



ATTITUDE OF B.Ed STUDENTS TOWARDS VALUE ORIENTED EDUCATION

*Dr. M. Sandhya Rani, IASE, SV University, Tirupati

**Ms. M. Anasuyamma, IASE, SV University, Tirupati

***Dr. G. Anand Amruth Raj, Department of Education, S.V. University, Tirupati.

****C.S. Bhargavi, IASE, SV University, Tirupati

Abstract

The Oxford Dictionary defines 'value' as "to consider to be of great worth or importance", or "standards or principles considered valuable or important in life". While the first meaning denotes value in physical terms, the second meaning pertains to our behavioural patterns.

Values are the guiding principles of life which are conducive to all round development. They give direction and firmness to life and bring joy, satisfaction and peace of life. Values are desirable ends, goals or mode of action which makes human behaviour selective. Value not only orients but also determines human behaviour. Values reflect one's personal attitudes and judgments, decisions and choices, behaviour and relationships, dreams and vision. They influence our thoughts, feelings and actions. They guide us to do the right things.

Key Words: Values, Value education and B.Ed students.

Institute of Advanced study in Education, Sri Venkateswara University, Tirupati.

INTRODUCTION

Since time immemorial it has been recognized that education is necessarily a process of inculcating values to help the learners lead a good life that is satisfying to the individual in accordance with the cherished values and ideals of the society. Philosophers, spiritual leaders and educationists have emphasized the role of education for character development, bring out the latent potentialities and inherent qualities and developing integrated personality for the well being of the individual and the society at large, highlighting the need for value orientation of education.

The present era of education is very significant and crucial in terms of changes as well as quality on the one hand, there has been an unprecedented expansion of education at all levels, and on the other are insurmountable obstacles to value improvement. New hopes and aspirations in the minds of people have emerged. This has posed new challenges and new problems in re-orientation of education in values at all stages.

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 youth have to be given opportunities to develop individual excellence through values and contribute to the progress of the society. Education has to be an effective means to achieve this goal.

The main aim of value education in schools should be to make the students good citizens so that they may share their responsibilities for the development of the country. Students should also be able to understand the national goals of democracy and secularism. They could develop themselves to be useful citizens and continuously strive for their development.

REVIEW OF LITERATURE

Roy choudhury's study (1958) of values among teachers showed high in political value and low in religious values among them. Andrews (1966) found the significant difference for teachers in eight subject areas on theoretical, economic, aesthetic and political values. Dixit and sharma's (1969) study that men teachers score high on aesthetic political and social values than women teachers. Nelson's study (1971) on the differences of values among teachers revealed that there were significant differences among teachers on their economic, aesthetic, political and theoretical values but did not differ on social and religious values.

Kakkar's study (1971) on the values among teacher trainees and college teachers showed that teachers obtained higher scores on political values followed by theoretical and social values. The teacher trainees gave first preference to social values followed by aesthetic and theoretical values. Kumari (1981) found that both men and women preferred theoretical values. Rural women teachers and urban men teachers possessed high morality. The urban women teachers preferred more economic and social values where as rural women preferred aesthetic, theoretical and religious values more. Singh (1997) conducted a study to find out the values of urban and rural adolescents both male and female. The findings showed that urban students had higher mean score gender theoretical and religious values where as rural students had higher mean scores on social and aesthetic values. The male students had higher mean scores than female students in theoretical and economic values.

Rajasekhar Reddy (2004) made a study on attitude towards value oriented education in primary school teachers. Findings showed that urban primary school teachers obtained higher mean scores than the rural primary school teachers, Rajini (2004) made a study on promoting values in teacher trainees. Findings revealed that there is significant impact of gender and locality of students studying in colleges in possessing attitudes towards values. Shaik shamshuddin (2005) conduct a study on academic achievement and prevalent values among students. The findings revealed that there was significant difference on gender, region, locality of students.

Nagarjuna T.I (2009) in his study value oriented education of teacher trainees found that all the students do not have same attitudes towards social value, religious value, moral value, theoretic value, political value, economic values of value oriented education. Further he found that sex has significant influence on the attitudes towards

social value, religious value, moral vale, political value, economic value and value oriented education of students.

NEED OF THE STUDY

Teachers are the main instruments to inculcate values through different subject contents. The teacher should understand the values inherent in the content and should know the skills

needed to inculcate those values among learners which would be possible through teacher education programmes. But the products of the present day teacher education programmes are

not adequately equipped to foster vale education in schools. It is a hard reality that our teacher education is isolated from the mainstream of universal life. It is even isolated from the schools for which the teachers are trained. There is a difference between the practice teaching and real teaching. This may be due to the serious lacunae in our teacher education programmes.

OBJECTIVES

1. To study the significant difference between the government and private B.Ed students towards value oriented education.
2. To examine the significant difference between the male and female B.Ed students towards value oriented education.
3. To test the significant difference between the urban and rural B.Ed students towards value oriented education.

HYPOTHESES

1. There would be no significant difference between the government and private B.Ed students towards value oriented education
2. There would be no significant difference between the male and female B.Ed students towards value oriented education.
3. There would be no significant difference between the urban and rural B.Ed students towards value oriented education.

METHODOLOGY

SAMPLE

A sample for the study consisted of 60 out of which 30 Government and 30 Private equal number of male and female B.Ed students are selected randomly.

TOOLS

Value oriented scale was developed by T.I.Nagarjuna (2009) was administered to the sample

ANALYSIS OF RESULTS

The data were analysed statistically by 't' test to find out the significance of difference between the mean values of Government and Private B.Ed college students.

Table: 1 Means and SD's of Government and Private B.Ed students scores towards value oriented education

Management	N	Mean	SD	t-value
GOVERNMENT	30	302.9	27.27	3.44**
PRIVATE	30	284.0	12.57	

**Significant at 0.01 level

Table-1 Shows the mean score of (302.9) of Government and the mean score (284.0) of Private B.Ed college students. Government B.Ed students mean score is more than the private B.Ed students mean score. It indicates that the Government B.Ed college students are possessed better attitudes towards value oriented education. The obtained 't' value (3.44) is found to be significant. Hence there is no significant difference between Government and Private B.Ed college students towards value oriented education is rejected.

Table-2 Means and S.D's of male and female B.Ed students attitude scores towards value oriented education.

Sex	N	Mean	SD	t-value
MALE	30	288.2	11.16	0.31@
FEMALE	30	287.3	11.32	

@not significant

Table-2 revealed that the mean score of (288.2) of male and the mean score (287.3) of female B.Ed college students. The obtained 't' value (0.31) is not significant. Hence there is no significant difference between male and female B.Ed student teachers towards value oriented education is accepted.

Table-3 Means and S.D's of urban and rural B.Ed students attitude scores towards value oriented education

Locality	N	Mean	SD	t-value
URBAN	28	281.7	14.39	4.46**
RURAL	32	297.7	13.23	

**significant at 0.01 level

Table-3 Indicates that the mean score (281.7) of urban students and the mean score (297.7) of rural students. Urban B.Ed students are possessed better attitudes towards value oriented education. The obtained value (4.46) is found to be significant. Hence there is no significant difference between the urban and rural B.Ed students towards value oriented education is rejected.

CONCLUSIONS

1. There is significant difference between the Government and Private B.Ed college students towards value oriented education. Government B.Ed students are possessed better attitudes than the Private B.Ed students.
2. Gender difference is not significantly related towards value oriented education.
3. Urban students are possessed better attitudes than the rural B.Ed students towards value oriented education.

SUGGESTIONS TO IMPROVE THE VALUE EDUCATION

- ▶ Display every day, message and saying of thinkers related to values.
- ▶ Teach life stories of eminent characters in epics and history, poems, patriotic songs, environmental hygiene etc.
- ▶ Arrange debates, speeches and skits on the life and teaching of outstanding national leaders, who can be considered as role models for the younger generation.
- ▶ Universal values should be practiced in day to day life of students and teacher educators
- ▶ The biographies of great religious leaders should be included in curriculum.
- ▶ Guest lectures by eminent should be arranged to foster the social values among the students.
- ▶ Social awareness camps on various issues should be conducted in schools.
- ▶ Organize value oriented curricular and co-curricular programmes in schools.
- ▶ Organize value oriented training programme for teachers parents and administrators.
- ▶ Organize counselling services in schools for value promotion.

REFERENCES

1. Andrews (1966) as quoted in Venkataiah, N. and Sandhya, N. (2008) "Research in value education", A.P.H. Publishing corporation, New Delhi, P.22
2. Dixit, R.C. and Sharma Deo Dutt (1969): "Incorporation by students of teachers values: a study of the student- teachers relationship", Indian Educational Research, 4 (2), PP.89-96.
3. Kakkar, -S.B. (1971): "Values scores of teacher trainees and College teachers", Indian Journal of Applied psychology, 8, PP.77-80.
4. Kumari, P. (1981): "Personality needs moral judgment and value patterns of secondary school teachers: a critical analysis", unpublished Ph.D. thesis in education, Gorakhpur University.
5. Nagarjuna, T.I (2009), "Value oriented education of teacher trainees". Published Ph.D thesis in education, Discovery publishing House Pvt.Ltd.