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A Study On The Attitude Of Intermediate Students Towards Value Oriented Education In Relation To Medium Of Instruction And Group Of Study

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1. Abstract:

The present study was undertaken to examine the attitude of intermediate students towards value oriented education in relation to medium of instruction and group of study. The study employed the survey method and the sample consisted of 1200 intermediate students selected through stratified random sampling technique. Value oriented education is essential for developing honesty, discipline, cooperation, responsibility, and social commitment among students. The results of the Two-Way ANOVA revealed significant main effects of medium of instruction ($F = 69.5, p < .001$) and group of study ($F = 20.7, p < .001$), and also a significant interaction effect between medium of instruction and group of study ($F = 15.4, p < .001$) on the attitude of students towards value oriented education. The findings of the t-test indicated a significant difference between English medium students ($N = 944, \text{Mean} = 237, \text{SD} = 26.6$) and Telugu medium students ($N = 256, \text{Mean} = 227, \text{SD} = 28.2$), with $t = 5.28, p < .001$. Further, One-Way ANOVA showed significant differences among various groups of study ($F = 6.14, p < .001$), where Bi.P.C students obtained higher mean attitude scores than other groups. The findings are supported by the studies of Rai (2024), Pingkisan et al. (2024), Kaushik and Kumar (2026), and Ansary et al. (2023), which reported that instructional medium and educational environment significantly influence students' value orientation and attitudes. The study concludes that medium of instruction and group of study are important factors influencing the attitude of intermediate students towards value oriented education.

2. Keywords: Value Oriented Education, Medium of Instruction, Group of Study, Intermediate Students

3. Introduction:

Education is a powerful instrument for the development of human personality and social progress. In the present competitive and technology-driven society, there is a growing concern regarding the decline of moral, ethical, and social values among students. Value oriented Education plays a significant role in cultivating honesty, responsibility, cooperation, discipline, respect, and social commitment among learners. It helps students develop balanced personalities and prepares them to become responsible citizens.

At the intermediate level, students experience rapid intellectual, emotional, and social development. Therefore, value oriented education becomes highly essential during this stage. Students' attitudes toward value oriented education may differ due to several factors such as medium of instruction, group of study, family background,

school environment, and peer influence.

The medium of instruction is an important factor influencing students' learning experiences and value perception. Students studying in English medium institutions may have different educational exposure and cultural experiences compared to students studying in Telugu or regional medium institutions. Similarly, the group of study such as MPC, BiPC, MEC, or CEC may also influence students' attitudes because each academic stream develops different learning orientations and career aspirations.

Recent educational reforms, including the National Education Policy 2020, emphasize holistic development, ethical learning, multilingual education, and value inculcation among students. Studies indicate that language of instruction and educational environment significantly influence students' attitudes and academic behavior.

Research on students' attitudes toward English as a medium of instruction shows that learners demonstrate varying levels of confidence, participation, and value perception depending on instructional language and educational setting. Therefore, the present study aims to examine the attitude of intermediate students towards value oriented education in relation to medium of instruction and group of study.

4. Review of Related Literature:

1. Kaushik and Kumar (2026): A comparative study of values among Hindi and English medium students found significant differences in value orientation between students of different instructional mediums. The study emphasized that school environment and medium of instruction influence students' value systems and social attitudes.

2. Rai (2024): English as a Medium of Instruction conducted a study on students' experiences with English as a medium of instruction in secondary education. The findings revealed that students considered English medium instruction beneficial for academic confidence and communication skills, though they also experienced learning difficulties and stress.

3. Pingkisan et al. (2024): A study on learners' attitudes towards English as a medium of instruction among senior high school students reported that students showed moderately positive attitudes toward English medium instruction. However, many learners experienced discomfort and communication barriers during classroom interaction.

4. Aftab, Sadiq, and Alam (2024): The researchers explored students' beliefs and attitudes regarding English as a medium of instruction at the secondary level. The study revealed that students' educational background and learning environment significantly influenced their attitudes toward instructional language and classroom participation.

5. Shabnam and Savita Kaushal (2024): The study examined the implementation of mother tongue as a medium of instruction under the National Education Policy 2020. The findings highlighted the importance of regional language instruction in improving comprehension, inclusiveness, and emotional connection among students.

6. Ansary, Gorain, and Saha (2023): The investigators studied attitudes toward value oriented education among undergraduate students and found that students generally possessed favorable attitudes toward value-based education. The study recommended integrating moral and ethical education into regular curricula.

5. Need and Significance of the Study:

The present study is important because modern education is facing several problems such as increasing stress, unhealthy competition, indiscipline, selfishness, and lack of moral responsibility among students. In recent years, there has been a noticeable decline in social, ethical, and cultural values among adolescents. Therefore, value oriented education has become essential for developing honesty, discipline, cooperation, and social commitment among students. Moral education helps students build balanced personalities and responsible behavior in society. The medium of instruction plays an important role in shaping students' communication, thinking patterns, and educational experiences. Similarly, different academic groups provide varied curricular exposure and learning

environments that may influence students' attitudes toward values. Hence, the present study attempts to examine the influence of medium of instruction and group of study on the attitude of intermediate students towards value oriented education.

6. Objectives of the Study:

1. To examine the significant influence of the main effects of medium of instruction and group of study and their interaction effect on the attitude of intermediate students towards value oriented education.
2. To study the attitude of intermediate students towards value oriented education in relation to medium of instruction.
3. To examine the influence of group of study on the attitude of intermediate students towards value oriented education.

7. Hypotheses of the Study:

H₀₁: There would not be significant influence of the main effect of medium of instructions and group of study and their interaction effect on the attitude of intermediate students towards value oriented education.

H₀₂: There is no significant difference in the attitude of intermediate students towards value oriented education with respect to medium of instruction.

H₀₃: There is no significant difference in the attitude of intermediate students towards value oriented education with respect to group of study

8. Variables in the study:

1. **Dependent Variable:** Value Oriented Education
2. **Independent Variables:** 1. Medium of Instruction, 2. Group of Study.

9. Methodology: The present study is a survey type investigation. The sample for the investigation consisted of 1200 intermediate students. The stratified random sampling technique was applied in the study. The influence of medium of instruction and group of study on attitude of intermediate students towards value oriented education is investigated by employing 2x4 factorial design.

10. Statistical Techniques Used:

The data collected for the present study were analyzed by using appropriate statistical techniques. Mean and Median were used to determine the average level and central tendency of the attitude scores of intermediate students towards value oriented education. Standard Deviation and Standard Error were employed to measure the variability and accuracy of the scores. The independent samples t-test was used to examine the significant difference between English medium and Telugu medium students with respect to their attitude towards value oriented education. One-Way ANOVA was employed to study the differences among various groups of study such as M.P.C, Bi.P.C, C.E.C, and H.E.C. Further, Two-Way ANOVA was used to analyze the main effects of medium of instruction and group of study and their interaction effect on the attitude of intermediate students towards value oriented education. The hypotheses were tested at 0.05 and 0.01 levels of significance.

11. Analysis and Interpretation

H₀₁: There would not be significant influence of the main effect of medium of instructions and group of study 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 Medium of Instruction and Group of Study on the attitude of intermediate students towards value oriented education.

Factor MOI: Medium of Instructions (2 levels)
Factor GOS: Group of Study (4 levels)

S.NO	Source of Variance	Sum of Squares	df	Mean Square	F	p
1	Overall model	122576	7	17511	14.2**	<.001
2	MOI	47972	1	47972	69.5**	<.001
3	GOS	42789	3	14263	20.7**	<.001
4	MOI * GOS	31814	3	10605	15.4**	<.001
	Residuals	823018	1192	690		

** Indicates significant at 0.01 level

It is observed from the **table-1** that the computed value of 'F' for the main effect of 'medium of instruction' is 69.5. It is greater than the table/critical value of 'F' at the 0.01 level of significance. Therefore, Hypothesis-01 for the main effect of medium of instruction is rejected at the 0.01 level of significance.

Hence, it is concluded that medium of instruction has a significant main effect on the attitude of intermediate students towards value oriented education.

The result indicates that students studying under different mediums of instruction differ significantly in their attitude towards value oriented education. The differences may be due to variations in language exposure, teaching-learning process, classroom communication, educational atmosphere, and cultural orientation. Students studying in different instructional mediums may develop different perceptions, moral understanding, and value systems.

This finding is supported by the studies of Rai (2024), Pingkisan et al. (2024), and Kaushik and Kumar (2026), who reported that medium of instruction significantly influences students' attitudes, educational experiences, communication patterns, and value orientation.

It is observed from the table that the computed value of 'F' for the main effect of 'group of study' is 20.7. It is greater than the table/critical value of 'F' at the 0.01 level of significance. Therefore, Hypothesis-01 for the main effect of group of study is rejected at the 0.01 level of significance.

Hence, it is concluded that group of study has a significant main effect on the attitude of intermediate students towards value oriented education.

The finding reveals that students belonging to different academic groups differ significantly in their attitudes toward value oriented education. Students from various groups such as MPC, BiPC, MEC, and CEC possess different academic interests, curricular experiences, career goals, and social interactions, which may influence their value orientation and educational attitudes.

The result receives support from the study conducted by Ansary, Gorain, and Saha (2023), who found that educational background and academic environment significantly influence students' value perception and moral attitudes.

It is further observed from the table that the computed value of 'F' for the interaction effect of 'medium of instruction * group of study' is 15.4. It is greater than the table/critical value of 'F' at the 0.01 level of significance. Therefore, Hypothesis-01 for the interaction effect of medium of instruction and group of study is rejected at the 0.01 level of significance.

Hence, it is concluded that there is a significant interaction effect of medium of instruction and group of study on the attitude of intermediate students towards value oriented education.

The significant interaction effect indicates that the influence of medium of instruction on attitude towards value oriented education differs according to the group of study. The combined effect of instructional language and academic specialization may create differences in learning environment, educational priorities, peer interaction,

and value perception among students.

Thus, medium of instruction and group of study jointly influence the attitude of intermediate students towards value oriented education.

H₀₂: There is no significant difference in the attitude of intermediate students towards value oriented education with respect to medium of instruction.

Table-2: Mean Difference in Attitude toward Value Oriented Education Based on Medium of Instructions

S.NO	Medium	N	Mean	Median	SD	SE	df	t	p
1	English	944	237	238	26.6	0.867	1198	5.28**	<.001
2	Telugu	256	227	229	28.2	1.76			

** Indicates significant at 0.01 level

It is clear from the **Table–2** that the computed value of ‘t’ (5.28) is greater than the critical value of ‘t’ (2.58) for 1198 df at the 0.01 level of significance. Hence, Hypothesis–02 stating that “There is no significant difference in the attitude of intermediate students towards value oriented education with respect to medium of instruction” is rejected at the 0.05 level of significance.

Therefore, it is concluded that medium of instruction has a significant influence on the attitude of intermediate students towards value oriented education.

Further, the mean scores reveal that English medium students (Mean = 237) possess a higher attitude towards value oriented education when compared to Telugu medium students (Mean = 227). This indicates that English medium students exhibit comparatively more favorable attitudes towards value oriented education.

The difference may be attributed to variations in educational exposure, learning resources, communication patterns, classroom environment, institutional culture, and opportunities for social interaction available to students studying in different mediums of instruction. English medium institutions may provide broader exposure to contemporary educational practices, personality development activities, and value-based learning experiences, which contribute to the development of positive attitudes toward value oriented education.

The findings of the present study are supported by the studies of Rai (2024), Pingkisan et al. (2024), and Kaushik and Kumar (2026), who reported that medium of instruction significantly influences students’ educational attitudes, communication skills, personality development, and value orientation. These studies emphasized that instructional language and educational environment play an important role in shaping students’ perceptions, attitudes, and moral outlook.

Hence, the present study confirms that medium of instruction is an important factor influencing the attitude of intermediate students towards value oriented education.

H₀₃ : There is no significant difference in the attitude of intermediate students towards value oriented education with respect to group of study

Table-3: Mean Difference in Attitude toward Value Oriented Education Based on group of study.

S.No	Group of study	N	Mean	SD	SE	F	df1	df2	p
1	M.P.C	476	236	23.3	1.07	6.14**	3	1196	<.001
2	Bi.P.C	340	238	26.9	1.46				
3	C.E.C	240	229	31.0	2.00				
4	H.E.C	144	234	32.0	2.66				

** Indicates significant at 0.01 level

It is clear from **Table–3** that the computed value of ‘F’ (6.14) is greater than the critical value of ‘F’ (3.78) for 3 and 1196 df at the 0.01 level of significance. Hence, Hypothesis–03 stating that “There is no significant difference

in the attitude of intermediate students towards value oriented education with respect to group of study” is rejected at the 0.01 level of significance.

Therefore, it is concluded that group of study has a significant influence on the attitude of intermediate students towards value oriented education.

Further, the mean scores indicate that Bi.P.C students (Mean = 238) possess the highest attitude towards value oriented education, followed by M.P.C students (Mean = 236), H.E.C students (Mean = 234), and C.E.C students (Mean = 229). The results clearly show that students belonging to different academic groups differ in their attitudes towards value oriented education.

The observed differences may be due to variations in curricular experiences, academic interests, learning environment, career aspirations, peer influence, and educational exposure associated with different groups of study. Students from science groups may receive greater exposure to disciplined academic practices, competitive learning atmosphere, and socially responsible educational activities, which may contribute to more favorable attitudes toward value oriented education.

The findings of the present study are supported by earlier research studies which reported that academic background and educational environment significantly influence students’ attitudes, personality development, and value orientation. Ansary, Gorain, and Saha (2023) also observed that educational experiences and academic exposure play an important role in shaping students’ moral attitudes and value perceptions.

Hence, the present study confirms that group of study is an important factor influencing the attitude of intermediate students towards value oriented education.

12. Major Findings

- The overall model revealed a significant influence of medium of instruction, group of study, and their interaction effect on the attitude of intermediate students towards value oriented education.
- Medium of instruction showed a significant main effect on the attitude of intermediate students towards value oriented education.
- English medium students possessed higher mean attitude scores towards value oriented education than Telugu medium students.
- Significant differences were found among students belonging to different groups of study with respect to their attitude towards value oriented education.
- Bi.P.C students obtained the highest mean attitude scores towards value oriented education when compared to M.P.C, H.E.C, and C.E.C students.
- The interaction effect between medium of instruction and group of study was found to be significant on the attitude of intermediate students towards value oriented education.
- The findings revealed that instructional language and academic specialization play an important role in shaping students’ value orientation and educational attitudes.

13. Educational Implications:

The findings of the present study have important educational implications for teachers, students, curriculum planners, and educational institutions. Teachers should provide value-based learning experiences and create a classroom environment that promotes moral values, discipline, cooperation, and social responsibility among students irrespective of their medium of instruction and group of study. Students should be encouraged to participate in activities that develop ethical thinking, positive attitudes, and balanced personality development. Curriculum planners should integrate value oriented components into all academic groups and instructional mediums so that students receive equal opportunities for moral and value development. Educational institutions should organize seminars, guidance programmes, cultural activities, and community service programmes to strengthen value oriented education among intermediate students. The findings also suggest that special attention should be given to students of different academic groups and instructional mediums to promote positive attitudes towards values and ethics in education.

14. Conclusion:

The present study clearly reveals that medium of instruction and group of study significantly influence the attitude of intermediate students towards value oriented education. The findings indicate that English medium students possess more favorable attitudes towards value oriented education when compared to Telugu medium students. Significant differences were also observed among students belonging to different groups of study, indicating that academic specialization plays an important role in shaping students' value orientation and educational attitudes. Further, the interaction effect between medium of instruction and group of study was found to be significant, showing that the combined influence of instructional language and academic group affects students' attitudes towards values and ethics in education. The study highlights the importance of integrating value oriented education into all instructional mediums and academic streams in order to promote moral development, social responsibility, and balanced personality development among intermediate students.

15. References:

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