

Effectiveness of Value Analysis Model on Emotional Intelligence of Middle School Students

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ABSTRACT

IN THE PRESENT STUDY, CHECK THE **EFFECTIVENESS OF VALUE ANALYSIS MODEL ON EMOTIONAL INTELLIGENCE OF MIDDLE SCHOOL STUDENTS**". IT WAS EXPERIMENTAL STUDY THE RANDOM TECHNIQUE USED FOR THE STUDY TECHNIQUE WAS USED FOR THIS STUDY. RESULT WAS VALUE ANALYSIS S MODEL WAS EFFECTIVE.

INTRODUCTION

EDUCATION IS VERY IMPORTANT FOR EVERY CHILD. IT CAN HELP TO UPGRADE THE STUDENT ITSELF. EDUCATION CAN ALSO LEAD TO MORE ACCURATE HEALTH BELIEFS AND KNOWLEDGE, AND THUS TO BETTER LIFESTYLE CHOICES, BUT ALSO TO BETTER SKILLS AND GREATER SELF-ADVOCACY. EDUCATION IMPROVES SKILLS SUCH AS LITERACY, DEVELOPS EFFECTIVE HABITS, AND MAY IMPROVE COGNITIVE ABILITY. EDUCATION PLAYS A MAJOR ROLE IN THE SUCCESS OF STUDENTS IN EACH AND EVERY ASPECT OF THE DISCIPLINE. EDUCATION PROVIDES THE PLATFORM TO EACH AND EVERY STUDENT TO ENHANCE THEIR SKILLS, PREPARE THEM PHYSICALLY, AND DEVELOP THEIR CONFIDENCE LEVELS. THE STUDENTS COME FROM VARIOUS BACKGROUNDS LIKE RURAL & URBAN. THE STUDENTS AT THIS STAGE FEEL LOTS OF PROBLEMS LIKE LACK OF COMMUNICATION SKILLS, STAGE FEAR, NOT ABLE TO COPE UP WITH THE FACULTIES, LACK OF PARTICIPATIVE NATURE ETC., INCORPORATING SOCIAL AND EMOTIONAL LEARNING PROGRAMS INTO COLLEGES CAN BE CHALLENGING, AS PROGRAMS MUST ADDRESS A VARIETY OF TOPICS IN ORDER TO BE SUCCESSFUL. IN THE INDIAN TRADITION THE VALUE OF INTELLECTUAL IS EXPRESSED IN A FAMOUS SAYING: "EDUCATION DEVELOPS A DISCIPLINED MIND, DISCIPLINED MIND LEADS TO WORTHINESS, WORTHINESS BRINGS PROSPERITY, AND PROSPERITY ENABLES A PERSON TO LEAD A DUTIFUL LIFE AND ULTIMATELY TO HAPPINESS."

EMOTIONAL INTELLIGENCE

Emotional Intelligence refers to the capacity to recognize and manage our own feelings and to recognize and respond effectively to those of others. There are various theorists who have developed different models of emotional intelligence. They are very similar but have a few variations in how they are structured. For the purposes of these lessons, we have chosen to use Daniel Goleman's model with four domains: self-awareness, self-management, social awareness and relationship management.

III RATIONAL

Studies the review of literature researcher found the so many studies of emotional intelligence and value analysis model. During the entire study of the subject researcher explored many aspects of Values and emotional intelligence and how impactful it can be for students. As every student had a different thought and that unique thought was also playing a crucial role in defining what they will be. They considered many factors during the survey during the entire study of the subject researcher explored many aspects of Values and emotional intelligence and how impactful it can be for students. As every student had a different thought and that unique thought was also playing a crucial role in defining what they will be. They considered many factors during the survey Dharanendrappa, S. N. The study shows that there is a positive relationship

between mental health, emotional intelligence and academic achievement among secondary school students. Students. Pushing, Batfowl and Singh, Mridula (2008) studied emotional intelligence and the use of coping strategies. Basu (2010) carried out a study on emotional intelligence and teacher Effectiveness of secondary school teachers. The findings showed that the emotional Intelligence of secondary school teachers varied significantly and the teacher Effectiveness of secondary school teachers differed significantly when gender was taken into consideration. Emotional intelligence of secondary school teachers was significantly positively correlated with their teacher effectiveness. Ponni (2011) made a study on emotional intelligence of secondary school Teachers towards teaching profession. There was a significant difference among the Secondary school teachers in their emotional intelligence belonging to different types of School.

Some researchers namely Lanka (1989), Singh (1989), Hota (1989), Passi & Singh (1990) have studied the effectiveness of value analysis model in terms of developing the values of B.Ed. student teachers. Singh (1990) have studied the effectiveness of value analysis model for school children. Singh and Singh (1991), Gupta (1991) and Sharma (1994). The summarizes of these studies have been given below: Lenka (1989) conducted a study namely, "A comparative study of the two training strategies for value analysis model. The sample of the study consisted of 36 B.Ed. students. The data were collected by using value analysis model -theory check-up, teaching analysis guide, General reaction scale, willingness Scale developed by Passi & Sansanwal (1986), General Mental ability and general knowledge test, teaching aptitude and general Hindi test. The obtained data were analyzed by using analysis of co-variances" test, mean and SD. The results indicated that the student teachers improved their competency in teaching through value analysis model. Hota (1989) conducted a study namely, "Effect of value analysis model on variables related to cognitive and affective domains". The sample of the study consisted 54 student teachers of B.Ed course. The data were collected by using tools-Value Analysis Model-Theory Checkup, Value Clarification Battery, Verbal Reasoning (Ojha 1975), General Reaction scale etc. The obtained data were analyzed by using statistical techniques, namely, trend analysis and analysis of covariance. The study showed that (i) Value analysis model found to be effective in promoting the ability to identify the values (ii) value analysis model was equally effective in influencing the ability to judge values; (iii) value analysis model influenced significantly the self-concept, emotional adjustment of the students; (iv) the student teachers trained in value analysis model had favorable reaction towards the model and were willing to implement it in their schools. Singh, R.N. (1989) conducted a study, namely, "Effectiveness of value analysis model in developing the competency of value clarification". This was conducted on 36 B.Ed. students. The data were collected by using tools-Value Clarification Battery, General Mental Ability and General Knowledge Test and Teaching Aptitude and General Hindi Test. The obtained data were analysed by using analysis of covariance. The study showed that value analysis model was effective in developing the ability of value identification and in developing the ability to give preference to values. But there are no researches to increased emotional intelligence by using value analysis model.

IV STATEMENT OF PROBLEM

Effectiveness of Value Analysis Model on Emotional Intelligence of middle School Students".

V RESEARCH OBJECTIVES

1. To compare the effect of value analysis model on emotional intelligence of the students.
2. To compare the effect of value analysis model on emotional intelligence of the boys.
3. To compare the effect of value analysis model on emotional intelligence of the girls.

VI HYPOTHESES

1. There is no significant effect of mean of emotional intelligence score of student's pre and post-test.
2. There is no significant effect of mean of emotional intelligence score of boy's pre and post-test.
3. There is no significant effect of mean of emotional intelligence score of girl's pre and post-test.

VII SAMPLE

Researcher took 23girls and 27 boys CBSE schools of Bhopal city. Details are following:

Table 1: Details of boys and girls

SR NO.	SCHOOLS NAME	BOYS	GIRLS
1	Vivekananda public school Bhopal	27	23

VII TOOL DESCRIPTION

For the present research researcher used standardized test details are following

A. EMOTIONAL INTELLIGENCE TOOL Emotional intelligence scale has been designed with the five components of the emotional intelligence. 10 items were selected from each component and from the pilot study and statically analysis of the primary scale 10 items were eliminated finally 40 items were included in the scale. This scale is a combination of the EI and EC. **Self-control, Trustworthy, conscientious, Adoptability, Innovation.**

B. VALUE ANALYSIS MODEL researcher used Passi and Singh value analysis model two lesson plan for their work detail of the model as follows.

MAJOR CONCEPTS USED IN VALUE ANALYSIS MODEL: To understand the theoretical and behavioral aspect of value analysis model it is essential to have an understanding of concepts used in this model. The following are the major concepts used in value analysis model:

1. Value dilemma
2. Value conflict
3. Value criterion
4. Probe question
5. Value analysis

VIII PROCEDURE OF DATA COLLECTION

Researcher did experimental research. First took pretest of the students then used the value analysis model. And took post test

Experimental design one group pretest post test

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IX DATA ANALYSIS

Researcher was want to used correlated t test, but gathered data not normal so researcher used non parametric test Wilcoxon sign rank T test.

COMPARE THE EFFECT OF VALUE ANALYSIS MODEL ON THE DEVELOPMENT OF STUDENTS AT DIFFERENT LEVELS OF EMOTIONAL INTELLIGENCE.

The first objective was to compare the mean rank of emotional intelligence of students & hypothesis was there is no significant difference between the mean ranks of emotional intelligence students' the data were analyzed with the help of Wilcoxon sign rank test. The results are given in table 2 below

Table 2 summary of Wilcoxon sign rank test for comparison of emotional intelligence of students

Null hypothesise	Test	Significant	Decision
The median of difference between pre and post equal 0	Related wilcoxon sign rank	000	Reject the null hypotheses

From the table 2, it is clear that the value of Wilcoxon signed rank test for emotional intelligence for which the value of two-tailed significance is 0.000 which is less than 0.01 level of not significance, in this view, the null hypothesis “there is no significant difference between the mean ranks of emotional intelligence of students”, is rejected. Hence, there is significant difference between the mean ranks of emotional intelligence of the students.

Wilcoxon signed ranks test

Ranks		N	Mean Rank	Sum of Ranks
Posttest-pretest	Negative ranks	11 ^a	23.36	257.00
	Positive ranks	39 ^b	26.10	1018.00
	Ties	0 ^c		
	Total	50		

Test statistics

	Posttest-pretest
Z	-3.673 ^b
.sig.(2-tailed)	.000

COMPARE THE EFFECT OF VALUE ANALYSIS MODEL ON EMOTIONAL INTELLIGENCE OF BOYS STUDENTS

The second objective was to compare the mean rank of emotional intelligence of boys students & hypothesis was there is no significant difference between the mean rank of emotional intelligence of pre score of boy’s students and post score of boys. The data were analyzed with the help of Wilcoxon sign rank test. The results are given in table 4 .4 below

Table 3 summary of Wilcoxon sign rank test for comparison of emotional intelligence of boys students

Null hypothesise	Test	Significant	Decision
The median of difference between pre and post equal 0	Related wilcoxon sign rank	000	Reject the null hypotheses

From the table 3, it is clear that the value of Wilcoxon signed rank for emotional intelligence for which the value of two-tailed significance is 0.000, which is less than 0.01 level of significance, In this view, the null hypothesis “there is no significant difference between the mean rank of emotional intelligence of pre score of boys students and post score of boys “, is rejected. Hence, there is significant difference between the mean ranks of emotional intelligence of pre score of boys and post score boys’ students.

Wilcoxon signed ranks test

Ranks			
	N	Mean Rank	Sum of Ranks
Postboys-preboys Negative ranks	6 ^a	8.83	53.00
Positive ranks	21 ^b	15.48	325.00
Ties	0 ^c		
Total	27		

Test statistics^a

	Postboys-Preboys
Z	-3.268 ^b
Asymp.sig.(2-tailed)	.001

- a. Wilcoxon signed ranks test.
- b. Based on negative ranks.

Positive rank is greater than negative ranks so it concluded that value analysis model effective.

COMPARE THE EFFECT OF VALUE ANALYSIS MODEL ON EMOTIONAL INTELLIGENCE OF GIRLS STUDENTS.

The third objective was to compare the mean rank of emotional intelligence of girls students & hypothesis was there is no significant difference between the mean rank of emotional intelligence of pre score of girls students and post score of girls. The data were analyzed with the help of Wilcoxon sign rank test. The results are given in table 4.6 below

Table 4.6 summary of Wilcoxon sign rank test for comparison of emotional intelligence of girls

Null hypothese	Test	Significant	Decision
The median of difference between pre and post equal 0	Related wilcoxon sign rank	.78	retain the null hypotheses

From the table 4.6, it is clear that the value of Wilcoxon signed rank for emotional intelligence for which the value of two-tailed significance is 0.078, which is greater than 0.05 level of significance, In this view, the null hypothesis “there is no significant difference between the mean rank of emotional intelligence of boys and girls students “, is not rejected. Hence, there is no significant difference between the mean ranks of emotional intelligence of pre score of girls and post score girls students.

X FINDINGS

1. There is no significant difference between the mean rank of emotional intelligence of pre score of students and post score of students was rejected.
2. There is no significant difference between the mean rank of emotional intelligence of pre score of boy's students and post score of boy's students was rejected.
3. There is no significant difference between the mean rank of emotional intelligence of pre score of girl's students and post score of girl's students was not rejected.

XI CONCLUSION

Effectiveness of Value Analysis Model on Emotional Intelligence of middle School. Proved especially for boys students.

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Thomas Alexander (2008) conducted a study on impact of emotional Intelligence, study skills and aspiration of the problem students of higher secondary Classes on their scholastic performance.

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Basu (2010) carried out a study on emotional intelligence and teacher Effectiveness of secondary school teachers.

Ponni (2011) made a study on emotional intelligence of secondary school Teachers towards teaching profession.

Some researchers namely Lanka (1989), Singh (1989), Hota (1989), Passi & Singh (1990) have studied the effectiveness of value analysis model in terms of developing the values of B.Ed. student teachers.

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Hota (1989) conducted a study namely, “Effect of value analysis model on variables related to cognitive and affective domains”.

Singh, R.N. (1989) conducted a study, namely, “Effectiveness of value analysis model in developing the competency of value clarification”.

Passi, B.K.and Singh,P. (1990) conducted a study, namely “Effectiveness of value analysis model in developing value clarifying competencies of Student-teachers”. The sample comprised of 54 B.Ed. students.

Singh, R. (1990) conducted a study, namely, “Effectiveness of Value Analysis Model in developing the Moral Judgement, value Clarification and verbal reasoning of school students”..

Gupta (1991) investigated the stage structure of teacher educators in Moral Judgement value analysis model..

Sharma (1994) conducted a study, namely “To study the effectiveness of Value Analysis Model on developing value analysis competencies among B.Ed. trainees and school students.