



Influence of Gender and Birth Order on Intermediate Students' Attitude towards Value-Oriented Education

¹V.Shankar, ²Prof.G.Janakiramaiah

¹Research Scholar, ²Research Supervisor, Head & Chairman BOS in Education,
Department of Education,
Sri Venkateswara University,
Tirupati, India

Abstract: The present study examined the influence of gender and birth order on intermediate students' attitude towards value-oriented education. A survey research design was adopted for the investigation. The sample consisted of 1,200 intermediate students selected from the study area using a stratified random sampling technique to ensure adequate representation of various subgroups. The data were analyzed using independent samples *t*-test and ANOVA. The findings revealed that gender ($F = 26.00, p < .001$), birth order ($F = 4.66, p = .003$), and their interaction effect ($F = 4.40, p = .004$) significantly influenced students' attitudes towards value-oriented education. The independent samples *t*-test showed a significant difference between female ($M = 240.91, SD = 22.860$) and male students ($M = 228.72, SD = 29.866$), with female students indicating more favorable attitudes ($t = 7.937, p < .001$). Further, one-way ANOVA results indicated significant differences among students of different birth orders ($F = 7.144, p < .001$), with first-born students exhibiting higher mean scores compared to later-born students. The results recommend that both individual factors (gender) and family-related factors (birth order) play a significant role in shaping students' value perceptions. Educational implications highlight the need for gender-sensitive and inclusive teaching strategies, additional motivational support for later-born students, and supported guidance and counseling services. A flexible, student-centered approach is recommended for the effective implementation of value-oriented education platforms.

Keywords: Value-Oriented Education, Gender, Birth Order, Attitude, Intermediate Students.

Introduction: Education is not merely a process of acquiring knowledge and abilities; it is a transformative endeavor aimed at shaping character, fostering ethical responsiveness, and promoting responsible citizenship. In contemporary society, where rapid technological advancement and social change often challenge traditional moral frameworks, the importance of value-oriented education has gained renewed attention. Value-oriented education seeks to inculcate moral, social, cultural, and spiritual values that guide individuals toward harmonious living and constructive participation in society. It emphasizes integrity, empathy, cooperation, respect, discipline, and social responsibility as essential components of holistic development.

At the intermediate level of education, students are normally in late adolescence; a developmental stage characterized by identity formation, emotional growth, and better social awareness. According to developmental theorists such as Jean Piaget and Erik Erikson, adolescence represents a critical period in which individuals develop abstract reasoning, moral judgment, and a coherent sense of self. During this period, attitudes toward values and ethical principles become more defined and influential in shaping future behavior.

Therefore, understanding the factors that influence students' attitudes toward value-oriented education at this level is of considerable academic and social importance.

Among the various demographic and psychosocial factors that may influence students' attitudes, gender and birth order have been identified as significant variables in educational and psychological research. Gender differences in attitudes toward moral values, empathy, social responsibility, and academic orientation have been mostly explored. Socialization processes often encourage different behavioral expectations and emotional expressions for males and females, which may influence how they perceive and internalize value-oriented education. For instance, female students are frequently found to exhibit greater sensitivity toward interpersonal values, while male students may display differing orientations based on cultural norms and expectations.

Birth order is another influential family-related factor that may shape personality traits, social conduct, and value systems. The theoretical framework proposed by Alfred Adler suggests that an individual's position within the family constellation—first-born, middle-born, last-born, or only child—can significantly affect psychological growth and behavioral tendencies. First-born children are often described as responsible and achievement-oriented, middle-born children as adaptable and socially skilled, and last-born children as more independent or attention-seeking. These differing personality traits may contribute to deviations in how students perceive and respond to value-oriented education.

In the context of intermediate education, where students are preparing for higher education and professional life, value-oriented education plays a pivotal role in nurturing ethical decision-making and social accountability. However, students' attitudes toward such education may vary depending on their personal and familial backgrounds. Investigating the influence of gender and birth order on these attitudes can provide meaningful insights for educators, policymakers, and curriculum developers in designing inclusive and effective value-based programs.

The present study, therefore, seeks to examine the influence of gender and birth order on the attitude of intermediate students toward value-oriented education. By exploring these variables, the research aims to contribute to a deeper understanding of how demographic and family-related factors shape students' value orientations, thereby supporting the development of targeted interventions that promote well-adjusted moral and character development among adolescents.

Ultimately, fostering positive attitudes toward value-oriented education is necessary for building a society grounded in ethical principles, mutual respect, and social harmony. Understanding the role of gender and birth order in shaping these attitudes will not only enrich educational research but also strengthen the practical implementation of value-oriented educational initiatives at the intermediate level.

Review of Related Literature:

Sourav Kumar Ray and Shampa Sarkar (2024) Investigated that In terms of attitude towards value education there is no discernible difference between boys and girls students in higher secondary students.

Karim Ansary, Sourav Chandra Gorain, Dr. Birbal Saha (2023) Investigated that there is no significant difference existing between boys and girls undergraduate college students regarding their attitude towards value-based education.

Asim Das (2018) found that no significant difference between higher secondary level boys and girls students on the criteria of attitude towards value education.

Amareswaran (2009) investigated that birth order has no significant influence on moral values of intermediate students at 0.05 level ($F=1.975$).

Objectives of the Study:

1. To study the influence of gender and birth order and their interaction effects on the attitude of intermediate students towards value-oriented education.
2. To study the influence of gender on the attitude of intermediate students towards value-oriented education.
3. To study the influence of birth order on the attitude of intermediate students towards value-oriented education.

Hypotheses of the study:

H₀₁: There would not be significant influence of the main effect of gender and birth order and their interaction effect on the attitude of intermediate students towards value-oriented education.

H₀₂: There would not be significant influence of gender on the attitude of intermediate students towards value-oriented education.

H₀₃: There would not be significant influence of birth order on the attitude of intermediate students towards value-oriented education.

Variables in the study:

1. Dependent Variable: Value-oriented education.

2. Independent variable: 1.Gender 2.Birth Order

Sample size and Technique:

The present study adopted a survey research design. The sample comprised 1,200 intermediate students selected from the study area. A stratified random sampling technique was employed to ensure adequate representation of different subgroups within the population.

Analysis and Interpretations:

H₀₁: There would not be significant influence of the main effect of gender and birth order and their Interaction effect on the attitude of intermediate students towards value-oriented education.

Table-1. Result of ANOVA of 2x4 factorial design for interaction of gender and birth order on the attitude of intermediate students towards value-oriented education. Factor G: Gender (2 levels)

Factor BO: Birth Order (4 levels)

S.No	Source of Variance	Sum of Squares	df	Mean Square	F	p
1	Gender(G)	18092	1	18092	26.00*	<.001
2	Birth Order(BO)	9729	3	3243	4.66**	.003
3	Gender(G)*Birth Order(BO)	9176	3	3059	4.40**	.004
4	Residuals	829331	1192	696		

** Indicates significant at 0.01 level

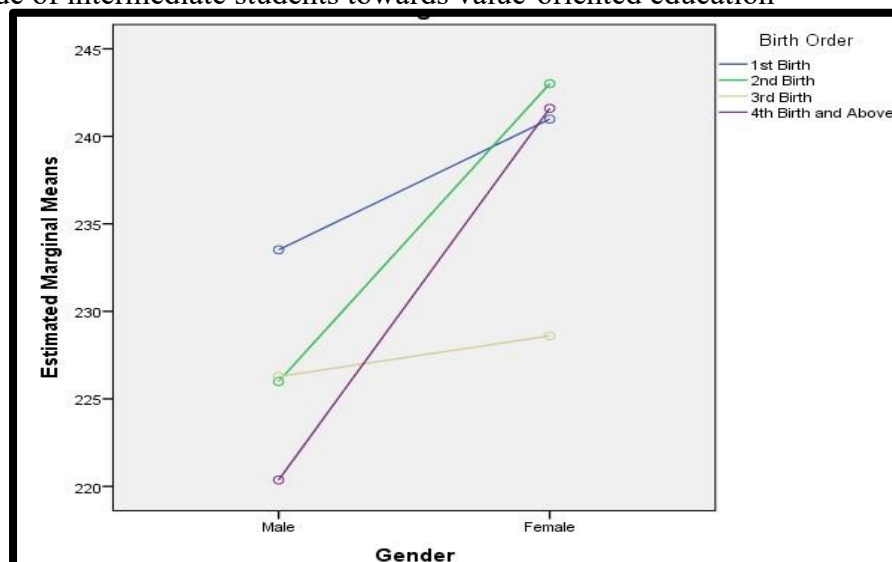
The table value of 'F' for 1 and 1192 df at 0.01 level is 6.64 and at 0.05 level is 3.85.

The table value of 'F' for 3 and 1192 df at 0.01 level is 3.78 and at 0.05 level is 2.60.

The computed value of 'F' for the main effect 'gender' is 26.0. It is greater than the table/critical value of 'F' (6.64) for 1 and 1192 df at 0.01 level of significant. Therefore **H₀₁** for the main effect gender is rejected at 0.01 level of significant. Hence it is concluded that gender has main effect on the attitude of intermediate students towards value-oriented education.

It is observed from Table-1 that The computed value of 'F' for the main effect 'birth order' is 4.66. It is greater than the table/critical value of 'F' (4.61) for 3 and 1192 df at 0.01 level of significant. Therefore **H₀₁** for the main effect 'birth order' is rejected at 0.01 level of significant. Hence it is concluded that birth order of the family has main effect on the attitude of intermediate students towards value-oriented education.

It is observed from Table-1 that The computed value of 'F' for the two factor interaction effect namely 'gender' and 'birth order' is 4.40. It is greater than the table/critical value of 'F' (3.78) for 3 and 1192 df at 0.01 level of significant. Therefore **H₀₁** for the interaction effect 'gender' and 'birth order' is rejected at 0.01 level of significant. Hence it is concluded that there is significant interaction effect of 'gender' and 'birth order' on the attitude of intermediate students towards value-oriented education



Interaction of Gender and Birth Order on value-Oriented Education

H₀₂: There would not be significant influence of gender on the attitude of intermediate students towards value-oriented education.

An independent sample t-test was conducted to examine the influence of gender on the attitude of intermediate students towards value-oriented education.

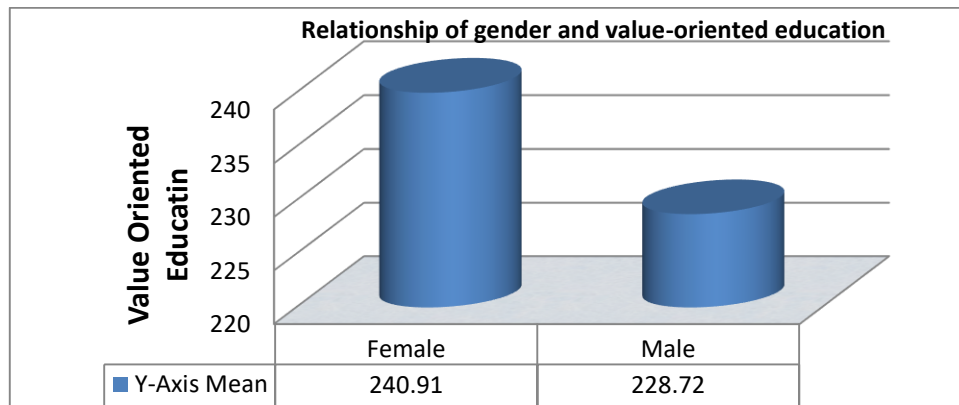
Table-2: influence of gender on the attitude of intermediate students towards value-oriented education.

S. No	Gender	N	M	SD	't' Value	p value
1	Female	600	240.91	22.860	7.937**	.001
2	Male	600	228.72	29.866		

** Indicates significant at 0.01 level

The table value of 't' for 1 and 1198 df at 0.01 level is 2.576 and at 0.05 level is 1.96.

It is clear from the Table-2 that the computed value of 't' (7.937) is greater than the critical value of 't' (2.576) for 1 and 1198 df at 0.01 level. Hence the **H₀₂** is rejected at 0.01 level. It is concluded that gender has significant influence on the attitude of intermediate students towards value-oriented education.



H₀₃: There would not be significant influence of birth order on the attitude of intermediate students towards value-oriented education.

A one way ANOVA was conducted to examine whether the birth order significant influence of the attitude of intermediate students towards value-oriented education.

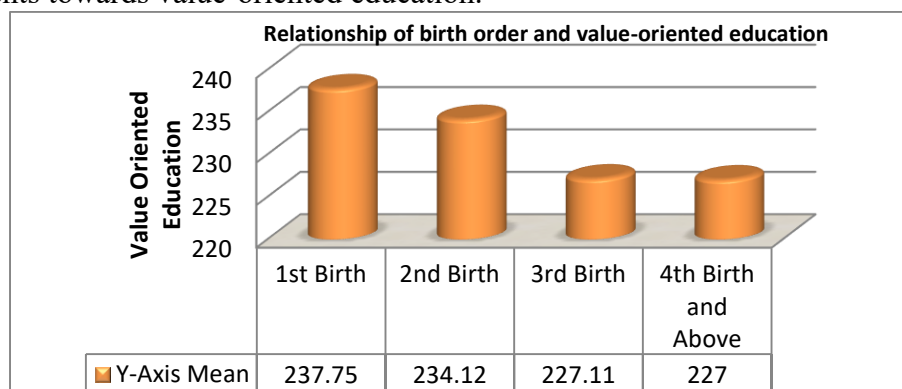
Table-3: influence of birth order on the attitude of intermediate students towards value-oriented education.

S. No	Birth Order	N	M	SD	'F' - Ratio	df1	df2	p
1	1st Birth	572	237.75	26.26	7.144**	3	1196	<0.001
2	2nd Birth	452	234.12	28.81				
3	3rd Birth	112	227.11	22.45				
4	4th Birth and Above	64	227.00	28.69				
5	Total	1200	234.82	27.27				

** Indicates significant at 0.01 level

The table value of 'F' for 3 and 1196 df at 0.01 level is 3.78 and at 0.05 level is 2.60.

It is observed from Table-3 that The computed value of 'F' for the 'birth order' is 7.144. It is greater than the table/critical value of 'F'(3.78) for 3 and 1196 df at 0.01 level of significant. Therefore **H₀₃** is rejected at 0.01 level of significant. Hence it is concluded that 'birth order' has significant influence on the attitude of intermediate students towards value-oriented education.



Findings and Suggestions:

1. The findings of the two-way ANOVA reveal that Gender ($F = 26.00$, $p < .001$), Birth Order ($F = 4.66$, $p = .003$), and their interaction ($F = 4.40$, $p = .004$) significantly influence intermediate students' attitudes toward value-oriented education, indicating that both individual and family-related factors play an important role in shaping value perceptions. This implies that value education programs should be gender-sensitive and consider family background differences. Teachers should adopt inclusive teaching methods and provide equal opportunities for participation. Schools may also strengthen guidance and counseling services to address individual differences. Overall, a flexible and student-centered approach is recommended for effective value-oriented education.

2. The independent samples t-test indicates a significant difference between female ($M = 240.91$, $SD = 22.860$) and male students ($M = 228.72$, $SD = 29.866$) in their attitude toward value-oriented education ($t = 7.937$, $p < .001$). Since the p value is less than 0.01, the difference is statistically significant, showing that female students have a more favorable attitude compared to male students. Educationally, this suggests the need for strategies that strengthen value orientation among male students while maintaining positive engagement among female students through inclusive and participatory teaching approaches.

3. The one way ANOVA results show a significant difference among students of different birth orders in their attitude toward value-oriented education ($F = 7.144$, $p < .001$). First-born students have higher mean scores compared to later-born students, indicating more favorable attitudes. Educationally, this suggests that teachers should give additional support and motivational activities to later-born students to strengthen their value orientation. Schools should adopt inclusive strategies that address individual differences arising from family background. Guidance and counseling services may also help in promoting balanced moral development among students of all birth orders.

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