



Validation of Scale of Commitment to Democratic Values among Secondary Students

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Abstract

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Assessing Democratic Value, Commitment, Citizenship Education, Democratic Value, Ideological democracy, Practical Democracy.

This study reports development of a reliable and valid instrument for assessing the commitment to democratic values among secondary school students in Kerala from 57 likert type statements originally developed in 2007 by Gafoor and Thushara to assess commitment to nine values avowed in the Indian Constitution. Nine separate maximum likelihood Factor Analyses with Varimax (orthogonal) rotation of items from subscales on Nationalism, Liberty, Equality, Gender equality, Secularism, Faith in democracy, Fraternity, Social justice, and Tolerance were conducted on data gathered from 1419 participants. The first order factors, 19 in number, are indicative of the basic democratic values to be considered in assessing the democratic values among secondary students. Secondary factor analysis of these factors produced three factors namely Commitment to ideological democracy, Commitment to critical participation in democracy and Commitment to nationalist values in democracy, with fairly high factorial validity and consistency.

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From a social and political perspective, democratic societies are delicate and are vulnerable by their inherent nature. Democratic societies mean more than mere lack of tyrants and fanatics. Democratic worth of a political system entails citizens who care for democratic values. Virtues that sustain democracies are to be supported and strengthened through an educational system with focus on inculcation of democratic values. Such a system of education is an essential ingredient of any democratic state (Almond & Verba, 1963., Eckstein, 1966., Dahl, 1998). In other words, the democratic quality of a political system requires citizens who support democratic values. It is often taken for granted that the support for democratic values develops merely by being in schools and social learning opportunities provided there. While the importance of democratic citizenship education is long been recognized, how far the system of education do succeed in this effort is not generally cared for. Unavailability of specific assessing instruments that ought to help schools in this inexact task has neither been helpful. This study reports development of a reliable and valid instrument for assessing the commitment to democratic values among secondary school students in Kerala, which in abroad way will also be valuable in a pan-Indian perspective.

From an individual perspective, developing a civic orientation, being able to tune to the position one identifies in a democratic society and participating in civic responsibility are prized developmental tasks in adolescence (Havighurst, 1972; Sherrod, Flanagan, & Youniss, 2002). Naturally, strengthening education of democratic values is given high position in discussions of curricula for at least up to secondary education level. Despite this, there is continuing criticism (Rao, 1999) that the present educational system emphasizes solely upon imparting knowledge, that is concerned with the academic subjects included in the curriculum and no attention is paid to inculcate values.

It is being observed that as society is becoming more competitive, the goals of education limit itself to academic achievement on the worst side or if at all considered is being narrowly defined at the neglect of larger, broader and longer purposes of learning. This criticism is not fully out of context. Even where some consideration is given to development of certain values,



others are ignored. While certain principal moral values like tolerance, mercy, dignity of labour (Gupta & Gangal, 1989), love, and co-operation are emphasized other national and social values are being neglected (Dash, 1998). Nor are all curricula same in effecting value education. While secondary students, in general, had favourable disposition towards nationalism, internationalism, social justice, equal treatment of the less privileged and the reservation policy, these values are held by CBSE students more favourably in comparison to those of state school students of Kerala. Attitude against corruption also is stronger among CBSE students than State school students (Gafoor, 2010). More recently, a post-curricular-reform fall in democratic commitment is observed, that too in more pronounced and uniform way across school types, for ideology and practice of democracy (Mumthas & Gafoor, 2014). To face the challenges of the modern society, broader value education for democracy through inculcation of moral, ethical, social, cultural, and spiritual values among students (Gupta, 1986) is necessary. As mentioned earlier, such efforts are to be supported through development of appropriate assessing instruments.

Assessment of Democratic Values in School Contexts

Democratic values refer to the basic principles of democratic governance that allow distinguishing between democratic and nondemocratic process. These values include, but evidently are not limited to values like equality, impartial justice, universal suffrage, or freedom of expression (Dahl, 1998). Among them are certain core values which forms the fundamental beliefs and constitutional principles of democratic societies, like liberty, equality, justice; representing basic values of democratic political systems. Democratic countries treasure individual freedom. The exact balance between social and individual values in a democracy is always a matter of philosophical debate. Subtle kind of balances between order and liberty and liberty and equality are always recognized most valuable democratic virtue that sustains the progress of the society.

A review of literature has failed to obtain instruments that assess democratic values in tune with what is expected from the number of times development of such values are listed as goals of education. These included the following tools. The SDV scale was an additive index based on 10 items derived from the Multi-Dimensional Scale of democratic values (Gibson et al., 1992 as cited by Robinson, Shaver, & Wrightsman 1999), the Democratic Values Scale (McClosky, 1984 as cited by Robinson et al., 1999), the Fundamental Principles of Democracy Scale (Prothro & Grigg, 1960 as cited by Robinson et al., 1999), the Democratic Principles and Applications Scale (McClosky, 1964 as cited by Robinson et al., 1999) and the Support for Democratic Principles (Kaase, 1971). Given the outdated nature of many democratic values items, an American context they pertain to, and complex vocabulary used, these scales are far less usable in Indian contexts. A more recent and user friendly Scale of democratic values (Miklikowska, 2011) reported a 10 item scale on general commitment to democratic values in the Russian context with items like "Democracy may have its problems, but it's better than other forms of government".

Scale of Commitment to Democratic Values (Gafoor & Thushara, 2007)

This study is in particular intended to revalidate Scale of commitment to Democratic Values (Gafoor & Thushara, 2007) by demonstrating its construct validity and for coming up with a smaller number of components instead of nine in the original scale such that it becomes more useful in terms of employability, evidences of validity, and enhanced reliability.

Commitment is a state of firm emotional acceptance of a belief. Belief at this level involves high degree of certainty (Bloom, 1956). Commitment is a firm emotional acceptance of a belief, an act, and a state, of committing to support and follow a line of action, an orientation, a point of view, or choice (Good, 1959). Commitment embodies a sense of being bound

emotionally or intellectually to some course of action, which may include a person's relationship with another individual, group, or organization (Huntington et al; 1986).

In Bloom's taxonomy of educational objectives, commitment comes under the category of "valuing" in the affective domain. Valuing deals with the internalization of a set of specific ideals, values etc. Commitment is a state of firm emotional acceptance of a belief. It is sufficiently consistent and stable and the individual displays this behaviour with sufficient consistency at appropriate situations that comes to be perceived as holding a value.

"The person who displays behaviour at this level is clearly perceived as holding the value. He acts to further the thing valued in some way, to extend the possibility of developing it, to deepen his involvement with it, and with the things representing it. He tries to convince others and seeks converts to his cause. There is a tension here, which needs to be satisfied; action is the result of an aroused need or drive. There is a real motivation to act out the behaviour" (Bloom.p.182).

In the development of original version of tool (2007) an extensive study of the related literature was done, followed by discussions with experts which helped to identify nine democratic values viz., Nationalism, Liberty, Equality, Gender equality, Fraternity, Faith in democracy, Secularism, Social justice, and Tolerance. The developers had then tried a number of alternative formats of items to prepare the tool. The final tool was prepared based on the directions for testing of commitment to democracy (Bloom, 1956). A five-point scale is prepared, in which five choices viz. "absolutely correct", "partially correct", "no opinion", "partially wrong", and "absolutely wrong" were given in response to each item. The score of 5,4,3,2, and 1 in the order was assigned for the above responses. The scoring procedure is reverse for negative items. After item analysis there were 57 items in the final tool. Test-retest reliability coefficient of scores is 0.97(n= 30), and test retest reliability of the subscales (N=30) are high for Nationalism 0.78, Liberty 0.88, Equality 0.77, Gender equality 0.87, Secularism 0.84, Faith in democracy 0.755, Fraternity 0.76, Social justice 0.79, and Tolerance 0.80. Apart from face validity and content validity, correlation of item score with the subscale score is estimated to ensure item validity in the original subscale.

Given the centrality of democratic values both in the life of all societies and in the theories of system effectiveness, steps to invigorate effective education in democratic values by better understanding the construct, implementing the envisioned curricula and observing the consequences through valid reliable instruments cannot be overstated.

Participants

The most important factors in determining reliable factor solutions is the absolute sample size along with the the absolute magnitude of factor loadings (Field, 2000). Generalisable results require an item to sample ratio of not less than 1:20. Since there are 57 items under nine subscales, sample size >1000 surely satisfies this condition. The data for development and validation of the scale was from a random sample of 1419 higher secondary schools students of whom 506 are from government schools, 702 are from aided schools and 211 are from unaided CBSE schools. Number of female students is a little higher in the sample in tune with the higher enrolment of girls in higher secondary schools of Kerala. Higher secondary schools in three revenue districts viz. Palakkad, Malappuram and Thrissur of Kerala are sampled by adopting stratified random sampling technique to give due representation to sex of students, locale, and type of management of school.

Procedure

Factor structure of Commitment to democratic Values is established through exploratory factor analysis after verifying the data through data screening. All items met the requirement for inclusion namely responses were not too badly skewed and for none of the items 90% or more of responses clustered in single likert-type response category. These item level responses



were scrutinized for underlying patterns via two sequential factor analyses with two objectives; one, to verify the validity of items to measure the proposed nine values or the factors thereof; two, to bring inter-correlated variables together under more general, underlying value categories so that there are lesser number of components for the final scale and the so obtained larger component scale will be more reliable.

As factor analysis reveal any latent structure and this procedure partition unique variance and error variance to reveal the underlying factor structure, factor analysis rather than principal component analysis is employed. Varimax rotation being by far the most common choice (Costello & Osborne, 2005) and to obtain optimal results that generalize to other samples, Varimax rotation thru maximum likelihood method was applied with Guttman-Kaiser rule (all factors with eigenvalues greater than one) to limit the number of factors extracted.

Though item communality magnitudes common in the social sciences are low to moderate communalities ranging from .40 to .70 (Velicer & Fava, 1998), Tabachnick and Fidell (2001) has suggested .32 as a good rule of thumb for the minimum loading of an item. This equates to approximately 10% overlapping variance with the other items in that factor. This study has adopted this rule in deciding factor structure based on loading of items on any given factor.

Results

Primary factors of commitment to democratic values

Nine separate maximum likelihood Factors with Varimax (orthogonal) rotation of Likert scale items from nine original subscales (Nationalism, Liberty, Equality, Gender equality, Secularism, Faith in democracy, Fraternity, Social justice, and Tolerance) were conducted on data gathered from 1419 participants. The first order factors derived by nine factor analyses on as many subscales of scale of commitment to democratic values are summarized in table 1.

Table 1

Summary of Rotated Component Loadings for Nine Factor Analyses on as many Subscales of Scale of Commitment to Democratic Values with 57 Items (N=1419)

Subscale	FA no.	Item no.	Factor1	Factor 2	Factor 3	No. of factors	Subscale	FA no.	Item no.	Factor1	Factor 2	Factor 3	No. of factors
Nationalism	FA 1	30	0.754			3	Secularism	FA 5	39	0.698			2
		8	0.666						34	0.616			
		1	-0.354	0.784					47		0.688		
		22	0.397	0.583					50		0.673		
		7		0.419					9		0.563		
		43			0.72								
		29			0.715								
Liberty	FA 2	45	0.748			3	Social justice	FA 6	52	0.803			2
		23	0.725						18	0.769			
		51	0.724						53	0.711			
		54		0.812					21	0.607			
		55		0.811					5	0.591			
		2			0.863				28		0.651		
		41			-0.519				17		0.615		
Equality	FA 3	15	0.841			2	Fraternity	FA 7	42	0.784			2
		4	0.764						44	0.629			
		3	0.73						46	0.532		0.38	
		49	0.646						11		0.811		
		6	0.586						35		0.589		
		27	0.425						12		0.413		
		24		0.975					32			0.931	
Gender Equality	FA 4	16	0.864			2	democratic faith	FA 8	19	0.818			2
		31	0.862						20	0.795			
		13		0.826					26		0.795		
		14		0.826					38		0.788		
Tolerance	FA 5	10	0.79			1*	Tolerance	FA 9	37				1*
		33	0.765						48				
		36	0.764						56				
Contd.													
57													

In FA 9 only one factor was extracted.

Table 1 shows the first order factors derived by nine factor analyses. It can be seen that the original subscales of nationalism and liberty contains three factors each and remaining six subscales namely equality, gender equality, secularism, social justice, fraternity and democratic faith has two factors each. The subscale on tolerance has only one factor, and hence in this case item loadings are not shown in Table 1. Thus, altogether there are 19 primary factors corresponding to commitment to as many democratic values. These factors were given new nomenclature based on the values involved in them. table 2 shows the 19 primary factors of commitment to democratic values along with self-explanatory nomenclature assigned to each factor, name of the original subscale from which each factor was derived, items loaded moderately or above on the factor and number of items per factor.

Table 2

Primary Factors (19) of Commitment to Democratic Values Derived by Nine Factor Analyses on as Many Subscales of the 57 Items Instrument

Original Subscale	Primary Factor Name	Item Numbers in the instrument	Number of items
Equality	Economic Equality	3, 4,6, 15, 27,49	6
Equality	Social Equality	24	1
Faith in Democracy	Attitude To Franchise	19,20	2
Faith In Democracy	Faith In Democracy	26,38	2
Fraternity	Fraternal Feeling	11,32,12,35	4
Fraternity	Help Needy	42,46,44,	3
Gender Equality	Women Wellbeing	16,31	2
Gender Equality	Women Empowerment	13,14	2
Liberty	Freedom Of Expression	23,45,51	3
Liberty	Freedom Of Assembly	54,55	2
Liberty	Compassion	2,41	2
Nationalism	Belief In federalism	29,43	2
Nationalism	Patriotism	1,7,22	3
Nationalism	Inclusiveness	30, 8	2
Secularism	Religious Secularism	10,33,36,39,34	5
Secularism	Rational Secularism	9,47,50	3
Social Justice	Justice To Downtrodden	18,52,5,21,53	5
Social Justice	Fight Social Evils	17,25,28,40	4
Tolerance	Tolerance	37,48,56,57	4

Table 2 shows that equality subscale of commitment to democratic values with seven items derived two factors, namely Economic Equality, and Social Equality. Six item loaded on the first factor well above 0.4 criterion. The second factor is a single item factor retained owing to its negligible loading on the first factor. Faith in Democracy subscale also loaded into two factors of two items each namely Attitude to Franchise and Faith In Democracy. From the subscale on Fraternity derived two factors namely Fraternal Feeling, and Helping Needy with



four and three items respectively loaded in them. Item 32 was added to the fraternal feeling to avoid single item third factor. Subscale on Gender Equality with four items loaded into two factors Women Wellbeing, and Women Empowerment with two items in each. Subscale on liberty with seven items in total loaded into three factors namely Freedom Of Expression, Freedom Of Assembly, and Compassion of 3, 2 and 2 items respectively. Subscale on nationalism with seven items in total loaded into three factors namely Belief In federalism, Patriotism and belief in Inclusiveness with loadings on of 2, 3 and 2 items respectively. Subscale on commitment to secularism divided into factors namely Religious Secularism and Rational Secularism with loadings on 5 items and three items respectively. Subscale on commitment to social justice proved to have two factors, belief in Justice to Downtrodden and Fight Social Evils with five and four items each loading on them. Subscale on tolerance has only one factor as all the four items loaded one another.

These 19 factors are indicative of the basic democratic values to be considered in assessing the democratic values among secondary students. However, the large number of factors and fewer number items per factor has curtailed the practical utility of these derived primary factors in secondary school students' commitment to democratic values. As many of these primary factors have only two or three items within them, it is clear that the factor scores will not be consistent and reliability of the measure will be too low to depend upon. Hence, a second factor analysis of the 19 factors of commitment to democratic values was conducted. For this, items scores of the respective items in each factor was summed up and factor scores were obtained. The 19 factor scores so obtained were again subjected to a maximum likelihood Factor with Varimax (orthogonal) rotation of the 19 factor scores of 1419 participants. Results are in table 3.

Table 3

Secondary Factors of Commitment to Democratic Values Derived from Factor Analysis of Scores on 19 Primary Factors of Commitment to Democratic Values

Primary Factors (19)	Factor loading		
	Factor 1	Factor 2	Factor 3
Religious Secularism	0.888		
Economic Equality	0.875		
Justice to Downtrodden	0.875		
Women Wellbeing	0.834		
Freedom of Expression	0.797		
Tolerance	0.763		
Inclusiveness	0.732		
Faith In Democracy	0.7		
Social Equality	0.408		0.341
Rational Secularism		0.638	
Help Needy		0.631	
Freedom of Assembly		0.622	
Fight Social Evils		0.601	
Attitude to Franchise		0.484	
Fraternal Feeling	0.381	0.484	
Women Empowerment		0.393	
Patriotism			0.684
Compassion			0.626
Federalism		0.384	0.449

Table 3 shows that the 19 primary factors of commitment to democratic values on the subsequent factor analysis loaded into three distinct factors. Nine primary factors loaded onto Factor 1. The primary factors that were loaded into factor 1 are Religious Secularism, economic equality, belief in Justice to Downtrodden, belief in Women wellbeing, Freedom of expression, Tolerance, belief in Inclusiveness, Faith in democracy and Social equality. Only one primary factor has loading below 0.7 on the new factor. Since most of the primary factors loaded in factor1 relates to commitment to belief in ideas of democracy, this factor is named as *Commitment to ideological democracy*. This subscale has 30 items.

Seven primary factors namely Rational Secularism, Help needy, Freedom of assembly, Fight Social Evils, Attitude to franchise, Fraternal feeling and Women Empowerment loaded into a second factor with communalities ranging from 0.64 to 0.39 indicating fairly consistent and strong interrelationship among these factors. It is clear from Table 3 that these seven primary factors relate to commitment to criticize, participate and improve democratic process and hence this factor was labeled, "*Commitment to critical participation in democracy*". This subscale has 20 items.

Three primary factors namely Patriotism, Compassion and federalism loaded into a third factor, albeit with weaker but significant loadings ranging from 0.68 to 0.45. there are seven items in this subscale. This factor was named *commitment to nationalist values in democracy*.

Trying to find out meaning of the three newly derived factors namely Commitment to ideological democracy, Commitment to critical participation in democracy, and commitment to nationalist democracy, it is observed from previous studies that democratic norms have been conceptualized at different levels of abstraction. People have been shown to endorse democratic values when stated in abstract terms, and on the other hand, the majority of the same respondents do not support those rights in certain contexts, for instance when they conflict other values e.g. public order (McClosky & Brill, 1983). This is indicative of theoretical versus ideological aspects of democracy. Many learners are committed to principles of democracy, but fail to recognize their practical significance. Conversely, many learners commit to practice and criticize democracy, but without deeper philosophical considerations. Thus, the two factors of commitment to democratic values identified in this study further strengthens observation that individuals endorse democratic values when stated in abstract terms but fails to endorse those values in practical life apply to children and adolescents (Helwig, 1995) as well. Similar to adults, adolescents support democratic rights in the abstract but often do not endorse them in specific contexts. The first two factors identified in secondary factor analysis of this study echoes previous researchers' observations. First factor reflecting a general support for democracy, and a second factor (a lower level of abstraction) reflecting support for civil liberties when they are in conflict with other values (Helwig, 1995; Peffley & Rohrschneider, 2003). This study has identified a third nationalist, patriotic factor, which may be relevant in a diverse nation with very deep tradition like India.

Reliability and Validity

Validity of the scale of commitment to democratic values is evidenced in the three secondary factors namely Commitment to ideological democracy, Commitment to critical participation in democracy and commitment to nationalist values in democracy, fairly high factor loadings of the respective primary factors on them, and significant and above moderate item loadings on the component primary factors of commitment to democratic values. Further evidence of validity is shown in table in the inter-correlation matrix among the total commitment to democratic values and the three factors of commitment. Indices of reliability of these three factors also are provided as Cronbach's alpha in table 4.

Table 4

Indices of Inter-Correlations among Factors and Internal Consistency of Factors of Commitment to Democratic Values

Commitment to	Democratic Values	Critical Democracy	Ideological Democracy	Cronbach's Alpha
Democratic Values	-			
Critical Democracy	.554**	-		.69
Ideological Democracy	.930**	.241**	-	.93
Nationalist Democracy	.243**	.196**	.056*	.27

** $p < .01$, $N=1419$.

Conclusion

Using nine exploratory factor analyses of 57 Likert type statements developed to measure nine basic democratic values, 19 primary factors of commitment to democratic values namely commitment to Economic Equality, Social Equality, Attitude To Franchise, Faith In Democracy, Fraternal Feeling, Help Needy, Women Wellbeing, Women Empowerment, Freedom Of



Expression, Freedom Of Assembly, Compassion, Belief In federalism, Patriotism, Inclusiveness, Religious Secularism, Rational Secularism, Justice To Downtrodden, Fight Social Evils and Tolerance were identified with fairly higher loading of the respective items on them. A secondary factor analysis of these 19 factors produced three factors of commitment to democracy among secondary school students namely Commitment to ideological democracy, Commitment to critical participation in democracy and commitment to nationalist values in democracy, with fairly high factorial validity and consistency. Subsequent confirmatory factor analysis may be taken up to answer verify whether instrument have the same structure across other student populations and subsamples. Cautions needs to be applied in drawing substantive conclusions based on exploratory analyses without further confirmatory factor analysis, as well as other latent variable modelling techniques, that allow researchers to further verify findings from this study. Future studies may use the scale as validated by the present study and test the propositions derived from this analysis.

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Appendix

SCALE OF COMMITMENT TO DEMOCRATIC VALUES (2007)

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(Revalidated in 2015 by First author)

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Instructions: Read the following questions carefully. Each question is provided with five responses, namely, Absolutely Correct, Partially Correct, No Opinion, Partially Wrong, and Absolutely Wrong. Select the most suitable response that reflects your point of view on each question, and mark accordingly in the response sheet using a tick mark. Be sure that you mark your responses to all the 57 questions.

1. How do you judge to the view that the influx of refugees into India from neighboring countries during wars and other similar situations should be avoided as it will affect the financial standing of our country?
2. The supporters of hartal attack your neighbor who opened his shop on a hartal day. How do you judge your mothers remark that the shopkeeper does not deserve sympathy as he opened the shop knowing the consequences?
3. How do you consider the advice given to a young physical labourer who is trying to get admission to a Management Course that he may better choose his traditional vocation as it is good for social order?
4. How do you judge the observation that in the present world order where unemployment is a threat to everyone, it is better to get trained in traditional jobs of each community than wasting one's time on higher education?
5. How do you assess the position that law enforcers who become part of such custodial deaths should be spared as it is natural for custody deaths to happen as third degree actions are required for extracting their involvement from culprits?
6. Government is acquiring land for widening the road, from a man who has earmarked the land for a five star hotel and also from the adjacent homestead of a peasant. How do you consider the land owners claim that he deserves higher rate of compensation from government as his asset was intended for a star hotel that could bring greater return?
7. How do you assess the thought that jobseekers from outside the state and employing them should both be resisted as outsiders diminishes the job opportunities of the native people of the state?
8. How do you consider the view that movies and documentaries that depict the villages and their poor folk may not be send to international festivals as such films create wrong impression to outsiders about state of culture and development of our nation?
9. Chieftain of your place of worship lets a room for offering prayers for a person from a different religion nearby your place of worship. But, a few people come against that decision. How do you evaluate the chieftain's decision?
10. Your friend belonging to another belief invites you to their home to participate in festivities in connection with a religious day of theirs. But your brother advises you that it is not a good tendency to participate in festivities connected to beliefs other than our own. How do you judge your brother's advice?
11. How do you judge the decision of your school authorities to enroll an HIV positive child in your class?
12. Some of your classmates closely mingle with one child who got admitted from a juvenile home very recently. What is your opinion on this behaviour of your classmates?
13. What do you think on the observation that for discharging the responsibilities with efficiency and discipline it is preferable for a boy to be elected as class leader?
14. What do you think of the often made observation that generally men are better administrators than women?
15. How do you see the approach of parents to move their wards to schools populated by children from well to do families?
16. How do you observe the opinion that women-reservation is outdated as they have advanced in every walk of life?
17. How do you evaluate the proposal to insist an affidavit of no dowry transaction from parents and newlywed couples for obtaining legal sanction for the marriage?
18. You got appointed as a high official of a private concern. How do you rate the advice of peon there to please your boss with a token of thanks?
19. How would you judge on a person's decision to keep away from voting in every election as the person is disinterested and neutral to every political party?
20. How do you judge on your friend's compulsion of his/her mother to return without casting votes on seeing the immensely long queue in polling booth?
21. Some people of your locality dissuade a recently released life-term convict from employing his vote. How do you judge their action?
22. Our nation is in frontline of giving financial and other aides to countries devastated by natural calamities and wars. How would you rate the proposal to curtail such international aides as such outflows may badly affect our own financial stability?
23. How would you comment on your friends' suggestion that those employees who strike against their own firm be penalized on seeing the lath charge of police on striking employees?
24. How do you view the observation that reservation policy is outdated as untouchability, and other social discriminations are already eradicated?
25. Your father voluntarily lends a little money to the peon in village office as an appreciation to the help given by him in getting your nativity certificate issued. However, one of his colleagues reprimands the peon. How do you see the action of that colleague of the peon?



26. Students decide to hold a demonstration to protest hike in bus charge for students. Your mom advices you against wasting study time on such protests that will be taken care of by politically active students. How do you judge your mothers' advice here?
27. How do you see the proposal that right to vote should be allied to basic education as indiscriminate voting by illiterates destroys the very dependability and validity of democracy?
28. The relatives of bridegroom to sister of your closest friend demand dowry. Consequently, the marriage of the sister to the well-placed groom gets dissipated as your friend's parents are not willing to pay dowry. How do you judge the decision of your friends' parents?
29. Your friend showcases the freedom warriors of only your province to a foreigner who does some research on freedom warriors of your country. How do you rate your friend's action?
30. How do you judge the suggestion from your regional government to emphasis historical and cultural topics in textbooks to those of your region only?
31. How would you rate the observation that we cannot find fault with destitute parents who prefer female feticide foreseeing the hardships in educating and marrying them off in the money driven world?
32. How would you see the remark that individual liberty is under threat if every shade of ragging including those seemingly modest entertainments being arranged by seniors on the newcomers?
33. How would you judge the observation that discouraging children from overly mingling with other religious beliefs is useful in helping one's own beliefs intact?
34. How would you judge the suggestion that employing religious symbols in electioneering is acceptable as it will help consolidate voters from communities otherwise unwilling to partake in voting?
35. Someone in your class suggests raising a fund to help one of your classmates who is to stop schooling owing to pressing financial constraints. A good part of students resists the suggestion in the class council. How do you judge the decision to raise the fund?
36. How do you judge the inclination to decide the candidature in election on the basis of majority community in the constituency as this would enhance participation in election?
37. How do you judge your neighbor's act in pleasantly enticing the departure of nomads who have settled near to your home on behalf of the local people who actually dislike their presence there?
38. How would you judge the proposition to discourage media from giving prominence to reports of corruption and nepotism in government as this practice creates abhorrence to democratic form of government among the masses?
39. A publication established to educate the ideas and beliefs of a community publishes insinuations on the customs of another community. How do you judge the observations that this can be justified in terms of freedom of expression?
40. An industrialist employs the children from a destitute home managed by him on the premise that such children require employment more than education. How do you judge logic of the industrialist?
41. Your brother imparts every help to a recently widowed woman who decided to remarry immediately after her husband's demise. How do you rate your brother's act?
42. How do you judge your father's decision to lend a part of your homestead as part of the drive to raise fund for sending a batch of underprivileged students for higher education in a foreign country?
43. How would you rate the suggestion that Malayalam being the most simple and beautiful language of India is to be made its national language?
44. A batch of parents object to the decision of your head teacher to participate the school in a fundraising campaign announced in a daily for helping a cancer patient. How do you judge the head teacher's decision?
45. A private school suspends a set of students who partakes in politics. How do you judge this decision?
46. How do you rate your friend's advice to evade the NGO who approaches you to raise relief fund for people suffering from Natural calamity by giving a token amount?
47. How do you rate your friend's action in nominating people of your community only to an NGO who lends support in housing construction for the destitute?
48. How would you rate your peers' hesitancy to mingle with and in taunting a student who came from another culture on the basis of his/her different language and styles?
49. If a pedestrian gets seriously injured hit by the car of home minister, do you agree to the proposal that even if it be the home minister, he/she needs be punished just like any other citizen?
50. A reputed educational institution invited application indicating the preference to a particular religious community. How do you evaluate the opinion that such tendencies will create narrow mindedness and communal feeling among students and teachers?
51. How do you judge the suggestions that interreligious marriages be denied as it goes against tradition and customs?
52. A friend of your mothers tells that she would like to get a 10-12 year boy from poor family to help in household works. How do you judge her demand?
53. How do you evaluate the suggestion that children born out of wedlock need not be given family and social protection?
54. How would you judge the compulsory enrolment of an unwilling child in local cultural organization of children?
55. How would you judge the proposal to curtail rest and recreation to employees of companies in financial distress as this would help in maximal time investment in work?
56. How would you judge a group of people travelling in a train peacefully chanting their prayers inside the compartment that you also travel in?
57. How would you judge your neighbors' objection to a group of tribes camped near to your home conducting their ritual prayers and dances there?