

Relationship between Personal Values and Choice of Subculture of Female Management Students and Teacher Trainees:

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Abstract

Education is a process of human enlightenment and empowerment for the achievement of a better and higher quality of life. A sound and effective system of education and training results in the enfoldment of teacher educators and management discipline students potentialities, enlargement of their competency and transformation of their interest attitudes, values. Recent studies leave no doubt, that what students learn in college is determined in very large measure by their fellow students or more precisely by the norms of behavior attitudes and values, that prevail in peer groups to which each student must belong. To a considerable extent, the forms of behaviors, attitudes, and values prevail in peer groups to which each student must belong.

Based on the results of this study, it has been evident that human values and choice of subculture of teacher educator and management undergraduate students have exists relationship which may facilitate and improve the selection process as well as broader curricula of teacher trainees and management students . It is formed from this point of view that the present study has been undertaken. : In the present research, a random probability sampling technique was used for selecting the 800 teacher trainees and management students (800 females in both disciplines) from seven various colleges of the Agra Region. Two standardized tools for this study (1973) and Personal Value Questionnaire by Sherry and Verma (1986) and Questionnaire for student subculture by Dr .Kiran Sharma ,questionnaire of subculture were adopted. According to the statistical analysis, all data were evaluated and analysis basis on the feedback of the respondent. The result of this study indicates a significant relationship between values and subculture of both disciplines . These results are helpful for teacher trainees as well as management students to understand their subculture of their families and societies with their importance of preferences of values. Thus the present study can go a long way to promote teachers and managers to develop a high-value system with subculture differences for their professional underestimating .

Keywords: Teacher Trainees, , Personal Values, Management , Subculture

Introduction :

Education has performed important functions both towards individual and society. It must bring about the individual's holistic growth and development of his innate powers and capacities. Education guides the immature child to live his life richly and abundantly. Man is mortal but his activities and social institutions continue forever. Education has therefore to maintain the continuity of social life so that man has not to go over again for his achievements and civilization. Therefore, society tries to preserve its culture and ways of life through education, without the conservation of culture the life would come to a standstill and the knowledge and experience loss of future generation. So, education is generally considered to be the backbone of national and social stability.

In the words of John Duvay , “ **Education is its broadest sense is a foresting, a nurturing and cultivating process. There is nothing to which education is subordinate save more education. Education is a process of human enlightenment and empowerment for the achievement of a better and higher quality of life.**” ¹ A sound and effective system of education results in the enfoldment of learner's potentialities, enlargement of their competency and transformation of their interest attitudes and values.

Man has attained everything through the process of education. Education develops personality of an individual and makes him intelligent, learned, bold, courageous and possessing strong character. It contributes to the growth and development of the society. Thus education is essential for the

growth and development of individual as well as society.

Being such great importance of education, a nation can ignore it only at its own peril. In education, we know the more matured teacher's personality acts upon the less mature personality of students in order to modify the latter through the communication of knowledge and manipulation of the environment. Thus in education process the teacher has to play the pivotal role. This is what While Head (1961) had said that , “ **In education, everything depends upon the teachers and management students . The position today remains the same rather the demands on the teacher continue to grow with the growing complications of the child's environment.**”²

Burtdand Russel Compared a teacher with a doctor because of the role they play in the society. The former cures the minds, souls and sets right the whole society while the later cures the disease of the body and sets bodily disorders right. As a medical practitioner diagnoses before apply prescribing anything for a patient, so also the modern teacher diagnoses the weaknesses and difficulties of the pupils before applying remedial measures. It is the task of the teachers which is more complex and difficult since he or she is concerned with the holistic development of the child. In different esteem of the human ties management discipline plays an important role in education . In management discipline , student have different values and culture . The responsibility of colleges and universities is to train teacher educators and management students in well manner as both disciplines demand high quality of

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training with values and subculture of their own area .

Recent studies leave no doubt, that what students learn in college is determined in very large measure by their fellow students or more precisely by the norms of behavior subculture and values, that prevail in peer groups to which each student must belong. To a considerable extent, the forms of behaviors, subculture , attitudes, and values prevail in peer groups to which each student must belong. Based on the results of this study, it has been evident that how far subculture is related to the values which may facilitate and improve the selection process as well as broader curricula of teacher trainees and management students . It is formed from this point of view that the present study has been undertaken. : In the present research, a random probability sampling technique was used for selecting the 800 teacher trainees and management student (400 + 400 female) from colleges of the Newai and Jaipur . Two standardized tools for this study as **Personal Value Questionnaire by Sherry and Verma (1986)** & **Questionnaire for student subculture by Dr .Kiran Sharma** were adopted. According to the statistical analysis, all data were evaluated and analysis basis on the feedback of the respondent. The result of this study indicates a significant relationship between values and subculture teaching aptitude. These results are helpful for teacher trainees to understand their aptitude of teaching with their importance of preferences of values. Thus the present study can go a long way to promote teachers to develop a high-value system with maximum student subculture for the sake of their teaching.

Defining concepts :

In general terms we may think of values as the more during clusters of wants , that age given individual strives for . Basically it has reflect ones direction of preference of things to be evaluated . this individual or specific group process a value profile that reveals his degree of preferences for different things . (**Symonds et .al 1997**)

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Personal Value :

Value have been interpreted subjectively objectively and relatively philosophers like **Titus (1968)**, **C.E.M. Joad (1942)**, **C.J. Ducass (1944)**, **Stephen, C. Papper (1958)**. But the psychological approach is resident in the definition of **H. Margeham (1959)**. According to him, “**A blue is the satisfaction of human wants**”.¹² Value refer to a wider range of motivational phenomena. Any singular state or object for which the individual strives or embraces, voluntarily consumes, incurs expenses to acquires is positive value. The psychologists consider the value its subjective.

Sociologist considered it to be the object centered. Certain objects are valuable. They have been valued irrespective of the subjective values. The philosophers think it in the terms of eternal values of truth, beauty and goodness.

According to **Dr. Prem Kirpal** , “**values may be defined as (i) Professed values (ii) what we are able to practice are operational values (iii) what we learn from experience in order to adapt and renew traditions received from the past are traditional values.**”¹⁰ He further says, “Values have to be operational and also relevant and dynamic. Values should not be crystallized and frozen, to the point of

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rigidity stopping further growth and renewal.”¹⁵

Edgor Brightman : Thinks that in the most elementary sense value implies whatever is actually liked prized, esteemed, desired, approved or enjoyed by anyone at any time. It is actual experience of enjoying as desired object as activity.

In **John Dewey's Opinion** : The value implies primarily to prize, to esteem, to appraise to estimate. It means the act of cherishing something, holding it dear and also act of passing judgement.

R.K. Mukherjee thinks of values as society approved drives and goals that get internalized through the process of conditioning, learning or socialization and that becomes subjective preferences, standards and aspirations.

According to **D.H. Paper** : Values belong wholly to the inner world of mind. The satisfaction of desired is the real value. The thing that serves is only an instrument. A value is always on experience never a thing or object.

Operational definition of values :

Values may be personal as well as social. For the present study personal values of teachers have been taken.

Allport (1964) ⁶ has defined personal value in simplest words “A personal value is a belief upon which a man acts by preferences”. He further stated that anything that yields satisfaction or provide means for such satisfaction is designed as personal value. The personal values to be studied for the present project are as following.

Showing the personal values under study :

Religious Value : The value is defined in terms of faith in God, attempt to understand him fears, of divine wrath and acting

according to the ethical codes prescribed in the religious books. The outwards acts of behavior expressive of their value are going on pilgrimage, living a simple life, having faith in the religious leaders, work shipping God and speaking the truth. For developing this value religious upbringing is necessary. Religious beliefs, acting participation in religious activities and maintain a high degree of interest in religious affairs is religious value (**Paul Grant 1981**).⁷

Social Value : This value is defined in terms of charity. Kindness, love and sympathy for people, efforts to serve God through the service of mankind, sacrificing personal comforts and gain the relieve the needy and the afflicted of their misery. People do antisocial behavior because lack of interest in social value (**Jose 2001**).⁸

Democratic Value : The value is defined by respect for individuality absence of discrimination among persons on the basis of sex, language, religion, caste, colour, race and family status, ensuring equal social, political and religious rights to all, impartiality and social justice and respect for the democratic institutions.

Aesthetic Value : It is characterized by appreciation of beauty, form, proportion and harmony, love for fine arts, drawing painting music dance, sculpture, poetry and architecture, love for decoration of the home and the surroundings neatness and system in the arrangement of the things.

Economic Value : This value stands for money and materials gains. A man with high economic value is guided by considerations of money and material gain in the choice of his job. His attitude toward the rich persons and the industrialists is favorable and he considers them helpful for the progress of the country.

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Knowledge Value : This value stands for love of knowledge of theoretical principles of any activity and love of discovery of truth. A man with knowledge value considers knowledge of theoretical principles underlying work essential for success in it. He values hard work in studies if it helps develop ability to find out new facts and relationships and aspires to be known as the seeker of knowledge.

Hedonistic Value : It is defined as the conception of the desirability of loving pleasure and avoiding pain. For a hedonistic the present is more important than future .

Power Value : Here has power value is defined as the conception of desirability of ruling over others and also of leading others. The characteristics of a person of high power value are that he prefers a job where he gets opportunity to exercise authority over others, that he prefers to rule in a small place rather than serve in a big place, that the fear of law of country rather than the fear of God deters him from having recourse to unapproved means for making money and that he is deeply status conscious and can ever die also for maintaining the prestige of his position.

Family prestige value : The family prestige value is the conception of desirability of such items of behaviour, roles, functions and relationship as world becomes one's family status. It implies respect for roles which are traditionally characteristic of different castes of the Indian society. It also implies the maintenance of the purity of family blood by avoiding inter-caste marriage and a respect for the conservative outlook as enshrined in the traditional institution of family

Health Value : Health value is the consideration for keeping the body in a fit

state for carrying out one's normal duties and function. It also implies the consideration for self-preservation. A man with high health value really feels bad if through some act of negligence, he impairs his health. He considers good physical health, essential for the development and use of his abilities.

Sub culture : Culture is a distinctively human phenomenon. From the viewpoint of the developing individual the culture in which he is reared comprises all man made aspects of his environment. There is in fact little in his surroundings which has not been influenced by the actions of his predecessors. The domain of culture is extremely varied. Covering not only physical objects but also the language, customs, skills, attitudes, and beliefs which are transmitted from generation to generation by social customs within total human population there are distinctively recognizable cultural groups. Each characterized by common cultural conditions, some of these groups correspond to broad categories. Nations are somewhat narrower cultural groupings. Each with its well-known traditions, customs and typical behaviour patterns cultured divisions within nations are usually designated as subcultures. They may be illustrated by urban and rural distinctions and by the categories of geographical region, class and caste. It is apparent that group difference tends to become progressively smaller as the culture unit decreases in magnitude. Nevertheless, the essential nature differences remain the same as we proceed from whole civilization down to the individual town, the particular neighborhood and the single-family units. Subcultures are groups within society that share the common culture but have their

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own distinctive set of culture complexes. A counterculture is type of subculture.

B. Bhushan (1989)¹⁰ defines, subcultures as a system of values, attitudes, modes of behaviour and lifestyles of a social group which are in distinct form, but related to the dominant culture of society. In modern society there are great diversity of such subcultures. Subcultures may develop when a group of workers experience particular difficulties, and they often occur within smaller units of larger civilization. For example, some companies of computer software developer group may have norms and values and that are very different from those of the larger corporation.

Mahavendra (2000)¹¹ says in his book *Sociology : An introduction* that, Subculture is a group that shares in the overall culture of the society but also has its own distinctive values, norms and way of living. For example, we have subculture of young of the rich and the poor of different religious and ethnic groups etc.

Thus a subculture can be defined a set of cultural characteristics shared among group within a society that are distinct in some ways from the larger culture within which group exists but also have some features in common with the larger culture. Usually a group that forms a subculture has same sense of identity, some recognition that people in the group, share something among themselves that others in the larger society do not. A subculture can develop any time group of people share some situation as experience that is difference from that of others in their society.

Operational Definition :

The present study deal only with one sub-social system viz the student subculture the concept developed by **Clark and Trow (1996)**.¹³ For the present study following

student subculture have been taken into consideration.

- **Academic Subculture :** The students with academic orientation are committed to scholarly achievement in academic field. Mostly students in this group are of middle class background and have relatively well educated parents. They are concentrated in the highly selective prestige college and universities and plan to go on for the highest degrees in their faculty.

Vocational Subculture : The student with vocational subculture give weightage to training for a special occupational career. Students in this group are mainly from working class backgrounds. To them college represent an opportunity to acquire economic security and social status. They tend to involve in engineering, business educational or technical fields.

- **Fun subcultures :** It emphasizes fraternities sororities social life, athletics and campus activities. For girls the criteria and clothes, personality and puritan morality this group wants to enjoy whether it be college or profession. For them life is for pleasure and they behave like happy go lucky man. They can be grouped as collegiate culture also who take interest in college activities not any from vocational view point but for their self-satisfaction .
- **The Non-conformist :** Repudiating the values of the above three groups the non-conformist students may be deeply concerned with ideas and values that reject the embraces of the college and the system. This could include subgroup of hippies and other alienated students who are united only by their disenchantment with the established order.

Objectives of the study :

The main objective of the study was to ascertain the extent of relationship between

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different values and sub-cultures of teacher trainees and management undergraduates student .

1. Relationship between choice of academic subculture and difference values among teacher trainees and management female student .
2. Relationship between choice of vocational subculture and difference values among teacher trainees and management female student .
3. Relationship between choice of fun subculture and difference values among teacher trainees and management female student .
4. Relationship between choice of nonconformist subculture and difference values among teacher trainees and management female student .

Hypothesis of the Study :

1. There exists no relationship between choice of academic subculture and difference values among teacher trainees and management female student .
2. There exists no relationship between choice of vocational subculture and difference values among teacher trainees and management female student .
3. There exists no relationship between choice of fun subculture and difference values among teacher trainees and management female student .
4. There exists no relationship between choice of nonconformist subculture and difference values among teacher trainees and management female student .

Design of the Study:

SAMPLING TECHNIQUES AND

SAMPLE OF THE STUDY: In the present research the investigator adopted the random probability sampling

technique for selecting the 400 teacher trainees and 400 management students (400 male 400 female) from seven various colleges of Agra Region and Jaipur region .

TOOLS OF RESEARCH: Investigator has adopted two standardized tools for this study as Questionnaire for student subculture) and Personal Value Questionnaire by Sherry and Verma (1986) were used .

1. Personal Value Questionnaire by Sherry and Verma (1986). The tool has prepared in Indian Socio – context and presents more popular Indian conditions or situations. This tool measures ten values. The Personal Value questionnaire measures the relative strength of the values. It contains forty items based on different situations. In each item, a situation is provided with three preferable choices corresponding to three values.

2. Questionnaire for student subculture by Dr .Kiran Sharma ,Questionnaire of subculture : The tool has been prepared by Dr. Kiran Sharma, used in her M.Ed. Dissertation (1972). This is structured questionnaire designed together information about four subculture groups. Academic, vocational, fun and nonconformist .This items were prepared by Dr. Kiran Sharma from the various sources Viz. personal experiences discussion with the advisor and fellow students. Mainly analysis of the C.I.E. programme was kept in mind while framing the items for questionnaire.

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in mind while framing the items for questionnaire.

Statistical techniques used:

The collected data were coded, tabulated and analyzed using various statistical techniques. The statistical tests were used to know the relationship between dependent and independent variables among the various group of study. The significance levels were used as 5 and 1 percent for rejected the hypothesis.

Percentage - It has used the distribution of both dependent and independent variables.

The arithmetic mean- Arithmetic mean has used to study the central value of the data .

Standard deviation- SD has used to know the variability among the observations.

T-Test- T-Test was used to test the significance of the mean difference among the various groups .

Coefficient of correlation – Coefficient of correlation was used to determine the relationship in between two variables .

Results :

1.1 Correlation between academic subculture and different value among female teacher trainees respondents. (n = 400)

1.1 Table : Correlation between academic subculture and different value among female teacher trainees respondents. (n = 400)

Religious	44.96	6.36	+0.30	0.599	>0.05
Social	47.57	10.58	-0.052	1.039	>0.05
Democratic	50.63	6.90	+0.87	3.798	<0.05
Aesthetic	51.10	7.84	-0.027	0.539	>0.05
Economic	51.10	9.42	+0.44	2.903	<0.05
Knowledge	52.20	8.58	-0.072	1.440	>0.05
Hedonistic	55.56	8.61	-0.179	3.630	<0.05
Power	48.94	10.09	+0.69	1.380	>0.05
Family Prestige	52.21	8.18	-0.225	5.483	<0.05
Health	46.35	8.40	+0.42	2.862	<0.05

The above table 1.1 reveals the correlation of various ten values with academic subculture among the female teacher trainees respondents. The perusal of the above table shows that the correlation between religions, democratic economic, power and health values with academic culture were found to be positive among female respondents and the rest of the values i.e. social, aesthetic, knowledge, hedonistic and family prestige with academic culture were found to be negatively correlated. Statistically, significant and positive correlation between democratic, economic and health with academic culture were observed. However, insignificant and positive correlation between religious and power with academic culture were observed among female respondents even at 5% level of significance. Further, analysis of data also reveals that hedonistic and family prestige value with academic culture were found to

Parameters	Statistical Values				
	Mean	SD	r	t	p
Academic Culture	8.98	3.65			

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be negatively and significantly correlated among female respondents while relationship of social, aesthetic and knowledge values with academic culture were found to be negative and insignificant. These results exhibit that those female teacher trainees academically oriented have higher democratic, economic and health values, but they are on lower side in hedonistic and family prestige values. Thus there is a relationship between academic and these above mentioned values whether positive or negative. Hence the hypothesis (1) that there is no relationship between academic culture and these values is rejected. Correlations between academic culture and religious, power, social aesthetic and knowledge values were found to be insignificant from these results. We can interpret that these values have no definite relationship with academic subculture and the hypothesis is retained as far as these values are concerned.

1.2 Relationship between choice of academic subculture and different values among female undergraduate management students.

Table 1.2 : Correlation between academic subculture and different value among female management students respondents. (n = 400)

Parameters	Statistical Values				
	Mean	SD	r	t	p
Academic Culture	8.81	5.35			
Religions	46.98	7.68	+0.201	4.093	<0.05
Social	46.84	7.97	+0.035	0.699	>0.05
Democratic	46.96	6.83	+0.005	0.100	>0.05
Aesthetic	50.9	8.46	-	2.22	<0.05

c	5		0.111	8	5
Economic	50.55	8.36	+0.10	0.200	>0.05
Knowledge	50.04	10.79	+0.120	2.411	<0.05
Hedonistic	52.94	8.12	-0.049	0.979	>0.05
Power	54.80	10.41	+0.096	1.924	>0.05
Family Prestige	50.66	8.16	-0.184	3.735	<0.05
Health	50.34	7.74	+0.082	1.641	>0.05

The above table highlights the correlations of various values with academic culture among the management female respondents. From this table it becomes clear that academic culture is positively and significantly correlated with religious, knowledge and health values among the management female respondents which means that these values are highly correlated with academic culture. The above table also recorded the negative and significant correlation of academic culture with aesthetic and family prestige value among the female respondents. It exhibits that female teacher trainees with high scores on academic culture don't bother much about aesthetic and family prestige value. Hence the hypothesis .2 is rejected for these values and negative insignificant correlation between academic culture and hedonistic, power values were found among the management female respondents in the present study ($p > 0.05$).

The hypothesis is rejected in case of relationship between the academic subculture and religious aesthetic and knowledge, family prestige various among female teacher trainees. However, these is positive and insignificant correlation

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between academic culture and social and democratic values while hedonistic and power values are negatively through insignificantly correlated with academic cultures. These insignificant correlation show that high low score on academic culture has no effect on these values and the hypothesis that there is no relationship between academic subculture and social, democratic hedonistic and power values is retained these values.

2. Relationship between vocational sub-culture and different values among female teacher trainees.

Table 2.1 : Correlation between vocational subculture and different value among female teacher trainees respondents. (n = 400)

Parameters	Statistical Values				
	Mean	SD	r	t	p
Academic Culture	9.25	2.76			
Religious	44.96	6.36	+0.085	1.702	>0.05
Social	47.57	10.58	-0.068	1.360	>0.05
Democratic	50.63	6.90	-0.094	1.884	>0.05
Aesthetic	51.10	7.84	-0.053	1.059	>0.05
Economic	51.05	9.42	-0.256	5.283	<0.05
Knowledge	52.20	8.58	+0.081	1.621	>0.05
Hedonistic	55.56	8.61	+0.125	2.513	<0.05
Power	48.94	10.09	+0.149	3.006	<0.05
Family Prestige	52.21	8.18	+0.172	3.483	<0.05

Health	46.35	8.40	-0.166	3.358	<0.05
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The above table 2.1 depicts the correlation between the various values with vocational culture among the female teacher trainees respondents. Significant and positive correlations between the hedonistic, power and family prestige value with vocational culture were observed, however, positive and insignificant correlation between religious value and vocational culture was found among female teacher trainees respondents even at 5% level of significant. Further, tables also recorded the negative and significant correlation between economic and health values and vocational culture. Hence, the hypothesis is rejected. Negative and insignificant correlation were observed between social, democratic and aesthetic values and vocational culture among male respondents in the present study even at 5% level of significant. It may be interpreted from these results that the teacher trainees, higher on vocational culture, are also on higher side in hedonistic, power and family prestige values, but they assign less importance to economic and health values. Insignificant correlations to between vocational subculture and religious social, democratic aesthetic and knowledge values lead to retain the hypothesis that there is no relationship between vocational sub-culture and above mentioned values.

2.2 Relationship between vocational sub-culture and different values among female management teacher trainees.

Table 2.2 Correlation between vocational subculture and different value among female management respondents. (n = 400)

Parameters	Statistical Values				
	Mean	SD	r	t	p
Vocational Culture	9.02	3.34			
Religious	46.48	7.68	-0.081	1.621	>0.05
Social	46.84	7.68	-0.081	1.621	>0.05
Democratic	46.96	6.83	+0.207	4.221	<0.05
Aesthetic	50.95	8.46	+0.100	2.005	<0.05
Economic	50.55	8.36	-0.086	1.722	>0.05
Knowledge	50.04	10.79	+0.017	0.339	>0.05
Hedonistic	52.94	8.12	-0.072	1.440	>0.05
Power	54.80	10.41	+0.052	1.039	>0.05
Family Prestige	50.66	8.16	-0.114	2.289	<0.05
Health	50.34	7.74	+0.002	0.040	>0.05

Analysis of the above show the correlation between various values with vocational culture among the female respondents in the selected population. The tables shows positive and significant correlation of vocational sub-culture with democratic and aesthetic values which leads to interpretation that female teacher trainees

who are more vocationally oriented have higher democratic and aesthetic values. They believe in democratic processes and place beauty and sophistication on higher platform. Negative and significant correlation of vocational culture was found with family prestige values which shows that false norms of family prestige are meaningless for female teachers who belong to higher vocational culture groups. Insignificant correlation between vocational subculture and religious, social, economic, knowledge, hedonistic, power and health values lead to this interpretation that higher or lower score on vocational culture do not effect these values. So the hypothesis 4.5.2.2 is retained in their case and rejected as for as relationship of democratic, aesthetic and family prestige value with vocational cultures is concerned.

3.1 Relationship between fun sub-culture and different values among female teacher trainees.

Table 3.1: Correlation between fun subculture and different value among female teacher trainees respondents. (n = 400)

Parameters	Statistical Values				
	Mean	SD	r	t	p
Fun Culture	6.81	2.83			
Religious	44.96	6.36	+0.030	0.599	>0.05
Social	47.57	10.58	0.027	0.539	>0.05
Democratic	50.63	6.90	-0.190	3.861	<0.05
Aesthetic	51.10	7.84	-0.074	1.480	>0.05
Economic	51.05	9.42	-0.155	3.130	<0.05

Knowledge	52.20	8.58	+0.141	2.841	<0.05
Hedonistic	55.56	8.61	+0.144	2.903	<0.05
Power	48.94	10.09	-0.030	0.599	>0.05
Family Prestige	52.21	8.18	+0.252	5.195	<0.05
Health	46.35	8.40	-0.137	2.759	<0.05

The correlation between various values with fun subculture among the respondents is compared and presented in the above tables 1.5. Statistically significant and positive correlation between knowledge, hedonistic and family prestige value with fun sub-culture and significant and negative correlation between democratic, economic and health value with fun-sub-culture were found among female respondents ($p < 0.05$). These significant correlations depict that teachers who prefer fun in their life, they believe to increase their knowledge and female it a means for material welfare and to maintain family prestige by raising their status. On the other hand they have less preference for democratic values as personal pleasure is more important for them. They even don't care for this economic status and health for momentary pleasure. However positive and insignificant correlation between religious and social values with fun sub-culture and negative and insignificant correlation between aesthetic and power value with fun sub-culture were recorded among female respondents even 5% level of significance. Insignificant correlation between fun subculture and religious-value may be due to their liking for temporary satisfaction and they don't think of spiritual relief in religion. In social sphere also, they don't

believe in gaining power as their personal happiness is more important for them. Hence the hypothesis is rejected and significant relationship was observed between the fun sub-culture and democratic, economic, knowledge, hedonistic family prestige and health values among male teacher trainees and above hypothesis is retained in case of relationship between fun subculture and religious, social, aesthetic and power value among female teacher trainees as no significant relationship was found.

3.2 Relationship between fun subculture and different values among female management students :

Table 3.2: Correlation between fun subculture and different value among female management respondents. (n = 400)

Parameters	Statistical Values				
	Mean	SD	r	t	p
Fun Subculture	7.59	4.04			
Religious	46.48	7.68	-0.122	2.452	<0.05
Social	46.84	7.97	-0.063	1.29	>0.05
Democratic	46.96	6.83	-0.061	1.219	>0.05
Aesthetic	50.95	8.46	+0.079	1.581	>0.05
Economic	50.55	8.36	-0.017	0.339	>0.05
Knowledge	50.04	10.79	-0.091	1.823	>0.05
Hedonistic	52.94	8.12	+0.059	1.179	>0.05
Power	54.80	10.41	+0.046	0.919	>0.05

Family Prestige	50.6 6	8.16	+0.2 48	5.10 7	>0.0 5
Health	50.3 4	7.74	- 0.106	2.12 7	<0.0 5

The above table 3.2 depicts the correlation between various values with fun subculture among the female respondents. Significant and positive correlation was observed between health value with fun subculture while negative and significant correlation was observed between fun culture with religious and family prestige values among the female respondents ($p < 0.05$). This can be interpreted from these results that female who score high on fun subculture are on higher side in their health value also i.e. they care their health matters. These respondents with high score on subculture are on lower side in their religious and family prestige value i.e. they don't prefer religious as way of life as they want to remain engaged in fun activities. They even don't much bother about family. Prestige when it comes in their way of fun making. The positive and insignificant correlation was also observed between fun subculture with aesthetic, hedonistic and power values among female respondents ($p < 0.05$). The negative and insignificant correlation was noted between fun-subculture with social, democratic economic and knowledge values among the female respondents in the present study even at 5% level of significance. They insignificant correlations of fun sub-culture with aesthetic, hedonistic, power democratic, economic and knowledge values are indicative of these teachers attitude towards these aspects. Choice of subculture has nothing to do with these values. Hence the hypothesis is rejected in case of relationship of fun sub-culture with

religious, family prestige and health values among female teacher trainees and it is retained in case of relationship between fun subculture and social, democratic, aesthetic, economic, knowledge hedonistic and power values among female teacher trainees.

4.1 Relationship between non-conformist subculture and different values among female teacher trainees.

Table 4.1. : Correlation between non-conformist subculture and different value among female respondents. (n = 400)

Parameters	Statistical Values				
	Mean	SD	r	t	p
Non-conformist culture	4.96	2.54			
Religious	44.96	6.36	-0.169	3.421	<0.05
Social	47.57	10.58	+0.17	2.350	<0.05
Democratic	50.63	6.90	+0.045	0.899	>0.05
Aesthetic	51.10	7.84	+0.079	3.630	<0.05
Economic	51.05	9.42	+0.043	4.998	<0.05
Knowledge	52.20	8.58	-0.142	2.862	<0.05
Hedonistic	55.56	8.61	-0.038	0.759	>0.05
Power	48.94	10.09	-0.227	4.650	<0.05
Family Prestige	52.21	8.18	-0.087	1.742	>0.05
Health	46.35	8.40	+0.128	2.575	<0.05

Table 4.1 reveals the correlation between various values with non conformist culture among male respondents in the present

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study. The positive and significant correlation between social, aesthetic, economic and health with non-conformist culture and negative and significant correlation between religious, knowledge and power values with non-conformist culture were found among male respondents. It shows that female non-conformist may be rebellion but that are not against right principles and so they adhere to those social, aesthetic, economic and health values which are asset for a person and society while as far as religious, power and knowledge values are concerned, they don't always conform with them. However, positive and insignificant correlation between democratic values with non-conformist culture and negative and insignificant correlation between hedonistic and family prestige value was found among respondents even at 5% level of significance. Insignificance. Insignificant correlations of scores of non-conformist sub-culture group of female teachers with scores of democratic, hedonistic and family-prestige values are indicative of neutral attitude of respondents toward these values. Hence, the hypothesis 1.7 is rejected and no relationship was observed between the non-conformist sub-culture with democratic hedonistic, and family-prestige values among male teacher trainees.

4.2 Relationship between non-conformist sub-culture and different values among female management students .

Table 4.2 : Correlation between non-conformist subculture and different value among female management respondents. (n = 400)

Non-conformist culture	4.58	3.04			
Religious	46.48	7.68	-0.102	2.046	<0.05
Social	46.84	7.97	-0.040	0.799	>0.05
Democratic	46.96	6.83	-0.155	3.130	<0.05
Aesthetic	50.95	8.46	-0.020	0.399	>0.05
Economic	50.55	8.36	+0.099	1.985	<0.05
Knowledge	50.04	10.79	-0.108	2.167	<0.05
Hedonistic	52.94	8.12	+0.087	1.742	>0.05
Power	54.80	10.41	+0.120	2.411	<0.05
Family Prestige	50.66	8.16	+0.120	2.411	<0.05
Health	50.34	7.74	-0.005	0.100	>0.05

The analysis of the data, given in table shows the correlation between various values with non-conformist culture among the female respondents. Significant and positive correlation was observed between non-conformist culture with economic and family-prestige value while significant and negative correlation was observed between non-conformist culture with religious, democratic and knowledge values among the female respondents in the present study. These results show that female respondent with high score on non-conformist culture are also or higher side in their economic and family prestige value scores. This result is significantly remarkable.12 Through these respondents do not confirm to the norms but being women they can't ignore their family prestige and also want to

Parameters	Statistical Values				
	Mean	SD	r	t	p

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maintain economic status, but as far as religious, democratic and knowledge values are concerned, they don't want to adhere with set norms. Further it is noted that positive but no significant correlation was observed between non conformist culture with hedonistic and power values among the female respondents even at 5% level of significance. While negative and insignificant correlation was also recorded between the non-conformist culture social, aesthetic and health values among the female respondents ($p < 0.05$). This shows that there is no relationship between non conformist culture and hedonistic, power social, aesthetic and health values, hence the hypothesis is rejected in case of relationship of the non conformist subculture with religious, democratic, economic, knowledge and family prestige values among female management students and the hypothesis that there was no relationship between non-conformist subculture with social, aesthetic, hedonistic, power and health among female teacher trainees, is retained.

Conclusion :Values and Students-Subculture :

The Analysis maintained that for female teacher trainees academically oriented groups is higher in religious, economic, power and health values. The scores on academic sub-culture are negatively correlated with social, aesthetic, knowledge, hedonistic and family prestige value. The study recorded negative correlation of vocational sub-culture with economic, health democratic, and aesthetic values. For teacher trainees paying attention of fun subculture, the value which are more important are knowledge, hedonistic and family prestige while democratic, economic

and health values were negatively correlated with fun sub culture.

Non-conformist preferred social, economic, aesthetic and health values and revealed negative correlation with religious, knowledge and power value. In case of the female teacher management students , the score on academic sub-culture positive correlation with religious, knowledge, health economic, social and democratic value and negative correlation with aesthetic and family prestige, power and hedonistic values. For other value the correlation was found insignificant. Vocational sub-culture has positive correlation with democratic and aesthetic values while it is negatively correlated with family prestige value. For rest of values the relationship cannot be predicted. Female teacher trainees who score higher on fun sub-culture, score higher on health values while they score on lower side in religious and family prestige values. Economic and family prestige values are positively correlated with non-conformist sub culture while it has negative correlation with religious, democratic and knowledge value. The present study exhibited results consistent with the study **Ahuja (1985)**³⁴ who reported that health and social, emotional dimensions of adjustment were significantly correlated with collegiate sub-culture. Social adjustment affected vocational sub-cultures. Religious, aesthetic and knowledge values affected vocation sub-cultures Religious, aesthetic and knowledge values affected the academic sub-culture. Collegiate sub-culture was affected only by social value. Economic and hedonistic value affected the vocational sub-culture Economic, power, family prestige, and health values were determinants of non-conformist sub-

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cultures. Academic motivation was found to be a significant factor in developing the academic sub-culture of college students while it did not influence other sub-culture. The attitude of college students towards present discipline, religion and God we responsible for developing academic sub-culture. The collegiate sub culture was affected by only the attitude towards the college union. Vocational sub-culture was affected by any type of attitude, the attitudes of non-conformist student towards different dimension was negatively related. In conclusion the relationship of student sub-culture and values may also be explained in light of the study **Determinants of college students sub-culture done by Burton R. Clark and Dawn Martin,52** in which he focuses mainly on the determinants, on the forces which account for specific forms of student groups and their cultures which provide an opportunity to consider the bearing of larger social structure, both of the larger society and of the institutions with in which education takes place.

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