Summary

What distinguishes man from all other living creature is his value system. Man and value are inseparable. The values embody man's conception of 'ought', which is indicative of the quality of beliefs and norms worth pursuing and preserving at all costs for an individual or a group. Values are the guiding principle decisive in day-to-day behaviours as also in critical life situation. Value education lies at the heart of the very concept of education; without the inclusion of this facet of education no process of teaching and learning can rightly be called education. It will be rather a contradiction in terms to say that a person is highly educated but does not recognize a value structure in his thoughts and actions. The education being imparted today in our schools and colleges is, in most cases, an example of such contradictions.

Education is a social-enterprise, aiming at development of worthwhileness in children. But present day trends in education are directed more towards individualism to almost complete neglect of humanism. Our educational system, today, is preparing only efficient individual not good human beings. Morality almost completely has lost its significance. Life is incomplete and meaningless without a sound sense of values. Our education today is preparing only efficient individuals; not good human beings.
Undoubtedly, all this points in one direction that our educational system is lacking in overall personality development of an individual. The right approach is to emphasize on the moral context in education. The only remedy to this situation lies in rightly conceiving and properly practicing education, which can raise the moral consciousness in the learner. It is the function of the state to encourage and promote good quality in its citizens. It is duty of the state to inculcate in man, the feelings of leading a virtuous life. Man, when perfected, is the best but, when separated from law and justice, he is the worst of all.

Education should enable an individual to become responsible towards him and the society; the essence of education is to develop the human personality in all its dimensions – intellectual, physical, social, moral and spiritual. Out of these dimensions, the development of values has not been attended properly. Now the question arises, how this can be achieved and for doing so we need to understand the term 'Value Education'. To understand and value education, one needs to clarify a 'value' first and then a moral value as well.

Shaver's view, values are “standard and principles for judging worth. They are criteria by which we judge things, people, objects, ideas, action and situations to be good, worthwhile, desirable, or on the other hand, bad, worthless, despicable, or of course, somewhere in between these extremes. We may apply our value consciously or they may function unconsciously as a part of the influence of our frame of
reference without our being aware of the standards implied by our
decisions”. The Shaver’s definition contains three key elements:

(i) The Values are concepts, not feeling. A value is a concept
that carries criteria for rating the things. Responsibility,
for example, is a value by which we judge the action of
others and ourselves.

(ii) The value exists in mind independently of self awareness.
Value often form a part of frame of judgement without
man’s conscious knowledge or deliberate choosing. For
example, a man may value hard work even though he
never made a choice to work hard or openly declared his
commitments to do so.

(iii) Values are dimensional rather than absolute categories.
In other words, they are criteria for judging degree of good
and bad, right and wrong, or praise and blame. Values
are not simply the presence or absence of these
characteristics. For example, we never consider a person
totally disciplined or totally undisciplined. Values,
according to Shaver may be aesthetic, instrumental and
moral.

- Aesthetic values are those by which we judge
beauty of an object or scene and only affect his/her
personal taste. Cleanliness is the least significant
moral value because it is involved in the issue of
personal preference.

- Instrumental values are standards set in order to
achieve other standards; rules concerning
discipline, attentiveness and punctuality are upheld not as ends in themselves but as means towards effective learning. Instrumental values are intermediary standards designed to serve larger ends.

Moral values, according to Shaver are, “the standards, the principles, by which we judge whether aims or action are proper”. Moral values possess two important characteristics: One, they vary widely in their importance and applicability. Second, they are more than merely personal taste. Shaver places moral values on a continuum from personal preference to basic value.

Shaver and Strong (1976) said, “Because moral values are used to justify and judge ethical decisions, and these have impact on the other people, moral standards are not merely matters of personal taste”. Moral values may vary in the degree of importance and quality, but all moral values expressed something more than individual standards.

Moral values have high priority in Value Education than aesthetic and instrumental value. When we are faced with moral dilemma (i.e. a decision that affects the welfare of others), we need to ask what we ought to do, rather than what we might like to do.
Value Analysis Model as a distinct way of Value Development:

Development of values in youth is a difficult task. Number of approaches have been suggested and tested. Results obtained are far from satisfactory. In fact domain value is multidimensional. It involves feeling, action and thought. The development of all these aspects of value system is needed. Value Analysis Model is a meaningful approach in this direction. This model trains people to deal rationally with ethical problems, having social issues. This model helps students to learn a highly systematic step-by-step process for making moral decisions. The value analysis approach has its origin from (i) the study of moral reasoning, and (ii) rational problem solving methods to social problems. It trains citizens to deal rationally with the ethical problems having social issues. Value Analysis Model deals with gathering and weighing the facts in a value judgement.

Major concepts used in Value Analysis Model:

(i) **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 same degree.

(ii) **Value Criterion**
To evaluate the desirability of consequences it is necessary to have a set of criteria.
(iii) **Probe Questions**

Probe questions are also known as in depth questions, which force students to do brainstorming.

(iv) **Value Analysis**

Value analysis provides a detailed, step-by-step for analyzing value questions, particularly complex issues involving a large number of facts and possible consequences. Value analysis trains citizens to deal rationally with the ethical problems.

**ASSUMPTIONS**

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 inconsistencies in behaviour of individuals.
4. To avoid the conditions of restlessness due to value conflict one should arrive at an appropriate and desirable conclusions.
5. If students are given opportunities to identify, discuss and evaluate alternative course of action along with the consequences, will be able to arrive at appropriate and desirable conclusion relevant to the situation.
In analyzing a value dilemma through Value Analysis Model a teacher has to follow seven phases. These seven phases are as following:

Phase 1: Presenting the Dilemma
Phase-2: Identification and Clarification of Value Conflict.
Phase-3: Asking for Conceivable Alternatives
Phase-4: Asking for possible consequences of each Alternative
Phase-5: Asking for Evidences to Support the Likelihood of consequences occurring
Phase-6: Asking for the evaluation of likely consequences occurring
Phase-7: Asking for Judgement as to which alternative seems best and why

Value Analysis Model has been found effective in developing moral judgement and value clarification of school students. The school students had favourable reaction towards these models (Singh, 1990).

STATEMENT OF THE PROBLEM

So the present investigator visualized a need to conduct an empirical study as to how value analysis model helps students in developing moral judgement, moral reasoning, and value clarification of school students. Moreover an investigation to see whether in the clarification and development of values the socio-economic status of the
individual, parental disciplinary practices and emotional intelligence of child pay any significant role.

Therefore, the present investigator defined the present problem as under:

“Effect of Value Analysis Model on Moral Reasoning of School Children in Delhi.”

Objectives of the Study:

1. To study the effect of value analysis model on moral reasoning of boys.
2. To study the effect of value analysis model on moral reasoning of girls.
3. To study the effect of value analysis model on moral reasoning of both boys & girls.
4. To compare the effect of value analysis model on the development of moral reasoning of boys at different levels of emotional intelligence.
5. To compare the effect of value analysis model on the development of moral reasoning of girls at different levels of emotional intelligence.
6. To compare the effect of value analysis model on the development of moral reasoning of both boys & girls at different levels of emotional intelligence.
7. To compare the effect of value analysis model on the development of moral reasoning of boys belonging to different socio-economic status.
8. To compare the effect of value analysis model on the development of moral reasoning of girls belonging to different socio-economic status.

9. To compare the effect of value analysis model on the development of moral reasoning of both boys & girls belonging to different socio-economic status.

10. To compare the effect of value analysis model on the development of moral reasoning of boys in relation to different types of attitude of parents towards their children.

11. To compare the effect of value analysis model on the development of moral reasoning of girls in relation to different types of attitude of parents towards their children.

12. To compare the effect of value analysis model on the development of moral reasoning of both boys & girls in relation to different types of attitude of parents towards their children.

Hypotheses:

1. Value Analysis Model has a positive significant effect on the development of moral reasoning of boys.

2. Value Analysis Model has a positive significant effect on the development of moral reasoning of girls.

3. Value Analysis Model has a positive significant effect on the development of moral reasoning of both boys & girls.

4. In the development of moral reasoning of boys through value analysis model, emotional intelligence is a significant factor.
5. In the development of moral reasoning of girls through value analysis model, emotional intelligence is a significant factor.

6. In the development of moral reasoning of both boys & girls through value analysis model, emotional intelligence is a significant factor.

7. In the development of moral reasoning of boys through value analysis model, socio-economic status is not a significant factor.

8. In the development of moral reasoning of girls through value analysis model, socio-economic status is not a significant factor.

9. In the development of moral reasoning of both boys & girls through value analysis model, socio-economic status is not a significant factor.

10. In the development of moral reasoning of boys through value analysis model, accepting attitude of parents is a significant factor.

11. In the development of moral reasoning of boys through value analysis model, concentrating attitude of parents is not a significant factor.

12. In the development of moral reasoning of boys through value analysis model, avoiding attitude of parents is not a significant factor.

13. In the development of moral reasoning of girls through value analysis model, accepting attitude of parents is a significant factor.
14. In the development of moral reasoning of girls through value analysis model, concentrating attitude of parents is not a significant factor.

15. In the development of moral reasoning of girls through value analysis model, avoiding attitude of parents is not a significant factor.

16. In the development of moral reasoning of both boys & girls through value analysis model, accepting attitude of parents is a significant factor.

17. In the development of moral reasoning of both boys & girls through value analysis model, concentrating attitude of parents is not a significant factor.

18. In the development of moral reasoning of both boys & girls through value analysis model, avoiding attitude of parents is not a significant factor.

Delimitations of the Study:

Due to limitations of time and resources, the present investigation has been delimited to the following aspects:

1. The Study was delimited to a sample of 200 students only.

2. The Study was delimited to students of adolescent age group studying in Senior Secondary Schools of Delhi.

3. The Study was delimited to the following tools:
   (a) Standardized moral dilemmas developed by Raths, Kohlberg and others and adapted by investigator herself was used to measure moral maturity.
(b) Dr. Meenakshi's socio-economic status scale was used in order to see socio-economic status of subjects.

(c) Mangal Emotional Intelligence Inventory by S.K. Mangal and Shubhra Mangal was used to know the level of emotional intelligence of the subjects.

(d) Dr. G.P. Sherry and Dr. J.C. Sinha's family relation Inventory was used to see parents attitude towards their children.

(e) All these tests were standardized with well defined reliability and validity.

4. Only three independent variables viz. socio-economic status, emotional intelligence, and parental attitude were taken up to study their effect on the development of moral reasoning.

Sample:

A representative cluster sample of 200 students were selected for the study. The subjects were the adolescents studying in XI class in various high schools. All the students of a particular class were included in the sample. The subjects selected were from various types of schools of Delhi i.e. Hindi Medium/English Medium.

Procedure and Design of the Study:

- A sample of 200 students was drawn from the schools of Delhi. Taking into consideration that adolescents can well understand
and explain the concept of values the students studying in XI class were selected. Rapport was established with the subjects and they were clearly told that these tests had nothing to do with their achievement in the final examinations. It was further clarified that the data so collected would be used for research purposes only and their scores in the tests would be kept confidential. In order to obtain moral reasoning scores of the subjects under study five moral dilemmas were administered to each subject and their moral reasoning scores were computed at pre-test stage. In keeping with the objectives of the study training in “Value Analysis Model” was given to all the subjects. After imparting training through “Value Analysis Model’, for measurement of moral maturity, some standardized moral dilemmas were given to students. These moral dilemmas were different from the ones used in Value Analysis Model but similar to those used at the pre-test stage,

- Dr. Meenakshi’s Socio-Economic Status scale was used to see subjects Socio-Economic Status.

- Mangal Emotional Intelligence Inventory by S.K. Mangal and Shubhra Mangal was used to know levels of emotional intelligence of subjects.

- To see the family attitude, family relation inventory scale by Dr.(Mrs.) G.P. Sherry and Dr. Jagdish Chander Sinha was used.
Statistical Techniques Used:

Mean, S.D. and t-values were computed for testing the significant difference between student's performance in pre and post test and the mean gain scores of subjects.

Findings of the Study:

1. Value Analysis Model has a positive significant effect on the development of moral reasoning of boys.

2. Value Analysis Model has a positive significant effect on the development of moral reasoning of girls.

3. Value Analysis Model has a positive significant effect on the development of moral reasoning of both boys and girls.

4. Emotional intelligence has a positive significant effect on the development of moral reasoning of boys as a result of Value Analysis Model.

5. Emotional intelligence has a positive significant effect on the development of moral reasoning of girls as a result of Value Analysis Model.

6. Emotional intelligence has a positive significant effect on the development of moral reasoning of both boys and girls as a result of Value Analysis Model.
7. Socio-economic status of boys does not have a significant effect on the development of moral reasoning as a result of Value Analysis Model.

8. Socio-economic status of girls does not have a significant effect on the development of moral reasoning as a result of Value Analysis Model.

9. Socio-economic status of both boys and girls does not have a significant effect on the development of moral reasoning as a result of Value Analysis Model.

10. Accepting Attitude of Parents has a positive significant effect on the development of moral reasoning of boys as a result of Value Analysis Model.

11. Concentrating Attitude of Parents does not have a significant effect on the development of moral reasoning of boys as a result of Value Analysis Model.

12. Avoiding Attitude of Parents has an adverse effect on the development of moral reasoning of boys as a result of Value Analysis Model.

13. Accepting Attitude of Parents has a positive significant effect on the development of moral reasoning of girls as a result of Value Analysis Model.

14. Concentrating Attitude of Parents does not have a significant effect on the development of moral reasoning of girls as a result of Value Analysis Model.
15. Avoiding Attitude of Parents has an adverse effect on the development of moral reasoning of girls as a result of Value Analysis Model.

16. Accepting Attitude of Parents has a positive significant effect on the development of moral reasoning of both boys and girls as a result of Value Analysis Model.

17. Concentrating Attitude of Parents does not have a significant effect on the development of moral reasoning of both boys and girls as a result of Value Analysis Model.

18. Avoiding Attitude of parents has an adverse effect on the development of moral reasoning of both boys and girls as a result of Value Analysis Model.

Conclusion:

There is a significant positive impact of value analysis model on the development of moral reasoning of children. On the basis of findings of the present investigation the following conclusions concerning development of moral reasoning can be drawn:

When the data were analyzed with respect to different socio-economic group, it was observed that Socio-Economic Status has no specific effect on development of moral reasoning as a result of Value Analysis Model. However, emotional intelligence is found to have a positive significant effect on development of moral reasoning as a result of value analysis. Similarly with respect to different types of
parental attitude i.e. accepting, concentrating, avoiding, accepted group was found to have significant positive gain score on moral reasoning as a result of Value Analysis Model in comparison to the concentrated group and avoided group.