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RESEARCH PAPER

A Study of Values and Attitude towards Energy Education

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Key words: *personal, educational, materialistic, social, human etc.*

Abstract

The present study was conducted on the college freshmen of Dr. R.M.L. Avadh University, Faizabad. A sample of 1356 college freshmen reading in undergraduate classes among 9 districts was taken for this purpose. It is found in the study that urban and rural students differed only on religious aspect of values. All other 5 dimension v.z. personal, educational, materialistic, social and human, they remained similar. Students from aided and self-financed colleges differed only on religious aspect of values and remained same on other 5 dimensions of values. On the other hand the difference on attitude towards energy education of urban and rural was not found significant. Along with no significant difference was found between aided and self-financed college freshmen on attitude towards energy education.

Introduction

The values are very prominent and useful for understanding and predicting behaviour. Values are the motivating as well as determinant factors of human behaviour. Value is used in many ways as goals, principles, preferences, interests, pleasures, likes, duties, moral obligations, desires, needs, aversions and attractions. Energy is the basic natural resource without which existence of mankind is almost impossible. It plays a vital role in the economic development of the nation. The massive demand of energy has brought before us a global crisis of energy. Values as empirical elements in human behaviour certainly arise out of human experience and hence may be affected by any condition. Value is the center of attraction to the researchers and a number of researches are available in this field. Bhatnagar (1963) found that all the value system of India and British students were fairly similar with social as the dominate motive. Gaur (1974) in his study reported significant difference in values of rural and urban students. Singh (1969) Bhatnagar (1963P), Aggrawal (1959) and

Shukla (1965) have studied the college students' values. All these findings reported that there were significant differences in the values of students studying in different faculties. On the same way Saluza (1977) found significant differences in the primary values orientation of business and non-business students. There are conducted very few studies in the field of energy education. Mishra (2002) in his study revealed that motivation of the policy makers assumed utmost importance in view of the fact that only a favorable policy regime can help the establishing the assignments. Goswami (2002) described the status of solar energy education and suggested for a worldwide awareness programme. No such a study has been conducted on the topic. So the researcher is interested to study the values and attitude towards energy education of college freshmen.

Objective of the study

The present study is based on the following objectives –

1. To compare the values of urban and rural students.
2. To compare the values of different type colleges.
3. To compare the attitude towards energy education of urban and rural students.
4. To compare the attitude towards energy education of different colleges.
5. To analyze the extent of relationship between values and attitude towards energy education.

Hypothesis of the study

The present study is based on the following hypothesis –

1. There is no significant difference in the values of urban and rural students.
2. There is no significant difference in the values of the students of different type colleges.
3. There is no significant difference in the attitude towards energy education of urban and rural students.
4. There is no significant difference in the attitude towards energy education of the students of different type colleges.
5. There is no significant relationship between values and attitude towards energy education.

Method

The normative survey method has been employed in the present study. In the present study population comprises of all the freshmen of the colleges affiliated to Dr. R.M.L. Avadh University, Faizabad (U.P.). This university covers 139 colleges of 9 districts. The sample is taken from 10% colleges selected by systematic random sampling from all the colleges of 9 districts in U.P.

Tools used

1. To measure the values of students the test 'Meri Manytayein' by Shanta Kumari Aggrawal is used.
2. To measure the attitude towards energy education questionnaire is used.

The reliability of the questionnaire was based on 75 answer sheets respondents, sample selected from a total of 504 randomly. Both the tools used in the study are reliable and valid and have been used in various studies.

Results and Discussion

The data and discussion of results are presented hypotheses wise.

Hypothesis - 1

This hypothesis assumed that there is no significant difference in the values of urban and rural students.

Table - 1

S.N.	Values	URBAN			RURAL			C.R.	Significance
		N	M	S.D.	N	M	S.D.		
1.	Personal	751	25.09	10.7	605	25.38	10.41	1.23	NS
2.	Religious	751	25.82	11.71	605	23.76	10.01	8.36	0.01
3.	Educational	751	34.24	13	605	34.14	13.27	0.27	NS
4.	Materialistic	751	25.09	13.15	605	25	11.03	0.29	NS
5.	Social	751	34.45	13.01	605	34.1	13.19	0.35	NS
6.	Humanistic	751	34.16	12.89	605	34.17	13.02	0.03	NS

The hypothesis is rejected on religious aspect and accepted for all five dimensions because the C.R. values on self-concept scale show that the difference between these two groups on religious basis is significantly at 0.01 level. Mean scores show that the students from urban basis have greater interests in religious activities and ritual works in comparison to the rural area.

HYPOTHESIS - 2

This hypothesis assumed that there is no significant difference in the values of the students of different type colleges.

Table - 2

S.N.	Values	Aided			Self-Financed			C.R.	Significance
		N	M	S.D.	N	M	S.D.		
1.	Personal	165	24.46	10.05	1191	25.31	10.58	1.25	NS
2.	Religious	165	25.42	10.53	1191	24.83	11.01	2.50	0.05
3.	Educational	165	33.84	13.10	1191	34.24	13.15	0.38	NS
4.	Materialistic	165	25.18	10.10	1191	25.03	10.93	0.21	NS
5.	Social	165	34.39	12.9	1191	34.28	13.78	0.11	NS
6.	Humanistic	165	34.45	13.1	1191	34.12	12.96	0.33	NS

The table shows that the aided college students obtained higher religious value score. That indicated that they were more interested in religious activities, in comparison to the students of self-financed college. The difference between the two groups was found to be significant at 0.05 level of confidence. So the hypothesis is rejected with regard to only one aspect, named religious value and but not with regard to all other five values.

HYPOTHESIS - 3

This hypothesis assumed that there is no significant difference in the attitude towards energy education of urban and rural students.

Table - 3

S. N.	Location of College	Attitude towards energy education			C.R.	significance
		N	M	S.D		
1.	Urban	751	200.57	15.13	0.33	NS
2.	Rural	605	200.75	16.82		

There is no significant difference in the mean and S.D. of both types of students. The C.R. value on the scale is 0.33 for both sorts of located colleges. Therefore, the hypothesis of no significant difference in the attitude towards energy education of urban and rural students is retained.

HYPOTHESIS - 4

This hypothesis assumed that there is no significant difference in the attitude towards energy education of the students of different types of colleges.

Table - 4

S. N.	Type of College	Attitude towards energy education			C.R.	significance
		N	M	S.D		
1.	Aided	165	200.57	16.34	0.06	NS
2.	Self-Financed	1191	200.67	18.5		

It is observed from the table that there is no difference in the mean values of both types of colleges. The C.R. value is found 0.06. Thus the hypothesis of no significant difference in the attitude towards energy education of the students of different type colleges is accepted.

HYPOTHESIS - 5

This hypothesis assumed that there is no significant relationship between value and attitude towards energy education of students.

Table - 5

S.N.	Values	High Attitude towards E.E.			Low Attitude towards E.E.			C.R.	Significance
		N	M	S.D	N	M	S.D		
1.	Personal	355	26.77	11.0	356	25.28	11.73	3.17	0.01
2.	Religious	355	24.47	11.860	356	24.46	11.46	1.47	NS
3.	Educational	355	34.6	13.54	356	34.57	11.02	0.39	NS
4.	Materialistic	355	24.29	12.14	356	25.84	10.98	2.89	0.01
5.	Social	355	34.21	12.97	356	24.72	11.21	0.86	NS
6.	Humanistic	355	33.9	12.68	356	33.51	12.64	0.61	NS

The table reveals that only two values, namely, personal and materialistic are related to attitude towards energy education of college freshmen. The C.R. values for the two values are 3.17 and 2.89. The relationship of these two dimensions are found significant at 0.01 level of confidence. Rest of the values are not found related significantly with the attitude towards energy education. Hence the hypothesis of no relationship is accepted.

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