



Diagnosis of Assessment of Axiological Competencies in Students

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Abstract: Axiological competencies refer to students' ability to understand, appreciate, and apply values in their academic and personal lives. This study explores the assessment methods used to diagnose axiological competencies among students, highlighting their effectiveness and challenges. A mixed-methods approach was employed, incorporating surveys, interviews, and observational analysis. Results indicate a significant gap in formal assessment strategies and suggest the need for more structured and holistic evaluation frameworks. The findings contribute to the enhancement of value-based education through improved diagnostic methodologies.

Keywords: Axiological competencies, value-based education, assessment methods, ethical reasoning, educational evaluation.

Introduction: The assessment of axiological competencies in students has gained increasing attention in educational research. Axiological competencies encompass ethical reasoning, moral judgment, and the internalization of values essential for personal and societal development. Despite their importance, existing assessment mechanisms often lack reliability and comprehensiveness. Studies such as those by Schwartz (1992) on value theory and Rest et al. (1999) on moral development provide foundational perspectives on value assessment in education.

This study aims to explore effective diagnostic tools for evaluating axiological competencies in students and to identify potential improvements in current assessment methodologies. Drawing from the works of Kohlberg (1981) on moral development and Rokeach (1973) on value-based education, we examine assessment methods that align with contemporary educational needs.

METHODS

A mixed-methods approach was employed to ensure a comprehensive understanding of the assessment process. The study included:

- **Quantitative Survey:** A structured questionnaire was administered to 200 students from various educational institutions to gauge their self-reported value orientations and ethical decision-making abilities (Schwartz, 1992).
- **Qualitative Interviews:** Semi-structured interviews were conducted with 20 educators to gain insights into their perceptions of students' axiological competencies and the assessment challenges they face (Nucci, 2001).
- **Observational Analysis:** Classroom interactions and extracurricular activities were observed to assess students' application of values in real-life situations (Berkowitz & Bier, 2005).
- **Data Analysis:** Quantitative data were analyzed using statistical methods, while qualitative data were subjected to thematic analysis.

RESULTS

The study identified several key findings:

1. **Limited Standardized Assessment Tools:** Most institutions lacked formal instruments to measure axiological competencies systematically, confirming previous findings by Lickona (1991).
2. **Educator Dependence on Subjective Evaluation:** Teachers primarily relied on anecdotal observations and class discussions to assess students' values, as noted in Berkowitz & Bier (2005).
3. **Gap Between Theory and Practice:** While students demonstrated theoretical knowledge of values, their practical application was inconsistent, aligning with research by Rest et al. (1999).
4. **Influence of Institutional Culture:** Schools with explicit value-based curricula exhibited higher levels of axiological competence in students compared to those without structured programs (Rokeach, 1973).

DISCUSSION

The results highlight a pressing need for standardized assessment tools in evaluating axiological competencies. The reliance on subjective teacher assessments can lead to inconsistencies and potential biases (Lapsley & Narvaez, 2006). The study suggests integrating value-based assessment rubrics, scenario-based evaluations, and reflective journaling to provide a more comprehensive diagnosis of students' values (Berkowitz, 2011). Furthermore, institutional policies should promote the incorporation of axiological assessment into mainstream curricula. Future research should explore longitudinal studies to assess the long-

term development of axiological competencies in students.

CONCLUSION

Assessing axiological competencies in students is essential for fostering ethical development and responsible citizenship. Current diagnostic methods remain largely informal, necessitating the creation of structured and objective evaluation tools. By integrating a combination of qualitative and quantitative assessment strategies, educators can better understand and nurture students' value-based competencies, ultimately contributing to a more ethically aware society.

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