**A STUDY ON POST MATERIALISTIC VALUES OF SECONDARY LEVEL WOMEN**

**PROSPECTIVE TEACHERS IN KERALA**

**RENJITHA.V.K.**

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**DECLARATION**

I,RENJITHA.VK., do hereby declare that this dissertation **“A STUDY ON POST MATERIALISTIC VALUES OF SECONDARY LEVEL WOMEN PROSPECTIVE TEACHERS IN KERALA”** has not been submitted by me for the award of any Degree, Diploma, Title or Recognition before.

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I ,**Dr. Jesa. M**, do hereby certify that this dissertation entitled **“A STUDY ON POST MATERIALISTIC VALUES OF SECONDARY LEVEL WOMEN PROSPECTIVE TEACHERS IN KERALA”** is a record of bonafide study and research carried out by **Renjitha. V.K**,under my supervision and guidance.The report has not been submitted by her for the award of any Degree, Diploma,Title or Recognition before.

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Date:

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**INTRODUCTION**

Today is the age of science .Modern scientific, technological and industrial developments have revolutionized man’s life on earth. Wherever we can see the world changing rapidly, the established customs, traditions and values also are found to be changing with it. There is almost a crisis of values in every field of life. The erosion of values has created great sufferings and sorrows in human life. In spite of all the material prosperity, the ultimate aim of education is to achieve a good life, a peaceful and happy life. An educational system, if it really aims at making human life peaceful and happy, should give an equal importance to the inculcation of values among the students and teachers

Man is a social being .But no child is born social, as he passes years, he picks up customs, traditions, mores etc ,of the society and learns to behave with the expectations of the group in which he is a member. But now due to increasing amount of corruption, antisocial activities, no one has time to preserve the traditional values. And due to globalization and modernization, our life style also changes. The traditional society changes into the modern society. It involves changes in material elements and also the belief of the people and their values. Democracy is the highest national value protected in our constitution. Indian democracy has been regarded as the most effective and largest democracy in the world. But today this belief is totally changed .Everyone is in a competitive attitude. People misuse their freedom of expression. Thereby degrading the quality of life.

Since antisocial activities are increasing day by day, nobody could experience peace in their life. There is no respect among people in the society and in the world. Descrimination based on caste, sex, and race is also increasing. So the economically backward people become exploited by the egalitarian.

The student as a member of the group imbibes attitudes, values and general behaviour of the group and continually tries to mould himself according to the group norms. Such an adjustment to life constitutes his moral development.

Values are beliefs upon which a man acts by preference .Values are defined as” socially approved desires and goals that are internalized through the process of conditioning, learning or socialization and that become subjective preferences, standards and aspirations”(Mukerji ,1969) .Values are patterns of choice that guide persons or groups towards satisfaction and fulfillment. They are considered as potent determinants of human behavior.

They form the central pole around which people organize their desires and ambitions .The crying need of the modern society is to inculcate the spirit of self discipline and the values that follow from it. in every individual, from his childhood, through proper education and training.

The Bible says, “without values a nation perishes.” Without any values the world could not be a place worth living in and, unfortunately, it is heading towards this state due to the present crisis. If no person is interested in life, in the true sense of the word, then we can carry on without bothering at present, But it is obviously not so .The trend towards modernity is being grossly misinterpreted to mean removal of values. We witness very often a total lack of regard for the values of others. Today, very few people care for or have respect for age old values like freedom, belief, sincerity and self-respect, the right to work and freely express one’s views. While we cherish individually these values for ourselves, we show a total disregard for similar values of others. Very rarely are people found making true sacrifices for the benefit of others. Selfishness fills the atmosphere and corruption and other immoral acts reflect totally corrupted values. Individuals take pleasure in misleading strangers .Most people today refrain from or at least avoid taking so called “unnecessary responsibilities making themselves morally accountable for some particular things, whether done by one or the other. Very few people are disciplined enough to fulfill and do justice to such responsibilities and duties, though they heartfully partake of all benefits they can derive from taking that responsibility.

The role of a teacher in the changing social scenario is becoming very challenging. In the earlier times teacher was the only source of information and he commanded respect on this count. Any one desirous of gaining knowledge had to bow down to him. Today, we have multiple information centre, the audio cassettes, videotapes, microfilms and internet services that provide a flux of information to those who needed it . Thus teachers ‘ role as the only source of information is marginalized .The society is becoming more materialistic and values appear to be pushed into the background.

We are at a transition time during which it is essential that the values are maintained and nurtured. Only an ideal teacher whose life itself is a beacon of values can lead a society in the right direction. He has to demonstrate the essential values such as optimism, motivation, willingness to learn and teach, truth, nonviolence, never to speak or think ill of others, creativity and ability to demonstrate unaddressed love.

The kinpin in the schooling process is the teacher. If values have to be nurtured in children that the values possessed by the teachers which has direct or indirect influence upon the values system of his student would be crucial.

In the UNESCO Report (1996) Education for the 21st century-learning: the treasure within’, emphasis has been laid on reorientation of pre-service and in-service teacher education for enabling teachers in acquiring what a nation wants to develope by them in their pupils.

It has been proved that both male and female teachers with high values are more effective than teachers with low values. It is also found that sex and values have no interaction effect on the effectiveness of teachers(Anjali, 1995).The study suggested that teacher should mould their behaviour accordingly in day to day life and thus bridge the gap between teachers and the taught, which is important in any educational system.

Women empowerment has now become a buzzword in India. The last decade witnessed very active and multifaceted efforts in various national and international forums for achieving principles of equality, sustainability and empowerment with special focus on women. Education helps in the mental development of women and a mentally satisfied and contented woman is an asset to a family, society and nation and she can use her efficiency and potential in the right manner. She can become a contributing factor to the family and society. An educated woman is a guiding light for the children, family members, society and nation.

The recruitment of women teachers is an issue that has become increasingly important to ministries of education, non government organizations and other agencies supporting educational development. This is particularly so because of the impact women teachers can have on girls’ enrollment. The need to increase girl’s enrollment is an important reason for giving greater policy and programming attention to women teachers, but it should not be the only reason. Beyond recruitment strategies, there are other issues which have to be addressed if women are going to be empowered in their roles as teachers. These include the lived experiences of women teachers in schools, the accessibility and relevance of teacher training and both professional and career development opportunities for women. From a gender equality perspective, empowering women as teachers is critical to ensuring that the experience of being a teacher is a positive one for them, and their work has a sustained impact on gender relations in the community and in society, at large in same contexts, the feminization of teaching profession has negative implications.

In some conservative communities, parents will not allow their daughters to be taught by a male teacher. This is the case in some areas of Afghanistan, Pakistan and Bangladesh.

The placement of a woman teacher, therefore can have an immediate impact on access .Even where the presence of male teachers is not necessarily a barrier to girls’ enrollment, parents may prefer women teachers over men. A study in Nepal, for example indicates that mothers feel more comfortable talking about their children with a woman teacher, and in India, an environment where local politics is often considered to be about contacts, favours and inside dealings women teachers are considered “more sincere” because they are less likely to be involved in local politics.

The presence of women in schools can also influence positively on girls’ achievement. Women teachers play key role in educating and socializing children beyond gender stereo types and so are crucial agents of change.

**Need and significance of the study**

The vitality of a science and technology enterprise is increasingly becoming the main driver of economic advancement around the world. Many governments around the world exert power over their citizens through the control of information. The technology of revolution also is driving a great transformation in education. Already the web is being used as a direct teaching tool, providing virtual classrooms of interacting students and faculty. This tool allows a course taught at one site to be taken by students anywhere in the world. Such technologies present an enormous opportunity to spread the ability to use scientific and technical knowledge everywhere; an ability that will be absolutely essential if we are to head for a more rational and sustainable world in the 21st century.

In spite of all these developments, the people in the world are under the shadows of terrorism, violence and conflicts. The drug-culture and the consequent increase in crime, the world wide mafia operations, are becoming the part of our over- urbanized society. Widespread corruption is the inescapable concomitant of a society based on greed. Consumerism and competitive lifestyles go hand in with debasement of values. At the heart of the present situation we are confronted with an acute cultural crisis .Our present-day pleasure-oriented, competitive life styles promotes the utilitarian attitude which converts everything into an object of pleasure, profit and possession. Due to increasing urbanization and globalization our environment undergoes drastic changes .Pollution increases and it leads to deadly diseases.

In the day by day exploitation of backward people by egalitarian people increases in the society. Corruption increases in certain institutions. Degrees, honours and fellowships are commercialized. Child marriage and child labour is also increasing .No social justice, everything undergoes in indisciplined manner.

The development of character in young people is necessary to allow India to become World’s leading nation in the 21st century. The educational system must prepare individuals to progress in each of these areas of life. Therefore character development must be seen as an organic process in the development of the material, physical, human, psychological, and spiritual, and transcendental aspects of human being. There is much agreement that educators ought to enable individuals to live a good life.

Promoting professionalism among teacher educators stresses that teacher is the maker not only of an individual but also of the nation as a whole. She/he is expected to mould the behaviour of the learners to make them patriotic, responsible, committed and conscious citizens of the nation. Therefore, shaping of human character largely lies on the shoulders of teachers. Goswami, V and Guitars,2012).

Thus it is obvious that the teaching community must be vigilant on its dire responsibility to nurture a young generation which respects and upholds desirable values like democracy, right to speech, community freedom, justice, non-violence, environmental protection, peace. Such Post-materialistic values are to be inculcated especially among the secondary rural students since they are being moulded by external forces. Therefore, as a pre-requisite the would be teachers are expected to be embodiments of post-materialistic values. In this juncture, a study on post-materialistic values of secondary level women prospective teachers in Kerala was undertaken. The study focused on women teachers just because teaching profession is accepted to be safe and successful in the hands of women.

**Statement of the problem**

The present study was titled as “A study on the postmaterialistic values of secondary level women prospective teachers in Kerala”. The women prospective teachers are prevalent in the present era. So the investigator selected this topic.

**Operational definition of key terms**

Postmaterialistic value orientation that emphasizes self expression and quality of life over economic and physical security. Post-materialistic values and their sub components confined for the study are :Democracy, right to speech, community feel, freedom, justice, non-violence, enviornmental protection and peace.

**Prospective teachers**

The students who are undergoing Secondary Level Teacher Education Programme in Kerala.

**Objectives of the study**

The objectives set for the study were:

( i)To find out the extent of post-materialistic values possessed by the secondary level women prospective teachers in Kerala.

(ii)To compare the level of post-materialistic values among the secondary level women prospective teachers in the sub samples based on the subject of specialization.

**Hypothesis**

The hypothesis formulated for the study was

There exist no significant difference in the post-materialistic values of the secondary level women prospective teachers in the sub samples based on the subject of specialization.

**Methodology in brief**

The present study was an attempt to find out the extent of post-materialistic values possessed by the secondary level women prospective teachers in Kerala .

**Method**

The method adopted in the present study is survey method. It is the most popular method which attempts to describe and interpret what exists at present in the form of condition, practices, processes, trends, effects attitudes, and beliefs and so on. The variable selected for the study is post-materialistic values.

**Sample**

The present study was conducted on a representative sample of 467 women prospective teachers in Kerala. The samples were selected by using stratified sampling technique.

**Tools used for collection of data**

Post-materialistic value scale was developed by investigator with the support of supervising teacher. The investigator prepared the post-materialistic value scale based on the components democracy, right to speech, community, freedom, justice non-violence, Environmental protection and peace. The selected tool consisted of 51 items.

Related to the component of democracy thirteen items were included. For example “ I am anxious to know the religious rituals of my friends.” There was only one item for the value right to speech , “I verbally react to the various injustices in society. And one item for justice, “I attempt to do small social works useful for the society.”And four items were included based on the component community feeling, “I take care to be part of charity programmes.”There were seven items on environmental protection, “I use only plastic bags made up of natural resources instead of plastic bags.” To collect data on the value of peace twelve items were included , “I do everything carefully and accurately.” The component of non-violence was included in the tool through items like “I prevent my friends from doing unlawful things.”

**Statistical technique used for the study**

* Preliminary analysis or descriptive statistics
* percentage analysis
* One way ANOVA

**Scope and limitations of the study**

The purpose of the study was to find out the extent of post-materialistic values possessed by the secondary level women prospective teachers in Kerala and to compare the level of post-materialistic values among the secondary level women prospective teachers in the sub samples based on subject of specialization. It is hoped that the study would contribute to a better understanding of the post materialistic value in daily life. This study also would highlights the need for inculcating post materialistic values in students. The investigator hoped that the findings of the study will be largely helpful in improving character development in children.

The investigator tried her best to make the study as successful as possible. Certain limitations the investigator could identify are,

1. The sample for the study was not a state wide sample, but confined to three districts, Kozhikode, Malappuram and Palakkad.

2. The investigator tried to compare the level of post-materialistic values among the secondary level women prospective teachers in the sub samples based on subject of specialization only.

3. There are mainly three sectors in the educational system viz Government ,Aided and Self financing .In the present study the investigator didn’t consider the aided sector, he study is conducted in only in two sectors i.e., women prospective teachers in self financing and Government colleges of teacher education.

**Organization of the report**

**Chapter I** of the report contains a brief introduction to the problem, need and significance of the study, statement of the problem, definition of the key terms, objectives, hypotheses, methodology, variable, scope and limitations of the study.

In **chapter II,** summary of the related studies and theoretical framework of the variable are presented.

**chapter III** presents methodology of the study is described in detail: Methods, variables, objectives, Hypothesis, sample for the study, tools used for data collection procedure and statistical techniques used for analysis of data.

**chapter IV** carries statistical analysis of data and discussion of results, summary of findings and tenability of hypothesis are given.

**Chapter V** gives the summary ,major findings, tenability and hypothesis conclusion, educational implications of the study and suggestions for further research in this area.

**REVIEW OF RELATED LITERATURE**

The literature review is a major component of research .It is an analysis of relevant publications, that help set the content and define the research topic. The review is always oriented towards narrowing the field to provide a research problem that can guide operational research.

The literature review is a funnel that narrows down our topic to a research problem that we can study in the available time and within our available resources. Besides selecting a quantitative, qualitative or mixed methods approach, the literature review helps to determine whether the topic is worth studying, and provides insight into the ways in which the researcher can limit the scope to a needed area of inquiry.

It shares with the reader the results of other studies that are closely related to the one being undertaken . It relates to a study to the larger, ongoing dialogue in the literature, filling in gaps and extending prior studies (Cooper,1984;Marshall and Rossman,2006).

It provides a frame work for establishing the importance of the study as well as a bench mark for comparing the results with other findings (Miller,1991). “The review of literature provides the background and context for the research problem. It should establish the need for the research and indicate that the writer is knowledgeable about the area.”(Wiersma and Jurs, 2009)

In the present study the review of related literature helped the investigator understand the problem and avoid unnecessary duplications. This chapter will help to make an awareness about the study which the investigator has selected. The review of related literature is presented under the following sections.

1. **THEORETICAL OVERVIEW**
2. **RELATED STUDIES**
3. **THEORETICAL OVERVIEW**

**Concept of Values**

Values are a set of desirable behaviour by following which it is good for the individual and also the society. “The value means primarily to prize, to esteem, to appraise and to estimate. It means the act of cherishing something, holding it clear and also the act of passing judgment upon the nature and amounts of values as compared with something else”(Dewey,1948)

**Concept of Traditional Values**

As Dharma was the universal guiding force in attaining self-perfection and social harmony, ancient Indian education was mostly value based aimed to cultivate such virtues as non-violence, sincerity, honesty etc. In the form of ulterior values, truth, beauty and goodness(Satyam, Sivam and Sundaram ).The ultimate purpose and aim of education in ancient India was self –realization and divine perfection. Ancient education was mostly value based rather than politically and economically oriented, they taught was spiritual and divine.

Right from the ancient times, till the expansion of human knowledge has conceived different kinds of values according to the need of time and social circumstances. This resulted in the growth of culture and civilization in different countries of the world. Therefore, of the values there is no end. However, for the sake of acquaintance some references of values of different culture is being given.

In general the Indian message of culture is peace and that of Chinese culture is gentleness. The Greek culture gave priority to beauty (physical one), where as Christian culture valued love and Islamic culture is wedded to brotherhood of Muslims. At present due to rapid industrialization communism developed in the twentieth century and with which came a new set of values like the increase of social wealth by labour, collectivism, humanism, internationalism and devotion to the causes of communism.

**Transitional Change in Values**

We live in a closely knit society. It is therefore necessary that all members should have a real social concern for their neighbors. Selfishness is more apparent in all walks of life today. Violence is also more frequent in the society. How to tackle this kind of problem causes growing heart- searching. Such factors as those may help to account for the anxiety now being expressed about the value standards of the young.

For solving the imbalance of the society, teachers play a major role. They are the instructors in set tasks, skills and areas of knowledge. When parents visit the schools, discussions about particular pupil usually centre upon their intellectual development, progress or the lack of it. Academic subjects seem to receive more attention than anything else. Now more and more people concerned with education of children and young people are openly stressing the importance of value development .They are increasingly looking to the schools play a more explicit roles in the upbringing of their pupils ,with desirable values .The NCERT developed a better classification of values for both teachers and students.(Appendix-I)

**Characteristics of 21st Century**

The modern society, especially the third world including India is worried about what is called value-deterioration or value-crisis from which it is suffering. Due to the explosion of population, advancement in science and technology, knowledge expansion, medical knowledge in curing diseases, industrialization, urbanization, mobilization, IT revolution, globalization and flow of western culture the present society is rapidly changing the life centred around the wonders of science. Society shaped by technical change in turn shapes the society. It is going through modernization process and thereby life is full of problems anxiety and struggle and man becomes a helpless victim and so he is at cross roads of modernization living in the midst of political, environmental and value crise which are all threatening the humanity in the society. Modernization has led to the change of life styles, thinking process, traditions and cultural norms. Inequalities persist between rich and poor men and women, the urban and rural .Over consumerism selfishness, materialistic thoughts compel man to detach from the real values of life.

The experience in the most industrialized countries show that the economical development and growing had been thanks to education. But only a few power groups are the beneficiaries of global education. The economic power is concentrated in the financial elite, represented by big multinational corporations, which has generated inequity and poverty as never before. And today the society practices profits, earning, commerce and the great shares in which man is only an object not a subject. Education is selling ourselves, exchanging us as simple merchandise, allowing our mistreatment and forgetting ourselves, by the abandonment of our primary values of solidarity, justice and equality between men and women.

**Impact of Science and Technology**

As a result of scientific and technological development , man has shifted his way of living from spiritual to materialistic approach .This shift has taken place gradually consequent to alien cultural influence also. Due to Mughal and especially British rule the entire system of Indian educational thought and practices have changed .Ancient Indian educational thought is wrongly conceived to be irrelevant in the modern context. Ancient values and traditions are being criticized and misinterpreted. Gone are the days of gurukulas, where education was mostly spiritual and pupil belonged to teacher but not to an institution or school. But in modern days pupil belong to a school where teacher teaches pupils by classes and not as individuals with their uniqueness and differences.

Modernity, rapid growth of science and technology and the subsequent industrialization have caused a great threat and danger to our old morals and values .Old values seem to be lost and new are yet to be evolved and brought into practice. The present era can be termed as a transitional one.

The other features include Social system exits for meeting human needs like life, liberty and happiness. No one has commitment to the society. The indicators of malfunctioning systems are varied. They reflect the extent and dimensions of human misery and suffering. Oppression, exploitation, greed, revenge, murder, rape, cruelty, violence, black mail, injustice, corruption, dowry deaths, divorces, suicides and international conflicts involving weapons of mass destruction are the horror symptoms of decay, degradation and disintegration of man’s social institutions.

**Impact of Technology in Education**

Now-a-days news papers, magazines and other news media are flooded with reports of crime, murder, agitation and eve –teasing. Disputes between father and son, between wife and husband, between son-in-law and father-in-law are not rare. For want of endurance in one’s dealings all family ties are broken, people leave home forever out of disgust and anger.

Duplicate certificates are distributed by certain authorities to the students, ph.D is also commercialized. The constructivism pattern of teaching strategy reduces the teacher dominance. Main focus is on the cognitive development of the individual. As a result there is less importance to affective domain of the student. Misusing the technology will make the student slip into antisocial activities. All these indicate deterioration in our ethical standards, loss of our moral and social values accruing great loss to families, society and the Nation at large.

**Responsibility of the Teacher**

“If the teacher is to prove really a maker of man, he must possess qualities of personality, character and intellect”(John adams) “No system of education , no syllabus ,no methodology, no text books can rise above the level of its teachers .If a country wants to have quality education it must have quality teachers”( Mathews ,v. s)

Teaching is not a job; it is an attitude .Teacher is a source of information, a guide, a mentor ,a surrogate parent, a motivator, all at the same time .Teaching is the only profession which always deals with the future .The success or failure of any educational programme depends upon the equality of instruction. Besides courses of study, reading material, equipment and good spacious classrooms, good supervision and administration also contribute to the success and effectiveness of instruction. All these factors are ineffective without a good teacher who possesses certain qualities of head and heart. As Tagore said, “A lamp can never light another lamp unless it continues to burn its own flame.”

We are at a transition time during which it is essential that the values are maintained and nurtured. Only an ideal teacher whose life itself is a beacon of values can lead a right direction. He has to demonstrate the essential values such as optimism, motivation, willingness to learn and teach truth, non –violence, never to speak and think ill of others. This is the responsibility that the teacher must take in order to be an effective catalyst for social change.

In the present context, besides the traditional values, the post-materialistic values like democracy, right to speech, community, freedom, justice, non-violence, environmental protection, peace plays a prominent role in education. Value education is a lively dynamic bipolar process of transformation. There must be two poles for its operation. The one is the teacher and the other is the child as a student. The teacher possesses some beliefs, ideals and values and these influence the child. So the teacher plays a vital role in developing post-materialistic values in students.

**Post materialism**

Post-materialism is the value orientation that emphasizes self-expression and quality of life over economic and physical security .The term post-materialism was first coined by American social scientist Ronald Inglehart in The Salient Revolution; Changing Values and Political styles among Western publics (1977).

Until the1970’s , it was nearly universal for individuals to prioritize so-called materialist values such as economic growth and maintaining order; on the other hand post-materialists give top priority to such goals as environmental protection, freedom of speech, and gender equality. The shift is particularly reflected in citizens living in the western countries.

Age cohorts born after world war II in advanced industrial societies spent their formative years under levels of prosperity that were unprecedented in human history, and the welfare state reinforced the feeling that survival was secure, producing an international value change that has gradually transformed the political and cultural norms of these societies. Survey evidences gathered in the United States, Western Europe, and Japan since 1970’s has demonstrated that an intergenerational shift has made certain new political issues and provided the impetus for new political movements. This theory of intergenerational value change has two key hypotheses; one is that an individual’s priorities reflect the socioeconomic environment, with individuals placing the greatest subjective value of these things that are in relatively short supply and second that the relationship between socioeconomic environment and value priorities involves a substantial time lag because one’s basic values reflect the conditions that prevailed during one’s pre- adult years.

After a period of sharply rising economic and physical security, one would expect to find substantial difference between the value priorities of older and younger groups, because they would have been shaped by different experiences in their formative years. In the early 1970’s materialists held over post-materialists in Western countries, outnumbering them nearly four to one. But by the turn of the 21st century, materialists and post-materialists become equally numerous in many western countries. The ratio varies considerably according to the given country’s level of existential security. For example, at the turn of the 21st century, materialists outnumbered post-materialists in Pakistan by more than fifty to one and in Russia by nearly thirty to one. But in prosperous and stable countries such as the United States and Sweden, post materialists outnumbered materialists by two to one and five to one respectively.

Post-materialism itself is only one aspect of a still broader process of cultural change that has shaped the political outlook, religious orientations, gender roles and sexual mores of advanced industrial societies .Today the postmodern shift involves an intergenerational change in a wide variety of social norms, from cultural norms linked with ensuring survival of species to norms linked with the pursuit of individual well being. There is also a gradual shift in job motivations, from maximizing one’s income and job security toward a growing insistence on interesting and meaningful work. Today economic security is the central goal of industrial society.

1. **REVIEW OF RELATED STUDIES**

Balakrishnan, V and Viswanathan, G. (2012) conducted a study on value preferences of teachers in relation to subject area and experiences. The results of the study revealed that the post graduate teachers had given the first preferences for the social values and it was followed by theoretical, religious, economic, aesthetic and political values in the second, third, fourth, fifth and sixth rank orders of preferences respectively. And the postgraduate teachers of science subjects were significantly higher on theoretical value those of teachers of arts subject.

Basu, S and Panday, K. (2012) conducted a study on value patterns of teacher trainees in relation to various Demographic variables. In their study they investigated the value patterns of teacher trainees in relation to various demographic variables. And they used a sample of 120 B. Ed trainees from aided and self-financing colleges of Bareily district. The findings revealed that the teacher trainees differed significantly in terms of personal values.

Josie Liu, Z. (2012) conducted a study on media use and Post materialist values in China and the US. In his study he used the data from the 2005 wave of world vale survey to explore and compare the relations between media use and Post materialist value orientations in China and United States. The data analysis showed that the younger generations in China have stronger Post materialistic value orientations than Chinese society as whole, but fewer obvious generational differences. The study also found that media use has a greater effect on values in China than in the United States.

Veliappan, A and Sadananthan, M. (2012) conducted a study on awareness of Environmental Pollution and Health-hazards among the prospective teachers in terms of some demographic and personal variables. 925 prospective secondary teachers were chosen randomly and self developed tools were administered. The finding realized that more than three-fifth of the prospective secondary teachers have an average level of environmental pollution and health hazards awareness with respect to gender and educational qualification and it also highlights the need of creating environmental awareness through compulsory environmental education to the prospective secondary teachers.

Gihar, S. (2011) conducted a study on Prospective teachers’ responsibility towards environment. The study was conducted in Ghaziabad district of Utter Predesh, with a sample of 100 Prospective teachers and found that female prospective teachers have scored significantly higher mean values on all the dimensions of environmental responsibility assessment inventory. The rural prospective teachers have a closer relationship with their natural environment. And the agricultural and service class parental occupational background prospective teachers differed significantly from each other with respect to their responsibility towards participation in activities to save the environmental dimension of environmental responsibility assessment inventory.

Mrunalini, T and Sankariah, B .(2010) conducted a study on attitudes and reflection of prospective teachers on environment concerns with a sample size of ninety prospective teachers. They found that mostly students of higher age showed the concern towards environment. Boys were actively more concerned about the environment. Bio-science students showed moderate positive attitude towards environmental concern. Under graduate and post graduate students showed moderate positive attitude towards environmental concerns. And most of the urban students showed high positive attitude toward environmental concerns.

Benjamine .(2009) conducted a study on Environmental values among Teacher-trainees of the secondary level. The study suggested that the introduction of environmental values as a subject for teacher-trainees would enhance the quality of nature and ultimately reach the students also.

Chongmin, P .(2009) used the Asia Barometer survey of 1,023 respondents to determine the quality of life in South Korea. And it showed life in Korea is highly modernized and digitalized without of being much globalized. Despite the modernization and digitalization of their life styles, ordinary citizens still prioritize materialistic values more than post-materialistic values and they remain least satisfied in the material life sphere. A multivariate analysis of the Korean survey revealed that their positive assessments of their standard of living and marriage are the most powerful influences on the quality of life they experience.

Franzen, A, and Mayer, R. (2009) discussed in their Article Environmental attitudes in Cross-National perspective: A multilevel analysis of the ISSP 1993 and 2008 discussed the determinants and the development of public concern for the state of the natural environment. It showed that individuals with higher relative income with in countries display higher levels of environmental concern than their compatriots and more concern is reported in wealthier countries than in poor nations. The results indicated that environmental concern is also closely associated with post-materialistic attitudes and various socio-demographic variables.

Taskin, Ozgur (2009) conducted a study on the Environmental attitudes of Turkish senior high school students in the content of post materialism and a new environmental paradigm. They explored the environmental attitudes of senior high school students in Turkey. The results showed that the Environmental attitude scale of students vary depending on gender, females, lower middle class and household income.

Wang, etal. (2009) published an article on New evidence of the post materialistic shift: The experience of Hong Kong. In this paper they investigates the question of whether or not post materialism is gradually becoming manifest in Hong Kong and explored the applicability of post materialistic theory to this affluent Chinese society and they found that the socio economic development of Hong Kong is increasingly inclined towards post materialism. Younger people are more post materialistic than their seniors.

The work done by Sivakumar and Vekateswa Rao. (2008) incorporates ethical and moral values in to teaching of environmental ethics. The paper used the perspectives called out from the Indian ethics ad scriptures about environment, its use and management. It describes various aspects of environment, which include the resources essential for living. The paper also lists the rules which the modern man has to learn for proper utilization of the environment using lessons from the Indian ethics.

Kuntsen, O. (2007) conducted a study on the priorities of materialist and Post materialist values in Nordic countries a five nation comparison. In his study he took the theory of post materialism as a point of departure and compared the priorities of materialist and post materialist values in the five Nordic countries. And he examined the relationship between materialist and post- materialist values and age from the perspective of whether generational replacement will continue to the spread of post-materialist values in the Nordic setting. The post materialistic values are given relatively strong emphasis in Nordic setting. And he also found that in all counties the postwar generations are more likely to support post-materialistic values than the older generations.

Bhatia.(2006) reported that as values cannot be taught- the teachers have to ensure that those values are upheld by the children in the process of schooling. It therefore becomes imperative for the teachers to function as role models for helping teachers in internalizing values that should be developed in children through the schooling process, it is necessary to make education in human values as an integral part of the curriculum of teacher education.

Prasad, R.(2005) in his study A comparative study of values among school teachers and teacher educators in the context of globalization found that the more preferred terminal values of school teachers were a world of peace, freedom and comfortable life.

Sharma, D and, Mohite,P. (2004) conducted a study teachers conception of values in children, which revealed that the teachers regarded fostering values as a part of their job, integral to what went on in the classroom and considered themselves to be the main source of providing guidance and helping the child reach his or her potential. Further, most of them favoured informal approaches, primarily being a role model and providing examples for their pupils, along with précising the child as strategies for fostering values in children.

Nicken, S .H. (2004) conducted a study on post materialism and Democracy: what does the Post materialistic value shift mean for democracy? In his study he is intended to explore the association between the materialist/ post materialist value orientations and direct participation in the utizenery of the United States and Western Europe. And he identified that post materialistic values increases in the advanced industrial nations of Western Europe and United States. There will be an increase in participatory values and behaviours that are central to the formation of a stronger mode of democratic practice.

Brantmeir. (2003) in a report peace pedagogy exposing and integrating peace education in teacher education discusses peace education which is the transmission of knowledge about the requirements of the obstacles to and possibilities for achieving and maintain peace, training in skills for interpreting the knowledge and development of reflective and participatory capacities for applying the knowledge to overcome problems and achieving possibilities. This paper asserts that peace education needs exposure and further investigation discourse and practice. It suggests that a move from implicit to explicit peace education may strengthen the overall momentum of peace pedagogy in building a culture of peace

Goken, F, etal.(2001) explored the impact of geographical proximity of environmental problems on environmental concern and willingness to pay for environmental improvement with emphasis on the relevance of Ingehart’s post materialism thesis on this inquiry. And the result showed that people with materialistic values rather than post materialistic values exhibit more concern for coal environmental problems.

Kyvelids, L.(2001) conducted a study on measuring Post-Materialism in Post-socialist societies and compared the western and Eastern Europeans based on their materialistic and post materialistic values. And found that there is a difference seen in the materialistic post materialistic view in both western Europeans and the elderly scored higher on materialism due to generational as well as period effects.

Alengaden’s work. (2000) contains papers presented at a national seminar on education for third millennium, held of Dharma Barite National Institute of value education for peace, Indore (Madhyapradesh) some papers throw light on the role of teachers and parents in making education value based.

Kothari. (2000) in his study indicates that business houses take help of sensational topics like sex, violence and crime with a view to make their advertisements and sponsored programmers’ popular. They do not much bother for Public Morality and it badly effect on younger generations especially on the adolescents. Hence this trend, he suggested, must be stopped to avoid harmful consequences of value crisis.

Phillip, et al. (2000) published an article on post materialist values and political preference: some unlikely findings from Northern Ireland. In this paper the author pointed out that Post-Materialistic Values (PMVS) in Northern Ireland are less widespread than in most European countries.

Rajput. (2000) highlights the policy prospective regarding the role of teachers and teacher training institutes. To promote value education which has been emerging from the recommendation of different committees. In is advocated that the curriculum content of the school education must be indigenous, value emphasis in school must form a part of every unit and activity.

Archana. (1998) conducted a study on the environmental awareness among women and find that environmental awareness of urban women was significantly higher than that of rural women. This study also revealed the influence of residential background and educational status on environmental awareness of women.

Gupta. (1998) studied the environmental awareness of secondary school teachers and found that secondary school teachers as a whole have favourable disposition towards environmental awareness of female teachers are higher than that of male teachers. Her findings also showed that the age of teachers has no effect on the environmental awareness. Again science teachers and non-sciences teachers do not differ significantly in their environmental awareness.

Pittyanuwat and Somway. (1998) reveals that if teaching for peace and human Rights is to be convincing and effective; teachers must be trained who are motivated and aware of the issues. This is explained in their meeting papers teacher education curriculum for the 21st century peace education programme.

Bhatnagar. (1995) stressed that today the teacher should not only act as a preserver and propagator of Indian traditional values but also came forward to re-interpret these values in a new light as per the demands of the society. He should inculcate values such as truthfulness, secularism, creativity, spirit of inquiry, right conduct and discipline among students.

Woj, T and Wics. (1995) conducted a survey on Health and Environmental protection to know whether students are aware of the link between environmental hazards and diseases and conducted psychometric survey of students, environmental attitude. This study showed that subjects from different states have different environmental attitudes and subjects from different ethics background and different grade categories had significantly different attitudes.

A study carried out by Jaus. (1978) on the effect of environmental education instruction on teachers attitude towards teaching environmental education, found that as a result of instruction, teachers attitude tend to become more positive towards teaching of environmental education. An attitude towards environmental education was also possessed by teachers without training, but they lacked environmental responsibility and were poor in the knowledge.

**Conclusion**

Review of related literature gave a wide perspective to the problem under study. Moreover, while reviewing the related literature the investigator could identify the areas to be studied from the review of related literature, it is quite evident that, if post materialistic values are introduced in our education, they form systematic and planned educational action aiming of development of post materialistic values among teachers. And it helps in proper adjustment in the society and heightens a person’s awareness of oneself and one’s relationship by dispensing crime, violence, cruelty, and selfishness. Finally it leads to full development of a person’s consciousness.

There are only a few studies related to the present investigation. These studies which are conducted abroad revealed that post materialistic values influence largely to our life. And it also reveals that the younger generations are more tend towards post materialism than the older generations. Older generation gave importance to material values such as money than postmaterialistic values. And many studies revealed that advanced nations give more importance to post materialistic values. Due to generational and periodic effects focus to materialism and the influence of educational background promotes environmental thinking . The other studies related to the various components of values. The conclusion that could be arrived is that prospective teachers should be aware of the post- materialistic values. A thorough review couldn’t find on post- materialistic values possessed by the prospective teachers in Kerala. In the technological era, when humanity is on it’s strive towards materialistic values, the investigator made an attempt to study the post-materialistic values of secondary level women prospective teachers in Kerala.

**METHODOLOGY**

Methodology is crucial and necessary part of the research process. It provides us with legitimization for knowledge production. It is the means of showing the outside world “It is a scientific and systematic way to solve research problems.” Manocha,R.C (2004). The term methodology is often loosely used to refer to the techniques or procedures of data collection. In a sense, it is the entire research process thought out logically in which selection of study units, techniques to be used in direct or indirect observation etc. are attendant important parts. (Manjumdar,P.K.(2005)

It is concerned with the description and analysis of research methods. Methods and means cannot be separated from the ultimate aim.

The present study was an attempt to find out the extent of post-materialistic values possessed by the secondary level women prospective teachers in Kerala and to compare the level of post-materialistic values among the secondary level women prospective teachers in the sub samples based on subject of specialization

The methodology of the study is presented under the following head viz.

Method adopted for the study

Variables used for the study

Objectives

Hypotheses

Sample selected for the study

tools used for the study

Data collection procedure

Statistical techniques used

**Method adopted for the study**

The method adopted by the investigator should be adequate enough to study all the aspects involved in a research problem. It should be adequate enough to provide valid generalization. The method adopted for the present study was Survey method. It is the most popular method which attempts to describe and interpret what at present in the form of condition, practices, trends, effects, attitudes, beliefs and so on.

According to Hilldreth (1963) “ the survey method is used to gather factual information regarding the current condition of some phenomenon.”

The survey method is one of the most commonly and widely used research method in education . It is very useful in getting descriptive data, which people can provide from their own experience. Survey studies help in contributing to other types in contributing to other types of investigation or characteristics of the group, which are highly analytical in character and help classification.

“A survey is an attempt to collect data from members of a population in order to determine the current status of that population with respect to one or more variables”(Gay,1996)

Survey gathers data from a relatively large sample at a particular time. It is concerned with generalized statistics that results when data are abstracted from a large number of individual cases

**Variables used for the study**

The major variable of the study is post-materialistic values and the classificatory variable is the subject of specialization. Since the subject of the students is likely to influence their values, the investigator gave adequate representation to three streams of studies via, science, languages and others (commerce and mathematic).

**Objectives of the study**

The objectives of the study are the following

1. To find out the extent of post-materialistic values possessed by the secondary level women prospective teachers in Kerala.
2. To compare the level of post-materialistic values among the secondary level women prospective teachers in the sub samples based on the subject of specialization.

**Hypothesis**

The hypothesis formulated for the study was:

There exists no significant difference in the post-materialistic values of the secondary level women prospective teachers in the sub samples based on the subject of specialization.

**Sample selected for the study**

Selection of the sample is an important aspect of any research study.”A sample can be defined as a finite part of a statistical population whose properties are used to make estimates about the population as a whole.(Webster, 1985 Considering this, the investigator decided to have a sample of 467 secondary level women prospective teachers by stratified sampling. The samples were selected from Government and self financing colleges of Teacher Education from three districts viz Kozhikode, Malappuram and Palakkad of self financing and Government Bed colleges of Teacher Education.(Appendix-II)

**Tools used for data collection**

Collection of relevant data is an import aspect of any research work. The selection of suitable tool is of vital importance for successful research. For the present study the investigator developed the post materialistic value scale.

**Construction of the tool**

In the present study the investigator used the post-materialistic values of secondary level women prospective teachers in Kerala, constructed by the investigator with the help of supervising teacher. This tool was used to measure the values which the teachers are expected to possess in their life. Items were developed based on the categories of post- materialistic values .(Appndix III)

**Post materialistic values**

Post materialistic value orientation that emphasizes self expression and quality of life over economic and physical security The term post-materialism was first coined by American social scientist Ronald Inglehart in the salient Revolution; “ Changing values and political styles among Western publics.”(1977). The values identified include democracy, right to speech, community, freedom , justice, non-violence, environmental protection and peace.

**Democracy**

It is the way of life and not a mere political arrangement. It is based on the principle of equality, freedom, faith in democracy, fraternity, tolerance, co-operation, social justice, gender equality, nationalism and secularism of its members regardless of race religion, sex, occupation or economic status. Thirteen items were included in the value scale based on this component. Item numbers – 6,10,13,20,25,28,29,33,34,35,37,43,44 represent the value in the tool. Faith in democracy (item No.6), social justice (No.10), and tolerance (No.13), co-operation (No.20), tolerance (No.25) were represented through direct statements in the tool. The other items were based on social justice (No.28) Nationalism (No.29&43) co-operation (No.34), fraternity (No.35), Faith in democracy (No.42) were the other components included.

**Right to speech**

The violations of civil and political rights include the right to seek information and ideas, the right to receive information and ideas and right to impart information and ideas. Item No.18 on verbal reaction to the instance of social justice.

**Community feel**

It is the social organization that gives people a sense of belongingness. It includes social bonds, family values, mutual interdependence.

Item number 32,40,41,42 denotes the value of community feel.

Item 32, 40&42on mutual inter dependence, and 40 on social bonds are included.

**Freedom**

It includes not only unrestricted access to opportunity but also a certain safety from exploitation and the vagaries of chance. It includes freedom of choice, freedom of speech, freedom of religion and self determination.

Item number 16,17,28,29,34,42,43 respectively denote the value freedom.

**Justice**

Justice or fairness refers to the idea that an action or decision is morally right, which may be defined according to ethics, religion, fairness, equity or law. It includes evaluations of public roles and policies, equal opportunity and minority rights. Item No.8 represents the value justice “I attempt to do small social works useful for the society**”.**

**Non-violence**

It is an attitude of mind or non-destruction of life which includes truth, justice, dignity, humanitarian behavior and peace. Items 9,11,12 denote the value non-violence.

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**Environmental protection**

Protection of environment implies maintaining the nature as it is or as it might have been before the intervention of human beings or natural forces. It includes caring for the environmental technology integration and environmental communication and awareness Item numbers 1,2,5,15,24,38,46 shows the value environmental protection . (Item1 , item no.2 ,item 24,item 38) caring for the environment and reducing environmental pollution ,waste management strategies,(Item no.15 and item no.46),item no 5,environmental communication and awareness raising.

**Peace**

It is the calm contentment arising from the right attitude towards actions. It means peace in handling situation, concentrated in particular features, self acceptance of oneself , focus on particular deeds,

understanding of others’ feelings ,contentment on one’s own feelings, keeping discipline in a situation and self satisfaction.Items no.3 Focus on particular deeds, item no. 4 , Keeping discipline in a situation, item no. 7 Understanding of others feelings, item no.14 Contement on one’s own feelings, and item no19 being calm in handling situation. Focus on particular deeds(Item no.21), Self satisfaction , (item no.22), Focus on particular deeds , (item no.23), Understanding others feelings , (item no.26), Self acceptance of one self (item no.27), Contentment on one’s own feelings,(item no.36), (Item no.45 ) were based on the value of peace.

**Data collection procedure**

The investigator selected various colleges and made necessary arrangements with the permission of the head of the colleges .The tool was administered with the help of concerned teachers .The investigator gave necessary instructions to the pupils regarding the method of responding, the response sheet and necessary information about the tool. First, response sheets were given to the pupils and were asked to fill up their personal data and then to fill up their response against each item in the tool. It took nearly half an hour to give general instructions and to conduct the test . The incomplete data were removed and thus the sample resulted in a final sample of 467.

**Pilot Study**

The first draft of the scale consisted of 51 items, the tryout of which was done in order to select valid items for the final form by empirically testing the discrimination power of each item .For this the scale was administered on a sample of 370 prospective teachers, selected using stratified sampling technique. The response sheets were scored according to the scoring scheme.( Scoring 3,2,1 for the alternatives ‘Always’ ,’Sometimes’ ,and ‘Never’ for the positive items. In the case of negative item the scoring pattern is reversed).

**Item analysis**

The purpose of item analysis is to select item that have item characteristics. The 370 response sheets obtained after preliminary testing were scored and the total scores of each sheets was calculated. Then these sheets were arranged in the descending order of the total score and the highest 27 percent (100 sheets) and lowest 27 percent(100 sheets) of the total sheets were separated.

The mean and standard deviation of the scores obtained for each item for the upper group and lower group were calculated separately. The critical ratios were calculated using the formula:



Where

= Mean of the upper group for an item

 = Mean of lower group for an item

 = Standard deviation of the upper group for an item

 = Standard deviation of the lower group for an item

N1 = Sample size of upper group

N2 = Sample size of lower group.

Item with critical ratio greater than 1.96, the table value of ‘t’ at 0.05 level of significance was selected for the final scale.(Appendix-IV)

**Preparation of the final scale**

Out of 51 item, 48 items had ‘t’ value greater than 1.96 the table value of ‘t’ for 0.05 level and that of 3 items were less than 1.96,the table value required for significant at o.o5 level significance. Hence the investigator selected 48 items for the final scale of post-materialistic values final draft is given as ( appendix –V)

**Reliability of the test**

Reliability of the test is its ability to yield consistent results from one set of measures to another. According to Best and Khan (2004), reliability is the degree of consistency with which that instrument on procedure demonstrates whatever it is measuring its consistency.

The reliability of the test was estimated by test re-test method. It was repeated in a group of 30 students with an interval of 3 weeks. The score obtained from the first test was correlated with that of the re-test score. The reliability coefficient was found to be 0.71 which suggested that the test is reliable.

**Validity of the test**

An index of validity shows the degree to which a test measures what it indents to measure when compared with accepted criterians. Validity is the quality of data gathering instrument or procedure that ensures to measure what is supposed to measure. The validity of the present test was ensured through face validity and content validity. A test is said to have face validity when it appears to measure whatever the author had in mind, namely what he thought was measuring (Garret 2006).

The items in the present test were phrased in the test in an ambiguous way and the meaning of all the terms were clearly defined, so that the subjects responded to the items without difficulty and misunderstanding. Hence the test possesses face validity.

To ensure content validity, the investigator determined the areas of the content domains of post-materialistic values. From these content area the investigator identified the value components like democracy, right to speech, community, freedom, justice, non-violence, environmental protection and peace. Based on the components and their sub components the investigator developed the post-materialistic value scale.

Breakup of the final sample (Appendix VI)

**Statistical techniques used**

The score obtained from 467 students were subjected to statistical treatment. Statistical techniques used in the present study were:

**Preliminary Analysis**

Preliminary statistics like mean, median, standard deviation, skewness and kurtosis were calculated for the variable post- materialistic values for the total sample and sub samples based on the subject of specialization.

**Percentage analysis**

Percentage analysis is the method to represent new stream of data as percentage for better understanding of collected data. There were eight categories of values on which data were collected from 467 samples. To find out the extent of each category, percentage analysis was carried out.

**One-way ANOVA**

Analysis of variance (ANOVA) has been defined as “the separation of the variance described the other group” (Fisher, 1950) in its simplest form analysis of variance is used to test the significance of the difference between a means of a number of different population. It is an effective way to determine whether the means of more than two samples are too different to attribute to sampling error. ANOVA is an international statistical procedure by which the researcher can test the null hypotheses that two or more categories population is equal. A ratio two variance estimates is computed and this ratio has as its sampling distribution. The F distribution is determined by two and one degree of freedom of values. ANOVA can include one or more independent variable.

**ANALYSIS AND INTERPRETATIONS**

Any research work is characterized by the care taken in the analysis and interpretation of data. Analysis of data means studying the organized material in order to discover inherent facts and interpretation in the critical examination of results. The data may be adequate, valid and reliable to any extent but it does not serve any purpose unless it is carefully edited, systematically classified and tabulated scientifically analyzed, intellectually interpreted and rationally concluded. Editing implies the checking of gathered data for utility, accuracy and completion. Classifying refers to the dividing of information into different categories classes or heads for use. Tabulating denotes recording of the classified material in acute mathematical terms. The main purpose of the study was to find out the extent of post-materialistic values possessed by the secondary level women prospective teachers in Kerala and to compare the level of post-materialistic values among the secondary level woman prospective teachers in the subsamples based on subject of specialization. To study this particular problem, the investigator collected data and analyzed the data using appropriate statistical procedures. The details of the analysis carried out are presented under appropriate headings.

The post-materialistic values scale for prospective woman teachers were administrated to a sample of 467 prospective teachers selected from the eleven B.Ed colleges of Kozhikode, Malappuram and Palakkad district. The data obtained from the samples were analysed using appropriate statistical techniques. The details of the analysis are given in appropriate heads

**Objectives**

Objectives of the study were:

1. To find out the extent of postmaterialistic values possessed by the secondary level women prospective teachers in Kerala.
2. To compare the level of postmaterialistic values among the secondary level women prospective teachers in the subsamples based on subject of specialization.

**Hypothesis**

There exist no significant difference in the postmaterialistic values of secondary level woman prospective teachers in the subsamples based on subject of specialization.

**Preliminary Analysis of Data Collected**

To know the nature of the distribution of the variable, preliminary statistics like mean, median, mode, standard deviation skewness and kurtosis were calculated. The obtained values are shown in the ( table 1).

**Table 1**

*Details of preliminary analysis of post-materialist values [N=467]*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Variable | mean | median | mode | SD | skewness | kurtosis |
| Post-materialistic  values | 115.36 | 116.00 | 118.00 | 9.23 | -1.87 | 13.58 |

From the table 1, it can be seen that the value of the arithmetic mean, median, and mode for the variable post-materialistic values are 115.36, 116.00 and 118.00 respectively. There exist slight difference observed in the value of mean, median and mode skewness obtained is -8.7 that is the distribution is negatively skewed. The measure of kurtosis is 13.58 which is greater than 0.263, that is the curve is lepto kurtic. Thus it can be concluded that the discrimination of post-materialistic values are not considerably deviating from normality.

**Component wise analysis of Postmaterialistic Values [N=467]**

The details of the component wise analysis of post-materialistic values are given in the table 2

**Table 2**

*Details of component wise analysis of postmaterialistic values.*

|  |  |  |
| --- | --- | --- |
| SI. No. | Components | Percentage[%] |
| 1 | Democracy | 86 |
| 2 | Right to speech | 71 |
| 3 | community | 76 |
| 4 | Freedom | 80 |
| 5 | Justice | 79 |
| 6 | Non-violence | 76 |
| 7 | Environmental protection | 72 |
| 8 | Peace | 82 |

Among the 467 prospective women teachers a percentage analysis of component wise post-materialistic values was done from table 2, it is found that the value of democracy was possessed by 86 % and that of peace was 82%.And 80% prospective teachers valued freedom . On the other hand the values community and non-violence having a percentage of 76%.The remaining values justice , environmental protection and right to speech having a percentage of 79% ,72% and 71% namely.

**Comparison of mean score of Postmaterialistic Values of the subsamples based on subject of specialization [n=467]**

To know the post-materialistic values of secondary level women prospective teachers on sub samples based on subject of specialization, one way ANOVA was used. The results of the analysis of variance of post-materialistic values are given in table 3

**Table 3**

*Analysis of variance of post-materialistic values*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Source of variance | Sum of squares | Degrees of freedom | Mean square of variation | F-value | Level of significance |
| Between group  Within the group | 4899  5004.56  9903 | 2  71  72 | 69.01  70.48 | .933 | 0.01 |

From the table 2 it can be found that 'f' value obtained for analysis of variance is 0.933 which is less than 4.90 for [2,7] at 0.01 level. This implies that significant difference does not exist between post-materialistic values of secondary level women prospective teachers based on the subjects science group, language group and others [commerce and mathematics].

**CONCLUSIONS AND SUGGESTIONS**

The present investigation was intended to study the post-materialistic values of secondary level women prospective teachers in Kerala. The study also attempted to check whether the subsamples based on subject of specialization differ with respect to the values.

**Objectives of the study**

The objectives of the study were:

(i). To find out the extent of post-materialistic values possessed by the secondary level woman prospective teachers in Kerala

(ii). To compare the level of post-materialistic values among the secondary level women prospective teachers in the subsamples based on subject of specialization.

**Hypothesis**

There exists no significant difference in the post-materialistic values of secondary level women prospective teachers in the subsamples based on subject of specialization.

**Methodology in brief**

The present study was an attempt to find out the extent of post-materialistic values possessed by the secondary level women prospective teachers in Kerala.

**Methods Adopted**

The method adopted in the present study was survey method. It is the most popular method which attempts to describe and interpret what exists at present in the form of condition, practices, processes trends, effects, attitudes, beliefs and so on. The major variable selected for the study is post-materialistic values.

**Sample**

The present study was conducted on a respective sample of 467 prospective women teachers in Kerala. The samples were selected by using stratified sampling technique.

**Tools used for collection of data**

post-materialistic value scale was developed by investigator with the support of supervising teacher. The investigator prepared items based on the components Democracy,Right to speech , Community, Freedom, Justice, Non-violence, Environmental Protection and Peace. The selected tool consisted of 51 items.

**Statistical techniques used for the study**

* Preliminary analysis or descriptive statistics
* Percentage analysis
* One way ANOVA

**Findings of the study**

The major findings that emerged from the study are :

**Extent of component wise analysis of post-materialistic values of secondary level women prospective teachers.**

It was seen that the value of democracy was possessed by 86 % and that of peace was 82%.And 80% prospective teachers valued freedom . On the other hand the values community and non-violence having a percentage of 76%.The remaining values justice , environmental protection and right to speech having a percentage of 79% ,72% and 71% namely.

**Comparison of mean scores of post-materialistic values of the subsample based on subject of specialization [total sample N=467]**

The result obtained for ANONA on the F-value for the post-materialistic values of secondary level women prospective teachers was 0.933 which is less than the table value 4.90. It revealed that significant difference does not exist between post- materialistic values of secondary level women prospective teachers based on subject of specialization.

**Tenability of hypothesis**

Hypothesis states that there exist no significant difference in the post-materialistic values of secondary level women prospective teachers in the subsamples based on subject of specialization.

Analysis and discussion of the results pertaining to hypothesis clear that there exists no significant difference in the post-materialistic values of secondary level women prospective teachers in the subsamples based on subject of specialization. Since the result confirms the hypotheses framed in this context, Hypothesis is accepted.

**Conclusions**

The above findings have led to arrive at valid conclusions regarding the present study. The component wise percentage analysis of post-materialistic values of secondary level women prospective teachers differ in their percentage.

Component wise analysis has led to the conclusions regarding each component of the value system.

1. **Democracy**

As a result of modernization everyone is busy to lead a competitive life. So no one gives importance to equality to others and no one has co-operation and tolerance to accept the laws.This value is possessed by( 86%) of the components, which shows that the prospective teachers do take to lead a democratic life and so it is expected that they would try to be democratic teachers.

1. **Peace**

In the technological era everyone wants to lead a happy life. And they live beyond their earnings without considering the low earning groups. This will create a conflict in the family and in the society. For the sustained development of the human society, peace must be upheld as one important value. The percentage(82%) shows that our prospective teachers like an atmosphere where peace prevails. The same value may be transferred to the learners also.

1. **Freedom**

Every creature has the freedom to live in this world. But it is doubtful whether human society misuses this freedom and they slips down into the streets of the hell. The value obtained from the study (80%) shows that freedom’ is demanded by the prospective teachers and it is hoped that they like freedom to raise voice against ill treatments by authorities.

**(iv) Justice**

Today in spite of the government policies to dispel the inequalities and to assure justice to all, marginalization is reality. It is seen that the prospective teachers are for the value justice (79%)and it indicates that they will show justice to the community of students and the society at large in all their dealings.

1. **Community feel**

As a result of globalization and technological advancement in the world no one considers the other in the right way, and there is no mutual interaction among the people in the community. so the prospective teachers must develops the community feel. . As per the findings ,(76%) of them possess such a social quality.

**(vi) Non-violence**.

We can say that violence rules the world, and there by a cracks occurs in the mutual relationship of the people in the community, society and world. But the prospective teachers are hoped to be helping the people without making any ill effects in the society .From the findings of the study (76%) of the prospective women teachers give due importance to non-violence.

(**vii) Environmental protection**

Today as a result of deforestation, the environment under go global warming. And the whole universe is entangled into the poisonous world. For example the use of Endosulfan in the kasarcode district causes deadly diseases in the human being. So the prospective teachers (72%)take care to implement certain programs and activities to protect the environment.

**(viii) Right to speech**

As a part of decentralization everyone has right to speech and he is to be considered .His voice will be valued in any situation. But in the present context prospective teachers should be able to utilize their Right of Right to speech and they yield to the situation. It was found that (71%) of the sample are aware of the value and they do possess the value.

The second findings led to the conclusion that the prospective teachers from different disciplines do not differ with respect to the post materialistic values possessed. The general education system was able to develop the values at equal levels through different disciplines.

**Educational implications**

The present study is expected to throw light on the extent of post-materialistic values possessed by the secondary level women prospective teachers in Kerala. It is hoped that the study could contribute to a better understanding of the various circumstances and programs that lead to development of teachers. The findings of the study can thus be much useful in educational planning and executing the program for the inculcation of post-materialistic values.

The findings of the study would also be helpful for the prospective teachers and curriculum framers to prepare need based value education. The study also highlights the need for organizing appropriate programs for making student teachers and administrators to understand the need of post-materialistic values in our daily life.

Now a days environmental pollution increases. Individual conflict arises. It will create stress and mental pain and the peace is lost from the family life.. Violence increase day by day everyone lives in competitive attitude.

**Suggestions for further study**

Based on the findings of the present investigation, the investigator suggests the following areas for further research in this field.

1. The present study is confined to prospective teachers of Kozhikode, Malappuram and Palakkad district. This could be extended further to other districts of the state.

2. The study can b conducted among the primary prospective teachers of B.Ed Program and M.Ed program.

3. The study can be conducted in subsamples based on type of management, age, qualification and experience.

4. The study can be conducted among the men prospective teachers also.

5. A comparative study can be conducted between men and women prospective teachers.

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APPENDIX I

**NCERT CLASSIFICATION OF VALUES**

The list was compiled by the NCERT on the basis of various documents on education as well as the study of the Gandhiyan literature as given in Appendix III of “Documents on Social, Moral and Spiritual Values in Education” (1979) [Appendix 1].

1. Abstinence

2.Appreciation of cultural values of others.

3. Anti-untouchability

4. Citizenship

5. Consideration for others

6. Concern for others

7. Co-operation

8. Cleanlines

9.Compassion

10. Common cause

11. Common good

12. Courage

13. Courtesy

14. Curiosity

15. Democratic decision making

16. Devotion

17. Dignity of the individual

18. Dignity of manual work

19. Duty

20. Discipline

21. Endurance

22. Equality

23. Friendship

24. Faithfulness

25. Fellow-feeling

26. Freedom

27. Forward look

28. Good manners

29. Gentle manliness

30. Gratitude

31. Honesty

32. Helpfulness

33. Humanism

34. Hygienic living.

35.Intiative

36. Integrity

37. Justice

38. Kindness

39. Kindness to animal

40. Loyalty to duty

41. Leadership

42. National consciousness

43. National integration

44. National unity

45. Non-violence

46. Obedience

47. Patriotism

48. Peace

49. Proper utilization of time

50. Punctuality

51. Purity

52. Quest for knowledge

53. Regularity

54. Resourcefulness

55. Respect for others

56. Reverence for old age

57. Secularism and respect for all religions

58. Self-confidence

59. Self-control

60. Self-discipline

61. Self-duty

62. Self-help

63. Self -reliance

64. Self-respect

65. Self-restraint

66. Self-support

67. sense of discrimination between good and bad

69. Simple living

70. Sincerity

71. Socialism

72. Social justice

73. Social service

74. Solidarity of mankind

75. Sprit of enquiry

76.Sympathy

77. Team spirit

78. Team work

79. Tolerance

80. Truthfulness

81. Universal love

82. Universal truth

83. Value for national and civic property

APPENDIX II

**LIST OF COLLEGES VISITED**

|  |  |
| --- | --- |
| **SL**  **NO** | **NAME OF COLLEGES** |
| 1  2  3  4  5  6  7  8  9  10  11 | Sree Narayana College of Teachers Education,  Chelannur, Kozhikode  AWH College of Training Institute. Kozhikode  KMCT College of Teacher Education, R.E.C Chathamangalam, Kozhikode  Government College of Teacher Education, Mananchira, Kozhikode  Devaki Amma Memorial college of Teacher Education, Chelembra, Malappuram  Markaz Training college, Athavanad, Malappuram  Bafarkhy Yatheen Khana, BEd Training College, Kalpakanchery, Malappuram  Sree Vivekananda College of Teacher Education, Palemad, edakkara, Malappuram  E.M.E.A Training college, Kondotty, Malappuram  Ideal Training College, Cherupulasseri, Palakkad  Sree Narayana College of Teachers Education, kottapuram, Palakkad |

APPENDIX III

**POST MATERIALISTIC VALUES AND THEIR SUBCOMPONENTS**

**Value: Democracy Value: Right to Speech**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Sl.No** | **Subcomponents** |  | **Sl.**  **No.** | **Subcomponents** |  |
| 1  2  3  4  5  6  7  8  9  10  11 | Equality  Freedom  Faith in Democracy  Fraternity  Tolerance  Co operation  Social Justice  Gender equality  Liberty  Nationalism  Secularism |  | 1  2  3 | The right to seek  Information and ideas  The right to receive information and ideas  The right to impart information and ideas |
| **Value : Community Feel** | | |
| **Sl.**  **No.** | **Subcomponents** |  |
| 1  2  3 | Social bonds  Family values  Mutual interdependence |
|

**Value: Freedom**

|  |  |  |
| --- | --- | --- |
| **Sl.**  **No.** | **Subcomponents** |  |
| 1  2  3  4 | Freedom of choice  Freedom of speech  Freedom of Religion  Self determination |

**Value: Justice**

|  |  |
| --- | --- |
| **Sl.**  **No.** | **Subcomponents** |
| 1  2  3 | Evaluations of public roles and policies  Equal opportunity  Minority rights |

**Value: Nonviolence**

|  |  |
| --- | --- |
| **Sl.**  **No.** | **Subcomponents** |
| 1  2  3  4  5 | Truth  Justice  Dignity  Humanitarian behavior  Peace |

**Value: Environmental protection**

|  |  |
| --- | --- |
| **SI. No.** | **Subcomponents** |
| 1  2  3  4 | Caring for the environmental and reducing environmental pollution  Integrated waste management  Environmental technology integration  Environmental communication and awareness raising |

**Value: Peace**

|  |  |
| --- | --- |
| **SI. No.** | **Components** |
| 1  2  3  4  5  6  7  8 | Calm in handling situation  Concentrated in particular features  Self acceptance of oneself  Focus on particular deeds  Understanding of others feelings  Contentment on ones own feelings  Keep discipline in a situation  Self satisfaction |

APPENDIX IV

**CRITICAL RATIO FOR STANDARDIZATION OF POST MATERIALISTIC VALUES SCALE**

|  |  |
| --- | --- |
| Item No | T Value |
| 1 | 4.807235 |
| 2 | 6.176041 |
| 3 | 7.301212 |
| 4 | 5.039926 |
| 5 | 6.732427 |
| 6 | 5.20582 |
| 7 | 6.396681 |
| 8 | 4.794843 |
| 9 | 9.076875 |
| 10 | 5.514957 |
| 11 | 6.631734 |
| 12 | 7.906638 |
| 13 | 6.324503 |
| 14 | 8.727454 |
| 15 | 5.020281 |
| 16 | 6.64265 |
| 17 | 5.499148 |
| 18 | 6.353477 |
| 19 | 7.716496 |
| 20 | 5.674929 |
| 21 | 6.166572 |
| 22 | 2.163272 |
| 23 | 6.875338 |
| 24 | -1.9596\* |
| 25 | 7.441868 |
| 26 | 3.417397 |
| 27 | 6.687339 |
| 28 | 4.712112 |
| 29 | 1.522468\* |
| 30 | 5.788561 |
| 31 | 4.603722 |
| 32 | 4.968137 |
| 33 | 3.02378 |
| 34 | 5.56649 |
| 35 | 9.321183 |
| 36 | 6.663053 |
| 37 | 0.975665\* |
| 38 | 3.870937 |
| 39 | 5.426238 |
| 40 | 2.94575 |
| 41 | 8.029128 |
| 42 | 2.087973 |
| 43 | 5.806334 |
| 44 | 5.239781 |
| 45 | 5.603868 |
| 46 | 2.946485 |
| 47  48 | 6.707527  2.59637 |
| 49 | 8.582919 |
| 50 | 2.734473 |
| 51 | 5.302766 |

\*Denotes rejected items

**APPENDIX V**

**FAROOK TRAINING COLLEGE, CALICUT**

**POSTMATERIALIST VALUE SCALE**

**(Final)**

Dr: M .Jesa Renjitha. V.k

Associate professor M.Ed Student

Farook training college Frook training college

Personal data

Name of the teacher trainee: Name of the Institution:

Sex : Male/Female Govt ./Aided /Unaided :

Age: Subject:

Locale: Rural/Urban: Qualification:

Teaching Experience:

After filling up your personal data, mark your response in the appropriate column.

Instructions

It is a tool to know about your day to day affairs. Forty eight statements related to the way you respond to certain instances are provided.

All ways, sometimes and never are given as the responses for the following statements . After reading each statement carefully mark your response by putting tick mark ( ) against the statement. For each statement only one response may be marked.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Serial No. | Statements | Always | Some times | Never |
| 1 | I use only bags made up of natural resources instead of plastic bags. |  |  |  |
| 2 | I consume water carefully as water resources are on the verge distraction . |  |  |  |
| 3 | I do everything carefully and accurately |  |  |  |
| 4 | I observe self discipline even if there is no compelled situation |  |  |  |
| 5 | I used to participate in awareness on natural resource protection. |  |  |  |
| 6 | I am careful to observe public laws even if it makes personal inconvenience to me. |  |  |  |
| 7 | I try to help people around me by understanding their difficulties. |  |  |  |
| 8 | I attempt do small social works useful for the society |  |  |  |
| 9 | Even if I am mentally troubled by personal problem I shows interest to solve the problems of others. |  |  |  |
| 10 | I find time to help others inspite of my busy schedules. |  |  |  |
| 11 | I am able to transform a violent situation into a peaceful one through my direct involvement. |  |  |  |
| 12 | I prevent my friends from doing unlawful things. |  |  |  |
| 13 | If someone blames me under misconception, I will present my part only after a patient bearing. |  |  |  |
| 14 | I do my duties with self satisfaction by conforming that it is on the right direction |  |  |  |
| 15 | I manage the house hold wastes through scientific methods. |  |  |  |
| 16 | I often react to the ill treatments of authorities towards students |  |  |  |
| 17 | I react when vehicles pass by smashing mud on pedestrians |  |  |  |
| 18 | I verbally react to the various injustices in society. |  |  |  |
| 19 | When my friends fight between each other I can solve it peacefully. |  |  |  |
| 20 | I often complete my works without coursing troubles others. |  |  |  |
| 21 | I always complete all my works on time. |  |  |  |
| 22 | I attempt to do some jobs that I don’t like. |  |  |  |
| 23 | I will finish my works in any hostile conditions. |  |  |  |
| 24 | If I see anyone burning plastic in streets I will prevent them. |  |  |  |
| 25 | I patiently obey the right decisions taken by the elders even if I feel it . |  |  |  |
| 26 | I consider others ‘ mental state when I mingle with them . |  |  |  |
| 27 | I do my duties without waiting for others’ recognition. |  |  |  |
| 28 | I don’t do anything against rules. |  |  |  |
| 29 | I stand respectfully when I hear national anthem. |  |  |  |
| 30 | I make my own decisions and create situations to implement it. |  |  |  |
| 31 | I try to implement religious rituals that I believe in, without considering the criticisms of others. |  |  |  |
| 32 | I can adjust with unfavorable situations without difficulties. |  |  |  |
| 33 | I can sincerely take part in the activities related to the observation of national days. |  |  |  |
| 34 | I help my friends by providing ideas and learning aids related to learning activities. |  |  |  |
| 35 | I am anxious to know the religious rituals of my friends. |  |  |  |
| 36 | I help others at my level best and derive self satisfaction through it. |  |  |  |
| 37 | I consider all my friends irrespective of their economic status. |  |  |  |
| 38 | I trait to avoid plastic products my level best. |  |  |  |
| 39 | I believe that only my religious beliefs are true. |  |  |  |
| 40 | I take care to be part of charity programmes. |  |  |  |
| 41 | I participate in the rituals of every religion with equal priority. |  |  |  |
| 42 | I help people with chronic diseases, in different ways. |  |  |  |
| 43 | I utilize my franchise in proper way. |  |  |  |
| 44 | I am interested to watch programs on historical leaders. |  |  |  |
| 45 | I consider and respect others’ points while participating in discussions. |  |  |  |
| 46 | I often participate in waste disposal activities of college. |  |  |  |
| 47 | I often choose courses on my own interests without yielding to others’ pressures. |  |  |  |
| 48 | I strongly oppose the inferior conditions of woman in the society. |  |  |  |

APPENDIX VI

**BREAK UP OF THE FINAL SAMPLE**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Locale | Type of management | subject | | | Gender |
| science | Languages | others | female |
| Rural | Unaided | 142 | 108 | 68 | 318 |
| government | 16 | 20 | 10 | 46 |
| Urban | unaided | 39 | 26 | 21 | 86 |
| government | 6 | 9 | 2 | 17 |
| Grand total | | 203 | 163 | 101 | 467 |