



## A Study of Attitude of Engineering Students Towards Value Oriented Education with Type of Family and Mother Education

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### ABSTRACT

*Value education is essentially a matter of educating the feelings and emotions. It is the "training of the heart" and consists in developing the right feelings and emotions. The main objective of the present study is to study the influence of type of family and mother education on the attitude of Engineering students towards value oriented education.*

*Value oriented education questionnaire developed by Suneetha, P (2008) was adopted. A sample of 320 Engineering students representing all categories of Engineering colleges in Kurnool District by following the standardized procedures. 't' - test and ANOVA ('F' - test) were employed for analysis of the data. There is significant influence of type of family at 0.05 level and mother education at 0.01 level of significance on the attitude of Engineering students towards value oriented education.*

**KEYWORDS :** Value oriented education, Type of family, Mother education and Engineering students.

### 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 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 and success. Education not only gives a platform to success, 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. Teachers, Govern-

ments and 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

**Prameela, A. (2012)** and **Durga Bhavani, M. (2013)** reported that type of family of individuals do have significant influence on value oriented education. However, **Varaprasad Reddy, Y (2014)** and **Dasthagiri Reddy, R** and **Dayakara Reddy, V (2015 a)** reported that type of family of individuals do not have significant influence on value oriented education.

**Venkata Subhashini (2010), Durga Bhavani, M (2013), Dasthagiri Reddy, R** and **Dayakara Reddy, V (2015 b)** and **Venkateswara Reddy, L** and **Dayakara Reddy, V (2015 b)** reported that mother education of individuals do have significant influence on value oriented education. **Varaprasad Reddy, Y (2014)** reported that mother education of individuals do not have significant influence on value oriented education.

**Scope of the Study:** The main intention of the present study is to find the relation of attitude of Engineering students towards value oriented education with type of family and mother education.

**Objective of the Study:** To study the impact of type of family and mother education on the attitude of Engineering students towards value oriented education.

### Hypotheses of the study

- There would be no significant impact of 'type of family' on the attitude of Engineering students towards value oriented education.
- There would be no significant impact of 'mother education' on the attitude of Engineering 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. Type of family, 3. Mother education.

## Data Collection

The sample for the investigation consisted of 320 Engineering students in Kurnool 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 Engineering colleges with the permission of the principals of the colleges. The Engineering students who attended the college on the day of collection of data are considered for the purpose of investigation. It was provided to the concerned Engineering students of the colleges. The Engineering 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 techniques 'F' and 't' – tests were employed to test hypotheses.

## RESULTS AND DISCUSSION

### 1. Type of family

The relationship of attitude of Engineering college students towards value oriented education with their type of family is studied in the present investigation. On the basis of type of family, the students are divided into two groups. Joint family students belonged to the Group – I and Group – II formed with nuclear family students. The attitude of Engineering college students towards value oriented education of the two groups were analyzed accordingly. The mean values of attitude of Engineering college 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 'type of family' on the attitude of Engineering college 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 type of family on the attitude of Engineering college students towards value oriented education**

S. No.	Type of family	N	Mean	S.D.	't' - Test
1.	Group – I	136	234.28	44.59	2.484*
2.	Group – II	184	222.89	34.33	

\* Indicates significant at 0.05 level

It is found from the Table – 1 that the computed value of 't' (2.484) 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 type of family has significant influence on the attitude of Engineering college students towards value oriented education.

### 2. Mother education

The relationship of attitude of Engineering college 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 Engineering college students towards value oriented education of the two groups were analyzed accordingly. The mean values of attitude of Engineering college 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 Engineering college 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 Engineering college students towards value oriented education**

S. No.	Mother education	N	Mean	S.D.	't' - Test
1.	Literate	141	242.99	41.07	6.390**
2.	Illiterate	179	215.71	33.49	

\*\* Indicates significant at 0.01 level

It is found from the Table – 2 that the computed value of 't' (6.390) 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 Engineering college students towards value oriented education.

**Findings:** There is significant influence of type of family at 0.05 level and mother education at 0.01 level of significance on the attitude of Engineering students towards value oriented education.

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

Type of family is highly influenced in attitude of Engineering students towards value oriented education. Joint family students have positive attitude than the nuclear family students. The administrators need to provide facilities for the Nuclear family Engineering college students.

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

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