Research Paper Education

A Study of Attitude of B.ed. Students Towards Value Oriented Education With Age and Methodology

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ABSTRACT

Value may be thought of as some sort of an existent with a particular property or properties and existent that can be discussed in terms of its nature and its relationship to others. The main objective of the present study is to study the influence of age and methodology on the attitude of B.Ed. students towards value oriented education. Value oriented education questionnaire developed by Venkata Ramana, M (2013) was adopted. A sample of 1000 B.Ed. students representing all categories of B.Ed. colleges in Y.S.R. Kadapa District by following the standardized procedures. 't' – test and ANOVA ('F' - test) were employed for analysis of the data. There is significant influence of age and methodology at 0.01 level of significance on the attitude of B.Ed. students towards value oriented education.

KEYWORDS Value oriented education, Age, Methodology and B.Ed. students.

INTRODUCTION

Value is something that is either fixed or has relative existence. Values represent certain social or absolute ideas. Measurement of values is the process of judgement of values, the source of measurement being emotional, intuitive or intellectual.

Values seem to determine likes and dislikes of an individual's life and control his behaviour. Values determine the intensity and continuity of a particular human behaviour. Values that are so important to an individual and that which provide the key to a more adequate understanding of man in society need investigation. One can easily understand the individual if he is aware of his values.

Values shape most of man's activities. They help the individuals in having interest in one or some of the professions. Values and behaviour of any person including that of teachers are inter-related. Hence while chalking out any scheme, with a view to bringing about improvements in education, the teachers' values should find an important place.

Values of teachers influence the values of the new generation. As to which value will be influenced or transmitted depends upon the teacher's own value orientation which in turn is determined by his position in the groups or subculture of the social structure. Values are considered as potent determinants of human behaviour. They make human behaviour patterned and help to make sense out of different types of human behaviour which otherwise do not have any connection.

REVIEW OF LITERATURE

Meera Bai (1949), Arokiaswami and **Chadrakumar (1974), Mehrotra (1973), Natesan** and **Susila (2000), Amritha** and **Kadhiravan (2006), Uma Devi** and **Rayulu (2008)** and **Amareswaran (2009)** reported that age of individuals do have significant difference on value oriented education.

Som (1984), Kakkar (2000), Gayatri (2008), Jayarami Reddy (2010) and **Kulakarni (2011)** reported that methodology of individuals do 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 methodology.

Objective of the Study: To study the impact of age and methodology 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 'methodology' 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 **Venakata Ramana, M (2013).** The tool was highly reliable for the investigation. The total items are 70. 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. Methodology.

Data Collection

The sample for the investigation consisted of 1000 B.Ed. students in Y.S.R. Kadapa district. The stratified random sampling was applied in three stages. The stratified random sampling was applied in three stages. In the *first stage*, the stratification was the gender of the student (men and women) and at the *second stage* the stratification was made on the basis of methodology (Mathematics/ Sciences and Social Studies) and the locality (Rural/Urban) was taken as the *third stage* of sampling. Thus the sampling is under 2 x 3 x 2 factorial design. The sample for the present study was 1000 B.Ed. students studying in different Colleges of Education between two genders and between two localities and covering three methodologies. 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. Age and Attitude towards Value Oriented Education

Does the age of the B.Ed. students affect their attitude towards value oriented education? To examine the relationship between these two variables, the students were classified into two groups as: (i) 22 years & below and (ii) 23 years and above. The means and SDs of the attitude towards value oriented education scores of different age groups of the students are presented in the following table – 1.

Table – 45: Means and SDs of attitude towards value oriented education scores of the B.Ed. students on their age and the results of 't' test

Group	N	Mean	SD	't' value
22 years & Less	169	257.13	35.37	5.021 **
23 years & above	831	242.93	33.13	

** Significant at 0.01 level

From the table – 1, it may be seen that the mean attitude towards value oriented education scores of the both aged group students are above the neutral point (210). This means that both categories of students based on the age, had high attitude towards value oriented education in general. 't' test was employed to see whether the difference between the two means is significant. The critical ratio (5.021) was significant at 0.01 level of probability. This indicates that both aged groups of students i.e. 22 years and below and 23 years and above had differed in their level of attitude towards value oriented education. Ii is seen that the students who were 22 years and below aged had significantly higher level of attitude towards value oriented education.

Therefore, the hypotheses that "*B.Ed. students belonged different age groups would not differ in their attitude towards value oriented education*" was **rejected**. It is also concluded that the age of the students is one of the influencing factors of the attitude towards value oriented education.

2. Methodology and Attitude towards Value Oriented Education

Does the methodology of the B.Ed. student studying has any affect on the attitude towards value oriented education? To probe into this, the sample of students was classified into three groups depending on their methodology of study viz., mathematics, sciences and social studies. The mean attitude towards value oriented education scores and SDs of the three groups of students are presented in the Table - 2.

Table – 2: Means and SDs of the attitude towards value oriented education scores of the students classified according to their methodology of study

Methodology of Study	N	Mean	SD
Mathematics	290	238.96	30.21
Sciences	401	244.30	33.39
Social Studies	309	252.64	36.52

It could be seen from the table – 2 that the Social Studies methodology students obtained higher mean attitude towards value oriented education score than the other two groups of students who had less attitude towards value oriented education. In other words Mathematics methodology students obtained less mean attitude towards value oriented education score. To see whether there exists any significant difference between the mean scores of different groups of the students, one way ANOVA was computed. The results of ANOVA of the attitude towards value oriented education scores of the students classified according to their methodologies are presented in the table – 3.

Table – 3: Results of ANOVA of attitude towards value oriented education scores of the students classified according to their methodology of study

Source	Sum of Squares	df	Mean Squares	'F' value (df=2,997)
Between Groups	28717.649	2	14358.825	12.774**
Within Groups	1120737.110	997	1124.109	
Total	1149454.759	999		

* * Significant at 0.01 level

It is clear from the above table that the 'F' value (12.774) is highly significant at 0.01 level. This shows that there exists a significant influence between the variables viz., methodology of study and their attitude towards value oriented education (Fig-). To find out which of the three groups of students differed significantly from the others in the level of their attitude towards value oriented education, the mean scores of the three groups of students were further analysed by employing 't' test and presented in the following table – 4.

Table – 4: Mean attitude towards value oriented education scores of different subgroups of students classified according to their methodology and the results of 't' test

Methodology of study	Mean	SD	t-value
Mathematics	238.96	30.21	2.196*
Sciences	244.30	33.39	
Sciences	244.30	33.39	3.134*
Social Studies	252.64	36.52	
Mathematics	238.96	30.21	5.008*
Social Studies	252.64	36.52	

* Significant at or above 0.05 level

The results of the 't' test presented in the table - show that the mean attitude towards value oriented education scores of each group differed significantly from the others. The mathematics methodology group of students exhibited lower attitude scores, while the social studies methodology group had significantly higher attitude towards value oriented education score.

Hence, the hypotheses that "*There would be no significant difference between methodology selected by the B.Ed. students and their attitude towards value oriented education*" was **rejected**. Therefore, it could be concluded that the attitude towards value oriented education of the students as whole possessed a positive influence with their methodology of study.

Findings: There is significant influence of age and methodology 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 methodology 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 provide facilities for the high age group B.Ed. college students.

2. Methodology is highly influenced in attitude of B.Ed. students towards value oriented education. Social methodology students have positive attitude than the mathematics methodology students. The administrators to provide facilities for the mathematics methodology B.Ed. students.

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