



A STUDY OF ATTITUDE OF B.Ed. STUDENTS TOWARDS VALUE ORIENTED EDUCATION WITH AGE AND CASTE

Mr. Qazi Abdul Majid

Research Scholar, Department of Education, Rayalaseema University, Kurnool, Andhra Pradesh, India. #80 – 129E4, Unique English High School, Abbas Nagar Kurnool – 518002.

Dr. V. Dayakara Reddy

Professor, Research Supervisor, Head and Chairman, B.O.S. (Comb.), Department of Education, S.V.University, Tirupati, Andhra Pradesh, India.

ABSTRACT

Values are usually shaped by many different internal and external influences, including family, traditions, culture, and, more recently, media and the Internet. A person will filter all of these influences and meld them into a unique value set that may differ from the value sets of others in the same culture. The main objective of the present study is to study the influence of age and caste on the attitude of B.Ed. students towards value oriented education. Value oriented education questionnaire developed by Suneetha, P (2008) was adopted for the present study. A sample of 320 B.Ed. students representing all categories of B.Ed. colleges in Kurnool District by following the standardized procedures. F – test was employed for analysis of the data. There is significant influence of age and caste at 0.01 level of significance on the attitude of B.Ed. students towards value oriented education.

KEYWORDS : Value oriented education, age, caste and B.Ed. students.

INTRODUCTION

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.

Value/moral education should be taught as a compulsory subject up to the high school level. It should be made an examinable subject at the school level. Evaluation of value education should be based on compassion, self-reliance, respect and honesty.

Language is an importance medium for inculcating, fostering and propagating of moral values and national cultural heritage. Education through mother tongue needs to be ensured.

Inculcation of values through co-curricular activities

Co-curricular activities play a very significant role in inculcating different values in the students. For all-round development of personalities of the students co-curricular activities are considered to be very important now-a-days. Previously the term "extra-curricular activities" was used for outdoor activities and other cultural programmes organized in the school. But now-a- days this term has been discarded keeping in view the importance of these activities. In many progressive schools there is an allotment of certain periods for these co-curricular activities in their regular time table.

Through these activities, many values can be inculcated profitably. Co-curricular activities form an integral part of the modern school curriculum. They should be made more and more purposive and fruitful as well as value oriented with the democratic base and purposeful pursuit. This can be done provided children have an opportunity of having living experience of moral life through these activities.

In programmes of out-door activities, the children are taken out of the school to the areas of adventure, appreciation of art and culture and the places of historical values. They can be brought avenues in the training of initiative, team –work, self discipline and learn much about our cultural heritage and historical details. Besides games and sports, there are several out-door activities, namely, NCC, Scouting & Guiding. Mountaineering, Trekking, Excursion, Field trip etc, which may serve the purpose of inculcation of desired values among the students and formation of character.

REVIEW OF LITERATURE

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

Chandra Shekar Reddy (2005), Sumana Kumari (2005), and Durga Bhavani, M. (2013) reported that caste of individuals do have significant difference on value oriented education. Yella Reddy (2004), Venkateswarlu (2005), Kavitha (2008), Venkata Subhashini (2010), Srihari Alaboina (2011) and Prameela, A. (2012) reported that caste 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 age and caste.

Objective of the Study: To study the impact of age and caste on the attitude of B.Ed. students towards value oriented education.

Hypotheses of the study

1. There would be no significant impact of 'age' on the attitude of B.Ed. students towards value oriented education.
2. There would be no significant impact of 'caste' on the attitude of B.Ed. students towards value oriented education.

Tools for the Study

1. 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.

2. Personal data regarding the student – 1. Name, 2. Age, 3. Caste.

Data Collection

The sample for the investigation consisted of 320 B.Ed. 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 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 't' – test was employed to test hypotheses.

RESULTS AND DISCUSSION

1. Age

The relationship of attitude of B.Ed. students towards value oriented education with their age is studied in the present investigation. On the basis of age, the students are divided into three groups. The age of the students is up to 20 years forms with the Group – I, Group – II forms with 21 years to 22 years students and Group – III forms with 23 years and above age students. 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 – 1

There would be no significant impact of 'age' 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 – 1**.

Table – 1: Influence of age on the attitude of B.Ed. students towards value oriented education

S. No.	Age	N	Mean	S.D.	'F' - Test
1.	Group – I	40	202.98	28.89	12.740**
2.	Group – II	106	224.53	44.34	
3.	Group – III	174	196.43	48.69	

** Indicates significant at 0.01 level

It is found from the **Table – 1** that the computed value of 'F' (12.700) is greater than the critical value of 'F' (4.680) for 2 and 317 df at 0.01 level of significance. Hence the **Hypothesis – 1 is rejected** at 0.01 level. Therefore it is concluded that the age has significant influence on the attitude of B.Ed. students towards value oriented education.

1. Caste

The relationship of attitude of B.Ed. students towards value oriented education with their caste is studied in the present investigation.

On the basis of caste, the students are divided into three groups. OC students forms with the Group – I, Group – II forms with BC students and Group – III forms with SC and ST students. 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 'caste' 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 caste on the attitude of B.Ed. students towards value oriented education

S. No.	Caste	N	Mean	S.D.	'F' - Test
1.	OC	61	207.16	44.19	7.427**
2.	BC	211	211.68	46.25	
3.	SC and ST	48	183.25	46.72	

** Indicates significant at 0.01 level

It is found from the **Table – 2** that the computed value of 'F' (7.427) is greater than the critical value of 'F' (4.680) for 2 and 317 df at 0.01 level of significance. Hence the **Hypothesis – 2 is rejected** at 0.01 level. Therefore it is concluded that the caste has significant influence on the attitude of B.Ed. students towards value oriented education.

Findings: There is significant influence of age and caste at 0.01 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. Age and caste 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.

1. Age is the highly influenced in attitude of B.Ed. students towards value oriented education. Low age group students have positive attitude than the high age group students. The administrators to organize value oriented programmes and provide counseling facilities for high age group students.

2. Caste is the highly influenced in attitude of B.Ed. students towards value oriented education. BC students have positive attitude than the other caste group students. Parents, teachers and the administrators to provide good amenities for the students.

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