

Comparative Study of School Going Children at Senior Secondary Level in Their Cultural Activities

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Abstract— School environment plays a crucial role in the overall development of the child. The type of environment determines the development of a child as an individual who nurtures his family as well as nation. If school provides a stimulating and friendly environment, this give an impetus for his/her development and if this environment is dull or demotivating the behaviour is likely to be shaped in an unhealthy way. Recreational activities and cultural activities play and important role in molding the personality of the student because this provides a stage for him /her to express their culture, views.

Culture is the way of life and it provides humans a tool to solve of adapting to the environment and living together. It is a summation of geophysical environment as well as history. Since it inculcates geography, contemporary situation as well as history. Culture as well as cultural activities gets continuously redefined and reconstituted.

Keywords: Cultural activities, Senior secondary school, school environment, class environment

I. INTRODUCTION

Human beings have shared values, myths, shared symbols that ultimately give rise to customs and traditions which are ultimately reflected in the form of cultural activities. School and its environments serve as a cradle for the development of cultural activities. Though the term has wide implications but in restricted sense, cultural activities are most cherished and displayed at School levels.

Every child has the capacity to succeed in school and in life, Still too many children, mainly from poor and minority families, are at risk by school practices that are based on a sorting paradigm in which certain students receive high-expectations while the rest are put to lower quality education and lower quality futures. This type of sorting perspective should be replaced by a “talent development” model, according to which all children are capable of succeeding in a rich and demanding curriculum with appropriate assistance and support. According to a frequently cited definition, culture is “that complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society” (Tylor, 1873/1958, p. 1).social background has equivalent effect on cultural activities as that of parents and peers. However, indicators of social background, i.e. parental occupational status, income, and level of formal education, influence students’ cultural activities directly. It is less important for parents to have high occupational status and to be formally educated than to be effective role models, i.e., to participate in cultural activities themselves (cf. Kröner & Dickhäuser, 2009).

Parental and student cultural activities correlates for several reasons. First, parents are important role models for their children. Second, common cultural activities within the family provide students with procedural knowledge regarding adequate behavior in highbrow cultural contexts that make them feel more at ease with undertaking such activities on

their own as well. Third, parents may provide support like transportation to venue of cultural activities so that their children attend in the company of peers, while being more reluctant to support other activities of equal expense. This is true for parents who are culturally active themselves.

As a consequence, in place of families’ actual financial situation, which is assumed to have only indirect effects, parental cultural activities should directly explain children’s highbrow cultural activities and correlate with peer group cultural activities (see van Wel, Couwenbergh-Soeterboek, Couwenbergh, ter Bogt, & Raaijmakers, 2006).

Peers are important socialization agents for adolescents, contributing to personality development and serving as role models (Hartup, 1996). Not only do peers exert a substantial influence on leisure activities in adolescence and beyond (Litt, Kleppinger, & Judge, 2002) but leisure activities facilitate social relationships with like-minded peers (Verkuyten & Thijs, 2002). Both aspects may result in a correlation of peer group and adolescent cultural activities. Along with the variables of social background, individual differences in personality Variables also effect the level of activities of student. According to the Five Factor Theory, individual differences can be subdivided into tendencies and adaptations.

Tendencies such as the Big Five factor openness can be viewed as “representing basic, abstract ways of living that are part of human nature and thus found in all cultures and at all times” (McCrae, 2010, p. 58). They are thought to shape individual differences in the acquisition of individually and socially important adaptations like “mastery of chess, fondness for Thai cuisine” (McCrae, 2010,p. 58) – or preferences for certain music styles. Thus, many studies within the framework of the Big Five personality factors have examined the role of personality in highbrow cultural activities (Kraaykamp & van Eijck, 2005; Kröner et al., 2008; McManus & Furnham, 2006). As Kraaykamp and van Eijck (2005) note,

openness can theoretically be expected to be the best predictor of cultural activities among the Big Five traits, because open persons are characterized by a desire for intellectual stimulation and aesthetic experiences that is fulfilled by highbrow cultural activities.

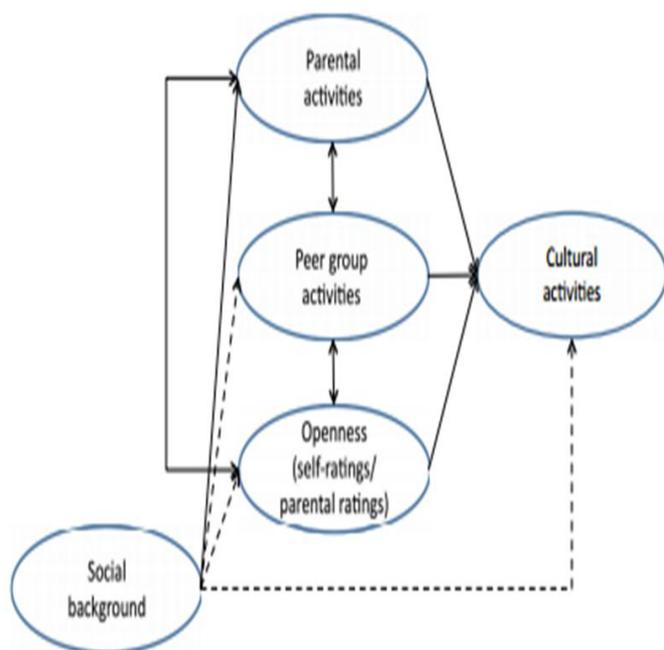


Figure 1: Model representing the relationship between social background, parental cultural activities, peer group cultural activities, and students' cultural activities.

II. LITERATURE SURVEY

Stephan Kröner[2012] In the present paper, we focus on highbrow cultural participation and exclude other, perhaps more popular leisure activities, such as attending soccer games. By focusing on highbrow activities, we by no means wish to devalue other activities in the sense of a normative definition of culture (Reckwitz, 2002). Our approach merely reflects that these more widespread activities are less indicative of social distinction (Bourdieu, 1979/1984; Schulze, 1992). Beyond the role of highbrow cultural activities in establishing and maintaining social inequalities as outlined above, there are other reasons for research on cultural activities as a whole: These activities are relevant educational goals (related to “Bildung”; see Ringer, 1989), represent a way of living and participating in society (“Weltbegegnung”, Baumert, 2002; cf. Cassirer, 1944), and are advocated by some researchers as a route to personal development (Hallam, 2010). With respect to the mode of cultural activity, we focus on receptive participation, such as listening to classical music, as opposed to active and creative participation, such as playing an instrument or composing music (Brickenkamp, 1990).[4]

Mary Beth Klotz [2012] As the number of students from diverse backgrounds continues to grow in U.S. schools, the role of culturally responsive education gains increasing importance. Currently there are 5.5 million English Language Learners (ELLs) in U.S. public schools who speak more than 400 different languages (U.S. department of Education, 2004). The 2000 census estimated that 65% of school-age

children are nonHispanic White and that 35% are from other racial and ethnic backgrounds. It is estimated that by 2040, no ethnic or racial group will make up the majority of the national school-age population. Adding to the complexity, many students of diverse culture come from families in poverty, do not speak English well, have parents who are not well-educated, and move and change schools frequently. In fact, 39% of children in the United States lives at or near the poverty level (National Association of State Boards of Education, 2002).[5]

Shawn Kana [2013] The long standing achievement gap of Native Hawaiian students in the state’s public schools represents a significant concern, one that diverse stakeholders are committed to resolving. New research and developments in education provide fresh opportunities to re-examine the teaching and learning of Native Hawaiian students in ways other than the conventional models many schools have used, most of which have failed to make significant differences in student outcomes. A recent study, Hawaiian Cultural Influences in Education (HCIE), provides new quantitative data about Hawaiian students and their peers from both private and public schools. The study used hierarchical linear models to conduct multilevel statistical analyses of the data. Results are consistent with prior qualitative studies, indicating that culture-based educational strategies positively impact student outcomes, particularly Native Hawaiian student outcomes.[6]

Oyesoji A. Aremu[2012] This study investigated the relationship among emotional intelligence, parental involvement and academic achievement of 500 Senior Secondary School Students in Ibadan, Nigeria. The participants ranged in age between 14 and 18 years (M=16.5, SD. = 1.7). Two hypotheses were tested for significance at .05 margin of error, Using Pearson Product Moment Correlation Coefficient and Multiple Regression Statistics. Results showed that both emotional intelligence and parental involvement could predict academic achievement. Similarly, there were significant positive relationship between emotional intelligence and academic achievement; and between parental involvement and academic achievement. The implications of these results for academic are discussed.[7]

Dr. Vipinder Nagra [2013] The present study aims to identify the social maturity of a sample of 200 teacher educators in relation to locality and subject stream. Results of the study reveal that teacher educators have high level of social maturity while no significant difference was observed in social maturity of teacher educators in relation to locality and subject streams. The analysis of variance results were also insignificant highlighting that there was no interaction effect of locality and subject stream on social maturity of teacher educators.[8]

Jyotsana K Shah[2012] The present study is aimed at studying the relationship between Social Maturity, School Adjustment and levels of Academic achievement among residential school girl students. The study was conducted on a sample of 347 girls from class ix –xii at an all girls residential school of North India. Dr. Nalini Rao’s Social Maturity Scale (RSMS) was used to measure social maturity, Sinha & Singh’s Adjustment Inventory for School Students (AISS) was used

to measure school adjustment and aggregate score of the students in the year end final examination was taken to assess level of their academic achievement. The results indicated a significant relationship between social maturity and school adjustment. Also, significant difference existed between the school adjustments of the three groups i.e. low, high and average levels of academic achievement.[9]

III. OBJECTIVE OF STUDY

1. To compare the effect of type of schooling on cultural activities of boys of senior secondary level.
2. To compare the effect of type of schooling on cultural activities of girls of senior secondary level.
3. To compare whether there occur any variations among the cultural activities due to variables such as Gender , Parents Educational Qualification, Parents Occupation ,Parents Annual Income , Parents Nature , Type of family.

IV. NEED AND IMPORTANCE'S OF STUDIES:

Different terms are commonly used for different types of cultural activities and in use since the mid-19th (highbrow, lowbrow) and 20th (midbrow) century (cf. Peterson, 1997). Though different studies have been conducted to study different types of cultural activities , still single study which represents a broad spectra of cultural activities has not been found in great many numbers.[4] Punjab , being a land of folk dancers , singers and lively inhabitants , Hence a comparative study of Cultural activities at Senior Secondary school level will provide a crystallized data of whether sex differences , adjustments , affiliation to certain group(caste ,cult or religion) makes any sizeable difference on the attitudes of students towards participation in cultural activities .Also not great many studies have been conducted to compare the differences in the level of participations of students in cultural activities. Therefore, a need was felt to conduct a study on the same. Till date many studies have been conducted on self concept, emotional maturity and so on [1],[2]. Similar studies on cultural activities at Senior Secondary levels in the region of Bathinda have not been carried out. After comparing their means, it is found that mean social maturity score of urban student teachers is higher than those of rural student teachers. It means although there is no significant difference in social maturity of urban and rural student teachers yet the level of social maturity in case of urban student teachers is higher as compared to their counterparts. The high social maturity of urban student teachers may be due the fact that in urban setting, environment is calm and congenial and which enhances the feeling of oneness, cooperation, social efficiency, personal adequacy, interpersonal relationships, etc. in comparison to rural settings. The schools and colleges situated in urban areas offer more extra curricular activities that enhances their social maturity and the student teachers belonging to these areas are more socially mature than rural ones (8).

The present scenario of society is characterized as being full of anger, hatred, distrust, disharmony, confrontation and above all degradation of human values. At this point of time, the colleges of education are considered more conducive

place for the cultivation of certain desirable social skills among future teachers. They have to be trained to develop self-confidence, self-direction, social feeling, productivity, social and human values. Teachers and parents have to adopt the skills of social development to make their children socially concerned and aware along with inculcating in them social behaviour. There is a dire need to bring stringent changes in the curriculum by introducing content and curricular activities that directly or indirectly enhances the social aspects of the individual.

The review of studies suggests that most of the studies are conducted upon children of various age groups and very rarely any study has been conducted upon student teacher. Thus, the study was conducted with the objective to know about the social maturity of student teachers in relation to locality and subject streams of Bathinda district (Punjab). It is possible that the results of the study will enable the teacher educators as well as the parents to deal effectively with their wards and provide guidance in becoming socially mature individuals.

V. HYPOTHESES

Following hypotheses were framed to analyse the objectives:

1. There exists no significant difference in the level of participation in cultural activities of urban and rural students.
2. There exists no significant difference in level of participation in cultural activities of science and arts students.
3. There exists no significant difference in level of participation in cultural activities of Student belonging to minority communities.
4. There exists no significant difference in level of participation in cultural activities of girls and boys studying in the same class.
5. There exists no significant difference in level of participation in cultural activities of students studying in coeducational and unieducational schools .
6. There exists studying in different schools
7. There exists studying among students of nuclear families.
8. There exists studying among student of joint family .
9. There exists studying between Government and govt. aided schools.
10. There exists studying arising due to parental occupation.
11. There exists studying arising due to parental education.
12. There exists studying arising due to soft and friendly nature father.
13. There exists studying arising due to soft and friendly nature mother.
14. There exists studying arising due to siblings of student.
15. There exists studying arising due to employed or non-employed mother.
16. There exists studying arising due to employed or non-employed father.
17. There exists studying arising between students belonging to same state or different state.
18. There exists studying arising due to single parenting (other due to death or divorces.).

19. There exists studying arising due to parental annual income ($\geq 100,000$).
20. There exists studying arising due to authoritarian or democratic as well as due to protective & enriched environment (Enlarge point 20 if required).

VI. METHODOLOGY

In the present study descriptive Survey method would be used to serve the purpose. It is one of method in which the information is collected without changing the environment i.e. nothing is manipulated .It is also referred to as Correlational or Observational studies. According to the Office of Human Research Protection (OHRP) [3] ,descriptive study is “Any study that is not truly experimental” . This would provide evidence for the associations or relationships between things. Further this would be longitudinal study i.e. It would be carried for over a period of time. Also there would be interaction with participants to collect the required information through interview, questionnaires as well as survey methods.

VII. POPULATION AND SAMPLE

A sample of 700 hundred students would be selected from 4 schools of Bathinda districts on the basis of purposive sampling technique, out of which 100 girls and 100 boys of Coeducational schools and 100 girls and 100 boys from uni-educational schools would be chosen . The population under study would consist of all students at senior secondary level.

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