

## EFFECTIVENESS OF VALUE ANALYSIS MODEL IN DEVELOPING VALUE CLARIFYING COMPETENCIES OF TEACHER EDUCATION STUDENTS

**Author's Name:** Dr. Mohammed Shafiuddin

**Affiliation:** AFS Department, Oman College of Management and Technology, Oman

**E-Mail:** [mohammed.shafiuddin@omacollege.edu.om](mailto:mohammed.shafiuddin@omacollege.edu.om)

**DOI No. – 08.2020-25662434**

### *Abstract*

*The present research is conducted to find the effectiveness of value analysis model in developing value clarifying competencies of teacher education students in SRK Telugu Pandit Training College, Mancherial, Telangana State, India in this study Lecture-Demonstration- Discussion (LDD) and Demonstration- Lecture-Discussion (DLD) in terms of attaining value analysis model (VAM). This research also focused on the effect of VAM on the concepts of selected values by considering moral judgment as a covariate. The research also concentrated on the reactions of the teacher training students towards VAM.*

**Keywords:** *Lecture-Demonstration- Discussion (LDD), Demonstration- Lecture-Discussion (DLD), Value Analysis Model (VAM) and competencies*

### **OBJECTIVES OF THE RESEARCH**

1. Study and compare two training strategies LDD and DLD in terms of attainment in theory of VAM.
2. Study the effect of VAM on the concepts of selected values by considering socio-economic status as a covariate.
3. Study the effect of VAM on the concepts of selected values by considering pre-treatment concept scores as a covariate.
4. Study the reaction of the teacher training students towards VAM
5. Study the effect of VAM on relatives priorities given to selected values by the students

### **SAMPLE**

For this research 60 students (32 male 28 female) from SRKTPT College, Mancherial were selected. These 60 students were grouped into three, each group was comprised of 20 students. The first two groups are named as experimental groups and the last group was named as controlled group.

### **RESEARCH DESIGN**

In this research the pre-test post- test parallel design was used.

### **TOOLS**

In this research the following tools are used.

### **DEFINING ISSUE TEST**

Based on Kohlberg Theory of six stages of moral reasoning the defining issues test (DIT) assesses moral judgments. In this the objective test that constructed on multiple choice rating and non-rating system.

### **WILLINGNESS SCALE**

This scale was devised and developed by Passi and Sansanwal which is used to measure the willingness of teacher training students

### **VALUE ANALYSIS MODEL**

By this model theoretical knowledge and understanding as assessed.

General Reaction Scale: This scale was used to measure the reaction of subjects towards value analysis model.

### **STATISTICAL TECHNIQUES USED**

Statistical Mean, Standard Deviation, Correlated and ANCOVA were used to analysis data.

### **CONCLUSIONS**

1. The LDD and DLD strategies are significantly effective in enhancing the attainment in VAM Model.
2. VAM is effective in developing the ability of recognition of values like dedication to the profession, scientific outlook and cooperation.
3. VAM is effective in developing the concept of values when the students are in the groups.
4. VAM is effective in developing the value of judgment of values of nationalism.
5. The students who was treated through VAM have positive reaction towards VAM.
6. When groups are equated on moral judgment the VAM is effective in developing the relative priority to all the selected values.
7. When groups are equated on socio-economic status the VAM is found effective in developing the concepts.
8. VAM is effective in developing the relative priorities of recognition of values.
9. The students treated through VAM have favorable willingness for the implementation of the models.
10. VAM is effective in developing conceptual teaching if they are trained through LDD model