

# Values and Materialism Dilemma in College Teachers of Punjab

## Ashutosh Sharma

Research Scholar,  
IRC-UHVE,  
IKG-PTU,  
Kapurthala

## Hardeep Kaur

Research Scholar,  
IRC-UHVE,  
IKG PTU,  
Kapurthala

## Gagan Deep Sharma

Faculty,  
Guru Gobind Singh Indraprastha,  
University,  
New Delhi

## Jagmeet Bawa

Assistant Professor,  
IRC-UHVE,  
IKG-PTU,  
Kapurthala

### Abstract

This paper observes that materialism perceives physio-chemical facilities to be the source of happiness and contentment but in reality it is not so. The paper argues that establishment of right understanding within a human coupled with the fulfilment of relations are also essential for ensuring human happiness. Educational Institutions and the educators are the connecting string between the young minds and their aspirations. If these aspirations are provided with the right understanding, the rat race of materialism might stop. What if, these educators themselves are slaves of this connotation? To evaluate and to know better understanding of teacher's bend on materialism the present paper uses the scale on the basis of *Material Success*, *Material Centrality*, *Material Happiness* and *Non-Materialistic* divided in 10 statements for 423 teachers working in colleges of Punjab. The outcome of the study presents a very saddening picture.

**Keywords:** Materialism, Happiness, Material Success, Material Centrality, Material Happiness, Non-Materialistic.

### Introduction

In the pursuit of 'Happiness', human being has entrapped himself in the never-ending desire which was traditionally considered as non-utilitarian (social status, novelty) (Scott, 2009). A materialist expectation of quality of life are influenced by the perception of material possessions (wealth, physical facilities) of their immediate related human beings (family, friends or even neighbors and colleagues) or the society, community they live in or the occupation, social class or ethnicity they belong to. Materialism is not stagnant; it is continuous as it changes from one state to another state in a sequence. It is a chain of change which moves in slow motion from lower state to upper state, from ordinary state to extra-ordinary state. From the point of spirituality, this whole existence is full of infinite materials. Numerous are coming into existence and numerous are getting vanished without any trace or being discovered by this humankind, which depicts the law of nature in the form of temporality. Yet human being gets attached to the dependence on these continuously vanished materials. Thus, materialism is the exaggerated desire for material goods by making money and accumulating physical facilities as a mean of ultimate goal of happiness & fulfillment.

Rise in materialism can be due to the differences in the historical era, cultural ideas or can be due to an individual's perception and perspective which can be consequent to the depravity or absence of key motives of an individual, that is, social relations, family ties, self-esteem, feeling of meaningful existence, etc. over the past many centuries. There have been many researches in the field consumer research, psychological, economic and social field but nothing or scantily in the field of education. Thus, this present paper attempts to bring forth the facet of education institution and of the educators to the front for the concept of Materialism. But the limitation of the study is that only factors/ scale have been identified in this present study. There is scope for further research about the motivators and antecedents of materialism in the education system.

### Literature on Values and Materialism

#### Definitions

Values are considered as 'a collection of guiding principles; what an individual considers to be morally right and desirable in life, especially regarding personal conduct' (Nanda, 1997). In addition, in reality it should be 'Universal Human Values', which is nothing but the true manifestation of the truth of existence (living in harmony and co-existence) in various dimensions of human interaction in terms of his participation in the universal order, that is, at individual level, at family level, at the level of society and at the level of nature. (Gaur, Sangal, & Bagaria, 2013)

# Asian Resonance

The concept and meaning of the word 'Materialism' has been through quiet a long journey from historical era from fifteenth century to sixteen century; then transited from eighteenth century to nineteenth century; and finally to this contemporary era of twentieth century and twenty-first century (Belk, 1985). Researchers have provided numerous studies on materialism but have differed in their definitions and conceptualizations because of inter-disciplinary backgrounds, which are as follows:-

From the Perspective of	Definitions
Economists	<ul style="list-style-type: none"> <li>- "An individual's real and desired relationship with economic goods".</li> <li>- "the satisfaction one derives from the acquisition and possession of goods, or "the intensity and the manner by which one pursues economic objectives"(Richins &amp; Rudmin, Materialism and Economic Psychology, 1994)</li> </ul>
Sociologists	<ul style="list-style-type: none"> <li>- "a personal value that encompasses concern with material things, competitiveness, and emphasis on making profit as opposed to human and societal well-being"(Flouri, 1999)</li> </ul>
Consumer Researchers	<ul style="list-style-type: none"> <li>- "The importance a consumer attaches to worldly possessions. At the highest levels of materialism, such possessions assume a central place in a person's life and are believed to provide the greatest sources of satisfaction and dissatisfaction". (Belk, 1985)</li> <li>- "a set of centrally held beliefs about the importance of possessions in one's life" and "a value that guides people's choices and conduct in a variety of situations, including, but not limited to, consumption arenas"(Richins &amp; Dawson, A Consumer Values Orientation for Materialism and its Measurement: Scale Development and Validation, 1992)</li> <li>- "the importance ascribed to the ownership and acquisition of material goods in achieving major life goals or desired states"(Richins, The Positive and Negative Consequences of Materialism: What are they and when do they occur?,</li> </ul>

	2004)
Economic and Socio-Political	- "a chronic focus on lower order needs for material comfort and physical safety over higher order needs such as self-actualization, belonging, aesthetic satisfaction, and quality of life"(Iglehart, 1990)
Social Psychologist	<p>Materialism is proposed to be from the point of view that material goods are essential to the survival of mankind in terms of building shelters and forming tools. (Mowen, 2000)</p> <ul style="list-style-type: none"> <li>- "belief that it is important to pursue the culturally sanctioned goals of attaining financial success, having nice possessions, having the right image (produced, in large part, through consumer goods), and having a high status (defined mostly by the size of one's pocketbook and the scope of one's possessions)".(Kasser, Ryan, Couchman, &amp; Sheldon, 2004)</li> </ul>
Oxford Dictionary 2016	<ul style="list-style-type: none"> <li>- As <i>Noun</i>: A tendency to consider material possessions and physical comfort as more important than spiritual values.</li> <li>- as <i>Philosophy</i>:                             <ol style="list-style-type: none"> <li>(a) The theory or belief that nothing exists except matter and its movements and modifications.</li> <li>(b) The theory or belief that consciousness and will are wholly due to material agency.</li> </ol> </li> </ul>

There are umpteen definitions provided by these researchers which were the widely accepted definitions and adding one more perspective to its predecessors. According to Belk, Materialism is a Personality Trait. According to Richins and Dawson, it was a part of Value behavior. In its improved version Richins gave importance to achieving major life goals. And lastly, Kasser et al. added one more ingredient of financial success in the concept materialism. Further, Mowen added another perspective into the concept of materialism, as material possessions are necessary and beneficial to satisfy and survive for the basic needs. Thus, it can be concluded that, materialism means differently to different discipline but the crux remains the same that it is concerned with material possession and its attachment to psychological and social –economical background of the human being. Materialism is not genetic rather it is an evolutionary survival strategy among modern human beings.

### Facets of Materialism

There is a dilemma in understanding whether materialism is good or bad; right or wrong; positive or negative. Further are there any backhand motivators which lead to materialism in human beings.

# Asian Resonance

In many empirical studies there were persistent and consistent findings that materialism is negatively to medium size negatively correlated to overall life satisfaction. To substantiate, various studies in their finding have mentioned that there is an inverse relationship between happiness, subjected well-being and materialism. Further, this trait is found to be more in economically deprived people and negatively affects even the financially well-off people and is considered as bad or negative trait (Nickerson, Schwarz, & Diener, 2001). Interestingly, in the study by (Belk, 1985) has stated that when asceticism, self-destructive traits, greed, miserliness is present in a human being, materialism has nil effect on their behavior, that is, it is neither good or bad and cannot be considered as positive or negative trait.

At numerous times materialism is connected with the satisfying personal ego, yardstick for enhancement in personal identity, accumulation of material goods as a reward for behavioral modifications, to express love and affection to increase the interpersonal relationships which acts as motivators for accumulation of material goods leads to arising of issues in materialism.

Despite the prominence of negated conclusions of various studies, there is silver lining in the concept of materialism. Indeed materialism is present in the society but without this, no evolution can take place, as the desire to innovate and develop for the next generation technologies, concepts, and ideas will remain deprived off. According to Tuan (1980), "our fragile sense of self needs support and this we get by having and possessing things because, to a large degree, we are what we have". When people feel socially deprived, these material possessions provides them with the self-esteem and have a feeling of meaningful existence (Wong, et al., 2011). Further, materialism can replace the sense of loss community and it can be the only way to keeping family united and giving a sense of belongingness and purpose to the human beings. Material possessions can also have the therapeutic value to the elders and to the mentally ill (Belk, 1985). Moreover, Rochberg-Halton (1984) states that "valued material possessions ... act as signs of the self that are essential in their own right for its continued cultivation, and hence the world of meaning that we create for ourselves". Thus, it can be concluded that, Materialism is neither bad nor good; rather it is positive as well as negative and reciprocal of positive and negative.

## Objectives of the Study

The paper aims to understand and evaluate the teachers' inclination towards Materialism and Values Dilemma. The paper also attempts to identify key factors of materialism in college teachers. Finally, the paper studies the relationship between materialistic and non-materialistic tendencies of the teachers and the effect on their behavior and actions.

## Research Methodology

### Data Collection

The present study is explorative in nature therefore primary data is used. Primary data is collected through questionnaire developed by the

authors. The respondents (Teachers and Professors working in four universities in Punjab i.e. Panjab University, Punjab Technical University, Guru Nanak Dev University and Punjabi University, Patiala) were asked to indicate the extent to which they agree with the statement (10 research questions) referring to three aspects of materialism by measuring them with the use of 5 point Likert Scale (1= Strongly agree and 5= Strongly disagree)

**Table 1: Distribution of Respondents**

Respondents	Number
Punjab Technical University, Kapurthala	99
Punjab University, Chandigarh	108
Punjabi University, Patiala	117
Guru Nanak Dev University, Amritsar	99
<b>Total</b>	<b>423</b>

## Data Analysis

The responses from the sample are analyzed with respect to the Descriptive Statistics, Correlation, Factor Analysis, Gamma Test and Chi-square testing.

## Scope of the Study

To examine the materialism of the teachers, present study has focused on three major aspects of values- *Material Success*, *Material Centrality*, and *Material Happiness*. For the present study four universities of Punjab have been selected namely Punjab Technical University, Panjab University, Punjabi University and Guru Nanak Dev University and their affiliated colleges. From each university and affiliated colleges 99, 108, 117 and 99 samples respectively were collected, tested and examined.

## Dimensions of Materialism

*Material Success (MS)* measures the extent to which one uses possessions as indicators of success and achievement in life, both in judging oneself and others represented by Variables  $M_3$  &  $M_9$ . *Material Centrality (MC)* measures the extent to which possessions are placed in the center of one's life is represented by Variables  $M_1$ ,  $M_5$  &  $M_6$ . *Material Happiness (MH)* measures the extent to which one believes that possessions are critical to satisfaction and well-being in life is represented by Variables  $M_4$  &  $M_{10}$ . *Non-Materialistic aspect (NM)* represents the absence of all three other scales, is represented by Variables  $M_2$ ,  $M_7$  &  $M_8$ .

## Statements Representing Each Dimension Sub-Themes

S. No.	Variable items	Materialism dimension
M <sub>1</sub>	I am very much attached to material things in my life.	MC
M <sub>2</sub>	I am happy, content and satisfied for what I have.	NM
M <sub>3</sub>	I would be much happier and will command more respect from others when I become wealthier.	MS
M <sub>4</sub>	My social status is of paramount importance to me	MH
M <sub>5</sub>	I find money to be the solution to all kind of problems.	MC
M <sub>6</sub>	The idea of living simple life is not cup of tea	MC

# Asian Resonance

M <sub>7</sub>	I have the feeling of having more physical facilities than required to meet my family's needs.	NM
M <sub>8</sub>	I am always able to make my family members happy even if I am not able to provide them the desired physical facilities.	NM
M <sub>9</sub>	My judgment of others is influenced by their financial status in society	MS
M <sub>10</sub>	I get influenced by others perception of me rather than my own perception of myself.	MH

*Materialism Dimension Source:* (Richins & Dawson, A Consumer Values Orientation for Materialism and its measurement: Scale development and Validation, 1992) and NM dimension is added by the authors

### Empirical Results

#### Key Factors Of Materialism In College Teachers

Before using any statistical tool, Cronbach Alpha test is imperative. Cronbach's is a measure of internal consistency, that is, how closely related a set of items are as a group. It is considered to be a measure of scale reliability.

**Table 1: Reliability Statistics**

Cronbach's Alpha	N of Items
.711	10

The alpha coefficient for the four items is .711, suggesting that the items have relatively high internal consistency. Note that a reliability coefficient of .70 or higher is considered "acceptable" in most social science research situations. The data was collected from 423 respondents of 4 universities across Punjab Region. Materialistic aspect of teachers i.e. *Material Success, Material Centrality, Material Happiness* are labeled as M<sub>1</sub>, M<sub>2</sub>, M<sub>3</sub>, .....M<sub>10</sub>. The results are given in Table 2 and Table 3.

**Table 2: Descriptive Statistics: Materialistic Aspect**

Variables	Mean	Std. Deviation
M <sub>1</sub>	1.78	.820
M <sub>2</sub>	1.54	.655
M <sub>3</sub>	1.61	.686
M <sub>4</sub>	2.18	1.108
M <sub>5</sub>	3.23	1.361
M <sub>6</sub>	2.83	1.320
M <sub>7</sub>	2.71	1.288
M <sub>8</sub>	1.79	.878
M <sub>9</sub>	2.04	.936
M <sub>10</sub>	2.00	.886

The first output from the analysis is a table of descriptive statistics for all the variables under investigation. Typically, the mean, standard deviation and number of respondents (N) who participated in the survey are given.

Looking at the mean, one can conclude that **M<sub>5</sub>**: *find money to be the solution to all kind of problems* is the most important variable that influences Materialistic aspect of the teachers. It has the highest mean of 3.23 whereas

**M<sub>2</sub>**: *I am happy, content and satisfied for what I have* is the least important variable that influences the

Materialistic aspect of the teachers, it has the lowest mean of 1.54 (Table 2).

In simple words, Table 2 depicts that the respondents are of the thought that their problems can be solved by having more physical facilities and money that is, they are attached to material things in life, they feel that having more wealth will represent their social status which will bring them more respect and thus they will feel more happy. Moreover, they are more influenced with the perception of others rather than their own and the judgment of others is influenced by financial status of others in the society. Interestingly, there is a saying 'Money cannot buy everything'; this seems very true in our study. Respondents feel they can satisfy and solve every material problem in their life with money but there is still something, which money cannot provide solution to all other kinds of problem in their life. Additionally, Respondents feel that they and their family members will be happy even if respondents are not able to provide them the desired physical facilities.

**Table 3: Factor Analysis**

Name of Factor	Statement	Factor loading	Eigen value	Variation	Cumulative
1	M <sub>5</sub>	.816	2.828	28.278	28.278
	M <sub>6</sub>	.794			
	M <sub>7</sub>	.763			
	M <sub>4</sub>	.747			
2	M <sub>10</sub>	.920	2.232	22.321	50.598
	M <sub>9</sub>	.894			
	M <sub>8</sub>	.647			
3	M <sub>3</sub>	.868	1.469	14.693	65.292
	M <sub>2</sub>	.867			
	M <sub>1</sub>	.622			
<b>KMO and Bartlett's Test</b>		.700			
<b>p-value</b>		.000			
<b>Method</b>		Principal Component Analysis			
<b>Cronbach's Alpha</b>		.711			

### Interpretation

1. As KMO is 0.70 so we can proceed with Factor Analysis
2. Eigenvalue actually reflects the number of extracted factors whose sum should be equal to number of items which are subjected to factor analysis. The next item shows all the factors extractable from the analysis along with their Eigenvalues.

The Eigenvalue table has been divided into three sub-sections, i.e. Initial Eigen Values, Extracted Sums of Squared Loadings and Rotation of Sums of Squared Loadings. For analysis and interpretation purpose we are only concerned with Extracted Sums of Squared Loadings. Here one should note that the first factor accounts for 28.278% of the variance, the second factor accounts for 50.598% and the third factor accounts for 65.292%.

The idea of rotation is to reduce the number factors on which the variables under investigation have high loadings. Rotation does not actually change anything but makes the interpretation of the analysis

# Asian Resonance

easier. Looking at the table 3, we can see that M5; M6, M7, M4 are substantially loaded on Factor (Component) 1, while M10, M9 & M8 are substantially loaded on Factor (Component) 2 and M3, M2, M1 are substantially loaded on Factor (Component) 3 respectively.

This shows that the most important factor explaining the Materialistic aspect of teachers is

**Factor 1** *M5: I find money to be the solution to all kind of problems.*

*M6: The idea of living simple life is not cup of tea*

**Factor 2** *M9: My judgment of others is influenced by their financial status in society*

*M10: I get influenced by others perception of me rather than my own perception of myself*

**Factor 3** *M3: I would be much happier and will command more respect from others when I become wealthier*

*M2: I am happy, content and satisfied for what I have.*

Thus, it represent that the teachers have the strong angle of inclination towards the materialistic aspect.

### Relationship between The Materialistic And Non-Materialistic Tendencies Of The Teachers And The Effect On Their Behavior And Actions

Pearson Chi- Square test of association is used to discover if there is a relationship between two categorical variables

Institute affiliation \* Materialistic aspect

**Table 4: Chi-Square Test Table**

Variables	Pearson Chi-Square	
	Value	p-value
M <sub>1</sub>	99.943	.000
M <sub>2</sub>	24.576	.218
M <sub>3</sub>	46.290	.004
M <sub>4</sub>	41.082	.004
M <sub>5</sub>	38.857	.007
M <sub>6</sub>	41.091	.004
M <sub>7</sub>	55.174	.000
M <sub>8</sub>	48.569	.000
M <sub>9</sub>	34.369	.024
M <sub>10</sub>	49.262	.000

#### Interpretation

We can see here that  $\chi(1)$ , p-value of M<sub>2</sub> is (24.576; .218). This tells us that this variable has no statistical significant association between Materialistic aspects with the Institute Affiliation, that is, M<sub>2</sub>: I am happy, content and satisfied for what I have was the Non-Materialistic aspect. This depicts that there is a Materialistic approach in the teachers' actions and behaviors irrespective of the Institute they are affiliated to.

#### Goodman and Kruskal's Gamma test

To measure of the strength and direction of association that exists between two variables measured on an ordinal scale:- Institute affiliation \* Materialistic aspect

**Table 5: Symmetric Measure Table**

Variables	Gamma Row	
	Value	p-value
M <sub>1</sub>	-0.177	.000
M <sub>2</sub>	0.035	.544
M <sub>3</sub>	-0.105	.028
M <sub>4</sub>	-0.109	.038
M <sub>5</sub>	-0.079	.113
M <sub>6</sub>	-0.046	.360
M <sub>7</sub>	-0.094	.053
M <sub>8</sub>	0.060	.258
M <sub>9</sub>	-0.095	.085
M <sub>10</sub>	-0.180	.000

#### Interpretation

Goodman and Kruskal's gamma was run to determine the association between Materialistic aspects with the Institute Affiliation amongst 423 participants. There was a negative correlation between Materialistic aspects with the Institute Affiliation for M<sub>1</sub>, M<sub>3</sub>, M<sub>4</sub> and M<sub>10</sub> which were statistically significant ( $G = -0.177$ ;  $-0.105$ ;  $-0.109$  and  $-0.180$  respectively and  $p < .0005$ ). This represents that the as the institute affiliation changes Material Centrality, Material Success and Material Happiness also changes.

#### Discussion & Managerial Implications

This study introduces some evidences that Teachers working in four major universities have certain inclination towards the materialistic aspect as they find money is the solution to all kinds of problems and they are least happy, content and satisfied with their way of life. The reason for this inclination can be found in Socio-cultural perspective and Individual perspective towards Materialism. As a Socio-cultural phenomenon, materialism is referred to as a culture whereby major chunk of the society agrees and affirms people in society with high value material objects. And Materialism is considered as that vicious circle which engulf the society after every 30 years (Eisenhower, materialism of 1980's) and this race has gained the acceleration by the plethora of advertisements and acquisition of material objects. Furthermore, Individual perspective also has an effect on constant chase towards the material objects. In the work of Talcott Parson (The Structure Social Action, 1937; Towards a General Theory of Action, 1951) states "the behavior of individual actors has meaning in terms of motivations and orientations that take the form of social roles and cultural expectations". The Root cause is that the Individuals especially Teachers in our study has diverted their orientation emphasizing possession and money for personal happiness and social progress. Material Success, Material Happiness and Material Centrality has taken the center stage and the Values, beliefs have been far left behind in the rat race to achieve everything material except following the right and ethical path towards education.

Some interesting empirical findings have been revealed through this study is that money and simple living are not the favorite options of the teachers and the financial status in the society is the basis for judgment of people and these Teachers consider that they will command respect when they become wealthier. This thought process has made certain

revelation of the Teachers and the kind of mind set they have while teaching. (Story of Stuff) Explains the vicious circle of production and consumption started by companies to earn profit has led to materialistic behavior in consumers. Moreover, (Singh, Bawa, & Sharma, 2017) showed that with the change in time, there is a change in usage and interpretation of business models and this change is the result of materialistic education system which teaches how to produce, how to increase production, how to increase demand and finally how to 'befool' - 'Motivate' consumers to buy rather than need identification, what, why, for whom to produce, how much to produce and ultimately how to produce. Thus, these results are truly an eye opener for the educators to see, where they are taking this noble profession to. The need of the hour is to bring reverse engineering in the concept of materialism and leading its way back to Value based system and value based teaching.

## Conclusion

In the end, it can be concluded that from numerous studies that there is inverse relationship between life satisfaction if we place high importance on money. In contrast, those who place a high value on love are more satisfied with their lives.

Till there is the issue of materialistic aspect is prominent in a teacher's value system, education system will never be able to revive from the black hole of materialism being associated with the accumulation of material goods and social status. The state of Punjab was once considered as the epitome of sacrifice and valor, the present vine of materialism has gripped itself everyone in the State to show-off and with a perception of being happy and gain respect when they have become wealthier. Thus, the present study on the Teachers became very imperative to go into the roots and understand the key factors of Materialistic aspect which revolves around the education sector eventually will impact the future generations' value roots and system.

The study has identified the different dimensions in Material Centrality, Material Success and Material Happiness of. It has also analyzed the relationships between Materialistic aspect and teachers working in four different universities of Punjab.

Descriptive Statistical Analysis was used to identify the aspects/ factors which had high preference and priority Materialistic aspects of the teachers working in four major universities of Punjab.  $M_5$ : I find money to be the solution to all kind of problems is the most important variable that influences Materialistic aspect of the teachers whereas  $M_2$ : I am happy, content and satisfied for what I have is the least important variable that influences the Materialistic aspect of the teachers. Majority of respondents are of the opinion that money can solve every material problem in their lives but interestingly, money cannot solve all other problems in their lives. It can be derived from here is that the respondents are in a dilemma regarding their materialistic aspect. This dilemma can be resolved with 'Right Understanding'. There is a scope of further research that what besides money, which can help to

solve all problems in the life and to lead a continuous happy and fulfilled life.

The findings of Factor Analysis and Correlation indicated the relationship between Materialistic aspects of the teachers in Factor 1  $M_5$ : I find money to be the solution to all kind of problems; in Factor 2  $M_{10}$ : I get influenced by others perception of me rather than my own perception of myself and in Factor 3  $M_3$ : I would be much happier and will command more respect from others when I become wealthier are the most important factor explaining the materialism. Thus, it also represent that the teachers have the strong angle of inclination towards the materialistic aspect and connect their lives and values to Material Centrality and Material Success.

The findings of Pearson's Chi-Square test represents that there is no statistical significant association between Materialistic aspects with the Institute Affiliation  $M_2$  represented Non-materialistic dimension. Thus it was seen that there was Materialistic approach in the teachers' actions and behaviors irrespective of the institute they were affiliated to. Whereas the findings of Gamma Test showed the negative correlation between Materialistic aspects with the Institute Affiliation for  $M_1$ ,  $M_3$ ,  $M_4$  and  $M_{10}$ , that is, as the institute affiliation changes Material Centrality, Material Success and Material Happiness also changes.

In the nutshell, it can be stated that the teachers have certain inclination towards materialism as their judgment of others is influenced by their financial status in society and moreover, they are not happy, content and satisfied for what they possess and this reflects in their actions and behaviors irrespective of the institution they are affiliated to. If this trend continues, it is most likely that the desire of accumulation of physical facilities (material goods, money, etc.) will easily be overshadow the value based education as teachers themselves would have deviated from the path of true happiness and fulfillment. With this kind of materialistic approach, youth who are graduating will be 'morally and ethically' deviated and will also possess the greater urge to accumulation without the Right Understanding. Thus, it is the need of the hour to bring back the mindset from materialism to value system and maintain a balance so that coming generations does not gets derailed from their track and to conclude with the quote from Islamic saying "It is difficult for a man laden with riches to climb the steep path that leads to bliss".

## References

1. Belk, R. W. (1985). *Materialism: Trait Aspects of living in the Material World. Journal of Consumer Research, Vol 12, 265-280.*
2. Flouri, E. (1999). *An Integrated model of Consumer Materialism: Can Economic Socialization and Maternal Values predict materialistic attitudes in adolescents? Journal of Socio-Economics, 707-724.*
3. Gaur, R. R., Sangal, R., & Bagaria, G. P. (2013). *A foundation Course in Human Values and Pffessional Ethics. New Delhi: Excel Books.*

# Asian Resonance

4. Iglehart, R. (1990). *Cultural Shift in Advanced Industrial Society*, Princeton, NJ. NJ: Princeton University Press.
5. Kasser, T., Ryan, R. M., Couchman, C. E., & Sheldon, K. M. (2004). *Materialistic Values: Their Causes and Consequences- in Psychology and Consumer Culture: The Struggle for a good Life in Materialistic World*. Washington D.C.: American Psychological Association.
6. Mowen, J. C. (2000). *The 3m Model of Motivation and Personality: Theory and Empirical Applications to Consumer Behaviour*, Boston. Boston: Kluwer Academic Publishers.
7. Nanda, R. T. (1997). *Contemporary Approaches to Value Education in India*. New Delhi: Regency Publications.
8. Nickerson, C., Schwarz, K. D., & Diener, E. (2001). *The American Dream: The dark side is in the wish, not realization. The American Dream: The dark side is in the wish, not realization. Manuscript submitted for publication.*
9. Richins, M. L. (2004). *The Positive and Negative Consequences of Materialism: What are they and when do they occur?* *Advances in Consumer Research*, 232-235.
10. Richins, M. L., & Dawson, S. (1992). *A Consumer Values Orientation for Materialism and its Measurement: Scale Development and Validation. Journal of Consumer Research*, 303-316.
11. Richins, M. L., & Rudmin, F. W. (1994). *Materialism and Economic Psychology. Journal of Economic Psychology*, 217-231.
12. Rochberg- Halton, E. (1984). *Object Relations, Role Models and Cultivation of the Self. Environment and Behaviour*, 335-368.
13. Scott, K. (2009). *Terminal Materialism and Instrumental Materialism: Can Materialism be beneficial. Terminal Materialism and Instrumental Materialism: Can Materialism be beneficial*, 1. Oklahoma State University.
14. Singh, S., Bawa, J., & Sharma, G. D. (2017). *The Role of Management and Technical education in Facilitating Holistic Business Goal. International Journal of Economic Research*, 183-193.
15. Story of Stuff, P. (n.d.). *Story of Stuff (2007, official version)*. Chandigarh, Chandigarh, U.T., India. Retrieved from <https://www.youtube.com/watch?v=9GorqroigqM>
16. Tuan, Y. (1980). *The Significance of the Artifact. Geographical Review*, 462-472.
17. Wong, N., Arif, J. F., Chugani, S., Gunz, A., Lowery, T. M., Nairn, A., et al. (2011). *Rethinking Materialism: A Process View and Transformative Consumer Research Implications. Journal of Consumer Research*, 1-4.

**Annexure:**

<b>QUESTIONNAIRE ON VALUE AND MATERIALISM IN COLLEGE TEACHERS</b>							
<i>Greetings. We are conducting a research on Value and Materialism of College Teachers in Punjab. The research is purely for academic purpose and the information provided by you will be kept strictly confidential. Your Co-operation will be highly appreciated</i>							
<b>PART - I</b>							
<b>PERSONAL DETAILS:-</b>							
Name (Optional)							
Gender:	<input type="radio"/> Male			<input type="radio"/> Female			
Age:	<input type="radio"/> 20-30 years	<input type="radio"/> 31-40 years	<input type="radio"/> 41-50 years	<input type="radio"/> 51 years & Above			
Your Institution is affiliated to which University	<input type="radio"/> Punjab Technical University	<input type="radio"/> Panjab University	<input type="radio"/> Punjabi University	<input type="radio"/> Guru Nanak Dev University			
Type of College	<input type="radio"/> Government	<input type="radio"/> Government Aided	<input type="radio"/> Self-Financed	<input type="radio"/> Any Other			
Have you attended any course on Value Education	<input type="radio"/> Yes			<input type="radio"/> No			
<b>PART - II Materialistic aspect of a Teacher</b>							
Please write 1- Strongly Agree, 2- Agree, 3- Neutral, 4- Disagree, 5- Strongly Disagree against the most appropriate option for the following statements							
Sr. No.	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
1	I am very much attached to material things in my life.						
2	I am happy, content and satisfied for what I have.						
3	I would be much happier and will command more respect from others when I become wealthier.						
4	My social status is of paramount importance to me.						
5	I find money to be the solution to all kind of problems.						
6	The idea of living simple life is not cup of tea						
7	I have the feeling of having more physical facilities than required to meet my family's needs.						
8	I am always able to make my family members happy even if I am not able to provide them the desired physical facilities.						
9	My judgement of others is influenced by their financial status in society						
10	I get influenced by others perception of me rather than my own perception of myself.						
<b>THANK YOU FOR SHARING YOUR VALUABLE TIME</b>							