

**ATTITUDE OF JAMMU UNIVERSITY STUDENTS TOWARDS CULTURAL EVENTS**

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**INTRODUCTION**

The word cultural events is the combination of two words i.e. culture and events. And to understand its meaning we must understand the meaning of culture and events separately to which we have discussed as under:

**CULTURE:** The word culture has its roots in the Latin word ‘cultura’ which means to cultivate or to improve upon the social life of an individual.

Culture is one of the most important concepts in social science. It is commonly used in psychology, political science and economics. The study of society or any aspect of it becomes incomplete without a proper understanding of the culture of that society. Culture and society go together. As we know every human child is born in a family and each family has certain traditions, customs or methods for rearing children and leading a social life. Culture is so complex, an idea that it is difficult to define it. Someone has said that culture is like an elephant recognizable and not definable.

“Culture includes all that man has acquired in his individual and social life”. It is the entire social heritage which the individual receives from the group.

**DEFINITIONS**

According to Robrty: “culture is the body of thoughts and knowledge, both theoretical and practical, which only man can possess.”

According to Jawahar Lal Nehru: “culture means inner growth of man, his behavior to others, his capacity to understand people & to make oneself understood by others.”

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All this can help to have a sound understand of culture, which is a matrix in which all our social activities are embedded. Since our topic is to study the “Attitude of university students towards cultural events.”

## **EVENTS**

The oxford dictionary gives many meaning of events like affair, happening, incident, entertainment and function etc. it can be said that event is function, which is performed to give us the insight of an institution or association. For example if there is an event organized by the state through the department of agriculture to give awareness to the formers about the genetically modified seeds. This event will give us the knowledge about the pattern on which this state association works.

## **CULTURAL EVENTS**

The term cultural events thus included those events which helps us to understand a particular culture when cultural is taken to mean the way of life, it is obvious that within this whole there were elements like, say, prayer, ritual, making and so on. Each of these elements is called cultural traits or elements. The various cultural events, which are organized in universities, are nothing more than exhibition of cultural traits to give an opportunity to the students to understand the pattern of various cultures. The cultural events like Rangoli, Dandiya, and classical dances etc. Thus to conclude the meaning of cultural events we can say that cultural events are such type of function which helps us to understand a particular culture of different states or countries cultural events.

## **IMPORTANCE OF CULTURAL EVENT**

There are some important points regarding the importance of cultural events which are as under:

1. Cultural events are helpful in creating communal harmony.
2. Cultural events provide a wide range of carrier options.
3. Cultural events help in inculcation of leadership qualities.
4. Cultural events develop the feeling of adjustment among students.

5. Cultural events help in bringing out the hidden qualities of students.
6. Cultural events inspire the students.
7. Cultural events develop the spirit of competition.
8. Cultural events develop the sense of compassion.
9. Cultural events are helpful in developing brotherhood.
10. Cultural events are a source of income among as a profession.
11. Cultural events increase sociability among the students.
12. Cultural events make the students successful in their life.
13. Cultural events broaden the outlook of the students.
14. Cultural events provide the opportunities for cultural exchange among the students.
15. Cultural events help in developing the qualities like discipline, punctually respect, co-operation, confidence, conscious and building up stamina among students.

#### **AIMS OF PRESENT STUDY**

The present study was carried out with the following aims:

1. To study the difference in attitude of boys and girls students of the university towards cultural events.
2. To study the difference in attitude of the 1<sup>st</sup> and 3<sup>rd</sup> semester students towards cultural events.
3. To study the difference in attitude of the students under the joint influence of sex different semesters.
4. To study the difference in attitude of students belonging to different age group towards cultural events.
5. To study the difference in attitude of the university students under the joint influence of sex age groups.

### **HYPOTHESIS**

1. There was no significant difference in the attitude of boys and girls towards cultural events.
2. There will be no significant difference in the attitude of student studying in 1<sup>st</sup> and 3<sup>rd</sup> semester of different departments towards cultural events.
3. There will be no difference in attitude of students under the joint influence of sex and different semester towards cultural events.
4. There will be no significant difference in the attitude of students of higher age groups, Average age group and lower age group towards cultural events.
5. There will be no difference in attitude of university students under the joint influence of sex and group towards cultural events.

### **DELIMITATIONS OF PRESENT STUDY**

1. The present study was confined to various departments of university of Jammu.
2. The present study was confined to a sample of 200 students selected randomly.
3. The attitude of students was measured with the help of a questionnaire. Which was closed ended so the respondent didn't have much choice to express his or her views more freely.
4. Very few students answered the questions seriously. Sometimes students were biased in their attitude towards these so called cultural events

### **METHODOLOY**

The researcher used descriptive method for the present study.

### **SAMPLE**

The investigator selected randomly 1<sup>st</sup> and 3<sup>rd</sup> semester Boys and (N=100) and Girls (N=100) studying in different departments of the University of Jammu, for her research study. The sample was taken from Jammu University.

### TOOLS EMPLOYED AND IT'S DESCRIPTION

Attitude scale prepared by the investigator (ANURADHA RANI) was used. The following scheme has been used for the scoring of responses.

	SA	A	U	D	SDA
Favorable statement	5	4	3	2	1
Unfavorable statement	1	2	3	4	5

The higher the score on the attitude scale, the more favorable in the attitude of student towards cultural events.

### SCORING OF THE TOOL:

After the collection of data, scoring of the response based on the “Attitude scale” was done in accordance with scoring procedure by the investigator.

### VARIABLES TO BE STUDIED:

The following variables were studied in the present study:

#### A) INDEPENDENT VARIABLES:

- 1) **SEX:** Males Females
- 2) **Types of institutions:** various department of Jammu University.

#### B) DEPENDENT VARIABLES: Attitude scale

### **COLLECTION OF THE DATA**

The investigator visited the various departments personally for the administration of tool and collection of relevant data. Firstly, the permission was taken from the head of department and thereafter the attitude scale was administered to the students to follow them carefully during the administration, steps were taken to control and minimize the cheating of the students.

The copies of attitude scale were distributed among the students. There was no fixed time for this test but it took about twenty minutes for finishing up the test.

Later on the copies of the scale were taken back from the students. In this way, the data was collected from all the departments with the permission of the respective heads of various departments.

### **SCORING OF THE TOOLS**

After the collection of data, scoring of the response based on the “Attitude Scale” was done in accordance with scoring procedure by the investigator.

### **ANALYSIS AND INTERPRETATION OF THE DATA**

After the data has been collected and tabulated, it must be processed and tabulated; it must be processed and analyzed properly, so as to draw proper inferences. Analysis of data means the study of the tabulated material in order to determine inherent facts of meaning. A systematic and scientific treatment of the tabulated data is essential for drawing valid conclusions. It involves breaking up of complex factors into simpler parts and putting them in new arrangement for the purpose of interpretation of data which calls for a critical examination of the result of analysis in the light of all limitations of gathered data.

Fisher introduced (1923) “the analysis of variance as an extension of the group. But whenever the number of groups in comparison exceeds two, it has been advisable to make use of analysis of variance analyzed a statistical technique to determine whether the means of more than two samples having drawn from same population were different.

Collection of data has no meaning unless it is tackled, properly analyzed and interpreted by sophisticated statistical techniques. However, a valid, reliable and adequate data may not serve any worthwhile purpose unless they are carefully edited, systematically classified and tabulated. Good, while explaining the importance of this stage says, the process of \interpretation is essential to know what results show. What do they mean? What is their significance etc. so the interpretation is considered to be the most important step in the procedure of research”.

**SELECTION OF STATISTICAL TECHNIQUES**

In order to realize the objective of the study, the investigator selected the analysis of variance as statistical techniques.

**ANALYSIS OF VARIANCE**

The investigator applied the analysis of variance (2x2and2x3) factorial design techniques for the study of “Attitude of university students towards cultural events” for the purpose of arriving at meaningful result.

**Table 1.1 summary of two way (2x2 factorial experiments) for attitude scale.**

<b>Sources of Significance Variance</b>	<b>Sum of Squares</b>	<b>Df (n-1)</b>	<b>Mean square</b>	<b>F-ratio</b>	<b>Level of Significance</b>
<b>A (SEX)</b>	<b>1071.23</b>	<b>1</b>	<b>1071.23</b>	<b>4.41</b>	<b>Significant</b>
<b>B (Semester)</b>	<b>42.025</b>	<b>1</b>	<b>42.025</b>	<b>.17</b>	<b>Not Significant</b>
<b>AXB Sex X Semester</b>	<b>442.22</b>	<b>1</b>	<b>442.22</b>	<b>1.82</b>	<b>Not Significant</b>
<b>Within</b>	<b>86745.505</b>	<b>36</b>	<b>242.93</b>		

**INTERPRETATION**

F- Ratio against the main factor ‘Sex’ has found to be 4.82 and is significant as the value is greater than the table value i.e. 4.02 against 1 and 5 DF. .05 levels. Thus this rejects the first null hypothesis.

F- Ratio against the other factor i.e. different semester students was found to be 0.08 and is not significant as the value is less than the table value i.e. 3.17 and 5.01 against 2 & 54 DF at .05 & .01 level. Thus this accepts the second null hypothesis.

F-Ratio against the interactional factor of ‘Sex’ and different semester students was found to be 0.02 and is not significant as the value is less than the table value i.e. 3.17 & 5.01 against 2 & 54 DF at .05 & .01 level. Thus this accepts the third null hypothesis.

**Table 1.2 Summary of two ways (2x3 factorial experiments) for attitude scale.**

Sources of significance variance	Sum of squares	Df (n-1)	Mean square	F-ratio	Level of Significance
<b>A (SEX)</b>	1480	1	1480	4.82	Significant At .05 level
<b>B (Age group)</b>	54.2	2	27.1	0.08	Insignificant
<b>AXB Sex X Age group</b>	13.4	2	6.7	0.02	Insignificant
<b>Within</b>	16582.4	54	307.08		
<b>Total</b>	<b>18130</b>	<b>.59</b>			

## INTERPRETATION

F-ratio against the main factor 'SEX' was found to be 4.82 and was significant as the value is greater than the table value i.e., 4.02 against 1 and 54 DF. .05 levels. Thus rejects the first null hypothesis.

F-ratio against the other factor i.e., different age group' has found to be 0.08 and was not significant as the value is less than the table value i.e. 3.17 and 5.01 against 2 & 54 df at .05 f. 01 level. Thus accepts the 4<sup>th</sup> null hypothesis.

F- ratio against the international factor of sex and different age levels' was found to be 0.02 and was not significant as the value is less than the table value i.e. 3.17 & 5.01 against 2 & 54 df at .05 level & .01. Thus accepts the 5<sup>th</sup> null hypothesis.

## GENERAL CONCLUSIONS

The following are the conclusions base on the result of research:

1. There was significant difference in the attitude of university boys and girls towards cultural events.
2. There was no significant difference in the attitude of students belonging to different semester or age groups towards cultural events.
3. There is no difference in attitude of students under the joint influence of sex and semesters as well as sex and age groups when taken separately towards cultural events.

## SUGGESTIONS FOR FURTHER STUDY\RESEARCH

Further research can be conducted on the line suggested below:

1. The present study can't be called final or comprehensive. More work can be done on different samples of different age groups.
2. A sample of 200 students was taken in the present study. Similar study can be done on the larger sample.

3. The present study deals with the students of 1<sup>st</sup> and 3<sup>rd</sup> semester, same type of work can be done on students of different semesters.
4. The study is only confined to the students of only Jammu University. Thus students of other universities can be taken for the sample.

### **EDUCATIONAL IMPLICATIONS**

Some important educational implications emanate from the present study, which are as follows:

- The cultural event plays a pivotal role in the transmission of culture at inter-generational level. The “cultural events” in universities provide Global platforms to understand the role of culture pluralism.
- The main objective of educational curriculum is to manage for all-round development of students personality, the ‘Cultural Events’ give us the opportunity to get our-self familiar with these versions, which differ from society to society. Education has no longer remained a theory we are in very advanced society where everything is to be learnt through pragmatic approach. The various cultural events like debate competition etc. gives the students a confidence to express themselves thereby becoming a medium through which others can also learn.
- The number of these competitions should be increased and conducted and the publicity should be given to such competitions through T.V., radio newspapers, magazines etc.
- The cultural events if organized in the institutions can be a special feature in which top performers can be awarded so that the other also develop motivation for various cultural events and involve themselves.