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Research Paper

A Study of Attitude of Intermediate Students Towards Value Oriented Education With Management And Mother Education

Education

KEYWORDS : Value oriented education, management, mother education and intermediate students.

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ABSTRACT

Education is the vehicle of knowledge, self-preservation and success. Education not only gives a platform to succeed, but also the knowledge of social conduct, strength, character and self respect. The main objective of the present study is to study the influence of management, mother education on the attitude of intermediate students towards value oriented education. Value oriented education questionnaire developed by Suneetha, P (2008) was adopted. A sample of 320 intermediate students representing all categories of intermediate colleges in Prakasam District by following the standardized procedures. 't' – test and ANOVA ('F' - test) were employed for analysis of the data. There is significant influence of management and mother education at 0.01 level on the attitude of intermediate students towards value oriented education.

INTRODUCTION

There is a need for imparting value oriented education with a spiritual bent of mind in educational institutions to churn out good citizens. Imbibing the qualities of good conduct, self-confidence and high values would help students earn a significant place in society. Education without values is like a flower without fragrance. Students should realize that character building is equally important as career building. A good character in life is ultimate thing that stretches person's self-realization. Therefore, students should learn not just from their curriculum, but from other spheres too to widen their knowledge base to emerge as bright citizens of the future. Mere ambition to excel in life was not enough, and value oriented education must be imparted to help students emerge as leaders in their chosen fields. This article is useful to educational institutions, government and parents to impart value oriented education from all fronts to make good citizens for the nation. Value oriented education is a tool which not only provides a profession but also a purpose in life. The purpose of life is undoubtedly to know oneself and be ourselves. Hence, it is high time to reconfigure education on the basis of values, since the present day's system moulds technocrats and individuals but not citizens. An individual thinks about himself, whereas the citizen thinks for society. Elders and teachers should articulate the need to understand the value of human life and the necessity for students to understand the purpose of education respectively.

Value oriented education is a three-fold development of any individual of any gender and age, but most importantly of a child. Education tries to develop three aspects, physique, mentality and character. Even though physique and mentality are important, they are menaces without the third because character is the greatest of these.

Teachers are builders of the nation. Students are icons of the future. Educational institutions are sacred places. Students cherish their career in the wake of moral values with spiritual blend, innovative and creative talents and skills at the educational institutions along with emphasis on extra-curricular activities which are very essential for a person's physical and psychological growth and development. Girl child education is inevitable in countries like India since it cope the family, society and nation at large for generations together. Teachers and governments, parents should feel responsible towards making the right leaders for tomorrow. Above all the role of educational institutions is inexorable in imparting value oriented education at large to make superior human capital

REVIEW OF LITERATURE

Brimi, Hunter (2009) examined that the role that teachers play in the moral development of American students. Historically, one of public education's purposes in America has been the development of moral citizens. However educators currently face more academic accountability due to no child left behind. Consequently, teachers must strike a balance between achieving quantifiable academic standards and assisting with students' character development.

Fowler, Samantha, R.; Zeidler, Dana, L.; Sadler, Troy, D (2009) studied that how teaching a year long curriculum using Socio – Scientific Issues (SSI) learning out comes. In this report, the effects of a SSI driven curriculum on the development of student's moral sensitivity. Results indicated that development of moral sensitivity can be promoted through science learning experiences embedded in SSI. Moral sensitivity is contextually dependent.

Nagarjuna (2009) investigated that caste, community, locality, residence, age, birth order, student educational qualification, father's education, mother's education, mother's occupation, economic position of the family, type of the family, annual income, type of the family, marital status and groups of study on the attitudes towards value oriented education.

Mohan Reddy (2011) investigated that age, Caste, Community, Locality, Residence, Birth order, Father education, Mother education, Father occupation, Mother occupation, Economic position of the family, Annual of the family, Number of members in the family has significant influence on the attitude of intermediate students towards value oriented education.

Sarita Narad, Hardev Singh (2013) found that Contemporary System of Education requires manipulation of value oriented education i.e. spread of human "goodness" which can be attained through national goals such as: Increasing productivity, Social and emotional integration, Democratization & modernization, & Development of social, moral, aesthetic and spiritual values. Therefore, value oriented education covers all the aspects of personality – intellectual, physical, social, moral, aesthetic and spiritual. It is the preparation of how to become "good". It aims at equipping the students to face the adversities of life, to deal with joy and sorrow effectively, maintain healthy interaction with others, and bring global welfare of society and world at large.

Vara Prasad Reddy, Y (2014) found that year of study, mother occupation, annual income, group of study, caste, economic position of the family, number of members in the family and socio – economic status have significant influence on the attitude of degree students towards value oriented education.

Scope of the Study: The main intention of the present study is

to find the relation of attitude of intermediate students towards value oriented education with management and mother education.

Objective of the Study: To study the impact of management and mother education on the attitude of intermediate students towards value oriented education.

Hypotheses of the study
There would be no significant impact of 'management' on the attitude of intermediate students towards value oriented education.

There would be no significant impact of 'mother education' on the attitude of intermediate students towards value oriented education.

Tools for the Study
The attitude towards value oriented education questionnaire was adopted from **Suneetha, P (2008).** The tool was highly reliable for the investigation. The total items are 70. There were 60 positive and 10 negative items. For the purpose of scoring numerical values (weightages) were assigned to each of the five categories namely Strongly Agree (S.A.), Agree (A.), Doubtful (D.), Disagree (D.A.) and Strongly Disagree (S.D.A.) based on the Likert (1932) method.

Personal data regarding the student – 1. Name, 2. Management, 3. Mother education.

Data Collection
The sample for the investigation consisted of 320 intermediate students in Prakasam district. The stratified random sampling was applied in three stages. The stratified random sampling was applied in three stages. The first stage is management i.e. Government and Private and second stage is locality i.e. rural and urban and third stage gender i.e. male and female. It is a 2X2X2 factorial design with 320 sample subjects. The investigator personally visited colleges with the permission of the principals of the colleges. The intermediate students who attended to the college on the day of collection of data are considered for the purpose of the investigation. It was provided to the concerned intermediate students of the colleges. The intermediate students were given necessary instructions about the instruments and motivated to respond genuinely to all the items. The attitude towards value oriented education questionnaire and personal data sheet were administered. The data on each variable in the investigation is properly coded to suit for computer analysis. The analysis was carried out on the basis of objectives of the investigation and hypotheses formulated by employing appropriate statistical techniques. The inferential statistical technique 'F' and 't' – tests was employed to test hypothesis.

RESULTS AND DISCUSSION

1. Management
The relationship of attitude of intermediate students towards value oriented education with their management is studied in the present investigation. On the basis of management, the students are divided into two groups. Government students belong to the Group – I and Group – II formed with Private students. The attitude of intermediate students towards value oriented education of the two groups were analyzed accordingly. The mean values of attitude of intermediate students towards value oriented education for the two groups were tested for significance by employing 't' - test. The following hypothesis is framed.

Hypothesis – 1
There would be no significant impact of 'management' on the attitude of intermediate students towards value oriented education.

The above hypothesis is tested by employing 't' - test. The results are presented in **Table – 1.**

Table – 1: Influence of management on the attitude of intermediate students towards value oriented education

S. No.	Management	N	Mean	S.D.	't' - Test
1.	Government	160	219.74	39.24	3.649**
2.	Private	160	235.67	38.82	

****Indicates significant at 0.01 level**
It is found from the Table – 1 that the computed value of 't' (3.649) is greater than the critical value of 't' (2.59) for 1 and 318 df at 0.01 level of significance. Hence the Hypothesis – 1 is rejected at 0.01 level. Therefore it is concluded that the management has significant influence on the attitude of intermediate students towards value oriented education.

2. Mother education
The relationship of attitude of intermediate students towards value oriented education with their mother education is studied in the present investigation. On the basis of mother education, the students are divided into two groups. Literate mother's students form with the Group – I and Group – II forms with illiterate mother's students. The attitude of intermediate students towards value oriented education of the two groups were analyzed accordingly. The mean values of attitude of intermediate students towards value oriented education for the two groups were tested for significance by employing 't' - test. The following hypothesis is framed.

Hypothesis – 2
There would be no significant impact of 'mother education' on the attitude of intermediate students towards value oriented education.

The above hypothesis is tested by employing 't' - test. The results are presented in **Table – 2.**

Table – 2: Influence of mother education on the attitude of intermediate students towards value oriented education

S. No.	Mother education	N	Mean	S.D.	't' - Test
1.	Literate	166	233.49	40.50	2.736**
2.	Illiterate	154	221.47	38.13	

**** Indicates significant at 0.01 level**
It is found from the Table – 2 that the computed value of 't' (2.736) is greater than the critical value of 't' (2.58) for 1 and 318 df at 0.01 level of significance. Hence the Hypothesis – 2 is rejected at 0.01 level. Therefore it is concluded that the mother education has significant influence on the attitude of intermediate students towards value oriented education.

Findings: There is significant influence of management and mother education at 0.01 level on the attitude of intermediate students towards value oriented education.

Conclusions: In the light of the findings, the following conclusions are drawn. Management and mother education have significant influence on the attitude of intermediate students towards value oriented education.

EDUCATIONAL IMPLICATIONS
The findings of the present research have raised some important questions related to the educational needs of the students with special reference to their attitude of intermediate students towards value oriented education.

Management is the highly influenced in attitude towards value

oriented education. Private students have positive attitude than the government students. The administrators to provide facilities for the government students.

Mother education is the highly influenced in attitude towards value oriented education. Literate mothers' students have positive attitude than the illiterate mothers' students. The administrators to provide educational facilities for mothers.

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