

Comparison of Value Discussion Model with Value Analysis Model in Terms of Self-Confidence of B.Ed. Students of Indore City

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ABSTRACT

The present study entitled as “Comparison Of Value Discussion Model With Value Analysis Model In Terms Of Self-Confidence Of B.Ed. Students Of Indore City” belonging to the area of models of teaching. It was an Experimental study. It was an attempt to answer questions, such as; did Value Discussion Model and Value Analysis Model help individuals in developing Self Confidence? The objective of the study was to compare adjusted mean scores of Self-Confidence of Value Discussion Model, Value Analysis Model and Traditional Method Groups by considering Pre-Self-Confidence as covariate. Hypothesis of the study was there is no significant difference in adjusted mean scores of Self-Confidence of Value Discussion Model, Value Analysis Model and Traditional Method Groups by considering Pre-Self-Confidence as covariate. Random Sampling Method was used to select three colleges as sample from the list of available B.Ed colleges. Data was analyzed with the help of One Way ANCOVA. The finding indicated that both Value Discussion Model and Value Analysis Model were found to enhance Self-Confidence to the same extent when Pre-Self-Confidence was taken as covariate. But Traditional Method was found to enhance Self-Confidence significantly more than Value Discussion Model but not Value Analysis Model when Pre-Self-Confidence was taken as covariate.

Keywords: Models of Teaching, Value Discussion Model, Value Analysis Model, Self Confidence

INTRODUCTION

The present study was titled as “Comparison of Value Discussion Model with Value Analysis Model in terms of Self-Confidence of B.Ed. students of Indore”. It was an Experimental study.

Self-confidence, then, is the braveness to recognize yourself, believe in yourself, and act to your beliefs. A definition of self-self-assurance is a positive feeling about oneself and the sector that results in brave moves born out of a experience of self-appreciate.

Self-confidence is a mind-set approximately your skills and capabilities. It means you take delivery of and agree with yourself and have a sense of control for your life. You already know your strengths and weak spot nicely, and feature a tremendous view of yourself. You put practical expectations and desires, talk assertively, and may manage criticism.

DEFINITION

According to Shruger&Schohn (1995) “People’s sense of competence and skill their perceived capability to deal effectively with various situations”.

Teachers are the nation builders having confidence and optimistic attitude can improve their overall effectiveness which is primary need of quality education and it helps the students to cope up with new challenges in the field of education. Every student needs a confidence boost from time to time and teacher should make constructive changes in his/her attitude towards teaching to develop self-confidence of students. A teacher has a great responsibility on his/ her shoulders, so a teacher’s attitude towards teaching and self-confidence can make a significant impact on the learner and the learning environment which helps to boost their self-confidence and to develop positive attitude towards teaching.

The future world shall be a knowledge oriented, technology driven and fast changing world. Teachers have to prepare young generation with the competence as they need to enter a world that is in rapid revolution. This means school curriculum, approaches and method of teaching need to adopt vary rapidly the changing needs of society. Teachers need to be fully equipped with rigorous intellectual and moral qualities to understand.

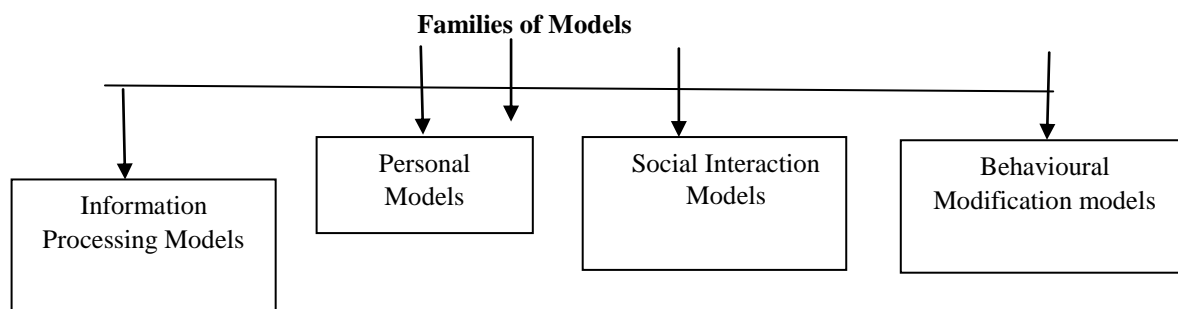
Models of teaching:

Models of Teaching have been developed on the basis of theories from Psychology, Sociology, etc. and researches on effective teacher behaviors. Models of Teaching are structured logically, consistent, cohesive and logically described alternative patterns of teaching.

Sansanwal and Singh (1990) defined that “A Model of Teaching is a blue print where in theory based, well sequenced, replicable steps are given for the creation of certain Instructional effects in the Learner”.

Classification of Models:

Joyce and Weil (1980) have classified the Models of Teaching according to their purpose into four families.



1. Information Processing Models: These Models are designed to enhance the ability of information processing and mastering the information and to focus directly on intellectual capability like thinking, methods of inquiry and mastery of the subject matter.

2. Personal Models: Models from this family orient towards the individuals and the development of the self hood.

3. Social Interaction Models: The Models of this family emphasize the relationship of the individual to society or to the other persons. They focus on the process by which reality is socially negotiated consequently models from this orientation give priority to the implement of the individual’s ability to relate to others, to engage in democratic process and to work productively in the society. The objective of Social Inter Interaction Models is to help students to work together to identify and solve academic and social problems. They are also helpful in enhancing the ability of group organization, problem identification, value clarification, value reasoning and social skills.

4. Behavioral Modification Models: The main objective of Behavioral Models is to change the observable behavior of the person rather than the underlined psychological structure and unobservable behavior.

Value Discussion Model:

Value Discussion Model is based on Kohlberg's Cognitive Theory of Moral Development. It is developed by Beer and in Indian condition it is developed by Sansanwal (1986). It belongs to Social Interaction Model Family.

Value Analysis Model:

Jeroled Coombs (1971) was the main theorist of Value Analysis Model. He proposed Value Analysis Model to help students to learn a highly systematic step by step process for making decisions. Later on Fraenkel (1977) proposed a system to analyze Value Conflicts. Keeping in view the ideas expressed by Coombs and Fraenkel a model, namely, Value Analysis Model was structured by Passi, Sansanwal and Singh (1988) during a workshop on "Value Orientation of B.Ed. student teachers" held at the Department of Education, Devi AhilyaVishwavidyalaya, Indore, sponsored by N.C.E.R.T., New Delhi. It belongs to Social Interaction Model Family.

Objective:

- To compare adjusted mean scores of Self-Confidence of Value Discussion Model, Value Analysis Model and Traditional Method Groups by considering Pre-Self-Confidence as covariate.

Hypotheses:

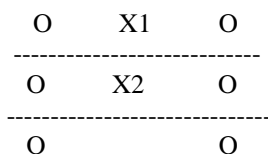
- There is no significant difference in adjusted mean scores of Self-Confidence of Value Discussion Model, Value Analysis Model and Traditional Method Groups by considering Pre-Self-Confidence as covariate.

Sample:

The population for the present study was students of B.Ed. Colleges situated in Indore City and affiliated to Devi Ahilya Vishwavidyalaya, Indore. From the available colleges, three colleges were selected using Random Sampling Method. The selected colleges were Shri GujratiSamaj B.Ed. College, Shri Jain DiwakarMahavidyalaya and Christian Eminent Academy. All students studying in these colleges were taken for the study. Thus the sample comprised of 166 students studying at B.Ed. level in the above mentioned colleges.

Experimental design:

The present study was Experimental in nature. The Nonequivalent Control Group Design was used. According to Campbell and Stenly (1963), the layout of Nonequivalent Control Group Design is as follow:



There were three groups. The groups receiving the Treatment were called Experimental Groups while the group continuing with the Traditional Method was named as Control Group. All the three groups were pre-tested by administering Self-Confidence Inventory. Experimental Group-I was treated through Value Discussion Model and Experimental Group-II was treated through Value Analysis Model.

Tools:

Self – confidence:

In order to select the suitable tool to assess Self-confidence, available tool were considered as listed in Table 1.

Table 1: Self-Confidence Scales: Author, Age, Language and Reliability Coefficient

Name of the Tool	Author	Age	Language	Reliability Coefficient
Agnihotri's Self-Confidence Inventory	Agnihotri	Adults	Hindi	Test-retest reliability coefficient= 0.78

From table 1 it is clear that two Inventories were available. Agnihotri's Self- Confidence Inventory was available for adults. So on the basis of availability and reliability coefficient, Agnihotri's Self-Confidence Inventory was used for assessing Self-Confidence of the students. It comprised of 56 statements. The subject responded to each item in terms of right or wrong. There was no time limit for responding. The 'Yes' response to any item indicated lack of Self-confidence and was given a score of one. A score of zero was given to a 'NO' response which indicated higher level of Self-confidence. Its' Test-retest reliability coefficient was found to be 0.88. The Self-Confidence had Content Validity.

Procedure of data collection:

The present study was experimental in nature. With the help of Random Sampling Technique researcher selected three B.Ed. Colleges from Indore City. The permission from the Principals of the selected colleges was taken. The students taken up for this study were told about the objective of this study with a purpose to establish rapport with them. The groups receiving the Treatment were called Experimental Groups while the third was Control Group. Experimental Group-I was treated through Value Discussion Model and Experimental Group-II was treated through Value Analysis Model. The third group continued with routine activities of the classroom and was called Control Group. All Groups were pre tested through standardized Self-Confidence Inventory. After pre testing of all the three groups, the experiment was started. Experimental Group-I was treated through Value Discussion Model. Before starting the treatment orientation of Value Discussion Model was given.

Experimental Group-II was treated through Value Analysis Model by using same 30 dilemmas as used for Experimental Group-I. At the end of experiment dependent variables of all the three groups were post tested with the help of same tool as used at the pretest stage. The scoring was done of standardized tool with the help of scoring key given in the respective manuals.

DATA ANALYSIS

For comparing the adjusted mean scores of Self-Confidence of Value Discussion Model, Value Analysis Model & Traditional Method Groups by taking Pre-Self-Confidence as covariate, one way ANCOVA was used.

Comparison of Adjusted Mean Scores of Self-Confidence of Value Discussion Model, Value Analysis Model & Traditional Method Groups by taking Pre- Self-Confidence As Covariate

The objective was to compare adjusted mean scores of Self-Confidence of Value Discussion Model, Value Analysis Model and Traditional Method Groups by considering Pre-Self-Confidence as covariate. The data were analysed with the help of One Way ANCOVA and the results are given in Table 1.

Table 2: Summary of One Way ANCOVA of Self-Confidence by taking Pre- Self-Confidence as covariate

Source of variance	df	SS _{y.x}	MSS _{y.x}	F _{y.x}	Remark
Treatment	2	258.04	129.02	3.92	p<0.05
Error	162	5334.62	32.93		
Total	166				

From Table 2 it is evident that the Adjusted F-Value is 3.92 which is significant at 0.05 level with df= 2/ 162. It shows that the adjusted mean scores of Self-Confidence of Value Discussion Model, Value Analysis Model and Traditional Method Groups differ significantly when Pre- Self-Confidence was taken as covariate. Thus the null hypothesis that there is no significant difference in adjusted mean scores of Self-Confidence of Value Discussion Model, Value Analysis Model and Traditional Method Groups by considering Pre- Self-Confidence as covariate is rejected. In order to know which groups' adjusted mean scores of Self-Confidence differs significantly, the data were further analyzed with the help of t-test and the results are given in Table 3

Table 3: Treatment-wise comparison of adjusted mean scores of Self-Confidence by considering Pre-Self-Confidence as covariate

Groups	Adjusted Mean	SE	Value Analysis Model Group	Traditional Method Group
Value Discussion Model	19.81	0.76	1.28	2.61**
Value Analysis Model	21.19	0.78		1.34
Traditional Method Group	22.68	0.79		

**Significant at 0.01 level

From Table 3 it is evident that the t-value for Value Discussion Model and Value Analysis Model Groups is 1.28 which is not significant. It shows that the adjusted mean scores of Self-Confidence of Value Discussion Model and Value Analysis Model Groups did not differ significantly. It may, therefore, be said that both Value Discussion Model and Value Analysis Model were found to enhance Self-Confidence to the same extent when Pre-Self-Confidence was taken as covariate.

From Table 3 it is evident that the t-value for Value Discussion Model and Traditional Method Groups is 2.61 which is significant at 0.01 level with df= 107. It shows that the adjusted mean scores of Self-Confidence of Value Discussion Model and Traditional Method Groups differ significantly. The Adjusted mean score of Self-Confidence of Value Discussion Model Group is 19.81 which is significantly lower than that of Traditional Method Group whose adjusted mean score of Self-Confidence is 22.68. It may, therefore, be said that Traditional Method was found to enhance Self-Confidence significantly more than Value Discussion Model when Pre-Self-Confidence was taken as covariate.

From Table 3 it is evident that the t-value for Value Analysis Model and Traditional Method is 1.34 which is not significant. It shows that the adjusted mean scores of Self-Confidence of Value Analysis Model and Traditional Method Groups did not differ significantly when Pre-Self-Confidence was taken as covariate. It may, therefore, be said that Value Analysis Model as well as Traditional Method were found to enhance Self-Confidence to the same extent when Pre-Self-Confidence was taken as covariate.

FINDING:

Both Value Discussion Model and Value Analysis Model were found to enhance Self-Confidence to the same extent when Pre-Self-Confidence was taken as covariate. But Traditional Method was found to enhance Self-Confidence significantly more than Value Discussion Model but not Value Analysis Model when Pre-Self-Confidence was taken as covariate.

DISCUSSION

Both Value Discussion Model and Value Analysis Model were found to enhance Self-Confidence to the same extent when Pre-Self-Confidence was taken as covariate. But Traditional Method was found to enhance Self-Confidence significantly more than Value Discussion Model but not Value Analysis Model when Pre-Self-Confidence was taken as covariate. No research study was found related to this aspect. Both Value Analysis Model and Value Discussion Model were found to enhance Self-Confidence to the same extent because in both these Models students analyzed the given dilemma; thought about possible alternatives for the central character, and analyzed each alternative on the basis of short range and long range consequences which affected the central character and other members who were related to the main character. Students evaluated each consequence on the basis of value criteria and choose best alternative. Students justified the selected alternative. This process might have developed Value Judgment Skill and Decision Making Skill. In this way student started believing in their own abilities and powers of reasoning. This might be the reason for the development of students Self-confidence level to the same extent.

On the other hand in Traditional Method students were inactive. They did not participate during the lecture if they were not interested. Even the teacher might not have forced them to answer the question which the teacher asked or some student asked. Only a few students might have participated in the classroom discussion. So they did not get chance to test their Self-confidence. This might have helped them to maintain it wherever it was. Mostly students have high Self-confidence. On the other hand in Value Discussion Model, students were active through the Model. They participated during discussion and supported their own decision. They might have come to know that the position taken by them was not correct because they might not have justified it. Frequent change of their position might have been responsible for lower Self-confidence.

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