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ATTITUDE OF DEGREE COLLEGE STUDENTS TOWARDS VALUE  
ORIENTED EDUCATION IN TERMS OF SELECTED  
DEMOGRAPHIC VARIABLES



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**ABSTRACT**

The basic aim of education is to produce men of knowledge as well as of culture. Value oriented education has to be integral part of entire education process. Every teacher must become responsible for imparting value education. In our culturally plural society education should foster universal and eternal values oriented towards the unity and integration of our people. Such value education should help eliminate obscurantism, religious fanaticism, violence, superstition and fatalism. A part from their combative role, value education has a profound positive content, based on our heritage, national goals and universal perception.

**KEYWORDS :** *Value Oriented Education ,Demographic Variables,produce men of knowledge .*

**INTRODUCTION :**

The growing concern over the erosion of essential values and increasing cynicism in society has brought to focus the need for readjustment in curriculum in order to make education a forceful tool for the cultivation of social and moral values. Conscious and organised attempts are required to be made for imparting education in social, moral and spiritual values, with the help, wherever possible, of the ethical teachings of great religious.

Value education means inculcating in the children a sense of humanism, a deep concern for the well being of they and the nation. this can be accomplished only when we instil in the children a deep feeling of commitment to values that would build this country and bring back to the people pride in work that bring order, security and assured progress (Sandya, 1999).

A planned Educational action aimed at the development of proper attitudes, emotions and characters in learners it covers all aspects of personality development-physical, intellectual, social, economic, political, cultural, moral and spiritual (Chetty, 2004).

Values have different faces such as Social, Religious, Moral, Theoretical, Political, Aesthetic and Economic dimensions. One may not ignore one aspect of value system for the sake of others. A well balanced personality requires a combination of all these values and such values should be inculcated at the primary to university level itself. For this, the teachers are the real agents. It is natural

that unless the teachers are having such value system, he/she may not be able to inculcate such things in students.

Value oriented education is not authoritarian, indoctrination in the right values chosen a priori. It is a process of inducing learning. The nub of value oriented education is to enable students to think, reason, reflect, feel, care, experience, will and act" (Seshadri, 2002). A planned educational action aimed at the development at proper attitudes, emotions and characters, in the learners. May be termed as value oriented education. It covers all aspects of personality development physical, intellectual, social, economic, political, cultural, moral and spiritual (Chetty, 2004).

## RATIONALE

### Studies on Value Oriented Education

Kireet Joshi (1986) proposed a syllabus for value-oriented education from classes I to XII. In the elementary classes the stress is on training the senses and activities to teach basic values. Music, poetry, science, physical education, yoga are suggested as means to develop value consciousness in higher classes. The emphasis is on development of reflection and analytical thinking to move towards inner consciousness.

Nagarjuna (2009) conducted a study on Attitude of DIET students towards value oriented education. The researcher concluded that there is significant influence of socio-economic status at 0.05 level on the attitudes towards moral value, political value and economic value of DIET students.

Sarita Narad, Hardev Singh (2013) found that contemporary system of education requires manipulation of value oriented education i.e., spread of human goodness which can be attained through national goals such as Increasing productivity, social and emotional integration, democratization and modernization, and development of social, moral, aesthetic and spiritual values. Therefore, value oriented education covers all the aspects of personality-intellectual, physical, social, moral, aesthetic and spiritual. It is the preparation of how to become "good". It aims at equipping the students to face the advertise of life, to deal with joy and sorrow effectively, maintain healthy interaction with others, and bring global welfare of society and world at large.

## OBJECTIVES

- 1.To study the impact of demographic variable gender – male/female on the attitude of degree college students towards value oriented education.
- 2.To study the impact of demographic variable management – government/private on the attitude of degree college students towards value oriented education.
- 3.To study the impact of demographic variable locality – urban/rural on the attitude of degree college students towards value oriented education.

## RESEARCH DESIGN

**Research Method :** The present study is survey type investigation.

**Tool Used :** The investigator developed and validated value oriented education scale to measure the attitude of degree students towards value oriented education.

**Sample :** The sample for the investigation consisted of 1200 degree college students. The stratified random sampling was applied.

**Statistical Techniques :** 't' test was used to find out the impact of demographic variables, namely, gender, management, locality would result in the difference in the attitude towards value education of degree college students.

## RESULTS

Table-1 : Impact of Gender on the Attitude of Degree Students towards Value Oriented Education

Sl. No.	Gender	N	M	SD	't' Value
1	Male	419	273.15	32.09	0.868
2	Female	781	274.86	33.51	

It is clear from the above table that the computed value of 't' (0.868) is less than the critical value of 't' (1.96) for 1 and 1198 df at 0.05 level. Hence, the hypothesis is there is a significance influence of gender on attitude of degree college students towards value oriented education is rejected. It is concluded that gender has no significant influence on the attitude of degree students towards value oriented education. Similar results were reported by Super (1953), Roe (1956) and Chandrakumar and Arokiaswamy (1974) and contradictory results were reported by Khan (1971), Anantharaman (1981), Ali and Karunanidhi (1998), Bajpai, Sunil (1998), Rajini (2003), Shaik Shamshuddin (2005), Gayatri (2008), Yella Reddy (2009) and Mohan Reddy, M. (2011).

Table-2 : Impact of Management on the Attitude of Degree Students towards Value Oriented Education

Sl. No.	Management	N	M	SD	't' Value
1	Government	600	273.78	35.02	0.512
2	Private	600	274.75	30.91	

It is clear from the above table that the computed value of 't' (0.512) is less than the critical value of 't' (1.96) for 1 and 1198 df at 0.05 level. Hence, the hypothesis is hypothesis is there is a significance influence of management on attitude of degree college students towards value oriented education rejected. It is concluded that management has no significant influence on the attitude of degree students towards value oriented education. Contradictory results were reported by Rathnakumar (1987), Sandhya (1999), Yella Reddy (2009) and Mohan Reddy, M. (2011).

Table-3: Impact of Locality on the Attitude of Degree Students towards Value Oriented Education

Sl. No.	Locality	N	M	SD	't' Value
1	Rural	600	275.94	33.28	1.759
2	Urban	600	272.59	32.69	

It is clear from the above table that the computed value of 't' (1.759) is less than the critical value of 't' (1.96) for 1 and 1198 df at 0.05 level. Hence, the hypothesis is hypothesis is there is a significance influence of locality on attitude of degree college students towards value oriented education rejected. It is concluded that locality has no significant influence on the attitude of degree

students towards value oriented education. Contradictory results were reported by Anantharaman (1981), Rajani (2003), Shaik Shamshuddin (2005), Gayatri (2008) and Mohan Reddy, M. (2011).

### IMPLICATIONS

Good library facilities would associate with the positive attitude towards value oriented education, college managements would equip their libraries with the books that are liked by the students.

Teacher should also realize the importance of value based techniques. Teacher's dairy and student's dairy should be maintained for the smooth organization of daily activities. Teach to students the life stories of eminent characters in the epics and history, poems, patriotic songs, environmental hygiene, etc.

Organizing periodically essay writing, elocution, storytelling, poems recital, quiz competitions on value based issues. Higher education authorities of graduate education would advise the Principals to organize a series of workshops, seminars, orientation programmes, symposia etc., on value oriented education for reorienting students of degree colleges. There is a great need to educate the parents and society on values which goes a long way in shaping the children to be value oriented.

It is suggested to include additional units in the degree syllabus on value oriented education. Value education need not be limited to only curricular aspects, but it should also find a place in co-curricular and extra-curricular activities. Moreover, teachers should try to create interest among the students through their method of teaching and co-curricular activities.

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