Chapter 6

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SUMMARY, CONCLUSIONS AND SUGGESTIONS

The research process reaches the final stage when the conclusions and generalizations are made in the light of the interpretation of data obtained. Reporting of research can be viewed as storytelling, as part of a mythic process of identifying who we are. In storytelling, we seek to remember the past, invent the present and envision the future (Keen and Valley-Fox, 1989).

In research reports, the conclusion is not merely an ending; it is often both a summary and a place to set out next steps, a brief review of results plus conjectures about both causes and consequences (Beach, Becker and Kennedy, 2006). The American Heritage Dictionary of the English language defined conclusion as ‘closing or last part, as of a discourse, often containing a summing up of the preceding’ and also a ‘judgement or decision reached after deliberation’ (as cited in Morris, 1976).

The present study was focused upon finding the effect of select models of Values Education on the Affective Domain Processes of students at the secondary level. Through this study a sincere attempt was made by the Investigator to answer the research questions posed at the beginning of the study. This chapter presents the study in retrospect which restates the problem under study, objectives and a brief summary of methodology adopted for the study. Further this chapter discusses the conclusions based on the major findings of the study, educational implications of the study and lastly suggestions for further advance research.

6.1 Study in Retrospect

In order to provide a compact review of this research study, the different segments observed during the conduct of the study are summarised below.

6.1.1 Restatement of the problem

The problem under study is restated as EFFECT OF VALUE ANALYSIS MODEL AND VALUE CLARIFICATION MODEL ON THE AFFECTIVE DOMAIN PROCESSES OF STUDENTS AT SECONDARY LEVEL.
6.1.2 Objectives of the study

The objectives of the study were:

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:
   a. Value Analysis Model with that of Direct Instruction Method
   b. Value Clarification Model with that of Direct Instruction Method
   c. 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

6.1.3 Methodology in Brief

As the objective of the study was to find out the effect of select models of Value Education on the Affective Domain Processes of Secondary School Students, Experimental method was adopted as a method of investigation. The design selected for the study was Pre test Post test Non-equivalent Group Design in which two experimental and one control groups were taken part.

6.1.3.1 Population and Sample of the Study

The population for the present study comprised of all the students studying at eighth, ninth and tenth standards in the schools of Kerala state. A multi-stage purposive sampling procedure was adopted for drawing sample. The sample consisted of 196 Secondary School Students, of which experimental group -1 and 2 consisted of 67 students each, and control group consisted of 62 students. All the three groups were exposed to three different types of instructional method viz. Value Analysis Model, Value Clarification Model and Direct Instruction Method.

6.1.3.2 Data Gathering Devices used in the Study

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

   a) Personal Data Sheet
   b) Instructional Materials based on Value Analysis Model (VAM)
   c) Value Analysis Work Sheet
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d) Instructional Materials based on Value Clarification Model (VCM)
e) Value Clarification Work Sheet
f) Instructional Materials based on Direct Instruction Method (DIM)
g) Affective Domain Process Scale (ADPS)
h) Teaching Analysis Guide for Value Analysis Model (TAG for VAM)
i) Value Clarification Task Sheet
j) Emotional Maturity Scale

6.1.3.3 Statistical Techniques used in the study

The data collected by way of pre, post and delayed post tests were analysed using the following statistical techniques such as

- Measures of Central Tendency
- Measures of Dispersion
- *t*-Test
- One-factor ANOVA,
- Repeated Measures ANOVA with Huynh-Feldt Correction
- Pair-wise Multiple Comparison with Bonferroni Correction
- ANCOVA with two groups
- ANCOVA with three groups

6.2 Conclusions Based on Findings of the Study

The conclusions emerged from the results of the statistical analysis of data according to the hypotheses formulated for the study are presented under the following heads.

Section 1 Conclusions arrived at from the Differential Analysis of Affective Domain Processes of Secondary School Students based on Sub samples

Section 2 Conclusions arrived at from the Analysis of Comparison of Effectiveness of Select Models of Values Education on the Affective Domain Processes of Secondary School Students

Section 3 Conclusions arrived at from the Retention Analysis of Select models of Values Education in the Experimental Groups
Section 4 Conclusions arrived at from the Analysis of Effectiveness of Select Models of Values Education among students of High, Average and Low Emotional Maturity groups

Conclusions arrived at from the Differential Analysis of Affective Domain Processes of Secondary School Students based on Sub samples

This section deals with the conclusions based on findings derived from the analysis of the level of Affective Domain Processes of secondary school students based on Gender, Religion, Type of family, No.of siblings , Stream of study and Birth order. The major conclusions pertaining to this section are presented below.

Conclusion-1

Boys and Girls of Secondary Schools significantly vary in their Affective Domain Processes. Girls have better Affective Domain Processes than Boys.

This conclusion is substantiated by the following findings of the study.

The test of significance of the difference between mean scores of Total ADP with respect to Gender (Boys / Girls) shows that Boys and Girls significantly differ in their Affective Domain Processes. \( t = 3.98, p < .01 \). Also ADP of Girls (204.71) is higher than that of Boys (196.86).

Conclusion-2

Hindu and Christian Students of Secondary Schools do not vary significantly in their Affective Domain Processes.

This conclusion is supported by the following findings of the study. The test of significance of the difference between mean scores of Total ADP with respect to Religion (Hindus / Christians) shows that ADP of students do not significantly vary among Hindus and Christians \( t = 1.17, p > .05 \).
Conclusion-3

Secondary School Students from Nuclear and Extended Family do not vary significantly in their Affective Domain Processes.

This conclusion is supported by the following findings of the study. The test of significance of the difference between mean scores of Total ADP with respect to Type of Family (Nuclear / Joint) shows that ADP of students do not significantly vary among Nuclear and Joint Families (\(t = 0.294, p > .05\)).

Conclusion-4

Secondary School Students of Single Child Family and Multiple Children Family do not differ significantly in their Affective Domain Processes.

This conclusion is derived from the following findings of the study. The test of significance of the difference between mean scores of Total ADP with respect to Number of Siblings (Single Child/ Multiple Children) shows that ADP of students do not significantly differ among Single Child Family and Multiple Children Family (\(t = 1.26, p > .05\)).

Conclusion-5

Secondary School Students of CBSE and State Syllabus do not differ significantly in their Affective Domain Processes.

This conclusion is substantiated by the following findings of the study. The test of significance of the difference between mean scores of Total ADP with respect to Stream of Study (CBSE/State) shows that ADP of students do not significantly differ among CBSE and State Syllabus (\(t = 1.573, p > .05\)).

Conclusion-6

Secondary School Students in terms of their Birth Order namely First Child Group, Second Child Group and Third Child Group do not significantly vary in their Affective Domain Processes.

This conclusion is derived from the following findings of the study. The Analysis of Variance (\(F\)) of test scores of ADP of Secondary School Students with
respect to their Birth Order shows that, there was no significant difference in the ADP of these groups namely First Child Group, Second Child Group and Third Child Group. ($F = 0.857, p > .05$)

Conclusions arrived at from the Analysis of Comparison of Effectiveness of Select Models of Values Education on the Affective Domain Processes of Secondary School Students

**Conclusion- 7**

Value Analysis Model is more effective than Direct Instruction Method on Total and Dimension-wise Affective Domain Processes of Secondary School Students.

This conclusion is supported by the following findings of the study. For Total ADP, the value of ANCOVA ($F_{y,x} = 166.81, p < 0.01$) is significant at 0.01 level. From $F_{y,x}$, it is clear that the mean post test scores on ADP after adjusted for the pre test scores significantly differ among the groups. On comparing the Adjusted Means of Exp.Gp.-1 and Con.Gp. for the Total ADP, the $t$- value was found to be 12.95 ($p < 0.01$). Similarly, the value of ANCOVA ($F_{y,x}$) and $t$- value of Adjusted Means with regard to ‘Valuing’, ‘Organization’ and ‘Characterization’ Processes are $F = 111.25$ $p < .01$, $t = 10.55$ $p < 0.01$; $F =141.45$ $p <0.01$, $t = 11.90$ $p < 0.01$ and $F =135.95$ $p <0.01$, $t = 11.85$ $p < 0.01$ respectively.

**Conclusion-8**

Value Clarification Model is more effective than Direct Instruction Method on Total and Dimension-wise Affective Domain Processes of Secondary School Students.

This conclusion is supported by the following findings of the study. For Total ADP, the value of ANCOVA ($F_{y,x} = 137, p <0.01$) is significant at 0.01 level. From $F_{y,x}$, it is clear that the mean post test scores on ADP after adjusted for the pre test scores significantly differ among the groups. On comparing the Adjusted Means of
Exp.Gp.-1 and Con.Gp. for the Total ADP, the $t$-value was found to be 11.76 ($p<0.01$). Similarly, the value of ANCOVA ($F_{y,x}$) and $t$-value of Adjusted Means with regard to ‘Valuing’, ‘Organization’ and ‘Characterization’ Processes are $F= 42.26$ $p<0.01$, $t = 6.53$ $p<0.01$; $F=127.63$ $P<0.01$, $t = 11.31$ $p<0.01$ and $F = 87.64$ $p<0.01$, $t = 9.38$ $p<0.01$ respectively.

Conclusion-9

**Value Analysis Model is more effective than Value Clarification Model on Total and Dimension-wise Affective Domain Processes of Secondary School Students.**

This conclusion is supported by the following findings of the study. For Total ADP, the value of ANCOVA ($F_{y,x} = 20.95$, $p<0.01$) is significant at 0.01 level. From $F_{y,x}$, it is clear that the mean post test scores on ADP after adjusted for the pre test scores significantly differ among the groups. On comparing the Adjusted Means of Exp.Gp.-1 and Exp.Gp.-2 for the Total ADP, the $t$-value was found to be 4.58 ($p<0.01$). Similarly, the value of ANCOVA $F_{y,x}$ and $t$-value of Adjusted Means with regard to Valuing, Organization and Characterization Processes are $F = 26.49$ $p<0.01$, $t = 5.16$ $p<0.01$; $F = 11.09$ $p<0.01$, $t = 3.34$ $p<0.01$ and $F = 8.37$ $p<0.01$, $t = 2.91$ $p<0.01$ respectively.

Conclusions arrived at from the retention analysis of select models of Values Education in the Experimental groups

This section depicts the conclusions based on the findings of the analysis of effectiveness of Value Analysis Model and Value Clarification Model on the Affective Domain Processing of Secondary School Students at different intervals of time. The conclusions based on the findings dealt in this section are presented below.
Conclusion- 10

Value Analysis Model is effective in enhancing Affective Domain Processes of Secondary School Students at different intervals of time.

This conclusion is substantiated by the following findings of the study. The mean scores of students in Exp.Gp.-1 in the pre test was 201.84 and it increased to 240.34 at the post test measurement and at the delayed post test the mean score was 250.49. One-factor Repeated Measures ANOVA with Huynh-Feldt Correction ($F# = 318.087$) shows that variation in mean scores at different intervals of time is significant at 0.01 level. This shows that VAM is effective in enhancing ADP of students at secondary level. The mean difference between pre and post, pre and delayed, and post and delayed post tests scores are 38.51, 48.66 and 10.15 respectively. The pair-wise comparison with Bonferroni Correction shows that these differences are statistically significant at 0.01 level.

Conclusion -11

Value Clarification Model is effective in enhancing Affective Domain Processes of Secondary School Students at different intervals of time.

This conclusion is substantiated by the following findings of the study. The mean scores of students in Exp.Gp.-2 in the pre test was 202.16 and it increased to 226.97 in the post test and at the delayed post test the mean score was 234.69. One-factor Repeated Measures ANOVA result with Huynh-Feldt Correction ($F# = 333.068$,) shows that variation in mean scores at different intervals of time is significant at 0.01 level. This shows that VCM is effective in enhancing ADP of Students at Secondary Level. The mean difference between pre and post, pre and delayed, and post and delayed post tests scores are 24.81, 32.52 and 7.72 respectively. The pair wise comparison with Bonferroni Correction shows that these differences are statistically significant at 0.01 level.
This section deals with the conclusions based on the findings from the analysis of the comparison of effectiveness of value Analysis Model and Value Clarification Models on the Affective Domain Processes of Secondary School Students at High, Average and Low Emotional Maturity. The conclusions based on findings dealt in this section are presented below.

Conclusion-12

Value Analysis Model is equally effective on the Affective Domain Processes of Secondary School Students belonging to different levels of Emotional Maturity.

This conclusion was substantiated by the following findings of the study. For Total ADP, the value of the ANCOVA using three groups ($F_{y.x} = 1.63, p<0.01$) is not significant even at 0.05 level. From $F_{y.x}$, it is observed that the mean post test scores on ADP after adjusted for the pre test scores do not significantly differ among HEM.Gp., AEM.Gp. and LEM.Gp. It means that the VAM is equally effective on the Affective Domain Processes of students of these three groups.

Conclusion-13

Value Clarification Model is equally effective on the Affective Domain Processes of Secondary School Students belonging to different levels of Emotional Maturity

This conclusion is supported by the following findings of the study. For Total ADP, the value of ANCOVA using three groups ($F_{y.x} = 2.839, p>0.05, p=.066$) was not significant at 0.05 level but was very closer to the $p$ value. From $F_{y.x}$, it is observed that the mean post test scores on ADP after adjusted for the pre test scores do not significantly differ among HEM.Gp., AEM.Gp. and LEM.Gp. It means that the VCM is equally effective on the Affective Domain Processes of students of these groups.
The Pair-wise Multiple comparison of the adjusted mean difference between HEM.Gp. and AEM.Gp. was 10.39, \( p > .05 \); HEM.Gp. and LEM.Gp was 11.23, \( p < .05 \) and that of AEM.Gp. and LEM.Gp. was .083, \( p > .05 \). From the above findings it is concluded that there is significant difference among the different Emotional Maturity Groups when Value Clarification Model was applied. The difference were noted in the High-Average and in the High –Low pairs. This difference is in favour of High group in both the pairs.

6.3 Relating Theory to the Findings of the Present Study

Affective Domain Processes as described in the Affective Domain Taxonomy are Receiving, Responding, Valuing, Organization of a Value System and Characterisation by a Value complex. From among many of the models of Values Education, Value Analysis Model and Value Clarification Model were selected as independent variables. The finding revealed that Value Analysis Model was more effective than Value Clarification Model in developing Affective Domain Processes of students. This finding urged the Investigator to dig further in to the theory to see if there is any interconnection between Affective Domain Processes and Value Analysis Model.

Value Analysis Model which is rooted in the Moral Development theory of Kohlberg progresses through definite stages. The pupils are asked to react to hypothetical or factual value dilemmas and their replies are analysed to see the stage of moral development they belong. The education programme consists of small group discussions of moral dilemmas. Kohlberg and his associates found that such discussion of dilemmas accelerate moral development. Students are presented with alternative viewpoints within these discussions which are hypothesized to lead to reasoning and higher order thinking which proceed towards more developed moral thinking. The Affective Domain Processes also starts from the lower level of Receiving and progresses through the next higher levels of Responding, Valuing, Organization and finally reach the level of Characterization.

In Value Analysis Model the first three steps related to the selection of alternative in a conflicting situation is more or less similar to the Valuing Process of
Affective Domain Taxonomy. Acceptance of value, Preference for a value and Commitment towards the selected value constitute the Valuing Process which are otherwise interpreted as the careful selection of alternative on the basis of their consequences as mentioned in the Value Analysis Model. The person who displays behaviour at Valuing level is clearly perceived as holding the value.

Further the phase six of VAM i.e. the selection of criteria for evaluating the desirability of consequences help the students to bring together a set of values and provide sufficient back-up for holding a particular value. This is more likely to the Organization Process of Affective Domain Taxonomy which means ‘to relate the value to those already held’ and bring it into a harmonious and internally consistent philosophy.

Finally both the variables share similar notion that the individual attains the higher level of Characterization. In Value Analysis Model the last step describes the individual’s ability to judge which alternative is best and why he has selected that particular value. This shows that the person is able to act with a pattern of consistency. The Characterization Process in the Affective Domain Taxonomy also elucidate that the individual at this level develops a philosophy of life incorporating set of values. So there seem many similarities between Value Analysis Model and Affective Domain Processes.

Likewise the Choosing Prizing and Acting components of VCM also dictates many similarities, as that of VAM, with Affective Domain Processes.

6.4 New Insights Gained from the Study

The present study gives clear evidence that VAM and VCM are effective in developing Affective Domain Processes. The study mainly concentrated upon resolving the conflict in which two major values are contradicting. Though the individual is helped to find a solution using VAM in a conflicting situation where two major values are contradicting, there may be situations when more than two values which show equal valence to different directions. Also, the individual may be influenced by a number of other people which makes it difficult to arrive at a good
decision. So these multiple dilemmas where more than two values and individuals are involved, provisions should be made in the worksheet accordingly. In VCM though there are provisions to discuss about the different values involved, a precision regarding the exact direction to which student has to proceed is lacking. So an extension of VAM and VCM are necessary which open new avenues for further research.

6.5 Educational Implications of the Study

The major objective of the present study was to assess the effect of Value Analysis Model and Value Clarification Model on the Affective Domain Processes of Students at Secondary Level. The major findings of the study and the conclusions drawn from the findings helped the Investigator to suggest certain educational measures which may be useful in the Total development of personality of individuals especially in the moral development. The implications are outlined below.

1. The findings of the study revealed that boys and girls differ in their Affective Domain Processes. It is also found that girls have higher ADP than boys. It is a fact that traditionally boys get more freedom to take decisions than girls. Parents do not involve much in the decision making of boys. As a result, they do not think about the positive and negative consequences of a decision taken. At the same time, as girls receive much criticism from the part of their parents while taking a decision, they used to have different view-points and are ready to review and change their decisions in accordance with the circumstances. Hence parents and teachers must encourage children especially boys to think of alternate ways in a conflicting situation. Also they must help the students to find out the positive and negative consequences of each alternative. This will eventually help boys to value the decision taken, organise their value system and ultimately they may be helped to become a person of good character system.

2. From this study it is clear that the Direct Instruction of Teaching values do not have any significant effect in developing the Affective Domain Processing of students. While the select models of Value Education has a
significant effect upon developing the Affective Domain Processes of students. So prospective teachers as well as teachers in service could make use of different models of values education in strengthening the character of their students. Further, as moralizing have a negative effect on the growth of personality of students; it is better use any of these models of value education that may help the individuals to take a decision of their own.

3. According to this study, Value Analysis Model, which incorporates scientific method of scoring, have a great impact on the ADP of students totally and also when the components such as Valuing, Organization and Characterization are taken separately. Apart from thinking of different alternatives in dilemmatic situations, the scientific scoring in this model is an added advantage for confirming the decision taken and to repeat the decision in similar situation and thus develop a good character system.

4. As the study has established the effectiveness of Value Clarification Model on the Affective Domain Processes, teachers, parents and administrators must be aware that any decision taken at personal, interpersonal or at societal level need to be clarified. It is lack of clarification that misleads the students to wrong decisions. Lack of training in values clarification makes the students inefficient in taking wise and logical decisions. So training in Value Clarification Model using different strategies can be made use for moulding the character of the students.

5. Through the present study, it was found out that the select Models of Value Education was effective in developing the Affective Domain Processes of Secondary School Students. It was also attempted to find out which model was more effective in order to attain the objectives of the study. Clearly the study proved that Value Analysis Model was more effective in developing the Total and Dimension-wise ADP of students. Hence the difference in the effectiveness could be attributed to the difference in the structure of two models. The Value Analysis Model with its evaluation of desirable consequences of each alternative through scientific scoring based on the selected criteria is something that differentiates this model from Value Clarification Model. Also the best
reason behind the selection of a particular alternative is a peculiarity of this model. Even though the clarifying strategy adopted in the Value Clarification Model was effective on ADP it could not compete with the scientific procedure adopted in Value Analysis Model. So teachers can prefer Value Analysis Model to Value Clarification Model and always ask students the best reason for selecting a particular alternative.

6. Further, it can be seen that the difference between VAM and VCM diminishes as they attain the higher levels of Affective Domain Processes. The differences were higher in ‘Valuing’, secondly in ‘Organization’ and lastly the difference was less in ‘Characterization’. This indicates that if VAM is modified, it could more appropriately be used for developing higher levels of Affective Domain Processes such as Organization and Characterization.

7. The study revealed that the Value Analysis Model in addition to be effective, it could also retain the Affective Domain Processes. After removing the intervention programme, though the students retained the ADP in a significant way when the delayed post test is taken, it was not up to the level of pre test - post test difference. So it is an indicative of the need for more training and experience in Value Analysis Model. Also after one year of training in Value Analysis Model, worksheets are not needed because looking for more alternatives and weighing its relevance become a habitual thinking based on logic and essentially an art of thinking. Since similar results were obtained for students who taught using Value Clarification Model, it can also be given to students for a prolonged period until the clarification of values becomes a habit of the students.

8. The Instructional Materials evolved out of this research study can be used by teachers for taking value education classes on Value Analysis Model and Value Clarification Model for developing Affective Domain Processes especially ‘Valuing’, ‘Organization’ and ‘Characterization’. Further the ADPS developed by the Investigator can be a used for finding out the level of Affective Domain Processes.

9. The results of the study can be extended to the whole of India, since people of all states share the traditional values of India.
The study showed that dilemmatic situations involving values are an indispensable part of life and everyone should strive to overcome those difficulties and arrive at a proper decision. The children should be given training from childhood itself to make decisions when confronting dilemmatic situations.

By practicing these models of value education students will be able to think of long term negative effects of different alternatives that may prevent them from delinquent behaviours like lying, stealing, bullying, late coming, avoiding homework and truancy. Further they may commit violation of rules and laws, theft, corruption, murder, terrorism and other such crimes in the future also. The person trained in these models may think for a second time before committing any wrong acts. Also these models help students to think of positive long term effects that will urge them do good to others as well as society.

It is seen that majority of people having high educational and professional background fail in their interpersonal and family life. Since parents and teachers give undue importance to cognitive domain by way of securing high marks, the area of Affective Domain is neglected. The school and home have the vital responsibility of strengthening the affective domain of students along with the other cognitive and psychomotor domains.

The study showed that VAM and VCM were effective in developing Affective Domain Processes equally among students of High, Average and Low Emotional Maturity. Usually if students exhibit the emotions then and there, the teachers consider them as emotionally immature, and this may cause for low self-esteem. As per this study, students of any level of emotional maturity can be trained using Value Analysis Model and Value Clarification Model in enhancing Affective Domain Processes.

Educational experts, teachers, experts in the field of value education, politicians, philosophers, psychologists, counsellors, administrators, social workers etc can join hands together and discuss the problems of the adolescents and find ways to help them out of the problematic situation. They can implement Value Analysis Model and Value Clarification Model.
as an aid to logical thinking and reasoning in the way of curbing the problems faced by the young people.

15. Family, adult and child counselling centres can adopt the instructional materials especially the worksheets if they seem to suit to their particular situation. Otherwise they can apply their client’s particular problem in the structure of these models. The client-centered therapy can make use of these models in an effective manner.

16. As the study has established effectiveness of Value Analysis Model and Value Clarification model in solving dilemmatic problems and strengthen Affective Domain, NCERT, SCERT, CBSE and DIETs can replicate the study. If they get the same results they can provide orientation and training to teachers in the development of instructional material based on the models to teach at all levels of education. As these agencies can take bold actions and implement changes in the field of education, it is most urgent that they must look in the problems of the students very seriously and revitalize the field of Value Education.

17. In recognizing the growing need for Values Education, it may be introduced as a separate course for the simple reason that most teachers are not trained in Values Education. If we do not know how to use the modern technologies for the goodness of society, what is the need for scientific advancement? If the whole process of education is to be resulted in to the well being of society and the world at large, the Values Education should supervise all branches of knowledge. Simply saying, education should be imparted to children in a framework of Values. So the teachers must be trained in Values Education and also the students should be given separate values education classes with great emphasis upon the well being of society.

18. The study mainly focussed upon different value conflicts and dilemmas usually faced by the students in their day to day life. So teachers must be aware that all students are facing such issues throughout their education period. Therefore teachers must be ever ready to attend those issues of children and help them to see the problem from different angles. They should live the values and be role models for the children.
19. In the light of the findings of the present study, the old debate whether ‘values are caught or taught’ can be rephrased as ‘values are caught and taught’. A particular value can be caught by students through inculcation, moralizing and modelling of parents and teachers but they are not useful in the case of selecting a particular value in a value-conflicting situation. In such situations, selection of values can be taught using different models of Values Education. It must also be remembered that it is better to clarify than moralizing and that those who primarily inculcate and moralize young people are perhaps even harming them by denying the decision-making skills for guiding their own lives in a complex world.

20. Attitudes, values and skills cannot be developed by forcing students to memorise words, and also not by impositions. Experiences and opportunities must be given to internalise such attitudes and values, which can be sustained in the long run. The learner can only then take a conscious decision consciously and responsibly.

21. A key implication for values education is allowing time for reflection. If students are given time and space for thinking back on their experiences, they can then begin to see what is important to them, where mistakes are being made, where things can be improved and so on. The over packed curriculum will not invite any more activity in its school schedules. So this is a matter for the school to decide and prioritize.

22. NCERT Framework on Education for values (2012) states “Corporal punishment has been in practice in schools for a long time. Developmental psychologists have shown that children living with physical abuse and corporal punishment develop negative or hostile attitudes towards adults and exhibit other abnormalities, too. The physical violence experienced by a child or an adolescent causes severe harm to his/her psyche. It humiliates and produces strong feelings of self pity and shame. The mental block resulting from punishment becomes a heavy burden, which is not easy to remove. The Committee on the Rights of the child, the monitoring body for the UN Convention on the Rights of the Child (CRC), has twice recommended to India (in 2000 and 2004)
prohibition of corporal punishment in all settings”. Understanding this key issue, teachers can bring the child to the counselling room or staff room and using the worksheet of VAM make them realize the consequences of their action.

23. In Kerala, it is seen that only a few schools run under different management conduct values education classes where as Government schools do not conduct any type of Values Education. But in order to involve students in the decision-making on the problems of the school and local community on the issues of truancy, absenteeism, punctuality, taking care of school property etc. values education classes are necessary. Therefore as directed by NCERT state government should make provisions in the time table for values education classes.

6.6 Limitations Encountered in the Study

As the present study required three divisions of ninth standard from each school one following state syllabus and the other CBSE syllabus, the Investigator found it very difficult to get the required sample. In government and aided schools where state syllabus was followed the medium of instruction in only one division is English and other divisions were instructed through Malayalam. Finding out schools which follow only one medium of instruction in all the three divisions was a cumbersome job. Conducting an experiment outside the curricular subjects is really a challenging task before the Investigators particularly in the Indian context. The heavy workload vested upon the teachers and students usually do not permit them to spare their time for values education. In the present study, the Investigator encountered the same difficulty of getting around fifty class periods for conducting the experiment. Many schools were reluctant to allot the required class periods for the present study. Adding to this, the Investigator had to change one school after starting the experiment since the students were shuffled in to different divisions.
6.7 **Suggestions for Further Research**

One of the outcomes of the present investigation is that it opens up new areas for further research. The following are some of the suggestions in this regard:

- No human beings are excluded from value conflicts. So study can be conducted in different samples drawn from all levels of human life such as managers, heads of institutions, teachers, doctors and other professionals.
- The study can be extended using more sample from the same population.
- In the present study limited number of value conflicting situations was adopted while developing instructional materials. Research can be conducted including more value conflicting situations.
- Research can be made using different models of Values Education.
- The Value Clarification Model in this study made use of clarifying response strategy. As there are various other strategies like, value sheets, role-playing and value continuum further research can be conducted by making use of them.
- Surveys can be conducted to find the level of Affective Domain Processes among politicians, managers, principals, teachers etc.
- Role of cognition in the Affective Domain Processes can be studied.
- Affective Domain variables such as motivation, emotion, attitude and belief can be studied in order to develop Affective Domain Processes such as valuing, organization and characterization.
- Affective Domain Taxonomy was not studied well after Bloom et al. So more research should be conducted in this area.
- Studies can be conducted to compare the Affective Domain Processes of people of different ages to understand whether age and maturity affects decision making and thereby Affective Domain Processes.
- Attitude scale was used in the present study to find the Affective Domain Processes. Other techniques such as observation, teachers’ self-reports, perceptions of teachers, checklists, other supporting records, documents,
photographs, figures, anecdotes can be employed to understand Affective domain Processes of students.

- The goal and purpose of the teaching and learning in Affective Domain will provide extensive scope for further research.

- The present study utilised models of Values Education for developing Affective Domain Processes. New instructional method and activities should be designed within the Affective Domain.

- Studies can be carried out to know whether emotional intelligence and spiritual intelligence are related to Affective Domain Processes.

- Investigative studies may be conducted to find out, the interrelationships between rational, emotional and spiritual intelligences.

- Research studies may be conducted on the role of parents in developing Affective Domain Processes of their children.

- Using appropriate tools, character of children can be assessed.