CHAPTER VI

REVIEW OF THE FINDINGS AND INTERPRETATION OF RESULTS

A critical review of the operational findings will facilitate a better understanding of structure of political attitudes with in social psychological framework. There are two aspects of the structure one concerned with attitudes toward different political factors and the other concerned with the Cognitive-Affective-Connative structure. The present investigation has treated both the aspects of the structure. A nine factor solution has been obtained using Principal components factor analysis with Varimax rotation.

6.1 Interpretation of Results

The factors have been interpreted as follows

Political Goals (I) which reflects the traditional and modern political goals in a democratic set up. These goals are concerned with development of maintaining organisational discipline in party politics, goal of Correct elections, achieving goal of non-poor society, faith in political wisdom, necessity of political crookedness, goal of good governance, goal of clean political environment, political stability, noncriminalisation of politics, separation of religion from politics, transparency of democratic order and regard for political culture and disregard for Politics of deception. The teachers endorse the ideology of this factor quite favourably (Mean item score 5.47 > 4.0 ). Radical changes will have to be made in the political system of India in order to achieve these
goals. The Westminster style of democracy adopted in India has not been able to provide checks and balances required for good governance and political stability. The polity and the educational system should work together to achieve these goals.

Political Functioning (II) which describes the functioning of politics in India which involves putting control on criminalisation of politics by giving chance to honest and good people, value based political functioning, politics of terror and power grabbing and political functioning to attain political stability by making changes in political party alignments. This factor also reflects that radical changes be made in the functioning of politics in India to solve the various problems which the country is facing.

The factor Political Life Style (III) is concerned with achieving inner party democracy and active political life by translating ideas into actions.

The factor Electoral politics (IV) is about changes to be made in electoral politics by ensuring free and fair poll, corruption in electoral politics and politics of backwardness. This factor reflects that radical changes will have to be made in electoral system to make it clean and an effective instrument for protecting the interests of multicultural and multilingual society.
Political Issues factor (V) reveals the basic political issues to be tackled. It involves the problem of lust for power among Indian politicians, the issues of transparency in politics and accountability of Government to the electors, the problem of corruption in elections and the problem concerned with political leaders to keep image intact in the midst of scandalous conditions in the present political set up. The teachers seem to disfavour (slightly disagree) the ideology of the factors Electoral Politics and Political Issues (Mean scores slightly < 4.00).

The next factor Faith in Purposive Politics (VI) involves growing demand for purposive and Principled politics, revival of faith in democratic system, Equation of common man with politicians.

Emerging Political Trends (VII) involves emergence of communal politics, nonfederal political structure of India, no faith in the present political system and giving polity a sense of purpose and direction and acquiring legitimacy by a political party. The factor describes the new political trends developed in the democratic system of the country. These new trends in political system reflect that the time has come to consider seriously about the evaluation of federal polity and the centres - state relations so as to work for its legitimacy and effectiveness.
The eighth factor Political Tactics is concerned with the play of political tactics by politicians in destroying the country’s political culture, knowledge of the people about illegal political activities, place of venality tactics in Indian politics, tactics of manipulative politics, tactics of making Coalition politics and need of Chanakyan Education in the present day politics. It seems that play of political tactics has become a necessity in the political system. The effectiveness of the polity depends upon tactful functioning of the political system by following a code of conduct. There should, therefore, be a well defined code conduct for politicians.

The factor Political World View (IX) reflects the viewpoints of the people concerning Indian politics. The viewpoints are concerned with deterioration in Indian politics, choice between benevolent dictatorship and democratic order and the choice between status quoist approach and innovative dynamic approach by the political leadership.

It has been found that the factors so obtained are in consonant with the factors of the classification scheme used for the development of attitudinal measure. It has also been found that the secondary school teachers favourably endorse the political ideology of seven of the nine factors.

It has been found that the full length reliabilities of the nine factor scales are quite high being highest on the factor Political Goals (I) and the nine factor

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scales are valid instruments for measuring political attitudes. The treatment of nine factor scales in relation to the Area (Rural, Urban), sex (Male, Female), Type (Politically active, Politically nonactive) and Subject (Science, Humanities) shows that there are significant differences on the factors Political Goals, Political Functioning, Political lifestyle, Electoral Politics, Political Issues, Emerging Political Trends, Political Tactics and Political World View and there is no significant difference on the factor Faith in Purposive Politics.

Politically active teachers are found to endorse the ideology of the political goals more favourably as compared to politically nonactive teachers which reveals that participation in political activities and political goals attitudes are related to each other.

The Science teachers also differ from Humanities teachers but the difference is not highly significant. The Science teachers score somewhat higher as compared to their Humanities counterparts on Political Goals attitudes. The Science teachers are likely to be more pragmatic in their approach and are result oriented. This may be the reason that they endorse the ideology of the achievement of political goals more favourably as compared to the Humanities teachers.

The rural Science teachers are found to endorse the ideology of political goals more favourably as compared to the
urban Science teachers and rural Humanities teachers but the urban humanities teachers are more favourable towards the achievement of political goals as compared to rural humanities teachers.

Politically active male and female teachers and politically nonactive female teachers have been found to be more favourable as compared to politically nonactive male teachers towards the achievement of political goals. It reveals that politically nonactive male teachers are less concerned about achievement of political goals due to their noninvolvement in political affairs on one hand and having less interest in the ideology of political goals on the other.

Female Science teachers are found to endorse the ideology of political goals significantly less favourably as compared to the other three groups of Sex x Subject interaction. The difference in their political goals attitudes may be attributed to their preoccupation in studies and other home affairs.

The interactive effect of Area X Sex X Subject is more pronounced on political goals attitudes in the case of Rural male Science teachers and that of the Rural male Humanities teachers. The rural male Science teachers are found to endorse the ideology of Political Goals more favourably as compared to most of the other groups, while the rural male Humanities
teachers endorse the ideology of political goals less favourably as compared to all the other groups. It shows that on the interaction Area X sex X subject the main contributive among the three variables is the subject variable.

It can, therefore, be concluded that the two variables that mainly effect the ideology of political goals are participation in political activities and the subject variable. It may be due to the reason that the participation in political activity helps in developing the political attitudes on one hand and the pragmatic result oriented approach followed by the Science teachers on the other.

Rural teachers of secondary schools differ significantly from their urban counterparts on the factor Political Functioning. They endorse the ideology of political functioning more favourably as compared to the urban secondary school teachers which indicates that the rural teachers are more particular about the functioning of politics in India and want that radical changes be made in the political functioning to control the criminalisation of politics and politics devoid of values and stopping play of politics of terror and power grabbing and achieving the political stability through changes in political party alignments.

Male teachers significantly differ from their female counterparts on this factor. It may be due to the greater involvement of the male teachers as compared to the female
teachers in politics that they are more critical about the way of
functioning of the political system.

It is interesting to note that Humanities teachers
are found to score higher on the factor political functioning as
compared to Science teachers. It reflects that Science teachers
follow more pragmatic approach as compared to Humanities
teachers. This may be the reason that they are less critical
about the political functioning as compared to the Humanities
teachers.

It has been found that male teachers coming from
rural areas differ considerably from the other three groups of
female teachers coming from rural and urban areas and male
teachers from urban areas which shows that it is only the male
teachers from rural areas who are more critical about the
functioning as compared to other groups.

The reason for this difference may be that the
urban teachers enjoy greater facilities as compared to the rural
teachers and are therefore, less critical about the political
functioning as compared to the rural male teachers and the
difference between rural male and rural female can be due to
greater involvement of rural male teachers in politics.

It has been found that female Science teachers
significantly differ from male Science teachers, male Humanities
teachers and female Humanities teachers. They have the lowest
score on the political functioning attitude scale. It seems that female Humanities teachers are more critical as they study subjects like Political Science and take greater interest in politics as compared to the female Science teachers. The difference in their political functioning attitudes may be due to this reason. But the interesting side of the result is that the male Science teachers score high on political functioning attitude scale as compared to their male Humanities counterparts, they however, do not differ significantly. The significant difference between the male Science teachers and female Science teachers, male Humanities teachers and female Science teachers may be due to the greater involvement of the male Science and Humanities teachers than female Science teachers. However, the male Humanities teachers and female Humanities teachers are equally critical about the political functioning.

It has been found that on the interaction Area X Sex X Type, politically non active female teachers coming from both rural and urban areas and politically non active male teachers coming from urban areas score considerably lower than all the other groups. This may be due to the reason that the teachers who take part in political activities differ significantly as far as their attitudes towards political functioning are concerned because the decreasing trend is on the non participation side. Therefore taking active part in politics is a significant factor in determining the political attitudes associated with the factor political functioning.
On the interaction Sex X Type X Subject again the dominating factor to show decreasing trend is non participation in political activities. The politically nonactive Science and Humanities male teachers and politically nonactive Science and Humanities female teachers score considerably lower as compared to other groups which indicates that participation in political activities is the main reason that the teachers are more critical about the functioning of politics in India.

In the combined effect of area, type and subject also the participation in political activities is the most dominating factor in determining the political functioning attitudes of the secondary school teachers.

The Science teachers are found to have more faith in political life style of inner party democracy and translating ideas into actions than the Humanities teachers. The difference is however less pronounced. Rural Science teachers are higher on the political life style attitude scores as compared to other three groups.

The male Science teachers are found to endorse the ideology of political life style more favorably as compared to the other three groups.

The politically active Science teachers are found to endorse the ideology of political life style attitudes more favourably as compared to politically nonactive Humanities teachers.
teachers. The politically nonactive Science teachers and politically active Humanities teachers are also found to endorse the ideology of political life style attitudes more favourably than the politically nonactive Humanities teachers. It can therefore, be concluded that the effect of the subject variable is clearly visible in the interactive effects of Area X Subject, Sex X Subject and Type X Subject. It may be due to the reason that the Science teachers are more practical minded and believe in the concepts of active politically life of putting ideas into actions.

Male teachers differ considerably from female teachers on their attitudes to electoral politics. Politically active teachers also differ significantly from politically nonactive teachers and the Science teachers also have different attitudes towards electoral politics than the Humanities teachers. Rural male teachers, rural female teachers and urban male teachers differ significantly in their attitudes towards electoral politics from urban female teachers. Urban male teachers are also found to have more favorable attitudes towards electoral politics than rural male teachers. It seems that the urban female teachers are less concerned about the electoral politics than the rural female teachers. It can therefore, be concluded that both the variables Area and Sex variables equally contribute to the difference in attitudes to Electoral Politics.

Politically nonactive urban teachers differ significantly from politically active urban teachers in their
attitudes to Electoral Politics. It shows that politically nonactive urban teachers are more in favor of making improvements in the electoral politics than the politically active urban teachers. The reason for this difference may probably be that the politically nonactive urban teachers have not entered into electoral politics to realise the difficulties in rooting out the evils associated with it.

Rural and urban Humanities teachers have considerably favorable attitude towards Electoral Politics than the rural and urban Science teachers. It may be due to the reason that the science teachers follow a pragmatic (practical) approach and realise the difficulties of introducing changes in the electoral politics than do their urban counterparts.

The Humanities male teachers are found to have considerably more favorable attitude to electoral politics than do the male science teachers, female Science teachers and female Humanities teachers and male science teachers have more favourable electoral politics attitudes than female science and humanities teachers. Politically nonactive Humanities teachers have more faith in electoral politics than the politically active Science teachers, politically active Humanities teachers and the politically nonactive Science teachers.

Interactive effect of the four variable Area, Sex, Type and Subject also contributes to significant differences in electoral politics attitudes.
It can therefore, be concluded that male and female teachers politically active and politically nonactive teachers, Science and Humanities teachers differ in their attitudes to electoral politics and also their combined effects give rise to differences in attitudes to Electoral Politics. The independent variable Area does not have the main effect on the electoral politics attitudes. But in combination with other variables it contributes to significant differences. Therefore, the electoral politics attitudes seem to be the central aspect of political attitudes related to the variables Sex, Area, Type and Subject.

The main effects of area, sex and subject variables on the measure Political issues are negligible but the type (participation in political activities) variable shows some effect, though not significant. However, the interactive effects of area and type, area, sex and type and area, type and subject do show significant effect on political issue attitudes. Politically active urban teachers differ in their political issues attitudes from political active rural teachers, politically nonactive rural teachers and politically nonactive urban teachers. It reveals that participation in political activities and urbanisation affect the attitudes to political issues like lust of power among politicians, transparency, accountability and issues related to elections, political leadership etc. The effect of these two factors can also be observed in the interactive effects of area, sex and type and area, type and subject on political issues attitudes.
Different groups of teachers do not differ in their faith in purposive and Principled politics and in their opinions about revival of the people's faith in democratic system etc. It reflects that none of the four variables is related to the factor Faith in Purposive Politics.

Most of the different groups of teachers differ significantly from each other in their attitudes to emerging political trends. It seems that the different groups of secondary school teachers have divergent views about the emerging political trends which may be the reason for differences their attitudes to this factor. The different groups of teachers differ in their attitudes towards the emerging communal politics, nonfederal political structure, giving purpose and direction to polity and legitimacy in party politics. People cannot have similar attitudes towards the newly developed political trends but one thing is certain that people have started questioning about the Westminster style of democracy in India probably due to the emergence of these trends in Indian polity. This can be the reason that the differences have occurred on all the four variables and in most of their interactions.

Politically active rural teachers have more faith in political tactics than politically active urban teachers, female Science teachers have more faith in political tactics than male Science teachers and female Humanities teachers. Politically active Science teachers differ in their attitudes to political
tactics from the politically active Humanities teachers and also politically active rural Science teachers differ from the other groups of teachers on area x type x subject interaction in their attitudes to political tactics. It shows that politically active rural teachers, female Science teachers and politically active Science teachers and the politically active rural Science teachers are relatively more pragmatic in their approach than do the other groups of teachers. This may be the reason that they have more faith in use of tactics in politics.

Rural teachers differ on political world view attitudes from their urban counterparts and the differences in their political ideology is highly significant. Politically active teachers also differ from politically nonactive teachers but the difference is not significant (F = 3.77 < 3.89 (at .05 level)) on this attitudinal measure. Significant are the differences between rural science teachers and rural humanities teachers, rural science teachers and urban humanities teachers, rural humanities teachers and urban science teachers, rural humanities teachers and urban humanities teachers, urban science teachers and urban humanities teachers in their political ideology (world view attitudes). The interactive effects of area and subject on political world view attitudes can be attributed to difference in background and approach to be followed by science and humanities teachers in dealing with problems of life which have direct impact upon ideology. It may be the reason that different groups of secondary school teachers on area x subject interaction differ in their political world
view attitudes. Male science teachers differ from female science teachers in their political world view attitudes (p < .05). Significant differences also exist between politically active science and humanities teachers and between politically active and politically nonactive humanities teachers on the political world view measure of attitudes. These differences may be due to differences in their interest in political ideology and approach followed by science and humanities teachers who are active and those who are not active in politics.

It has been found that the three components of political attitudes: Cognitive (Potency), Affective (Evaluation) and Conative (Activity) give almost the same results regarding the classification clustering of the political concepts: Political Goals, Political Tactics, Political Functioning, Political Leadership, Political Issues, Electoral Politics, Political Cynicism, Political Authoritarianism, Political Transparency, Politics of Backwardness, Politics of Fundamentalism and Politics of Religion in India done on the basis of the mean scores as well as means of distances between the concepts. It has also been found that the three components are highly intercorrelated. The correlations between Cognitive and Affective Components, Cognitive and Conative Components and Affective and Conative Components have been found to be 0.62, 0.58 and 0.74 respectively. It shows that there is a close correspondence between the three components and any of the three components can be independently used to measure political attitudes.
6.2 Educational Implications

The present investigation has many educational implications

1. The Political Goals, Political Functioning, Political life style, Electoral Politics, Political Issues, Faith in Purposive Politics, Emerging Political Trends, Political Tactics and Political World View have been found to be the nine dimensions of political attitudes. These attitudinal factors reveal the attitudinal structure of secondary school teachers in the present socio-political environment when every person in the society is concerned about the deteriorating political situation. The study of the political attitudes helps us in understanding the socio-political environment in general and the existing and emerging political trends responsible for the present state affairs in particular.

2. The analysis of the structure of political attitudes helps us in making analysis of the behaviour patterns and in suggesting ways to improve the situation by developing Positive attitudes for effective functioning of the democracy.

3. It is the teachers who can help in the achievement of the political goals, tackling various political issues and in making improvements in the electoral system and political
functioning of India. A training in political tactics as a part of political Science curriculum will be helpful in solving problems faced by the society.

4. The study also suggests that radical changes be made in the political system in order to improve the present political situation. Transparency in government, accountability of the government to the electors, separating religion from politics, translating ideas into actions, bringing honest and good people into politics, political stability, inner party democracy, correct elections, purposive and principled politics and value based politics are some of the important elements to be there in a political set up of the country. The teaching community can play an effective role in creating an awareness among the students about these elements and creating politicians who are repositories of these elements.

5. The study also suggests the changes to be made in the political system should be for a cleaner political environment to effectively control criminalisation, factionalism, communalism, corrupt practices, fundamentalism, politics of vested interests, manipulative politics, venality and political crookedness. A code of conduct for politicians to be prepared by intellectuals and experts in political matter and enforced effectively will be an effective device to put a check on these practices and to protect national interests.
6. It has been found that different groups of secondary school teachers differ in their political attitudes. These differences will exist so long as the political situation does not improve by making radical changes within the political system by taking all the different sections of the people into confidence. A debate among the intellectuals, teachers and other intelligentsia of the country will be helpful in crystallising the matter. A thorough analysis and evaluation of the Westminster style of democracy in India is needed in order to work for improvements in it.

In the end it can be said that our educational institutions and the teachers in particular can play a vital role to improve the political situation in India.

6.3 Suggestion for further studies

The investigation is very limited in its scope. It is mostly based on the data of 75 secondary school teachers of the Ferozepur District in the first phase and 228 teachers in the second phase. A further investigation of the attitude scale on relatively larger samples of secondary school teachers from other Districts of Punjab would add to the revision, validation and perfection of the attitude scale and study of the various correlates of the attitudinal measures obtained by Factor Analysis.
An attempt to investigate the degree of change both in political attitudes and in behaviour of the subjects of the present investigation with the passage of time would help in understanding change in political attitudes.

An investigation into the correlates of political attitudes other than investigated in the present piece of work will also be useful.

A further corroboration of the results obtained in the present study about the Cognitive-Affective-Conative structure of political attitudes and conducting such investigations on the other types of attitudes would be of great value to have insight into attitude structure.