CHAPTER - III

The Present Study
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THE PRESENT STUDY

This chapter deals with statement of the problem, title of the problem, need for the study, purpose of the study, scope of the study, definitions of the certain terms, objectives and hypotheses of the study, variables included in the study and limitations of the study.

3.1 STATEMENT OF THE PROBLEM

The present study is concerned with the attitude of intermediate students towards value oriented education. It examines the main and interaction effects of sex, management, region and year of the study on the attitude towards value oriented education. It establishes the relationship between the attitude towards value oriented education and other variables namely; Intelligence, personality, self-concept, socio economic status and socio demographic variables. It also predicted the attitude towards value oriented education with the help of different sets of psycho – sociological variables.

3.2 TITLE OF THE PROBLEM

The title of the present study is, “An Analytical Study of Attitude of Intermediate Students Towards Value Oriented Education in Relation to Certain Psycho-Sociological Variables”.

3.3 NEED FOR THE STUDY

‘No great moralist was made so in a day.

Nor any one of them was a born moralist.’

Today there is lot of degradation of values in every walk of human life. Individuals are crazy for material wealth. Money making is the main motive of the majority of the individuals even through immoral ways. Proper foundation will be laid on values at the initial stages of the child. Schools and colleges are the institutions which can shoulder the responsibility of inculcating values among the people and students. Hence there is a need to take up research activities in the area of values.
Value crises are more in III-world countries. Youth of these countries look towards the Western culture and technologies. Many adopt Western ideas and practice Western value system rejecting their own. This confusion and conflict result in leaving apart on our own culture. Now the question is how to provide meaningful educational experiences to our students in the light of this exploration of knowledge and value crises. The answer is that values should be the basis of curriculum development.

The crisis of values is therefore so pervasive in the contemporary Indian education that it impinges upon every aspect of our life. The advances in science and technology, explosion in knowledge and the crisis and dilemmas we face in life are engulfing the entire society and confronting us with many challenges. Students should not be afraid to disagree with a viewpoint. Value education must spell out fundamental goals and general principles, rather than at the level of specific prescription. It is felt that value education is the privilege of the parents and often this contradicts the principles taught in state run schools and private schools and hence value education should be taken up by schools.

Values are like the rails that keep a train on track and help it to move smoothly, quickly and purposefully. They provide motivation and a person is ready to suffer and sacrifice for the sake of values. Without values, one floats the piece of driftwood in the swirling water of the river however exciting that may seem at first. That is why values are central to one’s life and define the quality of that life. Each and every activity of the individual reflects the values that we here chosen or given preference. They direct the behavior of individual and give a shape to the personality development. So they are the integral part of human beings. In fact the aim of education is developing and inculcating desired values in the students so that they can become good citizens. Any education system springs from the value system of a country.

Education aims at producing good citizens making them nobler, just and happier. To achieve this end it has to seek guidance from the framework and values. Much of ones life is spent in trying to understand others. The chief effort is to grasp correctly the motives and intentions of the other, for which one should know the guidelines of ones life. In other words one identifies other’s gathering of values which
are the dominating forces in life and all of a person’s activity is directed towards the realization of these values.

The present trend in education is the value oriented education. It goes without saying that the teachers, in whose hands lies the task of shaping students, should possess a frame of values. These values change in degree from individual to individual depending on various factors. When need for personal values of teachers to lead students in right path are felt so much.

There were so many studies undertook for this purpose, some of the studies were:

Dixit and Sharma (1970) have concluded research with objective of studying teacher’s relationship in terms of value incorporation in which the male and female high school teachers have maintained a complete uniform pattern in six values.

Thakorlal (1988) conducted the study on a comparative study of attitude, values and personality characteristics of rural, urban and non Gujarati college and Secondary school teachers. The major objectives of the study were to discern some of their habits, academic life, aspiration, values preferences, and attitudes. The main result was the teachers from urban and rural areas got higher sources on both economic and political values.

Yikai (2002) studied the teacher’s values as a determinant of classroom climate. The major objective was the importance of teacher value on of teacher’s curriculum, teaching strategy, assessment, relationship with students and classroom climate. The findings of this study indicate that responsibility and enthusiasm are the two most important teacher values and teacher value is most important in teacher’s relationship with students and least important in assessment of the values and functions considered.

Values are very much initiated during the period of adolescence, and the responsibility of the lecturers is very great in inculcating right values among the adolescent students. As such a special attention is given to study the value oriented education of Intermediate students: Hence, the need for the study of value oriented education of Intermediate students is very much felt.
Therefore, the “Study” humbly tries to provide impartial evidences in respect of dependent and independent variables and their influence along with interrelationship.

Again it became very necessary to study the value oriented education of intermediate students with their primarily influencing aspects of life.

3.4 PURPOSE OF THE STUDY

The present study aims at investigating the influence on the attitude towards value oriented education of intermediate students in relation to certain Psycho-Sociological variables the purpose of the study is an attempt to answer the following aspects.

1. Whether there is any significant influence of main effects namely; Sex, Management, region and year of the study and their interaction effects on the attitude towards value oriented education of intermediate students?

2. Whether there is any influence of Intelligence on the attitude towards value oriented education?

3. Whether there is any effect of 14 Personality Factors on the attitude towards value oriented education?

4. Whether there is any impact of Self-Concept on the attitude towards value oriented education?

5. Whether there is any impact of Socio – Economic status on the attitude towards value oriented education?

6. Whether there is any influence of Socio – Demographic variables on the attitude towards value oriented education?

7. Whether there is any influence of Personal Variables on the attitude towards value oriented education?

8. Whether it is possible to predict attitude towards value oriented education with the help of Psycho – Sociological factors?
3.5 SCOPE OF THE STUDY

The main intention of the study is to find the attitude towards value oriented education of intermediate students with Intelligence, personality factors, self concept, Socio – Economic status, Socio – Demographic and some other variables. Attitude scale to measure the attitude towards value oriented education, Intelligence, Personality, Self – concept and Socio – Economics status is measured by using the relevant instruments.

The study attempted to predict the attitude towards value oriented education of intermediate students with the help of different Psycho – Sociological variables.

3.6 DEFINITIONS OF THE CERTAIN TERMS

Education

The champion of Basic Education thinks of education as a means to develop man. He says. "By education: I mean to all-round drawing out of the best is child and man-body, mind and spirit". This reflects the trend of modern progressive education.

Mahatma Gandhi,

The aim of education is harmonious, natural, and progressive development of the pupil. To fulfill this aim the teacher must have an insight into the working of the child's mind. He must know his needs, desires and capacities. He must know how children behave in particular circumstances and what is natural for them to do.

Pestalozzi.

Value

Values are something that we consider good such as love, kindness, quietness, containment, fun, honesty, decency, relaxation and simplicity". (Julus Henry, 1963).

Value Oriented Education

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)
Personality

Personality is the dynamic organization within the individual of those psychophysical systems that determine his unique adjustment to the environment. (G.W. Allport (1937))

Intelligence

Intelligence is the aggregate or the global capacity of the individual to act purposefully, to think regionally and to deal effectively with the environment". –D.W. Wechsler (1950).

Self concept

Self-concept as "Some thing of which we are immediately aware. We think of it as the warm, central, private region of our life. As such it plays a crucial part in our consciousness (a concept broader than self), in our personality a concept broader than consciousness, and in our organism (a concept broader than personality). Thus it is some kind of core in our being. Allport (1961).

Attitude

A general predisposition or mental set with regard to any persons, beliefs or other entities; educational systems typically seek to encourage the development of certain attitudes in their students, in addition to inculcating knowledge. -(John Bellingham, 2004)

Attitude Scale

Any series of attitude indices that have given quantitative values relative to each other. (Madhu Raj, 1996; John Bellingham, 2004)

Attitude Test

An examination to measure the mental and emotional set or pattern of likes and dislikes held by an individual or group, often in relation to such considerations as controversial issues and personnel adjustments. (Madhu Raj, 1996; John Bellingham, 2004)
Questionnaire

A list of planned written questions related to a particular topic, with space provided for indicating the response to each question, intended for submission to a number of persons for reply; commonly used in normative survey studies and in the measurement of attitudes and opinions. (Good, 1973).

Attitude Questionnaire

A series of questions focused on one or more specified attitude objects and designed to obtain to measure the attitude or attitudes in question. (Good, 1973).

Study

Application of the mind to a problem or subject. (Good, 1973).

Student or pupil

“A person studying under relatively close supervision and auspices of a teacher” -Good (1959).

“Refers to those enrolled in a school, college or university to follow a particular course of study.” (Tanuja 1991).

An individual for whom Instruction is provided in an educational programme under the Jurisdiction of a school, school system, or other educational institution, (John Bellingham, 2004).

Factor

A cause or determiner, which may be unique to one variable or common to several variables, that may be used to account for the correlations among a set of variables. (Good, 1973).

1. An element in the composition of anything, or in bringing about a certain result.

2. A fact which has to be taken into account or which affects the course of events (Davidson, et al., 1988).
**Variable**

Any trait that changes from one case or condition to another; more strictly, the representation of the trait, usually in quantitative form, such as a measurement or an enumeration (Good, 1973).

In educational research, any entity that can vary. An ‘independent’ variable is one that the researcher manipulates eg, a type of instructional programme. A “dependent” variable is one that changes in consequence with changes in the independent variable (John Bellingham, 2004).

**Socio – Economic Status**

The background or standing of one or more persons in the society on the basis both of social class and financial situation. (John Bellingham, 2004).

**Caste**

Caste is a system of stratification in which mobility up and down the status ladder, at least ideally may not occur. (Green, 1943).

**Locality**

A place considered with reference to some particular events or circumstances with it, a quarter in which certain things are done or which chosen for particular operations. (Vivian Ridler, 1961).

**Region**

Defined portion of the earth’s surface now especially as distinguished by certain natural features, climatic conditions a special fauna or Flora, or the like. A separate part or division of the world or Universe, as the air, Heaven, etc. (Vivian Ridler, 1961).

**Social Value**

This value is defined in terms of charity, kindness, love and sympathy for the people, efforts to serve God through the service of mankind, sacrificing personal comforts and gains to relieve the needy and the afflicted of their misery.

The social values necessitate the interaction of two or more persons and they are always practiced in relation to our neighbors, community, society, nation and
world. One gets social values from friendship, love, family, and participation in good activities.

**Religious value**

It is defined in terms of faith in God, attempt to understand him, fear of divine wrath and acting according to the ethical codes prescribed in the religious books. The outward acts of behavior expressive of this value are going on pilgrimage, living a simple life, having faith in the religious leaders, worshipping God and speaking the truth.

**Moral value**

It is fact of experience that mankind reacts to human behavior sometimes with approval and sometimes with disapproval. Not only the individuals but society makes judgments of various kinds of human behaviors. The kind of behavior approved by the people is called moral behavior disapproved by the people is called immoral behavior. An individual can develop moral behavior only when he understands what is good and what is evil, what is right and what is wrong. This consciousness of right or wrong, good and evil is called moral value.

**Theoretical Value**

The dominant interest of the theoretical man is the discovery of truth. In the pursuit of the goal he characteristically takes a 'cognitive' attitude, one that looks for identifies and differences, one that divests itself of judgments regarding the beauty or utility of objects, and seeks only to observe and to reason. Since the interests of the theoretical man are empirical, critical, and rational, he is necessarily an intellectualist, frequently a scientist or philosopher. His chief aim in life is to order and systematize his knowledge.

**Political Value**

The political man is interested primarily in power. Leaders in any field generally have high power value. Since competition and struggle play a large part in all life, many philosophers have seen power as the most universal and most fundamental of motives. There are, however, certain personalities in whom the desire for a direct expression of this motive is uppermost who wish above all else for personal power, influence, and renown.
**Aesthetic Value**

Aesthetic value is characterized by appreciation of beauty, form proportion and harmony, love for fine arts, drawing – painting, music, dance, sculpture, poetry and architecture, love for literature, love for decoration of the home and the surroundings, neatness and system in the arrangement of the things.

One realizes aesthetic value when one perceives an object as a unified expression of meaningful feelings. The aesthetic expression is a special kind of experience and is an interaction between an object and a subject.

**Economic Value**

The value stands for desire for money and material gains. A man with high economic value is guided by considerations of money and material gain in the choice of his job. His attitude towards the rich persons and the industrialists is favourable and he considers them helpful for the progress of the country.

**Health Value**

It is the consideration for keeping the body in a fit state for carrying out one's normal duties and functions. It also implies the consideration for self-preservation. A man with high health value really feels sorry if through some act of negligence impairs his health, he considers good physical health essential for the development and use of his abilities.

**Democratic value**

It is characterized by respect for individuality, absence of discrimination among persons on the bases of sex, language, religion, caste, color, race and family status ensuring equal social, political and religious rights to all, impartiality and social justice and respect for the democratic institutions.

**3.7 OBJECTIVES OF THE STUDY**

The study has been designed with the following specific objectives.

1. To know the attitude of intermediate students towards value oriented education.
2. To study the influence of sex, management, region and year of the study, on the attitude of intermediate students towards value oriented education.

3. To study the influence of intelligence on the attitude of intermediate students towards value oriented education.

4. To study the influence of 14 personality factors on the attitude of intermediate students towards value oriented education.

5. To study the influence of self concept on the attitude of intermediate students towards value oriented education.

6. To study the influence of socio-economic status on the attitude of intermediate students towards value oriented education.

7. To establish the relationship of attitude of intermediate students towards value oriented education with the socio-demographic variables.

8. To predict the attitude of intermediate students towards value oriented education with the help of socio-demographic variables and psychological variables.

9. To predict the attitude of intermediate students towards value oriented education with the help of all independent variables in the investigation.

3.8 HYPOTHESES OF THE STUDY

In the light of the above objectives, the following major null hypotheses have been set up for the purpose of this investigation.

1. All the intermediate students do not have the same attitude towards value oriented education.

2. Sex, year of the study, management and region do not have significant influence on the attitude of intermediate students towards value oriented education.

3. There would not be significant influence of intelligence on the attitude of intermediate students towards value oriented education.

4. There would not be significant impact of personality factors on the attitude of intermediate students towards value oriented education.
5. There would not be significant effect of self concept on the attitude of intermediate students towards value oriented education.

6. There would not be significant influence of socio - demographic variables on the attitude of intermediate students towards value oriented education.

7. There would not be significant influence of socio - economic status on the attitude of intermediate students towards value oriented education.

8. It would not be possible to predict the attitude of intermediate students towards value oriented education with the help of socio - demographic variables and psychological variables.

9. It would not be possible to predict the attitude of intermediate students towards value oriented education with the help of all independent variables.

3.9 VARIABLES INCLUDED IN THE STUDY

The following variables were taken into consideration in this study.

A. Dependent Variables

Value oriented education

- Social value
- Religious value
- Moral value
- Theoretical value
- Political value
- Aesthetic value
- Economic value
- Health value
- Democratic value
B. Independent Variables

I. Socio – Demographic variables

- Sex
- Year of the Study
- Management
- Region
- Age
- Caste
- Community
- Locality
- Residence
- Birth Order
- Father’s Education
- Mother’s Education
- Father’s Occupation
- Mother’s Occupation
- Economic Position of the Family
- Annual Income of the Family
- Size of the Family
- Type of the Family
- Groups of Study
- Socio – Economic Status.

II. Psychological Variables

- Intelligence, (R.P.M, JC Ravan 1950)
- Cattell’s 14 personality factors (14 PF), Form ‘A’,
- Self concept (Dr. (Miss) Mukta Rani Rastogi’s (1974))
3.10 LIMITATIONS OF THE STUDY

The following limitations are observed in this investigation.

1. The study is limited to Andhra Pradesh State, comprising three regions namely; Coastal, Telangana and Rayalaseema.

2. The study is limited to intermediate students only.

3. Attitude of intermediate students towards value oriented education depends on number of Psychological, Sociological and Demographic factors. It is not possible to include each and every factor in this investigation.

4. It is only a presage – product study in the area of value oriented education.

5. Due to laborious calculations, only certain factors are included in this investigation.

6. There are number of values, but the study is limited to following values.

   - Social value
   - Religious value
   - Moral value
   - Theoretical value
   - Political value
   - Aesthetic value
   - Economic value
   - Health value
   - Democratic value