



ORIGINAL RESEARCH PAPER

Education

CONCEPT ATTAINMENT AMONG SECONDARY SCHOOL STUDENTS IN RELATION TO CULTURAL CAPITAL

KEY WORDS: Concept Attainment, Cultural capital, secondary school students

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ABSTRACT

The idea of this work was to study the relationships of Concept Attainment and Cultural Capital of secondary school students. The work was done on a sample of 300 secondary school students from different schools established in Punjab. Concept Attainment was measured with the help of Concept Attainment TEST by Joshi and Arya (2011) and Cultural Capital by Cultural Capital scale constructed by investigator. Ex-post facto method of research was used. Multi-Stage Stratified Random sampling technique was applied on the population for studying of this reflective idea. The analysis indicated that there exists significant relationship between Concept Attainment and Cultural capital of secondary school students. A fervent ambition is crucial for achieving the objectives of life goals and this can only be achieved with concept attainment and cultural capital side by side. In a developing India which is focusing on 2047 requires the transit and transfer of cultural capital. Civilisation of India has evolved around with the help of concept attainment. Here we have found Concept Attainment and Cultural Capital are positively correlated in this study. Concept attainment and cultural capital can become an important factor in India vision of 2047.

INTRODUCTION

The status of shiksha in entire system is dynamic. Repeatedly the policy makers of each country of the world are changing or modifying policies to incorporate the rising aspirations of the citizens of their country. Some are entrusting their own native population whereas some policy makers are focusing the migratory population. The aim of each individual is to be self-dependent. The societies where ratio of success of concept attainment is less, in those societies we see dull growth and uprise in antisocial activities.

Locus of control is a well-established foundation in the universe. Every living being in this earth possesses characteristics. A child when enters the school he or she from that very 1st day starts developing new fantasies. These fantasies are restructured daily because of new concept attainments. A child with such an ideology starts concentrating on his or her career. The parents, the family, the society, the country also start concentrating on the growth of its population.

This is a well-known fact that a particular country has two types of resources: natural resources and human resources. The importance of these resources is recently seen in Iran America war. Natural cannot but human resources can be improvised and the example is Israel. Cultural capital can also be enriched and can be used as a tool in such type of situations.

Cultural capital is possessed by families and individuals and is transferred from parents to children through investments and socialization. Cultural capital can be acquired outside the family of origin for instance with peers and social networks. Lizardo 2006. Cultural capital ascribes positive qualities such as academic brilliance into those who possess it. Individuals who possess cultural capitals are more familiar with the educational system. The consequence of it is that they are better equipped to present an impression of academic brilliance to guru and shishya. The same is with concept attainment as students acquaint themselves with more familiar word cards or examples they get better at detecting the connections between words Anderson and Jaeger 2015. Advocated importance of cultural capital through better academic success. Leena and Malik 2022. ...found academic achievement and concept attainment of senior secondary school students positively correlated with each other.

Statement of the Problem;
Concept Attainment Of Secondary School students in relation to Cultural Capital

Operational Definitions of the Term ;

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Concept Attainment

Concept Attainment is a strategy for explaining ideas by identifying the characteristics that are crucial to their meaning and determining what is and what is not a concept example. Here in this work Concept Attainment refers to the score obtained in Concept Attainment Test by Joshi and Arya (2011) Cultural capital

Cultural capital consists of familiarity with dominant culture in a society and specially the ability to understand and use educated language, possession of cultural capital differs with social category. It may be defined as the cumulation of cognition, way of behaving and kashal that a student can pull out and which shows their cultural awareness, knowledge and competence.

In present idea Cultural Capital is score attained by students in Cultural Capital scale constructed by investigator Secondary School students:

In the present idea secondary school students refers to the students studying in secondary classes in secondary schools of Punjab

Objective of the study

1. To Study the relationship between Concept Attainment and Cultural capital of secondary school students.

Hypothesis of the Study;

H₀ 1. There is no significant relationship between Concept Attainment and Cultural Capital of secondary school students.

Variables in study:

Dependent variable – Concept Attainment

Independent variable – Cultural Capital

Research Design of the study;

Ex-post facto method of research was used.

Population : Students studying in secondary schools established in Punjab constituted the population of the study.

Sample : Multi-stage stratified random sampling technique was used to accumulate a sample (figure) of 300 secondary school students from secondary schools established in Punjab.

Tools used in the research :

1. Concept Attainment Test by Joshi and Arya (2011)

2. Cultural Capital scale developed by investigator.

De-limitations of the research :

- 1.The idea is de-limited to 300 secondary school students .
- 2.The idea is de-limited to only secondary school students of Punjab
- 3.The idea is delimited to 1 Dependent variable - Concept Attainment
1 Independent Variable - Cultural Capital

11. www.shodhganga.inflibnet.com
12. www.google.com

Statistical Techniques used :

Differential statistical techniques such as Mean, S.D and to measure the relationship Karl's Pearson's Product Moment 'r' was used.

DATA ANALYSES AND INTERPRETATION

Objective I : To study the relationship between Concept Attainment and Cultural Capital Of secondary school students

For the purpose of studying the Concept Attainment of secondary school students on the basis of Cultural Capital the following null hypothesis was formulated.

H₀, There is no significant relationship between Concept Attainment and Cultural Capital of secondary school students

For testing the null hypothesis, Mean, S.D, and "r" of the raw scores of Concept Attainment was analysed statistically with respect to cultural capital score. The statistical results are shown below in Table 1.

Table 1. Co-efficient of correlation between Concept Attainment and Cultural Capital of Secondary School Students

Variables	N	'r' value
Concept Attainment	300	0.061
Cultural Capital	300	

Table 1. depicts the co-efficient of correlation between Concept Attainment and Cultural Capital of secondary school students is 0.061. This is significant at 0.01 point of significance. It clearly points out that Concept Attainment and Cultural Capital of secondary school students are positively correlated with each other. So the null hypothesis is rejected. There is no significant relationship of Cultural Capital with Concept Attainment among secondary school students is rejected. This positive correlation shows that with increase in cultural capital the Concept Attainment of secondary school students increases and vice-versa. It is analysed that higher the cultural capital... higher the Concept Attainment of secondary school students and vice-versa.

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