 Conclusion

Affective experience is largely unconscious and partly conscious. Some affective learning is extremely rapid and based on single experiences, occurring primarily through stimulus-response conditioning. Some of it is slower and cumulative, resulting from the gradual acquisition of emotional memories and the elaboration of complex emotional schemas, interacting with other cognitive schemas as well. Some of the learning is quite precise, as in ‘don’t put your finger in the electric outlet’. Some of it is ill-structured, as in learning whom to approach as a friend and whom to avoid as a stranger. Through the present study the Investigator attempted not to change the abstract thing to a concrete thing but to change an unsystematic and illogical decision to a systematic and scientific one. While encountering dilemmas, people usually make decision by concentrating on the particular value which do good for them and not thinking of the other value which conflicts in that particular situation. This study is an attempt to help students to make decisions by studying scientifically both the conflicting values and weigh them in the given context and arrive at a decision by a conscious effort.
1.13 Organisation of the Report

By following the accepted format of Ph.D. Thesis, this research report is composed of six chapters.

Chapter- I: Introduction

The introductory chapter presents the context and research questions for selecting the present problem, its need and significance, statement of the problem, definition of key terms, statement of hypotheses and objectives of the study, the scope and delimitations of the study.

Chapter- II: Theoretical Framework

Starting with the theories on moral development, this chapter gives a theoretical base upon which the present study is built up. This chapter also analyses the different approaches and models of Values Education. The theories related to values development and Affective Domain Taxonomy are briefly discussed. The Affective Domain processes particularly Valuing, Organization and Characterization are also described.

Chapter- III: Review of Related Literature

This chapter includes a brief overview of the related studies as well as scholarly works done by researchers which have some association with the variables selected for the present study.

Chapter- IV: Methodology

This chapter consists of details related to the methodology and procedure followed in the present study. It depicts the research design adopted, construction and validation of the data gathering devices, instructional materials etc. It also gives descriptions of population, sampling technique and sample selected for the present study. The procedure for data collection, scoring and consolidation of the data and the statistical procedure adopted are also described in detail.
Chapter - V: Analysis and Interpretation of Data

It presents details regarding the organisation and analysis of the collected data. The rationale for using each of the statistical procedure is given. The analysis has been followed by interpretation of results and major findings. This chapter presents the study in retrospective, major conclusions, educational implications of the findings and suggestions for further research.

Chapter – VI: Summary, Conclusions and Suggestions

This chapter presents the summary of the procedures adopted for the study followed by conclusions, educational implications and suggestions for further research.

The theoretical framework of the study is presented in the next chapter.