

RELATIONSHIP BETWEEN VALUES AND ATTITUDE TOWARDS EDUCATION OF B.TECH AND B.ED STUDENTS-A COMPARITIVE STUDY

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Abstract

This study focused on six basic aspects: Theoretical, Economic, Aesthetic, Social, Political and Religious values of 100 undergraduate students of B.Tech and B.Ed and their attitude towards education. This study also attempted to compare and analyze the relationship between the values and attitude towards education of the students of the two streams. Significant difference was identified in economic values, aesthetic values, social values and religious values where as the two streams were not found distinctive in regards to theoretical values and political values and their attitude towards education. It was also concluded that there is a correlation between values and attitude towards education of both engineering and teacher education students. To sum up our values, belief and attitude constantly blend with each other. Integrating and harmonizing our value system is what makes a successful attitude and attitude towards education is the result of various values inculcated in us.

Keywords: *Values, Attitude, B.Tech, B.Ed, Education*



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INTRODUCTION

When educating the minds of our youth, we must not forget to educate their hearts.

-- Dalai Lama, spiritual head of Tibetan Buddhism

We as social beings develop our own values, beliefs and attitudes throughout the lifespan. Our sense of who we are and how we view the world is, to great extent, a contribution of our family, friends, community and our experiences. We need to be aware of our own values, beliefs and attitudes and be prepared to inculcate the values necessary to carry ourselves in the society.

VALUES

Values are building blocks of our belief system. Values are beliefs or ideals that guide our attitude and behavior. Values define what we judge as good, right, desirable, suitable or acceptable. Though we may have our own conviction and fixed values but many of the values we accept are socially or culturally constructed. Society develops a value system or a set of

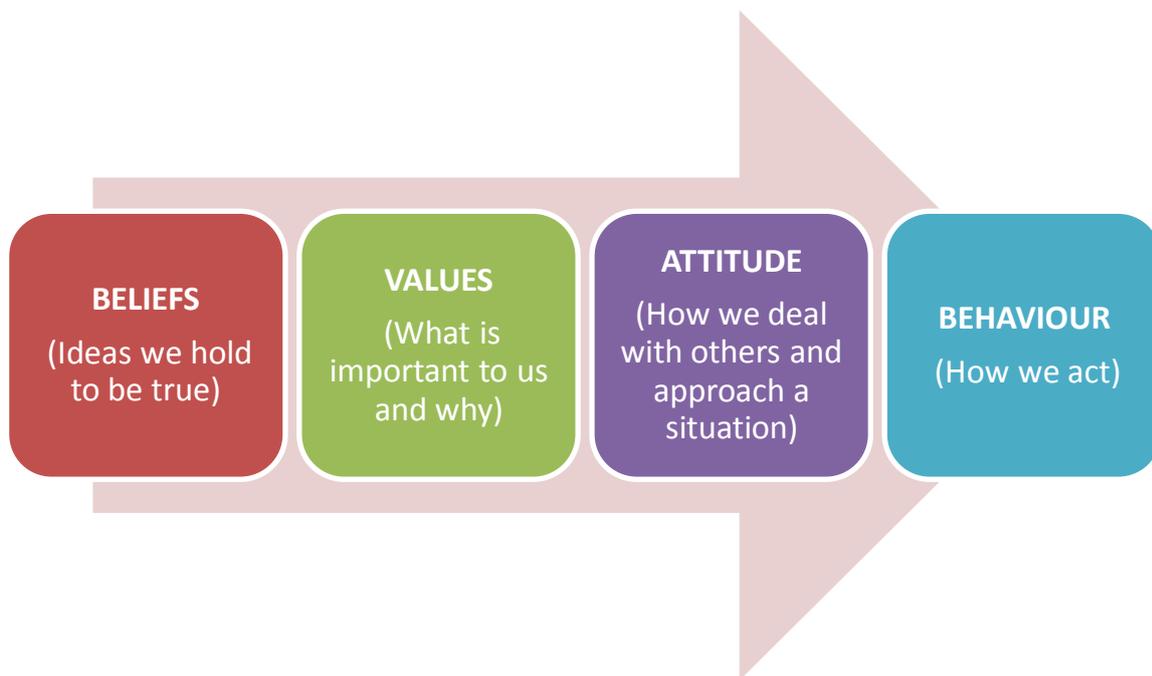
values and conveys these to us through schools, governments, churches, the media, the family etc. These values guide the way we live our lives and the decisions we make.

ATTITUDE

An attitude is a belief about something ie. what we think is the 'proper' way of doing something. Attitude is reaction we give to people, objects, events, skills and actions. It is mainly likes or dislikes which are not necessarily restricted to our emotions and feelings but get spilled over our behavior too. Attitude can be positive, negative or ambivalent.

RELATIONSHIP BETWEEN VALUES AND ATTITUDE

Our beliefs, values and attitudes are constantly blending with those of other - our peers, friends, family etc. We seem to instinctively 'like' those individuals who share our values and beliefs. Harmonizing our value systems is what makes a successful attitude, be it personal, educational or professional. The attitudes that we feel very strongly about are usually called values.



NEED AND IMPORTANCE

Before we entered higher education many streams like history, science, geography, computer science and many more made their path into our classes and into our lives . By the time we enter college , through all these subjects we have explored our world in certain ways and these have opened our eyes to many facets of our lives and of the world we live in.

Making our career, entering a good profession and progressing throughout seems to summarize the total motive of all our education so far. It seems that this is the sole aim of

being educated by spending almost two decades in the process. This is so because from very beginning we have been taught this as a way of existence in the society we live in. This attitude towards education is a result of various values inculcated in us.

This comparative cross sectional study will quantify various values among B.Tech as well as B.Ed students and their attitude towards education.

OBJECTIVES

- To study the Values of B.Tech Students.
- To study the Values of B.Ed Students.
- To study the Attitude towards Education of B.Tech Students.
- To study the Attitude towards Education of B.Ed Students.
- To Study the relationship between Values and Attitude towards Education of B.Tech Students
- To Study the relationship between Values and Attitude towards Education of B.Ed Students.
- To Compare the Values Of B.Tech Students and B.Ed Students.
- To Compare the Attitude towards Education Of B.Tech Students and B.Ed Students.

HYPOTHESES

H1: Values differ significantly in B.Tech and B.Ed students.

H2: Attitude towards Education differ significantly in B.Tech and B.Ed students.

H3: There is a positive relationship between values and attitude towards education of B.Tech and B.Ed students.

REVIEW OF RELATED LITERATURE

K.Sharma(2015) in her study focused on, three out of six basic interests/ motives in personality: Aesthetic, Economic and Political values- of 300 undergraduate male & female students, studying in Fine Arts and Business Administration streams. Results showed that, Business Administration students had significantly lower Aesthetic value than the students of Fine-Arts stream and Aesthetic value was also seen higher in females than males. The study also indicated that Economic value was higher in Business Administration students as compared to Fine-Arts students and there was no difference at gender level. No significant difference was observed in terms of Political value, concerning two of the streams. Although male students were observed to have higher Political Value than female students.

Dr. Yudhister (2013) studied the value pattern of B.Ed. students and To compare the value pattern of students having arts and science background. The B.Ed. students having arts and science background differ significantly in three in the values which are religious, economic and knowledge. The B.Ed. students with arts background are most religious as compared to science students. The B.Ed. students with science background have more desire for money and material gain. They have more love for knowledge of theoretical principles and have for discovery of truth.

V.Maheswari, R.Haridas(2013): The study aimed at determining the student attitude towards higher education programs. The purpose of survey was to explore attitudes of students in colleges. The results revealed that the majority of the students carried the personal and employment attitude to continue their higher studies. This study emphasized on the attitude of our youth's toward the higher education system and the study also revealed that the attitude of college level students towards both attitudes which focused the family background, friends, curriculum, college, government policies, job opportunity, business, workload, placement opportunity and promotion.

Kubat (2011): The aim of the study was to analyze the relationship among Personal values, perceived value of education and satisfaction. Also personal values, perceived educational value and satisfaction levels of the students at Ak denizUniversity, Turkey (N=944) were revealed. The empirical results indicated that there is a strong relationship between personal values and perceived value of education. There is also a robust relation between perceived value of education and satisfaction.

VARIABLES:

Value and Attitude towards Education

VALUES STUDIED : Following 6 values were studied:

1. **Theoretical Value (Truth)** – It is primarily concerned with discovery of truth.
2. **Economic Value (Usefulness)**- It means a basic concern for what is useful and practical.
3. **Aesthetic Value (Beauty and Harmony)** - It means an appreciation of artistic beauty, harmony and form for its own sake.
4. **Social Value (Love)** – It seeks out love of people.
5. **Political Value (Power)** - It means a basic interest in power and leadership related to any field not just to politics.

6. **Religious Value (Unity)** – It means placing highest value on unity so as to understand and experience the world as a unified whole.

ATTITUDE TOWARDS EDUCATION STUDIED: Attitude was observed in terms of positive, Average and Negative attitude.

METHOD OF RESEARCH: Quantitative method of research was employed in this study for interpreting and assessing the relationship between the Values and Attitude towards Education of B.Tech and education college students by means of standardized tests.

RESEARCH DESIGN: The research design used was descriptive survey method

SAMPLE: Data was collected from sample consisting of 50 college students of B.Tech and education each.

TOOLS AND TECHNIQUES USED: Following tools were used for data collection:

1. Study of Value Test by R.K Ojha and M. Bhargava
2. Attitude towards Education by S.L Chopra

COLLECTION AND ANALYSIS OF DATA: In order to assess the significance difference and relationship between values and attitude towards education of B.Tech and education students of different age mean , standard deviation , coefficient of correlation (R) and critical ratio (T test) were used for raw scores to facilitate analysis, interpretation and understanding.

INTERPRETATION OF DATA

H1: Values differ significantly in B.Tech and B.Ed students

Table 4.1: Significant difference in Values of B.Tech and B.Ed students

VALUES	B.TECH STUDENTS		B.ED STUDENTS		t – SCORE	SIGNIFICANT DIFFERENCE	
	MEAN	SD	MEAN	SD		0.01 LEVEL	0.05 LEVEL
THEORETICAL(A)	41.37	5.04	40.18	4.30	1.2701	Not Significant	Not Significant
ECONOMIC(B)	45.61	6.26	41	3.97	4.3975	Significant	Significant
AESTHETIC(C)	34.74	5.86	29.92	6.15	4.0122	Significant	Significant
SOCIAL(X)	41.57	5.70	43.18	4.43	-1.577	Significant	Significant
POLITICAL(Y)	42.37	4.58	40.34	3.41	2.5139	Not Significant	Significant
RELIGIOUS(Z)	34.36	6.21	45.38	6.22	-8.8656	Significant	Significant

H2 : Attitude towards Education differ significantly in B.Tech and B.Ed college students.

Table4.3: Significant difference in Attitude towards Education of B.Tech and B.Ed students

	MEAN	SD	t – SCORE	SIGNIFICANT DIFFERENCE
B.TECH STUDENTS	16.42	2.56	-.3734	Not Significant at 0.01 and 0.05 level
B.ED STUDENTS	16.58	1.62		

H3: There is a positive relationship between values and attitude towards education of B.Tech and B.Ed college students.

In B.Tech students, it was observed that technically there was a positive correlation ($R=.093, .29, .0063$ respectively) between the theoretical values, economic values and religious values and their attitude towards education whereas negative correlation ($R=-.3, -.089, -.0066$ respectively) was observed between aesthetic values, social values and political values and their attitude towards education but the relationship between two variables ie. Values and Attitude Towards Education was weak as the nearer is the R value to zero, the weaker is the relationship.

In B.Ed students, it was observed that technically there was a positive correlation ($R=.06, .16, .21$ respectively) between the aesthetic values, political values and religious values and their attitude towards education whereas negative correlation ($R=-.064, -.30, -.17$ respectively) was observed between theoretical values, economic values and social values and their attitude towards education but the relationship between two variables ie. Values and Attitude Towards Education was weak as the nearer is the R value to zero, the weaker is the relationship.

A weak relationship was observed between the two variables as the value pattern of an individual is static whereas the attitude of an individual varies with time and situation.

CONCLUSION:

Following were the observation

Hypothesis H1 was **REJECTED** for theoretical value both at 0.01 and 0.05 level of significance i.e. there is no significant difference in the theoretical values of B.Tech and B.Ed students. Theoretical value was observed slightly higher in B.Tech students in comparison to B.Ed students. Though the difference was not significant both at 0.05 and 0.01 level of significance.

Hypothesis H1 was **ACCEPTED** for economic value, aesthetic value, social value and religious value at 0.01 and 0.05 level of significance i.e. there is a significant difference in

economic, aesthetic, social and religious values of B.Tech and B.Ed students. Economic value was observed significantly greater in B.Tech students than those of B.Ed students. Aesthetic value was found significantly higher in B.Tech students as compared to B.Ed students. Social value was significantly higher in B.Ed students as compared to B.Tech students.

Hypothesis H1 was **ACCEPTED** for political value at 0.05 level of significance but was **REJECTED** for political value at 0.01 level of significance. Political values were slightly higher in B.Tech students but the difference was significant at 0.05 level of significance and not significant at 0.01 level of significance.

Hypothesis H2 was **REJECTED** that Attitude Towards Education differ significantly in B.Tech and B.Ed students. The B.Tech students and B.Ed students were not significantly different at 0.01 and 0.05 level of significance on an Attitude Towards Education Scale . This may be because the study was delimited to KIIT college where students of KIIT College of B.Tech as well as students of KIIT College of Education gets equal opportunities to participate in seminars, workshops and conferences.

Hypothesis H3 was **ACCEPTED** for theoretical values, economic values and religious values ie there is a positive relationship between theoretical, economic and religious values and attitude towards education of B.Tech students and **REJECTED** for aesthetic values, social values and political values of B.Tech students ie the relationship between aesthetic, social and political values and attitude towards education is found negative.

Hypothesis H3 was **ACCEPTED** for aesthetic values, political values and religious values ie the relationship between aesthetic, political and religious values and attitude towards education is positive and **REJECTED** for theoretical values, economic values and social values of B.Tech students ie theoretical, economic and social values are negatively correlated to attitude towards education of B.Ed students.

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