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A STUDY ON AESTHETIC APPRECIATION OF SECONDARY SCHOOL STUDENTS OF KASHMIR VALLEY

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Abstract

Descriptive cross sectional, quantitative research design was employed to study the aesthetic appreciation of secondary students from Kashmir valley. The study was conducted on a sample of 720 secondary school students, drawn randomly from different schools of Kashmir valley. A self-constructed standardized tool was used for measuring the levels of aesthetic appreciation among secondary school students. Data was subjected to appropriate statistical analysis. The study aimed at testing the development of aesthetic appreciation among students. Overall the students were found poor on aesthetic appreciation. Semi urban students show better aesthetic development than rural and urban students. Urban students showed the poorest aesthetic development.

Keywords: Aesthetic Appreciation, Secondary School Students, Urban students

Introduction

Increasingly, philosophers and educators argue that the arts and aesthetics have lessons to teach us about ourselves and our world, affect and imagination, passion and cognition (Dewey, 1934/1980; Jackson, 1998). Education is associated with the shaping of behavior. In the art we are concerned with man's aesthetic behavior. Hence, we must be able to identify that aspect of personality that is concerned with aesthetic behavior. It is quality of personality that is universal among men and provides the fundamental source out of out of which the expressive potential develops. As a result of this quality of involvement the respondent appears to receive stimulation from the work of art.

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Aesthetic understanding is a rich network of conceptual knowledge combined with a deep appreciation for the beauty and power of ideas that literally transform one's experiences and perceptions of the world (Girod et al., 2003). Although aesthetic experiences are frequent in modern life, there is as of yet no scientifically comprehensive theory that explains what psychologically constitutes such experiences. These experiences are particularly interesting because of their hedonic properties and the possibility to provide self-rewarding cognitive operations (Leder, et al., 2004). Humans appreciate a wide range of entities aesthetically: painting, sculpture, music, opera, theatre, literature, design and buildings but also faces, flowers, landscapes, food, machinery, habitats and various objects of everyday life. The mental processing that underlies aesthetic appreciation or production is highly complex, so the topic as a whole involves a wide range of issues that challenge attempts to undertake a unified approach (Carlson, 1995). The evaluation or production of beauty, ugliness, prettiness, harmony, elegance, shapeliness or charm, is governed by a host of factors such as stimulus symmetry, complexity, novelty, familiarity, artistic style, appeal to social status and individual preferences.

Evolutionary psychologists have identified universal, biological aspects of beauty that may be reshaped by cultural and historical influences (Perrett et al. 1999; Tomasello, 2000). Development of aesthetic appreciation is one of the important constituents of all round development of students in secondary education. The study evaluates the overall development of aesthetic appreciation among secondary school students.

Objectives

The following were the objectives of the study:

1. To Study the levels of aesthetic appreciation among secondary school students.
2. To compare mean scores of rural, urban & semi-urban secondary school students on aesthetic appreciation on composite and dimension wise scores.

Methodology

Descriptive cross sectional, quantitative research design was employed for the present study. The study was conducted on a sample of 720 secondary school students was drawn randomly from different schools of Kashmir valley. A self-constructed standardized tool was used for measuring the levels of aesthetic appreciation among secondary school students. Data was subjected to appropriate statistical techniques like mean, SD, t test.

Analysis and Interpretation.

Table 1.1. Showing overall %age comparison of secondary school students on development of Aesthetic appreciation.

N	Excellent	Average	Poor
720	34.2(N=245)	29.30(N=211)	36.66(N=264)

The above table reveals that a significant proportion 36.66% of all the sample secondary school students has been found to possess poor development on aesthetic appreciation. 29.30% of the students were categorized as average and 34.02% possessed excellent development of aesthetic appreciation.

Fig 1.1 Showing overall %age comparison of secondary school students on development of Aesthetic appreciation

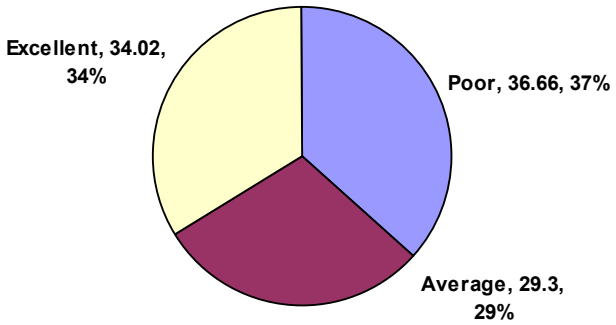
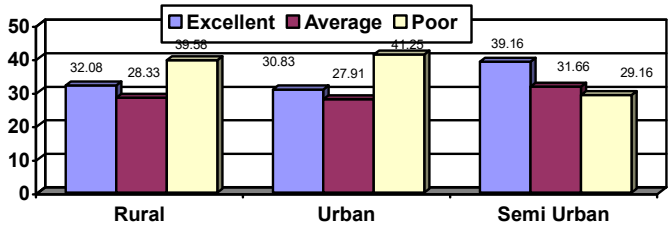


Fig 1.2 Area wise percentage comparison of secondary school students on development of aesthetic appreciation.



The sub group analysis in terms of demographic background indicates that semi urban student's shows excellent development of aesthetic appreciation as compared to rural and urban secondary school students which shows average development of aesthetic appreciation.

Table 1.2. Comparison of Rural, urban, semi urban, secondary school students on development of Aesthetic appreciation (N= 240 for each group)

S.No.	Area	Mean	S.D.	t- value	Level of significance
1	Rural	57.52	7.04	17.79	0.01
	Urban	68.02	7.08		
2	Rural	57.52	7.04	19.64	0.01
	Semi urban	73.43	10.68		
3	Semi-Urban	73.43	10.68	6.93	0.01
	Urban	68.02	6.08		

Table 1.2 In order to test the significant difference between the mean scores of rural, urban, semi-urban students' t-value was calculated on aesthetic appreciation. A significant difference at 0.01 level was found in all the three cases.

Table 1.3 Showing comparison of Rural, Semi-urban and urban students on Artistic objects dimension of Aesthetic Appreciation (N= 240 for each group).

S. No.	Area	Mean	S.D.	t-value	Level of significance
1	Rural	15.23	2.69	5.79	0.01
	Urban	13.84	2.99		
2	Rural	15.23	2.69	1.03	Non-significant
	Semi urban	15.55	4.1		
3	Semi-Urban	15.55	4.1	5.51	0.01
	Urban	13.84	2.99		

The Table 1.3 reveals that out of the three comparisons two turned out to be significant at 0.01 levels. Urban students scored significantly lower than both rural and semi urban students. Rural and semi urban students could not be distinguished on their artistic objects dimension of aesthetic appreciation scale.

Table 1.4 Showing comparison of Rural, Semi-urban and urban students on Evaluative terms dimension of Aesthetic Appreciation (N = 240 each group).

S. No.	Area	Mean	S.D.	t-value	Level of significance
1	Rural	11.28	2.27	7.75	0.01
	Urban	12.83	2.65		
2	Rural	11.28	2.27	13.27	0.01
	Semi urban	14.2	3.05		
3	Semi-Urban	14.2	3.05	6.22	0.01
	Urban	12.83	2.65		

From Table 1.4 a significant difference at 0.01 level was found in all the three cases. Rural students scored significantly lower than urban and semi urban students on Evaluative dimension of Aesthetic appreciation scale; semi-urban students scored higher than both urban and rural students.

Table 1.5 showing comparison of Rural, Semi-urban and urban students on Aesthetic categories dimension of Aesthetic Appreciation (N= 240 in each case).

S. No.	Area	Mean	S.D.	t-value	Level of significance
1	Rural	7.22	1.99	11.64	0.01
	Urban	9.2	2.26		
2	Rural	7.22	1.99	20.04	0.01
	Semi urban	12.03	3.69		
3	Semi-Urban	12.03	3.69	10.88	0.01
	Urban	9.2	2.26		

From Table 1.5 a significant difference at 0.01 level was found in all the three cases. Rural students scored significantly lower than urban and semi urban students on the aesthetic categories dimension of Aesthetic appreciation scale; semi-urban students scored higher than both urban and rural students' on aesthetic dimension of Aesthetic appreciation scale.

Table 1.6 Showing comparisons of Rural, Semi-urban and urban students on Artistic style dimension of Aesthetic Appreciation (240 in each case).

S. No.	Area	Mean	S.D.	t-value	Level of significance
1	Rural	7.04	2.12	23.71	0.01
	Urban	10.36	2.08		
2	Rural	7.04	2.12	34.23	0.01
	Semi urban	12.86	2.51		
3	Semi-Urban	12.86	2.51	14.70	0.01
	Urban	10.36	2.08		

From Table 1.6 a significant difference at 0.01 level was found in all the three cases. Rural students scored significantly lower than urban and semi urban students on the artistic style dimension of Aesthetic appreciation scale; semi-urban students scored higher than both urban and rural students' on artistic style of Aesthetic appreciation scale.

Table 1.7 Showing comparison of Rural, Semi-urban and urban students on Aesthetic categories dimension of Aesthetic Appreciation (N=240 in each case).

S. No.	Area	Mean	S.D.	t-value	Level of Significance
1	Rural	7.22	1.99	11.64	0.01
	Urban	9.2	2.26		
2	Rural	7.22	1.99	20.04	0.01
	Semi urban	12.03	3.69		
3	Semi-Urban	12.03	3.69	10.88	0.01
	Urban	9.2	2.26		

From Table 1.7 a significant difference at 0.01 level was found in all the three cases. Rural students scored significantly lower than urban and semi urban students on the aesthetic categories dimension of Aesthetic appreciation scale; semi-urban students scored higher than both urban and rural students' on aesthetic dimension of Aesthetic appreciation scale.

Table 1.8 Showing comparison of Rural, Semi-urban and urban students on Aesthetic taste dimension of Aesthetic Appreciation (N = 240 in each case).

Sr. No.	Area	Mean	S.D.	t-value	Level of Significance
1	Rural	16.51	2.23	24.8	0.01
	Urban	21.47	2.37		
2	Rural	16.51	2.23	10.75	0.01
	Semi urban	18.66	2.52		
3	Semi-Urban	18.66	2.52	14.05	0.01
	Urban	21.47	2.37		

From Table 1.8 a significant difference at 0.01 level was found in all the three cases. Rural students scored significantly lower than urban and semi urban students on the aesthetic taste dimension of Aesthetic appreciation scale; urban students scored higher than both semi-urban and rural students' on aesthetic dimension of Aesthetic appreciation scale.

Conclusion

The results have shown that maximum students (36.66%) have shown poor aesthetic development. While analyzing the area wise aesthetic percentage similar

trend holds true for the rural, semi urban and urban students showing poor aesthetic development.

The present study has further revealed that rural students differ significantly from urban students on aesthetic development. In the same way rural students differ significantly from semi-urban students on aesthetic development. Similar results hold true for semi-urban and urban students on aesthetic development.

The area wise analysis of data regarding mean difference of secondary students on dimensions of aesthetic appreciation has shown that rural students in comparison to urban students differ significantly on artistic objects dimension of aesthetic appreciation scale. While, as rural students do not differ significantly on artistic objects dimension of aesthetic from semi urban students. The results also show that semi-urban students in comparison to urban students differ significantly on artistic object dimension of aesthetic appreciation scale.

The results further reveal that rural students show significant difference from urban students on evaluative terms, aesthetic categories, artistic style and aesthetic taste dimensions of aesthetic appreciation. Similar results hold true for rural students in comparison to semi- urban students and semi -urban students in comparison to urban students to urban students on the evaluative terms, aesthetic categories, artistic style and aesthetic taste.

The results have further revealed that the students have shown poor aesthetic development. The factors mainly responsible for this state of affairs may be attributed to:

- **i.** Lack of aesthetic knowledge.
- **ii.** Lack of in-frastructure of aesthetic sense.
- **iii.** Lack of aesthetic subjects in curriculum.
- **iv.** Negligence and ignorance of aesthetic qualities due to poor finance.
- **v.** Lack of funds.

Educational Implications

Educational authorities should recognize;

- **i.** There is a need to provide basic infrastructure at secondary level constructed with aesthetic sense.
- **ii.** There is a need to develop sense of aesthetics among students at secondary level by providing aesthetic knowledge.
- **iii.** There is need to provide financial support at secondary level for organizing workshops, seminars etc, so as to make students aware about aesthetic qualities.

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