

Attitude of B.Ed. Student -Teachers towards Value-Oriented Education

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Abstract

Values refers to objects that human beings consider as desirable, important and held in high esteem by a particular society in which a person lives. Education has to integrate all the dimensions of an individual's personality by developing human values in relation to the set standards of the society and its culture. Value oriented education also covers all-round personality development in aesthetic, intellectual, social, political and spiritual aspects. It is related to those activities, which are good, useful and valuable from the educational point of view. The objective of this paper is to find out the attitude of B.Ed. student-teachers towards value-oriented education. The number of the sample was 115, purposely selected from B.Ed. colleges in W.B. Finding of this study revealed that student- teachers had positive attitude to value-oriented education and identify its importance for developing student's values and character.

Key Words: Attitude, B.Ed., Student- teachers, Value Oriented Education.

1. INTRODUCTION

Value education has to be directed to the full development of the human personality and to the strengthening of respect for human rights. It should promote values like understanding, tolerance and friendship. The development of values is influenced by the network of environmental factors- home, school, peer, community members, media and ethics and aesthetics of society. It develops sense of brotherhood at the social, national and international level (UNESCO-1980).It helps to improve the quality of life, increasing universal brotherhood and creates mentality for learning to live together. It is a process of increasing in the student's knowledge, skills, attitude, values and behavior patterns that society considers desirable to have, both as an individual and as a member of the society. Value oriented education at university stage include moral values and human values in students to make them better and more useful members of society (Rama & Reddy, 2014). The youth of today leads to future life. But today our India has to face critical situation like violence, dishonesty, corruption, casteism so on that is not desirable for the progress of a country. These undesirable violent aspects take the place of values, which affects our youths and social life adversely. That's why, we should give important to value education. Education based on values is fully helpful in the development of culture. It helps in developing the positive and social attitudes by creating awareness among younger generation about the ills of the society.

Gandhi, M.M. (2014) conducted a study on "Value Oriented in Higher Education- Challenges and Role of Universities and Colleges: Retrospect and Future Opinions". This paper highlights that the NPE (1986) characterizes higher education as a crucial factor for survival, providing the Indian people with an opportunity to reflect on the critical, social, economic, cultural, moral and spiritual issues facing humanity. This paper further argues that higher education is the prime instruction for development and change.

Celikky, T. & Filoglu, S. (2014) conducted a study on "Attitudes of Social Studies Teachers towards Value and Value Education". The objective of this paper was conducted to determine how social studies teachers define value and value education and also reveal that the problems they encountered during the implementation. The finding shows that the social studies teachers defined value by terms such as "esteem", "human beings", "social norms" etc.

2. OBJECTIVES

- To find out B.Ed. student-teachers attitude towards value oriented education
- To find out the difference between male and female B.Ed. student-teachers regarding their attitude towards value oriented education

- To find out difference between the attitude of the Arts and Science B.Ed. student-teachers towards value oriented education

3. NULL HYPOTHESIS

H_1 : There would not have favourable attitude among B.Ed. student-teachers towards value oriented education.

H_2 : There is no significant difference between the attitude of male and female B.Ed. student-teachers towards value oriented education.

H_3 : There is no significant difference between the attitude of Arts and Science B.Ed. student-teachers towards value oriented education.

4. RESEARCH METHODOLOGY

In present study Descriptive survey method in nature. The sample of the present study considered of 115 B.Ed. student-teachers was selected from B.Ed. colleges. All B.Ed. colleges were selected through purposive sampling method. The scale considered of 20 statements, out of 20 statements 13 were positive and 7 items were negative. This is 5-point Likert scale consist of 20 items. The self-made questionnaires were standard by expert. The research objectives were analyzed using descriptive statistics (mean, SD) and used inferential statistics for t-test.

5. RESULTS AND DISCUSSION

In this present study is to measure Student Teachers attitude towards value oriented education in B.Ed. colleges. The results and discussion from this study is below:

Table-1: There is no significant difference between the attitude of male and female B.Ed. student- teachers towards value oriented education.

Group	Mean	SD	Number	t- value
Male	80.44	8.78	48	0.51
Female	79.61	8.22	67	
df=113				

From the table-1 shows that there is no significant difference between the attitude of male and female B.Ed. student-teachers towards value-oriented education. Since the calculated t value 0.51 is less than table value 1.98 at 5% level of significance and the null hypothesis is accepted.

Table-2: There is no significant difference between the attitude of Arts and Science B.Ed. student -teachers towards value oriented education.

Group	Mean	SD	Number	t- value
Arts	80.55	9.01	76	2.01
science	83.67	7.22	39	
df=113				

From the table-1 shows that there is a significant difference between the attitude of male and female B.Ed. student- teachers towards value oriented education. Since the calculated t-value 2.01 is greater than table value 1.98 at 5% level of significance and the null hypothesis is rejected.

6. CONCLUSION

The finding showed that the male and female student- teachers possessed positive attitude towards formative evaluation. The study proves that value-oriented education is very essential for today because we are facing so many problems like terrorism, poverty and population problem. Finding of the study also indicate that Value-oriented education is essential to prepare and develop democratic qualities among the students. Educational implication of value-oriented education is strengthening accelerating the process of modernization and development of scientific temper and outlook.

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