



A Study of Attitude of B.Ed. Students Towards Value Oriented Education With Management And Type of Family

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ABSTRACT

Education as a social institution is a boon to humankind for prosperity, progress and peace. Ancient Indian Education system was framed with the main aim of leading man from untruth to truth, from darkness to light and from immortality to mortality. Accordingly, emphasis is laid on the achievement of Purusharthas, -Dharma, Artha, Kama and Moksha in Indian way of life. In this way India has been cherishing value oriented education. The main objective of the present study is to study the influence of management, type of family on the attitude of B.Ed. students towards value oriented education. Value oriented education questionnaire developed by Suneetha, P (2008) was adopted. A sample of 320 B.Ed. students representing all categories of B.Ed. colleges in Y.S.R. 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 at 0.01 level and type of family at 0.05 level of significance on the attitude of B.Ed. students towards value oriented education.

KEYWORDS

Value oriented education, management, type of family and B.Ed. students.

INTRODUCTION

Intellectual education influences the head and value based education influences the heart. Educated persons are those who can choose wisely and courageously under any circumstances. If they have the ability to differentiate between good and bad, wisdom and foolishness, virtues and vulgarities, regardless of the academic degrees they have, and then are educated. We are born with 5 senses, but successful people have the sixth sense, that is common sense, which is gained not necessarily as a result of education. The best education without common sense is worthless. What a broad-based education really sense is that the students is prepare for life without loosing their areas of specialization or competence.

Value oriented education gives the virtuous inner motives and actions and the inner consciousness from which more actions emerge as outer actions. There are several actions which may apparently seem to be good and right is the outer form, and yet, if there are not spontaneous expressions of the right fidelity, they cease to have any moral and spiritual values. Education should foster universal and external values. In our culturally plural society good education should be oriented towards the unity and integrity of our people.

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. Unfortunately education is becoming day-by-day more or less materialistic and the value traditions are being slowly given up. Modern Indians is being educated mainly with the bread and butter aim of education graduates run after money, power, and comforts without caring for any values.

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) reported that management of individuals do have significant difference on value oriented education. However, Yella Reddy (2004), Venkateswarlu (2005) and Khaja Hussian (2007) reported that management of individuals do not have significant difference on value oriented education.

Prameela, A (2012), Durga Bhavani, M (2013) and Vara Prasad Reddy, Y (2014) reported that type of family of individuals do have significant difference on value oriented education. Kavitha (2008), Venkata Subhashini (2010) and Srihari Alaboina (2011) 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 B.Ed. students towards value oriented education with management, type of family.

Objective of the Study: To study the impact of management, type of family on the attitude of B.Ed. students towards value oriented education.

Hypotheses of the study

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

There would be no significant impact of 'type of family' on the attitude of B.Ed. 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. Type of family.

Data Collection

The sample for the investigation consisted of 320 B.Ed. students in Y.S.R. 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 'F' and 't' – tests was employed to test hypothesis.

RESULTS AND DISCUSSION

1. Management

The relationship of attitude of B.Ed. 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 B.Ed. students towards value oriented education of the two groups were analyzed accordingly. The mean values of attitude of B.Ed. 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 B.Ed. 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 B.Ed. students towards value oriented education

S.No.	Management	N	Mean	S.D.	't' - Test
1.	Government	160	224.65	44.10	4.236**
2.	Private	160	199.76	40.15	

** Indicates significant at 0.01 level

It is found from the Table – 1 that the computed value of 't' (4.236) 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 B.Ed. students towards value oriented education.

2. Type of family

The relationship of attitude of B.Ed. students towards value oriented education with their type of family is studied in the present investigation. On the basis of type of family, the stu-

dents are divided into two groups. Joint family students belonged to the Group – I and Group – II formed with nuclear family students. The attitude of B.Ed. students towards value oriented education of the two groups were analyzed accordingly. The mean values of attitude of B.Ed. 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 'type of family' on the attitude of B.Ed. 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 type of family on the attitude of B.Ed. students towards value oriented education

S. No.	Type of family	N	Mean	S.D.	't' - Test
1.	Group – I	188	219.68	49.32	2.099*
2.	Group – II	132	209.24	34.26	

* Indicates significant at 0.05 level

It is found from the Table – 2 that the computed value of 't' (2.093) 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 type of family has significant influence on the attitude of B.Ed. students towards value oriented education.

Findings: There is significant influence of management at 0.01 level, type of family at 0.05 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. Management, type of family 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.

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

Type of family is highly influenced in attitude of B.Ed. students towards value oriented education. Joint family students have positive attitude than the nuclear family students. The administrators to provide facilities for the nuclear family B.Ed. students.

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