

Assessment of Knowledge and Practices followed among College Female Students on Civic Sense

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Abstract: A research project was undertaken to assess the knowledge and practice level on civic sense among college female students. A sample comprised of 750 college female students who were randomly selected from Smt.VHD Central institute of Home Science situated at Bangalore. Self developed standardized questionnaire on different aspects of civic sense was administered to the respondents to assess their existing knowledge and practices followed on civic sense. The data collected, tabulated and applied statistical tests percentage, mean, standard deviation. The results revealed that majority of the respondents showed moderate level of knowledge and practices on civic sense. This showed the need of an intervention program on civic sense to college students.

Key Words: Knowledge, practice, civic sense.

1. INTRODUCTION:

Civics derives from the Latin word *civicus*, meaning "relating to a citizen"(Oxford Dictionary). Civic Sense is that sense in an individual which makes him a civilized citizen of a country. Civic sense is nothing but social ethics or the unspoken norms of society. It is not just about keeping the roads, streets and public property clean but also has to do with abiding with law, respecting others' point of view maintaining hygiene and decorum in public places.

According to Ashok (2008) as far as the normal understanding is concerned, it is felt that people from cultured, educated and belonging to the upper strata are more or less quite civilised and have a huge stock of civic sense. Lack of civic sense is not far to seek, we find it all pervading no matter where we go. At home, in our neighbourhood, in the colony, on the road, in the office, in a theatre, in a restaurant and everywhere we go, we have disgusting signs of incivility. This situation was not always true of us; we were never as uncivil as we are today. Why this deterioration in civic sense? The reason for this is plausible for; never we thought to treat things that belong to others nicely, kindly and well. As opined by Neelmani Bhatia (2018), "Most of us are born with five senses, exceptionally few with a sixth but no one is born with Civic Sense". Though a child has the ability to speak but words and languages are taught by the adults. Similarly civic sense too has to be taught and inculcated in children. When one teaches children or students about civic sense, they also need to teach them about civic responsibility. At home children need to be taught civic sense early by parents. Civic sense is a school of thought in itself. Teachers unlike a specific skill need to inculcate at the younger age, i.e., respect for other members of society, human behaviour, belief in cleanliness, hygiene and sanitation etc. We must begin by teaching students to keep their immediate surroundings clean and tidy. If they learn to appreciate cleanliness, they will be able to practice it in their homes as well as public places. We should teach youngsters that they should refrain from littering public places even if they see others doing so.

1.1. Need for the Study:

The study aspired to use civic responsibility as a strategy to promote good health among young women. Civic responsibility refers to active participation in the public life, with an informed, committed, and constructive approach. This study was envisaged to empower the students to access and coordinate in the inculcation of civic sense through education, information, resources and programmes. Civic engagement is a component of civic responsibility in that it is the actual active participation on behalf of the individual. Service-learning fosters the opportunity for students and faculty to become civically aware, as well as develop a sense of civic responsibility. To make changes within the community and to actually become engaged in implementing a plan of action to make changes within the community. In view of the shift from millennium development goals (MDGs) to Sustainable Development Goals (SDGs) with the focus on achieving empowerment of women and girls, ensuring healthy lives and promoting inclusiveness, there is a need to assess, enhance and empower the knowledge of civic sense among college students. Keeping in view of the sustainable development goals, teachers need to empower college female students by inculcating of civic sense for

their societal well being. The study was conducted at Smt.VHD Central Institute of Home Science which is a pioneer institution established in the year 1961 at Bangalore, Karnataka, India. The institution provides value based education to girls from economically weaker sections of the society. The present research had been envisaged with the following objectives: a) To assess the knowledge of civic sense among female college students b) To assess the practices followed with respect to civic sense among female college students. The following Hypotheses were formulated and tested:

H₁: There is significant difference in knowledge level among female students on civic sense.

H₂: There is significant difference in practice level among female students regarding civic sense.

2. MATERIALS AND METHODS:

A sample of 750 female students using simple random sampling method students who were studying Graduation and Post Graduation were selected from all Home Science specializations, Sociology and Commerce disciplines from Smt. VHD Central Institute of Home Science, Bengaluru, Karnataka, India. The study was spread over a period of one year.

A self developed tool was designed with Part- A, Part-B and Part-C. Part-A consisted of general information on the aspects comprising of age, education, religion, type of family, family composition, family income, education level of parents and occupational status of parents and Part B on knowledge aspects towards civic sense with the intension of assessing the civic sense knowledge level among female college students. It consisted of 26 statements to measure knowledge with responses as ‘Yes’ or ‘No’ assigning the scores as ‘One’ and ‘Zero’ respectively. The minimum and the maximum score is ‘0’ and ‘26’. Part-C on practice assessment with the intention to assess the practices followed on civic sense. 33 statements selected to measure the practices with response; always, sometimes, rarely and never assigning the scores as ‘three’, ‘two’, ‘one’, ‘zero’ respectively. The minimum and maximum scores is ‘33’ and ‘99’. The questionnaire was administered to 750 girl students and the data obtained by the study sample was subjected for tabulation and statistical analysis were carried out by applying, percentage, mean, Standard deviation.

3. RESULTS AND DISCUSSION:

Demographic characteristics of respondents are shown from Table-1 to table-3.

TABLE – 1
Classification of Respondents by Age group

No.	Age group (years)	Respondents	
		Number	Percent
1	17-18	245	32.7
2	19-20	378	50.4
3	21+	127	16.9
	Total	750	100.0

Table-1 indicates the classification of respondents by age group. The results show that higher percentage of the respondents (50.4%) were in the age group of 19-20 years followed by 32.7 percent of the respondents were in the age group of 17-18 years and 16.9 percent of the respondents were in the age group of 21 years and above.

TABLE –2
Classification of Respondents by Educational status

No.	Educational status	Respondents	
		Number	Percent
1	BA	20	2.7
2	BSc	184	24.5
3	BCom	229	30.5
4	BCA	240	32.0
5	PG	77	10.3
	Total	750	100.0

Table-2 shows the classification of respondents by educational status. The results indicate that 32.0 percent of the respondents were studying in BCA followed by 30.5 percent were BCom, 24.5 percent were BSc, 10.3 percent were PG and only 2.7 percent of the respondents were BA.

TABLE –3

Classification of Respondents by Religion

N=750

No.	Religion	Respondents	
		Number	Percent
1	Hindu	588	78.4
2	Muslim	129	17.2
3	Christian	33	4.4
	Total	750	100.0

Table 3 depicts the classification of respondents by religion. The results show that majority (78.4%) of the respondents were belonged to Hindu religion followed by 17.2 percent of them belonged to Muslim and remaining 4.4 percent of the respondents belonged to Christian religion.

Overall Knowledge level and Aspect wise Knowledge Scores of Respondents on Civic sense is shown in Table -4 and Table-5.

TABLE – 4
Classification of Respondent Knowledge level on Civic sense

Knowledge Level	Category	Respondents	
		Number	Percent
Inadequate	≤ 50 % Score	90	12.0
Moderate	51-75 % Score	510	68.0
Adequate	> 75 % Score	150	20.0
Total		750	100.0

Table-4 indicates the classification of respondent knowledge level on civic sense aspects. The result shows that majority (68.0%) of the respondents had moderate knowledge level whereas 20.0 percent of the respondents had adequate knowledge level and small percentage (12.0 %) of the respondent had inadequate knowledge level on civic sense aspects, leading to acceptance of the hypothesis set for the study. The findings support the study conducted by Maheshwari., et.al., (2014) that there is a significant difference in the knowledge level of respondents on civic sense.

TABLE – 5
Aspect wise Mean Knowledge scores of Respondents on Civic sense

N=750

No.	Knowledge Aspects	Statements	Max. Score	Knowledge Scores			
				Mean	SD	Mean (%)	SD (%)
I	Civic sense	5	5	3.23	0.99	64.6	19.8
II	Cleanliness	4	4	2.87	0.94	71.9	23.6
III	Hygiene hand washing	5	5	3.18	0.91	63.7	18.3
IV	Menstrual Hygiene	6	6	4.04	1.48	67.3	24.6
V	Disposal of sanitary napkins	3	3	1.93	0.76	64.4	25.2
VI	Gardening	3	3	2.03	0.85	67.5	28.4

Table-5 indicates the aspect wise mean knowledge scores of respondents on civic sense. The results shows that on cleanliness majority (71.9%) of the respondents had highest mean knowledge score followed by 67.5 percent on gardening, 67.3 percent on menstrual hygiene, 64.6 percent on civic sense, 64.4 percent on disposal of sanitary napkins and 63.7 percent on hygiene hand washing.

Overall Practice level and Aspect wise Practice Scores of Respondents on Civic sense is shown in Table -6 and Table-7.

TABLE – 6
Classification of Respondent Practice level on Civic sense aspects

Practice Level	Category	Respondents	
		Number	Percent
Low	≤ 50 % Score	150	20.0
Moderate	51-75 % Score	415	55.3
High	> 75 % Score	185	24.7
Total		750	100.0

Table-6 indicates the classification of respondent practice level on civic sense aspects. The result shows that higher (55.3%) of the respondents had moderate practice level followed by 24.7 percent of them had high practice level and only 20.0 percent of the respondent had low practice level on civic sense aspects leading to acceptance of the hypothesis postulated for the study.

TABLE – 7
Aspect wise Mean Practice scores of Respondents on Civic sense

N=750

No.	Practice Aspects	Statement s	Max. Score	Practice Scores			
				Mean	SD	Mean (%)	SD (%)
I	Civic sense	10	30	21.07	4.72	70.2	15.7
II	Cleanliness	5	15	9.22	2.63	61.5	17.5
III	Hygiene hand washing	3	9	6.56	2.06	72.9	22.8
IV	Menstrual Hygiene	6	18	12.86	4.29	71.4	23.8
V	Disposal of sanitary napkins	3	9	5.11	1.73	56.8	19.2
VI	Gardening	6	18	10.24	3.24	56.9	18.0

Table-7 depicts the aspect wise mean practice scores of respondents on civic sense. The results indicate that on hygiene hand washing majority (72.9%) of the respondents had highest mean practice scores on civic sense aspects followed by 71.4 percent on menstrual hygiene, 70.2 percent on civic sense, 61.5 percent on cleanliness, 56.9 percent on gardening and 56.8 percent on disposal of sanitary napkins. The study supports the findings of the study conducted by Sulltana., et.al., (2016) insufficient hand hygiene practice in the university-going students and indicate a need for an extensive public health education program on this topic.

4. CONCLUSION:

It can be concluded in the present study, majority of the college student’s knowledge and practice level on civic sense was moderate. Colleges play a pivotal role in educating and empowering college female students on civic sense. Inculcating civic sense among students is the collective responsibility of self, families, institutions and communities. There is no undermining the fact that addressing the civic sense among college female students needs top priority for achieving sustainable developmental goals-empowerment of women and girls, promoting inclusiveness and ensuring healthy lives. Therefore, training modules on various aspects of civic sense needs to be developed for empowering and bring about radical change in the outlook of community and civic responsibilities. The inculcation of civic responsibilities has to be encouraged from the formative years to acquire knowledge and transform *NEW INDIA* into responsible and *CIVIC INDIA*.

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