

Attitude of Secondary School Teachers towards Cultural Activities

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ABSTRACT

The present investigation was to find the attitude of secondary school teachers towards cultural activities. Survey method of investigation was employed. The findings of the study showed that there is no significant difference between male and female secondary school teachers in relation to their attitude towards cultural activities. Significant difference was obtained between rural and urban secondary school teachers in relation to their attitude towards cultural activities. Significant difference was also found between govt. and non-govt. secondary school teachers in relation to their attitude towards cultural activities.

Keywords: *Attitude, Secondary School teachers and Cultural Activities.*

The first school of a child is his family and society. Every society has its certain norms, traditions, customs, rearing practices and social environment. These customs and traditions are acquired from their previous generations and so on. These customs and traditions form the culture of a society. The learning of these cultural activities influence the life of a child to a great extend along with the other kinds of learning. Thus to have a look inside the learning of the child, it becomes important to understand the culture in which the child is being reared. To enhance the culture of a society, there arises a need to inculcate the cultural trends in the child as an additional responsibility of the teachers in the schools. These responsibilities come under the term cultural activities. Cultural activities are those educational activities which are generally pursued outside the classroom but are considered to be an inseparable, essential and integral part of the school curriculum.

METHODOLOGY

The present study is a survey type in nature. Here the data has been collected personally from the teachers. The method applied is of descriptive type. Purposive sampling method was used to select the schools.

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Sample

A sample of 200 secondary school teachers was selected from 10 government and non-government schools of Panchkula district of Haryana state.

Objectives

1. To study the attitude towards cultural activities of male and female secondary school teachers.
2. To study the attitude towards cultural activities of govt. and non- govt. secondary school teachers.
3. To study the attitude towards cultural activities of rural and urban secondary school teachers.

Hypotheses

1. There exists a significant difference between male and female secondary school teachers in relation to their attitude towards cultural activities.
2. There exists a significant difference between govt. and non-govt. secondary school teachers in relation to their attitude towards cultural activities.
3. There exists a significant difference between rural and urban secondary school teachers in relation to their attitude towards cultural activities.

Tool Used

Attitude scale developed by the investigator was used for the collection of the data. The scale consisted of 30 statements, which were selected from relevant literature and consultation of experts.

RESULTS AND DISCUSSIONS

Table 1: showing difference between male and female secondary school teachers in relation to their attitude towards cultural activities

Sr. No.	N	Mean	S.D.	SEM	t- value
1	100 (males)	60.48	18.23	1.823	1.0333
2	100 (females)	57.99	15.76	1.576	

It is observed from the table that the t- value is 1.0333 which is not significant. Thus it shows that males and females do not show significant difference in relation to their attitude towards cultural activities. Therefore, **hypothesis no. 1** i.e. There exists a significant difference between male and female secondary school teachers in relation to their attitude towards cultural activities, is **rejected**.

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Table 2: showing difference between govt. and non-govt. secondary school teachers in relation to their attitude towards cultural activities.

Sr. No.	N	Mean	S.D.	SEM	t- value
1	100 (govt.)	62.07	16.46	1.646	2.807
2	100 (non-govt.)	55.99	14.08	1.408	

It is observed from the table that the t- value is 2.807 which is significant. Thus it shows that govt. and non- govt. secondary school teacher show significant difference in relation to their attitude towards cultural activities. Therefore, **hypothesis no. 2** i.e. There exists a significant difference between govt. and non-govt. secondary school teachers in relation to their attitude towards cultural activities is **accepted**.

Table 3: showing difference between rural and urban secondary school teachers in relation to their attitude towards cultural activities

Sr. No.	N	Mean	S.D.	SEM	t- value
1	100 (rural)	64.82	19.67	1.967	4.153
2	100 (urban)	53.93	17.34	1.734	

It is observed from the table that the t- value is 4.153 which is significant. Thus it shows that rural and urban teachers show significant difference in relation to their attitude towards cultural activities. Therefore, **hypothesis no. 3** i.e. There exists a significant difference between rural and urban secondary school teachers in relation to their attitude towards cultural activities is **accepted**.

CONCLUSIONS

On the basis of the present study the following conclusions have been drawn:

1. There exists a no significant difference between male and female secondary school teachers in relation to their attitude towards cultural activities.
2. There exists a significant difference between govt. and non-govt. secondary school teachers in relation to their attitude towards cultural activities.
3. There exists a significant difference between rural and urban secondary school teachers in relation to their attitude towards cultural activities.

SUGGESTIONS

- Cultural activities should be made an integral part of school curriculum.
- Teachers should be trained in organizing cultural activities during their pre service and in service trainings.
- Interest should be inculcated in the minds of the students to serve their nation.
- Schools administrators and organizers should encourage the students to participate in cultural activities and should provide sufficient materials in schools for different types of cultural activities.
- The responsibility of planning and organizing the cultural activities should be assigned to those teachers who have taste in the same.

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- There should be provision for cultural activities at primary school level so that the students may develop interest in cultural activities from very beginning.

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Conflict of Interests

The author declared no conflict of interests.

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