

## MEDIUM OF INSTRUCTION OF SCHOOLING AND GENDER OF SECONDARY SCHOOL STUDENTS INFLUENCE ON THE THEIR IDENTITY & HUMANISTIC VALUE - A STUDY IN PUSAD CITY



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### Abstract:-

This research paper describe the identity and humanistic value of secondary school student in various discipline as medium of instruction and gender of secondary school student. Collection of objective and hypothesis related data and analysis and interpreted the result show that, the identity and humanistic value of secondary school student are equal preparer the experience and co-curriculum activity of schooling but the some influence of medium of school and gender on their religious identity it's related to his family and neighborhood context. Otherwise all school provides the same program to develop the national identity and humanistic value describe in the national school curriculum.

### Keywords:

Medium of Instruction , Identity & Humanistic Value , Schooling , co-curriculum activity ..



## INTRODUCTION

Human and man's place in the world he has long engaged the human mind, and has been a topic for research. In today's society man has been studied from different aspects and since the identity is also an important part of human existence personal, social & National life of every person affected is various type of identified developing of his all most context. Identity of each person's understanding of self, social & national identity of each person's understanding of self and others on the one hand and, understanding of self and others is his other hand. Leader of identity theory is "George Herbert mead" who study individual achieve process and full perception of self. In other words, the image that makes one's own and found sense to him is reflecting attitude that others have to him. Identity in the community represents a sense of belonging to social groups or units of collective and individual commitment and loyalty against them. This type identity is usually expressed with the pronoun "as", which helps regulate a person's relationship with community groups, and against it, these questions can be raised (designed) who are we? What are we? Who are the others? What are the others?. Later Tajfel relying on this approach, systematic study of possible relationship between individual and their perceptions of social classes that they and others belong to them, study about identity, especially, adolescent's social identity and determine its limits and boundaries, which to solve problems of contemporary societies to a viable way. On the other hand, all people, regardless of age, gender, cultural background and work for their living, they need appropriate value system. Truly value system affects all levels of life. In facts, various studies suggest that it is psychological, as necessary to satisfy value system does not remains limited to the broader needs such as the need to create, develop and realized potential. All educators, parents and leaders believed that community should be foster people with mental Health and their value system is good. In other words presently humanistic valuable people have needs for our society because of these people believe in national need and turn our behavior on the responsibility of society and nation. In the present studied that the various type of identity increase for secondary school student and its identity influence on the aspect able value system for secondary school student.

**1.2 Objective of study-** following objective are consider are as follows.

1. To study the medium of instruction of schooling and gender influence on the social identity of secondary school student in Pusad City.
2. To study the medium of instruction of schooling and gender influence on the Religious identity of secondary school student in pusad City.
3. To study the medium of instruction of schooling and gender influence on the Overall identity of secondary school student in Pusad City.
4. To study the medium of instruction of schooling and gender influence on the Humanistic value of secondary school student in Pusad City.

**1.3 Hypothesis of study-** following hypothesis are consider are as follows.

1. There is no significant influence of medium of instruction and gender of secondary schools studying student on their social identity.
2. There is no significant influence of medium of instruction and gender of secondary schools studying student on their Religious identity.
3. There is no significant influence of medium of instruction and gender of secondary schools studying student on their overall identity.
4. There is no significant influence of medium of instruction and gender of secondary schools studying student on their Humanistic value.

**1.4 Limitation & De-limitation of the study-**

1. In the present study conducted in Marathi and English secondary school working in Pusad city.
2. This Study involve for the Social, religious and national identity only.
3. The study was limited for educational section 2014-15.
4. In this study studied only for identity and humanistic value for secondary school student and influence for this various demographic variable, medium of instruction and gender for secondary school student. Other factor and direction are no included in the present study.

**1.5 Research Methodology** – In the present studied research methodology included for the method, population, sampling tool and technique and analysis plan this methodology description are as follows.

**Method**– Survey method used for the study. Investigator personally meets for the secondary school head master and taking permission according to this research work and collecting the necessary data related to the school student for the purpose of this study.

**Population of study** – All secondary schools working in the area for pusad city and all those secondary school studying student both Boys and Girls are the population for this present study.

**Sample of study**– Simple random sampling method is using for this study overall secondary school in the city of pusad according to lottery method two secondary school were selected for this study. In this secondary school total 100 secondary students select for the cluster method those 100 students 50 student for Marathi medium school 25 for Boys and 25 for Girls and 50 students for English medium school 25 for Boys & 25 for Girls in Pusad city.

**Tool use** – Identity for secondary school student and student value systems, this inventory have self constructivist & standardized by investigator and after use for the study. Student identity inventory included for 30 Item. And student value system inventory included 20 items. High score for student identity inventory is 90 and low score is 30. Student value system high score is 60 and low score is 20. Reliability for that inventory use for test retest method coefficient of Co-relation for student identity inventory is 0.890 and student value system 0.672 Reliability for those inventories is high.

**1.6 Analysis and interpretation** – Analysis & Interpretation of research study related data are as follows.

**There will be no significant influence of Medium of school and Gender on Social identity of secondary school student.**

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	71.120 <sup>a</sup>	3	23.707	1.520	.214
Intercept	24711.840	1	24711.840	1.585E3	.000
Medium of Schools	29.160	1	29.160	1.870	.175
Gender	40.960	1	40.960	2.627	.108
Medium of Schools * Gender	1.000	1	1.000	.064	.801
Error	1497.040	96	15.594		
Total	26280.000	100			
Corrected Total	1568.160	99			

From Above table show that, medium of school and gender of secondary school student influence on their social identity. Medium of instruction Marathi and English for schooling calculated F value is 1.870 this F value is not significant of 0.05 level of significant it's means that, the medium of instruction Marathi and English for secondary schooling is not significantly influence on the social identity of their secondary school student. Those medium of instruction Marathi and English schooling studying boys and girls student calculated F value is 2.627 this F value is not significantly influence on the student social identity, its means that, gender of secondary school student is not significantly influence on their social identity for the English and Marathi medium of schooling. The interaction of medium of school and gender calculated F value is 0.064 this F value is not significant at 0.05 level of significant. It's means that, medium of instruction for schooling and gender is not significantly interact for the identity of secondary school student. For above discussion we conclude that, English and Marathi medium secondary schools create the equal social identity related experience for both secondary school students.

**There will be no significant influence of Medium of school and Gender on Religious identity of secondary school student.**

From Above table show that, medium of school and gender of secondary school student influence on their religious identity. Medium of instruction Marathi and English for schooling calculated F value is 4.806 this F value is significant of 0.03 level of significant it's means that, the medium of instruction Marathi and English for secondary schooling is significantly influence on religious identity of secondary school student. That secondary school student belonging in English medium schooling his religious identity is high compare to Marathi medium secondary school student. Those medium of instruction Marathi and English schooling studying boys and girls student calculated F value is 3.863 this F value is significant at 0.05 level of significant. its means that, gender of secondary school student is significantly influence on their religious identity, the girls student of secondary schooling is highly religious compare to boys student. The interaction of medium of school and gender related to religious identity calculated F value is 0.280 this F value is not significant at 0.05 level of significant. It's means that, medium of instruction for schooling and gender is not significantly interaction for the religious identity of secondary school student. For above discussion we conclude that, English medium secondary schools student and girls secondary school student is highly religious family and social bageround and culture influence their religious identity.

**There will be no significant influence of Medium of school and Gender on Overall identity of secondary school student.**

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	62.640 <sup>a</sup>	3	20.880	2.983	.035
Intercept	17213.440	1	17213.440	2.459E3	.000
Medium of Schools	33.640	1	33.640	4.806	.031
Gender	27.040	1	27.040	3.863	.052
Medium of Schools * Gender	1.960	1	1.960	.280	.598
Error	671.920	96	6.999		
Total	17948.000	100			
Corrected Total	734.560	99			

From Above table show that, medium of school and gender of secondary school student influence on their overall identity. Medium of instruction Marathi and English for schooling overall identity related calculated F value is 0.367 this F value is not significant of 0.05 level of significant it's means that, the medium of instruction Marathi and English for secondary schooling is not significantly influence on overall identity of secondary school student. Those medium of instruction Marathi and English schooling studying boys and girls student related to overall identity calculated F value is 1.468 this calculated F value is not significant at 0.05 level of significant. its means that, gender of secondary school student is not significantly influence on their overall identity. The interaction of medium of school and gender related to overall identity calculated F value is 0.083 this F value is not significant at 0.05 level of significant. It's means that, medium of instruction for schooling and gender is not significantly interaction for the overall identity of secondary school student. For above discussion we conclude that, medium of instruction for schooling provided the same experience for developing the equal identity for both secondary school students.

**There will be no significant influence of Medium of school and Gender on Value System of secondary school studen**

From Above table show that, medium of school and gender of secondary school student influence on their humanistic value. Medium of instruction Marathi and English for schooling student humanistic value related calculated F value is 1.846 this F value is not significant of 0.05 level of significant it's means that, the medium of instruction Marathi and English for secondary schooling is not significantly influence

on humanistic value of secondary school student. Those medium of instruction Marathi and English schooling studying boys and girls student related to humanistic value related calculated F value is 2.376 this calculated F value is not significant at 0.05 level of significant. its means that, gender of secondary school student is not significantly influence on their humanistic value. The interaction of medium of school and gender related to humanistic value calculated F value is 0.001 this F value is not significant at 0.05 level of significant. It's means that, medium of instruction for schooling and gender is not significantly interaction for the humanistic value of secondary school student. For above discussion we conclude that, medium of instruction for schooling provided the same experience for developing the humanistic value for both secondary school students.

### 1.7 CONCLUSION-

Medium of instruction and gender of secondary school student is not significantly influence on their social identity, but the Medium of instruction is significant influence on the religious identity of secondary school student those student belonging at English medium secondary schooling his religious identity is high compare to Marathi medium secondary school student and the gender for secondary school student significantly influence on the religious identity the girls student in secondary school student is highly religious compare to boys student studying in secondary level. Overall identity of secondary level student related to medium of instruction, gender of student and their interaction is not significant influence on the overall identity and their humanistic value system of secondary student. All the discussion we conclude that, all the secondary school only education given by various medium instructions but the identity related and humanistic value related experience are given for equal. All the schooling is provided various experiences and organized the program and create the overall identity and humanistic value for the student. Religious identity for English medium school student is high it's a incident of his family and neighborhood context are influence this section.

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