Research Paper Engineering

A Study of Attitude of Engineering Students Towards Value Oriented Education with Management and Year of Study

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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 management and year of study 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 management and year of study at 0.05 level of significance on the attitude of Engineering students towards value oriented education.

KEYWORDS Value oriented education, Management, Year of study and Engineering students.

INTRODUCTION

Values as indicated are inherent, in individual man but they are additionally inherent although perhaps less definably so, in collective man in a given culture that is or in a combination of cultures. Whatever the exact nature of human society, values exist in some form. In a primitive society, they reside in the minds of individuals handed down from generation to generation. In a developed society they reside in written documents as well as in the intangible of social mores and expectances.

In respect to individuals and culture values are circular; existing in individuals they flow into and help to shape the culture existing condition, without categorically dictating the values developed by individuals in those cultures. It is important that all individuals habitually interacts certain values from their respective cultures. Individuals, who are more autonomous, however are able to rise above at least many of the culture values that impinge on them.

A national well being is in its spiritual and moral health. Everything else for which it strives depends on this. Our nation now requires the teachers of character who possess a real sense of vocation. We still want all of them to assist in the task of "making good men and women". If value oriented education become a regular feature of school life they could properly used, increase the effectiveness of the schools contribution to the value development of children.

The entire process of value oriented education is a highly complex process that involves a wide range and variety of learning experiences. Scholars and teachers will have made their significant contribution towards value oriented education if they have provided ample opportunities for children to be aware to think and reflect, to question and criticize, to care and feel to develop the disposition and will to act on ones convictions with reference to critical human concerns.

REVIEW OF LITERATURE

Chandra Shekar Reddy (2005), Sumana Kumari (2005), Ramprasad (2007), Kavitha (2008), Rajya lakshmi (2009), Durga Bhavani, M (2013) and **Vara Prasad Reddy, Y (2014), Dasthagiri Reddy, R** and **Dayakara Reddy, V (2015 a)** and **Venkateswara Reddy, L** and **Dayakara Reddy, V (2015 b)** reported that management of individuals do have significant influence on value oriented education. However, **Yella Reddy (2004), Venkateswarlu (2005)** and **Khaja Hussian (2007)** reported that management of individuals do not have significant influence on value oriented education.

Vara Prasad Reddy, Y (2014) reported that year of study of individuals do have significant influence on value oriented education. **Chandra Shekhar Reddy (2005), Sumana Kumari, (2005), Venkateswarlu, (2005), Prameela, A (2012), Durga Bhavani, M (2013)** reported that year of study 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 management and year of study.

Objective of the Study: To study the impact of management and year of study on the attitude of Engineering students towards value oriented education.

Hypotheses of the study

There would be no significant impact of 'management' on the attitude of Engineering students towards value oriented education.

There would be no significant impact of 'year of study' 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. Management, 3. Year of study.

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. Management

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

S. No.	Management	N	Mean	S.D.	't' - Test
1.	Government	160	232.56	38.77	2.209**
2.	Private	160	222.90	39.48	

** Indicates significant at 0.01 level

It is found from the Table – 1 that the computed value of 't' (2.209) 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 management has significant influence on the attitude of Engineering college students towards value oriented education.

2. Year of study

The relationship of attitude of Engineering college students towards value oriented education with their year of study is studied in the present investigation. On the basis of year of study, the students are divided into two groups. Second year students form with the Group – I and Group – II forms with third year 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 'year of study' 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 year of study on the attitude of Engineering college students towards value oriented education

S. No.	Year of study	N	Mean	S.D.	't' - Test
1.	Second year	176	231.98	36.14	2.114*
2.	Third year	144	222.54	42.53	

* Indicates significant at 0.05 level

It is found from the Table – 2 that the computed value of 't' (2.114) is greater than the critical value of 't' (1.97) for 1 and 318 df at 0.05 level of significance. Hence the **Hypothesis – 2 is rejected** at 0.05 level. Therefore it is concluded that the year of study has significant influence on the attitude of Engineering college students towards value oriented education.

Findings: There is significant influence of management and year of study at 0.05 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. Management and year of study 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.

Management is highly influenced in attitude of Engineering students towards value oriented education. Government students have positive attitude than the Private students. The administrators need to provide facilities for the private Engineering college students.

Year of study is highly influenced in attitude of Engineering students towards value oriented education. Second year students have positive attitude than the third year students. The administrators need to provide counseling facilities for the third year Engineering students.

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