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Impact of Festivals on Enhancement of Academic Performance of Secondary Level School Students in the District of Burdwan, West Bengal, India

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Abstract

This paper attempts to analyze the opinion of parents, teachers and secondary level school students about the enhancement of academic performance of students in relation to the participation in festivals. The study covers 200 parents encompassing of 100 in 'Below Poverty Line (BPL) and 100 in 'Above Poverty Line'(APL) households, 200 teachers comprising of 100 in trained and 100 in untrained categories and 200 students (100 boys and 100 girls) of class- VI, VII,VIII, IX & X both in urban and rural areas of Burdwan district of West Bengal. The results of chi-square test revealed that parents and teachers are in the same level of opinion about the enhancement of academic performance of students in relation to the participation in festivals. It is further revealed that APL category of parents is more in favor of the enhancement of academic performance of students than the BPL category of parents. Again boys and girls are almost in the same level of opinion about the enhancement of academic performance in them. From the results of students'-test in terms of multiple response analysis of attitudes of students under boys and girls categories, it has been found that there is no difference in attitude of respondents rather it supports the fact that enhancement of academic performance of students is possible after participation in short term festivals.

Key Words: *Festivals, Academic performance, Enhancement, Chi-square test, Students'-test, Attitude.*

Introduction: India is a land of festivals and celebrations. Festivals are nothing but expression of one's own gratitude, joy, appreciation and love, they are the best ways of brining the society together to take time off and celebrate in unison. It is a way of celebrating nature and its wonderful and abundant bounties. Moreover, due to its cast religious and cultural diversity, too many festivals, festivities and fairs are celebrated regularly every year. The Hindus have a large number of festivals but Holi, Raksha Bandhan, Diwali, Dussehra are their major festivals. The festivals like Holi, Diwali, Maharram, Baisaki, Christmas, Budhapurnima, Mahabir jayanti, Nanak jayanti etc. are celebrated by people of all communities, class and religions in India. These festivals are treated as the pleasant breeze in our monotonous life and we feel fresh after passing some days through it. Normally it is known to all that festivals give temporary relief to students from their monotonous study life and after passing few days through festivals, they perform with more acute concentration in their studies. So there is a considerable difference between the academic performance of students before and after participation in the festivals. (Singh, 2011) & (Roy, 2005).

Objectives: The followings objectives are formulated for the purpose of the present study:

1. To know about the different type of festivals prevalent in India;
2. To find out the relation between the festivals and academic performance of the secondary level school students;
3. To assess the role of festivals in relation to the academic performance of the secondary level students among the parents considering APL and BPL categories of households.
4. To enumerate the difference in opinion about the enhancement of academic achievement of students in relation to the participation in festivals among the parents and teachers.
5. To assess the role of festivals in relation to enhance the academic performance of the secondary level students among the students considering male and female categories.

Hypothesis: The following hypotheses are selected to substantiate our study:

Null Hypothesis: H₀₁: There is no difference in opinion about the enhancement of academic performance of secondary level students in relation to the participation in festivals among the parents and teachers.

H₀₂: There is no difference in opinion about the enhancement of academic performance of secondary level students in relation to the participation in festivals among the students under boys and girls category.

Alternative Hypothesis: H₁₁: There exists significant difference in opinion about the enhancement of academic performance of secondary level school students in relation to the participation in festivals among the parents and teachers.

H₁₂: There exists significant difference in opinion about the enhancement of academic performance of secondary level school students in relation to the participation in festivals among the students under boys and girls category.

Data Source and Methodology:

Data Source: The primary data collected during 2013-2014 from 200 teachers comprising of 100 in trained & 100 in untrained categories, 200 parents comprising of 100 in BPL & 100 in APL categories as well as 200 students (100 boys & 100 girls) both in urban and rural areas in Burdwan district of West Bengal. A self made structured questionnaire was used by considering different kinds of aspects related to festivals influencing the academic performance of the school students.

Materials and methods:

1. Chi-square test is fitted to determine any significant variation of opinions among the parents and teachers.
2. Tabular representations are used to make a comparative static analysis of collected data.
3. Charts and diagrams are drawn to make more appropriate for the representation.

Results and Discussion:

The whole results of the present study are divided under the following categories:

- i) Festivals in India: Major types and Characteristics
- ii) Opinion of different respondents selected for the study about the enhancement of academic performance of secondary level school students in relation to the participation in festivals: A Response Analysis
- iii) Examining the significant difference in opinion about the enhancement of academic performance of secondary level school students in relation to the participation in festivals among the parents and teachers: A non-parametric Chi-square Test Analysis
- iv) Attitudes of students under boys' and girls' towards the enhancement of academic performance in relation to the participation in festivals: An Analysis of Students' t-test

Different Types of Festivals Celebrated in India:

An Explanatory Analysis: India is a land of Culture and traditional festivals because there lives people of different cultures, religions and customs. India is a secular democratic country full of diversity in the religion, languages, cultures and castes. So, here festivals are celebrated frequently by

the peoples. Each festival is celebrated in its own way following the rituals associated with it. Again, each festival has its own history, legend, importance and significance of celebration.

India is a land of diversity as the people of different religion are lived here. People of various religions like Hindu, Muslim, Sikh, Jain, Buddhist and Christian etc celebrate their religious festivals. Some of these are celebrated in national level, some of are at local or regional level.

Type of festivals according to religions

1. Hindu festivals: Hinduism is considered as the oldest religion of the world. Each member of this religion celebrates festivals by the act of worship, bathing in the Ganga's water in early morning, fasting, Dan-Dakshina, Puja, Hoom, Aarti etc. Some Hindu festivals are celebrated according to historical mythology, e.g. Durgapuja, Holi, Ramnabami etc., some are celebrated for seasonal change, i.e. Baisakhi Purnima, Pousmela, Nabanna, Basanta Utsava etc.

2. Muslim Festivals: All the people of Muslim religion celebrate Islamic festivals worldwide. According to Islamic calendar they enthusiastically celebrate their festivals like Ramzan, Id-e-Milad, Muharram, Shab-e-Bharat etc. by offering prayers in the mosques with emotion and dedication. The five significant pillars of Islam are Shahadah (Faith), Salah (Prayer), Zakah (Donate), Sawm (Fasting) and Hajj (Pilgrimage)

3. Sikh Festivals: In India the people of Sikh religion celebrate their religious festivals with enormous courage and enjoyment. They celebrate lives including the teachings of 10 Sikh gurus and some Hindu festivals from different perspectives. In Sikhism, all the rituals and worships are directed from the holy book The Guru Granth Sahib which was first compiled by the Sikh guru, Guru Nanak and later by Guru Arjun. During the celebration of festivals like Nanak Jayanti, Guru Purab, they sing religious song; read the holy book 'The Guru Granth Sahib', enchanting Guru Bani in order to personalize with God.

4. Jain Festivals: Tirthankaras are the Gods of Jains. Lord Mahavir was the twenty fourth and the last Tirthankara of the Jain religion. Lord Mahavira organized his followers into a four-fold order-Monk (Sadhu), Nun (Sadhvi), Layman (Shravak), Laywomen (Shravika). According to Lord Mahavira, for the liberation of soul one must abide by right faith (Samyak-darshana), right knowledge (Samyak gyana) and right conduct (Samyak charitra) depends on the five great vows which are as follows:

- Non-violence (Ahimsa) – not to cause harm to any living beings.
- Truthfulness (Satya) – to speak truth only.
- Non-stealing (Asteya) – not to take anything without permission.
- Chastity (Brahmacharya) – not to indulge in sensual pleasure.
- Non-possession / Non-attachment (Aparigraha) – Absolute detachment from material bodies.

The festival of lights (Deepavali) is celebrated by the people of Jain religion on the night of Salvation of Lord Mahavira.

5. Buddhist Festivals:

Buddhism is a non-theistic religion. Gautam Buddha was the founder of this religion. The people of this community consider Lord Buddha as their God. The main teachings of Buddhism are the four noble truths which explain the nature of 'Dukkha' (Suffering, anxiety, and unsatisfactoriness), its causes and how it can be outcome. The four truths are –

- The truth of dukkha.
 - The truth of the origin of dukkha.
 - The truth of the cessation of dukkha.
 - The truth of the path leading to the cessation of dukkha.
- Noble Eight fold path in Buddhist Religion for liberation:
- Right view (Real viewing, not as it appears to be).
 - Right intention (Harmless intention).
 - Right Speech (Speaking Truth).

- Right action (Harmless action).
- Right livelihood (Livelihood in the proper way).
- Right Effort (Truth effort for improvement).
- Right mindfulness (Aware of present reality).
- Right concentration (True meditation).

The people of Buddhist community celebrate the important days of the life of Gautam Buddha and his teachings through festivals. They celebrate enthusiastically the birthday of Goutam Buddha, popularly known as ‘Buddha Jayanti’ on the occasion of ‘Buddha Purnima’.

6. Christian Festivals: India is a holy land for all religions. The people of Christian community are lived here as a minority as India was British colony. In India, there are so many places where Christian festivals are celebrated on a grand manner by offering prayers to Jesus Christ, colorful processions and by feasting. In Goa, the Portuguese colony, here the people of Christian community celebrate Palm Sunday, Good Friday, Easter etc.

The different types of festivals prevalent in India are represented in terms of the following table-
Table – 1: India’s Festivals and Their Major Types and Examples

Sl No	Type of Festivals	List of Festivals
1	Hindu	Bhai Douj, Chaitra Navratri, Dhanteras, Diwali, Dussehra, Ganesh Chaturthi, Guru Purnima, Hanuman Jayanti, Holi, Janmastami, Kumbh Mela, Maha Shivaratri, Mahavir Jayanti, Ram Navami, Ramlila, Ratha yatra, Vasant Panchami.
2	Muslim	Barawafat, Hazarat Alis Birthday, Jamat-ul-Vida, Id-ul-Fitr (Ramzan Id), Id-ul-Zuha (Bakrid), Milad-un-Nabi, Muharram, Shab-e-Barat, Shab-e-Miraj.
3	Sikh	Birthday of Guru Ramdassji, Guru Gobind Singh Jayanti, Guru Nanak Jayanti, Guru Purab, Holla Mohalla, Installation of Guru Granth Sahibji, Lohri, Sodal Mela.
4	Jain	Buddha Purnima, Hemis Gompa, Losar, Ullambana.
5	Buddhist	Buddha Purnima, Hemis Gompa, Losar, Ullambana.
6	Christian	Palm Sunday, Good Friday, Easter, Easter Day, Halloween, St. Andrews Day, Feast of the Immaculate Conception

Opinions of Respondents and Chi-square Test

The chi-square test has been used to examine whether any significant variation of opinion among the respondents exists or not. For this, responses of parents and teachers are collected and represented in terms of the following figure:

Table No.2: Opinion of different respondents selected for the study about the enhancement of academic performance of secondary level school students in relation to the participation in festivals

Respondents	In favor of the enhancement of academic performance	Not in favor of the enhancement of academic performance	Total

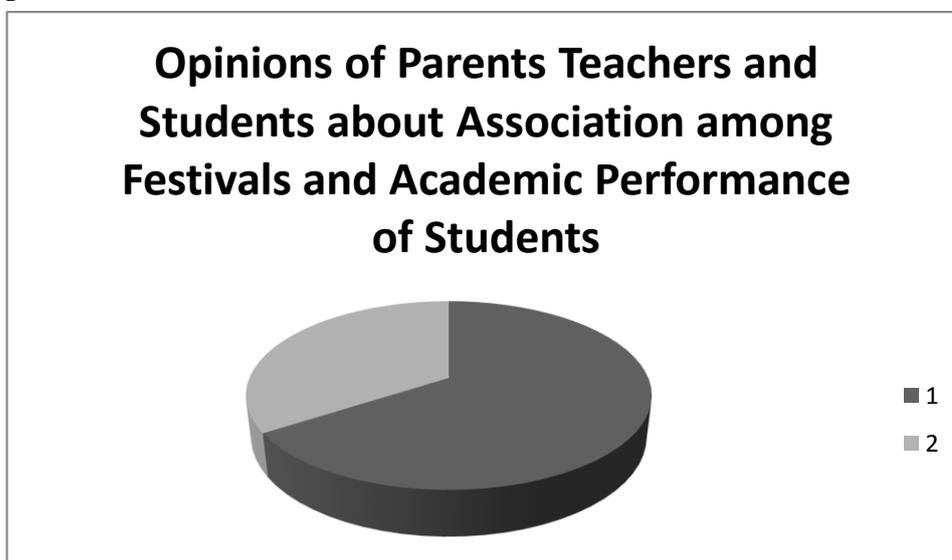
Parents	110(55)	90(45)	200(100)
Teachers	147(73.5)	53(26.5)	200(100)
Students	138(69)	62(31)	
Total	395(65.8)	205(34.2)	600(100)

Source: Field survey, 2013-2014

Note: Figures in the bracket indicates the percentage to total.

Table -2 describes the opinion of the parents teachers as well as students about the enhancement of academic performance of secondary level school students in relation to the participation in festivals. From the above analysis (vide table-1), we can conclude that teachers think more positive than parents as well as students about the enhancement of academic performance of secondary level school students (Maughan, 2004)

Diagram-1: Combined Positive Responses of the Respondents about Significant Association among Festivals and Academic Performance of Students



N.B: Series -1 indicates percentage of parents, teachers and students in favor of opinions

Series – 2 indicates percentage of parents, teachers and students not in favor of opinions

The above pie-chart signifies that 65.8 % of the respondents are in favor of the significant association among festivals and the enhancement of academic performance of students.

Diagram-2: Percentage Response Analysis about Festivals and Enhancement of Academic Performance of Students Associated with Education

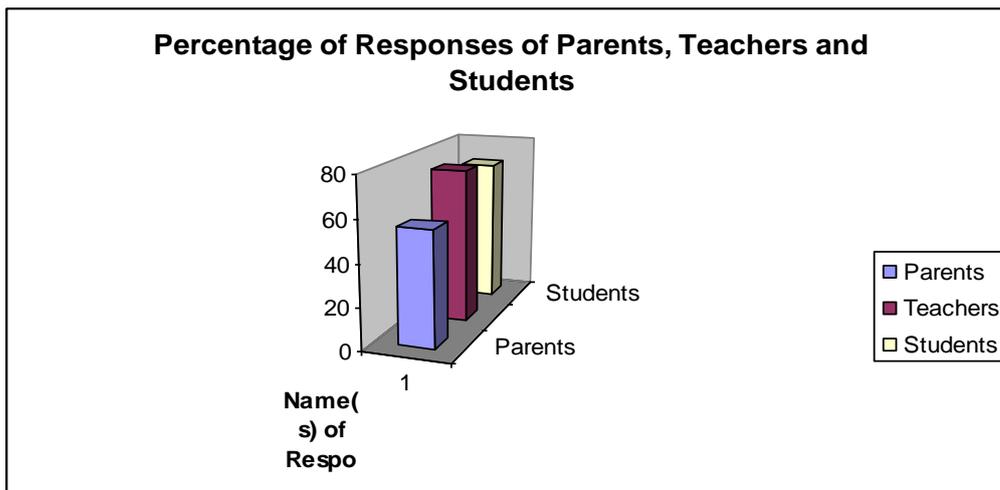


Diagram-2 implies that both the teachers (73.5 %) and the students (69 %) are almost in the same level of opinion while the least percentage of opinion prevails (55 %) in case of parents about the significant positive association of festivals and academic performance of the students.

Table No. 3: Testing of the hypothesis H₀ / H₁:

The calculated value and the observed value of chi-square are shown in the table below (vide table – 2)

Variables compared	Calculated value (X ²)	Critical value (5% level)	Critical value (1% level)	Degrees of freedom	Significant level	
					1%`	5%
Opinion of parents and teachers about the enhancement of academic performance of school students in relation to the participation in festivals.	0.201	2.70	6.63	1	P>0.01	P>0.05

Source: Authors’ calculation based on field survey 2013-2014.

It should be noted (vide table-2) that the observed value of chi-square(X²) i.e., 0.201 is smaller than the critical value both at 1% and 5% level of significations (i.e., X², .01, d.f.1=6.63 and X², .05, d.f.1=2.70 for degrees of freedom 1). Therefore the null hypothesis is accepted and the alternative hypothesis is rejected both at 5% and 1% level of significance. So, we can conclude that there is no difference in opinion about the enhancement of academic performance of secondary level school students in relation to the participation in festivals among the parents and teachers (Paul.P.K & Nandi.S, 2014)

Table No. 4: Attitudes of students under boys’ and girls’ towards the enhancement of academic performance in relation to the participation in festivals: Student’s t-test in terms of Multiple Response Analysis. (Testing of the hypothesis H₀ / H₁)

Students	Sample(N)	Mean	S.D.	t-value	p-value	df
Boys	100	17.16	9.54	0.067	1.98	198
Girls	100	19.60	9.73			

Source: Authors’ calculation based on field survey, 2013-2014.

From the above analysis (vide table-3), it is clear that calculated value of 't' is smaller than the table value with little variation of Mean and S.D. among the opinions of the respondents. Therefore we can conclude that there exists no significant variation of attitudes of boys and girls about the enhancement of their academic performance in relation to the participation in festivals (Durlak, 2011).

Conclusion: This article highlights the types of festivals prevalent in India and also the impact of it on the enhancement of academic performance of students of Burdwan district of West Bengal. The opinion of parents belonging in different socio-economic status, teachers under trained and untrained categories and secondary level students (boys and girls) are considered for discussion. The result of the study revealed that the parents and teachers are favored the idea of participation in festivals for enhancing the academic performance of students. During field survey, it has been found that there exists positive attitude among the students about the enhancement of their academic performance in relation to the participation in festivals. This study further indicates that through participation in festivals short term relief is needed for the students to increase their academic performance. Further study is needed for establishing the impact of festivals on academic performance for higher level of students.

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