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Research Paper

Education

A Study of Value Oriented Education of Diet Students in Relation to Community and Socio – Economic Status

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ABSTRACT

The 21st century inherited unparallel multi-faced growth and development of the 20th century, space was conquered, and human capacities challenged and even overcome by computers. The concept of global village became visible. The people of the globe became neighbors. Human drudgeries were reduced. Many observes feel that values are disintegrating in all walks of both, public and personal a decline in the strength and integrity of the family with alarming increase in separation, divorce and conflicts, a waning of respect for parents, teachers and other civil and legal authorities, increase in aggressive and destructive behavior in the family, school streets, play fields and entertainment centers, a lack of purpose and direction pervading today's youth resulting in unsatisfactory academic performance and other social evils and a rapid destruction of animal and plant life, and the pollution of our environment.

KEYWORDS: Value oriented education, caste and socio – economic status.

INTRODUCTION

Education as a social institution is a boon to humankind for prosperity, progress and peace. Ancient Indian Education system was framed with the main aim of leading man from untruth to truth, from darkness to light and from mortality to immortality. Accordingly, emphasis is laid on the achievement of Purusharthas- Dharma, Artha, Kama and Moksha in Indian way of life. In this way, India has been cherishing value oriented education. But unfortunately, today, education at global level in general and at Indian level in particular is facing axiological crises. The present educational system is rapidly contributing to the tremendous growth and development of Indians materialistically by neglecting them morally and spiritually. Education has become totally commercialized. It is being controlled by capitalists, third rate politicians, blackmarketers, goondas (thugs), mafia-gangs and pawn-brokers. It has become information and examination oriented. Quality of education is measure by the marks, degree certificates and magnificent buildings. Teaching profession is viewed as merely an occupation and teacher as a trader. Instead of transforming student's individuality into personality, he is molded as powerful machine. There is no place for nationalism, patriotism, honesty, truth, non – violence, sacrifice and service. As a result, though the present educational system is framed in India, it is totally adopting western educational styles, contributing to the crises in Indian education. This has a direct impact on Indian society and state to lose their 'Indianness' and ultimately to become slaves to foreign rule. Where does the solution lie? How we to continue with this educational malady? If so how for long? Or have we to identify and strengthen the value base of (Indian) education? The answer lies in revitalizing the 'Value Base Education'.

SCOPE AND OBJECTIVE OF THE STUDY

The main intention of the study is to find the relation of value oriented education of DIET students with community and socio economic status.

The main objective of the study is to know the influence of community and socio economic status on the attitude towards value oriented education of DIET students.

DATA COLLECTION AND METHODOLOGY

The sample for the investigation consisted of 960 DIET college students. The stratified random sampling was applied in three stages. Geographically Andhra Pradesh state is divided into three regions namely Costal, Telangana and Rayalaseema. Three districts in each region were selected at random. Prakasam, Guntur and Nellore Districts is taken from costal region. Nalgonda, Rangareddy and Hyderabad districts is taken from Telangana region. Chittoor, Kadapa and Kurnool districts is taken from Rayalaseem region. There are about 23 Government DIET institutions in all the 23 Districts and some private institutions under DIET which is of the resent orison. In fact private institutions come into only since two years. Through there are two types of managements but this study confined to only Government institutions, as they were the only institutions existed when we collected data about two years. In nine districts the authors were selected 80 male and 80 female students from first year and 80 male and 80 female students from second year in each college. The total of 480 males and 480 females were included in the study. Thus the sample frame is 2x2x3 factorial design with two divisions in sex, two divisions in year of the study and three divisions in region. The analysis was carried out on the basis of objective of the study and hypothesis formulated by employing appropriate statistical techniques. The inferential statistical technique 'F' test was employed to test hypothesis.

RESULTS AND DISCUSSION

Community

On the basis of community there are three community students in DIET course. Among the sample subjects, there are 910 Hindus, 30 Muslims and 20 Christians. The students are divided into two groups. Group-1 is formed with Hindus and Group-II is formed with Muslims and also included Christians in this group because the number of students in Muslims and Christian communities are very low. The corresponding attitude towards value oriented education scores of the two groups were analyzed accordingly. The mean values of attitude towards value oriented education for the two groups were tested for significance by employing't' test. The following hypothesis is formulated.

Hypothesis - 1

There is no significant influence of 'Community' on the attitude towards value oriented education of DIET students. The above hypothesis is tested by employing't' test. It is clear from Table-1 that the computed value of 't' for the attitude towards religious value is greater than the table value of 't' (2.58) for 1 and 958 df at 0.01 level. Hence, Hypotheses - 1 is rejected. It is concluded that the community has significant influence on the attitude towards religious value.

Table - 1: Influence of Community on the attitude towards Value Oriented Education

S. No	Variable	Mean values		SD values		t-values
		I	II	I	II	
1	Attitude towards Social Value	47.11	47.92	5.10	4.39	1.26@

2	Attitude towards Religious value	40.08	47.72	5.38	5.70	2.86**
3	Attitude towards Moral value	45.02	45.88	6.67	5.72	1.03@
4	Attitude towards Theoretical value	45.03	45.32	4.84	4.31	0.47@
5	Attitude towards Political value	49.59	48.10	7.32	7.65	1.34@
6	Attitude towards Aesthetic value	43.67	44.44	7.25	6.95	0.76@
7	Attitude towards Economic value	51.46	51.02	7.91	7.17	0.42@
8	Attitude towards value oriented education	322.36	327.10	30.11	53.51	0.62@

****** indicates significant at 0.01 level, **@** indicates not significant.

It is also clear from Table-1 that the computed value of 't' for the attitude towards social value, moral value, theoretical value, political value, aesthetic value, economic value and value oriented education is less than the table value of 't'(1.96) for 1 and 958 df at 0.05 level. Hence Hypothesis - 1 is accepted. It is concluded that the community do not have significant influence on the attitude towards social value, moral value, theoretical value, political value, aesthetic value, economic value and value oriented education.

Socio-Economic Status

A common Socio-Economic Status scale for rural and urban areas constructed by Aaron,P.G., Marihal, V.G. and Malathisha, R.N. was adopted for the present investigation. The distribution characteristics of socio-economics status score for the whole group are N=960, Q_1= up to 20,Q_2 = 21 to 55 and Q_3 = above 55.

Table - 2: Influence of Socio - Economic Status on the attitude towards Value Oriented Education

S. No	Variables	Mean values			SD Values			F-Values
		I	II	III	I	II	III	
1	Attitude towards Social Value	47.05	46.91	47.82	4.74	5.19	5.13	2.52@
2	Attitude towards Religious value	40.02	40.12	39.53	5.31	5.54	5.29	0.906@
3	Attitude towards Moral value	44.12	45.54	45.14	7.09	6.38	6.47	3.913*
4	Attitude towards Theoretical value	44.97	45.04	45.12	4.66	4.88	4.86	0.056@
5	Attitude towards Political value	48.88	49.4	50.51	6.97	7.5	7.32	3.071*
6	Attitude towards Aesthetic value	43.33	43.69	44.2	7.34	7.21	7.15	0.865@
7	Attitude towards Economic value	50.3	51.98	51.6	7.92	7.86	7.68	3.939*
8	Attitude towards value oriented education	320.48	323.27	323.71	39.77	29.13	25.97	0.823@

***indicates significant at 0.05 level, **@** indicates not significant.

From table-2, it is clear that, the relationship on the attitude towards value oriented education of DIET students with their socio-economic status scores, the DIET students are divided into three groups using quartile values. The students whose Socio-Economic status score is up to Q_1 value forms with Group-I, Group-II, forms with above Q_1 and up to Q_3 value and Group-III forms with above Q_3 value. The corresponding attitude towards value oriented education of the three groups was analyzed accordingly. The mean value of attitude towards value oriented education scores for the three groups were tested for significance by employing one way ANOVA technique. The following hypothesis is framed.

Hypothesis-2

There would be no significant influence of 'Socio-Economic Status' on the attitude towards value oriented education of DIET students. The above hypothesis is tested by employing one way ANOVA technique. Table- 2 shows the computed value of 'F' for the attitude towards moral value, political value, economic value is greater than the table value of 'F' (3.00) for 2 and 957 df at 0.05 level. Hence Hypothesis -2 is rejected. It is concluded that the socio-economic status has significant influence on the attitude towards moral value, political value and economic value. It is also observed in the Table – 2, the value of 'F' for the attitude towards social value, religious value, theoretical value, aesthetic value and value oriented education score is less than the table value of 'F' (3.00) for 2 and 957 df at 0.05 level. Hence Hypothesis -2 is accepted. It is concluded that the socio - economic status do not have significant influence on the attitude towards social value, religious value, theoretical value, aesthetic value and value oriented education.

FINDINGS

There is significant influence of community at 0.01 level on the attitude towards religious value and political value of DIET students. There is significant influence of socio – economic status at 0.05 level on the attitude towards moral value, political value and economic value of DIET students.

Community have significant influence on the attitude towards religious value and political value of DIET students and socio economic status have significant influence on the attitude towards moral value, political value and economic value of DIET students.

EDUCATIONAL IMPLICATIONS

Education is a process aimed at socializing and humanizing individual citizens throughout their life from birth till death. It is institutionalized and formal for a specific period but life long and suited to one's environment, ability, interest, aspiration, aptitude, attitude etc and carried on preferably out side the institutional premises throughout life formally and informally and is more significant and rewarding.

On the basis of the results of this investigation the authors suggests that the attitude towards value oriented education of OC students is better than BC, SC and ST students. Special programmes may be provided for BC, SC and ST students common hostel facility may be provided for OC, BC, SC and ST students. Socio - economic status and economic position of the family are positively correlated with attitude towards value oriented education. Government has to take necessary steeps for give scholarships and hostel facilities may be provided to the poor students on the basis of Socio - economic status, economic position of the family and annual income of the family of the students.

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