

AN INVESTIGATION INTO THE RELATIONSHIP BETWEEN CULTURAL KNOWLEDGE AND SOCIALIZING ABILITY OF THE HIGHER SECONDARY SCHOOL STUDENTS OF AURANGABAD CITY

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In a globalized society the existence of multiple cultures has become an inevitable social phenomenon. The traditional society is threatened and this offers many challenges for cultural identity in education. In other words we should change mono-cultural education into multi-cultural education and should adhere to the principle of 'harmonious but different' in practice. We can improve socializing ability in students by educating them through cultural knowledge. This study is an attempt to explore the relationship between cultural knowledge and socializing ability of junior college students of Aurangabad city. The study was conducted on 200 junior college students of Aurangabad city. The results reveal that there is a moderate but substantial relationship between cultural knowledge and socializing ability. However, no significant differences on different factors of cultural knowledge and socializing ability between male and female junior college students of Aurangabad city were observed.

KEYWORDS: Cultural Knowledge, Socialising Ability, Higher Secondary.

INTRODUCTION

Education performs its function of socialization by transmitting and developing emotional integration and national unity. The ministry of education at the centre appointed a committee in 1961 to suggest measures for tackling the fissiparous tendencies and promoting emotional affinity under the chairmanship of Dr. Sampuranand. The committee observed, "There is unity in the country and it will remain united howsoever great may be the diversity in its habitants. But the demand made today for national and emotional integration is to do away with those fissiparous tendencies which want to sap the strength of the country"

However in today's world of globalization, the existence of multiple cultures has become an inevitable social phenomenon. Mono-cultural education should be changed into multi-cultural education and should follow the principle of 'harmonious but different' in practice and thereby improve socializing ability among students by educating them through cultural knowledge.

CULTURE

The National Centre for Cultural Competence defines culture as an 'integrated pattern of human behaviour that includes thoughts, communications, languages, practices, beliefs, values, customs, courtesies, rituals, manners of interacting and roles, relationships and expected behaviours of a racial, ethnic, religious or social group; and the ability to transmit the above to succeeding generations'.

Cultural identity is represented in such things as beliefs, languages, practices and ways of knowing. Cultures are valued when there is explicit appreciation of these characteristics, and within the curriculum this requires that a range of cultures are acknowledged and given status. Cultural groups are distinguished by social characteristics such as gender, ethnicity, race, religion, economic status or age. Valuing them means legitimising these cultures for all students, through the inclusion, recognition and transmission of cultural knowledge.

In the narrow sense, culture means a man-made social organization which promotes specific habits of thinking and living, specific habits of social interaction, specific ways of eating, dressing and living, religious and specific beliefs and various material objects together with political and social customs, traditions and patterns of behaviour which cumulatively satisfy the different needs of human beings. In its wider sense, culture refers to all aspects and fields of human activity. In short culture includes all human beliefs, patterns of behaviour and all academic, artistic, moral, religious beliefs together with all achievements in these fields of human life. In this sense, culture epitomizes the total pattern of human belief and behaviour. According to Taylor, "Culture is that complex whole that consists of everything we think, do and have as member of society". MacIver defines Culture as, "the expression of our nature in our modes of living and of thinking in our every day intercourse in art, in literature, in religion, in reaction and enjoyment".

CULTURAL KNOWLEDGE

Culture helps us to develop certain knowledge and beliefs about what goes around us and transmit it. Knowledge is a collection of ideas and facts about physical and social world. Knowledge can be turned into technology and as such it can be used for controlling the natural environment and for dealing with social problems. The high standard of living in modern societies may be attributed to their advanced knowledge and sophisticated technology.

The study is significant as:

- (1) It will be helpful for the students to understand the precious culture of our nation that has been passed on by our ancestors.

An aspect of cultural intertexture, cultural knowledge is 'insider' knowledge, which is known only by people within particular culture or by people who have learned about the culture through some kind of interaction with it.

SOCIALISATION

Socialisation refers to all learning regardless of setting or age of the individual. Socialization is the process by which we learn the ways of a particular group. In every group one has to learn the rules, expectations and truths of that group whether the group is your family, the army, or the state (nation).

Guskin and Guskin (1970) define socialization as, "the process by which an individual learns the behaviour, the values, and the expectations of others that enable him to take on particular roles in society." Socialization is learning of the behaviours, values and expectations. These are learned so that one can play one's particular role in the society. An individual does not know his role in anticipation but he learns his role by living in the society. In simple words we can say that 'socialization refers to the process by which persons acquire the knowledge, skills and disposition that make them able members of their society.'

Therefore socialization is the process whereby people acquire personality and learn the ways of life of their society. Essentially, one has to learn culture. Learning culture encompasses all the truths, values, rules and goals that people share with one another.

SOCIALIZING ABILITY

Socializing ability is a process through which people learn the attitudes, values and actions appropriate for members of a particular culture. It is the pattern of behaviour and attitudes that emerge throughout the life course, from infancy to old age. These patterns are part of the life long process of socialization. Socializing ability occurs through human interactions. We learn a great deal from those people who are most important in our lives immediate family members, best friends and teachers, but we also learn from people we see on the street on television, on the Internet and in films and magazines. From a micro-sociological perspective, socialization helps us to discover how to behave properly and what to expect from others if we follow social norms and values. From a macro sociological perspective socialization provides for the transmission of a culture from one generation to the next and thereby ensuring for the long-term continuance of a society.

SIGNIFICANCE OF STUDY

The study is significant as:

- (1) It will be helpful for the students to understand the precious culture of our nation that has been passed on by our ancestors.
- (2) It will be helpful for the teacher educators in framing the text books keeping in mind the need for cultural knowledge.
- (3) It will foster the understanding of the students about the various cultures.
- (4) It will develop socializing ability of the students and foster secular feeling in the students.
- (5) It will develop the ability to adjust and adopt according to the various cultures of different people and this in turn will lead to the development of society and the nation.

REVIEW OF RELATED LITERATURE

Coping with students who display problems in personal and social adjustment can be frustrating. Success in teaching problem students often requires extra time, energy, and patience. Research by Jones (1996) indicates that teachers rank individual students who have serious or persistent behaviour problems as their chief cause of stress. However, teachers can take direct action toward minimizing classroom conflicts by socializing students into a classroom environment conducive to learning.

Key elements of successful student socialization include modelling and instruction of pro-social behaviour; communicating positive expectations, attributes, and social labels; and reinforcing desired behaviour (Dix, 1993; Good & Brophy, 1994, 1995). Successful socialization further depends on a teacher's ability to adopt an authoritative teaching style for classroom management, and to employ effective counselling skills when seeking to develop positive relationships with individual students. Good and Brophy (1995) have identified some general attributes of teachers that contribute to their success in socializing students. These attributes include:

- Social attractiveness, based on a cheerful disposition, friendliness, emotional maturity, sincerity, and other qualities that indicate good mental health and personal adjustment;
- Ego strength, exhibited in self-confidence that allows teachers to be calm in a crisis, listen actively without being defensive, avoid win-lose conflicts, and maintain a problem-solving orientation;
- Realistic perceptions of self and students, without letting perceptions become clouded by romanticism, guilt, hostility, or anxiety;

- Enjoyment of students, while maintaining their identity as an adult, a teacher, and an authority figure; being friendly but not overly familiar; and being comfortable with the group without becoming a group member;
- Clarity about teachers roles and comfort in playing them, which enables teachers to explain coherently to students what they expect;
- Patience and determination in working with students who persist in testing limits;
- Acceptance of the individual, though not necessarily of all of his or her behaviour, and making this attitude clear to students; and the ability to state and act on firm but flexible limits based on clear expectations, keeping rules to a minimum and liberalizing them as students become more independent and responsible over time.

Developing these personal qualities and using research-based principles for managing the classroom will set the stage for student socialization and will go a long way toward minimizing the need for disciplinary interventions. From the above-mentioned study it is concluded that teachers are asked to take responsibility for an increasingly diverse population of students in situations where individual differences are to be expected and accepted. An attitude of caring and an orientation to students is crucial to success in socializing students into a classroom culture that fosters learning. Interacting with students for several hours each day in various situations puts teachers in a position to take direct action in helping students cope with their problems. Research shows that teachers' feelings of self-efficacy or confidence are correlated with their effectiveness ratings. Developing the skills for enhancing student socialization represents an expansion of the teacher's role beyond that of instructor or classroom manager. Teachers who believe that they possess, or at least are developing, good management and student socialization skills will be able to remain patient and focused on seeking solutions when confronted with difficult problems. In contrast, teachers who view management and socialization skills as talents in which they are lacking may tend to become frustrated and give up easily. Through developing their role as facilitators of students' socialization into the learning environment, teachers can create the potential for having a significant impact on the lives of problem students (Good and Brophy,1995).

Lalrinkimi (1989) in the Ph.D. thesis entitled, 'A study of socio cultural correlates of modernity in Mizoram' reported that (i) education was found to be effective in moulding the attitude of the subjects in a positive direction towards

modernity, the level of education being significantly related to the overall modernity attitudes and attitudes towards family and education (ii) the relationship was negligible in the case of attitude towards religion, marriage and status of women in society (iii) media exposure, urban orientation, religious orientation (negative) and contact with other cultures appeared to be insignificant.

Goodchild (1988) in her Ph.D. study about 'Personality, socialization and moral development of high school students' reported that (i) there was a significant association between the moral development stage and personality association and between the moral development stage and personality traits on the one hand and social factors on the other (ii) the moral development stage differed with chronological age and SES (iii) scholastic achievement level was correlated to the moral stages (iv) the stages differed with personality traits and some of the social factors like interaction with other students, interaction with teacher and school behaviour, so the stages differed with SES, extraversion and intelligence.

Honap (1981) in her study, 'Political socialization of college girls in Poona' explored the impact of socializing agent like family, school, college, peer group and mass media on the political orientation of college girls. The finding reveals that (i) family education influenced political values and attitudes more than political knowledge (ii) participation in extra-curricular activities influenced political knowledge to a moderate extent and has positive influence on the progressive values of the respondents (iii) the peer group did not influence political knowledge, political attitude and values.

Kanwar (1989) in his doctoral research on 'A study of socialization practices at home and school and development of personal achievement motivation among secondary school pupils in Assam' reported that (i) there was no significant difference in the level of personal achievement of boys and girls (ii) there was no significant difference in the mean personal achievement scores between urban and rural subjects (iii) the higher personal need achievement was positively related to earlier socialization at home level.

Sharma (1990) conducted a study on "Effect of Socio-cultural disadvantages on cognitive and non-cognitive variables- a study of secondary school students of Haryana". The researcher reported the following findings (i) socio-cultural disadvantages had significant independent effects on intelligence, academic motivation, level of aspiration and insecurity out of 10 dependent variable and (ii) significant independent effects of sex were noted only on intelligence, academic motivation, insecurity and academic

achievement.

OBJECTIVES OF THE STUDY

The study has the following objectives:

- (1) To study the cultural knowledge of the junior college students of Aurangabad city.
- (2) To study the socializing ability of the junior college students of Aurangabad city.
- (3) To study the relationship between cultural knowledge and socializing ability of the junior college students of Aurangabad city.
- (4) To study language as a component of cultural knowledge of the junior college students of Aurangabad city with respect to gender.
- (5) To study norms as a component of cultural knowledge of the junior college students of Aurangabad city with respect to gender.
- (6) To study the tradition as a component of cultural knowledge of the junior college students of Aurangabad city with respect to gender.
- (7) To study the following components of socializing ability of the junior college students of Aurangabad city with respect to gender.
 - (a) Interaction at home
 - (b) Interaction in the neighbourhood
 - (c) Interaction at college
 - (d) Overall socializing ability

HYPOTHESES OF THE STUDY

Following are the hypotheses for the study:

- (1) The level of cultural knowledge of junior college students is average.
- (2) The socializing ability of the junior college students is moderate.
- (3) There is positive and high relationship between cultural knowledge and socializing ability of the junior college students of Aurangabad city.
- (4) There is no significant difference in cultural knowledge of male and female students of the junior college students of Aurangabad city.
- (5) There is no significant difference in cultural knowledge of male and female students of junior college of Aurangabad city in terms of languages.
- (6) There is no significant difference in the cultural knowledge of male and female students of the junior college students of Aurangabad city in terms of norms.
- (7) There is no significant difference in the cultural knowledge of male and

female students of the junior college students of Aurangabad city in terms of tradition.

- (8) There is no significant difference in overall socializing ability between male and female junior college students of Aurangabad city.
- (9) There is no significant difference in socializing ability in terms of 'interaction at home' between male and female students of junior college of Aurangabad city.
- (10) There is no significant difference in socializing ability in terms of 'interaction in the neighbourhood' between male and female students of junior college of Aurangabad city.
- (11) There is no significant difference in socializing ability in terms of interaction at college between male and female students of junior college of Aurangabad city.

SAMPLE

100 male and 100 female students from 5 junior colleges (10+2) of Aurangabad city were selected for the study. From each college 20 boys and 20 girl students were randomly selected. Therefore the sample comprised of 200 junior college students. A survey method was used in this study.

TOOLS USED

The tools used for data collection were:

(1) Questionnaire for knowing cultural knowledge of students was prepared, which consisted of 25 questions. The questions are classified under the following components:

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|-------|------------|---|-----------|
| (i) | Languages | : | 9 items |
| (ii) | Norms | : | 4 items & |
| (iii) | Traditions | : | 12 items |

(2) For measuring socializing ability, another tool was prepared with 25 items. The statements in this tool were to be responded on a 5- point rating scale. The ratings were often, frequently, sometimes, rarely and never. These statements are classified under the following components-

- | | | | |
|-------|----------------------------------|---|----------|
| (i) | Interaction at home | : | 6 items |
| (ii) | Interaction in the neighbourhood | : | 10 items |
| (iii) | Interaction at school | : | 9 items |

Norm Table for Cultural Knowledge & Socializing Ability:

Sr. No.	Cultural Knowledge	Interpretation	Socializing Ability	Interpretation
1	0-8	Low	1-50	Low
2	9-16	Average	51-100	Moderate
3	17-25	High	101-150	High

DATA ANALYSIS

Data were collected with the help of tools prepared for the study. Data was analysed by using different statistical techniques.

Table 1**Mean Scores of Cultural Knowledge and Socializing Ability**

Variable	N	Mean	Range	Interpretation
Cultural Knowledge	200	19.98	17-25	Average
Socializing Ability		95.45	51-100	Moderate

Table 2**Coefficient of Correlation between Cultural Knowledge and Socializing Ability of Junior College Students of Aurangabad City**

Variable	Coefficient of Correlation	Interpretation
Cultural Knowledge	0.41	Positively Moderate
Socializing Ability		

RESULTS AND CONCLUSION

- (1) The level of cultural knowledge of junior college students is average as Table 1 reveals that mean score of the students is 19.98, which comes in the range of average level. Hence, the hypothesis is accepted.
- (2) The socialization ability of junior college students is moderate as Table 1 reveals that mean score of students is 95.45, which comes in the moderate range. Hence, the hypothesis is accepted.
- (3) There is a positive moderate relationship between cultural knowledge and socializing ability as Table 2 reveals that coefficient of correlation between cultural knowledge and socializing ability is 0.41, which is moderate and substantial. Hence, the hypothesis is rejected.
- (4) Table 3 reveals that, there is no significant difference between the male and female students of junior college of Aurangabad city in overall cultural knowledge as t-value is 1.17 which is smaller than table value 1.96 at 0.05 level of significance. Hence, the hypothesis is accepted.
- (5) As per Table 3 it can be concluded that there is significant difference in cultural knowledge of male and female students of junior college of Aurangabad city in terms of languages as t-value is 2.46, which is greater than table value of 1.96 at 0.05 level of significance. Hence, the hypothesis is rejected.
- (6) Table 3 also reveals that there is no significant difference in cultural knowledge of male and female students of junior college of Aurangabad city in terms of norms as the t-value is 0.36, which is smaller than table value of 1.96 at 0.05 level of significance. Hence, the hypothesis is accepted.
- (7) Table 3 further reveals that there is no significant difference in cultural knowledge of male and female students of junior college of Aurangabad city in terms of traditions as the t-value is smaller than table value of 1.96 at 0.05 level of significance. Hence, the hypothesis is accepted.
- (8) Table 4 reveals that there is no significant difference in overall socializing ability between male and female junior college students of Aurangabad city as the t-value is 1.34 which is smaller than table value of 1.96 at 0.05 level of significance. Hence, the hypothesis is accepted.
- (9) Results in Table 4 also point out that there is no significant difference in socializing ability in terms of 'interaction at home' between male and female junior college students of Aurangabad city as the t-value comes out to be 0.36 which is smaller than table value of 1.96 at 0.05 level of significance. Hence, the hypothesis is accepted.
- (10) Table 4 again points that there is no significant difference in socializing ability in terms of interaction in the neighbourhood between male and

female junior college students of Aurangabad city as the t-score is 0.63 which is smaller than table value 1.96 at 0.05 level of significance. Hence, the hypothesis is accepted.

(11) Table 4 also reveals that there is no significant difference in socializing ability in terms of 'interaction at college' between male and female junior college students of Aurangabad city as t-value is 1.86 which is smaller than table value of 1.98 at 0.05 level of significance. Hence, the hypothesis is accepted.

The findings of the study reveal that the levels of cultural knowledge and socializing ability are average and moderate respectively among the students of junior college and there is a moderate relationship between the two variables. When compared, male and female students do not differ in their cultural knowledge and socializing ability. Also there is no significant difference between male and female students with regard to the two components of cultural knowledge i.e. Norms and Traditions but there lay a significant difference with regard to the component of language. As far as socializing ability is concerned there is no significant difference between male and female students with regard to its components i.e. Interaction at Home, Interaction in the Neighbourhood, and Interaction at College.

EDUCATIONAL IMPLICATIONS

Teachers should be asked to take responsibility for an increasingly diverse population of students in situations where individual differences are to be expected and accepted. An attitude of caring and an orientation to students is crucial to succeed in socializing students with the help of cultural knowledge in order to foster learning. Interacting with students for several hours each day in various situations with regard to one's cultural knowledge puts teachers in a position to take direct action in helping students cope with their problems.

Cultural Knowledge helps in developing the skills for enhancing student socialization. It also represents an expansion of the teacher's role beyond that of instructor or classroom manager. Teachers who believe that they possess, or at least are developing, good management and student socialization skills will be able to remain patient and focused on seeking solutions from cultural knowledge when confronted with difficult problems. Through developing their role as facilitators of students' socialization into the learning environment, teachers can create the potential for having a significant impact on the lives of problem students with the help of cultural knowledge. Therefore, it is noted that in the present circumstances immediate and

effective measures should be adopted to impart knowledge to the students about the precious culture of our nation, which helps to develop expected social behaviour. As the junior college level is a turning point in the life of a student, the present study is thus significant from this point of view.

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