**COMMITMENT TO DEMOCRATIC VALUES AMONG HIGHER SECONDARY SCHOOL STUDENTS**

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**Dissertation**

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**DECLARATION**

I, **MUHAMED SHAREEF.NM**, do hereby declare that this dissertation, “**COMMITMENT TO DEMOCRATIC VALUES AMONG HIGHER SECONDARY SCHOOL STUDENTS**” has not been submitted by me for the award of any degree, Diploma, Title or Recognition before.

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**CERTIFICATE**

I, **Dr. P. REKHA,** do here by certify that this dissertation **“COMMITMENT TO DEMOCRATIC VALUES AMONG HIGHER SECONDARY SCHOOL STUDENTS”** is a record of bonafide study and research carried out by **MUHAMED SHAREEF.N.M,** under my supervision and guidance. That report has not been submitted by him for the award of any Degree, Diploma, Title or Recognition before.

Farook College **Dr. P. REKHA**

 30.10.2013 (*Supervising Teacher*)

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Farook College MUHAMED SHAREEF.N.M

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**INTRODUCTION**

Democracy has been defined in various ways by different people. According to Lincon “Democracy is a government of the people, by the people and for the people, government with the consent of the governed, and a form of regime that derives from popular sovereignty in which ordinary citizens are endowed with the right and ability to govern themselves”.

India is the largest democratic country in the world. In India more than hundred crore people having different religion, different culture, different food habits, different style of living and they speak different languages. Even though, each and every individual have freedom to live their life themselves. Indian constitution provides the protection by different laws to the people of India. The maintenance and development of a democracy depends, however, on more than legislation and the verbal affirmation of democratic principles. It also requires informed citizens who possess certain virtues.

India got freedom in 1947. Till now, it can be mentioned that Indian people has led their lives in the mode of democracy for almost sixty six years. However, to acquire a complete democracy, the Indian people will have to be trained, educated and practical in the true process of democracy. Then, such a way will guide Indian people to lead their lives in the mode of democratic life. Education aims at the full development of the Indian people in all aspects - physical and mental health, intellect, knowledge, morality, integrity- and desirable way of life so as to be able to live in harmony within the society.

Education is a social function, securing direction and development in the immature through their participation in the life of the group to which they belonging to say in effect that education will vary with the quality of life which prevails in a group.

Society is a one word, but many things. Men associate together in all kinds of ways and all kinds of purpose. One man is concerned in a multitude of diverse groups in which his associate may be quite different. Within every larger social organization there are numerous minor groups, not only political sub divisions, but also industrial, scientific, religious, associations. There are political parties with different aims, social sets, cliques, gangs, co-operations, partnerships, groups, bound closely together by ties of blood, and so on endless variety. The modern states and in some ancient, there is great diversity of population, of varying languages, moral codes, and traditions.

 It is a recognized fact that democracy cannot be sustained by mere governmental decision. So, any nations pledged to democracy may assert to need analysis. The same is true for both values education strategies of self confrontation and clarifying response based on belief system, theory and values clarification theory. Studies revealed that the value clarifying strategies were more effective on behavior change as compared to attitudinal change, value change and change in self concepts.

Rockeach’s belief system theory is widely known for long term changes in values, attitudes, beliefs and behavior. Raths et al (1978) clearly pointed out that students with these behavior patterns can be assumed to reflect unclear values only in the absence of secure severe emotional disturbances.

**NEED AND SIGNIFICANCE OF THE STUDY**

We are aware about the democratic values in our country. We have to live in accordance with the democratic principles. Everyone had a sense of national pride and patriotism along with the moral values. Democratic awareness should be cultivated at earlier stage. This is easily possible only through education. In this context, education is not only to impart information and to teach skills to the students but also inculcate the values of democracy because today students are the future citizens and they will be the leaders, administrators and advisers of nation.

 One of the national objectives is the building of democratic social order. It is based on the nationalism, liberty, equality, gender equality, secularism, social justice, fraternity, faith in democracy and tolerance. People should be aware of the democratic values to live as a good citizen of the country. The students are the future citizens, their personalities, activities and qualities like leadership, co operative attitudes, sincerity etc will reflect in the society. A value based democratic knowledge may enable them to go ahead in the field of social service and this may lead to future progress and prosperity of nations.

The existing state of violence, terrorism and communication reveals that the people in the society do not know what precisely they are for or against. It is possibly both diversified nature of social expectation and ineffective social process of imparting value education which have made them feel less separated from others and even from themselves without being sure about their identity.

The National Policy on Education (1986) stated that “India’s political and social life is passing through a phase which poses the danger of erosion to long accepted values. The goal of secularism, socialism, democracy and professional ethics are coming under increasing strain”

The existing scenario indicates not only the ineffective social process but also the lack of opportunities for getting value education pertain to the democratic way of life have left generations starved for democratic values and floundered in existential vacuum of ignorance and blind belief. Men in society have not understood the importants of their inter relationship with each other as their brothers at local, regional or national level. They are not yet aware of their own rights and responsibilities. It reveals the democratization at the government level would not ensure the creation of a free democratic society unless people get education on democratic values and commit to be abided by them in a responsible manner.

Even though India is a land of differences, religious, culture and customs and traditions. We can highlight the Indian unity before the other nation of the world. Besides, India claims a great, and very old traditions in the world. The people of India accepted a number of foreign cultures in the soil and treated them with love and care.

But, at present, Indian people experiences a number of issues or tensions, which are increasing day by day. The violence, tensions, corruptions, criminal tendencies and the like are at the peak. Multiple pressures and fast changes in family pattern and standard of living have become stumbling-blocks in the potential of home imparting education on democratic values. The value based education is the only solution to all such problems.

The educational scenario also changed recently. The curriculum, acts, policies all aims at increasing democratic awareness among people. What is its present situation to be analyzed. The investigator attempts to find out the commitment of students to democracy or democratic values through the study.

Higher secondary school students’ involvement in democracy has created a lot of debates in academic circle. In such a context it would be a worthwhile to explore these are more scientifically and vigorously. The present approach, constructivism provides the learner, a lot of provisions for self development. The investigator could identity, from reviews, a study on commitment to democratic values among higher secondary school students, done seven years before. In this context the investigator decided to find out the effect of all changes in the education system in the commitment to democratic values among higher secondary school students.

 **STATEMENT OF THE PROBLEM**

 The present study is entitled as “COMMITMENT TO DEMOCRATIC VALUES AMONG HIGHER SECONDARY SCHOOL STUDENTS”

**DEFINITION OF THE KEY TERMS**

**Commitment**

 A personal or group engagement to support and follow a line of action, an orientation, a point of view, or a choice, usually involves some public declaration of the engagement, used especially in the vocabularies of writers on religion, existentialism and group dynamics.(Good, 2007)

**Democracy**

A system of government by the whole population use through elected representatives.

**Values**

 Values refer to belief about what is desirable or undesirable. These reflect the culture of a society and if the individual accepts a value it may become a goal.

**Democratic values**

 It is the values associated with society.

**Commitment to democratic values**

The commitment to democratic values can be defined as a sense of being bound emotionally and intellectually to the basic ideals, qualities and principles of democracy.

**Higher secondary school students**

The term higher secondary school students refers to the students studying in the class 11th and 12th of the recognized higher secondary schools of Kerala.

 **VARIABLES**

 The variable of the study is commitment to democratic values. The following variables viz., gender of the subject (boy/girl), locale of the school (rural/urban), subject of the specialization at higher secondary level (science/commerce/humanities), type of management of the school (Government/Aided/Un Aided/CBSE) were considered for sampling and classification of data

 **OBJECTIVES**

* To find out the extent of Commitment to Democratic Values among higher secondary school students for the total sample and subsamples based on Gender, Locale, Type of management and Subject of specialization.
* To compare the Commitment to Democratic Values for the sub samples based on Gender, Locale, Type of Management and Subject of specialization

 **HYPOTHESIS**

* There will be significant difference of commitment to democratic values among higher secondary school students for the subsamples based on Gender, Locale, Type of Management and Subject of specialization

 **METHODOLOGY**

**Sample of the study**

 The present study was conducted on a representative sample of 809 higher secondary school students from Malappuram, Palakkad, and Thrissur districts. The samples were selected using stratified sampling techniques.

**Tool used for the study**

The following tool used for the study:-

* Scale of commitment to democratic values (Gafoor and Thushara,2007)

**Statistical techniques used for the study**

* Preliminary analysis using the mean, median, mode, standard deviation, skewness, kurtosis and percentiles.
* Test of significance of difference between means for large samples.
* One way ANOVA

 **SCOPE AND** **LIMITATIONS OF THE STUDY**

 The main purpose of the study was to find out the commitment to democratic values for total and subsamples based on Gender, Locale, Type of management and Subject of specialization among higher secondary school students. The sample size was 809, and selected from three districts of Kerala viz, Palakkad, Malappuram and Thrissur. The sample selected for the study was given due representation to the different strata viz, students following Government state curriculum (579), Unaided schools following state curriculum (91) and CBSE curriculum (138) also. The large sample size shows the result is generalisable in the population.

Commitment to democratic values is the main variable of the study. Democracy is the main aim of Indian education system. The commitment of higher secondary students to democratic values is a very relevant aspect in education.

The investigator tried his best to make the study as successful as possible. But certain limitation crept in the study,is as follows. The investigator for selected only 9 components of democratic values viz, Nationalism, Liberty, Equality, Gender equality, secularism, social justice, Fraternity, Faith in democracy and Tolerance

**ORGANIZATION OF THE REPORT**

The report is organized in the following chapters

 **Chapter 1.** Briefintroduction of the problem, need and significance, statement of the problem, definition of the key terms, variables, objectives, hypothesis, methodology, scope and limitations.

**Chapter 2.** Theoretical overview and review of related studies.

**Chapter 3.** Methodology of the study described in detail consisting of the sample, tool used, data collection procedure, scoring and statistical techniques used for analysis.

**Chapter 4** Details of the statistical analysis of the data, discussion of the results and conclusion.

**Chapter 5** Summary of the report, major findings, tenability of hypothesis implications of the study and suggestion for further research.

**REVIEW OF RELATED LITERATURE**

 In this chapter the investigator has reviewed the researches dealing with values, especially democratic values conducted in India and abroad. In the word of Good “the key to the vast store house of published literature may open doors to source of significant problems and explanatory hypothesis and provide helpful orientation for the definition of the problem and comparative data for interpretation of the results”.

 The review of related literature avoids the duplication of work that has been already done and to help the investigator to go to deep in to the problem at hand, help to study opportunity of gaining an insight in to the methods, measures, subject and approaches employed by other research workers which in turn will lead to significant decision about their own research design.

 Present study is commitment to democratic values among Higher secondary school students. The major aspects of the theory as well as studies reviewed are given in the chapter.

* Theoretical Overview
* Related studies

**THEORETICAL OVERVIEW**

**Domain theory**

 Nucci and Weber (2003) reported that recent research has revealed anomalies in the developmental stage sequences, as theorized by kolberg (1969) and Piaget (1955) with in the domain theory a clear distribution is drawn between the Childs developing concepts of morality and domain of social knowledge. According to the domain theory the child concepts of morality and social convention emerge out of the child’s attempts to account for qualitatively differing forms of social experience.

**Democracy**

 “I have a dream that one day this nation will rise up, live out the true meaning of its creed: We hold these truths to be self evident, that all men are created equal. (Martin Luther King 1963 )”.

The word ‘democracy is a term that comes from Greek and it is made up with two other words *demos*= People, and *kratein*= to govern, to rule. “Democracy” can then be literally translated by the following terms: *Government of the People* or *Government of the Majority*. Democracy, as a State form, is to be distinguished from monarchy, aristocracy and dictatorship. We can say that a government comes from the people; it is exercised by the people, and for the purpose of the people’s own interests.

India is the seventh largest (by area) and the second most populous country in the world. It is the world's largest democracy. Elections to its Parliament are held once in every 5 years. India is a constitutional republic governed under the world's longest written constitution, federally consisting of 28 states and seven centrally administered union territories, with New Delhi as the nation's capital. The country has six main national parties: the Indian National Congress (INC), Bhartiya Janta Party (BJP), Communist Party of India (CPI) and the Communist Party of India (Marxist) (CPI(M)), Bahujan Samaj Party (BSP) and the Nationalist Congress Party (NCP). At the level of its states, many regional parties stand for elections to state legislatures in every five years.

 The Indian constitution’s Preamble, Fundamental rights, Fundamental duties and Direct Principles of State Policy are describing democratic values. They are given below.

**The constitution of India**

 We, the people of India, having solemnly resolved to constitute India into a *sovereign socialist secular democratic republic* and to secure to all its citizens: JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

 EQUALITY of status and of opportunity; and to promote among them all FRATERNITY assuring the dignity of the individual and the unity and integrity of the Nation; in our constituent assembly this twenty sixth day of November, 1949, do hereby adopt, enact and give to ourselves this constitution.

**Fundamental Rights**

 In Indian constitution, the article 12 to 35 deals with fundamental rights. They are following.

 **Article12**. Definition. In this Part, unless the context otherwise requires, “the State” includes the Government and Parliament of India and the Government and the Legislature of each of the States and all local or other authorities within the territory of India or under the control of the Government of India.

 **Article13**. Laws inconsistent with or in derogation of the fundamental rights

**Right to Equality**

 **Article 14**. Equality before law

 **Article 15**. Prohibition of discrimination on grounds of religion, race, caste, sex or place of birth

**Article16**. Equality of opportunity in matters of public employment.

**Article 17**. Abolition of Untouchability.

**Article 18**. Abolition of titles.

**Right to Freedom**

 **Article 19**. Protection of certain rights regarding freedom of speech, etc.

 **Article 20.** Protection in respect of conviction for offences.

 **Article 21.** Protection of life and personal liberty.

 **Article 21A.** Right to education.

 **Article 22.** Protection against arrest and detention in certain cases.

 **Right against exploitation**

 **Article23.** Prohibition of traffic in human beings and forced labour.

 **Article 24.** Prohibition of employment of children in factories, etc.

**Right to freedom of religion**

**Article25.** Freedom of conscience and free profession, practice and propagation of religion.

 **Article 26.** Freedom to manage religious affairs.

 **Article 27.** Freedom as to payment of taxes for promotion of any particular religion.

 **Article 28.** Freedom as to attendance at religious instruction or religious worship in certain educational institutions.

**Cultural and Educational Rights**

 **Article 29.** Protection of interests of minorities.

 **Article 30.** Right of minorities to establish and administer educational institutions.

 **Article 31A.** Saving of laws providing for acquisition of estates, etc

 **Article 31B.** Validation of certain Acts and Regulations.

**Article 31C.** Saving of laws giving effect to certain directive principles.

**Right to Constitutional Remedies**

**Article 32.** Remedies for enforcement of rights conferred by this Part.

**Article 33.** Power of Parliament to modify the rights conferred by this Part in their application to Forces, etc.

**Article 34.** Restriction on rights conferred by this Part while martial law is in force in any area.

**Article 35.** Legislation to give effect to the provisions of this Part ce in any area.

**Directive Principles of State Policy**

 In Indian constitution, the article 36 to 51 deals withDirective Principles of State Policy**.** They are following.

**Article36.** Definition. In this Part, unless the circumstance otherwise requires, “the State” has the same meaning as in Part III.

 **Article 37.** Application of the principles contained in this Part.

 **Article 38.** State to secure a social order for the promotion of welfare of the people

 **Article 39.** Certain principles of policy to be followed by the State.

 **Article 39A.** Equal justice and free legal aid.

 **Article 40.** Organisation of village panchayats.

 **Article 41.** Right to work, to education and to public assistance in certain cases.

**Article 42.** Provision for just and humane conditions of work and maternity relief.

**Article 43.** Living wage, etc., for workers.

**Article 43A.** Participation of workers in management of industries.

**Article 44.** Uniform civil code for the citizens.

**Article 45.** Provision for early childhood care and education to children below the age of six years.

**Article 46.** Promotion of educational and economic interests of Scheduled Castes, Scheduled Tribes and other weaker sections.

**Article 47.** Duty of the State to raise the level of nutrition and the standard of living and to improve public health.

**Article 48.** Organisation of agriculture and animal husbandry.

**Article 48A.** Protection and improvement of environment and safeguarding of forests and wild life.

**Article 49.** Protection of monuments and places and objects of national importance.

**Article 50.** Separation of judiciary from executive.

**Article 51.** Promotion of international peace and security.

**Fundamental duties**

In Indian constitution, the article 51A deals with fundamental rights. They are following.

**Article 51A.** Fundamental Duties**.** It shall be the duty of every citizen of India

 (*a*) To stand for by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;

 (*b*) To value and follow the noble ideals which inspired our national struggle for freedom;

 (*c*) To advocate and protect the sovereignty, unity and integrity of India;

 (*d*) To defend the country and render national service when called upon to do so; .

 (*e*) To promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;

 (*f*) To value and preserve the rich heritage of our composite culture;

 (*g*) To protect and improve the natural environment including forests, lakes, rivers and wild life, and to have compassion for living creatures;

 (*h*) To develop the scientific temper, humanism and the spirit of inquiry and reform

 (*i*) To safe guard public property and to abjure violence;

 (*j*) To strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of attempt and achievement.

 The following factors are also related to the democratic values as :-

**Nationalism**

 Nationalism is a feeling of oneness or common consciousness based on political, historical, religious, linguistics, racial, psychological and other factors in a state. There are so many theories based on nationalism , primitive and sociologist theories, instrumentalist theories, modernization theories etc. there are exist in all societies certain primitive, irrational attachments based on blood, race, languages, religion, region etc. modernization theories maintain that nationalism emerges as a result of the process of transition from traditional to modern society, the theory focus, on the spread of industrialization, and on the socio economic, political and cultural conditions functionally associated with it, as the main causes for the development of nationalism.

**Liberty**

 Liberty can be defined as our right to think, act, or behave without any interference from our government. Personal, political, and economic freedoms are found here. In a number of places a close relationship between the two forum of power or control. Property- owning democracy as working ‘to prevent a small part of society from controlling the economy, and indirectly political life as well’. Now under really existing political arrangement in contemporary liberal democracies, economic power is often freely convert in to political power. The wish to deny that the process of the corruption of politics undermines the possibility of each citizen enjoying the fair value of the political liberties. The equal liberties in a modern democratic state are in practice merely formal. Specific kinds of political solutions are no doubt needed to fight problems of corruption of politics, but the policies that are needed could be available under welfare state capitalism as well as property owning democracy.

**Equality**

 Equality means that all men are equal and should be entitled to equal opportunity and treatment.

 Those who have the same level of talent and ability and same willingness to use these gifts should have the same prospects of success regardless of their social class of origin. On Freeman’s view, achieving fair equality of opportunity entails that there exist “real opportunities for all income classes to control capital and their means of production.” The citizens of all socio economic classes must possess a real opportunity to control productive capital. The opportunities of individuals with given social backgrounds to come to membership of any of the full range of socio-economic positions or social classes.

**Gender equality**

Gender equality, is also known as sex equality or sexual equality or equality of the genders which implies that men and women should receive equal treatment unless there is a sound biological reason for different treatment. Gender equality, contrast, is expressed in attitudes, beliefs, behaviors and policies that reflect an equal valuing and provision of opportunities for both genders. The definition of gender equality can be found in United Nations declaration of human rights being in 1948. In 1979, the convention on the elimination of all forms of discrimination against women (CEDAW) was adopted by UN general assembly. The concept based on the United Nations Declaration of Human Rights, and the ultimate aim is to provide equality in law and equality in social situations, especially in democratic activities and securing equal pay for equal work.

 In many parts of the world, women have few recourses or rights and little opportunity to improve their lives. They are restricted in terms of education, ownership of the property, financial opportunities and opportunities to influence decision-making at the level of family and society. Charles Humana (1992) reports that almost all of the countries ranked in the top quintile of wealth provide social and economic equality to women, none of those in the poorest quintile do.

 Gender equality means present stylized facts about the current relative studies of women and men. We then the present issues and analyses from studies concerning gender equality and status of women in both developed and the less developed worlds.

**Secularism**

 It was earlier thought that the ideology of secularism enabled people with different faiths as well as believers and non-believers not merely to live together but to live together well. The proper theory of secularism must not only justify the separation of religion from politics but also offer a sketch of how the two must relate after separation. This claim depends on the kinds of separation we envisage. In developing such a theory, distinguish its two principal forms, one is political secularism. By claiming that secularism did not necessarily excluded religion from politics. Secularism is necessarily anti-religious.

***Social justice***

 The issues of social justice and human rights draw people from different professions and different walks of life. Many people who enter the mental health profession do so based on apprehensions about a variety of social justice issues such as racism, sexism, poverty, discrimination, and inter personal violence.

 The concept of social justice, when considered within the context of counseling and psychotherapy, is based on the idea that society gives individuals and groups fair treatment and an equal share of benefits, resources and opportunities. Striving for justice remains a continuing struggle, since not all individuals or rights in similar situation.

 Social justice incorporates social issues that involve the individual, the family, the community, the wider society and even the international community. It refers to unfair treatment or inequalities that have resulted from racism, sexism, socio economics, sexual orientation, religion, abilism, and other all of which affect quality of life. Social justice constitutes the right to fairness and equity.

Social inequalities may arise when there is a lack of acceptance and tolerance for differences, such as for differences in race, ethnic and cultural group, religion, languages, barriers, socio economic status, disabilities, age, gender and sexual orientation.

**Fraternity**

 The fraternity and alliance membership may higher students development and negatively impact the well being of college students. In addition, despite the rich landscape of literature in leadership studies.Fraternity originally forbidden to meet outside the class room and later existing under a great deal of scrutiny, the majority of fraternal organization developed a culture complete with secret elements and ceremonies within their particular culture as the rituals. The modern fraternal organizations are a perplexing dichotonomy. Although the basic purpose for fraternal or organizations was co-curricular or social in nature from the being.

The fraternal organization supports the following values:-

* To complete the academic mission of the college
* To develop leadership among its members
* To serve the community
* To develop character
* To develop whole person
* To build community
* To develop lifelong friendship

**Faith in democracy**

 The religious beliefs have only diminished status in the pantheon of ideas all belief may be equal, but some beliefs are more equal than others. Undoubtedly, we have entered an era of religions pluralism. The future is likely to belong however, neither to a static pluralism of inherited denominational traditions, nor to a polarized pluralism of competing claims to a religious control, but rather to dynamic pluralism of cells acting as leaven in the lump of society.

 Whether we refer to value pluralism, splendid public morality or moral relativism, ultimately we focus on the influence of moral perspectives within society, and the authoritative allocation of values that politics determines.

**Tolerance**

 Accordingly, along with economic prosperity and with the Deeping of market relations, deferential orientation, which subordinate the individual to the community, give way to democratic personalities and liberal attitudes that entail growing tolerance of human diversity.

A person is tolerant if she attaches symbolic values not only to her own characteristics but also to those that she doesn’t have –but others have. Intolerant person has an unbalanced value system that makes her at the same time complacent and disrespectful of traits and life styles that are not her own.

 The theory of tolerance must identify the circumstances under which parents have an incentive to educate their children to open mind. The emergence of tolerance values requires both complementary between the service provided by carriers of different traits and personalized terms, where members care about the treatment that they receive from the other team members.

**REVIEW OF RELATED STUDIES**

 A study conducted by Thakker (2012) on Democratic Attitude of High School Students among 3998 students from 26 districts in Gujarat by using democratic attitude scale, found that most of the students have moderate, high and very high democratic attitude which is 1746, 1357 and 875 respectively. None student have very low democratic attitude and a very few student have low democratic attitude which is 20.

Somu and Rathore (2012) conducted a study on Development and standardization of a scale to measure democratic values of upper primary students among 100 8 standard in mirzapur district in UP. The major findings is the field of values both India and other countries dimension which were repoted as positivily.

 In a study done by Topkaya and Yavuz (2011) on Democratic Values and Teacher Self-Efficacy Perceptions to examine the possible relationships between gender, grade and democratic values and self efficacy perceptions among 294 pre-service teachers, it was found that they had a high level of democratic values while senior students reported the highest rate of democratic values. Results did not show a significant difference between democratic values and gender.

 Gulec and Balcik (2009) conducted a study on Democratic Attitudes of Primary School Teachers among 60 primary school teachers working in the schools attached to the Bursa Metropolitan Municipality, Turkey. The results suggest that teachers show very positive attitude.

Kahne and Sporte (2009) conducted a study on The Impact of Civic Learning Opportunities on Students’ Commitment to Civic Participation among 4,057 students from 52 high schools in Chicago, and concluded that what happens in classrooms can have a significant impact on students’ commitments to civic participation

 A study by Kahne and Middaugh (2008) on the title’ Democracy for Some: The Civic Opportunity Gap in High School’ among 2,811 from 124 schools from California. The results recommended that students who are more academically successful and those with parents of higher socioeconomic status receive more classroom-based civic learning opportunities.

Anilkumar and Ayishabi (2008) conducted a study on student awareness of values in the content of secondary level English.1864 secondary students of English among them 536 were 8th, 965 of 9thand 363 10th standard and the results were the secondary school students awareness of values in the content is 36% the boys are not significantly difference from girls as far as the awareness of values of secondary school English curriculum is concerned.

 Poul (2008) conducted a study on awareness of legal rights among 162 women teachers in Hyderabad and the result is none of the women teachers have exhibited low legal awareness.

A study conducted by Pirsl, Stimac and Bulian (2007) on The Attitudes Of Students And Teachers Towards Civic Education And Human Rights among 208 primary school and 106 high school students and 111 teachers. The Likert–type scale was used. The findings show that the statistically significant difference in the freedom of decision-making in local community between female and male students of primary and high school. Regarding school level, there is statistically significant difference between primary and high school students. Primary school students show higher degree in freedom to make decisions at school than high school students. Teachers of primary schools have more positive attitudes towards introducing human rights and civic education in teaching curriculum than teacher of high schools.

A study conducted by Nitasha (2007) on Study of Values Among School Teachers Across Gender & School Management Style among 100 male and female teachers teaching in govt and private schools of Kangra District in india by using Teacher values inventory (TVI) ,fond that Male are more social in comparison to female teachers. They are deeply interested in the welfare of others. They seem to be more interested in social service and social welfare activities. In the case of men it is desirable because the teachers are expected to serve the society and carry out the social obligation to the full.

Tushara (2007) conducted a study of commitment to democratic values among higher secondary school students of Kerala. The tool used for the study was scale of commitment to democratic values. The main objectives of the study were, to find out the extent of commitment to democratic values is total and subsamples, and to find out the extent of to each of the selected democratic values and to find out the differences in the commitment to democratic values in total and selected samples.

 Chandrasekhar (2006) conducted a study on effect of personal and demographic variable of student teachers of DIET on their attitude towards teaching profession among primary school teachers conducted by the 23rd DIET situated in 23rd districts of Andhra Pradesh, find out most of the student teachers are un happy with disobedient students

Zuniga, Williams and Berger (2005 ) conducted a study on ‘Action-Oriented Democratic Outcomes: The Impact of Student Involvement With Campus Diversity’ and arrived at a conclusion that interactions with diverse peers, participation in diversity-related courses, and activities inside and outside residence halls inspire students to challenge their own prejudices and promote inclusion and social justice.

 A study conducted by Todosijevic (2002) on Nationalism and Socialist Ideology among 700 Yugoslavian respondents using SOCID (socialist ideology) and ETNA60 (ethno-nationalism) scales. It was found that nationalist attitudes are more related to militarist and dogmatic aspects of socialist ideology, while patriotic attitudes are more related to collectivism. The relationships are not affected by most socio-demographic variables.

In a study done by Galston (2001) on political knowledge, political engagement, and civic education, it was concluded that Civic knowledge helps citizens understand their interests as individuals and as members of groups, General civic knowledge can alter our views on specific public issues, Civic knowledge promotes support for democratic values, and Civic knowledge promotes political participation.

Balasubramanian (2001) conducted a study on demographic variable and work motivation of the post graduate teachers among 100 teachers from higher secondary school in Dindigul district in Tamil Nadu. The tool using questionnaire and findings, the art subject teachers are equally motivated as science subject teachers.

 Findings of the study by Moreno (2000) on Attitudes Toward Democracy among Mexicans reveal that the prevailing political culture in Mexico expresses comparatively low support for democracy and relatively high support for non-democratic government, on the one hand, and low interpersonal trust, low levels of tolerance, and a strong emphasis on deference, on the other. Education is an important determinant of democratic values, and individual variation is significant on a wide range of attitudes.

 Finkel (2000) conducted a study on Tolerance and the Development of Democratic Values and found that civic education influences tolerance, tolerance can be taught through civic education in newly-democratizing societies, but the learning takes place only under certain conditions for certain kinds of individuals

 A review of related literature is must for the successful completion of the research. As Best and kahn (1996) notes since effective research is based upon past knowledge. This step helps to eliminate the duplication of what has been done and provides useful hypothesis and helpful suggestion for significant investigation. The review of related literature will help the investigator to have a complete picture of his problem and will direct him through the right path.

**CONCLUSION**

 The review of related studies reflects wide perspectives of the problem under investigation. The review investigates that sex, subject of specialization shows a significant difference in the attitude towards values. In India especially in Kerala only a few studies were conducted regarding democratic values. So the investigator was interested to conduct the study on democratic values among higher secondary students.

**METHODOLOGY**

 The present study was conducted to find out the commitment to democratic values among higher secondary school students. The investigator intended to compare the commitment to democratic values of students categorized on the basis of gender, locale, type of management and subject of specialization. Methodology of this investigation is described under the following headings.

* Variables of the study
* Sample selected for the study
* Tool used for the study
* Data collection procedure, Scoring and consolidation
* Statistical techniques for analysis

**VARIABLES OF THE STUDY**

 Commitment to democratic values is the variable of the study. The other variables considered are gender (male/female), locale (urban/rural), type of management (Government/Aided/Un-aided/CBSE) and subject of specialization (Humanities/Commerce/Science) of higher secondary school students.

**SAMPLE USED FOR THE STUDY**

 The sample should represent the population in all its diversities. Best (1983) defines “A sample as the small portion of population selected for observation and analysis”. The techniques of sample used in the present study were stratified random sampling. For the present study the following factors were considered for the selection of the sample. Gender, locale, type of management and subject of specialization.

 The important factor to be considered in this investigation is the size of sample. The investigator selected a sample of 809 higher secondary school students of Kerala, studying in plus one. The sample is drawn from 19higher secondary schools from, Malappuram, Palakkad and Thrissur districts. The large size of the sample enable to generalize the result to the whole population.

 The breakup of the sample is given below.

**Table 1.**

**Breakup of the sample**

|  |  |  |
| --- | --- | --- |
| Sample | Categories | Number of students |
| Gender | Male  | 353 |
| Female  | 456 |
| Locale  | Urban  | 280 |
| Rural  | 529 |
| Type of management | Government | 225 |
| Aided  | 354 |
| Un aided  | 91 |
| CBSE | 138 |
| Subject of specialization  | Science  | 130 |
| Commerce | 419 |
| Humanities  | 260 |

**Gender**

 Gender has great influence on findings of research. Since it has been found that sex difference exists in many of the psychological variables, the investigator decided to give due weightage to male and female students.

**Locale of the school**

 The number of secondary schools in rural areas are more than the number of secondary schools in urban area. The ratio of secondary schools in rural area to urban area is 3:1 (www.education.kerala.gov.in). So the investigator decided to give due weightage to the locale of the school.

**Type of school management**

 The existing higher secondary schools in Kerala fall in to four broad categories as Government higher secondary schools which are directly managed by the government, Aided higher secondary schools which are managed by private agencies with government aid, Un-aided higher secondary schools which are approved by government and CBSE higher secondary schools . Since there are more Aided schools than Government and Un-aided and CBSE schools, it was decided to give proper weightage to each type of school management.

**The subject of specialization**

The existing higher secondary school course consist of three subjects of specialization that are science, commerce and humanities. So the investigator gave due weightage to each of the subjects for the selection of sample.

The school selected for the sample is given an appendix.

 **TOOL USED FOR THE STUDY**

 The tool used for the study was “scale of commitment to democratic values” (Gafoor & Thushara,2007). The investigator adopted the tool with the permission of the concerned authors.

 The scale has nine components, viz Nationalism, Liberty, Equality, Gender equality, Secularism, Social justice, Fraternity, Faith in democracy and Tolerance .

 In the final tool there were 57 items and used a five point scale for responding. The score of 5,4,3,2, and 1 was given for absolutely correct, correct, partially correct, no opinion, partially wrong and absolutely wrong respectively for positive items. The scoring procedure is reversed in the case of negative items. A sample of an items of each component is given below.

**Nationalism**

Example: - How do you react to the opinion that the influx of refugees in to India, from neibouring countries during war and other similar situations should be avoided, as it will affect the financial status of our country?

**Liberty**

Eg **: -** The supporters of harthal attack your neighbor who opened his shop on a harthal day. How do you evaluate the opinion of your mother that the man does not deserve sympathy, as he opened the shop knowing the consequences?

**Equality**

Eg:One advice a young laborer, who is trying to get admission for hotel management course, that everybody has his own traditional vocation and it is not desirable to desist it. How do you evaluate this advice?

**Gender equality**

Eg:How do you rate the opinion that only a boy should be elected as your class leader in order to carry out the class activities with discipline and responsibility?

**Secularism**

Eg:The chief of your religious worship place, allows a person belonging to a different religion, to use the room next to your worship place for his religious prayer. Some of the villagers object this. What is your opinion?

**Social justice**

Eg:How do you respond to the j that those who enforce law should not be punished for the custodial deaths, as it is a part of the third degree actions on the culprits, which is necessary to extract truth from them

**Fraternity**

Eg**:** The school authorities decide to provide admission to a HIV+ve child. How do you respond this decision?

**Faith in democracy**

Eg:Because of his neutrality in politics one boycotts each and every election. How do you react to his attitude?

**Tolerance**

Eg**:** Your neighbor who hated the nomads residing in your locality tactfully tried to peruse them to be back to their native places. How do you evaluate this approach?

**Reliability and validity of the tool**

 The reliability of the tool was established by using test-retest method and the value was found to be 0.97. The tool claim faces validity, content validity and constructs validity

**DATA COLLECTION PROCEDURE, SCORING AND CONSOLIDATION OF DATA**

**Administration of the Tools**

 After selecting the sample, the investigator made arrangement with the heads of the institution and sought permission to the test well in advance. The tool was administered with the help of teachers of higher secondary schools. The investigator visited each school one by one representing each district. The investigator approached headmasters of the schools personally dealing the permission to collect data from the institution. The investigator met class teachers for allotting classes and necessary arrangements were made to collect data. With sufficient number of tools and response sheets the investigator approached the students, and gave instruction for responding. After responding, the investigator collected back the response sheets.

**Scoring and Consolidation of data**

 After collecting data, all the response sheets were arranged in a particular way. Only completed sheets were taken and scoring done as per the scoring procedure. Then entered the scores on a consolidation sheet for further analysis

**STATISTICAL TECHNIQUES USED**

 The main techniques used for analysis of the data are the following:-

1. For preliminary analysis mean, median, mode, standard deviation, skewness, kurtosis and percentiles were computed.

2.The test of significance of difference between means.

t-test is used for comparing the means of two groups



Where,

 = Mean of the first group.

  = Mean of the second group.

  = Standard deviation of the first group.

  = Standard deviation of the second group.

 N1 = Sample size of first group

 N2 = Sample size of second group.

3.One Way ANOVA

**Analysis of the variance**

 The analysis of variance is an effective way to determine whether the mean scores of more than two samples are too different to attribute to the sampling error (Best & kahn,2006). ANOVA is calculated using statistical package for social science programme. The analysis and its interpretation is presented in the next chapter.

**ANALYSIS AND INTERPRETATION**

This chapter deals with analysis and interpretation of data. The present study is intended to find out commitment to democratic values among higher secondary students of Palakkad, Thrissur and Malappuram districts on the basis of gender, locale, type of management and subject of specialization.

**OBJECTIVES**

 The data have been analyzed systematically with reference to the following objectives

* To find out the extent of commitment to democratic values among higher secondary school students for the total sample and subsamples based on gender, locale, and type of management and subject of specialization.
* To compare the commitment to democratic values among higher secondary school students for the sub samples based on Gender, Locale, Type of management and Subject of specialization

**HYPOTHESIS**

 The hypothesis formulated for the study is as follows:-

 There will be significant difference in the commitment to democratic values between boys and girls, urban and rural, Government, Aided, Un-aided and CBSE, and Humanities, Commerce and Science students.

**PRELIMINARY ANALYSIS**

 As preliminary analysis, preliminary statistics like mean, median, mode, standard deviation, skewness and kurtosis were calculated. The obtained values are shown in the table

**Table 2.**

**Descriptive statistics for the scores of Commitment to Democratic values**(**N=809)**

|  |  |
| --- | --- |
| **Descriptive statistics** | **Democratic Values** |
| Mean | 175.77 |
| Median | 171.00 |
| Mode | 163 |
| Standard deviation | 22.13 |
| Skewness | 1.01 |
| Kurtosis | .720 |

 From the table, it is shown that values of the arithmetic mean, median, mode for the variables Democratic values are 175.77, 171.00 and 163 respectively. For the total sample, these values coincide approximately. The obtained value of skewnes is 1.01 indicating that the distribution has the possibility to be normal and positively skewed. The obtained value of kurtosis is 0.720 which shows that the curve is leptokurtic.

 The distribution of scores of commitment to democratic values has graphically plotted and is percentiles in figure.

**Figure 1.Graphical representation of frequency distribution of the scores of commitment to democratic values**

 The figure 1 shows that the graphical distribution of scores democratic values, thus it can be concluded that the distribution of Democratic values is coincide approximately.

**Percentile scores**

 The percentile P10, P20, P30, P40, P50, P60, P70, P80, and P90, were calculated and these are given in the table 3

**Table 3.**

**The percentile table**

|  |  |
| --- | --- |
| **Percentiles**  | **Values**  |
| 10 | 153.00 |
| 20 | 158.00 |
| 30 | 163.00 |
| 40 | 167.00 |
| 50 | 171.00 |
| 60 | 176.00 |
| 70 | 181.00 |
| 80 | 190.00 |
| 90 | 210.00 |

 Table 2 revealed that the 10 percentile of democratic values score of plus one students are 153. That means 10 percent of students are having democratic values score less than 153. 50 percentile of democratic values score of standard XI students is 171. That means 50 percent of standard XI students are having democratic values score less than 171. 90 percentile of democratic values score of standard XI students is 210. That means 90 percent of standard plus one students are having democratic values score less than 210.

It can be represented graphically in figure 2

**Figure 2. Graphical representation of the percentile score.**

**COMPARISION OF DEMOCRATIC VALUES AMONG SUB SAMPLES**

 **Comparison of mean scores of democratic values of boys and girls**

The mean and standard deviation of the sub samples based on gender is calculated. The comparison of the mean between boys and girls were done by calculating the t. The result of the t-test is given in table 4

**Table 4.**

**Result of test of significance of differences between boys and girls .**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Gender  | Number  | Mean | Standard deviation  | T |
| Boys  |  353 | 177.22 |  21.28 | 1.62 |
| Girls | 456 | 174.67 | 22.77 |

 Table 4 shows the mean scores of boys and girls, 177.22 and 174.67 respectively. The standard deviation is 21.28 and 22.77 for boys and girls. The t-is 1.62 which shows that there is no significant difference between boys and girls in their commitment to democratic values even in 0.05 level.

**Comparison of mean scores of democratic values between the urban and rural sample.**

The mean and standard deviation of the sub samples based on locale is calculated. The comparison of the mean between urban and rural were done by calculating the t. The result of the t-test is given in table 5

**Table 5.**

**Result of the test of significance of differences between means of urban and rural students.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Locale  | Number  | Mean | Standard deviation  | T |
| Urban  |  280 |  176.71 |  24.78 | 0.880 |
| Rural  | 529 | 175.27 | 20.59 |

 Table 5 shows the mean scores of urban and rural, 176.71 and 175.27 respectively. The standard deviation is 24.78 and 20.59 for urban and rural. The t-values 0.880 which shows that there is no significant difference between urban and rural in their commitment to democratic values even in 0.05 level.

 **Comparison of mean scores of democratic values between Government and Aided school students**

The mean and standard deviation of the sub samples based on Government and Aided is calculated. The comparison of the mean between Government and Aided were done by calculating the t. The result of the t-test is given in table 6

**Table 6.**

**Result of the test of significance of difference between means of Government and Aided school students.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Type of management  | Sample size  | Mean | Standard deviation | t value |
| Government | 225 | 179.96 | 26.29 | 4.04 |
| Aided | 354 | 171.96 | 19.18 |

 Table 6 shows the mean scores of Government and Aided, 179.96 and 171.96 respectively. The standard deviation is 26.29 and 19.18 for Government and Aided. The t-value 4.04 which shows that there is significant difference between Government and Aided in their commitment to democratic values in 0.01 level.

 Though the critical ratio of the democratic values indicate that the Government school students are higher in democratic values than the Aided school students.

 **Comparison of mean scores of democratic values between the unaided and CBSE.**

The mean and standard deviation of the sub samples based on Un-aided and CBSE is calculated. The comparison of the mean between Un-aided and CBSE were done by calculating the t. the result of the t-test is given in table 7

**Table.7**

**Mean differences between o commitment to democratic values based on Un -aided and CBSE**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Type of management  | Sample size  | Mean | Standard deviation | t value |
| Un Aided | 91 | 188.62 | 23.07 | 6.89 |
| CBSE | 138 | 170.72 | 16.17 |

Table 7 shows the mean scores of Un-aided and CBSE, 188.62 and 170.72 respectively. The standard deviation is 23.07 and 16.17 for Un-aided and CBSE. The t-values 6.89 which shows that there is significant difference between Un-aided and CBSE students in their commitment to democratic values in 0.01 level.

 Though the test is two tailed the positive sign of the critical ratio of themocratic values indicate that the Un Aided school students are higher in democratic values than the CBSE school students.

 **ONE WAY ANOVA**

In the present study one way ANOVA is used to find out whether exist any significant mean difference in democratic values of plus one class students based on the subsamples, level of achievements in social science and subject of specialization. The level of achievement in social science categorized in to three groups, high, average and low, subject of specialization categorized in to three, humanities, commerce and science.

**Comparison of mean scores of democratic values based on level of achievements in social science**

 To know the influence of commitment to democratic values on level of achievements in social science, one way ANOVA was used. The result of the ANOVA is provided in table 8

**Table 8.**

**Comparison of level of achievements in social science**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Sum of squares | df  | Mean square | F  | Sig  |
| Between groups | 12743.23 | 2 | 6371.61 | 13.406 | .000 |
| Within the groups  | 383084.91 | 806 | 475.29 |
| Total | 395828.15 | 808 |  |

**Discussion**

 This table indicates that the F value obtained is 13.406 which is greater than F value required for significance at 0.05 level with (2,806) degree of freedom 3.01. so it is significant at 0.05 level. This prompt for a post hoc test. The investigator conducted Scheffe test. The details of Scheffe test are summarized in the below table.

**Table 9.**

**Result of post hoc test of democratic values of low, average and high groups.**

|  |  |  |
| --- | --- | --- |
| Level of achievement in social science  | Level of achievement in social science | Mean differences  |
| Low  | AverageHigh  | -5.523.10 |
| Average  | Low High  | 5.528.63\* |
| High  | Low Average  | -3.10-8.63\* |

 \* The mean differences is significant at 0.05 level.

**Discussion**

The result of post-hoc test analysis shows that low group and average group & low group and high group students do not differ significantly in their mean scores of democratic values. But significant differences in mean scores exist between high group & average group.

 The post hoc test shows that the significant differences between high and average groups are sufficient at 0.05 level. This result shows that average group have more democratic values.

**Figure 3. Comparison of level of achievement and democratic values**

**Comparison of mean scores of democratic values based on subject of specialization in social science**

 To know the influence of commitment to democratic values on subject of specialization, one way ANOVA was used.

**Tale 10.**

**Comparison of subject of specialization**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Sum of squares | Df | Mean square | F  | Sig  |
| Between groups | 36562.11 | 2 | 18281.05 | 39.88 | .000 |
| Within the groups  | 369463.88 | 806 | 458.39 |
| Total | 406025.99 | 808 |  |

 This table indicates that the ‘F value obtained is 39.88 which is greater than F value required for significance at 0.05 level with (2,806) degrees of freedom 3.005 so it is significant at 0.05 level. This prompt for a post hoc test. The investigator conducted scheffe test. The details of scheffe test are summarized in the below table.

**Table 11.**

**Result of post hoc test of democratic values of humanities, commerce and science**

|  |  |  |
| --- | --- | --- |
| subject  | Subject | Mean differences  |
| Humanities | CommerceScience | 0.002-18.3038\* |
| Commerce | HumanitiesScience | -0.002-18.3066\* |
| Science | HumanitiesCommerce | 18.3038\*18.3066\* |

 \* The mean differences is significant at 0.05 level.

 The post hoc test reveals that there is no significant differences in democratic values in humanities and commerce having mean differences 543.6. There is significant differences in democratic values between humanities and science having mean differences 18.303 & there exist significant differences in democratic values in commerce and science having mean differences 18.306. The table shows that there are significant differences in democratic values between science and humanities & commerce and science at 0.05 levels.

**CONCLUSION**

The analysis of data shows that the higher secondary school students possess commitment to democratic values to high extent. But there are no significance differences between boys and girls. The mean score of commitment to democratic values is somewhat higher in boys than that of girls. In the case of locale, there is significant difference in commitment to democratic values between urban and rural samples. The analysis showed that the urban sample possess greater commitment to democratic values than rural sample.

 The analysis on the basis of type of management of schools shows that there exist significant difference in democratic values between Government and Aided and between Un-aided and CBSE. The mean score of commitment to democratic values is higher in students studying in Aided schools. The mean scores of Unaided students shows greater commitment to democratic values of unaided students than the CBSE. When the data analyzed, subject of specialization at higher secondary school students level, can be seen that there exist significant difference in commitment to democratic values among the students of subject of specialization. The mean scores of science students have greater commitment to democratic values than the humanities and commerce.

 When the data analyzed the level of achievements in social science at higher secondary school level, it can be seen that there exist significant difference in commitment to democratic values among students in level of achievements in social science. The mean score of the average group students have greater commitment to democratic values than the low groups and high groups of the students. There is significant difference between average and high groups. It means that the average group has higher commitment to democratic values than high achievers.

**SUMMARY, FINDINGS AND SUGGESTIONS**

 This chapter present a summary of the procedure used for the study along with major findings and suggestions for further research.

**RESTATEMENT OF THE PROBLEM**

 The present study is entitled as “COMMITMENT TO DEMOCRATIC VALUES AMONG HIGHER SECONDARY SCHOOL STUDENTS”

**VARIABLES OF THE STUDY**

 Commitment to democratic values is the variable of the study. The other variables are considered gender (male/female), locale (urban/rural), type of management (Government/Aided/Un Aided/CBSE) and subject of specialization (Humanities/Commerce/Science) of higher secondary school students.

**1.5 OBJECTIVES**

* To find out the extent of Commitment to Democratic Values among higher secondary school students for the total sample and subsamples based on Gender, Locale, Type of management and Subject of specialization.
* To compare the Commitment to Democratic Values for the sub samples based on Gender, Locale, Type of Management and Subject of specialization

**1.6 HYPOTHESIS**

* There will be significant differences of commitment to democratic values among higher secondary school students for the subsamples based on Gender, Locale, Type of Management and Subject of specialization

**1.7 METHODOLOGY**

**Sample of the study**

 The present study was conducted on a representative sample of 809 higher secondary school students from Malappuram, Palakkad, and Thrisur districts. The samples were selected using stratified sampling techniques.

**Tool Used for the Study**

The following tool was used in the study.

* Scale of commitment to democratic values (Gafoor and Thushara,2007)

 The tool used for the study was “scale of commitment to democratic values” (Gafoor & Thushara,2007). The investigator adopted the tool with the permission of the concered authers.

 The scale has nine components, viz Nationalism, Liberty, Equality, Gender equality, Secularism, Social justice, Fraternity, Faith in democracy and Tolerance

In the final tool there were 57 items and used a five point scale for.

**Statistical techniques used**

* Preliminary analysis using the mean, median, mode, standard deviation, skewness, kurtosis, percentiles and graphical summary.
* Test of significance of difference between means for large samples.
* One way ANOVA

**MAJOR FINDINGS**

* In gender wise boys have higher commitment to democratic values than the girls.
* Commitment to democratic value is higher in students of Urban than Rural.
* In type of management, Commitment to democratic values is higher in the Unaided school students greater than the Govt, Aided and CBSE
* In the subject of specialization the commitment to democratic values are more in the science students than the humanities and commerce

**Tenability of Hypothesis**

 The hypothesis of the study states that ‘There will be significant difference of commitment of democratic values among boy and girls, rural and urban, Government and Aided, Un-aided and CBSE, science and commerce, science and humanities. It was found that

* There is no significant difference in the commitment to democratic values between boys and girls of higher secondary school classes.
* There is no significant difference in the commitment of democratic values between urban and rural students.
* There is significant difference in the commitment to democratic values between the students of Government and Aided schools, Un-aided and CBSE school students. The mean score of two groups (Government and Aided) shows that commitment to democratic values is greater in Government school students. The mean scores of two groups (Un-aided and CBSE) shows that commitment to democratic values is greater in Un-aided school students.

**EDUCATIONAL IMPLICATION**

 The present study shows that higher secondary school students have commitment to democratic values to a good extent. Boys are higher in their democratic values to girls. Urban students are higher in their commitment to democratic values than rural students. Students of government school have greater democratic values than aided stream and unaided students have higher commitment to democratic values than CBSE students. The study shows that science students have more commitment to democratic values than other subject students. Those students who have their achievement high in school students have low commitment to democratic values and those who have average achievement in social science have high commitment to democratic values.

 Even though the higher secondary school students have commitment to democratic values, there are differences in their commitment. The changes in the curriculum, methods and all other aspects are effective in improving their academic score, but not in commitment to democratic values. At this juncture, where the fault is to be enquired. Some suggestions are the following, for improving the commitment of students to democracy.

* Teacher should be a role model in developing commitment to democratic values among students.
* Teacher should transact the curriculum with the objectives of commitment to democratic values
* Make arrangement in the class room to discuss about the national values enshrined in the curriculum.
* Observing the days relevant to inculcate value of democracy.
* The authorities ensure, the complete atmosphere of the school is helpful for the inculcation of values.
* The basic threat of all the co curricular activities should be the concept of equality, freedom of expression and thus to democracy.
* Schools libraries exhibit a corner for the books highlighting Indian heritage.

 Only an individual who have a faith in democracy or values can transact the same to others or share with others.

**SUGGESTIONS FOR FURTHER RESEARCH**

The finding of the study and limitations encountered in the present study helped the investigator to put forward the following suggestions for further research.

* A similar study can be conducted among B.Ed trainees.
* The present study can be extended to other districts also.
* A comparative study of commitment to democratic values of students of different professional courses can be conducted.

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**Appendix-II**

**Response Sheet**

Name: Subject: Reg.No:

RollNo: Community:SC/ST/OBC/General Grade:History

School: Caste: Geography

Place : Boy/Girl:

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| {Ia \¼À | ]q®ambn icn-bmWv | an¡-hmdpw icn-bmWv | A`n-{]m-b-anÃ]d-bm³ h¿ | an¡-hmdpw sXämWv | ]q®ambpwsXämWv |  | {Ia \¼À | ]q®ambn icn-bmWv | an¡-hmdpw icn-bmWv | A`n-{]m-b-anÃ]d-bm³ h¿ | an¡-hmdpw sXämWv | ]q®ambpwsXämWv |
| 1 |  |  |  |  |  | 30 |  |  |  |  |  |
| 2 |  |  |  |  |  | 31 |  |  |  |  |  |
| 3 |  |  |  |  |  | 32 |  |  |  |  |  |
| 4 |  |  |  |  |  | 33 |  |  |  |  |  |
| 5 |  |  |  |  |  | 34 |  |  |  |  |  |
| 6 |  |  |  |  |  | 35 |  |  |  |  |  |
| 7 |  |  |  |  |  | 36 |  |  |  |  |  |
| 8 |  |  |  |  |  | 37 |  |  |  |  |  |
| 9 |  |  |  |  |  | 38 |  |  |  |  |  |
| 10 |  |  |  |  |  | 39 |  |  |  |  |  |
| 11 |  |  |  |  |  | 40 |  |  |  |  |  |
| 12 |  |  |  |  |  | 41 |  |  |  |  |  |
| 13 |  |  |  |  |  | 42 |  |  |  |  |  |
| 14 |  |  |  |  |  | 43 |  |  |  |  |  |
| 15 |  |  |  |  |  | 44 |  |  |  |  |  |
| 16 |  |  |  |  |  | 45 |  |  |  |  |  |
| 17 |  |  |  |  |  | 46 |  |  |  |  |  |
| 18 |  |  |  |  |  | 47 |  |  |  |  |  |
| 19 |  |  |  |  |  | 48 |  |  |  |  |  |
| 20 |  |  |  |  |  | 49 |  |  |  |  |  |
| 21 |  |  |  |  |  | 50 |  |  |  |  |  |
| 22 |  |  |  |  |  | 51 |  |  |  |  |  |
| 23 |  |  |  |  |  | 52 |  |  |  |  |  |
| 24 |  |  |  |  |  | 53 |  |  |  |  |  |
| 25 |  |  |  |  |  | 54 |  |  |  |  |  |
| 26 |  |  |  |  |  | 55 |  |  |  |  |  |
| 27 |  |  |  |  |  | 56 |  |  |  |  |  |
| 28 |  |  |  |  |  | 57 |  |  |  |  |  |
| 29 |  |  |  |  |  |

**Appendix-I**

**Distribution of the Final Sample**

**Table 2. Distribution of the final sample selected from the schools**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| S/No. | Name of school | Rural/Urban | Type of management | No.of boys | No.of girls  | Subject |
| 1 | P.M.G.H.S.S. Palakkad  | Urban  | Government | 15 | 23 | Humanities |
| 2 | M.H.S.S.Palakkad | Urban | Government | - | 31 | Humanities |
| 3 | BEMHSSPalakkad | Urban | Aided | 22 | 16 | Commerce |
| 4 | DBHSSThachampara | Rural | Aided | 30 | 17 | Science |
| 5 | DHSSNellipuzha | Rural | Un Aided | 23 | 26 | Commerce |
| 6 | KTMHSSMannarkkad | Rural | Aided | 32 | 22 | Commerce |
| 7 | MESHSSMannarkkad | Rural | Aided | 10 | 31 | Humanities |
| 8 | CEMCSCherupulassery | Urban | CBSE | 35 | 34 | Commerce |
| 9 | GMGHSSKunnamkulam  | Urban | Govt | 7 | 20 | Humanities |
| 10 | VSMMGVHSSOllur | Rural | Govt | 18 | 28 | Commerce |
| 11 | AMHSSChammannur  | Rural | Aided | 15 | 20 | Science |
| 12 | CNNHSSCherp | Rural | Un Aided | 43 | 5 | Science |
| 13 | AEMHSSPerumbilave  | Urban | CBSE | 42 |  | Commerce |
| 14 | GGHSSMalappuram | Urban | Govt |  | 45 | Commerce |
| 15 | ST.GEMMASMalappuram | Urban | Aided |  | 40 | Humanities |
| 16 | GHSSPookkottur | Rural | Govt | 22 | 28 | Commerce |
| 17 | VHMHSSMorayur  | Rural | Aided | 12 | 32 | Humanities |
| 18 | UQHSSMongam | Rural | Un Aided | 12 | 27 | Humanities |
| 19 | MUSSS Kondotty  | Rural | CBSE | 13 | 13 | Commerce |