

A STUDY OF ATTITUDE OF ENGLISH LANGUAGE TEACHERS TOWARDS VALUE ORIENTED EDUCATION WITH MANAGEMENT AND LOCALITY



Education

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ABSTRACT

Right living is achieved only through the inculcation of value education which stands in opposition to the cardinal indulgences as Gandhi cautions "Pleasure without conscience; Politics without principles; prayer without devotion; Education without character; Wealth without work; Science without humanity; and commerce without morality". Today, the young generation is in dilemma to understand values because of the change in the value system; globalization, industrialization, and liberalization affected the social conscious of the people. All professions have value preferences that provide a purpose and a right direction in career and life. 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 management and locality at 0.01 level of significance on the attitude of English language teachers towards value oriented education. Government and Rural English language teachers are positive attitude towards value oriented education than the Private and Urban English language teachers. Government has to provide good amenities for Private and Urban English language teachers.

KEYWORDS

Value oriented education, management, locality and English language teachers.

INTRODUCTION

The teacher is the sole leader of a classroom and is fit to tackle the group in an effective manner with a maximum satisfactory outcome. The teacher should be interactive, optimistic, knowledgeable, active, responsible and tolerant. Dornyei and Murphy (2003) explain that the success of learning in the classroom totally depends on the relationship among each other and between the student group and teacher; what the classroom environment looks like; how effective the students and teacher cooperation and communication is; the teacher roles and students' active engagement.

The teacher is the controller who commands the class to lead it to the dynamic purpose; the teacher is the prompter who encourages students to participate and suggests them when needed; he is the resource who provides required information or language help to the learners; He is an assessor that assesses students' performance and provides feedback; He is an organizer that organizes the class or activity in a structured manner; The teacher is a participant and a tutor that involves and stimulates the learners to actively learn things. The teacher eventually performs the role of a model perfectionist, An active, dynamic, and resourceful teacher always stands a role model to the learners and the learners inspired by him would follow the teacher and make a transformation in their character, attitude, and behaviour. An effective teacher who is able to perform these roles teaches values and instigates them into the minds of the learners successfully.

REVIEW OF LITERATURE

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

Prameela, A (2012), Durga Bhavani, M (2013), Vara Prasad Reddy, Y (2014) and Prasad Yekkaladevara, N S V (2018) reported that locality of individuals do have significant difference on value oriented education. **Kavitha (2008), Venkata Subhashini (2010) and Srihari Alaboina (2011), Srinivasa Reddy, Y (2016) and Pagadala Bhargavi (2017)** reported that locality 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 management and locality.

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 'management' on the attitude of English language teachers towards value oriented education.
2. There would be no significant impact of 'locality' 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. Management, 3. Locality.

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. Management

The relationship of attitude of English language teachers towards value oriented education with their management is studied in the present investigation. On the basis of management, the teachers are divided into two groups. Government teachers belong to the Group – I and Group – II formed with Private 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 'management' 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 management on the attitude of English language teachers towards value oriented education

S. No.	Management	N	Mean	S.D.	't' - Test
1.	Government	160	218.98	43.58	3.897**
2.	Private	160	206.54	39.97	

** Indicates significant at 0.01 level

It is found from the Table – 1 that the computed value of 't' (3.897) 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 management has significant influence on the attitude of English language teachers towards value oriented education.

2. Locality

The relationship of attitude of English language teachers towards value oriented education with their locality is studied in the present investigation. On the basis of locality, the teachers are divided into two groups. Rural teachers belonged to the Group – I and Group – II formed with Urban 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 'locality' 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 locality on the attitude of English language teachers towards value oriented education

S. No.	Locality	N	Mean	S.D.	't' - Test
1.	Rural	160	220.87	47.64	4.257**
2.	Urban	160	201.59	37.86	

* Indicates significant at 0.05 level

It is found from the Table – 2 that the computed value of 't' (4.257) 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 locality has significant influence on the attitude of English language teachers towards value oriented education.

Findings:

There is significant influence of management and locality 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. Management and locality 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. Management is the highly influenced in attitude of English language teachers towards value oriented education. Government teachers have positive attitude than the Private teachers. The administrators have to provide facilities for the private teachers.
2. Locality is highly influenced in attitude of English language teachers towards value oriented education. Rural teachers have positive attitude than the Urban teachers. The administrators have to provide facilities for the nuclear family English language teachers.

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