

CHAPTER – V

ANALYSIS AND INTERPRETATION OF DATA

5.0 INTRODUCTION

In methodology, the process of the data collection was discussed. The data collected after administration of the tool is to be organized in terms of editing, classifying and tabulating. The organized data needs to be analyzed and interpreted for drawing sound conclusions and valid generalizations. In the present study, the data of the attitude scores of 600 in-service teachers towards the traditionally accepted universal human values - Truth, Beauty, Goodness was collected after administration of an *Attitude Scale* constructed and standardized by the investigator. The present chapter presents the analysis and interpretation of this data as to find out how far the stated objectives of the study have been realized. Analysis of the data and interpretation were done objective-wise, pertaining to Objective 2 - Nature of Distribution and Objective 3 - Hypothesis Testing.

5.1 ANALYSIS AND INTERPRETATION OF THE DATA PERTAINING TO OBJECTIVE 2 - NATURE OF DISTRIBUTION

It was found that the lowest score of the attitude of the in-service teachers towards the traditionally accepted universal human values-Truth, Beauty, Goodness, was 216 against the lowest possible score of 90, and the highest score was 442, against the highest possible score of 450. To study the nature of distribution of the scores of the attitude of the 600 in-service teachers towards the traditionally accepted universal human values - Truth, Beauty, Goodness (overall) and separately for each value-Truth, Beauty,

Goodness and also for their fifteen components; mean, median, mode, standard deviation, skewness, kurtosis and percentiles were calculated. Mean, median, mode, standard deviation, skewness, kurtosis and percentiles were calculated for each value with respect to the variables – gender, qualifications, the section in which they were teaching and experience of teaching.

5.1.1 The Nature of Distribution of the Attitude Scores of the 600 In-service Teachers towards the Traditionally Accepted Universal Human Values – Truth, Beauty, Goodness

Mean, median, mode, standard deviation, skewness, kurtosis and percentiles were found for the distribution of 600 in-service teachers' attitude scores towards the traditionally accepted universal human values- Truth, Beauty, Goodness (overall) and separately for each value - Truth, Beauty, Goodness and their fifteen components. The results had been presented in the following tables.

Table: 5.1
Mean, Median, Mode, Standard Deviation, Skewness, Kurtosis, Percentiles for the Distribution of 600 In-service Teachers' Attitude Scores towards the Traditionally Accepted Universal Human Values - Truth, Beauty, Goodness (overall)

		overall
Mean		348.4841
Std. Error of Mean		1.63787
Median		354.0000
Mode		356.00
Std. Deviation		40.08602
Skewness		-0.599
Std. Error of Skewness		0.100
Kurtosis		0.464
Std. Error of Kurtosis		0.199
Percentiles	25	332.000
	50	354.0000
	75	372.0000

From the table 5.1, it can be observed that the mean attitude score of 600 in-service teachers towards the traditionally accepted universal

human values-Truth, Beauty, Goodness (overall); was 348.48. The three measures of central tendency-mean, median and mode were 348.8, 354.00 and 356.00 respectively. These values of mean, median and mode were different showing that the distribution was skewed. The coefficient of skewness was -0.599 revealing that the distribution was skewed negatively or to the left and the scores were massed at the high end of the scale (the right end) and were spread out more gradually towards the low end (or left). Mean was *pulled* in the direction of the extreme scores. Since the extreme scores affect the mean and do not affect the median, the mean is always closer to the extreme scores than the median. Hence in the negatively skewed distribution, mean is lower than the median. Moreover, from the table 5.1 it can be observed that the mean was less than the median. It can be observed by looking at the negatively skewed distribution, that most of the respondents had given positive responses, while few had responded negatively. Standard error of skewness was 0.100. The kurtosis was 0.464 and the Standard error of kurtosis was 0.199. Kurtosis was greater than 0.263, showing that the distribution was Platykurtic in nature and flatter than the normal distribution. The 50th percentile was obtained as 354.00, which indicates that 50% of the scores lie below 354.00. This score was the same as median, 354.00. 25th percentile was 332.00 indicating that 25% of the scores lie below 332.00. 75th percentile was 372.00 indicating that 75% of the scores lie below 372.00.

Table: 5.2
Mean, Median, Mode, Standard Deviation, Skewness, Kurtosis,
Percentiles for the Distribution of 600 In-service Teachers’
Attitude Scores towards the Traditionally Accepted Universal
Human Value - Truth

		Truth
Mean		118.3850
Std. Error of Mean		0.59457
Median		121.000
Mode		122.00
Std. Deviation		14.56389
Skewness		-0.853
Std. Error of Skewness		0.100
Kurtosis		0.853
Std. Error of Kurtosis		0.199
Percentiles	25	112.0000
	50	121.0000
	75	128.0000

From the table 5.2, it can be observed that for the distribution of attitude scores of 600 in-service teachers towards the traditionally accepted universal human value-Truth; the mean, median and mode were 118.38, 121.00, and 122.00 respectively, which were different, showing that the distribution was skewed. The coefficient of skewness was -0.853, which shows that the distribution was skewed negatively or to the left and the scores were massed at the high end of the scale (the right end) and were spread out more gradually towards the low end (the left end). It can be observed by looking at the negatively skewed distribution that most of the respondents had responded positively while few responded negatively. Moreover, from the table 5.2 it can be observed that mean was less than median which shows that the distribution was negatively skewed. Standard error of skewness was 0.100. Kurtosis was 0.853 which is greater than 0.263. This indicates that the distribution was Platykurtic in nature and flatter than the normal distribution. The standard error of kurtosis was 0.199. The 50th percentile was 121.00, which shows that 50% of the scores lie below 121.00. In this case of distribution, the median and 50th percentile coincide at 121.00, 25th percentile was 112.00, showing that 25% of the scores lie below 112.00 and 75th percentile was 128.00 which shows that 75% of the scores lie below 128.00.

Table: 5.3
Mean, Median, Mode, Standard Deviation, Skewness, Kurtosis,
Percentiles for the Distribution of 600 In-service Teachers’
Attitude Scores towards the Traditionally Accepted Universal
Human Value - Beauty

		Beauty
Mean		117.8083
Std. Error of Mean		0.61189
Median		119.0000
Mode		119.000
Std. Deviation		14.98820
Skewness		-0.548
Std. Error of Skewness		0.100
Kurtosis		0.514
Std. Error of Kurtosis		0.199
Percentiles	25	112.0000
	50	119.0000
	75	128.0000

From the table 5.3, it can be observed that for the distribution of attitude scores of 600 in-service teachers towards the traditionally accepted universal human value-Beauty; the mean, median and mode were 117.80, 119.00 and 119.00 respectively which did not coincide. Hence the distribution was skewed. The coefficient of skewness was -0.548, which shows that the distribution was skewed negatively or to the left and the scores were massed at the high end of the scale (the right end) and were spread out more gradually towards the low end (the left end). It can be observed by looking at the negatively skewed distribution, that most of the respondents had given positive responses while few had given negative responses. The standard error of the skewness was 0.100. Moreover, from the table 5.3 it can be observed that mean was less than median, which shows that the distribution was negatively skewed. Kurtosis was 0.514, which was greater than 0.263 showing that the distribution was Platykurtic in nature and flatter than the normal distribution. The standard error of kurtosis was 0.199. 25th percentile was 112.00, showing that 25% of the scores lie below 112.00. The 50th percentile of the distribution was 119.00, which indicates that 50% of the scores lie below 119.00. It can be deduced that the values of median, mode and 50th percentile coincides; all these were equal to 119.00. 25th percentile was 112.00, showing that 25% of

the scores lie below 112.00. 75th percentile was 128.00, which shows that 75% of the scores lie below 128.00.

Table: 5.4
Mean, Median, Mode, Standard Deviation, Skewness, Kurtosis,
Percentiles for the Distribution of 600 In-service Teachers’
Attitude Scores towards the Traditionally Accepted Universal
Human Value - Goodness

		Goodness
Mean		112.2888
Std. Error of Mean		0.57603
Median		113.0000
Mode		116.00
Std. Deviation		14.09802
Skewness		-0.201
Std. Error of Skewness		0.100
Kurtosis		0.420
Std. Error of Kurtosis		0.199
Percentiles	25	106.0000
	50	113.0000
	75	120.0000

From the table 5.4, it can be observed that for the distribution of attitude scores of 600 in-service teachers towards the traditionally accepted universal human value-Goodness; the mean, median and mode were 112.28, 113.00 and 116.00 respectively, which were different, showing that the distribution was skewed. The coefficient of skewness was -0.201, which shows that the distribution was skewed negatively or to the left and the scores were massed at the high end of the scale (the right end) and were spread out more gradually towards the low end (the left end). Looking at the negatively skewed distribution, most of the respondents had given positive responses, while few respondents had responded negatively. Moreover, from the table 5.4 it can be observed that mean was less than median, which shows that the distribution was negatively skewed. Standard error of skewness was 0.100. The measure of kurtosis was 0.420 which was greater than 0.263. Hence the distribution was flatter than the normal distribution and Platykurtic in nature. The 50th percentile was obtained as 113.00, which shows that 50% of the scores lie below 113.00. 50th Percentile and median were of the same value 113.00. 25th percentile

was 106.00, which indicates that 25% of the scores lie below 106.00. 75th percentile was 120.00, which shows that 75% of the scores lie below 120.00.

5.1.1.1 The Nature of Distribution of the Attitude Scores of the 600 In-service Teachers towards the Fifteen Components of the Traditionally Accepted Universal Human Values - Truth, Beauty, Goodness

The nature of distribution of the attitude scores of 600 in-service teachers towards the fifteen components; five each in the traditionally accepted universal human values-Truth, Beauty, Goodness were studied: five components of value-*Truth* namely Impartiality, Responsibility, Integrity, Faith, Courage; five components of value-*Beauty* namely Punctuality, Regularity, Cleanliness, Politeness, Love; five components of value-*Goodness* namely Patience, Kindness, Empathy, Inoffensiveness, Forgiveness.

To study the nature of distribution, mean, median, standard deviation, skewness, kurtosis and percentiles of the fifteen components were found. The results had been presented in the following tables.

Table: 5.5
Mean, Median, Mode, Standard Deviation, Skewness, Kurtosis, Percentiles for the Distribution of 600 In-service Teachers' Attitude Scores towards the Component 1-*Impartiality* of the Traditionally Accepted Universal Human Value - Truth

		Component 1
Mean		25.65
Std. Error of Mean		0.156
Median		27.00
Mode		28.00
Std. Deviation		3.812
Skewness		-1.401
Std. Error of Skewness		0.100
Kurtosis		2.411
Std. Error of Kurtosis		0.199
Percentiles	25	24.00
	50	27.00
	75	28.00

From the table 5.5, it can be observed that the mean, median and mode were 25.65, 27.00 and 28.00 respectively. These values were different which shows that the distribution was skewed. The coefficient of

skewness was -1.401 revealing that the distribution was skewed negatively or to the left and the scores were massed at the high end of the scale (the right end) and were spread out more gradually toward the low end. It can be observed by looking at the negatively skewed distribution, that most of the respondents had given positive responses while few had responded negatively. Moreover, it can be observed from the table 5.5 that mean was less than median, which shows that the distribution was negatively skewed. The standard error of the skewness was 0.100. The kurtosis was 2.411, and the standard error of the kurtosis was 0.199. Kurtosis was greater than 0.263, showing that the distribution was Platykurtic in nature and flatter than the normal distribution. The 50th percentile was obtained as 27.00, which indicates that 50% of the scores lie below 27.00. This score was the same as the median, 27.00. 25th percentile was 24.00 indicating that 25% of the scores lie below 24.00. 75th percentile was 28.00 indicates that 75% of the scores was below 28.00.

Table: 5.6
Mean, Median, Mode, Standard Deviation, Skewness, Kurtosis, Percentiles for the Distribution of 600 In-service Teachers' Attitude Scores towards the Component 2-Responsibility of the Traditionally Accepted Universal Human Value - Truth

		Component 2
Mean		23.76
Std. Error of Mean		0.156
Median		24.00
Mode		24.00
Std. Deviation		3.829
Skewness		-0.950
Std. Error of Skewness		0.100
Kurtosis		1.090
Std. Error of Kurtosis		0.199
Percentiles	25	22.00
	50	24.00
	75	26.00

From the table 5.6, it can be observed that the mean, median and mode were 23.76, 24.00 and 24.00 respectively. These values were different which shows that the distribution was skewed. The coefficient of skewness was -0.950 revealing that the distribution was skewed negatively or to the left and the scores were massed at the high end of

the scale (the right end) and were spread out more gradually toward the low end. It can be observed by looking at the negatively skewed distribution, that most of the respondents had given positive responses while few respondents had given negative responses. Moreover, it can be observed from the table 5.6 that mean was less than median, which shows that the distribution was negatively skewed. The standard error of the skewness was 0.100. The kurtosis was 1.090, and the standard error of the kurtosis was 0.199. Kurtosis was greater than 0.263, showing that the distribution was Platykurtic in nature and flatter than the normal distribution. The 50th percentile was obtained as 24.00, which indicates that 50% of the scores lie below 24.00. This score was the same as median, 24.00. 25th percentile was 22.00 indicating that 25% of the scores lie below 22.00. 75th percentile was 26.00 indicates that 75% of the scores was below 26.00.

Table: 5.7
Mean, Median, Mode, Standard Deviation, Skewness, Kurtosis,
Percentiles for the Distribution of 600 In-service Teachers’
Attitude Scores towards the Component 3-*Integrity* of the
Traditionally Accepted Universal Human Value – Truth

		Component 3
Mean		24.25
Std. Error of Mean		0.155
Median		25.00
Mode		25.00
Std. Deviation		3.802
Skewness		-1.037
Std. Error of	Skewness	0.100
Kurtosis		1.347
Std. Error of Kurtosis		0.199
Percentiles	25	22.00
	50	25.00
	75	27.00

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From the table 5.7, it can be observed that the mean, median and mode were 24.25, 25.00 and 25.00 respectively. These values were different which shows that the distribution was skewed. The coefficient of skewness was -1.037 revealing that the distribution was skewed negatively or to the left and the scores were massed at the high end of

the scale (right end) and were spread out more gradually toward the low end. It can be observed by looking at the negatively skewed distribution, that most of the respondents had given positive responses while few had given negative responses. Moreover, it can be observed from the table 5.7 that mean was less than median, which shows that the distribution was negatively skewed. The standard error of the skewness was 0.100. The kurtosis was 1.347, and the standard error of the kurtosis was 0.199. Kurtosis was greater than 0.263, showing that the distribution was Platykurtic in nature and flatter than the normal distribution. The 50th percentile was obtained as 25.00, which indicates that 50% of the scores lie below 25.00. This score was the same as median, 25.00. 25th percentile was 22.00 indicating that 25% of the scores lie below 22.00. 75th percentile was 27.00 indicates that 75% of the scores is below 27.00.

Table: 5.8
Mean, Median, Mode, Standard Deviation, Skewness, Kurtosis,
Percentiles for the Distribution of 600 In-service Teachers’
Attitude Scores towards the Component 4-*Faith* of the
Traditionally Accepted Universal Human Value - Truth

		Component 4
Mean		22.82
Std. Error of Mean		0.140
Median		22.00
Mode		22.00
Std. Deviation		3.421
Skewness		0.528
Std. Error of Skewness		0.100
Kurtosis		6.230
Std. Error of Kurtosis		0.199
Percentiles	25	20.00
	50	22.00
	75	24.00

From the table 5.8, it can be observed that the mean, median and mode were 22.82, 22.00 and 22.00 respectively. These values were different which shows that the distribution was skewed. The coefficient of skewness was 0.528 revealing that the distribution was skewed positively or to the right and the scores were massed at the low end of the scale (or left end) and were spread out more gradually toward the high end (right end). It can be observed by looking at the positively

skewed distribution, that most of the respondents had given negative responses while few respondents had given positive responses. Moreover, it can be observed from the table 5.8 that mean was more than median, which shows that the distribution was positively skewed. The standard error of the skewness was 0.100. The kurtosis was 6.230, and the standard error of the kurtosis was 0.199. Kurtosis was greater than 0.263, showing that the distribution was Platykurtic in nature and flatter than the normal distribution. The 50th percentile was obtained as 22.00, which indicates that 50% of the scores lie below 22.00. This score was the same as median, 22.00. 25th percentile was 20.00 indicating that 25% of the scores lie below 20.00. 75th percentile was 24.00 indicates that 75% of the scores lie below 24.00.

Table: 5.9
Mean, Median, Mode, Standard Deviation, Skewness, Kurtosis,
Percentiles for the Distribution of 600 In-service Teachers’
Attitude Scores towards the Component 5-Courage of the
Traditionally Accepted Universal Human Value – Truth

		Component 5
Mean		22.91
Std. Error of Mean		0.143
Median		23.00
Mode		24.00
Std. Deviation		3.513
Skewness		-0.507
Std. Error of Skewness		0.100
Kurtosis		0.600
Std. Error of Kurtosis		0.199
Percentiles	25	21.00
	50	23.00
	75	25.00

From the table 5.9, it can be observed that the mean, median and mode were 22.91, 23.00 and 24.00 respectively. These values were different which shows that the distribution was skewed. The coefficient of skewness was -0.507 revealing that the distribution was skewed negatively or to the left and the scores were massed at the high end of the scale (right end) and were spread out more gradually toward the low end. It can be observed by looking at the negatively skewed distribution, that most of the respondents had given positive responses while few respondents had given negative responses. Moreover, it can

be observed from the table 5.9 that mean was less than median, which shows that the distribution was negatively skewed. The standard error of the skewness was 0.100. The kurtosis was 0.600, and the standard error of the kurtosis was 0.199. Kurtosis was greater than 0.263, showing that the distribution was Platykurtic in nature and flatter than the normal distribution. The 50th percentile was obtained as 23.00, which indicates that 50% of the scores lie below 23.00. This score was the same as median, 23.00. 25th percentile was 21.00 indicating that 25% of the scores lie below 21.00. 75th percentile was 25.00 indicates that 75% of the scores lie below 25.00.

Table: 5.10
Mean, Median, Mode, Standard Deviation, Skewness, Kurtosis, Percentiles for the Distribution of 600 In-service Teachers' Attitude Scores towards the Component 6-Punctuality of the Traditionally Accepted Universal Human Value – Beauty

		Component 6
Mean		23.99
Std. Error of Mean		0.155
Median		24.00
Mode		24.00
Std. Deviation		3.797
Skewness		-0.634
Std. Error of Skewness		0.100
Kurtosis		0.056
Std. Error of Kurtosis		0.100
Percentiles	25	22.00
	50	24.00
	75	27.00

From the table 5.10, it can be observed that the mean, median and mode were 23.99, 24.00 and 24.00 respectively. These values were different which shows that the distribution was skewed. The coefficient of skewness was -0.634 revealing that the distribution was skewed negatively or to the left and the scores were massed at the high end of the scale (the right end) and were spread out more gradually toward the low end. It can be observed by looking at the negatively skewed distribution, that most of the respondents had given positive responses while few respondents had given negative responses. Moreover, it can be observed from the table 5.10 that mean was less than median, which

shows that the distribution was negatively skewed. The standard error of the skewness was 0.100. The kurtosis was 0.056, and the standard error of the kurtosis was 0.199. Kurtosis was less than 0.263, showing that the distribution was Leptokurtic in nature and hence more peaked than the normal distribution. The 50th percentile was obtained as 24.00, which indicates that 50% of the scores lie below 24.00. This score was the same as median, 22.00. 25th percentile was 22.00 indicating that 25% of the scores lie below 22.00. 75th percentile was 27.00 indicates that 75% of the scores lie below 27.00.

Table: 5.11
Mean, Median, Mode, Standard Deviation, Skewness, Kurtosis, Percentiles for the Distribution of 600 In-service Teachers' Attitude Scores towards the Component 7-Regularity of the Traditionally Accepted Universal Human Value - Beauty

		Component 7
Mean		23.00
Std. Error of Mean		0.147
Median		24.00
Mode		22.00
Std. Deviation		3.604
Skewness		-0.549
Std. Error of Skewness		0.100
Kurtosis		0.647
Std. Error of Kurtosis		0.199
Percentiles	25	21.00
	50	24.00
	75	26.00

From the table 5.11, it can be observed that the mean, median and mode were 23.00, 24.00 and 22.00 respectively. These values were different which shows that the distribution was skewed. The coefficient of skewness was -0.549 revealing that the distribution was skewed negatively or to the left and the scores were massed at the high end of the scale (the right end) and were spread out more gradually toward the low end. It can be observed by looking at the negatively skewed distribution, that most of the respondents had given positive responses while few respondents had given negative responses. Moreover, it can be observed from the table 5.11 that mean was less than median, which shows that the distribution was negatively skewed. The standard error

of the skewness was 0.100. The kurtosis was 0.647, and the standard error of the kurtosis was 0.199. Kurtosis was greater than 0.263, showing that the distribution was Platykurtic in nature and flatter than the normal distribution. The 50th percentile was obtained as 24.00, which indicates that 50% of the scores lie below 24.00. This score was the same as median, 24.00. 25th percentile was 21.00 indicating that 25% of the scores lie below 21.00. 75th percentile was 26.00 indicates that 75% of the scores lie below 26.00.

Table: 5.12
Mean, Median, Mode, Standard Deviation, Skewness, Kurtosis,
Percentiles for the Distribution of 600 In-service Teachers’
Attitude Scores towards the Component 8-Cleanliness of the
Traditionally Accepted Universal Human Value – Beauty

		Component 8
Mean		24.10
Std. Error of Mean		0.160
Median		25.00
Mode		25.00
Std. Deviation		3.930
Skewness		-0.775
Std. Error of Skewness		0.100
Kurtosis		0.440
Std. Error of Kurtosis		0.199
Percentiles	25	22.00
	50	25.00
	75	27.00

From the table 5.12, it can be observed that the mean, median and mode were 24.10, 25.00 and 25.00 respectively. These values were different which shows that the distribution was skewed. The coefficient of skewness was -0.775 revealing that the distribution was skewed negatively or to the left and the scores were massed at the high end of the scale (the right end) and were spread out more gradually toward the low end. It can be observed by looking at the negatively skewed distribution, that most of the respondents had given positive responses while few respondents had given negative responses. Moreover, it can be observed from the table 5.12 that mean was less than median, which shows that the distribution was negatively skewed and the standard error of the skewness was 0.100. The kurtosis was 0.440, and the

standard error of the kurtosis was 0.199. Kurtosis was greater than 0.263, showing that the distribution was Platykurtic in nature and flatter than the normal distribution. The 50th percentile was obtained as 25.00, which indicates that 50% of the scores lie below 25.00. This score was the same as median, 25.00. 25th percentile was 22.00 indicating that 25% of the scores lie below 22.00. 75th percentile was 27.00 indicates that 75% of the scores lie below 27.00.

Table: 5.13
Mean, Median, Mode, Standard Deviation, Skewness, Kurtosis,
Percentiles for the Distribution of 600 In-service Teachers’
Attitude Scores towards the Component 9-*Politeness* of the
Traditionally Accepted Universal Human Value - Beauty

		Component 9
Mean		23.72
Std. Error of Mean		0.165
Median		23.00
Mode		22.00
Std. Deviation		4.051
Skewness		2.962
Std. Error of Skewness		0.100
Kurtosis		38.888
Std. Error of Kurtosis		0.199
Percentiles	25	21.00
	50	23.00
	75	25.00

From the table 5.13, it can be observed that the mean, median and mode were 23.72, 23.00 and 22.00 respectively. These values were different which shows that the distribution was skewed. The coefficient of skewness was 2.962 revealing that the distribution was skewed positively or to the right and the scores were massed at the low end of the scale (or left end) and were spread out more gradually toward the high end (right end). It can be observed by looking at the positively skewed distribution, that most of the respondents had given negative responses while few had given positive responses. Moreover, it can be observed from the table 5.13 that mean was more than median, which shows that the distribution was positively skewed. The standard error of the skewness was 0.100. The kurtosis was 38.888, and the standard error of the kurtosis was 0.199. Kurtosis was greater than 0.263, showing that the distribution was Platykurtic in nature and

flatter than the normal distribution. The 50th percentile was obtained as 23.00, which indicates that 50% of the scores lie below 23.00. This score was the same as median, 23.00. 25th percentile was 21.00 indicating that 25% of the scores lie below 21.00. 75th percentile was 25.00 indicates that 75% of the scores lie below 25.00.

Table: 5.14
Mean, Median, Mode, Standard Deviation, Skewness, Kurtosis,
Percentiles for the Distribution of 600 In-service Teachers’
Attitude Scores towards the Component 10-Love of the
Traditionally Accepted Universal Human Value - Beauty

		Component 10
Mean		23.78
Std. Error of Mean		0.147
Median		24.00
Mode		24.00
Std. Deviation		3.591
Skewness		-0.519
Std. Error of Skewness		0.100
Kurtosis		0.477
Std. Error of Kurtosis		0.199
Percentiles	25	22.00
	50	24.00
	75	26.00

From the table 5.14, it can be observed that the mean, median and mode were 23.78, 24.00 and 24.00 respectively. These values were different which shows that the distribution was skewed. The coefficient of skewness was -0.519 revealing that the distribution was skewed negatively or to the left and the scores were massed at the high end of the scale (the right end) and were spread out more gradually toward the low end. It can be observed by looking at the negatively skewed distribution, that most of the respondents had given positive responses while few respondents had responded negatively. Moreover, it can be observed from the table 5.14 that mean was less than median, which shows that the distribution was negatively skewed. The standard error of the skewness was 0.100. The kurtosis was 0.477, and the standard error of the kurtosis was 0.199. Kurtosis was greater than 0.263, showing that the distribution was Platykurtic in nature and flatter than the normal distribution. The 50th percentile was obtained as 24.00, which indicates that 50% of the scores lie below 24.00. This score was

the same as median, 24.00. 25th percentile was 22.00 indicating that 25% of the scores lie below 22.00. 75th percentile was 26.00 indicates that 75% of the scores lie below 26.00.

Table: 5.15
Mean, Median, Mode, Standard Deviation, Skewness, Kurtosis,
Percentiles for the Distribution of 600 In-service Teachers’
Attitude Scores towards the Component 11-*Patience* of the
Traditionally Accepted Universal Human Value - Goodness

		Component 11
Mean		21.98
Std. Error of Mean		0.139
Median		22.00
Mode		22.00
Std. Deviation		3.410
Skewness		-0.087
Std. Error of Skewness		0.100
Kurtosis		0.518
Std. Error of Kurtosis		0.199
Percentiles	25	20.00
	50	22.00
	75	24.00

From the table 5.15, it can be observed that the mean, median and mode were 21.98, 22.00 and 22.00 respectively. These values were different which shows that the distribution was skewed. The coefficient of skewness was -0.087 revealing that the distribution was skewed negatively or to the left and the scores were massed at the high end of the scale (the right end) and were spread out more gradually toward the low end. It can be observed by looking at the negatively skewed distribution, that most of the respondents had given positive responses while few respondents had given negative responses. Moreover, it can be observed from the table 5.15 that mean was less than the median, which shows that the distribution was negatively skewed. The standard error of the skewness was 0.100. The kurtosis was 0.518, and the standard error of the kurtosis was 0.199. Kurtosis was greater than 0.263, showing that the distribution was Platykurtic in nature and flatter than the normal distribution. The 50th percentile was obtained as 22.00, which indicates that 50% of the scores lie below 22.00. This score was the same as median, 22.00. 25th percentile was 20.00 indicating that 25% of the scores lie below 20.00. 75th percentile was

24.00 indicates that 75% of the scores lie below 24.00.

Table: 5.16
Mean, Median, Mode, Standard Deviation, Skewness, Kurtosis,
Percentiles for the Distribution of 600 In-service Teachers’
Attitude Scores towards the Component 12-Kindness of the
Traditionally Accepted Universal Human Value – Goodness

		Component 12
Mean		23.15
Std. Error of Mean		0.148
Median		24.00
Mode		24.00
Std. Deviation		3.614
Skewness		-0.506
Std. Error of Skewness		0.100
Kurtosis		0.386
Std. Error of Kurtosis		0.199
Percentiles	25	21.00
	50	24.00
	75	25.00

From the table 5.16, it can be observed that the mean, median and mode were 23.15, 24.00 and 24.00 respectively. These values were different which shows that the distribution was skewed. The coefficient of skewness was -0.506 revealing that the distribution was skewed negatively or to the left and the scores were massed at the high end of the scale (the right end) and were spread out more gradually toward the low end. It can be observed by looking at the negatively skewed distribution, that most of the respondents had given positive responses while few respondents had given negative responses. Moreover, it can be observed from the table 5.16 that mean was less than the median, which shows that the distribution was negatively skewed. The standard error of the skewness was 0.100. The kurtosis was 0.386, and the standard error of the kurtosis was 0.199. Kurtosis was greater than 0.263, showing that the distribution was Platykurtic in nature and flatter than the normal distribution. The 50th percentile was obtained as 24.00, which indicates that 50% of the scores lie below 24.00. This score was the same as median, 24.00. 25th percentile was 21.00 indicating that 25% of the scores lie below 21.00. 75th percentile was 25.00 indicates that 75% of the scores was below 25.00.

Table: 5.17
Mean, Median, Mode, Standard Deviation, Skewness, Kurtosis,
Percentiles for the Distribution of 600 In-service Teachers’
Attitude Scores towards the Component 13-*Empathy* of the
Traditionally Accepted Universal Human Value – Goodness

		Component 13
Mean		22.28
Std. Error of Mean		0.152
Median		23.00
Mode		24.00
Std. Deviation		3.723
Skewness		-0.483
Std. Error of Skewness		0.100
Kurtosis		0.775
Std. Error of Kurtosis		0.199
Percentiles	25	20.00
	50	23.00
	75	24.00

From the table 5.17, it can be observed that the mean, median and mode were 22.28, 23.00 and 24.00 respectively. These values were different which shows that the distribution was skewed. The coefficient of skewness was -0.483 revealing that the distribution was skewed negatively or to the left and the scores were massed at the high end of the scale (the right end) and were spread out more gradually toward the low end. It can be observed by looking at the negatively skewed distribution, that most of the respondents had given positive responses while few respondents had given negative responses. Moreover, it can be observed from the table 5.17 that mean was less than median, which shows that the distribution was negatively skewed. The standard error of the skewness was 0.100. The kurtosis was 0.775, and the standard error of the kurtosis was 0.199. Kurtosis was greater than 0.263, showing that the distribution was Platykurtic in nature and flatter than the normal distribution. The 50th percentile was obtained as 23.00, which indicates that 50% of the scores lie below 23.00. This score was the same as median, 23.00. 25th percentile was 20.00 indicating that 25% of the scores lie below 20.00. 75th percentile was 24.00 indicates that 75% of the scores lie below 24.00.

Table: 5.18
Mean, Median, Mode, Standard Deviation, Skewness, Kurtosis,
Percentiles for the Distribution of 600 In-service Teachers’
Attitude Scores towards the Component 14-*Inoffensiveness* of the
Traditionally Accepted Universal Human Value – Goodness

		Component 14
Mean		22.29
Std. Error of Mean		0.155
Median		23.00
Mode		23.00
Std. Deviation		3.794
Skewness		-0.477
Std. Error of Skewness		0.100
Kurtosis		0.313
Std. Error of Kurtosis		0.199
Percentiles	25	20.00
	50	23.00
	75	25.00

From the table 5.18, it can be observed that the mean, median and mode were 22.29, 23.00 and 23.00 respectively. These values were different which shows that the distribution was skewed. The coefficient of skewness was -0.477 revealing that the distribution was skewed negatively or to the left and the scores were massed at the high end of the scale (the right end) and were spread out more gradually toward the low end. It can be observed by looking at the negatively skewed distribution, that most of the respondents had given positive responses while few respondents had given negative responses. Moreover, it can be observed from the table 5.18 that mean was less than median, which shows that the distribution was negatively skewed. The standard error of the skewness was 0.100. The kurtosis was 0.313, and the standard error of the kurtosis was 0.199. Kurtosis was greater than 0.263, showing that the distribution was Platykurtic in nature and flatter than the normal distribution. The 50th percentile was obtained as 23.00, which indicates that 50% of the scores lie below 23.00. This score was the same as median, 23.00. 25th percentile was 20.00 indicating that 25% of the scores lie below 23.00. 75th percentile was 25.00 indicates that 75% of the scores lie below 25.00.

Table: 5.19
Mean, Median, Mode, Standard Deviation, Skewness, Kurtosis,
Percentiles for the Distribution of 600 In-service Teachers’
Attitude Scores towards the Component 15-*Forgiveness* of the
Traditionally Accepted Universal Human Value - Goodness

		Component 15
Mean		22.60
Std. Error of Mean		0.123
Median		23.00
Mode		23.00
Std. Deviation		3.000
Skewness		-0.506
Std. Error of Skewness		0.100
Kurtosis		1.176
Std. Error of Kurtosis		0.199
Percentiles	25	21.00
	50	23.00
	75	24.00

From the table 5.19, it can be observed that the mean, median and mode were 22.60, 23.00 and 23.00 respectively. These values were different which shows that the distribution was skewed. The coefficient of skewness was -0.506 revealing that the distribution was skewed negatively or to the left and the scores were massed at the high end of the scale (the right end) and were spread out more gradually toward the low end. It can be observed by looking at the negatively skewed distribution that most of the respondents had given positive responses while few respondents had given negative responses. Moreover, it can be observed from the table 5.19 that mean was less than median, which shows that the distribution was negatively skewed. The standard error of the skewness was 0.100. The kurtosis was 1.176, and the standard error of the kurtosis was 0.199. Kurtosis was greater than 0.263, showing that the distribution was Platykurtic in nature and flatter than the normal distribution. The 50th percentile was obtained as 23.00, which indicates that 50% of the scores lie below 23.00. This score was the same as the median, 23.00. 25th percentile was 21.00 indicating that 25% of the scores lie below 21.00. 75th percentile was 24.00 indicate that 75% of the scores was below 24.00.

Table: 5.20
The Percentile Norms for the Distribution of 600 In-service Teachers' Attitude Scores towards the Traditionally Accepted Universal Human Values - Truth, Beauty, Goodness (overall)

		overall
Percentiles	4	265.0000
	23	326.0000
	77	374.0000
	96	411.0000

From the table 5.20, it can be observed that;

the scores, 0-265 were low scores,

266-326 were below average scores,

327-374 were average scores,

375-411 were above average scores,

412 and above were high scores,

Table: 5.21
The Percentile Norms for the Distribution of 600 In-service Teachers' Attitude Scores towards the Traditionally Accepted Universal Human Value – Truth

		Truth
Percentiles	4	88.0000
	23	110.0000
	77	129.0000
	96	140.0000

From the table 5.21, it can be observed that;

the scores, 0-88 were low scores,

89-110 were below average scores,

111-129 were average scores,

130-140 were above average scores,

141 and above were high scores.

Table: 5.22
The Percentile Norms for the Distribution of 600 In-service Teachers' Attitude Scores towards the Traditionally Accepted Universal Human Value – Beauty

		Beauty
Percentiles	4	86.0400
	23	112.0000
	77	128.0000
	96	143.0000

From the table 5.22, it can be observed that;

the scores, 0-86 were low scores,

87-112 were below average scores,

113-128 were average scores,

129-143 were above average scores,

144 and above were high scores,

Here the possible range of the score was from 30 to 150.

Table: 5.23
The Percentile Norms for the Distribution of 600 In-service Teachers' Attitude Scores towards the Traditionally Accepted Universal Human Value - Goodness

		Goodness
Percentiles	4	85.0000
	23	105.0000
	77	121.0000
	96	139.0000

From the table 5.23, it can be observed that;

the scores, 0-85 were low scores,

86-105 were below average scores,

106-121 were average scores,

122-139 were above average scores,

140 and above were high scores,

Here the possible range of the score was from 30 to 150. The high scores of the distribution on *Beauty*, was 144 and above. This is greater than the high scores of *Goodness*, which was 140 and above.

5.1.2 The Nature of Distribution of the Attitude Scores of the Female and Male In-service Teachers towards the Traditionally Accepted Universal Human Values - Truth, Beauty, Goodness

The number of Female and Male in-service teachers was 481 and 119 respectively. To study the nature of distribution of the attitude scores of Female and Male in-service teachers towards the traditionally accepted universal human values - Truth, Beauty, Goodness; *mean, median, mode, standard deviation, skewness, kurtosis and percentiles* were calculated for the distribution of 481 Female in-service teachers and 119 Male in-service teachers respectively. The results are represented in the following tables.

**Table: 5.24
Mean, Median, Mode, Standard Deviation, Skewness, Kurtosis for the Distribution of 481 Female In-service Teachers' Attitude Scores towards the Traditionally Accepted Universal Human Values - Truth, Beauty, Goodness (overall)**

Gender		overall
Female	Mean	349.8458
	Median	354.0000
	Mode	356.00
	Std. Deviation	39.29452
	Skewness	-0.632
	Std. Error of Skewness	0.111
	Kurtosis	0.702
	Std. Error of Kurtosis	0.222

From the table 5.24, it can be observed that the mean attitude score of the 481 Female in-service teachers towards the traditionally accepted universal human values-Truth, Beauty, Goodness (overall); was 349.85; the median and the mode were 354.00 and 356.00 respectively. These values of mean, median and mode were different which shows that the distribution was skewed. The coefficient of skewness was -0.632, revealing that the distribution was skewed negatively or to the left and the scores were massed at the high end of the scale (the right end) and

were spread out more gradually towards the low end (or the left). Mean was *pulled* in the direction of the extreme scores than the median. This can be observed from the table 5.24 that mean was less than the median. It can be observed by looking at the negatively skewed distribution, that most of the respondents had given positive responses while few respondents had given negative responses. Standard error of skewness was 0.111. The kurtosis was 0.702, which was greater than 0.263, which reveals that the distribution was Platykurtic in nature and flatter than the normal distribution.

Table: 5.25
Mean, Median, Mode, Standard Deviation, Skewness, Kurtosis for the Distribution of 481 Female In-service Teachers' Attitude Scores towards the Traditionally Accepted Universal Human Value – Truth

Gender		Truth
Female	Mean	118.8108
	Median	121.0000
	Mode	122.00
	Std. Deviation	14.31315
	Skewness	-0.939
	Std. Error of Skewness	0.111
	Kurtosis	1.104
	Std. Error of Kurtosis	0.222

From the table 5.25, it can be observed that the mean attitude score of the 481 Female in-service teachers towards the traditionally accepted universal human value-Truth, was 118.81; the median and the mode were 121.00 and 122.00 respectively. These values of mean, median and mode were different which shows that the distribution was skewed. The coefficient of skewness was -0.939, revealing that the distribution was skewed negatively or to the left and the scores were massed at the high end of the scale (the right end) and were spread out more gradually towards the low end (or left). Mean was *pulled* in the direction of the extreme scores. Since the mean is affected by the

extreme scores and the median is not, the mean is always closer to the extreme scores than the median. Hence in the negatively skewed distribution, mean is lower than the median. This can be observed from the table 5.25 that mean was less than median. It can be observed by looking at the negatively skewed distribution, that most of the respondents had given positive responses while few respondents had given negative responses. Standard error of skewness was 0.111. The kurtosis was 1.104 and the standard error of kurtosis was 0.222. Kurtosis was greater than 0.263, showing that the distribution was Platykurtic in nature and flatter than the normal distribution.

Table: 5.26
Mean, Median, Mode, Standard Deviation, Skewness, Kurtosis for the Distribution of 481 Female In-service Teachers' Attitude Scores towards the Traditionally Accepted Universal Human Value – Beauty

Gender		Beauty
Female	Mean	118.2931
	Median	119.0000
	Mode	119.00
	Std. Deviation	14.55390
	Skewness	-0.647
	Std. Error of Skewness	0.111
	Kurtosis	0.763
	Std. Error of Kurtosis	0.222

From the table 5.26, it can be observed that the mean attitude score of the 481 Female in-service teachers towards the traditionally accepted universal human value-Beauty, was 118.29; the median and the mode were 119.00, 119.00 respectively. These values of mean, median and mode were different which shows that the distribution was skewed. The coefficient of skewness was -0.647, revealing that the distribution was skewed negatively or to the left and the scores were massed at the high end of the scale (the right end) and were spread out more gradually towards the low end (or left). Mean was *pulled* in the direction of the extreme

scores. Since the mean is affected by the extreme scores and the median is not, the mean is always closer to the extreme scores than the median. Hence in the negatively skewed distribution, mean is lower than the median. This can be observed from the table 5.26 that mean was less than median. It can be observed by looking at the negatively skewed distribution, most of the respondents had given positive responses while few respondents had given negative responses. Standard error of skewness was 0.111. The kurtosis was 0.763 and the standard error of kurtosis was 0.222. Kurtosis was greater than 0.263, showing that the distribution was Platykurtic in nature and flatter than the normal distribution.

Table: 5.27
Mean, Median, Mode, Standard Deviation, Skewness, Kurtosis for the Distribution of 481 Female In-service Teachers' Attitude Scores towards the Traditionally Accepted Universal Human Value - Goodness

Gender		Goodness
Female	Mean	112.6333
	Median	114.0000
	Mode	114.00
	Std. Deviation	13.83933
	Skewness	-0.188
	Std. Error of Skewness	0.111
	Kurtosis	0.578
	Std. Error of Kurtosis	0.222

From the table 5.27, it can be observed that the mean attitude score of the 481 Female in-service teachers towards the traditionally accepted universal human value-Goodness, was 112.63; the median and the mode were 114.00, 114.00 respectively. These values of mean, median and mode were different which shows that the distribution was skewed. The coefficient of skewness was -0.188, revealing that the distribution was skewed negatively or to the left and the scores were massed at the high end of the scale (the right end) and were spread out

more gradually towards the low end (or left). Mean is *pulled* in the direction of the extreme scores. Since the mean is affected by the extreme scores and the median is not, the mean is always closer to the extreme scores than the median. Hence in the negatively skewed distribution, mean is lower than the median. This can be observed from the table 5.27 that mean was less than median. It can be observed by looking at the negatively skewed distribution, most of the respondents had given positive responses while few respondents had given negative responses. Standard error of skewness was 0.111. The kurtosis was 0.578 and the standard error of kurtosis was 0.222. Kurtosis was greater than 0.263, showing that the distribution was Platykurtic in nature and flatter than the normal distribution.

Table: 5.28
The Percentile Norms for the Distribution of Attitude Scores of 481 Female In-service Teachers towards the Traditionally Accepted Universal Human Values – Truth, Beauty, Goodness (overall)

Gender		overall
Female	Percentiles	
		4
		23
		77
		96
		267.2400
		331.6300
		374.0000
		410.5200

From the table 5.28, it can be observed that for the distribution of the attitude scores of the 481 Female in-service teachers towards the traditionally accepted universal human values-Truth, Beauty, Goodness (overall);

the scores, 267.24 and below were low scores,

268.00-331.63 were below average scores,

332.00-374.00 were average scores,

375.00-410.52 were above average scores,

411 and above were high scores.

Table: 5.29
The Percentile Norms for the Distribution of Attitude Scores of 481 Female In-service Teachers towards the Traditionally Accepted Universal Human Value – Truth

Gender			Truth
Female	Percentiles	4	87.2800
		23	112.0000
		77	129.0000
		96	139.0000

From the table 5.29, it can be observed that for the distribution of the attitude scores of the 481 Female in-service teachers towards the traditionally accepted universal human value-Truth;

the scores, 87.28 and below were low scores,

88.00-112.00 were below average scores,

113.00-129.00 were average scores,

130.00-139.00 were above average scores,

140 and above were high scores.

Table: 5.30
The Percentile Norms for the Distribution of Attitude Scores of 481 Female In-service Teachers towards the Traditionally Accepted Universal Human Value – Beauty

Gender			Beauty
Female	Percentiles	4	88.0000
		23	112.0000
		77	128.0000
		96	144.00

From the table 5.30, it can be observed that for the distribution of the attitude scores of the 481 Female in-service teachers towards the traditionally accepted universal human value-Beauty;

the scores, 88.00 and below were low scores,

89.00-112.00 were below average scores,

113.00-128.00 were average scores,

129.00-144.00 were above average scores,

145 and above were high scores.

Table: 5.31
The Percentile Norms for the Distribution of Attitude Scores of 481 Female In-service Teachers towards the Traditionally Accepted Universal Human Value – Goodness

Gender			Goodness
Female	Percentiles	4	85.0000
		23	106.0000
		77	121.0000
		96	139.0000

From the table 5.31, it can be observed that for the distribution of the attitude scores of the 481 Female in-service teachers towards the traditionally accepted universal human value-Goodness;

the scores, 85.00 and below were low scores,

86.00-106.00 were below average scores,

107.00-121.00 were average scores,

122.00-139.00 were above average scores,

140.00 and above were high scores.

Table: 5.32
Mean, Median, Mode, Standard Deviation, Skewness, Kurtosis for the Distribution of 119 Male In-service Teachers' Attitude Scores towards the Traditionally Accepted Universal Human Values – Truth, Beauty, Goodness (overall)

Gender		overall
Male	Mean	342.9916
	Median	353.0000
	Mode	354.00
	Std. Deviation	42.86706
	Skewness	-0.453
	Std. Error of Skewness	0.222
	Kurtosis	-0.219
	Std. Error of Kurtosis	0.440

From the table 5.32, it can be observed that the mean attitude score of the 119 Male in-service teachers towards the traditionally accepted universal human values-Truth, Beauty, Goodness (overall); was 349.99; the median and the mode were 353.00, 354.00 were respectively. These values of mean, median and mode were different which shows that the distribution was skewed. The coefficient of skewness was -0.453, revealing that

the distribution was skewed negatively or to the left and the scores were massed at the high end of the scale (the right end) and were spread out more gradually towards the low end (or left). Mean was *pulled* in the direction of the extreme scores. Since the mean is affected by the extreme scores and the median is not, the mean is always closer to the extreme scores than the median. Hence in the negatively skewed distribution, mean is lower than the median. This can be observed from the table 5.32 that mean was less than median. Moreover, by looking at the negatively skewed distribution, most of the respondents had given positive responses while few respondents had given negative responses. Standard error of skewness was 0.222. The kurtosis was -0.219 and the standard error of kurtosis was 0.440. Kurtosis was less than 0.263, showing that the distribution was Leptokurtic in nature, which shows that the frequency distribution was more peaked than the normal distribution.

Table: 5.33
Mean, Median, Mode, Standard Deviation, Skewness, Kurtosis for the Distribution of 119 Male In-service Teachers' Attitude Scores towards the Traditionally Accepted Universal Human Value – Truth

Gender		Truth
Male	Mean	116.6639
	Median	120.0000
	Mode	122.00
	Std. Deviation	15.48005
	Skewness	-0.546
	Std. Error of Skewness	0.222
	Kurtosis	0.215
	Std. Error of Kurtosis	0.440

From the table 5.33, it can be observed that the mean attitude score of the 119 Male in-service teachers towards the traditionally accepted universal human value-Truth, was 116.66; the median and the mode were 120.00, 122.00 respectively. These values of mean, median and mode were different which shows that the

distribution was skewed. The coefficient of skewness was -0.546 revealing that the distribution was skewed negatively or to the left and the scores were massed at the high end of the scale (the right end) and were spread out more gradually towards the low end (or left). Mean was *pulled* in the direction of the extreme scores. Since the mean is affected by the extreme scores and the median is not, the mean is always closer to the extreme scores than the median. Hence in the negatively skewed distribution, mean is lower than the median. This can be observed from the table 5.33 that mean was less than median. Moreover, by looking at the negatively skewed distribution that most of the respondents had given positive responses while few had given negative responses. Standard error of skewness was 0.222. The kurtosis was 0.215 and the standard error of kurtosis was 0.440. Kurtosis was less than 0.263, showing that the distribution was Leptokurtic in nature. This shows that the distribution was more peaked than the normal.

Table: 5.34
Mean, Median, Mode, Standard Deviation, Skewness, Kurtosis for the Distribution of 119 Male In-service Teachers' Attitude Scores towards the Traditionally Accepted Universal Human Value – Beauty

Gender		Beauty
Male	Mean	115.4286
	Median	119.0000
	Mode	119.00
	Std. Deviation	15.88762
	Skewness	-0.419
	Std. Error of Skewness	0.222
	Kurtosis	-0.475
	Std. Error of Kurtosis	0.440

From the table 5.34, it can be observed that the mean attitude score of the 119 Male in-service teachers towards the traditionally accepted universal human value-Beauty, was 115.43; the median and the mode were 119.00 and 119.00 respectively. These values

of mean, median and mode were different which shows that the distribution was skewed. The coefficient of skewness was -0.419, revealing that the distribution was skewed negatively or to the left and the scores were massed at the high end of the scale (the right end) and were spread out more gradually towards the low end (or left). Mean was *pulled* in the direction of the extreme scores. Since the mean is affected by the extreme scores and the median is not, the mean is always closer to the extreme scores than the median. Hence in the negatively skewed distribution, mean is lower than the median. This can be observed from the table 5.34 that mean was less than median. Moreover, by looking at the negatively skewed distribution, that most of the respondents had given positive responses while few had given negative responses. Standard error of skewness was 0.222. The kurtosis was -0.475 and the standard error of kurtosis was 0.440. Kurtosis was less than 0.263, showing that the distribution was Leptokurtic in nature. This shows that the distribution was more peaked than the normal.

Table: 5.35
Mean, Median, Mode, Standard Deviation, Skewness,
Kurtosis for the Distribution of 119 Male In-service Teachers’
Attitude Scores towards the Traditionally Accepted
Universal Human Value – Goodness

Gender		Goodness
Male	Mean	110.8992
	Median	113.0000
	Mode	113.00
	Std. Deviation	15.07799
	Skewness	-0.202
	Std. Error of Skewness	0.222
	Kurtosis	-0.073
	Std. Error of Kurtosis	0.440

From the table 5.35, it can be observed that the mean attitude score of the 119 Male in-service teachers towards the traditionally accepted universal human value - Goodness, was 110.90; the

median and the mode were 113.00 and 113.00 respectively. These values of mean, median and mode were different which shows that the distribution was skewed. The coefficient of skewness was -0.202, revealing that the distribution was skewed negatively or to the left and the scores were massed at the high end of the scale (the right end) and were spread out more gradually towards the low end (or left). Mean was *pulled* in the direction of the extreme scores. Since the mean is affected by the extreme scores and the median is not, the mean is always closer to the extreme scores than the median. Hence in the negatively skewed distribution, mean is lower than the median. This can be observed from the table 5.35, that mean was less than median. It can be observed by looking at the negatively skewed distribution that most of the respondents had given positive responses while few had given negative responses. Standard error of skewness was 0.222. The kurtosis was -0.073 and the standard error of kurtosis was 0.440. Kurtosis was less than 0.263, showing that the distribution was Leptokurtic in nature. This shows that the distribution was more peaked than the normal.

Table: 5.36
The Percentile Norms for the Distribution of Attitude Scores of 119 Male In-service Teachers towards the Traditionally Accepted Universal Human Values - Truth, Beauty, Goodness (overall)

Gender		overall
Male	Percentiles	
	4	262.6000
	23	312.8000
	77	371.0000
	96	412.4000

From the table 5.36, it can be observed that for the distribution of the attitude scores of the 119 Male in-service teachers towards the traditionally accepted universal human values-Truth, Beauty, Goodness (overall);

the scores, 262.60 and below were low scores,
 263.00-312.80 were below average scores,
 313.00-371.00 were average scores,
 372.00-412.000 were above average scores,
 413 and above were high scores.

Table: 5.37
The Percentile Norms for the Distribution of Attitude Scores
of 119 Male In-service Teachers towards the Traditionally
Accepted Universal Human Value – Truth

Gender			Truth
Male	Percentiles	4	87.8000
		23	106.0000
		77	126.4000
		96	143.2000

From the table 5.37, it can be observed that for the distribution of the attitude scores of the 119 Male in-service teachers towards the traditionally accepted universal human value-Truth;

the scores, 87.80 and below were low scores,
 88.00-106.00 were below average scores,
 107.00-126.40 were average scores,
 127.00-143.20 were above average scores,
 144 and above were high scores.

Table: 5.38
The Percentile Norms for the Distribution of Attitude Scores
of 119 Male In-service Teachers towards the Traditionally
Accepted Universal Human Value – Beauty

Gender			Beauty
Male	Percentiles	4	85.8000
		23	101.6000
		77	126.0000
		96	142.2000

From the table 5.38, it can be observed that for the distribution of the attitude scores of the 119 Male in-service teachers towards the traditionally accepted universal human value-Beauty;

the scores, 86.80 and below were low scores,
 87.00-101.60 were below average scores,
 102.00-126.00 were average scores,

127.00-142.20 were above average scores,
143 and above were high scores.

Table: 5.39
The Percentile Norms for the Distribution of Attitude Scores
of 119 Male In-service Teachers towards the Traditionally
Accepted Universal Human Value – Goodness

Gender		Goodness
Male	Percentiles	4
		23
		77
		96
		85.0000
		98.0000
		121.8000
		137.2000

From the table 5.39, it can be observed that for the distribution of the attitude scores of the 119 Male in-service teachers towards the traditionally accepted universal human value-Goodness;

the scores, 85.00 and below were low scores,

86.00-98.00 were below average scores,

99.00-121.80 were average scores,

122.00-137.20 were above average scores,

138.00 and above were high scores.

5.1.2.1 Comparison of Distributions of the Attitude Scores of Female and Male In-service Teachers towards the Traditionally Accepted Universal Human Values-Truth, Beauty, Goodness

Tables 5.24, 5.3, 5.1, reveal that the mean attitude score of the Female in-service teachers towards the traditionally accepted universal human values-Truth, Beauty, Goodness (overall) was 349.85 and the mean attitude score of the Male in-service teachers towards the traditionally accepted universal human values-Truth, Beauty, Goodness (overall) was 342.99. This indicates that the mean attitude score of the Female in-service teachers towards the traditionally accepted universal human values-Truth, Beauty, Goodness (overall) was greater than the mean attitude score of the Male in-service teachers towards the traditionally accepted

universal human values-Truth, Beauty, Goodness (overall). Moreover, the mean attitude score of the Female in-service teachers was greater than the mean attitude score of the entire sample, which was 348.48. The mean attitude score of the Male in-service teachers was less than the mean attitude score of the entire sample.

From the tables 5.25, 5.26, 5.27, it can be observed that the mean attitude scores of the Female in-service teachers towards the traditionally accepted universal human values-Truth, Beauty, Goodness (taken separately) were 118.81, 118.29 and 112.63 respectively. This shows that the mean attitude score of the Female in-service teachers towards the value-*Truth*, was the greatest. Mean attitude score, of Female in-service teachers towards value-*Goodness*, was less than the mean attitude scores towards values-*Truth* and *Beauty*. From the tables 5.33, 5.34, 5.35 it can be observed that the mean attitude scores of Male in-service teachers towards the traditionally accepted universal human values-Truth, Beauty, Goodness (taken separately) were 116.66, 115.43 and 110.90 respectively. This shows that the mean attitude score of Male in-service teachers towards the value-*Truth* was greater than the mean attitude scores of Male in-service teachers towards the values-*Beauty* and *Goodness*, but it was less than the mean attitude scores of Female in-service teachers towards value-*Truth* and towards value-*Beauty*.

From the tables 5.28, 5.36, 5.20, it can be observed that for the distribution of the attitude scores towards the traditionally accepted universal human values-Truth, Beauty, Goodness (overall) of the Male in-service teachers' high scores were 412.00 and above whereas for the distribution of the attitude scores

towards the traditionally accepted universal human values-Truth, Beauty, Goodness (overall) of the Female in-service teachers' high scores were 410.52 and above; and the high scores of the entire sample for the values-Truth, Beauty, Goodness (overall) was 411.00 and above. This shows that Male in-service teachers' high scores were greater than the Female in-service teachers' high scores.

From the tables 5.24 and 5.32, it can be observed that for the distributions of the attitude scores of the Male and Female in-service teachers towards the traditionally accepted universal human values-Truth, Beauty, Goodness (overall) were both negatively skewed.

As for the kurtosis, the distributions of the attitude scores towards the traditionally accepted universal human values-Truth, Beauty, Goodness (overall) of the Female in-service teachers was Platykurtic and of the Male in-service teachers was Leptokurtic in nature. Considering the distributions of the attitude scores towards the traditionally accepted universal human values-Truth, Beauty and Goodness (taken separately); for the Female in-service teachers all the three distributions of Truth, Beauty and Goodness were Platykurtic in nature; whereas for the Male in-service teachers all the three distributions of Truth, Beauty, and Goodness were Leptokurtic in nature.

5.1.3 The Nature of Distribution of the Attitude Scores of Graduate and Postgraduate In-service Teachers towards the Traditionally Accepted Universal Human Values - Truth, Beauty, Goodness

The number of Graduate in-service teachers and the number of Postgraduate in-service teachers was 248 and 352 respectively.

To study the nature of distribution of the attitude scores of Graduate and Postgraduate in-service teachers towards the traditionally accepted universal human values-Truth, Beauty, Goodness; mean, median, mode, standard deviation, skewness, kurtosis and percentiles were calculated for the distribution of 248 Graduate in-service teachers and 352 Postgraduate in-service teachers respectively. The results are represented in the following tables.

Table: 5.40
Mean, Median, Mode, Standard Deviation, Skewness, Kurtosis for the Distribution of 248 Graduate In-service Teachers' Attitude Scores towards the Traditionally Accepted Universal Human Values - Truth, Beauty, Goodness (overall)

Qualification		overall
Graduation	Mean	346.7097
	Median	352.0000
	Mode	348.0000
	Std. Deviation	39.49628
	Skewness	- 0.653
	Std. Error of Skewness	0.155
	Kurtosis	0.626
	Std. Error of Kurtosis	0.308

From the table 5.40, it can be observed that the mean attitude score of the 248 graduate in-service teachers towards the traditionally accepted universal human values–Truth, Beauty and Goodness (overall); was found to be 346.71, the median and the mode were found to be 352.00 and 348.00 respectively. These values of mean, median and mode were different which shows that the distribution was skewed. The coefficient of skewness was -0.653 revealing that the distribution was skewed negatively or to the left and the scores were massed at the high end of the scale (the right end) and were spread out more gradually towards the low end (or left). Mean was *pulled* in the direction of the extreme scores. Since the mean is affected by the extreme scores and median is not, the mean is always closer to the extreme scores

than the median. Hence, in the negatively skewed distribution, the mean is lower than the median. This can be observed from the table 5.40 that the mean was less than the median. It can be observed by looking at the negatively skewed distribution, most of the respondents had given positive responses while few respondents had given negative responses. The standard error of the skewness was 0.155. The kurtosis was 0.626 and standard error of kurtosis was 0.308. The kurtosis was greater than 0.263, showing that the distribution was Platykurtic in nature and flatter than the normal distribution.

Table: 5.41
Mean, Median, Mode, Standard Deviation, Skewness, Kurtosis for the Distribution of 248 Graduate In-service Teachers' Attitude Scores towards the Traditionally Accepted Universal Human Value – Truth

Qualification		Truth
Graduation	Mean	117.6855
	Median	120.0000
	Mode	122.0000
	Std. Deviation	13.90242
	Skewness	- 0.966
	Std. Error of Skewness	0.155
	Kurtosis	1.230
	Std. Error of Kurtosis	0.308

From the table 5.41, it can be observed that the mean attitude score of the 248 graduate in-service teachers towards the traditionally accepted universal human value–Truth, was found to be 117.69, the median and the mode were found to be 120.00 and 122.00 respectively. These values of mean, median and mode were different which shows that the distribution was skewed. The coefficient of skewness was –0.966 revealing that the distribution was skewed negatively or to the left and the scores were massed at the high end of the scale (the right end) and were spread out more gradually towards the low end (or left). Mean was *pulled* in the direction of the extreme scores. Since the mean is affected by

the extreme scores and median is not, the mean is always closer to the extreme scores than the median. Hence, in the negatively skewed distribution, the mean is lower than the median. This can be observed from the table 5.41 that the mean was less than the median. It can be observed by looking at the negatively skewed distribution, most of the respondents had given positive responses while few respondents had given negative responses. The standard error of the skewness was 0.155. The kurtosis was 1.230 and standard error of kurtosis was 0.308. The kurtosis was greater than 0.263, which shows that the distribution was Platykurtic in nature and flatter than the normal distribution.

Table: 5.42
Mean, Median, Mode, Standard Deviation, Skewness, Kurtosis for the Distribution of 248 Graduate In-service Teachers' Attitude Scores towards the Traditionally Accepted Universal Human Value – Beauty

Qualification		Beauty
Graduation	Mean	116.9597
	Median	118.0000
	Mode	116.0000
	Std. Deviation	14.72385
	Skewness	- 0.577
	Std. Error of Skewness	0.155
	Kurtosis	0.322
	Std. Error of Kurtosis	0.308

From the table 5.42, it can be observed that the mean attitude score of the 248 graduate in-service teachers towards the traditionally accepted universal human value–Beauty, was found to be 116.96 the median and the mode were found to be 118.00 and 116.00 respectively. These values of mean, median and mode were different which shows that the distribution was skewed. The coefficient of skewness was -0.577 revealing that the distribution was skewed negatively or to the left and the scores were massed at the high end of the scale (the right end) and were spread out more gradually towards the low end (or left). Mean was *pulled in*

the direction of the extreme scores. Since the mean is affected by the extreme scores and median is not, the mean is always closer to the extreme scores than the median. Hence, in the negatively skewed distribution, the mean is lower than the median. This can be observed from the table 5.42 that the mean was less than the median. It can be observed by looking at the negatively skewed distribution, that most of the respondents had given positive responses, while few had given negative responses. The standard error of the skewness was 0.155. The kurtosis was 0.322 and standard error of kurtosis was 0.308. The kurtosis was greater than 0.263 which shows that the distribution was Platykurtic in nature and flatter than the normal distribution.

Table: 5.43
Mean, Median, Mode, Standard Deviation, Skewness, Kurtosis for the Distribution of 248 Graduate In-service Teachers' Attitude Scores towards the Traditionally Accepted Universal Human Value – Goodness

Qualification		Goodness
Graduation	Mean	111.8629
	Median	113.0000
	Mode	116.0000
	Std. Deviation	14.01984
	Skewness	- 0.230
	Std. Error of Skewness	0.155
	Kurtosis	0.665
	Std. Error of Kurtosis	0.308

From the table 5.43, it can be observed that the mean attitude score of the 248 graduate in-service teachers towards the traditionally accepted universal human value–Goodness, was found to be 111.86, the median and the mode were found to be 113.00 and 116.00 respectively. These values of mean, median and mode were different which shows that the distribution was skewed. The coefficient of skewness was –0.230 revealing that the distribution was skewed negatively or to the left and the scores were massed at the high end of the scale (the right end) and

were spread out more gradually towards the low end (or left). Mean was *pulled* in the direction of the extreme scores. Since the mean is affected by the extreme scores and median is not, the mean is always closer to the extreme scores than the median. Hence, in the negatively skewed distribution, the mean is lower than the median. This can be observed from the table 5.43 that the mean was less than the median. It can be observed by looking at the negatively skewed distribution, most of the respondents had given positive responses while few respondents had given negative responses. The standard error of the skewness was 0.155. The kurtosis was 0.665 and the standard error of kurtosis was 0.308. The kurtosis is greater than 0.263 which shows that the distribution is Platykurtic in nature and flatter than the normal distribution.

Table: 5.44
The Percentile Norms for the Distribution of Attitude Scores
of 248 Graduate In-service Teachers towards the
Traditionally Accepted Universal Human Values –
Truth, Beauty, Goodness (overall)

Qualification		overall
Graduation	Percentiles	
		4
		23
		77
		96
		265.8000
		330.0000
		373.0000
		412.1200

From the table 5.44, it can be observed that for the distribution of attitude scores of 248 graduate in-service teachers towards the traditionally accepted universal human values-Truth, Beauty, Goodness (overall);

the scores, 265.80 and below were low scores,

266.00-330.00 were below average scores,

331.00-373.00 were average scores,

374.00-412.12 were above average scores,

413.00 and above were high scores.

Table: 5.45
The Percentile Norms for the Distribution of Attitude Scores
of 248 Graduate In-service Teachers towards the
Traditionally Accepted Universal Human Value – Truth

Qualification		Truth
Graduation	Percentiles	
		4
		23
		77
		96
		87.0000
		110.5400
		126.0000
		139.0000

From the table 5.45, it can be observed that for the distribution of attitude scores of 248 graduate in-service teachers towards the traditionally accepted universal human value-Truth;

the scores, 87.00 and below were low scores,

88.00-110.54 were below average scores,

111.00-126.00 were average scores,

127.00-139.00 were above average scores,

140.00 and above were high scores.

Table: 5.46
The Percentile Norms for the Distribution of Attitude Scores
of 248 Graduate In-service Teachers towards the
Traditionally Accepted Universal Human Value – Beauty

Qualification		Beauty
Graduation	Percentiles	
		4
		23
		77
		96
		86.0000
		112.0000
		128.0000
		143.0400

From the table 5.46, it can be observed that for the distribution of attitude scores of 248 graduate in-service teachers towards the traditionally accepted universal human value-Beauty;

the scores, 86.00 and below were low scores,

87.00-112.00 were below average scores,

113.00-128.00 were average scores,

129.00-143.04 were above average scores,

144.00 and above were high scores.

Table: 5.47
The Percentile Norms for the Distribution of Attitude Scores of 248 Graduate In-service Teachers towards the Traditionally Accepted Universal Human Value – Goodness

Qualification		Goodness
Graduation	Percentiles	4
		23
		77
		96
		83.0000
		104.2700
		119.7300
		140.0400

From the table 5.47, it can be observed that for the distribution of attitude scores of 248 graduate in-service teachers towards the traditionally accepted universal human value-Goodness;

the scores, 83.00 and below were low scores,

84.00-104.27 were below average scores,

105.00-119.73 were average scores,

120.00-140.04 were above average scores,

141.00 and above were high scores.

Table: 5.48
Mean, Median, Mode, Standard Deviation, Skewness, Kurtosis for the Distribution of 352 Postgraduate In-service Teachers' Attitude Scores towards the Traditionally Accepted Universal Human Values - Truth, Beauty, Goodness (overall)

Qualification		overall
Postgraduation	Mean	349.7379
	Median	356.0000
	Mode	364.0000
	Std. Deviation	40.50672
	Skewness	- 0.573
	Std. Error of Skewness	0.130
	Kurtosis	0.378
	Std. Error of Kurtosis	0.260

From the table 5.48, it can be observed that the mean attitude score of the 352 postgraduate in-service teachers towards the traditionally accepted universal human values–Truth, Beauty and Goodness (overall); was found to be 349.74, the median and the mode was found to be 356.00 and 364.00 respectively. These values of mean, median and mode were different which shows that the distribution was skewed. The coefficient of skewness was

-0.573 revealing that the distribution was skewed negatively or to the left and the scores were massed at the high end of the scale (the right end) and were spread out more gradually towards the low end (or left). Mean was *pulled* in the direction of the extreme scores. Since the mean is affected by the extreme scores and median is not, the mean is always closer to the extreme scores than the median. Hence, in the negatively skewed distribution, the mean is lower than the median. This can be observed from the table 5.48 that the mean was less than the median. It can be observed by looking at the negatively skewed distribution, that most of the respondents had given positive responses while few had responded negative responses. The standard error of the skewness was 0.130. The kurtosis was 0.378 and standard error of kurtosis was 0.260. The kurtosis was greater than 0.263 showing that the distribution was Platykurtic in nature and flatter than the normal distribution.

Table: 5.49
Mean, Median, Mode, Standard Deviation, Skewness, Kurtosis for the Distribution of 352 Postgraduate In-service Teachers' Attitude Scores towards the Traditionally Accepted Universal Human Value - Truth

Qualification		Truth
Postgraduation	Mean	118.8778
	Median	122.0000
	Mode	122.0000
	Std. Deviation	15.01241
	Skewness	- 0.807
	Std. Error of Skewness	0.130
	Kurtosis	0.662
	Std. Error of Kurtosis	0.259

From the table 5.49, it can be observed that the mean attitude score of the 352 postgraduate in-service teachers towards the traditionally accepted universal human value – Truth, was found to be 118.88, the median and the mode were found to be 122.00 and 122.00 respectively. These values of mean, median and mode

were different which shows that the distribution was skewed. The coefficient of skewness was -0.807 revealing that the distribution was skewed negatively or to the left and the scores were massed at the high end of the scale (the right end) and were spread out more gradually towards the low end (or left). Mean was *pulled* in the direction of the extreme scores. Since the mean is affected by the extreme scores and median is not, the mean is always closer to the extreme scores than the median. Hence, in the negatively skewed distribution, the mean is lower than the median. This can be observed from the table 5.49, that the mean was less than the median. It can be observed by looking at the negatively skewed distribution, that most of the respondents had given positive responses while few respondents gave negative responses. The standard error of the skewness was 0.130. The kurtosis was 0.662 and standard error of kurtosis was 0.259. The kurtosis was greater than 0.263 showing that the distribution was Platykurtic in nature and flatter than the normal distribution.

Table: 5.50
Mean, Median, Mode, Standard Deviation, Skewness, Kurtosis for the Distribution of 352 Postgraduate In-service Teachers' Attitude Scores towards the Traditionally Accepted Universal Human Value - Beauty

Qualification		Beauty
Postgraduation	Mean	118.2642
	Median	119.0000
	Mode	119.0000
	Std. Deviation	14.94953
	Skewness	- 0.629
	Std. Error of Skewness	0.130
	Kurtosis	0.550
	Std. Error of Kurtosis	0.259

From the table 5.50, it can be observed that the mean attitude score of the 352 postgraduate in-service teachers towards the traditionally accepted universal human value–Beauty, was found to be 118.26, the median and the mode were found to be 119.00

and 119.00 respectively. These values of mean, median and mode were different which shows that the distribution was skewed. The coefficient of skewness was -0.629 revealing that the distribution was skewed negatively or to the left and the scores were massed at the high end of the scale (the right end) and were spread out more gradually towards the low end (or left). Mean was *pulled* in the direction of the extreme scores. Since the mean is affected by the extreme scores and median is not, the mean is always closer to the extreme scores than the median. Hence, in the negatively skewed distribution, the mean is lower than the median. This can be observed from the table 5.50 that the mean was less than the median. It can be observed by looking at the negatively skewed distribution, that most of the respondents had given positive responses while few respondents had given negative responses. The standard error of the skewness was 0.130. The kurtosis was 0.550 and standard error of kurtosis was 0.259. The kurtosis was greater than 0.263 which shows that the distribution was Platykurtic in nature and flatter than the normal distribution.

Table: 5.51
Mean, Median, Mode, Standard Deviation, Skewness, Kurtosis for the Distribution of 352 Postgraduate In-service Teachers' Attitude Scores towards the Traditionally Accepted Universal Human Value - Goodness

Qualification		Goodness
Postgraduation	Mean	112.5897
	Median	114.0000
	Mode	115.0000
	Std. Deviation	14.16524
	Skewness	- 0.184
	Std. Error of Skewness	0.130
	Kurtosis	0.274
	Std. Error of Kurtosis	0.260

From the table 5.51, it can be observed that the mean attitude score of the 352 postgraduate in-service teachers towards the traditionally accepted universal human value-Goodness, was

found to be 112.59, the median and the mode were found to be 114.00 and 115.00 respectively. These values of mean, median and mode were different which shows that the distribution was skewed. The coefficient of skewness was -0.184 revealing that the distribution was skewed negatively or to the left and the scores were massed at the high end of the scale (the right end) and were spread out more gradually towards the low end (or left). Mean was *pulled* in the direction of the extreme scores. Since the mean is affected by the extreme scores and median is not, the mean is always closer to the extreme scores than the median. Hence, in the negatively skewed distribution, the mean is lower than the median. This can be observed from the table 5.51 that the mean was less than the median. It can be observed by looking at the negatively skewed distribution, that most of the respondents had given positive responses while few respondents had given negative responses. The standard error of the skewness was 0.130. The kurtosis was 0.274 and standard error of kurtosis was 0.260. The kurtosis was greater than 0.263 which shows that the distribution is Platykurtic in nature and flatter than the normal distribution.

Table: 5.52
The Percentile Norms for the Distribution of Attitude Scores
of 352 Postgraduate In-service Teachers towards the
Traditionally Accepted Universal Human Values–
Truth, Beauty, Goodness (overall)

Qualification		overall
Postgraduation	Percentiles	
	4	265.0000
	23	325.9200
	77	375.0000
	96	410.8400

From the table 5.52, it can be observed that for the distribution of attitude scores of 352 postgraduate in-service teachers towards the

traditionally accepted universal human values-Truth, Beauty, Goodness (overall);

the scores, 265.80 and below were low scores,

266.00-325.00 were below average scores,

326.00-375.00 were average scores,

376.00-410.84 were above average scores,

411.00 and above were high scores.

Table: 5.53

The Percentile Norms for the Distribution of Attitude Scores of 352 Postgraduate In-service Teachers towards the Traditionally Accepted Universal Human Value – Truth

Qualification		Truth
Postgraduation	Percentiles	4
		23
		77
		96
		88.1200
		110.0000
		130.0000
		140.0000

From the table 5.53, it can be observed that for the distribution of attitude scores of 352 postgraduate in-service teachers towards the traditionally accepted universal human value-Truth;

the scores, 88.12 and below were low scores,

89.00 - 110.00 were below average scores,

111.00-130.00 were average scores,

131.00-140.84 were above average scores,

141.00 and above were high scores.

Table: 5.54

The Percentile Norms for the Distribution of Attitude Scores of 352 Postgraduate In-service Teachers towards the Traditionally Accepted Universal Human Value – Beauty

Qualification		Beauty
Postgraduation	Percentiles	4
		23
		77
		96
		87.2400
		112.0000
		129.0000
		143.8800

From the table 5.54, it can be observed that for the distribution of attitude scores of 352 postgraduate in-service teachers towards the traditionally accepted universal human value-Beauty;

the scores, 87.24 and below were low scores,
 88.00-112.00 were below average scores,
 113.00-129.00 were average scores,
 130.00-143.88 were above average scores,
 144.00 and above were high scores.

Table: 5.55
The Percentile Norms for the Distribution of Attitude Scores
of 352 Postgraduate In-service Teachers towards the
Traditionally Accepted Universal Human Value-Goodness

Qualification		Goodness
Postgraduation	Percentiles	4
		23
		77
		96
		86.0800
		104.9600
		121.0400
		138.9200

From the table 5.55, it can be observed that for the distribution of attitude scores of 352 postgraduate in-service teachers towards the traditionally accepted universal human value-Goodness;

the scores, 86.08 and below were low scores,
 87.00-104.96 were below average scores,
 105.00-121.04 were average scores,
 122.00-138.92 were above average scores,
 139.00 and above were high scores.

5.1.3.1 Comparison of the Distributions of the Attitude Scores of Graduate and Postgraduate In-service Teachers towards the Traditionally Accepted Universal Human Values – Truth, Beauty, Goodness

Tables 5.40, 5.48, 5.1; reveal that the mean attitude score of the Graduate in-service teachers towards the traditionally accepted universal human values-Truth, Beauty, Goodness (overall) was 346.71 and the mean attitude score of the Postgraduate in-service teachers towards the traditionally accepted universal human values-Truth, Beauty, Goodness (overall) was 349.73. This means that the mean attitude score of the Postgraduate in-service

teachers was greater than the mean attitude score of the Graduate in-service teachers and greater than the mean attitude score of the entire sample i.e., 348.48. The mean attitude score of the Graduate in-service teachers towards the traditionally accepted universal human values-Truth, Beauty, Goodness was less than mean attitude score of the entire sample. From the tables 5.41, 5.42, 5.43; the mean attitude score of the Graduate in-service teachers towards the traditionally accepted universal human values-Truth, Beauty, Goodness (taken separately) were 117.69, 116.96 and 111.86 respectively. Looking at the scores it can be inferred that the mean attitude score of the Graduate in-service teachers towards the traditionally accepted universal human value-Truth was the greatest and the mean attitude score towards value-Goodness was the least. From the tables 5.49, 5.50, 5.51; the mean attitude scores of Postgraduate in-service teachers towards the traditionally accepted universal human values-Truth, Beauty, Goodness (taken separately) were 118.88, 118.26 and 112.59 respectively. This points out that the mean attitude scores of the Postgraduate in-service teachers towards the value-*Truth* was the greatest and towards the value-*Goodness* was the least. The mean attitude scores of Postgraduate in-service teachers towards values-Truth, Beauty, Goodness (taken separately) were greater than the mean attitude scores of Graduate in-service teachers towards values-Truth, Beauty, Goodness (taken separately). From the tables 5.44, 5.52; it can be observed that Graduate in-service teachers' high scores were 413.00 and above and Postgraduate in-service teachers' high scores were 411.00 and above. In case of skewness and kurtosis from the tables 5.40 and 5.48; it can be observed that both the distributions of attitude

scores of Postgraduate in-service teachers and Graduate in-service teachers towards the traditionally accepted universal human values–Truth, Beauty, Goodness (overall) were negatively skewed and both were Platykurtic in nature. Moreover, the distributions of attitude scores of Graduate in-service teachers and Postgraduate in-service teachers towards the traditionally accepted universal human values–Truth, Beauty, Goodness (taken separately) were negatively skewed and both are Platykurtic in nature.

5.1.4 The Nature of Distribution of the Attitude Scores of Primary, Secondary, Higher Secondary In-service Teachers towards the Traditionally Accepted Universal Human Values - Truth, Beauty, Goodness

The number of Primary, Secondary, Higher Secondary School in-service teachers were 323, 136, 141 respectively. To study the nature of distribution of the scores of the attitude of Primary, Secondary, Higher Secondary School in-service teachers towards the traditionally accepted universal human values-Truth, Beauty, Goodness; mean, median, mode, standard deviation, skewness, kurtosis and percentiles were calculated for the sample of 323 Primary School in-service teachers, 136 Secondary School in-service teachers and 141 Higher Secondary School in-service teachers respectively. The results are represented in the following tables.

Table: 5.56
Mean, Median, Mode, Standard Deviation, Skewness, Kurtosis for the Distribution of 323 Primary School In-service Teachers' Attitude Scores towards the Traditionally Accepted Universal Human Values-Truth, Beauty, Goodness (overall)

Section		overall
Primary	Mean	350.4892
	Median	355.0000
	Mode	356.0000
	Std. Deviation	39.48318
	Skewness	- 0.632
	Std. Error of Skewness	0.136
	Kurtosis	0.947
	Std. Error of Kurtosis	0.271

From the table 5.56, it can be observed that the mean attitude score of the 323 primary school in-service teachers towards the traditionally accepted universal human values-Truth, Beauty, Goodness (overall); was found to be 350.49, the median and the mode were found to be 355.00 and 356.00 respectively. These values of mean, median and mode were different which shows that the distribution was skewed. The coefficient of skewness was -0.632 revealing that the distribution was skewed negatively or to the left and the scores were massed at the high end of the scale (the right end) and were spread out more gradually towards the low end (or left). Mean was *pulled* in the direction of the extreme scores. Since the mean is affected by the extreme scores and median is not, the mean is always closer to the extreme scores than the median. Hence, in the negatively skewed distribution, the mean is lower than the median. This can be observed from the table 5.56 that the mean was less than the median. It can be observed by looking at the negatively skewed distribution, that most of the respondents had given positive responses while few respondents had given negative responses. The standard error of the skewness was 0.136. The kurtosis was 0.947 and standard error of kurtosis was 0.271. The kurtosis was greater than 0.263

which shows that the distribution was Platykurtic in nature and flatter than the normal distribution.

Table: 5.57
Mean, Median, Mode, Standard Deviation, Skewness, Kurtosis for the Distribution of 323 Primary School In-service Teachers' Attitude Scores towards the Traditionally Accepted Universal Human Value - Truth

Section		Truth
Primary	Mean	119.9040
	Median	122.0000
	Mode	122.0000
	Std. Deviation	13.69726
	Skewness	- 0.991
	Std. Error of Skewness	0.136
	Kurtosis	1.710
	Std. Error of Kurtosis	0.271

From the table 5.57, it can be observed that the mean attitude score of the 323 primary school in-service teachers towards the traditionally accepted universal human value-Truth, was found to be 119.90, the median and the mode were found to be 122.00 and 122.00 respectively. These values of mean, median and mode were different which shows that the distribution was skewed. The coefficient of skewness was -0.991 revealing that the distribution was skewed negatively or to the left and the scores were massed at the high end of the scale (the right end) and were spread out more gradually towards the low end (or left). Mean was *pulled* in the direction of the extreme scores. Since the mean is affected by the extreme scores and median is not, the mean is always closer to the extreme scores than the median. Hence, in the negatively skewed distribution, the mean is lower than the median. This can be observed from the table 5.57 that the mean was less than the median. It can be observed by looking at the negatively skewed distribution, most of the respondents had given positive responses while few respondents had given negative responses. The standard error of the skewness was 0.136. The kurtosis was 1.710

and standard error of kurtosis was 0.271. The kurtosis was greater than 0.263 showing that the distribution was Platykurtic in nature and flatter than the normal distribution.

Table: 5.58
Mean, Median, Mode, Standard Deviation, Skewness, Kurtosis for the Distribution of 323 Primary School In-service Teachers' Attitude Scores towards the Traditionally Accepted Universal Human Value - Beauty

Section		Beauty
Primary	Mean	118.0000
	Median	119.0000
	Mode	119.0000
	Std. Deviation	14.56278
	Skewness	- 0.552
	Std. Error of Skewness	0.136
	Kurtosis	0.639
	Std. Error of Kurtosis	0.271

From the table 5.58, it can be observed that the mean attitude score of the 323 primary school in-service teachers towards the traditionally accepted universal human value-Beauty, was found to be 118.00, the median and the mode were found to be 119.00 and 119.00 respectively. These values of mean, median and mode were different which shows that the distribution was skewed. The coefficient of skewness was -0.552 revealing that the distribution was skewed negatively or to the left and the scores were massed at the high end of the scale (the right end) and were spread out more gradually towards the low end (or left). Mean was *pulled* in the direction of the extreme scores. Since the mean is affected by the extreme scores and median is not, the mean is always closer to the extreme scores than the median. Hence, in the negatively skewed distribution, the mean is lower than the median. This can be observed from the table 5.58, that the mean was less than the median. It can be observed by looking at the negatively skewed distribution, most of the respondents had given positive responses, while few respondents had given negative responses.

Standard error of the skewness was 0.130. The kurtosis was 0.639 and standard error of kurtosis was 0.271. The kurtosis was greater than 0.263, which shows that the distribution was Platykurtic in nature and hence flatter than the normal distribution.

Table: 5.59
Mean, Median, Mode, Standard Deviation, Skewness, Kurtosis for the Distribution of 323 Primary School In-service Teachers' Attitude Scores towards the Traditionally Accepted Universal Human Value - Goodness

Section		Goodness
Primary	Mean	112.4303
	Median	114.0000
	Mode	114.0000
	Std. Deviation	14.20209
	Skewness	- 0.203
	Std. Error of Skewness	0.136
	Kurtosis	0.851
	Std. Error of Kurtosis	0.271

From the table 5.59, it can be observed that the mean attitude score of the 323 primary school in-service teachers towards the traditionally accepted universal human value-Goodness, was found to be 112.43, the median and the mode were found to be 114.00 and 114.00 respectively. These values of mean, median and mode were different which shows that the distribution was skewed. The coefficient of skewness was -0.203 revealing that the distribution was skewed negatively or to the left and the scores were massed at the high end of the scale (the right end) and were spread out more gradually towards the low end (or left). Mean was *pulled* in the direction of the extreme scores. Since the mean is affected by the extreme scores and median is not, the mean is always closer to the extreme scores than the median. Hence, in the negatively skewed distribution, the mean is lower than the median. This can be observed from the table 5.5 that the mean was less than the median. It can be observed by looking at

the negatively skewed distribution, most of the respondents had given positive responses while few respondents had given negative responses. The standard error of the skewness was 0.136. The kurtosis was 0.851 and standard error of kurtosis was 0.271. The kurtosis was greater than 0.263 showing that the distribution was Platykurtic in nature and flatter than the normal distribution.

Table: 5.60
The Percentile Norms for the Distribution of Attitude Scores of 323 Primary School In-service Teachers towards the Traditionally Accepted Universal Human Values – Truth, Beauty, Goodness (overall)

Qualification		overall
Primary	Percentiles	
		4
		23
		77
		96
		265.0000
		332.0000
		374.0000
		415.0400

From the table 5.60, it can be observed that for the distribution of attitude scores of 323 primary school in-service teachers towards the traditionally accepted universal human values-Truth, Beauty, Goodness (overall);

the scores, 265.80 and below were low scores,

266.00-332.00 were below average scores,

333.00-374.00 were average scores,

375.00-415.84 were above average scores,

416.00 and above were high scores.

Table: 5.61
The Percentile Norms for the Distribution of Attitude Scores of 323 Primary School In-service Teachers towards the Traditionally Accepted Universal Human Value – Truth

Qualification		Truth
Primary	Percentiles	
		4
		23
		77
		96
		88.9600
		113.0000
		129.0000
		140.0000

From the table 5.61, it can be observed that for the distribution of attitude scores of 323 primary school in-service teachers towards the traditionally accepted universal human value-Truth;

the scores, 88.96 and below were low scores,

89.00-113.00 were below average scores,

114.00-129.00 were average scores,

130.00-140.00 were above average scores,

141.00 and above were high scores.

Table: 5.62

The Percentile Norms for the Distribution of Attitude Scores of 323 Primary School In-service Teachers towards the Traditionally Accepted Universal Human Value – Beauty

Qualification			Beauty
Primary	Percentiles	4	87.9600
		23	112.0000
		77	128.0000
		96	144.0000

From the table 5.62, it can be observed that for the distribution of attitude scores of 323 primary school in-service teachers towards the traditionally accepted universal human value-Beauty;

the scores, 87.96 and below were low scores,

88.00-112.00 were below average scores,

113.00-128.00 were average scores,

129.00-144.00 were above average scores,

145.00 and above were high scores.

Table: 5.63

The Percentile Norms for the Distribution of Attitude Scores of 323 Primary School In-service Teachers towards the Traditionally Accepted Universal Human Value - Goodness

Qualification			Goodness
Primary	Percentiles	4	84.9600
		23	106.0000
		77	120.0000
		96	141.0000

From the table 5.63, it can be observed that for the distribution of attitude scores of 323 primary school in-service teachers towards the traditionally accepted universal human value-Goodness;

the scores, 84.96 and below were low scores,

85.00-106.00 were below average scores,

107.00-120.00 were average scores,

121.00-141.00 were above average scores,

142.00 and above were high scores.

Table: 5.64
Mean, Median, Mode, Standard Deviation, Skewness, Kurtosis for the Distribution of 136 Secondary School In-service Teachers' Attitude Scores towards the Traditionally Accepted Universal Human Values – Truth, Beauty, Goodness (overall)

Section		overall
Secondary	Mean	341.8235
	Median	349.0000
	Mode	341.0000
	Std. Deviation	41.86130
	Skewness	- 0.549
	Std. Error of Skewness	0.208
	Kurtosis	0.012
	Std. Error of Kurtosis	0.413

From the table 5.64, it can be observed that the mean attitude score of the 136 secondary school in-service teachers towards the traditionally accepted universal human values-Truth, Beauty, Goodness (overall); was found to be 341.82, the median and the mode were found to be 349.00 and 341.00 respectively. These values of mean, median and mode were different which shows that the distribution was skewed. The coefficient of skewness was -0.549 revealing that the distribution was skewed negatively or to the left and the scores were massed at the high end of the scale (the right end) and were spread out more gradually towards the low end (or left). Mean was *pulled* in the direction of the extreme scores. Since the mean is affected by the extreme scores and

median is not, the mean is always closer to the extreme scores than the median. Hence, in the negatively skewed distribution, the mean is lower than the median. This can be observed from the table 5.64 that the mean was less than the median. It can be observed by looking at the negatively skewed distribution, that most of the respondents had given positive responses while few had given negative responses. The standard error of the skewness was 0.208. The kurtosis was 0.012 and standard error of kurtosis was 0.413. The kurtosis was less than 0.263 showing that the distribution was Leptokurtic in nature and hence peaked than the normal distribution.

Table: 5.65
Mean, Median, Mode, Standard Deviation, Skewness, Kurtosis for the Distribution of 136 Secondary School In-service Teachers' Attitude Scores towards the Traditionally Accepted Universal Human Value - Truth

Section		Truth
Secondary	Mean	115.5809
	Median	118.0000
	Mode	124.0000
	Std. Deviation	16.21319
	Skewness	- 0.666
	Std. Error of Skewness	0.208
	Kurtosis	- 0.081
	Std. Error of Kurtosis	0.413

From the table 5.65, it can be observed that the mean attitude score of the 136 secondary school in-service teachers towards the traditionally accepted universal human value–Truth, was found to be 115.58, the median and the mode were found to be 118.00 and 124.00 respectively. These values of mean, median and mode were different which shows that the distribution was skewed. The coefficient of skewness was –0.666 revealing that the distribution was skewed negatively or to the left and the scores were massed at the high end of the scale (the right end) and were spread out more gradually towards the low end (or left). Mean is *pulled in*

the direction of the extreme scores. Since the mean is affected by the extreme scores and median is not, the mean is always closer to the extreme scores than the median. Hence, in the negatively skewed distribution, the mean is lower than the median. This can be observed from the table 5.65 that the mean was less than the median. It can be observed by looking at the negatively skewed distribution, most of the respondents had given positive responses while few respondents had given negative responses. The standard error of the skewness was 0.208. The kurtosis was -0.081 and standard error of kurtosis was 0.413. The kurtosis was less than 0.263 showing that the distribution was Leptokurtic in nature and hence peaked than the normal distribution.

Table: 5.66
Mean, Median, Mode, Standard Deviation, Skewness, Kurtosis for the Distribution of 136 Secondary School In-service Teachers' Attitude Scores towards the Traditionally Accepted Universal Human Value - Beauty

Section		Beauty
Secondary	Mean	115.4853
	Median	119.0000
	Mode	119.0000
	Std. Deviation	15.45459
	Skewness	- 0.806
	Std. Error of Skewness	0.208
	Kurtosis	0.426
	Std. Error of Kurtosis	0.413

From the table 5.66, it can be observed that the mean attitude score of the 136 secondary school in-service teachers towards the traditionally accepted universal human value–Beauty, was found to be 115.49, the median and the mode were found to be 119.00 and 119.00 respectively. These values of mean, median and mode were different which shows that the distribution was skewed. The coefficient of skewness was -0.806 revealing that the distribution was skewed negatively or to the left and the scores were massed at the high end of the scale (the right end) and were spread out

more gradually towards the low end (or left). Mean was *pulled* in the direction of the extreme scores. Since the mean is affected by the extreme scores and median is not, the mean is always closer to the extreme scores than the median. Hence, in the negatively skewed distribution, the mean is lower than the median. This can be observed from the table 5.66 that the Mean was less than the Median. It can be observed by looking at the negatively skewed distribution, most of the respondents had given positive responses while few had given negative responses. The standard error of the skewness was 0.208. The kurtosis was 0.426 and standard error of kurtosis was 0.413. The kurtosis was greater than 0.263 showing that the distribution was Platykurtic in nature and flatter than the normal distribution.

Table: 5.67
Mean, Median, Mode, Standard Deviation, Skewness, Kurtosis for the Distribution of 136 Secondary School In-service Teachers' Attitude scores towards the Traditionally Accepted Universal Human Value - Goodness

Section		Goodness
Secondary	Mean	110.7574
	Median	112.0000
	Mode	115.0000
	Std. Deviation	14.13663
	Skewness	- 0.157
	Std. Error of Skewness	0.208
	Kurtosis	- 0.360
	Std. Error of Kurtosis	0.413

From the table 5.67, it can be observed that the mean attitude score of the 136 secondary school in-service teachers towards the traditionally accepted universal human value-Goodness, was found to be 110.76, the median and the mode were found to be 112.00 and 114.00 respectively. These values of mean, median and mode were different which shows that the distribution was skewed. The coefficient of skewness was -0.157 revealing that the distribution was skewed negatively or to the left and the

scores were massed at the high end of the scale (the right end) and were spread out more gradually towards the low end (or left). Mean was *pulled* in the direction of the extreme scores. Since the mean is affected by the extreme scores and median is not, the mean is always closer to the extreme scores than the median. Hence, in the negatively skewed distribution, the mean is lower than the median. This can be observed from the table 5.67 that the mean was less than the median. It can be observed by looking at the negatively skewed distribution, most of the respondents had given positive responses while few respondents had given negative responses. The standard error of the skewness was 0.208. The kurtosis was -0.360 and standard error of kurtosis was 0.413. The kurtosis was less than 0.263 showing that the distribution was Leptokurtic in nature and hence peaked than the normal distribution.

Table: 5.68
The Percentile Norms for the Distribution of Attitude Scores of 136 Secondary School In-service Teachers towards the Traditionally Accepted Universal Human Values – Truth, Beauty, Goodness (overall)

Section		overall	
Secondary	Percentiles		
		4	255.4800
		23	312.5100
		77	367.4900
		96	406.5200

From the table 5.68, it can be observed that for the distribution of attitude scores of 136 secondary school in-service teachers towards the traditionally accepted universal human values-Truth, Beauty, Goodness (overall);

the scores, 255.48 and below were low scores,

256.00-312.51 were below average scores,

313.00-367.49 were average scores,

368.00-406.52 were above average scores,

407.00 and above were high scores.

Table: 5.69
The Percentile Norms for the Distribution of Attitude Scores of 136 Secondary School In-service Teachers towards the Traditionally Accepted Universal Human Value – Truth

Section		Truth
Secondary	Percentiles	4
		23
		77
		96
		85.9600
		103.5100
		129.0000
		139.0400

From the table 5.69, it can be observed that for the distribution of attitude scores of 136 secondary school in-service teachers towards the traditionally accepted universal human value-Truth; the scores, 85.96 and below were low scores,

86.00-103.51 were below average scores,

104.00-129.00 were average scores,

130.00-139.04 were above average scores,

140.00 and above were high scores.

Table: 5.70
The Percentile Norms for the Distribution of Attitude Scores of 136 Secondary School In-service Teachers towards the Traditionally Accepted Universal Human Value – Beauty

Section		Beauty
Secondary	Percentiles	4
		23
		77
		96
		82.9600
		110.5100
		124.0000
		138.0400

From the table 5.70, it can be observed that for the distribution of attitude scores of 136 secondary school in-service teachers towards the traditionally accepted universal human value-Beauty; the scores, 82.96 and below were low scores,

83.00-110.51 were below average scores,

111.00-124.00 were average scores,

125.00-138.04 were above average scores,

139.00 and above were high scores.

Table: 5.71
The Percentile Norms for the Distribution of Attitude Scores of 136 Secondary School In-service Teachers towards the Traditionally Accepted Universal Human Value – Goodness

Section		Goodness
Secondary	Percentiles	4
		23
		77
		96
		85.0000
		98.0000
		120.0000
		135.6000

From the table 5.71, it can be observed that for the distribution of attitude scores of 136 secondary school in-service teachers towards the traditionally accepted universal human value-Goodness;

the scores, 85.00 and below were low scores,

86.00-98.00 were below average scores,

99.00-120.00 were average scores,

121.00-135.60 were above average scores,

136.60 and above were high scores.

Table: 5.72
Mean, Median, Mode, Standard Deviation, Skewness, Kurtosis for the Distribution of 141 Higher Secondary School In-service Teachers' Attitude Scores towards the Traditionally Accepted Universal Human Values – Truth, Beauty, Goodness (overall)

Section		overall
Higher Secondary	Mean	350.3286
	Median	356.0000
	Mode	364.0000
	Std. Deviation	39.28945
	Skewness	- 0.558
	Std. Error of Skewness	0.205
	Kurtosis	- 0.056
	Std. Error of Kurtosis	0.407

From the table 5.72, it can be observed that the mean attitude score of the 141 higher secondary school in-service teachers towards the traditionally accepted universal human values-Truth, Beauty, Goodness (overall); was found to be 350.33, the median and the mode were found to be 356.00 and 364.00 respectively. These values of mean, median and mode were different which

shows that the distribution was skewed. The coefficient of skewness was -0.558 revealing that the distribution was skewed negatively or to the left and the scores were massed at the high end of the scale (the right end) and were spread out more gradually towards the low end (or left). Mean was *pulled* in the direction of the extreme scores. Since the mean is affected by the extreme scores and median is not, the mean is always closer to the extreme scores than the median. Hence, in the negatively skewed distribution, the mean is lower than the median. This can be observed from the table 5.72 that the mean was less than the median. It can be observed by looking at the negatively skewed distribution, most of the respondents had given positive responses while few respondents had given negative responses. The standard error of the skewness was 0.205. The kurtosis was -0.056 and standard error of kurtosis was 0.407. The kurtosis was less than 0.263 showing that the distribution was Leptokurtic in nature and hence peaked than the normal distribution.

Table: 5.73
Mean, Median, Mode, Standard Deviation, Skewness,
Kurtosis for the Distribution of 141 Higher Secondary School
In-service Teachers' Attitude Scores towards the
Traditionally Accepted Universal Human Value - Truth

Section		Truth
Higher Secondary	Mean	117.6099
	Median	120.0000
	Mode	122.0000
	Std. Deviation	14.45524
	Skewness	- 0.688
	Std. Error of Skewness	0.204
	Kurtosis	- 0.530
	Std. Error of Kurtosis	0.406

From the table 5.73, it can be observed that the mean attitude score of the 141 higher secondary school in-service teachers towards the traditionally accepted universal human value–Truth, was found to be 117.61, the median and the mode were found to

be 120.00 and 122.00 respectively. These values of mean, median and mode were different which shows that the distribution was skewed. The coefficient of skewness was -0.688 revealing that the distribution was skewed negatively or to the left and the scores were massed at the high end of the scale (the right end) and were spread out more gradually towards the low end (or left). Mean was *pulled* in the direction of the extreme scores. Since the mean is affected by the extreme scores and median is not, the mean is always closer to the extreme scores than the median. Hence, in the negatively skewed distribution, the mean is lower than the median. This can be observed from the table 5.73 that the mean was less than the median. It can be observed by looking at the negatively skewed distribution, that most of the respondents had given positive responses while few respondents had given negative responses. The standard error of the skewness was 0.204. The kurtosis was -0.530 and standard error of kurtosis was 0.406. The kurtosis was less than 0.263 showing that the distribution was Leptokurtic in nature and hence peaked than the normal distribution.

Table: 5.74
Mean, Median, Mode, Standard Deviation, Skewness,
Kurtosis for the Distribution of 141 Higher Secondary School
In-service Teachers' Attitude Scores towards the
Traditionally Accepted Universal Human Value - Beauty

Section		Beauty
Higher Secondary	Mean	119.2553
	Median	121.0000
	Mode	114.0000
	Std. Deviation	14.80126
	Skewness	- 0.490
	Std. Error of Skewness	0.204
	Kurtosis	- 0.128
	Std. Error of Kurtosis	0.406

From the table 5.74, it can be observed that the mean attitude score of the 141 higher secondary school in-service teachers

towards the traditionally accepted universal human value–Beauty, was found to be 119.26, the median and the mode were found to be 121.00 and 114.00 respectively. These values of mean, median and mode were different which shows that the distribution was skewed. The coefficient of skewness was -0.490 revealing that the distribution was skewed negatively or to the left and the scores were massed at the high end of the scale (the right end) and were spread out more gradually towards the low end (or left). Mean was *pulled* in the direction of the extreme scores. Since the mean is affected by the extreme scores and median is not, the mean is always closer to the extreme scores than the median. Hence, in the negatively skewed distribution, the mean is lower than the median. This can be observed from the table 5.70 that the mean was less than the median. It can be observed by looking at the negatively skewed distribution that most of the respondents had given positive responses while few respondents had given negative responses. The standard error of the skewness was 0.204. The kurtosis was -0.128 and standard error of kurtosis was 0.406. The kurtosis was less than 0.263 showing that the distribution was Leptokurtic in nature and hence peaked than the normal distribution.

Table: 5.75
Mean, Median, Mode, Standard Deviation, Skewness, Kurtosis for the Distribution of 141 Higher Secondary School In-service Teachers’ Attitude Scores towards the Traditionally Accepted Universal Human Value - Goodness

Section		Goodness
Higher Secondary	Mean	113.4553
	Median	114.0000
	Mode	116.0000
	Std. Deviation	13.78526
	Skewness	- 0.240
	Std. Error of Skewness	0.205
	Kurtosis	- 0.268
	Std. Error of Kurtosis	0.407

From the table 5.75, it can be observed that the mean attitude score of the 141 higher secondary school in-service teachers towards the traditionally accepted universal human value– Goodness, was found to be 113.45, the median and the mode were found to be 114.00 and 116.00 respectively. These values of mean, median and mode were different which shows that the distribution was skewed. The coefficient of skewness was -0.240 revealing that the distribution was skewed negatively or to the left and the scores were massed at the high end of the scale (the right end) and were spread out more gradually towards the low end (or left). Mean was *pulled* in the direction of the extreme scores. Since the mean is affected by the extreme scores and median is not, the mean is always closer to the extreme scores than the median. Hence, in the negatively skewed distribution, the mean is lower than the median. This can be observed from the table 5.75 that the mean was less than the median. It can be observed by looking at the negatively skewed distribution, that most of the respondents had given positive responses while few respondents had given negative responses. The standard error of the skewness was 0.205. The kurtosis was -0.268 and standard error of kurtosis was 0.407. The kurtosis was less than 0.263 showing that the distribution was Leptokurtic in nature and hence peaked than the normal distribution.

Table: 5.76
The Percentile Norms for the Distribution of Attitude Scores of 141 Higher Secondary School In-service Teachers towards the Traditionally Accepted Universal Human Values – Truth, Beauty, Goodness (overall)

Section			overall
Higher Secondary	Percentiles	4	267.2800
		23	324.2900
		77	381.1400
		96	406.3600

From the table 5.76, it can be observed that for the distribution of attitude scores of the 141 higher secondary school in-service teachers towards the traditionally accepted universal human values-Truth, Beauty, Goodness (overall);

the scores, 267.28 and below were low scores,

268.00-324.29 were below average scores,

325.00-381.14 were average scores,

382.00-406.36 were above average scores,

407.00 and above were high scores.

Table: 5.77

The Percentile Norms for the Distribution of Attitude Scores of 141 Higher Secondary School In-service Teachers towards the Traditionally Accepted Universal Human Value – Truth

Section		Truth	
Higher Secondary	Percentiles		
		4	88.3600
		23	110.6600
		77	127.0000
		96	142.3200

From the table 5.77, it can be observed that for the distribution of attitude scores of the 141 higher secondary school in-service teachers towards the traditionally accepted universal human value-Truth;

the scores, 88.36 and below were low scores,

89.00-110.66 were below average scores,

111.00-127.00 were average scores,

128.00-142.32 were above average scores,

143.00 and above were high scores.

Table: 5.78
The Percentile Norms for the Distribution of Attitude Scores of 141 Higher Secondary School In-service Teachers towards the Traditionally Accepted Universal Human Value – Beauty

Section		Beauty	
Higher Secondary	Percentiles	4	90.0000
		23	110.0000
		77	130.0000
		96	145.0000

From the table 5.78, it can be observed that for the distribution of attitude scores of the 141 higher secondary school in-service teachers towards the traditionally accepted universal human value-Beauty;

the scores, 90.00 and below were low scores,

91.00-110.00 were below average scores,

111.00-130.00 were average scores,

131.00-145.00 were above average scores,

146.00 and above were high scores.

Table: 5.79
The Percentile Norms for the Distribution of Attitude Scores of 141 Higher Secondary School In-service Teachers towards the Traditionally Accepted Universal Human Value – Goodness

Section		Goodness	
Higher Secondary	Percentiles	4	90.0000
		23	105.0000
		77	123.0000
		96	137.3600

From the table 5.79, it can be observed that for the distribution of attitude scores of the 141 higher secondary school in-service teachers towards the traditionally accepted universal human value-Goodness;

the scores, 90.00 and below were low scores,

91.00-105.00 were below average scores,

106.00-123.00 were average scores,

124.00-137.36 were above average scores,

138.00 and above were high scores.

5.1.4.1 Comparison of Distributions of the Attitude Scores of Primary, Secondary, Higher Secondary School In-service Teachers towards the Traditionally Accepted Universal Human Values – Truth, Beauty, Goodness

Tables 5.56, 5.64, 5.72; reveal that the mean attitude score of the Primary school in-service teachers towards the traditionally accepted universal human values-Truth, Beauty, Goodness (overall), was 350.49, the mean attitude score of the Secondary school in-service teachers towards the traditionally accepted universal human values-Truth, Beauty, Goodness (overall), was 341.82 and the mean attitude score of the Higher Secondary school in-service teachers towards the traditionally accepted universal human values - Truth, Beauty, Goodness (overall) was 350.33. This indicates that the mean attitude scores of the Primary school in-service teachers towards the traditionally accepted universal human values - Truth, Beauty, Goodness (overall) was the greatest and the mean attitude score of Secondary school in-service teachers towards the traditionally accepted universal human values-Truth, Beauty, Goodness (overall) was the least. From the tables 5.57, 5.58, 5.59; mean attitude scores of the Primary school in-service teachers towards the traditionally accepted universal human values-Truth, Beauty, Goodness (taken separately) were 119.90, 118.00 and 112.43 respectively. Looking at these scores it can be inferred that the mean attitude score, towards the traditionally accepted universal human value-*Truth* was greater than mean attitude scores towards the traditionally accepted universal human values-*Beauty* and

Goodness, the mean attitude scores towards the value- *Goodness* being the least. From the tables 5.65, 5.66, 5.67; it can be observed that the mean attitude scores of Secondary school in-service teachers towards the traditionally accepted universal human values-Truth, Beauty, Goodness (taken separately) were 115.58, 115.48 and 110.76 respectively. Looking at these scores it can be inferred that the mean attitude scores of the secondary school in-service teachers towards the traditionally accepted universal human value-*Truth* was the greatest and towards the value-*Goodness* was the least. From the tables 5.73, 5.74, 5.75; it can be observed that the mean attitude scores of higher secondary school in-service teachers towards the traditionally accepted universal human values-Truth, Beauty, Goodness (taken separately) were 117.61, 119.26 and 113.45 respectively. Looking at these scores it can be inferred that the mean attitude scores of higher secondary school in-service teachers towards the value-*Beauty* was greater than the mean attitude scores towards the value-*Truth* and towards the value-*Goodness*, the mean attitude score towards the value-*Goodness* being the least.

From the tables 5.60, 5.68, 5.76; it can be observed that the Primary school in-service teachers' high scores on attitude towards the traditionally accepted universal human values-Truth, Beauty, Goodness (overall), were 416.00 and above; and the secondary school in-service teachers' high scores were 407.00 and above; higher secondary school in-service teachers' high scores were 407.00 and above. From the tables 5.56, 5.64, 5.72; it can be observed that, for all the three distributions of attitude scores of Primary, Secondary and Higher Secondary school in-service teachers towards the traditionally accepted universal

human values-Truth, Beauty, Goodness (overall) was negatively skewed. As for the Kurtosis, the distributions of the Primary school in-service teachers' attitude scores towards the traditionally accepted universal human values-Truth, Beauty, Goodness (overall) was Platykurtic while the distributions of Secondary and Higher Secondary school in-service teachers' attitude scores towards the traditionally accepted universal human values-Truth, Beauty and Goodness (overall) was Leptokurtic in nature. From tables 5.57, 5.58, 5.59 it can be observed that the three distributions of attitude scores of Primary school in-service teachers towards the traditionally accepted universal human values-Truth, Beauty and Goodness (taken separately) were Platykurtic in nature. From tables 5.65, 5.66, 5.67 it can be observed that the three distributions of attitude scores of Secondary school in-service teachers towards the traditionally accepted universal human values-*Truth* and *Goodness* were Leptokurtic and towards the value-*Beauty* was Platykurtic in nature. From tables 5.73, 5.74, 5.75 it can be observed that the three distributions of attitude scores of Higher Secondary school in-service teachers towards the traditionally accepted universal human values-*Truth*, *Beauty* and *Goodness* were Leptokurtic in nature.

5.1.5 The Nature of Distribution of the Attitude Scores of the In-service Teachers (with experience up to 10 years, 11-20 years, 21 years and above) towards the Traditionally Accepted Universal Human Values – Truth, Beauty, Goodness

The number of in-service teachers (with experience up to 10 years, 11-20 years, 21 years and above); were 357, 158 and 85

respectively. To study the nature of distribution of the attitude scores of the in-service teachers (with experience up to 10 years, 11-20 years and 21 years and above) towards the traditionally accepted universal human values-Truth, Beauty, Goodness; mean, median, mode, standard deviation, skewness, kurtosis and percentiles were calculated for the distribution of 357 in-service teachers (with experience up to 10 years), 158 in-service teachers (with experience 11-20 years) and 85 in-service teachers (with experience 21 years and above) respectively. The results are represented in the following tables.

Table: 5.80
Mean, Median, Mode, Standard Deviation, Skewness, Kurtosis for the Distribution of 357 In-service Teachers' (with experience up to 10 years) Attitude Scores towards the Traditionally Accepted Universal Human Values - Truth, Beauty, Goodness (overall)

experience		overall
up to 10 years	Mean	348.8848
	Median	354.0000
	Mode	364.0000
	Std. Deviation	39.49442
	Skewness	- 0.500
	Std. Error of Skewness	0.129
	Kurtosis	- 0.466
	Std. Error of Kurtosis	0.258

From the table 5.80, it can be observed that the mean attitude score of the 357 in-service teachers (with experience up to 10 years) towards the traditionally accepted universal human values– Truth, Beauty, Goodness (overall); was found to be 348.88, the median and the mode were found to be 354.00 and 364.00 respectively. These values of mean, median and mode were different which shows that the distribution was skewed. The coefficient of skewness was –0.500 revealing that the distribution was skewed negatively or to the left and the scores were massed at the high end of the scale (the right end) and were spread out

more gradually towards the low end (or left). Mean was *pulled* in the direction of the extreme scores. Since the mean is affected by the extreme scores and median is not, the mean is always closer to the extreme scores than the median. Hence, in the negatively skewed distribution, the mean is lower than the median. This can be observed from the table 5.80 that the mean was less than the median. It can be observed by looking at the negatively skewed distribution, that most of the respondents had given positive responses while few respondents had given negative responses. The standard error of the skewness was 0.129. The kurtosis was -0.466 and standard error of kurtosis was 0.258. The kurtosis was less than 0.263 showing that the distribution was Leptokurtic in nature and hence peaked than the normal distribution.

Table: 5.81
Mean, Median, Mode, Standard Deviation, Skewness, Kurtosis for the Distribution of 357 In-service Teachers' (with experience up to 10 years) Attitude Scores towards the Traditionally Accepted Universal Human Value - Truth

experience		Truth
up to 10 years	Mean	118.4174
	Median	120.0000
	Mode	122.0000
	Std. Deviation	14.17456
	Skewness	- 0.764
	Std. Error of Skewness	0.129
	Kurtosis	0.743
	Std. Error of Kurtosis	0.257

From the table 5.81, it can be observed that the mean attitude score of the 357 in-service teachers (with experience up to 10 years) towards the traditionally accepted universal human value–Truth, was found to be 118.42; the median and the mode were found to be 120.00 and 122.00 respectively. These values of mean, median and mode were different which shows that the distribution was skewed. The coefficient of skewness –0.764 revealing that the distribution was skewed negatively or to the left

and the scores were massed at the high end of the scale (the right end) and were spread out more gradually towards the low end (or left). Mean was *pulled* in the direction of the extreme scores. Since the mean is affected by the extreme scores and median is not, the mean is always closer to the extreme scores than the median. Hence, in the negatively skewed distribution, the mean is lower than the median. This can be observed from the table 5.81 that the mean was less than the median. It can be observed by looking at the negatively skewed distribution, that most of the respondents had given positive responses while few respondents had given negative responses. The standard error of the skewness was 0.129. The kurtosis was 0.743 and standard error of kurtosis was 0.257. The kurtosis was greater than 0.263 showing that the distribution was Platykurtic in nature and flatter than the normal distribution.

Table: 5.82
Mean, Median, Mode, Standard Deviation, Skewness, Kurtosis for the Distribution of 357 In-service Teachers' (with experience up to 10 years) Attitude Scores towards the Traditionally Accepted Universal Human Value - Beauty

experience		Beauty
up to 10 years	Mean	117.8936
	Median	119.0000
	Mode	119.0000
	Std. Deviation	14.42941
	Skewness	- 0.452
	Std. Error of Skewness	0.129
	Kurtosis	0.404
	Std. Error of Kurtosis	0.257

From the table, 5.82 it can be observed that the mean attitude score of the 357 in-service teachers (with experience up to 10 years) towards the traditionally accepted universal human value–Beauty, was found to be 117.89; the median and the mode were found to be 119.00 and 119.00 respectively. These values of mean, median and mode were different which shows that the

distribution was skewed. The coefficient of skewness was -0.452 revealing that the distribution was skewed negatively or to the left and the scores were massed at the high end of the scale (the right end) and were spread out more gradually towards the low end (or left). Mean was *pulled* in the direction of the extreme scores. Since the mean is affected by the extreme scores and median is not, the mean is always closer to the extreme scores than the median. Hence, in the negatively skewed distribution, the mean is lower than the median. This can be observed from the table 5.82 that the mean was less than the median. It can be observed by looking at the negatively skewed distribution, that most of the respondents had given positive responses while few had given negative responses. The standard error of the skewness was 0.129. The kurtosis was 0.404 and standard error of kurtosis was 0.257. The kurtosis was greater than 0.263 which shows that the distribution was Platykurtic in nature and flatter than the normal distribution.

Table: 5.83
Mean, Median, Mode, Standard Deviation, Skewness,
Kurtosis for the Distribution of 357 In-service Teachers’
(with experience up to 10 years) Attitude Scores towards the
Traditionally Accepted Universal Human Value - Goodness

experience		Goodness
up to 10 years	Mean	112.4298
	Median	114.0000
	Mode	114.0000
	Std. Deviation	14.00938
	Skewness	- 0.156
	Std. Error of Skewness	0.129
	Kurtosis	0.391
	Std. Error of Kurtosis	0.258

From the table 5.83, it can be observed that the mean attitude score of the 357 in-service teachers (with experience up to 10 years) towards the traditionally accepted universal human value – Goodness, was found to be 112.43; the median and the mode were

found to be 114.00 and 114.00 respectively. These values of mean, median and mode were different which shows that the distribution was skewed. The coefficient of skewness was -0.156 revealing that the distribution was skewed negatively or to the left and the scores were massed at the high end of the scale (the right end) and were spread out more gradually towards the low end (or left). Mean was *pulled* in the direction of the extreme scores. Since the mean is affected by the extreme scores and median is not, the mean is always closer to the extreme scores than the median. Hence, in the negatively skewed distribution, the mean is lower than the median. This can be observed from the table 5.83 that the mean was less than the median. It can be observed by looking at the negatively skewed distribution that most of the respondents responded positively while few responded negatively. The standard error of the skewness was 0.129. The kurtosis was 0.391 and standard error of kurtosis was 0.258. The kurtosis was greater than 0.263 showing that the distribution was Platykurtic in nature and hence flatter than the normal distribution.

Table: 5.84
The Percentile Norms for the Distribution of Attitude
Scores of 357 In-service Teachers
(with experience up to 10 years) towards the Traditionally
Accepted Universal Human Values –
Truth, Beauty, Goodness (overall)

experience		overall
up to 10 years	Percentiles	
		4
		23
		77
		96
		268.0000
		326.0000
		372.8900
		413.4400

From the table 5.84, it can be observed that for the distribution of attitude scores of the sample of 357 in-service teachers (with experience up to 10 years) towards the traditionally accepted universal human values –Truth, Beauty, Goodness (overall);

the scores, 268.00 and below were low scores,
 269.00-326.29 were below average scores,
 327.00-372.89 were average scores,
 373.00-413.44 were above average scores,
 414.00 and above were high scores.

Table: 5.85
The Percentile Norms for the Distribution of Attitude
Scores of 357 In-service Teachers
(with experience up to 10 years) towards the Traditionally
Accepted Universal Human Value – Truth

experience		Truth
up to 10 years	Percentiles	4
		23
		77
		96
		88.0000
		111.3400
		127.0000
		140.0000

From the table 5.85, it can be observed that for the distribution of attitude scores of the sample of 357 in-service teachers (with experience up to 10 years) towards the traditionally accepted universal human value – Truth;

the scores, 88.00 and below were low scores,
 89.00-113.34 were below average scores,
 114.00-127.00 were average scores,
 128.00-140.00 were above average scores,
 141.00 and above were high scores.

Table: 5.86
The Percentile Norms for the Distribution of Attitude Scores
of 357 In-service Teachers (with experience up to 10 years)
towards Traditionally Accepted
Universal Human Value – Beauty

experience		Beauty
up to 10 years	Percentiles	4
		23
		77
		96
		89.0000
		112.0000
		128.0000
		144.0000

From the table 5.86, it can be observed that for the distribution of attitude scores of the sample of 357 in-service teachers (with experience up to 10 years) towards the traditionally accepted universal human value–Beauty;

the scores, 89.00 and below were low scores,

90.00-112.00 were below average scores,

113.00-128.00 were average scores,

129.00-144.00 were above average scores,

145.00 and above were high scores.

Table: 5.87
The Percentile Norms for the Distribution of Attitude Scores of 357 In-service Teachers (with experience up to 10 years) towards the Traditionally Accepted Universal Human Value – Goodness

experience		Goodness
up to 10 years	Percentiles	4
		23
		77
		96
		85.2800
		104.1100
		121.0000
		140.0000

From the table 5.87, it can be observed that for the distribution of attitude scores of the sample of 357 in-service teachers (with experience up to 10 years) towards the traditionally accepted universal human value – Goodness;

the scores, 85.28 and below were low scores,

86.00-104.11 were below average scores,

105.00-121.00 were average scores,

122.00-140.00 were above average scores,

141.00 and above were high scores.

Table: 5.88
Mean, Median, Mode, Standard Deviation, Skewness,
Kurtosis for the Distribution of 158 In-service Teachers’
(with experience 11-20 years) Attitude Scores towards the
Traditionally Accepted Universal Human Values -
Truth, Beauty, Goodness (overall)

experience		overall
11-20 years	Mean	347.9051
	Median	356.0000
	Mode	348.0000
	Std. Deviation	43.03869
	Skewness	- 0.780
	Std. Error of Skewness	0.193
	Kurtosis	- 0.560
	Std. Error of Kurtosis	0.384

From the table 5.88, it can be observed that the mean attitude score of the 158 in-service teachers (with experience 11-20 years) attitude scores towards the traditionally accepted universal human values—Truth, Beauty, Goodness (overall); was found to be 347.91, the median and the mode were found to be 356.00 and 348.00 respectively. These values of mean, median and mode were different which shows that the distribution was skewed. The coefficient of skewness was -0.780 revealing that the distribution was skewed negatively or to the left and the scores were massed at the high end of the scale (the right end) and were spread out more gradually towards the low end (or left). Mean was *pulled* in the direction of the extreme scores. Since the mean is affected by the extreme scores and median is not, the mean is always closer to the extreme scores than the median. Hence, in the negatively skewed distribution, the mean is lower than the median. This can be observed from the table 5.88 that the mean is less than the median. It can be observed by looking at the negatively skewed distribution, that most of the respondents responded positively while few responded negatively. The standard error of the skewness was 0.193. The kurtosis was $- 0.560$ and standard error

of kurtosis was 0.384. The kurtosis was less than 0.263 showing that the distribution was Leptokurtic in nature and hence peaked than the normal distribution.

Table: 5.89
Mean, Median, Mode, Standard Deviation, Skewness, Kurtosis for the Distribution of 158 In-service Teachers' (with experience 11-20 years) Attitude Scores towards the Traditionally Accepted Universal Human Value – Truth

experience		Truth
11-20 years	Mean	118.0823
	Median	122.0000
	Mode	124.0000
	Std. Deviation	16.26726
	Skewness	- 0.999
	Std. Error of Skewness	0.193
	Kurtosis	0.811
	Std. Error of Kurtosis	0.384

From the table 5.89, it can be observed that the mean attitude score of the 158 in-service teachers (with experience 11-20 years) attitude scores towards the traditionally accepted universal human value–Truth, was found to be 118.08, the median and the mode were found to be 122.00 and 124.00 respectively. These values of mean, median and mode were different which shows that the distribution was skewed. The coefficient of skewness was –0.999 revealing that the distribution was skewed negatively or to the left and the scores were massed at the high end of the scale (the right end) and were spread out more gradually towards the low end (or left). Mean was *pulled* in the direction of the extreme scores. Since the mean is affected by the extreme scores and median is not, the mean is always closer to the extreme scores than the median. Hence, in the negatively skewed distribution, the mean is lower than the median. This can be observed from the table 5.89 that the mean was less than the median. It can be observed by looking at the negatively skewed distribution, that most of the respondents responded positively while few responded negatively.

The standard error of the skewness was 0.193. The kurtosis was 0.811 and standard error of kurtosis was 0.384. The kurtosis was greater than 0.263 showing that the distribution was Platykurtic in nature and hence flatter than normal distribution.

Table: 5.90
Mean, Median, Mode, Standard Deviation, Skewness, Kurtosis for the Distribution of 158 In-service Teachers' (with experience 11-20 years) Attitude Scores towards the Traditionally Accepted Universal Human Value - Beauty

experience		Beauty
11-20 years	Mean	117.5633
	Median	120.0000
	Mode	119.0000
	Std. Deviation	15.72472
	Skewness	- 0.921
	Std. Error of Skewness	0.193
	Kurtosis	- 0.737
	Std. Error of Kurtosis	0.384

From the table 5.90, it can be observed that the mean attitude score of the 158 in-service teachers (with experience 11-20 years) attitude scores towards the traditionally accepted universal human value–Beauty, was found to be 117.56, the median and the mode was found to be 120.00 and 119.00 respectively. These values of mean, median and mode were different which shows that the distribution was skewed. The coefficient of skewness was –0.921 revealing that the distribution was skewed negatively or to the left and the scores were massed at the high end of the scale (the right end) and were spread out more gradually towards the low end (or left). Mean was *pulled* in the direction of the extreme scores. Since the mean is affected by the extreme scores and median is not, the mean is always closer to the extreme scores than the median. Hence, in the negatively skewed distribution, the mean is lower than the median. This can be observed from the table 5.90 that the mean was less than the median. It can be observed by looking at the negatively skewed distribution, that most of the

respondents responded positively while few responded negatively. The standard error of the skewness was 0.193. The kurtosis was - 0.737 and standard error of kurtosis was 0.384. The kurtosis was less than 0.263 showing that the distribution was Leptokurtic in nature and hence peaked than the normal distribution.

Table: 5.91
Mean, Median, Mode, Standard Deviation, Skewness, Kurtosis for the Distribution of 158 In-service Teachers' (with experience 11-20 years) Attitude Scores towards the Traditionally Accepted Universal Human Value - Goodness

experience		Goodness
11-20 years	Mean	112.2595
	Median	114.0000
	Mode	115.0000
	Std. Deviation	14.94797
	Skewness	- 0.281
	Std. Error of Skewness	0.193
	Kurtosis	0.641
	Std. Error of Kurtosis	0.384

From the table 5.91, it can be observed that the mean attitude score of the 158 in-service teachers' (with experience 11-20 years) attitude scores towards the traditionally accepted universal human value – Goodness, was found to be 112.26, the median and the mode were found to be 114.00 and 115.00 respectively. These values of mean, median and mode were different which shows that the distribution was skewed. The coefficient of skewness was -0.281 revealing that the distribution was skewed negatively or to the left and the scores were massed at the high end of the scale (the right end) and were spread out more gradually towards the low end (or left). Mean was *pulled* in the direction of the extreme scores. Since the mean was affected by the extreme scores and median is not, the mean is always closer to the extreme scores than the median. Hence, in the negatively skewed distribution, the mean is lower than the median. This can be observed from the table 5.91 that the mean was less than the median. It can be

observed by looking at the negatively skewed distribution, most of the respondents had responded positively while few responded negatively. The standard error of the skewness was 0.193. The kurtosis was 0.641 and standard error of kurtosis was 0.384. The kurtosis was greater than 0.263 showing that the distribution was Platykurtic in nature and flatter than the normal distribution.

Table: 5.92
The Percentile Norms for the Distribution of Attitude Scores of 158 In-service Teachers (with experience 11-20 years) towards the Traditionally Accepted Universal Human Values – Truth, Beauty, Goodness (overall)

experience			overall
11-20 years	Percentiles	4	255.3600
		23	329.5700
		77	375.0000
		96	415.6400

From the table 5.92, it can be observed that for the distribution of attitude scores of 158 in-service teachers (with experience 11-20 years) towards traditionally accepted universal human values– Truth, Beauty, Goodness (overall);

the scores, 255.36 and below were low scores,

256.00 - 329.57 were below average scores,

330.00 - 375.00 were average scores,

376.00 - 415.64 were above average scores,

416.00 and above were high scores.

Table: 5.93
The Percentile Norms for the Distribution of Attitude Scores of 158 In-service Teachers (with experience 11-20 years) towards the Traditionally Accepted Universal Human Value – Truth

experience			Truth
11-20 years	Percentiles	4	81.8000
		23	109.0000
		77	130.0000
		96	139.6400

From the table 5.93, it can be observed that for the distribution of attitude scores of 158 in-service teachers (with experience 11-20 years) towards traditionally accepted universal human value– Truth;

the scores, 81.80 and below were low scores,

82.00 - 109.00 were below average scores,

110.00 - 130.00 were average scores,

131.00 - 139.64 were above average scores,

140.00 and above were high scores.

Table: 5.94
The Percentile Norms for the Distribution of Attitude Scores of 158 In-service Teachers (with experience 11-20 years) towards the Traditionally Accepted Universal Human Value – Beauty

experience		Beauty
11-20 years	Percentiles	4
		23
		77
		96
		85.3600
		112.0000
		128.0000
		141.0000

From the table 5.94, it can be observed that for the distribution of attitude scores of 158 in-service teachers (with experience 11-20 years) towards traditionally accepted universal human value– Beauty;

the scores, 85.36 and below were low scores,

86.00-112.00 were below average scores,

113.00-128.00 were average scores,

129.00-141.00 were above average scores,

142.00 and above were high scores.

Table: 5.95
The Percentile Norms for the Distribution of Attitude
Scores of 158 In-service Teachers’
(with experience 11-20 years) towards the Traditionally
Accepted Universal Human Value - Goodness

experience		Goodness
11-20 years	Percentiles	4
		23
		77
		96
		83.3600
		106.0000
		120.8600
		141.5600

From the table 5.95, it can be observed that for the distribution of attitude scores of 158 in-service teachers (with experience 11-20 years) towards traditionally accepted universal human value– Goodness;

the scores, 83.36 and below were low scores,

84.00-106.00 were below average scores,

107.00-120.00 were average scores,

121.00-141.56 were above average scores,

142.00 and above were high scores.

Table: 5.96
Mean, Median, Mode, Standard Deviation, Skewness,
Kurtosis for the Distribution of 85 In-service Teachers’
(with experience 21 years and above) Attitude Scores towards
the Traditionally Accepted Universal Human Values –
Truth, Beauty, Goodness (overall)

experience		overall
21 years and above	Mean	347.8824
	Median	353.0000
	Mode	357.0000
	Std. Deviation	37.19812
	Skewness	- 0.578
	Std. Error of Skewness	0.261
	Kurtosis	- 0.004
	Std. Error of Kurtosis	0.517

From the table 5.96, it can be observed that the mean attitude score of the 85 in-service teachers (with experience 21 years and above) towards the traditionally accepted universal human value– Truth, Beauty, Goodness(overall); was found to be 347.88, the

median and the mode were found to be 353.00 and 357.00 respectively. These values of mean, median and mode were different which shows that the distribution was skewed. The coefficient of skewness was -0.578 revealing that the distribution was skewed negatively or to the left and the scores were massed at the high end of the scale (the right end) and were spread out more gradually towards the low end (or left). Mean was *pulled* in the direction of the extreme scores. Since the mean is affected by the extreme scores and median is not, the mean is always closer to the extreme scores than the median. Hence, in the negatively skewed distribution, the mean is lower than the median. This can be observed from the table 5.96 that the mean was less than the median. It can be observed by looking at the negatively skewed distribution, that most of the respondents had given positive responses while few respondents had given negative responses. The standard error of the skewness was 0.261. The kurtosis was -0.004 and standard error of kurtosis was 0.517. The kurtosis was less than 0.263 showing that the distribution was Leptokurtic in nature and hence peaked than the normal distribution.

Table: 5.97
Mean, Median, Mode, Standard Deviation, Skewness,
Kurtosis for the Distribution of 85 In-service Teachers’
(with experience 21 years and above) Attitude Scores towards
the Traditionally Accepted Universal Human Value - Truth

experience		Truth
21 years and above	Mean	118.8118
	Median	120.0000
	Mode	122.0000
	Std. Deviation	12.88640
	Skewness	- 0.700
	Std. Error of Skewness	0.261
	Kurtosis	0.824
	Std. Error of Kurtosis	0.517

From the table 5.97, it can be observed that the mean attitude score of the 85 in-service teachers (with experience 21 years and

above) towards the traditionally accepted universal human value– Truth, was found to be 118.81, the median and the mode were found to be 120.00 and 122.00 respectively. These values of mean, median and mode were different which shows that the distribution was skewed. The coefficient of skewness was -0.700 revealing that the distribution was skewed negatively or to the left and the scores were massed at the high end of the scale (the right end) and were spread out more gradually towards the low end (or left). Mean was *pulled* in the direction of the extreme scores. Since the mean is affected by the extreme scores and median is not, the mean is always closer to the extreme scores than the median. Hence, in the negatively skewed distribution, the mean is lower than the median. This can be observed from the table 5.97 that the mean was less than the median. It can be observed by looking at the negatively skewed distribution, that most of the respondents had given positive responses while few respondents had given negative responses. The standard error of the skewness was 0.261. The kurtosis was 0.824 and standard error of kurtosis was 0.517. The kurtosis was greater than 0.263 showing that the distribution was Platykurtic in nature and flatter than the normal distribution.

Table: 5.98
Mean, Median, Mode, Standard Deviation, Skewness,
Kurtosis for the Distribution of 85 In-service Teachers’
(with experience 21 years and above) Attitude Scores towards
the Traditionally Accepted Universal Human Value – Beauty

experience		Beauty
21 years and above	Mean	117.3176
	Median	118.0000
	Mode	121.0000
	Std. Deviation	15.14549
	Skewness	- 0.494
	Std. Error of Skewness	0.261
	Kurtosis	- 0.097
	Std. Error of Kurtosis	0.517

From the table 5.98, it can be observed that the mean attitude score of the 85 in-service teachers (with experience 21 years and above) towards the traditionally accepted universal human value—Beauty, was found to be 117.32, the median and the mode were found to be 118.00 and 121.00 respectively. These values of mean, median and mode were different which shows that the distribution was skewed. The coefficient of skewness was -0.494 revealing that the distribution was skewed negatively or to the left and the scores were massed at the high end of the scale (the right end) and were spread out more gradually towards the low end (or left). Mean was *pulled* in the direction of the extreme scores. Since the mean is affected by the extreme scores and median is not, the mean is always closer to the extreme scores than the median. Hence, in the negatively skewed distribution, the mean is lower than the median. This can be observed from the table 5.98 that the mean was less than the median. It can be observed by looking at the negatively skewed distribution, that most of the respondents had given positive responses while few respondents had given negative responses. The standard error of the skewness was 0.261. The kurtosis was -0.097 and standard error of kurtosis was 0.517. The kurtosis was less than 0.263 showing that the distribution was Leptokurtic in nature and hence peaked than the normal distribution.

Table: 5.99
Mean, Median, Mode, Standard Deviation, Skewness, Kurtosis for the Distribution of 85 In-service Teachers' (with experience 21 years and above) Attitude Scores towards the Traditionally Accepted Universal Human Value - Goodness

experience		Goodness
21 years and above	Mean	111.7529
	Median	112.0000
	Mode	108.0000
	Std. Deviation	12.94209
	Skewness	- 0.243
	Std. Error of Skewness	0.261
	Kurtosis	- 0.182
	Std. Error of Kurtosis	0.517

From the table 5.99, it can be observed that the mean attitude score of the 85 in-service teachers (with experience 21 years and above) towards the traditionally accepted universal human value– Goodness, was found to be 111.75 the median and the mode were found to be 112.00 and 108.00 respectively. These values of mean, median and mode were different which shows that the distribution was skewed. The coefficient of skewness was -0.243 revealing that the distribution was skewed negatively or to the left and the scores were massed at the high end of the scale (the right end) and were spread out more gradually towards the low end (or left). Mean was *pulled* in the direction of the extreme scores. Since the mean is affected by the extreme scores and median is not, the mean is always closer to the extreme scores than the median. Hence, in the negatively skewed distribution, the mean is lower than the median. This can be observed from the table 5.99 that the mean was less than the median. It can be observed by looking at the negatively skewed distribution, most of the respondents had given positive responses while few respondents had given negative responses. The standard error of the skewness was 0.261. The kurtosis was -0.182 and standard error of kurtosis

was 0.517. The kurtosis was less than 0.263 showing that the distribution was Leptokurtic in nature and hence peaked than the normal distribution.

Table: 5.100
The Percentile Norms for the Distribution of Attitude Scores of 85 In-service Teachers (with experience 21 years and above) towards the Traditionally Accepted Universal Human Values – Truth, Beauty, Goodness (overall)

experience			overall
21 years and above	Percentiles	4	265.4400
		23	325.3400
		77	375.8800
		96	407.1200

From the table 5.100, it can be observed that for the distribution of attitude scores of 85 in-service teachers (with experience 21 years and above) towards the traditionally accepted universal human values–Truth, Beauty, Goodness (overall);

the scores, 265.44 and below were low scores,

266.00-325.34 were below average scores,

326.00-375.88 were average scores,

376.00-407.12 were above average scores,

408.00 and above were high scores.

Table: 5.101
The Percentile Norms for the Distribution of Attitude Scores of 85 In-service Teachers (with experience 21 years and above) towards the Traditionally Accepted Universal Human Value – Truth

experience			Truth
21 years and above	Percentiles	4	90.0000
		23	111.3400
		77	129.0000
		96	138.0000

From the table 5.101, it can be observed that for the distribution of attitude scores of 85 in-service teachers (with experience 21 years and above) towards the traditionally accepted universal human value–Truth;

the scores, 90.00 and below were low scores,
 91.00-111.34 were below average scores,
 112.00-129.00 were average scores,
 130.00-138.00 were above average scores,
 139.00 and above were high scores.

Table: 5.102
The Percentile Norms for the Distribution of Attitude
Scores of 85 In-service Teachers
(with experience 21 years and above) towards the
Traditionally Accepted Universal Human Value – Beauty

experience		Beauty
21 years and above	Percentiles	4
		23
		77
		96
		85.4400
		107.7800
		129.2200
		142.1200

From the table 5.102, it can be observed that for the distribution of attitude scores of 85 in-service teachers (with experience 21 years and above) towards the traditionally accepted universal human value–Beauty;

the scores, 85.44 and below were low scores,
 86.00-107.78 were below average scores,
 108.00-129.22 were average scores,
 130.00-142.12 were above average scores,
 143.00 and above were high scores.

Table: 5.103
The Percentile Norms for the Distribution of Attitude
Scores of 85 In-service Teachers
(with experience 21 years and above) towards the
Traditionally Accepted Universal Human Value – Goodness

experience		Goodness
21 years and above	Percentiles	4
		23
		77
		96
		86.4400
		104.0000
		120.4400
		133.0000

From the table 5.103, it can be observed that for the distribution of attitude scores of 85 in-service teachers (with experience 21

years and above) towards the traditionally accepted universal human value– Goodness;

the scores, 86.44 and below were low scores,

87.00-104.00 were below average scores,

105.00-120.44 were average scores,

121.00-133.12 were above average scores,

134.00 and above were high scores.

5.1.5.1 Comparison of the Distributions of the Attitude Scores of the In-service Teachers (with experience up to 10 years, 11-20 years, 21 years and above) towards the Traditionally Accepted Universal Human Values - Truth, Beauty, Goodness

Tables 5.80, 5.88, 5.96; reveal that the mean attitude score of the in-service teachers (with experience up to 10 years) towards the traditionally accepted universal human values-Truth, Beauty, Goodness (overall), was 348.89, the mean attitude score of the in-service teachers (with experience 11-20 years) towards the traditionally accepted universal human values- Truth, Beauty, Goodness (overall) was 347.90 and the mean attitude score of the in-service teachers (with experience 21 and above years) towards the traditionally accepted universal human values-Truth, Beauty, Goodness(overall) was 347.88. This indicates that mean attitude score of the in-service teachers (with experience up to 10 years) towards the traditionally accepted universal human values-Truth, Beauty, Goodness (overall) was the greatest and the mean attitude score of the in-service teachers (with experience 21 and above years) towards the traditionally accepted universal human values-Truth, Beauty, Goodness (overall) was the least. From the tables 5.81, 5.82, 5.83; it can be observed that the mean attitude scores

of the in-service teachers (with experience up to 10 years) towards the traditionally accepted universal human values - Truth, Beauty, Goodness; (taken separately) were 118.42, 117.89, and 112.43 respectively. Looking at these scores it can be inferred that the mean attitude score, towards the value-*Truth* was greater than the mean attitude scores towards the value-*Beauty* and towards the value-*Goodness*. The mean attitude scores towards the value-*Goodness* being the least.

From the tables 5.89, 5.90, 5.91; it can be observed that the mean attitude scores of in-service teachers (with experience 11-20 years) towards the traditionally accepted universal human values–Truth, Beauty, Goodness (taken separately) were 118.08, 117.56 and 112.25 respectively. Looking at these scores it can be inferred that the mean attitude score towards the value-*Truth* was greater than the mean attitude score towards the value-*Beauty* and towards the value-*Goodness*, the mean attitude score towards the value-*Goodness* being the least. From the tables 5.97, 5.98, 5.99; it can be observed that the mean attitude scores of in-service teachers (with experience 21 years and above) towards the traditionally accepted universal human values–Truth, Beauty and Goodness (taken separately) were 118.81, 117.32, 111.75 respectively. Looking at these scores it can be inferred the mean attitude scores of the in-service teachers (with experience 21 years and above) towards the traditionally accepted universal human value-*Truth* was greater than the mean attitude score towards the value-*Beauty* and towards the value-*Goodness*; the mean attitude score towards the value-*Goodness* being the least. Among the three groups of in-service teachers (with experience up to 10 years, 11-20 years and 21 years and above) the mean attitude

scores towards the value Truth were 118.42, 118.08 and 118.81. These values do not differ much. For among the three groups of in-service teachers (with experience up to 10 years, 11-20 years and 21 years and above) the mean attitude scores towards the value-*Beauty* were 117.89, 117.56 and 117.32. These values do not differ much.

From the tables 5.84, 5.92, 5.100; it can be observed that high scores on attitude towards the traditionally accepted universal human values-Truth, Beauty, Goodness (overall), for the three groups of in-service teachers (with experience up to 10 years, 11-20 years and 21 years and above) were 414.00 and above; 416.00 and above, 408 and above respectively.

From the tables 5.80, 5.88, 5.96; it can be observed that, for all the three distributions of attitude scores of in-service teachers (with experience up to 10 years, 11-20 years and 21 years and above) towards the traditionally accepted universal human values-Truth, Beauty, Goodness (overall) are negatively skewed. As for the kurtosis, the distributions of the attitude scores towards the traditionally accepted universal human values - Truth, Beauty, Goodness (overall) of the in-service teachers (with experience up to 10 years, 11-20 years) were Platykurtic while the distributions of in-service teachers (with experience 21 years and above) were Leptokurtic in nature.

From the tables 5.81, 5.82, 5.83; it can be observed that, for all the three distributions of attitude scores of in-service teachers (with experience up to 10 years) towards the traditionally accepted universal human values-Truth, Beauty, Goodness (taken separately) were Platykurtic. From the tables 5.89, 5.90, 5.91 it can be observed that, distributions of attitude scores of in-service

teachers (with experience 11-20 years) towards the traditionally accepted universal human values-Truth, and Goodness were Platykurtic and towards value *Beauty was* Leptokurtic. From the tables 5.101, 5.102, 5.103; it can be observed that, distributions of attitude scores of in-service teachers (with experience 21 years and above) towards the traditionally accepted universal human value *Truth* was Platykurtic and distribution of value *Beauty* and distribution of value *Goodness* were Leptokurtic.

5.2 ANALYSIS AND INTERPRETATION OF THE DATA PERTAINING TO OBJECTIVE 3 – HYPOTHESES TESTING

To realize objective 3, ‘To study the relationship of the mean scores of the attitude of the in-service teachers towards the traditionally accepted universal human values - Truth, Beauty, Goodness with respect to variables like *gender, qualifications, section* and *experience*; twelve hypotheses were formulated. All the hypotheses were verified by using suitable statistical techniques and were interpreted. The demographic variables involved in the study were categorized as follows:

Gender – Male/ Female

Qualifications – Graduate/ Postgraduate

Section - Primary/ Secondary/ Higher Secondary

Experience - up to 10 years/ 11-20 years/ 21 years and above

To determine about the significant difference in the mean attitude scores of the two groups - Male/ Female, Graduate/ Postgraduate; *t-test* was used. To determine about the significant difference in the mean attitude scores of the three groups - Primary, Secondary, Higher Secondary; and the groups having experience up to 10 years, the groups having experience 11-20 years, the groups

having experience 21 years and above; *Analysis of a Variance* was applied and to test the hypothesis *F-test* was used.

Ho1: There will be no significant difference in the mean score of the attitude of the Male and Female in-service teachers towards the traditionally accepted universal human value-*Truth*.

To test this hypothesis t-value was calculated on the attitude scores of the Male and Female in-service teachers towards the traditionally accepted universal human value-*Truth*.

The detail of the same is presented in the following table.

Table: 5.104
Mean, Standard Deviation, t-value of the Attitude Scores of the Male and Female In-service Teachers towards the Traditionally Accepted Universal Human Value - Truth

Gender	Mean	Standard Deviation	N	df	t	Sig
Male	116.6639	15.48005	119	598	1.441	0.150
Female	118.8108	14.31315	481			

From the table 5.104, it can be observed that calculated t-value was not significant. Hence the null hypothesis, Ho1: ‘There will be no significant difference in the mean score of the attitude of the Male and Female In-service teachers towards the traditionally accepted universal human value–*Truth*’, was not rejected.

This shows that, ‘there was no significant difference in the mean score of the attitude of the Male and Female in-service teachers towards the traditionally accepted universal human value–*Truth*.’

From this it can be inferred that the gender of the in-service teachers did not influence their mean score of the attitude towards the traditionally accepted universal human value-*Truth*.

Ho2: There will be no significant difference in the mean score of the attitude of the Male and Female in-service teachers towards the traditionally accepted universal human value - *Beauty*.

To test this hypothesis t-value was calculated on the attitude scores of the Male and Female in-service teachers towards the traditionally accepted universal human value-Beauty.

The detail of the same is presented in the following table.

Table: 5.105
Mean, Standard Deviation, t-value of the Attitude Scores of the Male and Female In-service Teachers towards the Traditionally Accepted Universal Human Value - Beauty

Gender	Mean	Standard Deviation	N	df	t	Sig
Male	115.4286	15.88762	119	598	1.99	0.05
Female	118.3971	14.71515	481			

It is observed from the table 5.105, that the calculated t-value was significant at 0.05 level. Hence the null hypothesis, Ho2: ‘There will be no significant difference in the mean score of the attitude of Male and Female in-service teachers towards the traditionally accepted universal human value-Beauty’, was rejected.

It can be concluded that ‘there was significant difference in the mean score of the attitude of Male and Female in-service teachers towards the traditionally accepted universal human value-Beauty.’

The significant difference at this stage demanded further analysis to study the difference in the mean score of the attitude of Male and Female in-service teachers towards the five components of the traditionally accepted universal human value-Beauty; namely *Punctuality, Regularity, Cleanliness, Politeness, Love*.

To study the significant difference, t-test was employed.

The detail of the same is presented in the following tables.

Table: 5.106
Mean, Standard Deviation, t-value of the Attitude Scores of
the Male and Female In-service Teachers towards *Punctuality*,
the Component of the Traditionally Accepted
Universal Human Value - Beauty

Gender	Mean	Standard Deviation	N	df	t	Sig
Male	23.27	4.141	119	598	2.333	0.02
Female	24.17	3.689	481			

From the table 5.106, it can be observed that t-value 2.333 was significant at 0.05 level. This means that ‘there was significant difference in the mean score of the attitude of Male and Female in-service teachers towards *Punctuality*, the component of the traditionally accepted universal human value-Beauty.’

Table: 5.107
Mean, Standard Deviation, t-value of the Attitude Scores of
the Male and Female In-service Teachers towards *Regularity*,
the Component of the Traditionally Accepted
Universal Human Value - Beauty

Gender	Mean	Standard Deviation	N	df	t	Sig
Male	22.33	3.582	119	598	3.020	0.003
Female	23.43	3.579	481			

From the table 5.107, it can be observed that t-value 3.020 was significant at 0.01 level. This indicates that ‘there was significant difference in the mean score of the attitude of Male and Female in-service teachers towards *Regularity*, the component of the traditionally accepted universal human value-Beauty.’

Table: 5.108
Mean, Standard Deviation, t-value of the Attitude Scores of
the Male and Female In-service Teachers towards *Cleanliness*,
the Component of the Traditionally Accepted
Universal Human Value - Beauty

Gender	Mean	Standard Deviation	N	df	t	Sig
Male	23.66	4.437	119	598	1.358	0.175
Female	24.21	3.791	481			

From the table 5.108, it can be observed that t-value 1.358 which was not significant. This indicates that, ‘there was no significant difference in the mean score of the attitude of Male and Female in-service teachers towards *Cleanliness*, the component of the traditionally accepted universal human value-Beauty.’

Table: 5.109
Mean, Standard Deviation, t-value of the Attitude Scores of the Male and Female In-service Teachers towards *Politeness*, the Component of the Traditionally Accepted Universal Human Value - Beauty

Gender	Mean	Standard Deviation	N	df	t	Sig
Male	22.70	3.514	119	598	0.068	0.946
Female	22.73	4.176	481			

From the table 5.109, it can be observed that t-value 0.068 which was not significant. This indicates that, ‘there was no significant difference in the mean score of the attitude of Male and Female in-service teachers towards *Politeness*, the component of the traditionally accepted universal human value-Beauty.’

Table: 5.110
Mean, Standard Deviation, t-value of the Attitude Scores of the Male and Female In-service Teachers towards *Love*, the Component of the Traditionally Accepted Universal Human Value - Beauty

Gender	Mean	Standard Deviation	N	df	t	Sig
Male	23.47	3.873	119	598	1.044	0.946
Female	23.85	3.518	481			

From the table 5.110, it can be observed that t-value 1.044 which was not significant. This indicates that ‘there was no significant difference in the mean score of the attitude of Male and Female in-service teachers towards *Love*, the component of the traditionally accepted universal human value-Beauty.’

Ho3: There will be no significant difference in the mean score of the attitude of the Male and Female in-service teachers towards the traditionally accepted universal human value-*Goodness*.

To test this hypothesis t-value was calculated on the attitude scores of the Male and Female in-service teachers towards the traditionally accepted universal human value-Goodness.

The detail of the same is presented in the following table.

Table: 5.111
Mean, Standard Deviation, t-value of the Attitude Scores of the Male and Female In-service Teachers towards the Traditionally Accepted Universal Human Value - Goodness

Sex	Mean	Standard Deviation	N	df	t	Sig
Male	110.8992	15.07799	119	598	1.202	0.230
Female	112.6333	13.83933	481			

From the table 5.111, it can be observed that calculated t-value was not significant. Hence the null hypothesis, Ho3: ‘There will be no significant difference in the mean score of the attitude of the Male and Female in-service teachers towards the traditionally accepted universal human value–Goodness’, was not rejected.

This shows that, ‘there was no significant difference in the mean score of the attitude of the Male and Female in-service teachers towards the traditionally accepted universal human value-Goodness.’

From this it can be inferred that the gender of the in-service teachers did not influence their mean score in the attitude towards the traditionally accepted universal human value-Goodness.

Ho4: There will be no significant difference in the mean score of the attitude of the Graduate and the Postgraduate in-service teachers towards the traditionally accepted universal human value - *Truth*.

To test this hypothesis t-value was calculated on the attitude scores of the Graduate and the Postgraduate in-service teachers towards the traditionally accepted universal human value-Truth.

The detail of the same is presented in the following table.

Table: 5.112
Mean, Standard Deviation, t-value of the Attitude Scores of the Graduate and the Postgraduate In-service Teachers towards the Traditionally Accepted Universal Human Value - Truth

Qualification	Mean	Standard Deviation	N	df	t	Sig
Graduate	117.6855	13.90242	248	598	0.998	0.324
Postgraduate	118.8778	15.01241	352			

From the table 5.112, it can be observed that calculated t-value was not significant. Hence the null hypothesis, Ho4: ‘There will be no significant difference in the mean score of the attitude of the Graduate and the Postgraduate in-service teachers towards the traditionally accepted universal human value–Truth’, was not rejected.

This shows that, ‘there was no significant difference in the mean score of the attitude of the Graduate and the Postgraduate in-service teachers towards the traditionally accepted universal human value-Truth.’

From this it can be inferred that qualifications of the in-service teachers did not influence their mean score of the attitude towards the traditionally accepted universal human value-Truth.

Ho5: There will be no significant difference in the mean score of the attitude of the Graduate and the Postgraduate in-service teachers towards the traditionally accepted universal human value - *Beauty*.

To test this hypothesis t-value was calculated on the attitude scores of the Graduate and the Postgraduate in-service teachers towards the traditionally accepted universal human value-Beauty. The detail of the same is presented in the following table.

Table: 5.113
Mean, Standard Deviation, t-value of the Attitude Scores of the Graduate and the Postgraduate In-service Teachers towards the Traditionally Accepted Universal Human Value – Beauty

Qualification	Mean	Standard Deviation	N	df	t	Sig
Graduate	117.1613	15.04939	248	598	0.887	0.375
Postgraduate	118.2642	14.94953	352			

From the table 5.113, it can be observed that calculated t-value was not significant. Hence the hypothesis, Ho5: ‘There will be no significant difference in the mean score of the attitude of the Graduate and the Postgraduate in-service teachers towards the traditionally accepted universal human value–Beauty’, was not rejected.

This shows that, there was no significant difference in the mean score of the attitude of the Graduate and the Postgraduate in-service teachers towards the traditionally accepted universal human value-Beauty.

From this it can be inferred that qualifications of the in-service teachers did not influence their mean score of the attitude towards the traditionally accepted universal human value-Beauty.

Ho6: There will be no significant difference in the mean score of the attitude of the Graduate and the Postgraduate in-service teachers towards the traditionally accepted universal human value - *Goodness*.

To test this hypothesis t-value was calculated on the attitude scores of the Graduate and the Postgraduate in-service teachers towards the traditionally accepted universal human value-Goodness.

The detail of the same is presented in the following table.

Table: 5.114
Mean, Standard Deviation, t-value of the Attitude Scores of the Graduate and the Postgraduate In-service Teachers towards the Traditionally Accepted Universal Human Value – Goodness

Qualification	Mean	Standard Deviation	N	df	t	Sig
Graduate	111.8629	14.01984	248	598	-0.621	0.535
Postgraduate	112.5897	14.16524	352			

From the table 5.114, it can be observed that calculated t-value was not significant. Hence the hypothesis, Ho6: ‘There will be no significant difference in the mean score of the attitude of the Graduate and the Postgraduate in-service teachers towards the traditionally accepted universal human value–Goodness’, was not rejected.

This shows that, ‘there was no significant difference in the mean score of the attitude of the Graduate and the Postgraduate in-service teachers towards the traditionally accepted universal human value-Goodness.’

From this it can be inferred that qualifications of the in-service teachers did not influence their mean score of the attitude towards the traditionally accepted universal human value-Goodness.

Ho 7: There will be no significant difference in the mean score of the attitude of the in-service teachers (Primary, Secondary, Higher Secondary) towards the traditionally accepted universal human value-*Truth*.

To test this hypothesis, F-test was applied.

The detail of the same is presented in the following table.

Table: 5.115
Summary of ANOVA of the Attitude of the In-service Teachers (Primary, Secondary, Higher Secondary) towards the Traditionally Accepted Universal Human Value - Truth

Source of Variation	Sum of Squares	df	Mean Square	F	Sig
Between groups	1899.384	2	949.692	4.530	0.011
Within groups	125152.681	597	209.636		
Total	127052.065	599			

From the table 5.115, it can be observed that the analysis of variance has yielded the F-value as 4.530, which was greater than 3.01 and significant at 0.05 level. Hence the null hypothesis, Ho7: ‘There will be no significant difference in the mean score of the attitude of the in-service teachers (Primary, Secondary, Higher Secondary) towards the traditionally accepted universal human value –Truth’, was rejected.

This means that ‘there was significant difference in the mean score of the attitude of the in-service teachers (Primary, Secondary, Higher Secondary) towards the traditionally accepted universal human value- Truth.’

Significant differences at this stage demand further analysis to study the differences in the mean score of the attitude of the in-service teachers (Primary, Secondary, Higher Secondary) towards

the five components of the traditionally accepted universal human value-Truth; namely *Impartiality, Responsibility, Integrity, Faith and Courage*.

To study the difference, F-test had been employed.

The detail of the same is presented in the tables below.

Table: 5.116
Summary of ANOVA of the Attitude of the In-service Teachers (Primary, Secondary, Higher Secondary) towards *Impartiality*-the component of the Traditionally Accepted Universal Human Value - Truth

Source of Variation	Sum of Squares	df	Mean Square	F	Sig
Between groups	96.654	2	48.327	3.352	0.036
Within groups	8606.144	597	14.416		
Total	8702.798	599			

From the table 5.116, it can be observed that the analysis of variance had yielded the F-value as 3.352, which was greater than 3.01 and significant at 0.05 level.

This means that, ‘there was significant difference in the mean score of the attitude of the in-service teachers (Primary, Secondary, Higher Secondary) towards *Impartiality*, the component of the traditionally accepted universal human value-Truth.’

Table: 5.117
Summary of ANOVA of the Attitude of the In-service Teachers (Primary, Secondary, Higher Secondary) towards *Responsibility*- the Component of the Traditionally Accepted Universal Human Value - Truth

Source of Variation	Sum of Squares	df	Mean Square	F	Sig
Between groups	244.870	2	122.435	8.563	0.000
Within groups	8535.604	597	14.297		
Total	8780.473	599			

From the table 5.117, it can be observed that the analysis of variance had yielded the F-value as 8.563 which was greater than 4.65 hence significant at 0.01 level.

This means that, ‘there was significant difference in the mean score of the attitude of the in-service teachers (Primary, Secondary, Higher Secondary) towards *Responsibility*, the component of the traditionally accepted universal human value-Truth.’

Table: 5.118
Summary of ANOVA of the Attitude of the In-service Teachers (Primary, Secondary, Higher Secondary) towards *Integrity*- the Component of the Traditionally Accepted Universal Human Value - Truth

Source of Variation	Sum of Squares	df	Mean Square	F	Sig
Between groups	99.892	2	49.946	3.484	0.031
Within groups	8559.601	597	14.338		
Total	8659.493	599			

From the table 5.118, it can be observed that the analysis of variance had yielded the F-value as 3.484 which was greater than 3.01 hence significant at 0.05 level.

This means that, ‘there was significant difference in the mean score of the attitude of the in-service teachers (Primary, Secondary, Higher Secondary) towards *Integrity*, the component of the traditionally accepted universal human value-Truth.’

Table: 5.119
Summary of ANOVA of the Attitude of the In-service Teachers (Primary, Secondary, Higher Secondary) towards Faith- the Component of the Traditionally Accepted Universal Human Value - Truth

Source of Variation	Sum of Squares	df	Mean Square	F	Sig
Between groups	17.818	2	8.909	0.761	0.468
Within groups	6992.015	597	11.712		
Total	7009.833	599			

From the table 5.119, it can be observed that the analysis of variance had yielded the F-value as 0.761, which was not significant.

Hence it is observed that, ‘there was no significant difference in the mean score of the attitude of the in-service teachers (Primary, Secondary, Higher Secondary) towards *Faith*, the component of the traditionally accepted universal human value-Truth.’

Table: 5.120
Summary of ANOVA of the Attitude of the In-service Teachers (Primary, Secondary, Higher Secondary) towards Courage- the Component of the Traditionally Accepted Universal Human Value - Truth

Source of Variation	Sum of Squares	df	Mean Square	F	Sig
Between groups	37.431	2	18.716	1.519	0.220
Within groups	7355.709	597	12.321		
Total	7393.140	599			

From the table 5.120, it can be observed that the analysis of variance had yielded the F-value as 1.519, which was not significant.

Hence it is observed that, ‘there was no significant difference in the mean score of the attitude of the in-service teachers (Primary,

Secondary, Higher Secondary) towards *Courage*, the component of the traditionally accepted universal human value-Truth.’

From the above results, it was observed that the analysis of variance yielded significant differences in the mean score of the attitude of the three groups of primary school in-service teachers, secondary school in-service teachers, and higher secondary school in-service teachers towards the three components-*Impartiality, Responsibility and Integrity* of the traditionally accepted universal human value-Truth.

The significant difference at this stage demanded further analysis to study the differences in the mean scores of the attitude of specific pairs of groups namely; 1) *primary school in-service teachers and secondary school in-service teachers*, 2) *primary school in-service teachers and higher secondary school in-service teachers* and 3) *secondary school in-service teachers and higher secondary school in-service teachers*; towards the three components-*Impartiality, Responsibility and Integrity* of the traditionally accepted universal human value-Truth.

To study the differences of specific pairs-mean differences, standard error of mean difference and ‘t’ were found.

The results are presented in the following tables.

Table: 5.121
The Mean Differences, Standard Error and t-value of the Attitude Scores of the Specific Pair of Groups of the Primary School In-service Teachers, Secondary School In-service Teachers and Higher Secondary School In-service Teachers - towards *Impartiality* the component of Traditionally Accepted Universal Human Value–Truth

Dependent Variable	(I) Section	(J) Section	Mean Difference (I – J)	Standard Error	t	Sig
Impartiality	Primary	Secondary	0.997 *	0.388	2.57	0.028
		Higher Secondary	0.179	0.383	0.47	0.887
	Secondary	Primary	- 0.997 *	0.388	-2.57	0.028
		Higher Secondary	- 0.818	0.456	-1.79	0.173
	Higher Secondary	Primary	- 0.179	0.383	-0.47	0.887
		Secondary	0.818	0.456	1.79	0.173

From the table 5.121, it can be observed that the t-value of mean difference between the primary school in-service teachers and secondary school in-service teachers was significant; the t-value of mean difference between the primary school in-service teachers and higher secondary school in-service teachers was not significant and the t-value of mean difference between the secondary school in-service teachers and higher secondary school in-service teachers was not significant.

This reveals that ‘there was significant difference in the mean score of the attitude of the pair, primary school in-service teachers and secondary school in-service teachers, towards *Impartiality* the component of the traditionally accepted universal human value-Truth.’

‘There was no significant difference in the mean score of the attitude of the pair, primary school in-service teachers and higher secondary school in-service teachers, towards *Impartiality* the

component of the traditionally accepted universal human value-Truth.’

‘There was no significant difference in the mean score of the attitude of the pair, secondary school in-service teachers and higher secondary school in-service teachers, towards *Impartiality* the component of the traditionally accepted universal human value-Truth.’

Table: 5.122
The Mean Differences, Standard Error and t-value of the Attitude Scores of the Specific Pair of Groups of the Primary School In-service Teachers, Secondary School In-service Teachers, Higher Secondary School In-service Teachers – towards *Responsibility* the Component of Traditionally Accepted Universal Human Value - Truth

Dependent Variable	(I) Section	(J) Section	Mean Difference (I – J)	Standard Error	t	Sig
Responsibility	Primary	Secondary	1.347 *	0.387	3.48	0.002
		Higher Secondary	1.212*	0.382	3.17	0.004
	Secondary	Primary	- 1.347 *	0.387	-3.48	0.002
		Higher Secondary	- 0.135	0.454	-0.30	0.953
	Higher Secondary	Primary	- 1.212 *	0.382	-3.17	0.004
		Secondary	0.135	0.454	0.30	0.953

From the table 5.122, it can be observed that the t -value of mean differences between the primary school in-service teachers and secondary school in-service teachers was significant; the t-value of mean difference of the primary school in-service teachers and higher secondary school in-service teachers was significant. The t-value of mean difference between the secondary school in-service teachers and higher secondary school in-service teachers was not significant.

This shows that ‘there was significant difference in the mean score of the attitude of the pair, primary school in-service teachers and secondary school in-service teachers towards *Responsibility*, the component of the traditionally accepted universal human value-Truth.’

‘There was significant difference in the mean score of the attitude of the pair, primary school in-service teachers and higher secondary school in-service teachers towards *Responsibility*, the component of the traditionally accepted universal human value-Truth.’

‘There was no significant difference in the mean score of the attitude of the pair, secondary school in-service teachers and higher secondary school in-service teachers, towards *Responsibility*, the component of the traditionally accepted universal human value-Truth.

Table: 5.123
The Mean Differences, Standard Error and t-value of the Attitude Scores of the Specific Pair of Groups of the Primary School In-service Teachers, Secondary School In-service Teachers, Higher Secondary School In-service Teachers – towards *Integrity* the Component of the Traditionally Accepted Universal Human Value - Truth

Dependent Variable	(I) Section	(J) Section	Mean Difference (I – J)	Standard Error	t	Sig
Integrity	Primary	Secondary	0.931 *	0.387	2.41	0.043
		Higher Secondary	0.672	0.382	1.75	0.185
	Secondary	Primary	- 0.931*	0.387	-2.41	0.043
		Higher Secondary	- 0.259	0.455	-0.569	0.836
	Higher Secondary	Primary	- 0.672	0.382	-1.75	0.185
		Secondary	0.259	0.455	0.569	0.836

From the table 5.123, it can be observed, that the t-value of mean difference between the primary school in-service teachers and secondary school in-service teachers was significant. However, the t-value of mean difference between the primary school in-service teachers and higher secondary school in-service teachers was not significant. Moreover, the t-value of mean difference between the secondary school in-service teachers and higher secondary school in-service teachers was not significant.

This shows that, ‘there was significant difference in the mean score of the attitude of the pair, primary school in-service teachers and secondary school in-service teachers towards *Integrity*, the component of the traditionally accepted universal human value-Truth.’

‘There was no significant difference in the mean score of the attitude of the pair, primary school in-service teachers and higher secondary school in-service teachers towards *Integrity*, the component of the traditionally accepted universal human value-Truth.’

‘There was no significant difference in the mean score of the attitude of the pair, secondary school in-service teachers and higher secondary school in-service teachers towards *Integrity*, the component of the traditionally accepted universal human value - Truth.’

Ho8: There will be no significant difference in the mean score of the attitude of the in-service teachers (Primary, Secondary, Higher Secondary) towards the traditionally accepted universal human value - *Beauty*.

To test this hypothesis, F-test was applied.

The detail of the same is presented in the following table.

Table: 5.124
Summary of ANOVA of the Attitude of the In-service Teachers (Primary, Secondary, Higher Secondary) towards the Traditionally Accepted Universal Human Value - Beauty

Source of Variation	Sum of Squares	df	Mean Square	F	Sig
Between groups	1067.919	2	533.960	2.388	0.093
Within groups	133495.039	597	233.610		
Total	134562.958	599			

From the table 5.124, it can be observed that the analysis of variance had yielded the F-value as 2.388 which was lesser than 3.01 and hence not significant. Hence the null hypothesis, Ho8: ‘There will be no significant difference in the mean score of the attitude of the in-service teachers (Primary, Secondary, Higher Secondary) towards the traditionally accepted universal human value–Beauty’, was not rejected.

This means that, ‘there was no significant difference in the mean score of the attitude of the in-service teachers (Primary, Secondary, Higher Secondary) towards the traditionally accepted universal human value- Beauty.’

From this it can inferred that the sections in which the in-service teachers were working (Primary, Secondary, Higher Secondary) did not influence their mean score of the attitude towards the traditionally accepted universal human value-Beauty.

Ho9: There will be no significant difference in the mean score of the attitude of the in-service teachers (Primary, Secondary, Higher Secondary) towards the traditionally accepted universal human value - *Goodness*.

To test this hypothesis, F-test was applied.

The detail of the same is presented in the following table.

Table: 5.125
Summary of ANOVA of the Attitude of the In-service Teachers (Primary, Secondary, Higher Secondary) towards the Traditionally Accepted Universal Human Value - Goodness

Source of Variation	Sum of Squares	df	Mean Square	F	Sig
Between groups	514.210	2	257.105	1.295	0.275
Within groups	118340.825	596	198.558		
Total	118855.035	598			

From the table 5.125 it can be observed that the analysis of variance had yielded the F-value as 1.295 which was lesser than 3.01 and hence not significant. Hence the null hypothesis, Ho9: ‘There will be no significant difference in the mean score of the attitude of the in-service teachers (Primary, Secondary, Higher Secondary) towards the traditionally accepted universal human value – Goodness’, was not rejected.

This means that, ‘there was no significant difference in the mean score of the attitude of the in-service teachers (Primary, Secondary, Higher Secondary) towards the traditionally accepted universal human value- Goodness.’

From this it can be inferred that the sections in which the in-service teachers were working (Primary, Secondary, Higher Secondary) did not influence their mean score of the attitude towards the traditionally accepted universal human value - Goodness.

Ho10: There will be no significant difference in the mean score of the attitude of the in-service teachers (with experience up to 10 years, 11-20 years, 21 years and above) towards

the traditionally accepted universal human value - *Truth*.

To test this hypothesis, F-test was applied.

The detail of the same is presented in the following table.

Table: 5.126
Summary of ANOVA of the Attitude of the In-service Teachers (with experience up to 10 years, 11-20 years, 21 years and above) towards the Traditionally Accepted Universal Human Value – Truth

Source of Variation	Sum of Squares	df	Mean Square	F	Sig
Between groups	30.334	2	15.167	0.071	0.931
Within groups	127021.731	597	212.767		
Total	127052.065	599			

From the table 5.126, it can be observed that the analysis of variance had yielded, F-value as 0.071, which was not significant. Hence, the null hypothesis, Ho10: ‘There will be no significant difference in the mean score of the attitude of the in-service teachers (with experience up to 10 years, 11-20 years, 21 years and above) towards the traditionally accepted universal human value–Truth’, was not rejected.

This shows that, ‘there was no significant difference in the mean score of the attitude of the in-service teachers (with experience up to 10 years, 11-20 years, 21 years and above) towards the traditionally accepted universal human value-Truth.’

This shows that the experience of the in-service teachers did not influence their mean score of the attitude towards the traditionally accepted universal human value-Truth.

Ho11: There will be no significant difference in the mean score of the attitude of the in-service teachers (with experience up to 10 years, 11-20 years, 21 years and

above) towards the traditionally accepted universal human value - *Beauty*.

To test this hypothesis, F-test was applied.

The detail of the same is presented in the following table.

Table: 5.127
Summary of ANOVA of the Attitude of the In-service Teachers (with experience up to 10 years, 11-20 years, 21 years and above) towards the Traditionally Accepted Universal Human Value - Beauty

Source of Variation	Sum of Squares	df	Mean Square	F	Sig
Between groups	48.071	2	24.036	0.107	0.899
Within groups	134514.887	597	225.318		
Total	134562.958	599			

From the table 5.127, it can be observed that the analysis of variance had yielded, F-value as 0.107, which was not significant. Hence the null hypothesis, H_{011} : ‘There will be no significant difference in the mean score of the attitude of the in-service teachers (with experience: up to 10 years, 11-20 years, 21 years and above) towards the traditionally accepted universal human value–Beauty’, was not rejected.

This shows that, ‘there was no significant difference in the mean score of the attitude of the in-service teachers (with experience up to 10 years, 11-20 years, 21 years and above) towards the traditionally accepted universal human value-Beauty.’

This shows that the experience of the in-service teachers did not influence their mean score of the attitude towards the traditionally accepted universal human value-Beauty.

Ho12: There will be no significant difference in the mean score of the attitude of the in-service teachers (with experience up to 10 years, 11-20 years, 21 years and above) towards the traditionally accepted universal human value - *Goodness*.

To test this hypothesis, F-test was applied.

The detail of the same is presented in the following table.

Table: 5.128
Summary of ANOVA of the Attitude of the In-service Teachers (with experience up to 10 years, 11-20 years, 21 years and above) towards the Traditionally Accepted Universal Human Value - Goodness

Source of Variation	Sum of Squares	df	Mean Square	F	Sig
Between groups	31.618	2	15.809	0.079	0.924
Within groups	118823.417	596	119.368		
Total	118855.035	598			

From the table 5.128, it can be observed that the analysis of variance had yielded, F-value as 0.079, which was not significant. Hence the null hypothesis, Ho12: ‘There will be no significant difference in the mean score of the attitude of the in-service teachers (with experience up to 10 years, 11-20 years, 21 years and above) towards the traditionally accepted universal human value–Goodness’, was not rejected.

This shows that, ‘there was no significant difference in the mean score of the attitude of the in-service teachers (with experience up to 10 years, 11-20 years, 21 years and above) towards the traditionally accepted universal human value-Goodness.’

This shows that the experience of the in-service teachers did not influence their mean score of the attitude towards the traditionally accepted universal human value-Goodness.

Data, collected after administration of the attitude scale, which was constructed and standardised by the investigator, was analysed and interpreted to find out how far the stated objectives of the study had been realized. Analysis and interpretation of data was done objective-wise. Analysis and interpretation of data pertaining to objective 2 - nature of distribution was described in detail. To realize objective 3 – twelve hypotheses were formulated. All the hypotheses were verified by using suitable statistical techniques were analyzed and interpreted. Summary, findings, conclusion, discussion and suggestions for further research will be discussed in the following chapter VI