ATTITUDE OF COLLEGE STUDENTS TOWARDS CO-CURRICULAR ACTIVITIES

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ABSTRACT

The present study deals with the attitude of college students towards co-curricular activities who are doing their graduation under Periyar University, Salem, Tamil Nadu. The survey method is used for the present study. The sample selected was 300 students from 8 colleges under Periyar University, Salem, TN. The colleges are selected randomly and the students also. The study reveals that there is the college students have a highly positive attitude towards co-curricular activities, therefore it is inferred that the students have awareness about the importance of co-curricular activities in the present educational system.

INTRODUCTION

Co-curricular activities are mainly student activities. Student activities are those school activities voluntarily engaged in, by students which have the approval of and are sponsored by the faculty and which do not carry credit towards promotion. Co-curricular activities are known in different circles by different names or terms such as extra-curricular activities, informal activities, semi-curricular activities, non-curricular activities, allied activities and super curricular activities. For these reasons a definition of any one of these above mentioned terms can be applied to the other as well.

IMPORTANCE OF CO-CURRICULAR ACTIVITIES

The primary aim of the school is to develop to the full in our children’s character, intellect and physical skills, to equip them to live fully and to train them for the grand vocation of human life, of good citizenship. Mere academic teaching and factual information, however good and effective it may be, is not by itself enough to
bring in to play all those essential virtues and gifts that go to the making of a well balanced personality. We must aim at the co-ordination of mind and body.

RELATED LITERATURE

Amy, F. Feldman & Jennifer, L. Matjasko (2011) The role of school-based extracurricular Activities in Adolescent Development reviews the contemporary literature on school-based activity participation, focusing on patterns of participation, academic achievement, substance use, sexual activity, psychological adjustment, delinquency, and young adult outcomes. Also, the authors discuss possible mediators and moderators of extracurricular activity participation in regard to adolescent development. The review indicates that the associations between school-based activity participation and these outcomes are mostly positive but that the picture becomes mixed once moderator variables are included. The authors suggest areas for future research that include using new methods for measuring activities and applying an overarching theoretical framework to investigations of extracurricular activities and adolescent development. Finally, to move toward a causal model of activities and adolescent functioning, future research must consider the mechanisms through which activities exert their influence on development. The authors propose several possible mechanisms of participation in terms of adjustment during adolescence and young adulthood.

American Sociological Association (2011) Linking Extracurricular Programming to Academic Achievement analyzes data from the National Educational Longitudinal Study of 1988 to test the effect of participation in extracurricular activities on high school achievement. It also explores potential mediating mechanisms that link such participation to academic success. The results show that participation in some activities improves achievement, while participation in others diminishes achievement. Participation in interscholastic sports promotes students' development and social ties among students, parents, and schools, and these benefits explain the positive effect of participation on achievement.

Feldman, A.F., and Matjasko, J.L, (2011) Profile and portfolios of adolescent school-based extracurricular activity participation presented a new description of adolescent school-based activity participation, in the form of mutually exclusive activity portfolios, and described the kinds of youth that participate in each portfolio. These portfolios included (1) Sports Only, (2) Academics Only, (3) School Only, (4) Performance Only, (5) Multiple Activities, and (6) Non-Participation. Findings indicated
that youth demographic characteristics and school size differentiated between different kinds of activity participation as well as nonparticipation. More detailed activity portfolios were also identified that were complex and demonstrate the difficulty of examining participation beyond larger, more inclusive groupings. The Multiple Activity portfolio emerged as a unique group worthy of further examination. Characteristics of non-participators included: lower socioeconomic status, lower grades, and attended larger schools. Hispanic adolescents were also less likely to participate in school-based extracurricular activities. Findings from this study inform ecological models of adolescent development as well as school and social policy.

OBJECTIVES OF THE STUDY

1. To find out college students attitude towards co-curricular activities.
2. To find out the difference if any exists between boys and girls attitude towards co-curricular activities at college level.
3. To find out the difference if any exists between urban area and rural area students attitude towards co-curricular activities.
4. To find out the difference if any exists between the regular college and parallel college students attitude towards co-curricular activities.
5. To find out the difference if any exist between the science optional and arts optional students attitude towards co-curricular activities.

HYPOTHESES OF THE STUDY

1. The college students have a positive attitude towards co-curricular activities.
2. There is no significant difference in the attitude towards co-curricular activities between the boys and girls.
3. There is no significant difference in the attitude towards co-curricular activities between students residing in urban area and rural area.
4. There is no significant difference in the attitude towards co-curricular activities between students studying in regular colleges and parallel colleges.
5. There is no significant difference in the attitude towards co-curricular activities between the students from science optional and arts optional.
METHOD OF STUDY

The study deals with the variable attitude of college students towards co-curricular activities and the investigator use normative survey method and prepares one attitude scale for data collection.

There is no standardized tool for the present study. Hence the investigator prepare an attitude scale (5 Point scale) with 60 statements for pilot study. The scale used for pilot study included 60 statements in which 40 positive statements and 20 negative statements. The score was given 4,3,2,1, and 0 for the responses from S.A[Strongly Agree], A [Agree], UD[Un Decided], DA [Dis Agree] to S.D.A[Strongly Dis Agree] for positive statements and 0,1,2,3, and 4 for negative statements.

SELECTION OF SAMPLE

The population selected for the study was the college students doing their graduation under Periyar University, Salem. The sample selected was 300 students from 8 colleges.

SAMPLING TECHNIQUE

The researcher used random sampling technique for the collection of data. The colleges are selected randomly and the students also.

STATISTICAL TECHNIQUES USED

The means, standard deviations of the entire sample are computed. In order to test the significance, 't' test is used. In order to find out the significance of more than two variables, 'F' test is also used in this present investigation.

The following statistical techniques used in the present investigation

1. Descriptive analysis
2. Differential analysis
3. Correlation analysis

TOOL OF THE STUDY

For the assessment of work motivation of school teachers. Motivation scale which has standardised by K.G Agarwal (1988) has been used.
ANALYSIS AND INTERPRETATION

Hypothesis 1

Table-1

The college students show a positive attitude towards co-curricular activities

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>M</th>
<th>Median</th>
<th>Mode</th>
<th>S.D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attitude towards Co-curricular Activities</td>
<td>300</td>
<td>85.70</td>
<td>86.33</td>
<td>87.55</td>
<td>13.61</td>
</tr>
</tbody>
</table>

The mean of the entire sample 85.70 which more than 60 (that is 50% of 120 the total score) indicate the positive attitude of college students. Thus it is inferred that they have positive attitude towards co-curricular activities and the hypothesis is accepted. 96.47% of students that is 289 students out of 300 students get more than 50% of score. Hence the attitude of students towards co-curricular activities shows a positive trend.

Hence it is concluded that the college students have a positive attitude towards co-curricular activities.

Hypothesis 2

There is no significant difference between the boys and girls in the attitude towards co-curricular activities.

Table-2 showing the ‘t’ value of Boys students and Girls students attitude scores towards co-curricular activities.

<table>
<thead>
<tr>
<th>Sub variable</th>
<th>N</th>
<th>M</th>
<th>S.D</th>
<th>‘t’</th>
<th>L.S</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>150</td>
<td>84.97</td>
<td>14.20</td>
<td>0.94</td>
<td>0.05</td>
</tr>
<tr>
<td>Girls</td>
<td>150</td>
<td>86.43</td>
<td>12.84</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table-2 values of ‘t’ at the level of significance 0.05 and at the degrees of freedom 298 is 1.96. The calculated ‘t’ value is less than the table value. Hence the hypothesis is accepted. The table value is greater than that of the calculated value. Hence there is no significance difference between the boys and girls attitude towards co-curricular activities.

Hypothesis 3

There is no significant difference between students residing in urban area and rural area in the attitude towards co-curricular activities.
Table-3 showing the ‘t’ value of Urban students and Rural students attitude scores towards co-curricular activities.

<table>
<thead>
<tr>
<th>Sub variable</th>
<th>N</th>
<th>M</th>
<th>S.D</th>
<th>‘t’</th>
<th>L.S</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urban</td>
<td>150</td>
<td>84.77</td>
<td>13.95</td>
<td>1.19</td>
<td>0.05</td>
</tr>
<tr>
<td>Rural</td>
<td>150</td>
<td>86.63</td>
<td>13.09</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table-3 values of ‘t’ at the level of significance 0.05 and at the degrees of freedom 298 is 1.96. The calculated ‘t’ value is less than the table value. Hence the hypothesis is accepted. The table value is greater than that of the calculated value. Hence there is no significance difference between the urban and rural students attitude towards co-curricular activities.

**Hypothesis 4**

There is no significant difference between students studying in regular colleges and parallel colleges in the attitude towards co-curricular activities.

Table-4 showing the ‘t’ value of Regular students and Parallel students attitude scores towards co-curricular activities.

<table>
<thead>
<tr>
<th>Sub variable</th>
<th>N</th>
<th>M</th>
<th>S.D</th>
<th>‘t’</th>
<th>L.S</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular</td>
<td>150</td>
<td>87.61</td>
<td>14.41</td>
<td>0.96</td>
<td>0.05</td>
</tr>
<tr>
<td>Parallel</td>
<td>150</td>
<td>85.21</td>
<td>11.76</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table values of ‘t’ at the level of significance 0.05 and at the degrees of freedom 298 is 1.96. The calculated ‘t’ value is less than the table value. Hence the hypothesis is accepted. The table value is greater than that of the calculated value. Hence there is no significance difference between the regular students and parallel students attitude towards co-curricular activities.

**Hypothesis 5**

There is no significant difference between the students from science optional and arts optional in the attitude towards co-curricular activities.
Table-5 showing the ‘t’ value of Science students and Arts student’s attitude scores towards co-curricular activities.

<table>
<thead>
<tr>
<th>Subvariable</th>
<th>N</th>
<th>M</th>
<th>S.D</th>
<th>‘t’</th>
<th>L.S</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>150</td>
<td>86.77</td>
<td>12.04</td>
<td>1.37</td>
<td>0.05</td>
</tr>
<tr>
<td>Arts</td>
<td>150</td>
<td>84.63</td>
<td>14.79</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table values of ‘t’ at the level of significance 0.05 and at the degrees of freedom 298 are 1.96. The calculated ‘t’ value is less than the table value. Hence the hypothesis is accepted. The table value is greater than that of the calculated value. Hence there is no significance difference between the science students and arts students attitude towards co-curricular activities.

**FINDINGS**

The investigator inferred the following conclusions from the findings obtained in the present study.

1. In general, the college students have a highly positive attitude towards co-curricular activities, therefore it is inferred that the students have awareness about the importance of co-curricular activities in the present educational system.

2. In the present study, the gender is not a factor to differentiate the attitude towards co-curricular activities, because both boys students and girls students shows positive attitude towards co-curricular activities.

3. The location of the residence is not a factor to differentiate the attitude towards co-curricular activities, because both urban and rural students shows positive attitude towards co-curricular activities.

4. Similarly from the present study the type of college is not a factor to differentiate students attitudes towards co-curricular activities, because both regular college students and parallel college students shows positive attitude towards co-curricular activities.

5. Also from the present study the course of study is not a factor to differentiate students attitude towards co-curricular activities because both science and arts students shows positive attitude towards co-curricular activities.

**RECOMMENDATIONS**

On the basis of the above conclusions the investigator recommends the following

1. Co-curricular activities should find a place in the regular classroom syllabus.
2. The teachers should find sufficient time for motivate the students to participate in various co-curricular activities.

3. The parents should help the students for improving their talents.

4. Creative activities should get prime importance in the curriculum.

5. There should be a separate wing established in each college to enhance the co-curricular activities.

6. These co-curricular activities should be included in the curriculum from the primary classes.

SUGGESTIONS FOR FURTHER STUDY

1. A similar study can be undertaken by taking higher secondary school students as sample.

2. A study on parents and teachers attitude towards co-curricular activities can be undertaken.

3. A comparative study between academic performance and participation in co-curricular activities can be undertaken.

4. A study may be undertaken between the pupils who involve in co-curricular activities and who do not involve in co-curricular activities with regard to their academic achievement.

CONCLUSION

The present study deals with college student’s attitude towards co-curricular activities. Co-curricular activities are mainly student activities. These co-curricular activities help the students to become useful citizens of the nation. These activities change the student’s behaviour and attitude and help them to lead a happy life in the future. The college students are the future citizens. They need citizenship training, civic training etc. at this stage. These co-curricular activities help the college students to improve their thinking capacity, belongingness and sociability. The present study reveals that the college students show highly positive attitude towards co-curricular activities. Hence the investigator concluded that the college students showed a positive attitude towards co-curricular activities. And it is also found that co-curricular activities will be the base for overall development in a human.
REFERENCES


A.F. Feldman and J.L. Matjasko, *Profiles and portfolios of adolescent school-based extracurricular activity participation*, The University of Texas at Austin, USA, online 5 May 2011.