



CIVIC SENSE AMONG TRIBAL HIGHER SECONDARY SCHOOL STUDENTS

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Abstract

The focus of the study was to study the Civic Sense among tribal higher secondary school students. The sample for the present study consisted of 230 tribal higher secondary school students of wayanad district of kerala state. The investigators prepared and used Civic sense Scale for tribal higher secondary school students to assess the Civic Sense of sample subjects. Civic Sense Scale assesses three dimensions of Civic Sense i.e. Protection of Public Property, Patriotism and Obedience to Law. The investigator used various statistical techniques viz, percentile, t-test, one way ANOVA to analyze the data. The statistical data revealed that the level of Civic Sense and its components among Tribal higher secondary school students is satisfactory to certain extent

Keywords: Civic Sense, tribal higher secondary school students.



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INTRODUCTION

Education should bring about a change in any individual for the betterment of the society. Individuals in the society are involved in various related activities linked to the individual, family and society. He is forced to voice his opinions and develop his own likes and dislikes. Civic sense of an individual decides the ability to take decision which is good for his family and society. Civic sense refers to the ability of oneself abiding social rules, respecting fellow beings and maintaining public decorum in the public gathering. Civic sense or civic virtue can be defined as an attitude that values equity and liberty in public life. No society can claim to be democratic if there is a habitual disregard for equity and liberty in public life. Unfortunately, this disregard for civic virtues has apparently become the hallmark of our society today. (Ahmed) This will serve to widen the relationships among individuals and groups. It helps to bring about a sense of duty and responsibility in students towards the nation, the community and the family at large, through a shared understanding of the value of rights, duties and responsibilities.

Scheduled tribes are socially and economically disadvantaged groups in India. Tribal groups are victims of so many human right violations. These groups are exploited by different parts of society. One of the reasons of this exploitation is illiteracy and unawareness of rights. Education can act as a stepping stone of social development of schedule tribes. Education can enable socially disadvantaged group to make aware of their rights and duties. Civic sense is the platform to understand the rights and duties of the citizens. So civic sense is a promoter of success in one's life. The present study the investigators tries to reveal the level civic sense of tribal higher secondary school students.

OBJECTIVES

1. To find out the level of Civic Sense and its components among tribal higher secondary school students.

- To find out whether there exists any significant difference in Civic Sense and its components among tribal higher secondary school students based on Gender, Year of study and Subject.

METHODOLOGY IN BRIEF

Method:

Survey method is used for this study.

Sample of the study

The present study was conducted on a representative's sample of 230 Tribal Higher Secondary School Students belonging to Wayanad districts of Kerala state. The sample was drawn using stratified random sampling technique giving due representation to sub samples.

Tools used

The data for the present study was collected with the help of *Civic Sense scale* for tribal higher secondary school students prepared by the investigator. Civic Sense Scale assesses three dimensions of Civic Sense i.e. Protection of Public Property, Patriotism and Obedience to Law. Civic sense scale is a likert type five point scale. There are 30 items in scale (ten from each component). Scale contains both positive and negative items with maximum score 150 and minimum score 30 .

Statistical techniques used

The following statistical techniques are used for statistical analysis.

- Percentile analysis,
- Test of significance between mean scores and
- One way ANOVA

RESULTS AND DISCUSSION

LEVEL OF CIVIC SENSE AND ITS COMPONENTS AMONG TRIBAL HIGHER SECONDARY SCHOOL STUDENTS

This section of the analysis was done to find out the level of Civic Sense among Tribal higher secondary school students. To find out the Civic Sense among Tribal higher secondary school students, investigators calculated percentiles of obtained scores. Data and results of percentile analysis are tabulated in table.1

Table.1 Mean and Percentile Scores of Civic Sense and Components among Tribal Higher Secondary School Students

Percentile	Percentile value			Civic Sense
	Protection of public property	Patriotism	Obedience to Law	
10	21	25	22	79.10
20	24	26	26	84
30	26	27	28	87
40	27	29	30	91
50	28	31	32	92
60	31	33	34	94.60
70	34	34	34	98
80	36	35	36	101.80
90	38	39	40	105.90
Mean	29.83	31.23	31.40	92.46

Table 1, Show that the mean score of Civic Sense among Tribal higher secondary school students is 92.46. The possible minimum score for Civic Sense to be obtained in the Civic Sense Scale is 30 and the possible maximum value is 150. The mean score obtained for the Civic Sense among tribal higher secondary school students is 92.46 which is greater than neutral value (75), It means that the level of Civic Sense among Tribal higher secondary school students is satisfactory to certain extent. mean score obtained for the components Protection of public property, Patriotism and Obedience to Law is 29.83, 31.23 and 31.40 respectively. These values are higher than the neutral value (25). So the level of Civic Sense and its components among Tribal higher secondary school students is satisfactory to certain extent.

Table 1. Also reveals that for the total sample 10th percentile of the score of Civic Sense is 79.1. That means only 10 percentages of Tribal higher Secondary School Students score less than 79.1 and 90 percentages of Tribal higher Secondary School Students score above that score 79.1. In this manner we can interpret all other percentile. Mean score of Civic Sense and its components are graphically represented in figure.1

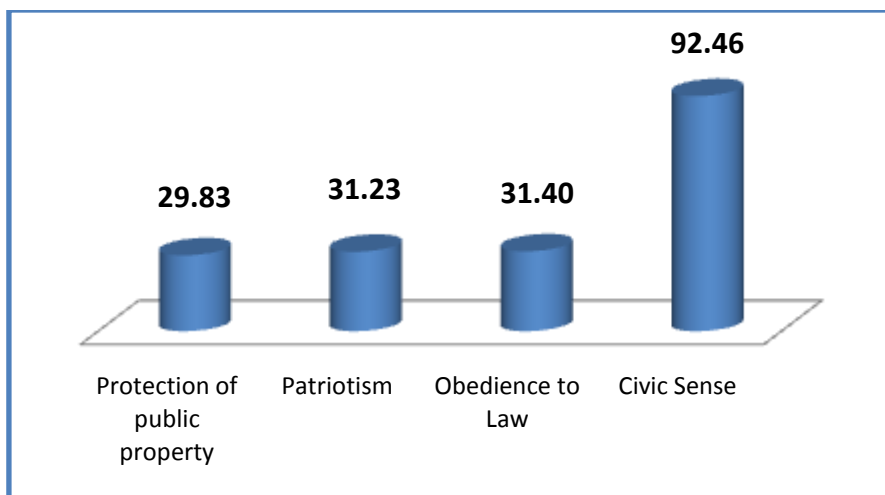


Figure.1 Mean Scores of Civic Sense and its Components among tribal higher Secondary school students

MEAN DIFFERENCE ANALYSIS

Comparison of the mean scores of Civic Sense and its components with respect to Gender

Comparison of level of the variable such as Civic Sense and its components of Tribal higher Secondary Students are tested. For this two-tailed test of significance of difference in variables on the basis of Gender is studied. The data and results obtained are given in Table 2.

Table 2 Data and Results of the Test of Significance Differences in Civic Sense and its components between relevant subsample based on Gender

Variable	Gnder	N	Mean	Std. Deviation	't' value
Protection of public property	Boys	118	29.16	5.87	1.672
	Girls	112	30.53	6.59	
Patriotism	Boys	118	31.94	4.97	2.076*
	Girls	112	30.47	5.78	
Obedience to Law	Boys	118	29.92	5.76	3.932**
	Girls	112	32.96	5.96	
Civic Sense	Boys	118	91.03	9.13	2.243*
	Girls	112	93.97	10.71	

*significant at 0.05 ** significant at 0.01

The table shows that t-value obtained for the variable Civic Sense with respect to gender is 2.243 which is greater than 1.96, the required value of t for significance at 0.05 levels. This suggests that there exist a significant difference in Civic Sense between Boys and Girls. The high mean score associated with the Girls students show that they are having higher Civic Sense than the Boys.

Table 2 shows that the t-value obtained for the components Protection of Public Property in tribal higher secondary school students with respect to gender is 1.672, which is less than 1.96, the required value of 't' for significant difference at 0.05 level. This suggests that there is no significant difference between Boys and Girls in their Protection of Public Property.

From table it is clear that the t-value obtained for the components Patriotism and Obedience to Law in tribal higher secondary school with respect to gender is 2.076 and 3.932 respectively, which is greater than the required value of 't' for significant difference at 0.05 level. This suggests that there exist a significant difference between Boys and Girls in their Patriotism and Obedience to Law. The high mean score associated with the Boys students in Patriotism show that they are having higher Patriotism than the Girls. The high mean score associated with the Girls students in Obedience to Law show that they are having higher Obedience to Law than the Boys.

Mean scores of Civic Sense and its components Protection of Public Property, Patriotism and Obedience to Law of Boys and Girls are presented in figure.2

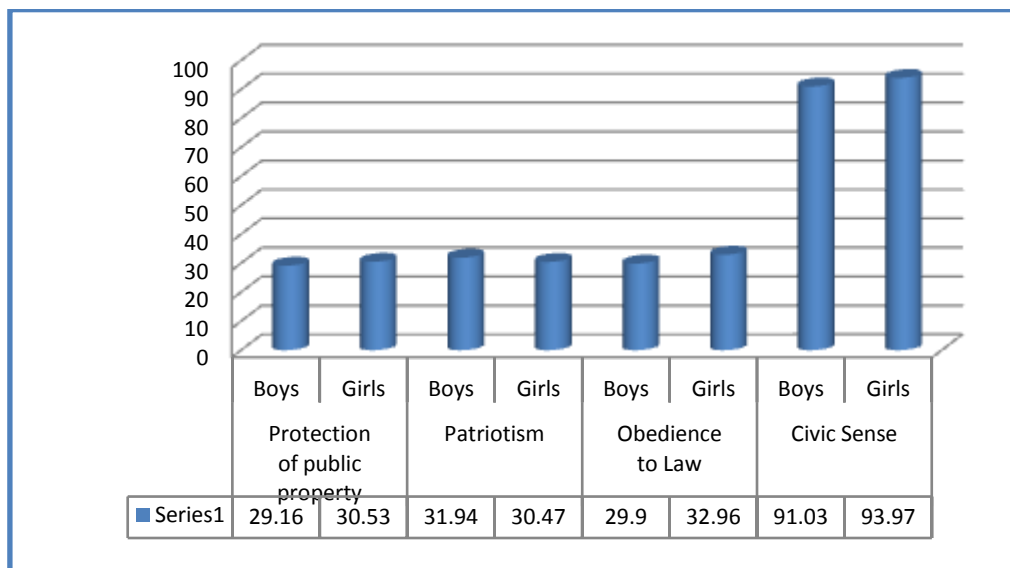


Figure. 2 Mean scores of Civic Sense and its components of Boys and Girls

Comparison of the mean scores of Civic Sense and its components with respect to Year of Study

Comparison of level of the variable such as Civic Sense and its components of Tribal higher Secondary Students are tested. For this two-tailed test of significance of difference in variables on the basis of year of study is studied. The data and results obtained are given in Table 3.

Table 3 Data and Results of the Test of Significance Differences in Civic Sense and its components between relevant subsample based on Year of Study

Variable	Class	N	Mean	Std. Deviation	't' value	Level of significant
Protection of public property	Plus one	110	29.85	6.60	.056	NS
	Plus two	120	29.80	5.95		
Patriotism	Plus one	110	31.23	5.51	.016	NS
	Plus two	120	31.22	5.36		
Obedience to Law	Plus one	110	32.18	5.93	1.878	NS
	Plus two	120	30.69	6.08		
Civic Sense	Plus one	110	93.27	10.05	1.171	NS
	Plus two	120	91.72	9.97		

NS- Not Significant

From Table.3 it is clear that the obtained 't' values of Civic sense and its components Protection of Public Property, Patriotism and Obedience to Law based on Year of study is 1.171, 0.056, 0.016 and 1.878 respectively which are less than 1.96, the required value of 't' for significance at 0.05 level. It means there is no significant difference in level of Civic Sense and its components based on Year of study. It indicates that tribal higher secondary plus one and plus two.

Comparison of Civic Sense and its components with respect to Subject

To find out there exist any significant difference in Civic Sense and its components for tribal Higher secondary school students based on Subject viz., Science, Humanities and Commerce, the investigator used the technique of one-way ANOVA. The details of ANOVA are given in the table 4

Table. 4 Details of F value obtained for Civic Sense and its components for tribal Higher secondary school students based on Subject

Variable	F- Value	Level of significance
Protection of public property	.157	NS
Patriotism	.107	NS
Obedience to Law	.968	NS
Civic Sense	.469	NS

NS- Not significant

From the table 4 it can be found that 'F' value obtained for analysis of variance for Civic sense and its components Protection of Public Property, Patriotism and Obedience to Law is .469, .157, .107 and .968 respectively, which are less than 3.0 [2,228] the required value of 'F' for significance at 0.05 level. This implies that there is no significant difference in Civic sense and its components Protection of Public Property, Patriotism and Obedience to Law between tribal higher secondary school students studying Science, Humanities and Commerce. Tribal higher secondary school students possess same level of Civic sense irrespective of their subject.

CONCLUSIONS

The major conclusions emerged out of the present study are presented below

1. level of Civic Sense and its components among Tribal higher secondary school students is satisfactory to certain extent
2. There exist a significant difference in Civic Sense between Tribal higher secondary school Boys and Girls.
3. Tribal higher secondary school Girls students show higher Civic Sense than the Boys.
4. Tribal higher secondary school Boys students are having higher Patriotism than the Girls.
5. Tribal higher secondary school Girls students are having higher Obedience to Law than the Boys.
6. There is no significant difference between Tribal higher secondary school Boys and Girls in their Protection of Public Property.
7. There is no significant difference in level of Civic Sense and its components of Tribal higher secondary school students based on Year of study.
8. There is no significant difference in Civic sense and its components of Tribal higher secondary school students based on subject

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