



A Study of Attitude of B.ed. Students Towards Value Oriented Education with Mother Occupation and Residence

Mr. Qazi Abdul Majid

Research Scholar, Department of Education, Rayalaseema University, Kurnool, Andhra Pradesh, India

Dr. V. Dayakara Reddy

Professor, Research Supervisor, Head and Chairman, B.O.S. (Comb.), Department of Education, S.V.University, Tirupati, Andhra Pradesh, India.

ABSTRACT

The values that spring from within or the core of the heart, like love, compassion, sympathy, empathy, tolerance, etc. lay the foundation for the external practiced values like honesty, discipline, punctuality and loyalty. The main objective of the present study is to study the influence of mother occupation and residence on the attitude of B.Ed. students towards value oriented education. Value oriented education questionnaire developed by Suneetha, P (2008) was adopted for the present study. A sample of 320 B.Ed. students representing all categories of B.Ed. colleges in Kurnool District by following the standardized procedures. 't' – test was employed for analysis of the data. There is significant influence of mother occupation at 0.05 level and residence at 0.01 level of significance on the attitude of B.Ed. students towards value oriented education.

KEYWORDS

Value oriented education, mother occupation, residence and B.Ed. students.

INTRODUCTION

In today's fast paced competitive world, man seems to have compromised on his values, integrity and character, in a bid to earn, use and possess more and more of material wealth. As a result, we see rampant corruption, unlawful activities, inhuman behaviour and immoral consumption, which is slowly breaking the very structure of our society, nation and the world. Therefore, there is an urgent need to re – Introduce value oriented education dealing specifically with human values, to redesign the fabric of our educational system.

The teachers assimilate the codes of behaviour from the direct environment at home and at school, which eventually leads to the formation of character. Hence both parents and teachers, need to present themselves as role models, whom the children can look upto, for guidance. To be effective role models "self-realisation" is the key, for it brings about an internal balance and harmony, which in turn is reflected externally by right conduct, character and personality. To achieve such a result we need to regulate our minds and purify our hearts by the constant practice of meditation. So, value oriented education must be made compulsory at all levels.

Value oriented education is a three fold development of any individual of any gender and age, but most importantly of a child. Education tries to develop three aspects: physique, mentality and character. Even though physique and mentality are important, they are menaces without the third because character is the greatest of these. Education plays a huge role in precisely this area. Value oriented education is a tool which not only provides us a profession which we can pursue but also a purpose in life. The purpose of our life is undoubtedly to know oneself and be ourselves. We cannot do it unless we learn to identify ourselves with all that lives.

REVIEW OF LITERATURE

Chandra Shekar Reddy (2005), Venkateswarlu (2005), Shaik Rafi (2007), Venkata Subhashini (2010), Durga Bhavani, M. (2013) and **Vara Prasad Reddy, Y (2014)** reported that mother occupation of individuals do have significant difference on value oriented education. However, **Yella Reddy (2004), Sumana Kumari (2005), Khaja Hussian (2007),**

Ramprasad (2007), Kavitha (2008) and **Rajya lakshmi (2009)** reported that mother occupation of individuals do not have significant difference on value oriented education.

Chandra Shekar Reddy (2005), Srihari Alaboina (2011) and **Durga Bhavani, M. (2013)** reported that residence of individuals do have significant difference on value oriented education. **Yella Reddy (2004), Sumana Kumari (2005), Venkateswarlu (2005), Kavitha (2008), Venkata Subhashini (2010)** and **Prameela, A. (2012)** reported that residence 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 mother occupation and residence.

Objective of the Study: To study the impact of mother occupation and residence on the attitude of B.Ed. students towards value oriented education.

Hypotheses of the study

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

There would be no significant impact of 'residence' 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. Mother occupation, 3. Residence.

Data Collection

The sample for the investigation consisted of 320 B.Ed. 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 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 't' - test was employed to test hypotheses.

RESULTS AND DISCUSSION

Mother occupation

The relationship of attitude of B.Ed. students towards value oriented education with their mother occupation is studied in the present investigation. On the basis of mother occupation, the students are divided into two groups. Non - employed mother's students form with the Group - I and Group - II forms with employed mother's students. The attitude of B.Ed. students towards value oriented education of the two groups was 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 'mother occupation' 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 mother occupation on the attitude of B.Ed. students towards value oriented education

S. No.	Mother occupation	N	Mean	S.D.	't' - Test
1.	Non - employee	256	224.80	38.11	2.531*
2.	Employee	64	239.47	42.29	

* Indicates significant at 0.05 level

It is found from the **Table - 1** that the computed value of 't' (2.531) 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 mother occupation has significant influence on the attitude of B.Ed. students towards value oriented education.

Residence

The relationship of attitude of B.Ed. students towards value oriented education with their residence is studied in the present investigation. On the basis of residence, the students are divided into two groups. Day scholars form with the Group - I and Group - II forms with hostlers. 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 'residence' 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 residence on the attitude of B.Ed. students towards value oriented education

S. No.	Residence	N	Mean	S.D.	't' - Test
1.	Day scholars	149	235.84	36.80	3.521**
2.	hostlers	171	220.67	40.26	

** Indicates significant at 0.01 level

It is found from the **Table - 2** that the computed value of 't' (3.521) 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 residence has significant influence on the attitude of B.Ed. students towards value oriented education.

Findings: There is significant influence of mother occupation at 0.05 level and residence 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. Mother occupation and residence 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.

Mother occupation is the highly influenced in attitude of B.Ed. students towards value oriented education. Employee mothers' students have positive attitude than the non - employee mothers' students. The administrators to organize value oriented programmes and provide employment facilities for non - employee mothers.

Residence is the highly influenced in attitude of B.Ed. students towards value oriented education. Day scholars have positive attitude than the hostlers. Parents, teachers and the administrators to provide good amenities in hostels.

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