

A Study of Political Interest and Democratic Attitude of Prospective Teachers of Chhattisgarh

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ABSTRACT

Democracy is based on the faith in dignity and worth of every single individual as a human being..... The object of a democratic education is, therefore, the full, all-around development of every individual's personality.... i.e. education to innate the student into the many- sided art of living in a community. It is obvious, however that an individual can't live and develop alone. No education is worth the name which does not inculcate the Qualities, necessary for living graciously, harmoniously and efficiently with one's fellow men..... (Secondary Education Commission 1952-53). Belief in democracy and democratic attitude is an essential aspect of modern society and developing these attitudes among the future citizens rest on the teachers. So, it is the great responsibility of schools and moreover the teachers and prospective teachers to educate students about political process, political responsibilities and democratic traditions for giving them fully comprehended training about citizenship. In this paper the researchers made an attempt to know that what the prospective teachers themselves think about politics and democracy, and do they follow the democratic principles in their classroom and teaching learning process.

Keywords: *Prospective teachers, Political Interest and Democratic Attitude*

John Dewey in his book "*Democracy and Education: An Introduction to the Philosophy of Education*" (1915) tried to join the Educational Philosophy of Plato who much advocated in terms of Society and Jean-Jacques Rousseau who gave over emphasis on Individualism and argued that Individualism is meaningful concept only when man will be regarded as inextricable part of his society. Thus, only a democratic society could fulfill the true aim of Education. For him Education is not only a tool but keystone for the establishment of a democratic society. In Indian the six fundamental values of Indian constitution - *freedom, equality, fraternity, socialism,*

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secularism and justice are regarded as the basic prerequisites for the establishment of any democratic form of government.

The vision of establishment of democratic society through education was articulated in the reports of various commissions on education. In this regard Secondary Education Commission (1952) has mentioned the importance of citizenship education in India by rightly mentioning that – *Democracy is based on the faith in dignity and worth of every single individual as a human being..... The object of a democratic education is, therefore, the full, all-around development of every individual's personality.... i.e. education to innate the student into the many- sided art of living in a community. It is obvious, however that an individual can't live and develop alone. No education is worth the name which does not inculcate the Qualities, necessary for living graciously, harmoniously and efficiently with one's fellow men.....* Recognizing the importance of democracy Amadeo, Jo-Ann and Gepeda, A. (2008) stated that school was primary space where citizenship education occurred and national policies more frequently targeted students between 6-17 years of age. Wallas, A. (1960) in his book “*Democratic Education Theory*” laid emphasis on teacher education for development of democratic values and asserts that teacher must be trained in such a manner that s/he would inculcate the democratic values in students. S/he himself/herself need to be aware of his rights and duties and also inspires his/her students to do so. Hence, it is the great responsibility of schools and moreover the teachers and prospective teachers to educate students about political process, political responsibilities and democratic traditions for giving them fully comprehended training about citizenship so that the future of nation could be prepared in the line of constitutional values. In this regard the researcher made an attempt to know that what the prospective teachers themselves think about politics and democracy, and do they follow the democratic principles in their day to day classroom and teaching learning process.

Title of the Study:

A Study of Political Interest and Democratic Attitude of Prospective Teachers of Chhattisgarh

Objectives:

The objectives of the study are as follows.

1. To study the political interest of the prospective teachers with respect to gender.
2. To study the political interest of the prospective teachers with respect to locality.
3. To study the democratic attitude of the prospective teachers with respect to gender.
4. To study the democratic attitude of the prospective teachers with respect to locality.
5. To study the relationship between political interest and democratic attitude of prospective teacher.

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Hypothesis:

The hypotheses of the study are as follows:

1. There is no significant difference between male and female prospective teachers about their political interest.
2. There is no significant difference between the urban and rural prospective teachers about their political interest.
3. There is no significant difference between male and female prospective teachers about their democratic attitude.
4. There is no significant difference between the urban and rural prospective teachers about their democratic attitude.
5. There is no significant relationship between political interest and democratic attitude of prospective teachers.

METHODOLOGY

In the present study descriptive survey method was used.

Population:

The population of the study comprises of all the male and female prospective teachers of Chhattisgarh.

Sample:

Out of 29 districts one district was selected randomly and then stratified random sampling technique was used for the selection of sample. The sample were divided into male-female and urban-rural strata. Out of 15 teachers training colleges six colleges were selected randomly from which 20 prospective teachers (10 male and 10 female) selected through simple random technique. Out of 60 male prospective teachers 28 belongs to urban and 32 belongs to rural; and out of 60 female prospective teachers 33 belongs to urban and 27 belongs to rural.

Tool:

For the present study political interest scale developed by Dr. B.B. Pandey and Dr. S.K. Singh and democratic attitude scale developed by Dr. Y.V. Shrivastava and Dr. B.D. Karmakar was used.

DATA ANALYSIS AND INTERPRETATION:

Table – 1, Mean difference of Political Interest among Prospective Teachers with respect to Gender

	Gender	N	M	SD	t Score	df
Political Interest	Male	60	127.79	14.54	1.66	118
	Female	60	123.23	15.48		

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The of summary table-1 shows that the total number of male and female prospective teachers is 120 with df 118. The mean value of political interest of male and female prospective teacher' is 127.789 and 123.23 respectively, and S.D. is 14.540 and 15.482 respectively. The calculated t-value is 1.66 was found not significant at 0.05 level as the table value i.e. 1.98 was found to be higher than the calculated t-value. Hence, the null hypothesis '*there is no significant mean difference between male and female prospective teachers on their Political Interest*' is accepted. Thus, we can say that male and female prospective teachers do not differ significantly on their view about political Interest.

Table – 2, Mean difference of Political Interest among Prospective Teachers with respect to Locality

		N	M	SD	t Score	df
Political Interest	Urban	61	124.25	15.22	0.93	118
	Rural	59	126.81	15.05		

The summary of table-2 shows that the total number of male and female prospective teachers is 120 with df 118. The mean value of political interest of urban and rural prospective teacher is 124.25 and 126.81 respectively, and the S.D. is 15.21 and 15.05 respectively. The calculated t-value is 0.93 was found not significant at 0.05 level as the table value i.e. 1.98 was found to be higher than the calculated t-value. Hence, the null hypothesis '*there is no significant mean difference between urban and rural prospective teachers on their Political Interest*' is accepted. Thus, we can say that urban and rural prospective teachers do not differ significantly on their view about political Interest.

Table – 3, Mean difference of Democratic Attitude of Prospective Teachers with respect to Gender

		N	M	SD	t Score	df
Democratic Attitude	Male	60	130.37	17.39	0.79	118
	Female	60	132.58	12.87		

The summary of table-3 shows that the total number of male and female prospective teachers is 120 with df 118. The mean value of democratic attitude of male and female prospective teachers is 130.37 and 132.58 respectively. Similarly the S.D of male and female prospective teachers is 17.39 and 12.87 respectively. The calculated t-value 0.79 was found not significant at 0.05 level as the table value i.e. 1.98 was found to be higher than the calculated t-value. Hence, the null hypothesis "*there is no significant mean difference between male and female prospective teachers on their democratic attitude*" is accepted. Thus, we can say that male and female prospective teachers do not differ significantly on their view about democratic attitude.

Table – 4, Mean difference of Democratic Attitude of Prospective Teachers with respect to Locality.

		N	M	SD	t Score	df
Democratic Attitude	Urban	61	131.67	15.28	0.14	118
	Rural	59	131.27	14.80		

The summary of table-4 shows that the total number of male and female prospective teachers is 120 with df 118. The mean value of democratic attitude of urban and rural prospective teachers is 131.6721 and 131.2712 respectively. Similarly the S.D of urban and rural prospective teachers is 15.283322 and 14.79962 respectively. The calculated t-value 0.14 was found not significant at 0.05 level as the table value i.e. 1.98 was found to be higher than the calculated t-value. Hence, the null hypothesis ‘*there is no significant mean difference between urban and rural prospective teachers on their democratic attitude*’ is accepted. Thus, we can say that urban and rural prospective teachers do not differ significantly on their view about democratic attitude.

Table-5 Relationships between the Political Interest and Democratic Attitude of Prospective Teachers

	No. of Sample	Pearson’s co-efficient value ‘r’
Political Interest and Democratic Attitude	120	0.282

The table summary of relationship between the political interest and democratic attitude shows that the calculated Pearson’s correlation coefficient value is **0.282** with N 120 and the table value is **0.196** at **0.05** level of significance. The calculated value is greater than the table value. Hence, the null hypothesis *there is no relationship between political interest and democratic attitude* is rejected. Thus, we can say that there is a positive correlation between the political interest and democratic attitude of prospective teachers.

FINDINGS

The findings of the present study are presented below:

- 1) Male and female prospective teachers do not differ significantly on their political interest. It indicates that gender do not have any influence on the political interest of prospective teachers.
- 2) Urban and rural prospective teachers do not differ significantly on their democratic attitude. The finding shows that locality doesn’t have any influence on the democratic attitude of prospective teachers.
- 3) Male and female prospective teachers do not differ significantly on their democratic attitude. It indicates that gender do not have any influence on the democratic attitude of prospective teachers.

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- 4) Urban and rural prospective teachers do not differ significantly on their democratic attitude. It shows that the locality doesn't have any influence on the democratic attitude of prospective teachers.
- 5) There is a positive correlation between political interest and democratic attitude of prospective teachers.

DISCUSSION AND CONCLUSION

Findings of the present study revealed that the male and female prospective teachers and urban-rural prospective teachers do not differ significantly on their political interest and democratic attitude. Nangru, P. et al (2013) also found that post graduate students of political science do not differ significantly in their political interest. Nangru, P. et.al (2013), Coss, Y. (2008), Ko-Wei Hu, A. (2003) that locality and changing of residence do not have any significant role in one's interest. The findings of the study conducted by C, Sabahattin, (2013), Yadav, M. (2010), Coss, Y. (2008), Keski, S. (2008), Mukharjee, M. (2005), and Dutta, K. (1988) also support the above findings. The analysis of hypothesis related to co-relation between political interest and democratic attitude shows that there is positive correlation between them. Interest and attitude both are correlated and those who have high political interest have also high level of democratic attitude. The findings of Karmakar, B.D. (2000) also support the above findings. The result may be due to both male and female prospective teachers have received similar type of professional education and institutional environment. Now days urban and rural areas are the place of active political participation and engagement in which almost all the members of the society participate directly or indirectly. There is not much difference on political opinion of urban and rural prospective teachers. It shows the high level of political awareness in both male-female and, urban-rural prospective teachers.

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Conflict of Interests

The author declared no conflict of interests.

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