

**ATTITUDE OF SECONDARY SCHOOL STUDENTS TOWARDS CO-
CURRICULAR ACTIVITIES****DR. SNEHLATA PANDYA***Assistant Professor,
A. G. Teachers College,
Navrangpura, Ahmedabad***INTRODUCTION**

Every activity in school life plays a significant role in the development of students. Co-curricular activities are an essential part of school life and help in enhancing the learning process of students at school. Co-Curricular activities are compulsory activities which are important for every student to participate. Co-curricular are designed and balanced with the academic curriculum so that every student gets to learn beyond subjects.

Co-curricular activities are meant to bring social skills, intellectual skills, moral values, personality progress and character appeal in students. It includes athletics, cultural events, Library activities, science lab activities, classroom activities, creative arts and meditation etc. Nowadays every school encourages their students to take part in different activities which we can say that Co-curricular activities. By taking part in these activities, a person can mould himself and leave footprints differently than others or we can say that students can develop skills beyond knowledge of subjects. Examples of co-curricular activities might include National Honour Society, student council, school sports teams, math clubs, chess clubs, talent shows, spelling bees, writing competitions, debates, mock trials, school newspapers, and drama productions. All of these activities take place outside the traditional classroom and offer no grade or academic credit, but they provide supplementary and complementary instruction and education for students.

The concept of the integral personality contemplates a maturing process in which each aspect is mashed into the complete whole.

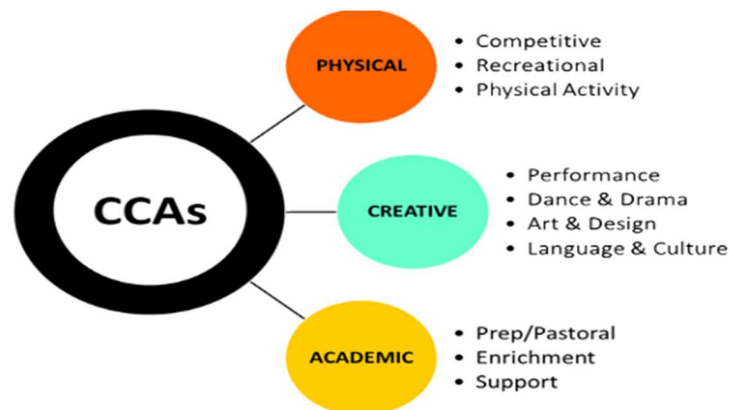
IMPORTANCE OF THE STUDY

The importance of co-curricular activities has been realized since a long time and these activities are as important as curricular activities and are essential for the all-round development of the child's personality. But despite of the timely realization of their importance and their advocacy on papers, the ground realities are different. The co-curricular activities are not considered as per with the regular time table of schools. As teachers and students are the

most prominent pillars of the educational system towards co-curricular activities in rural and urban schools they should try to find out the frequency of the organization of the co-curricular activities. They are highly helpful in developing the students' talent. It is found that students participating in the school based co-curricular activities are the main reasons of inculcating discipline, concentration, values and a sense of national pride in them.

It's important that parents also take part in these activities and encourage the kids for perform better. The need of this research arose because an extensive survey can help the school, college, teachers, parents and students realize the importance of CCA. Every activity in school life plays a significant role in the development of students.

As per Sridevi (2015) lack of trained teachers in co-curricular activities and inadequate facilities and equipment available in school hinders the interest of students in CCA activities. We can say CCA plays a vital role in any student's life. Every student is different. They have different point of view to look out about the different co-curricular activities and academics too. Some are intelligent in academics and only interested in academics only. As per finding of Parveen Kumari (2011) Intelligent students show more participation in CCA. Some are less interested in academics but take much interest in these kinds of other activities of the school. The research is expected to help schools and colleges and their management in getting results for students' improvement in overall performance and indirect contribution to the welfare of the society.



LIMITATIONS OF THE STUDY

Below list shows the limitations of the study / research.

- This study was limited to only English Medium schools.
 - This study was limited to only Grade-9 students of the academic year (2023-24) secondary schools

- This study was limited to secondary students of CBSE and GSEB schools of Ahmedabad city.

THE OBJECTIVES OF THE STUDY

It is obvious to complete any decided work, a person has to decide the objectives of that particular work. It indicates the direction of the research. In the present study, work has been done on the basis of the keeping following objectives in the mind.

- To study an attitude of Grade-9 students of Ahmedabad city towards Co-Curricular Activities.
- To develop an attitude scale to measure attitude of Grade-9 students of Ahmedabad city towards Co-Curricular Activities.
- To study an attitude of Grade-9 students of Ahmedabad city towards Co-Curricular Activities on the basis of the board of the school.
- To study an attitude of Grade-9 students of Ahmedabad city towards Co-Curricular Activities on the basis of their Gender.

POPULATION

All the Grade-9 students of the academic year (2023-24) of CBSE and GSEB schools of Ahmedabad city constitute the population for the present study.

SAMPLING METHOD AND SAMPLE

The present research being a survey type covering the CBSE and GSEB schools of Ahmedabad City so sample was selected by multistage sampling method. First CBSE and GSEB English medium schools were listed and 3-3 schools were randomly selected. Then all students of grade -9 mostly having students of age group 13-14 years were selected by cluster sampling as a sample for final run, about 600 students from all the two zones were selected by above explained multistage sampling for final data collection and analysis.

RESEARCH METHOD

The type of research is applied research. In the present study survey method of research is used.

RESEARCH TOOL

In the present study the researcher prepared three point Attitude Scale to measure attitude of Grade-9 students of CBSE and GSEB schools of Ahmedabad City towards Co-Curricular

Activities The Likert's Attitude scale was constructed with 35 statements containing almost equal distribution of positive and negative statements. The scoring was done as for positive statements, scores were agree: 2 neutral: 1 and disagree:0. and for the negative statements the score was kept in the opposite way that is agree:0 neutral:1 and disagree:2.

PROCEDURE OF DATA COLLECTION

The data had been collected from CBSE and GSEB schools of Ahmedabad city by randomly selecting 50-70 students from each school were chosen randomly by taking permission from the Principal of the school. The researcher herself visited all these schools and collected the data. The students were given 30 minutes time for filling the tool and for marking their participation and attitudes.

TECHNIQUE OF DATA ANALYSIS

The data was analyzed by calculating t-value.

HYPOTHESIS TESTING

| HYPOTHESIS | T-VALUE | SIGNIFICANCE |
|--|--------------|----------------------|
| H ₀ ₁ : There is no significant difference between the mean scores of Grade- 9 students of CBSE and GSEB of Ahmedabad city on attitude scale towards co-curricular activities. | 0.8211257086 | Insignificant |
| H ₀ ₂ : There is no significant difference between the mean scores of male and female Grade- 9 students of CBSE and GSEB of Ahmedabad city on attitude scale towards co-curricular activities. | 2.000276974 | Significant |
| H ₀ ₃ : There is no significant difference between the mean scores of male students Grade- 9 students of CBSE and GSEB of Ahmedabad city on attitude scale towards co-curricular activities. | 0.2814381097 | Insignificant |
| H ₀ ₄ : There is no significant difference between the mean scores of female students Grade- 9 students of | 2.038579197 | Significant |

| | | |
|---|--------------|----------------------|
| CBSE and GSEB of Ahmedabad city on attitude scale towards co-curricular activities. | | |
| H05: There is no significant difference between the mean scores of male and female Grade-9 students of CBSE schools of Ahmedabad city on attitude scale towards co-curricular activities | 0.6807989847 | Insignificant |
| H06: There is no significant difference between the mean scores of male and female Grade-9 students of GSEB schools of Ahmedabad city on attitude scale towards co-curricular activities. | 1.472388874 | Insignificant |

Finding of the Research

There is a difference in the attitude of male and female students of both CBSE and GSEB schools. There is not much difference in attitude of gender individually in each zone.

- If we try to understand the t-values achieved for each hypothesis we will find that there was a difference seen in the attitude of CBSE and GSEB students. Findings are CBSE students are found to have positive attitude towards CCA.
- T- values also depict that significant difference was seen in attitude of female students of CBSE and GSEB schools. Female students of CBSE schools were found to have more positive attitude towards CCA.
- The majority of respondents reported having little or no difference in attitude towards Co-curricular activities in schools. This finding did not support the assumption that male and female students usually have negative attitudes toward Co-curricular activities.
- The majority of them were uncertain about whether or not activities fit well in their curricular goals. Most of the participants considered that the time is too limited for the activities in school. For a change to occur, many renovations need to be made at the structural level as well as the functional level.

Implications

Co-curricular activities are found to be an important ingredient in the overall school programme. Due to examination dominated education system and the non-credit to co-curricular activities, many schools and even parents are not encouraging their children to take part in the co-curricular activities in their school programmes. The results and analysis of the

study significantly observes that many students are having positive attitude towards the school based co-curricular activities.

Our education system controlled by the Government has prescribed guidelines to compulsorily introduce co-curricular activities in the school. But how far they are properly implemented also becomes the responsibility of local government, so strict rules and supervision is advised for the putting CCA in time table.

All Schools have taken up these activities in a compulsory basis, which ultimately inculcated the value based education system in the students. We observe children preferring to spend time in games and sports and participate in those relaxing activities. These activities rejuvenate students to later concentrate on academic work which requires good amount of mental activity. Here it is also observed that, students are equally participating in library and other co-curricular activities along with games and sports. There should be compulsory activity periods in school once in a week to increase and motivate students towards co-curricular activities.

The whole study implies that there is a great need to stress the importance and participation in curricular activities among secondary school students.

As the characters of the individuals are in a formative stage during school years, co-curricular activities provide ample opportunity towards developing an all-round development of personality among students. This study surely throws ample light in this area so that educational policy makers, administrators, head of the schools, teachers, parents and students acknowledge the importance of these activities in the school programme.

References

- Parveen Kumari (2011) A comparative study of attitude of secondary and senior secondary school students towards co-curricular activities, Maharaja Ganga Singh University
- Chanchal Nagda(2020), “Analysis of personality traits of students participating in various co curricular activities”. Department of education, Mohanlal Sukhadia University
- Sridevi Y.(2015) “A study on the perception of teachers and students on the conduct of co-curricular activities in high school, Department of education, Andhra University
- Lokesh Koul (1964), **Methodology of Educational Research**. 4th Edition, Hillway Publications,
- Tahir P. Hussain (2011), **Research Methodologies in Physical Education**. Sports Publication, New Delhi.
- K.S Siddhu (1991), **Methodology of Research in Education**. New Delhi, Sterling pub.



Soti Shivendra Chandra & Rajendra K Sharma, **Research in Education**. Atlantic Publishers,
New Delhi.

R.S Patel (2013), **Research in Education** (1stEd), Ahmedabad: Jay publication

A. Mangal & others (2006), **Methodology of Educational Research, Data Analysis and Educational Statistics**. Agra:Radha Prakashan Mandir.

C. V. Good, (1996), **Essentials of Educational Research**. New York, Appletonn Century crafts.

Satishprakash Shukla (2012) **Excel and Data Analysis**. Ahmedabad: Kishti Prakashan.