

# Study on Perspective Teachers Attitude Towards value-Oriented Education

Dr. M. Soundararajan<sup>1</sup>, Mr. K. Balasubramanian<sup>2</sup>

<sup>1</sup>Registrar i/c, Tamil Nadu Teachers Education University, Chennai-97

<sup>2</sup>Research Scholar, Department of Value Education, TNTEU, Chennai-97

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## ABSTRACT

Today, every parent wants to give the best education to children, which is not just confined to books but it goes much beyond that. The parents look at the holistic development of their children as that is essential to edge in the global scenario. That is why parents focus on extracurricular activities and value education along with academics. The purpose of the present study has to find out the level of perspective teachers' attitudes towards value-oriented education. In this study survey method was employed. The major findings displayed that there was a significant difference found in marital status, religion, and locality of the prospective teachers, but there was no significant difference found between male and female perspective teachers in their attitude towards value-oriented education.

**Keywords:** Perspective Teachers, Value Education, Colleges of Education.

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## INTRODUCTION

Education is a lifelong process of development of one's personality which starts in school. It is a school that builds the base for everything. That is why school plays a significant role in providing value-based education or moral education.

In today's time, when there is a huge crisis of moral values in society, value-based education proves to be the solution. Through value-based education, we can develop children into people with strong character and values who know how to utilize their knowledge for the advantage of mankind.

Value-based education aims at training the student to face the outer world with the right attitude and values. It is a process of overall personality development of a student. It includes character development, personality development, citizenship development, and spiritual development. Some people think that personality is an inborn character of a child and it can never be developed or honed. However, this is not true. Personality development sessions and a good school selection can a radical change in the personality of a child.

Nelson Mandela rightly said: "Education is the most powerful weapon through which you can change the world". Here, he talked about both academic education as well as moral value education. And, value education has the power to change the world.

### Need And Significance Of The Study

Values in education is a multidimensional concept. Value is related to every aspect of education. Value has a power that can unite learners, teachers, and also community. The very purpose of education is to help human beings draw out their built-in generative power.

People differ in how they approach others. Some people tend to approach others in a cooperative manner, whereas other people tend to approach others in a more self-centered manner. Such social dispositions have been demonstrated to be quite important in various contexts and are often examined under the heading of social value orientation. This concept refers to preferences for particular distributions of outcomes for self and others. One could discriminate among various social value orientations, such as altruism, equality, cooperation, individualism, competition, aggression, and the like.

The emphasis on education for the inculcation of values imposes on the teacher a very special responsibility. Values can best be imparted by the living examples of the teachers by evolving a high standard of self-discipline. Again, since there is an explosion of knowledge, teachers will have to be trained in the art of life-long education, and in the art of learning to learn.

So too, special programs for training to pupil teachers from Teachers' Training Colleges should be formulated which will provide greater awareness of responsibilities in regard to inculcation values in schools.

Rabindranath Tagore has rightly stated "The highest mission of education is to help us to realize the inner principles of unity of all knowledge and all the activities of our social and spiritual being", whereas, Sri Aurobindo says "the first principle of teaching is that nothing can be taught. The teacher is not an instructor or task-master, but is a helper and a guide."

Considering that the teacher is the real bridge between the past and the future and the carrier of cultural heritage from generation to generation, it must be expected from every teacher to become a perpetual student of the lessons of history and of the quest for knowledge by which greater future can be built through the inculcation of value-education in schools. Based on the above discussion, the Investigator proposes to gain valuable insight into the study of the prospective teacher's attitude toward value-oriented education.

### **Statement of the Problem**

The value orientation must become an integral part of the entire education system by weaving the value into the entire curricular programmes. It has to be done from the early stage of education in order to have a lasting effect on the future conduct and the way of life of the adult. Appropriate educational approaches and systematic teaching strategies spontaneously cultivate the inculcation of values. Learning will get any meaning or even any purpose only when values inhere them. The teacher has to play the role of a facilitator and cooperative enterprise in which the different types of courses occur through reciprocal give and take. Hence the study was entitled as "*Perspective Teachers Attitude towards Value Oriented Education*".

## **METHODOLOGY**

The area of the present study was Dindigul District of Tamil Nadu State, India. The population of the present study consists of the perspective teachers who are studying in 6 colleges of education. The Researcher has taken on the survey method of research to study the "Perspective Teachers Attitude towards Value Oriented Education". The Investigator used stratified random sampling technique for collecting the data from the population. The sample consists of 319 perspective teachers.

### **Tools Used For The Study**

The Investigator used self-made questionnaire for assessing perspective teacher's attitude towards value orientation education.

### **Operational Definitions of the Terms Used**

#### **Value Education**

"Value Education" refers to planned educational actions aimed at the development of proper attitudes, values, emotions and behavior patterns of the learners.

### **Objectives of the Study**

The following objectives were framed to study the perspective teacher's attitude.

1. To find out there is any significant difference between male and female perspective teachers in their attitude towards value oriented education.
2. To find out there is any significant difference between married and unmarried perspective teachers in their attitude towards value oriented education.
3. To find out there is any significant difference among Hindu, Muslim and Christian perspective teachers in their attitude towards value oriented education.
4. To find out there is any significant difference between rural and urban perspective teachers in their attitude towards value oriented education.

### **Hypothesis Of The Study**

1. There is no significant difference between male and female perspective teachers in their attitude towards value oriented education.

2. There is no significant difference between married and unmarried perspective teachers in their attitude towards value oriented education.
3. There is no significant difference among Hindu, Muslim and Christian perspective teachers in their attitude towards value oriented education.
4. There is no significant difference between rural and urban perspective teachers in their attitude towards value oriented education.

**ANALYSIS**

**Hypothesis 1**

There is no significant difference between male and female perspective teachers in their attitude towards value oriented education.

**Table – 1: Mean Score difference between Male and Female Perspective Teachers in their Attitude towards Value Oriented Education**

Gender	Mean	Standard Deviation	Calculated 't' Value	Remarks
Male	98.61	7.23	1.26	Not Significant
Female	97.89	7.13		

The above Table - 1 showed that there was no significant difference between male and female perspective teachers in their attitude towards value oriented education, as the calculated 't' value is 1.26 was less than the table value of 1.96 at 5% level of significance. Hence the null hypothesis 1 was accepted.

**Hypothesis 2**

There is no significant difference between married and unmarried perspective teachers in their attitude towards value oriented education.

**Table – 2: Mean Score difference between Married and Unmarried Perspective Teachers in their Attitude towards Value Oriented Education**

Marital Status	Mean	Standard Deviation	Calculated 't' Value	Remarks
Married	108.13	10.21	3.49	Significant
Unmarried	104.41	9.47		

The above Table - 2 showed that there was no significant difference between married and unmarried perspective teachers in their attitude towards value oriented education, as the calculated 't' value is 3.49 was higher than the table value of 1.96 at 5% level of significance. While comparing the mean score married (108.13) perspective teachers are higher attitude than the unmarried (104.41) counterparts. Hence the null hypothesis 2 was rejected.

**Hypothesis 3**

There is no significant difference among Hindu, Muslim and Christian perspective teachers in their attitude towards value oriented education.

**Table – 3: Mean Score difference among Hindu, Muslim and Christian Perspective Teachers in their Attitude towards Value Oriented Education**

Religion	Mean Square	Sum of Square	Calculated 'F' Value	Remarks
Between Group	774.88	387.44	12.81	Significant
Within Group	98005.70	193.62		

The above Table - 3 showed that there was significant difference among Hindu, Muslim and Christian perspective teachers in their attitude towards value oriented education, as the calculated 'F' value is 12.81 was higher than the table

value of 3.00 at 5% level of significance. While comparing the alpha score Hindu perspective teachers (47.23) higher attitude than the Christian (42.41) and Muslim (11.11) counterparts. Hence the null hypothesis 3 was rejected.

#### Hypothesis 4

There is no significant difference between rural and urban perspective teachers in their attitude towards value oriented education.

**Table – 4: Mean Score difference between Rural and Urban Perspective Teachers in their Attitude towards Value Oriented Education**

Locality	Mean	Standard Deviation	Calculated 't' Value	Remarks
Rural	106.72	9.19	4.38	Significant
Urban	102.61	8.01		

The above Table - 4 showed that there was significant difference between rural and urban perspective teachers in their attitude towards value oriented education, as the calculated 't' value is 4.38 was higher than the table value of 1.96 at 5% level of significance. While comparing the mean score rural locale perspective teachers have better attitude than the urban counterparts. Hence the null hypothesis 4 was rejected.

#### MAJOR FINDINGS

1. There was no significant difference between male and female perspective teachers in their attitude towards value oriented education.
2. There was significant difference between married and unmarried perspective teachers in their attitude towards value oriented education.
3. There was significant difference among Hindu, Muslim and Christian perspective teachers in their attitude towards value oriented education.
4. There was significant difference between rural and urban perspective teachers in their attitude towards value oriented education.

#### CONCLUSION

An existence without values education resembles transport without radar. Education without values or enlightenment will miss the mark concerning accomplishing its objective. Unimportant instructing, getting the hang of, improving information and aptitudes without building character and psyche may not add to the comprehensive advancement of youngsters, which is an absolute necessity for the world to improve as a spot. Education strategy producers need to lay more weight on education with much weight on conferring human values and enlightenment. This will have preferred outcomes over unimportant education. Once values become everybody's need throughout everyday life, all the negative parts of life will consequently wane. The world desperately needs individuals with high values to make it a superior spot to live in.

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