

A COMPARATIVE STUDY OF BOYS AND GIRLS ON VALUE AWARENESS AND CULTURAL ACTIVITIES

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Abstract: Cultural programme is an integral part of curricular programme. Cultural activities can prove to be an effective tool for inculcation of values and nurturing creative talents if they are planned meticulously and executed properly. The present study was conducted with a view to find out the comparison between boys and girls on cultural activities and value awareness among the secondary schools students in the district of Bhandara. The sample selected by adopting random sampling procedure from 6 Talukas of the district of Bhandara, ie. 4 schools from each Talukas, 30 students were selected from Class 9th and 10th std. from each a schools through random sampling. Thus sample of the study consists of 720 students of selected 24 schools. For data collection Awareness Scale and Attitude Scale are used. The conclusions from the study are that there is significant difference of awareness of values between boys and girls of secondary schools. There is significant difference of attitudes towards participation in cultural activities between boys and girls of secondary schools.

Key Words: Value Awareness, Cultural Activities, Attitude.

Introduction:

The 21st century is an era of various changes. Human thought has become more scientific than before, social organization and social relations have also changed. In short, revolutionary changes are noticeable in every branch of human thought and action. This is due to the tremendous impact of science and technology of human life. Science has directly or indirectly cast its sure effects on agriculture, industry, social organization, human relations, education & culture. This total process of change is commonly known as modernization. Men are in a fix to adjust with the rapid changes produced by science and technology. Communication, Racism, Provincialism, loss of faith, erosion of eternal values, corruption, disrespect for women and elders, confusion in every walk of life are the signs of Indian life and society today.

In the present age which is facing the crisis of character building in the different spheres of life so that several educationists in India and abroad have stressed the importance of promoting values in education. We are creating younger generation who are neither Indian nor western in the present context, with the result that they find themselves in a dilemma. It is always the act of immortality that has sown the seeds of unhappiness, hatred, jealousy and enmity in the society. Today, newspapers, magazines and other news media are flooded with

reports of crime, murder, agitation, violence immorality, rape, corruption, bribery, self cantered egoism, youth unrest, eve-teasing, communal violence, cyber crime, etc. The causes of these diseases are value erosion. To relieve this crisis two strategies can be taken: Firstly, strategies of family; and Secondly, strategies of educational institution.

To inculcate values, the subjects like history, geography, civics, languages, literature, art and music, etc., should be taught in views our social, moral, spiritual and national values, deeds and achievements. Thus we can say that education and values go hand in hand and values are inherent in every module of learning; through various cultural activities valuebased education can be inculcated among students.

Cultural programme is an integral part of curricular programme. If we will plan meticulously and executed cultural activates which can prove an effective tool for inculcation of values and nurturing creative talents. Cultural programmes in the schools, plantation ceremony, sports and games, debate, quiz and discussion, health camps, blood donation camps etc. can be associated with the teaching of Social values. These activities provide excellent moral training. Through these activities they are learnt the importance of obeying the law, rules and regulations, love for truth, respects other's view and feeling. Here lie the significances of cultural activities. Various values should be instilled or cultivated in the minds of the students through cultural activities.

Review of Literature:

Dhinakaran,V.& Sivakumar, R. (2014)in this study on ‘**cultural value, morality and professional ethics of high school teachers**’included the following objectives were to study the relationship between cultural value, morality and professional ethics of high school teachers. The main objectives of the study have been well enunciated as follows: to compare the values, morality, professional ethics and gender of teachers, to compare the values, morality, professional ethics and school locality of teachers, to compare the values, morality, professional ethics and type of school of teachers. The main findings of the study were there is a significant difference between male and female high school teachers in selecting various cultural values, morality, and professional ethics. There has been found significant difference between the urban and rural high school teachers in selecting various cultural values, morality, and professional ethics. There has been found significant difference between the high school and higher secondary school teachers in selecting various cultural values, morality, and professional ethics.

Bhattacharya,D.& Sahoo,S.(2015)conducted a study on ‘**Implementation of Art and Aesthetic Value in Curriculum Transaction among Secondary School Students: An Analysis.**’ The main objective of the study was to find out the implementation of art and aesthetic value in curriculum transaction among secondary school students. The main findings of the study were (60%)teachers did not have any awareness regarding implementation of art and aesthetic value during classroom teaching, (80%) teachers had not used pictorial aids in the classroom to inculcate value among students, (80%) teachers were not giving specific attention on dance, painting, poetry writing and (75%) students believed

that teachers were not giving specific attention on performance of drama/role play to understand particular topic.

Methodology:

Significance of the Study:

The value based education of a child starts at home. Later in school values are inculcated through curricular and cultural activities. In school a student learns various social manner and behaviour. The curricular activities like language, mathematics, history, science etc. provide the values which are useful in life. But, it is fact that for overall development of a student, curriculum is not the only factor. If we have to make holistic growth and to develop the various facets of personality of children, curricular activities should be supplemented with co-curricular and cultural activities. Those activities have positive impact on all domains of life such as cognitive (intellectual), emotional, social, moral, cultural and aesthetic.

Hence, the value awareness of students depends on different factors related to social, physical, spiritual, recreational, extra-curricular and cultural activities. Review of studies indicates that no significant study was conducted in this area, although this area is very vital for introducing value awareness progress for school students. Keeping the above in view this research work was conducted to find out the interrelationship between cultural activities and value awareness of the students of secondary schools.

Objectives of the study:

1. To analyses the awareness of boys & girls students of secondary schools towards values.
2. To analyse the attitude of boys & girls students of secondary school students towards participation in cultural activities.

Hypotheses of the study :

The following null hypotheses were framed to verify the objectives of the study:

1. H_{01} : There is no significant difference of awareness of values between boys and girls of secondary schools.
2. H_{02} : There is no significant difference of attitudes towards participation in cultural activities between boys and girls of secondary schools.

Sample Selection Method:

The representative sample was drawn by adopting random sampling method. 24 high schools were selected by adopting random sampling procedure from 6 Talukas of the district of Bhandara, ie. 4 schools from each Talukas, 30 students were selected from Class 9th and 10th std. from each a schools through random sampling. Thus sample of the study consists of 720 students of selected 24 schools.

Tools Used in the Study:

The Awareness Scale and Attitude Scale as tools were used for collection of data. For statistical analysis 't' test were used.

Results and Discussion:

Ho₁: There is no significant difference of awareness of values between boys and girls of secondary schools.

Table 1 - The difference between boys and girls on the basis of the their mean awareness scores towards values

Category	N	Mean	SD	SED	't' Value	Level of Significance
Boys	318	222.32	21.38	1.62	4.24	Significant at 0.01
Girls	402	229.18	21.84			

From the above table reveals that the value of 't' between mean awareness scores of boys and girls is significant at 0.01 level. So the null hypothesis is rejected. Although both the groups are having proper awareness of the value but the results indicate that girls are more aware than that of the boys towards values.

Ho₂: There is no significant difference of Attitudes towards participation in cultural activities between boys and girls of secondary schools.

Table 2- The difference between boys and girls on the basis of the their mean attitudes scores towards participation in cultural activities

Category	N	Mean	SD	SED	't' Value	Level of Significance
Boys	318	112.72	8.70	0.65	2.98	Significant at 0.01
Girls	402	114.64	8.54			

From the above table reveals that the value of 't' between mean attitudes scores of boys and girls is significant at 0.01 level. So the null hypothesis is rejected. Although both the groups are having proper attitudes towards participation in cultural activities but the results indicate that girls are more participated than that of the boys towards cultural activities.

Conclusion:

The obtained mean awareness scores of boys & girls towards values are 222.32 and 229.18 respectively. Thus, the boys and girls are duly aware of values but the girls are highly aware than that of the boys. Hence, it may be said that there is significant difference of awareness of boys and girls towards values. Therefore, Hypothesis-1 is rejected. The obtained mean attitudes scores of boys & girls towards participation in cultural activities are 112.72 and 114.64 respectively. Thus, the boys and girls are duly attitudes toward

participation in cultural activities but the girls are highly participated than that of the boys. Hence, it may be said that there is significant difference of attitudes of boys and girls towards participation in cultural activities. Therefore, Hypothesis-2 is rejected.

Educational Implications of the Study:

The study has implications for the students that they should aware the importance of values in real life and develop better attitude towards various cultural activities which are done by the secondary schools. Request the teachers to clarify the importance of values; try to devote some time for active participation in various cultural programmes. For this purpose following activities may be organized for value development among the secondary schools students.

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