



A STUDY OF ATTITUDE OF B.Ed. STUDENTS TOWARDS VALUE ORIENTED EDUCATION WITH MOTHER EDUCATION AND ACADEMIC ACHIEVEMENT

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ABSTRACT

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. The main objective of the present study is to study the influence of mother education, academic achievement on the attitude of B.Ed. students towards value oriented education. Value oriented education questionnaire developed by Suneetha, P (2008) was adopted. A sample of 320 B.Ed. students representing all categories of B.Ed. colleges in Y.S.R. District by following the standardized procedures. 't' – test and ANOVA ('F' – test) were employed for analysis of the data. There is significant influence of mother education and academic achievement at 0.05 level of significance on the attitude of B.Ed. students towards value oriented education.

KEYWORDS : Value oriented education, mother education, academic achievement and B.Ed. students.

INTRODUCTION

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 study is useful to educational institutions, government and parents to impart value oriented education from all fronts to make good citizens for the nation.

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 greatest gift education gives is the knowledge of unconditional love and a set of values. These values include the simple difference between right and wrong, a belief in God, the importance of hard work and self respect. Education is a continuous learning experience, learning from people, learning from success and failures, learning from leaders and followers and then growing up to be the person we are meant to be. 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

Shaik Rafi (2007), Kavitha (2008), Rajya lakshmi (2009), Venkata Subhashini (2010), Durga Bhavani, M. (2013) and Vara Prasad Reddy, Y (2014) reported that mother education of individuals do have significant difference on value oriented education. However, **Yella Reddy (2004), Chandra Shekar Reddy (2005), Venkateswarlu (2005), Sumana Kumari (2005), Khaja Hussian (2007) and Ramprasad (2007)**, reported that mother education of individuals do not have significant difference on value oriented education.

Prameela, A. (2012) and Durga Bhavani, M. (2013) reported that academic achievement of individuals do have significant difference on value oriented education. **Yella Reddy (2004), Chandra Shekar Reddy (2005), Venkateswarlu (2005), Sumana Kumari (2005), Kavitha (2008), Venkata Subhashini (2010) and Srihari Alaboina (2011)** reported that academic achievement of individuals do not have significant difference on value oriented education.

Scope of the Study: The main intention of the present study is to find the relation of attitude of B.Ed. students towards value oriented education with mother education, academic achievement.

Objective of the Study: To study the impact of mother education, academic achievement on the attitude of B.Ed. students towards value oriented education.

Hypotheses of the study

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

There would be no significant impact of 'academic achievement' on the attitude of B.Ed. 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.

The terminal Examination marks (Converted in percentages) were taken as the indices of the level of academic achievement of the B.Ed. students.

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

Data Collection

The sample for the investigation consisted of 320 B.Ed. students in Y.S.R. district. The stratified random sampling was applied in three stages. The stratified random sampling was applied in three stages. The first stage is mother education 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 B.Ed. colleges with the permission of the principals of the colleges. The B.Ed. 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 B.Ed. students of the colleges. The B.Ed. 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. Mother education

The relationship of attitude of B.Ed. 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 B.Ed. students towards value oriented education of the two groups were analyzed accordingly. The mean values of attitude of B.Ed. 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 'mother education' on the attitude of B.Ed. 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 mother education on the attitude of B.Ed. students towards value oriented education

S. No.	Mother education	N	Mean	S.D.	't' - Test
1.	Literate	198	220.88	49.82	2.199*
2.	Illiterate	122	206.19	46.34	

* Indicates significant at 0.05 level

It is found from the Table – 1 that the computed value of 't' (2.199) is greater than the critical value of 't' (1.97) for 1 and 318 df at 0.05 level of significance. Hence the Hypothesis – 1 is rejected at 0.05 level. Therefore it is concluded that the mother education has significant influence on the attitude of B.Ed. students towards value oriented education.

2. Academic achievement

The relationship of attitude of B.Ed. students towards value oriented education with their academic achievement is studied in the present investigation. On the basis of academic achievement, the students are divided into three groups. The academic achievement of students is up to 49% forms with the Group – I, Group – II forms with academic achievement of students is 50% to 59% and Group – III forms with academic achievement of students is above 59%. The attitude of B.Ed. students towards value oriented education of the three groups were analyzed accordingly. The mean values of attitude of B.Ed. students towards value oriented education for the three groups were tested for significance by employing 'F' - test. The following hypothesis is framed.

Hypothesis – 2

There would be no significant impact of 'academic achievement' on the attitude of B.Ed. students towards value oriented education.

The above hypothesis is tested by employing 'F' - test. The results are presented in **Table – 2**.

Table – 2: Influence of academic achievement on the attitude of B.Ed. students towards value oriented education

S. No.	Academic achievement	N	Mean	S.D.	'F' – Test
1.	Group – I	104	214.12	44.69	4.426*
2.	Group – II	142	206.27	41.32	
3.	Group – III	74	225.55	49.80	

* Indicates significant at 0.05 level

It is found from the Table – 2 that the computed value of 'F' (4.426) is greater than the critical value of 'F' (3.030) for 2 and 317 df at 0.05 level of significance. Hence the Hypothesis – 2 is rejected at 0.05 level. Therefore it is concluded that the academic achievement has significant influence on the attitude of B.Ed. students towards value oriented education.

Findings: There is significant influence of mother education and academic achievement at 0.05 level of significance on the attitude of B.Ed. students towards value oriented education.

Conclusions: In the light of the findings, the following conclusions are drawn. Mother education, academic achievement have significant influence on the attitude of B.Ed. 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 B.Ed. students towards value oriented education.

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

Academic achievement is the highly influenced in attitude of B.Ed. students towards value oriented education. High achievement students have positive attitude than the low achievement students. Parents, teachers and the administrators to provide extra coaching facilities for the low achievement students.

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