



## Attitude towards value-oriented education among undergraduate students

Karim Ansary<sup>1</sup>, Sourav Chandra Gorain<sup>1</sup>, Dr. Birbal Saha<sup>2</sup>

<sup>1</sup> Research Scholar, Department of Education, Sidho-Kanho-Birsha University, Purulia, West Bengal, India

<sup>2</sup> Professor, Department of Education, Sidho-Kanho-Birsha University, Purulia, West Bengal, India

### Abstract

The erosion of values is one of the burning issues of recent human society. To keep human civilization safe from these issues, there is no substitute for values. Education is the only tool through which values can be inculcated among the present generation as well as the future generation. Thereafter with the help of this study, the investigators try to measure the attitude towards value-oriented education among undergraduate students. Value-oriented education scale standardized by B. Yella Reddy (2004) is used to collect responses from the students. The research population includes all undergraduate college students of Purulia district, West Bengal. Stratified random sampling techniques were used. 149 undergraduate students at different colleges affiliated with Sidho Kanho Birsha University, Purulia, W. B., India were selected as a sample and the data analysis has been performed through Microsoft excel. The findings of this study revealed that there is no significant difference existing between different demographic variables (gender, local of the students) of undergraduate college students regarding their attitude towards value-oriented education.

**Keywords:** value, education, value-oriented education, erosion of value

### Introduction

Education is a continuous and lifelong process by which a person can adjust to a changing environment by making the desired change in his behavior. Swami Vivekananda Said "Education is the manifestation of perfection already in men". On the other side, value is a kind of feeling through which a person can become aware of the norms and customs of the society and follow them properly. Values are principles considered important in life. They come from within (Love, Kindness, Compassion, Mercy, Sympathy, Empathy, etc.) and also by inculcating (Punctuality, Discipline, Obedience, Behavior, Conduct, Character). Value-oriented education is the education, through which values are inculcated among the students. It is possible to inculcate value among the students through real education. But the erosion of values is one of the burning issues of recent human society. Due to the unprecedented advancement of science and technology, people are able to perform any work easily. Nowadays people are becoming much more machine-dependent. As a result, the human relationship and the bond between human beings are declining day by day. The bonds of interpersonal relationships between people are slowly eroding. They are slowly moving away from each other's happiness and sorrow. This is just a sign of the decline of human civilization. To keep human civilization safe from this impending danger, there is no substitute for values. Education is the only tool through which values can be inculcated among the present generation as well as the future generation. So with the help of this study researchers tried to measure attitude towards value-oriented education among undergraduate students.

### Literature review

The literature review is one of the most important steps of educational research by which the researcher gained some related knowledge about his research problem. While

conducting this present study researcher also reviewed some related literature which is described below:

Khatun, M. & Halder, U. K. (2019) <sup>[5]</sup> revealed a significant relationship between personal value and academic achievement of male and female students. Paven, V. & Barakoska, A. (2019) revealed the realization of value-based educational goals in primary class grade and subject teaching and determining the pedagogical assumptions important for the development of students' values orientation. Zaki, S. (2018) <sup>[13]</sup> reported that no significant relationship was found between value orientation and psychological wellbeing of student teachers of DIETs. Singh, P. (2018) explained that higher education needs to strike a balance among values while teaching different courses, otherwise individuals may end up developing one value at its extreme while missing squarely on the other values. Khemani, S. (2017) <sup>[6]</sup> explained that there are five prominent values (religious, social, democratic, knowledge, and family prestige value) that have a direct impact on employee's performance. Lartang, P. B. (2014) <sup>[7]</sup> revealed a significant difference between the first year and second year, and between rural and urban and no significant difference between male and female DIET student's teachers towards value-oriented education. Narad, D. S. & Singh, H. (2012) <sup>[8]</sup> showed that different pedagogies and methodologies are to be applied for the transmission of accumulated normative values of truth, beauty, and goodness to the succeeding generation for creating a noble and strong nation. Beiya, B. (2012) <sup>[2]</sup> showed that there is no significant relationship between value orientations and its dimensions and academic achievement of teacher trainees in colleges of education affiliated with Kerala University but there is a significant influence of value orientation and creative ability on the academic achievement among them.

**Objectives of the study**

The main objectives of this study are:

1. To study the attitude of undergraduate college students towards value-oriented education.
2. To find out the influence of socio-demographic variables (Sex, Residence) on the attitude of the undergraduate college students towards value-oriented education.

**Hypotheses of the study**

**H<sub>01</sub>:** There is no significant difference in attitude towards value-oriented education between boys and girls of undergraduate college students.

**H<sub>02</sub>:** There is no significant difference in attitude towards value-oriented education between urban and rural undergraduate college students.

**H<sub>03</sub>:** There is no significant difference in attitude towards value-oriented education between rural boys and rural girls undergraduate college students.

**H<sub>04</sub>:** There is no significant difference in attitude towards value-oriented education between urban boys and urban girls undergraduate college students.

**H<sub>05</sub>:** There is no significant difference in attitude towards value-oriented education between urban boys and rural boys undergraduate college students.

**Methodology of the study**

The present study was conducted through descriptive survey type research. This method was used by the researchers to study the attitude of the undergraduate college students towards value-oriented education.

**1. Population**

The population of this study is all the undergraduate students of Purulia district, West Bengal, India

**2. Sample and Sampling**

The sample is a part of the population and the sample value represents the population value. 149 samples have been collected by stratified random sampling techniques from affiliated colleges under Sidho-Kanho-Birsha University, Purulia, WB, India.

**3. Tool used for the study**

A 'value-oriented education' questionnaire (Bengali version) developed and standardized by B. Yella Reddy (2004) is used to collect responses from the students.

**Analysis and interpretations**

**1. Descriptive statistics**

Here we present our descriptive data (Table 1) in the form of mean and standard deviation (SD) for achievement motivation.

**Table 1:** showing Mean scores and SD of achievement motivation

Pair of comparison	N	Mean	SD
Boys	64	252.23	15.56
Girls	85	246.78	21.86
Rural	90	248.07	24.04
Urban	59	250.72	25.75
Rural Boys	33	250.58	27.49
Rural Girls	57	246.61	21.92
Urban Boys	31	254	28.59
Urban Girls	28	247.10	22.13

**2. Inferential statistic**

Inferential statistic plays a significant role in hypothesis testing. In a study, researchers used inferential statistics to determine whether a null hypothesis can be accepted or rejected. For the present study, we have constructed 't'-values (Table 2) to analyze the mean difference between the pair.

**Table 2**

Pair of comparison	N	df	Mean difference	't' value
Boys	64	147	5.45	0.18
Girls	85			
Rural Students	90	147	2.65	0.52
Urban Students	59			
Rural Boys	33	88	3.97	0.45
Rural Girls	57			
Urban Boys	31	57	6.9	0.31
Urban Girls	28			
Urban Boys	31	62	3.52	0.63
Rural Boys	33			

**Testing of H<sub>01</sub>**

The mean (M) of attitude towards value-oriented education scores for boys and girls of undergraduate students are 252.23 (S.D = 15.56) and 246.78 (S.D = 21.86) respectively. 't'- value for the pair of boys' and girls' undergraduate students is found 0.18 which is less than the 't' table value at 0.01level. This indicated that the H<sub>01</sub> is accepted at both levels and it's proved that there is no significant difference exists between boys and girls of undergraduate students regarding their attitude towards value-oriented education.

**Testing of H<sub>02</sub>**

The mean (M) of attitude towards value-oriented education scores for rural and urban undergraduate students are 248.07 (S.D = 24.04) and 250.72 (S.D= 25.75) respectively. 't'-value for the pair of rural and urban undergraduate students is found 0.52 which is less than the 't' table value at 0.01level. This indicated that the H<sub>02</sub> is accepted at both levels. Hence, there is no significant difference in attitude towards value-oriented education between urban and rural undergraduate college students.

### Testing of H<sub>03</sub>

The mean (M) of attitude towards value-oriented education scores for rural boys and rural girls undergraduate students are 250.58 (S. D= 27.49) and 246.61 (S. D= 21.92) respectively. 't'- value for the pair of rural boys and rural girls undergraduate students is found 0.45 which is less than the 't' table value at 0.01level of significance. This indicated that there is no significant difference in attitude towards value-oriented education between rural boys and urban girls undergraduate college students.

### Testing of H<sub>04</sub>

The mean (M) of attitude towards value-oriented education scores for urban boys and urban girls undergraduate students are 254 (S. D= 28.59) and 247.10 (S. D= 22.13) respectively. 't'- value for the pair of urban boys and urban girls undergraduate students is found 0.31 which is less than the 't' table value at 0.01level of significance. This indicated that H<sub>04</sub> is accepted at both levels. Hence, there is no significant difference in attitude towards value-oriented education between urban boys and urban girls undergraduate college students.

### Testing of H<sub>05</sub>

The mean (M) of attitude towards value-oriented education scores for urban boys rural boys undergraduate students are 254 (S. D= 28.59) and 250.58 (S. D= 27.49) respectively. 't'- value for the pair of urban boys and rural boys undergraduate students is found 0.63 which is less than the 't' table value at 0.01level of significance. This indicated that H<sub>05</sub> is accepted at both levels. Hence, there is no significant difference in attitude towards value-oriented education between urban boys and rural boys undergraduate college students.

### Discussions

The 't' values of boys-girls and rural-urban undergraduate college students indicate that there is no significant difference exists between them. This result was supported by Amareswaran, N. (2014) and Suresh, C. (2017) <sup>[12]</sup>. But it is observed from Table 1 that the mean scores of boys and urban undergraduate college students are higher than that of girls and rural undergraduate college students respectively. Based on these results we can say that boys and urban undergraduate college students are showing a favorable attitude towards value-oriented education than that of girls and rural undergraduate college students respectively.

### Conclusion

Findings of the study concluded that there is no significant difference existing between boys -girls, urban-rural, rural boys -rural girls, urban boys- urban girls, urban boys - rural boys' undergraduate college students regarding their attitude towards value-oriented education. That is, they are significantly related to each other based on their attitude towards value-oriented education.

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