



## A STUDY OF ATTITUDE OF ENGLISH LANGUAGE TEACHERS TOWARDS VALUE ORIENTED EDUCATION WITH GENDER AND TYPE OF FAMILY

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**ABSTRACT** Values in education could bring social conscious, ability to differentiate legal and illegal aspects and make an individual tolerant towards other religions, sections, and casts of the people in society. The socio-legal-religious means help any individual behave open-mindedly and responsibly, the value education can help differentiate the morals, in other words, they will help identify good morals and bad morals and change the behavior of a person in terms of right and wrong. The main objective of the present study is to study the influence of management, locality on the attitude of English language teachers towards value oriented education. Value oriented education questionnaire developed by **Pagadala Bhargavi (2017)** was adopted. A sample of 320 English language teachers representing all categories of schools in Kurnool District by following the standardized procedures. 't' – test was employed for analysis of the data. There is significant influence of gender and type of family at 0.01 level of significance on the attitude of English language teachers towards value oriented education. Male and Nuclear family English language teachers are positive attitude towards value oriented education than the Female and joint family English language teachers. Government has to provide good amenities for Female and joint family English language teachers.

**KEYWORDS :** Value oriented education, gender, type of family and English language teachers.

### INTRODUCTION

Humans have to live among humans and this makes a society. Society is a mixture of varied cultures, sections, religions, and thoughts and the humans who live among these aspects have to have tolerance towards one another. The democratic and liberal view of the role of religious values has to be ascribed to provide freedom and tolerance in transmitting cultural heritage. But certainly religious values are not idiosyncratic of the democratic way of life. Since education is the prime stage in which the initiation of values is accurately popped into anyone's life. Thus, the language teachers play a crucial role in this stage, through their intuition and socially conscious they could instill morals and values among the learners effectively. There are many effects of introducing value-oriented education into the curriculum, some are listed.

- Value-oriented education provides chastity to heart and soul
- Makes an individual sincere and strict towards his task
- Strengthens the family, social, and professional relations
- Develops generosity, tolerance, and sociable character among the individuals towards the others who are from varied castes, creeds, religions, and other sections of the society
- Percolate the ability to have deeper understanding of the things all around
- Gives liberty, increases confidence and finally afford a sense of sociable and perfect living
- Makes life better and complete

Value-oriented education builds character and results to create a gregarious civilian. It is, in other words, a character education; a character education is an umbrella term that is used to portray teaching that develops personal and social well beings. However, the concepts that come under this term are soft skills or life skills, health-conscious, prevention of violence, critical and conceptual thinking, ethical, social, and moral reasoning, cognitive development, emotional and social learning, and conflict management.

### REVIEW OF LITERATURE

**Chandra Shekar Reddy (2005), Yella Reddy (2004), Sumana Kumari (2005), Ramprasad (2007), Rajya lakshmi (2009), Durga Bhavani, M (2013), Vara Prasad Reddy, Y (2014), Radha Krishna, T (2015) and Pagadala Bhargavi (2017)** reported that gender of individuals do have significant difference on value oriented education. However, **Venkateswarlu (2005), Khaja Hussian (2007), Kavitha (2008), Srinivasa Reddy, Y (2016) and Prasad Yekkaladevara, N S V (2018)** reported that gender of individuals do not have significant difference on value oriented education.

**Durga Bhavani, M (2013), Srinivasa Reddy, Y (2016) and Prasad**

**Yekkaladevara, N S V (2018)** reported that type of family of individuals do have significant difference on value oriented education. **Kavitha (2008), Venkata Subhashini (2010) and Srihari Alaboina (2011), Prameela, A (2012), Vara Prasad Reddy, Y (2014) and Pagadala Bhargavi (2017)** reported that type of family 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 English language teachers towards value oriented education with gender and type of family.

**Objective of the Study:** To study the impact of management and locality on the attitude of English language teachers towards value oriented education.

### Hypotheses of the study

1. There would be no significant impact of 'gender' on the attitude of English language teachers towards value oriented education.
2. There would be no significant impact of 'type of family' on the attitude of English language teachers towards value oriented education.

### Tools for the Study

1. The attitude towards value oriented education questionnaire was adopted from **Pagadala Bhargavi (2017)**. 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 teacher – 1. Name, 2. Gender, 3. Type of family.

### Data Collection

The sample for the investigation consisted of 320 English language teachers 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 schools and second stage is locality of the school 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 schools with the permission of the head masters of the schools. The English language teachers 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 English language teachers of the schools. The English language teachers 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 and 't' – test was employed to test hypothesis.

**RESULTS AND DISCUSSION**

**1. Gender**

The relationship of attitude of English language teachers towards value oriented education with their gender is studied in the present investigation. On the basis of gender, the teachers are divided into two groups. Male teachers belong to the Group – I and Group – II formed with female teachers. The attitude of English language teachers towards value oriented education of the two groups were analyzed accordingly. The mean values of attitude of English language teachers 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 'gender' on the attitude of English language teachers towards value oriented education.

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

**Table – 1: Influence of gender on the attitude of English language teachers towards value oriented education**

S. No.	Gender	N	Mean	S.D.	't' - Test
1.	Male	160	216.87	43.59	3.759**
2.	Female	160	204.34	40.12	

\*\* Indicates significant at 0.01 level

It is found from the Table – 1 that the computed value of 't' (3.759) 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 gender has significant influence on the attitude of English language teachers towards value oriented education.

**2.Type of family**

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

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

**Table – 2: Influence of type of family on the attitude of English language teachers towards value oriented education**

S. No.	Type of family	N	Mean	S.D.	't' - Test
1.	Nuclear family	186	222.54	46.58	3.894**
2.	Joint family	134	203.79	40.21	

\* Indicates significant at 0.05 level

It is found from the Table – 2 that the computed value of 't' (3.894) is greater than the critical value of 't' (2.59) 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 type of family has significant influence on the attitude of English language teachers towards value oriented education.

**Findings:**

There is significant influence of gender and type of family at 0.01 level

of significance on the attitude of English language teachers towards value oriented education.

**CONCLUSIONS:**

In the light of the findings, the following conclusions are drawn. Gender and type of family have significant influence on the attitude of English language teachers towards value oriented education.

**EDUCATIONAL IMPLICATIONS**

The findings of the present research have raised some important questions related to the educational needs of the teachers with special reference to their attitude of English language teachers towards value oriented education.

1. Gender is the highly influenced in attitude of English language teachers towards value oriented education. Male teachers have positive attitude than the Female teachers. The administrators have to provide facilities for the Female teachers.
2. Type of family is highly influenced in attitude of English language teachers towards value oriented education. Nuclear family teachers have positive attitude than the Joint family teachers. The administrators have to provide facilities for the joint family English language teachers.

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