

Development Of Democratic Values Among Secondary School Students In Kashmir – An Evaluative Study.

Dr. Konnsar Jan

Assistant Professor Department of Education, University of Kashmir, India

E-mail: showkat80ahmad@gmail.com

Abstract: The present study was carried out to evaluate the democratic values of rural, urban and semi-urban secondary school students. A sample of 720 students was drawn randomly from Government High and Higher Secondary Schools functioning in various Districts In Kashmir Valley. The age of the subjects was 16-18 years. The data was collected with the help of S.P. Kulshrestha test of Democratic values. Mean, S.D and test of significance were calculated to find out the differences between the mean scores of rural, urban and semi-urban students on democratic values. The results revealed significant mean difference between the groups under investigation.

[Konnsar Jan. **Development Of Democratic Values Among Secondary School Students In Kashmir – An Evaluative Study.** *Researcher* 2012; 4(12):34-39]. (ISSN: 1553-9865). <http://www.sciencepub.net/researcher>. 7

Keywords: Democratic values, Rural, Urban, Semi-urban, Secondary Students

Introduction

Education is the most powerful agency in moulding the character and determining the future of individuals and of nations. It is an integral part and basis of human life, an essential human virtue that develops human intellect and body, fashions and models him for society and transforms him into a social and cultural being. In its most comprehensive sense it aims at storing the mind with useful knowledge and training his powers of mind and body to healthful and harmonious action. Researchers have revealed that education is the most single factor in achieving rapid economic development and technological progress in creating a social order founded on the values of freedom, social justice and equal opportunity. For this the Secondary Education Commission (1952-53) in its report formulated the training of character, development qualities for citizenship in democratic social order, training for leadership and improvement of vocation efficiency as main recommendations.

India being a secular democratic country, the most important aim of education at secondary level recommended by the secondary education commission 1952-53 is the development of qualities of democratic citizenship among the children. The secondary Education Commission suggests that in order to develop democratic citizenship education should aim at developing qualities of clear thinking, scientific attitude, clear and free expression, social co-operation, true patriotism and world citizenship. India can be a democratic republic if the citizens uphold the practice of discipline, tolerance, cooperation, equality in thought, speech and writing. The essence of the world citizenship is inculcated and developed through democratic type of education.

Education is the weapon of democracy and without good education for all, democracy will not be successful. The purpose of education is to ensure that human behavior conforms to the values of democracy. Citizenship in a democracy is a very exacting and challenging responsibility for which every citizen has to be carefully trained. No education is worth the name which does not inculcate the qualities necessary for living graciously, harmoniously and efficiently with one's fellowmen. Amongst the qualities which should be cultivated for this purpose are discipline, co-operation, social sensitiveness and tolerance. Each one of them has its own special part to play in the humanizing and socializing of the personality. A democracy cannot function successfully unless all the people – not merely a particular section – are trained for discharging their responsibilities and this involves training in discipline as well as leadership.

Need and Importance:

In the hands of man, education is a useful weapon. It can work wonders if used rightly. The need of the hour is to make it society oriented. Only the use of right type of education can help really in the fast changing political and social setup of life whose foundations are laid on democratic philosophy. So the need of the hour is to keep education upto the mark and upto date in every aspect. Mazzine says, "True democracy refers to the progress of all under the leadership of the wisest and the best". A democracy cannot function successfully unless all the people- not merely a particular section – are trained for discharging their responsibilities and this involves training in discipline as well as leadership. There is no more dangerous maxim in the

world of today than “My country, right or wrong”. The whole world is now so intimately interconnected that no nation can or dare live alone and the development of a sense of world citizenship has become just as important as that national citizenship. This means that the educational system must make its contribution to the development of habits, attitudes and qualities of character, which will enable its citizens to develop democratic values so as to counteract all those fissiparous tendencies which hinder the emergence of a broad, national and secular outlook. It is clear that we shall have to formulate our aims with reference to the training of character to fit the students to participate creatively as citizens in the emerging democratic social order. Hence, research in these areas can be tremendous help to the students for developing democratic values. It should therefore be periodically re-viewed in the light of the role of secondary education in the total programme of national development, so as to make education relevant to the socio- economic needs of the society. Keeping in view the present scenario of a secondary education and status of the field as a whole, one needs to take a realistic view about the future direction in which secondary education programme must move.

Review of literature indicates the need for secondary education is widely recognized but the status of the secondary education as recommended by secondary education commission needs to be steadily raised and improved in qualitative terms. Undoubtedly, a good deal of work has been done in this direction but much more needs to be done.

Objectives of the Study

In order to carry out the evaluative study meaningfully the following objectives were formulated for the present study.

1. To measure democratic values of secondary school students.
2. To compare rural, urban and semi-urban secondary school students on Democratic values.

3. To compare rural, urban and semi-urban secondary school students on dimensions of Democratic values.

Methodology and Procedure

Sample:

Seven hundred twenty students reading in 10th and 12th grade identified on the basis of systematic random sampling from Government High and Higher Secondary Schools of the three areas viz rural, urban and semi-urban of the Kashmir division served as the sample for the present study.

Description of Tools:

The tool for the present study was selected in a manner to ensure the accomplishment of objectives of the study. The investigator selected The test of Democratic values by S.P. Kulshrestha for the collection of required data.

Analysis and Interpretation:

The data on the basis of objectives set forth were analyzed through various statistical techniques found suitable for drawing inferences and presented with the help of tables. The ‘t’ test was employed in order to measure the significance. The analysis and the interpretation of democratic values has been done in the following manner:

1. overall percentage comparison of secondary school students on democratic values.
2. Percentage comparison of rural, urban and semi-urban students on democratic values.
3. Comparison of rural, urban and semi-urban students on democratic values.
4. Comparison of rural, urban and semi-urban students on dimensions of democratic values i.e.,(Character, Freedom, Equality, Intellectual value, National integration, Dignity of labour and Health.

Table 1.0 Showing overall percentage comparison of secondary school students on Democratic values.

N	Excellent	Average	Poor
720	29.58 (N=213)	33.47 (N=241)	36.94 (N=266)

A perusal of the above table reveal that of all the sample secondary school students a significant proportion 36.94% has been found to possess poor

democratic values.33.47% of the students were categorized as average and only 29.58% possessed the excellent democratic values.

Table (1.1): Percentage comparison of rural, semi-urban, urban students on Democratic values with (N = 240 in each group).

	Rural	Semi-urban	Urban
Excellent	33.33 (N = 80)	27.08 (N = 65)	26.66 (N = 64)
Average	31.66 (N = 76)	32.08 (N = 77)	36.66 (N = 88)
Poor	35.00 (N = 84)	40.83 (N = 98)	36.66 (N = 88)

A persual of the table shows that out of 240 rural students (35.00%) have excellent democratic values, (31.66%) have average democratic values and (33.33%) are poor in democratic values. While as seeing the percentage of semi-urban students (27.08%) show excellent democratic values, (32.08%) have average democratic values, (40.83%)

have poor democratic values. As for as urban students are concerned (26.66%) have excellent democratic values, (36.66%) average democratic values. The results clearly indicate that out of rural, semi-urban, urban students, rural students show excellent democratic values.

Table (1.2) Comparison of rural, semi-urban, urban students on Democratic values with (N = 240 in each group).

S.No	Area	Mean	S.D	t-value	Level of significance
1	Rural	280.55	28.12	14.11	0.01
	Urban	312.73	21.48		
2	Rural	280.55	28.12	4.97	0.01
	Semi-urban	270.71	14.14		
3	Semi-urban	270.71	14.14	25.46	0.01
	Urban	312.73	21.48		

The above table gives an account of comparison of three groups (i.e.,) rural, semi-urban, urban students on democratic values. A quick look at the table reveals that the difference between mean values of the three groups are significant at (0.01) levels. The results reveal that rural students with mean score (280.55) in comparison to urban students having mean score (312.73) show lower attitude

towards democratic values. Whereas rural students in comparison to semi-urban students with mean score (270.71) show higher attitude towards democratic values. Again mean score favours the urban students in comparison to semi-urban students. This shows urban students show higher attitude towards democratic values.

Table (1.3): Significance comparison of rural, semi-urban, urban students on character dimension of Democratic values with N = 240.

S. No	Area	Mean	S.D	t-value	Level of significance
1	Rural	45.04	5.52	0.07	Not significance
	Urban	45.08	6.09		
2	Rural	45.04	5.52	12.74	0.01
	Semi-urban	51.54	6.19		
3	Semi-urban	51.54	6.19	11.96	0.01
	Urban	45.08	6.09		

The above mentioned table given an account of means S.D's and t-values of the three groups (i.e.,) rural students V/S urban students, rural students V/S semi-urban students, semi-urban students V/S urban students on character the first dimension of Democratic values with N = 240. The results clearly reveal that out of three comparisons two comparisons turned out to be significant and the difference of significance is (0.01) levels. It has been found that

the mean difference between rural students and urban students is not significant, as the calculated vale (0.07) is less than the tabulated t-value at (0.05 and 0.01) level of significance. The results classify that rural students and urban students have similar attitude towards character dimension of Democratic values. It has also ben found that the mean score favours the semi-urban students with mean score (51.54) in comparison to rural and urban students. This implies

that semi-urban students are having higher attitude towards character dimension of Democratic values in

comparison to rural and urban students.

Table (1.4): Comparison of rural, semi-urban, urban students on ‘Freedom’ dimension of Democratic values with (N = 240).

S.No.	Area	Mean	S.D	t-value	Level of significance
1	Rural	40.84	7.89	5.76	0.01
	Urban	45.45	6.38		
2	Rural	40.84	7.89	10.07	0.01
	Semi-urban	34.49	6.14		
3	Semi-urban	34.49	6.14	11.29	0.01
	Urban	45.45	6.38		

Table (5.1) gives the comparison of rural students V/S urban students, rural students V/S semi-urban students, semi-urban students V/S urban students on Freedom 2nd Dimension of Democratic values. The results clearly indicate that all the three comparisons turned out to be significant at (0.01) levels. It has been found that rural students score mean value (40.84) lower than urban students with mean score (45.45). This means rural students show

lower attitude towards ‘Freedom’ dimension of Democratic values. On the other hand rural students score mean value (40.84) higher than semi-urban students with mean score (34.49). This shows that rural students show higher attitude towards ‘Freedom’ in students in comparison to urban students with mean score (45.45) show lower attitude towards freedom dimension of Democratic values.

Table (1.5): Comparison of rural, semi-urban, urban students on equality with (N = 240).

S.No.	Area	Mean	S.D	t-value	Level of significance
1	Rural	41.73	5.93	10.97	0.01
	Urban	47.00	4.98		
2	Rural	41.73	5.93	5.09	0.01
	Semi-urban	44.48	6.29		
3	Semi-urban	44.48	6.29	5.04	0.01
	Urban	47.00	4.98		

The table (5.2) shows the comparison of rural students V/S urban students, rural students V/S semi-urban students, semi-urban students V/S urban students on equality 3rd dimension of Democratic values. The results reveal that all the three comparisons turned out to be significant at (0.01) level. It has been found that mean value favours the urban students. This means overall urban students

show higher attitude towards freedom. The table clearly indicates that rural students in comparison to urban students show lower attitude towards freedom. Similar results are found between rural students and semi-urban students. Also semi-urban students in comparison to urban students show lower attitude towards freedom dimension of Democratic values.

Table (1.6): Comparison of rural, semi-urban, urban students on intellectual value with (N = 240).

S.No.	Area	Mean	S.D	t-value	Level of significance
1	Rural	39.66	4.88	8.56	0.01
	Urban	43.94	6.52		
2	Rural	39.66	4.88	3.58	0.01
	Semi-urban	37.83	6.7		
3	Semi-urban	37.83	6.7	10.35	0.01
	Urban	43.94	6.52		

Table (5.3) gives an account of the means, S.D’s and t-values of the three groups (i.e.,) rural students V/S urban students, rural students V/S semi-

urban students, semi-urban students V/S urban students, on intellectual value 4th dimension of Democratic values. The results reveal that all the

three comparisons turned out to be significant at (0.01) level. It has been found that rural students with mean score (39.66) in comparison to urban students (43.94) show lower attitude towards intellectual value. Where as rural students in comparison to semi-

urban students with mean score (37.83) show higher attitude towards intellectual value. On the other hand semi-urban students in comparison to urban students with mean score (43.94) show lower attitude towards intellectual value dimension of Democratic values.

Table (1.7): Comparison of rural, semi-urban, urban students on National integration with (N = 240).

S. No.	Area	Mean	S.D	t-value	Level of significance
1	Rural	38.92	5.32	18.65	0.01
	Urban	47.13	4.66		
2	Rural	38.92	5.32	22.60	0.01
	Semi-urban	29.65	3.86		
3	Semi-urban	29.65	3.86	46.00	0.01
	Urban	47.13	4.66		

The table (5.4) shows the comparison of three groups (i.e.,) rural students V/S urban students, rural V/S semi-urban students, semi-urban students /VS urban students, on national integration 5th dimension of Democratic values with (N = 240). The results reveal that all the three comparisons turned out to be significant and the level of significance being (0.01). The overall view of the table indicates that mean score favours urban students. This implies

urban students show higher attitude towards national integration. It has been found that rural students in comparison to urban students show lower attitude towards national integration. On the other hand rural students in comparisons to semi-urban students show higher attitude towards national integration. Where as semi-urban students in comparison to urban students show lower attitude towards national integration dimension of Democratic values.

Table (1.8): Comparison of rural, semi-urban, urban students on Dignity of labour with (N = 240).

S. No.	Area	Mean	S.D	t-value	Level of significance
1	Rural	38.36	6.06	10.45	0.01
	Urban	43.38	4.87		
2	Rural	38.36	6.06	16.08	0.01
	Semi-urban	30.96	4.19		
3	Semi-urban	30.96	4.19	3.10	0.01
	Urban	43.38	4.87		

Table (5.5) shows the significance of difference between three groups (i.e.,) rural students V/S urban students, rural students V/S semi-urban students, semi-urban students V/S urban students on Dignity of labour 6th dimension of Democratic values. The results reveal that all the three comparisons turned out to be significant at (0.01) level. On the basis of mean difference it has been found that rural students in comparison to urban

students show lower attitude towards dignity of labour where as rural students in comparison to semi-urban students show higher attitude towards dignity of labour. On the other hand semi-urban students in comparison to urban students show lower attitude towards dignity of labour. An overall view of table indicate that the mean score favours urban students. This implies urban students show higher attitude towards dignity of labour.

Table (1.9): Comparison of rural semi-urban students on health with (N = 240)

S. No.	Area	Mean	S.D	t-value	Level of significance
1	Rural	37.67	5.98	13.63	0.01
	Urban	43.94	4.41		
2	Rural	37.67	5.98	7.84	0.01
	Semi-urban	41.59	5.15		
3	Semi-urban	41.59	5.15	5.46	0.01
	Urban	43.94	4.41		

Table (5.6) shows the mean comparison of rural students V/S urban students, urban students V/S semi-urban students, semi-urban V/S urban students on health 7th dimension of democratic values. The results reveal that all the three comparisons turned out to be significant at (0.01) level. On the basis of mean difference it has been found that rural students in comparison to urban students show lower attitude towards health. Similar is the result between rural and semi-urban students, while as semi-urban students also show lower attitude towards health as compared to urban students. A quick look at the table indicates that overall urban students show higher attitude towards health dimension of democratic values.

Conclusion

On the basis of statistical analysis and also in the light of empirical evidence, the following conclusions have been drawn.

1. A significant proportion of secondary school students have shown 'Poor attitude towards democratic values.
2. The area-wise percentage analysis has shown that semi-urban students possessed 'Poor' democratic values in comparison to rural and urban students.
3. The area-wise mean difference has shown that rural, urban and semi-urban students differ significantly on total scores of democratic values.
4. The urban students have shown more attitude towards democratic values than rural and semi-urban students.
5. It has been found that out of seven dimensions of democratic values, rural students differ significantly from urban students on six dimensions of democratic values and show no difference of significance on one dimension i.e, character. Also rural and semi-urban, semi-urban and urban students differ significantly all the seven dimensions of democratic values.

Educational Implications:

1. There is a need to frame educational programme at secondary level that is comprehensive, challenging purposeful integrated, relevant and standard-based so as to prepare men and women for citizenship in a democratic society.
2. Since adolescence stage is a stage of social awareness and social intercourse. Therefore it is very essential on the part of teacher to help the students to develop positive self concept according to his capacities ,potentialities, attitudes and interests and thereby help them to

become competent and worthy members of the society.

References

1. Anand, (1997). Trend report on secondary education. Fifth Survey of Educational research. Trend reports (1988-1992) Vol. 1: NCERT, New Delhi.
2. Anil Kumar, A. K. (2004): Perceived stress of teachers in relation to job satisfaction and certain personality characteristics (Indian Educational Abstract, Vol. No. 2).
3. Ashok Pachauri (2006), Principles of Education, Pragun Publications.
4. B.R. Satija, Trent's in Education, Anmol Publications Pvt Ltd. New Delhi – 110002 (India).
5. Brown, Duane; Trusty, Jersey (2005): School Counsellors Comprehensive School Counseling Programs and Academic Achievement. (Journal of Professional School Counseling, Vol. 9, No. 1, P. 1).
6. D.D. Mehta, Development of education System in India. Tandon Publications, Book Market Ludhiana.
7. Dr. J.S.Walia (2010), Development of Educational System in India. Ahim Paul Publishers, N.N.11, Gopal Nagar, Jalandhar City (Punjab).
8. Dr. Raj Kumar Yadav (1999): The vocational Preferences of adolescents in relation to their intelligence and achievement. (Journal of Educational Research and Extension, Vol. 37).
9. J.C. Agarwal and S.P. Agarwal (2003), Documentation encyclopedia of UNESCO and Education (Part -1) Concept Publishing Company, New Delhi – 110059.
10. J.C. Aggarwal, Land Marks in the History of Modern Indian Education (2nd Revised Edition). Vikas Publishing House Pvt Ltd.
11. N. Jayapalan. History of Education in India. Atlantic Publishers and Distributors.
12. Nelson L. Bossing, Principles of secondary education (2nd Ed.) Engle Wood Cliffs, Prentice Hall, INC.
13. Ramalinagam, Panch (1995): Comparison of decision – making styles among higher secondary student. (Indian Educational Abstract, 1996-1998, Vol. 1).
14. Thomas H. Briggs, Paul Leonard, Joseph Justman. Secondary Education (Revised editor) 1950, the Macillan Company, New York.
15. Thomas James (2005): Encyclopaedia of Technical and Vocational Education Vol. 2.
16. Yogendrak Sharma (2001), History and Problems of Education (Vol – 1). Kanishca Publishers, Distributors, New Delhi – 10002.

10/10/2012