

STUDENTS BACKGROUND CHARACTERISTICS AND THEIR LEVEL OF PARTICIPATION IN CO-CURRICULAR ACTIVITIES

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Abstract

The present study is an attempt to explore the relationship between selected personal, academic and socio-demographic characteristics of students studying different grades of secondary school level. The study revealed that the variables of Grade, Age, Income, Father's Occupation and Educational category of parents interact significantly with the level of participation in co-curricular activities among students. It was also found that variables of Sex, Type of school, Caste and Nature of permanent residence do not have a significant bearing on the level of participation in co-curricular activities in the specific population. It has been suggested that a search for the causative factors need to be directed towards psycho-social dimensions of home and school environment, show that facilitative or inhibitive factors may be identified.



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While academic achievement has remained central to the process of schooling and schools were expected to organize specifically planned activities (co-curricular activities) to promote it, schools also engaged themselves in organizing activities that were not directly associated with teaching of curriculum and promotion of academic achievement. Initially viewed as extra to mainstream curricular activities (extra-curricular activities), these activities were later recognized as co-terminus with academic achievement and were designated as co-curricular activities. Such activities are said to supplement and extend experiences obtained in the more formal part of the school (Millard, 1980). These are the activities involving skills, competition, strategy, enjoyment, satisfaction and entertainment (Spears & Swanson, 1993). Participation in these activities has even been said to predict success in life beyond school (Joekel, 1985). In present study ten activities, including games and sports, debates, cultural programs, health and environment awareness programs, meeting on contemporary issues, programs of NSS, NCC and Scouts & Guides, were included as co-curricular activities generally organized in Indian schools, and level of participation co-curricular activities in was assessed as summated score of self-rating on participation in these various activities.

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As a dimension of one's personality and behavior in social situations and school environment co-curricular activities seems to develop in and through the social milieu in which one lives and grows. For a child this social milieu consist of his/her parents and other family members as well as school environment. The child learns patterns of behavior from these immediate surroundings. As one grows beyond childhood years, his social horizon also widens to include friends and other adult members of the social situation. Those entire parents around the growing child and adolescents have a potential to influence development of behavioral patterns and other skills. A child may, thus, grow into an assertive or non assertive person, depending upon the nature and quality of influences parent around him during his formative years. The point is that in natural settings, it is the factors of child's environment that shape his behavioral tendencies. In order to understand the role of various and personal and environmental factors in the development of different type of skills, one may attempt to compare level of participation in co-curricular activities in subgroups identified on the bases of different personal and demographic characteristics. The present study was an attempt in this direction with following objectives in view.

Objectives of the study

The study aimed to:

- 1-Compare the level of participation in co-curricular activities among secondary school students classified on the bases of personal characteristics like Sex and Age.
- 2-Compare the level of participation in co-curricular activities between secondary school students classified on the bases of academic variables like Grade and Type of school in which they were studying.
- 3-Compare the level of participation in co-curricular activities of secondary school students classified on the bases of Socio-demographic variables like nature of Permanent residence, Caste, Income, father's Occupation and parent's educational status.

Hypothesis proposed to be tested

Following null hypothesis were proposed to be tested through the study

- 1-There is no significant difference in the level of participation in co-curricular activities between students classified on the bases of personal characteristics like Sex and Age.
- 2-There is no significant difference in the level of participation in co-curricular activities between students classified on the bases of academic characteristics like Grade and Type of school.
- 3-There is no significant difference in the level of participation in co-curricular activities between students classified on the bases of Socio-demographic variables like Nature of permanent residence, Caste, Income, Father's occupation and Parental education.

Methodology

Status-survey research designed was used for the purpose of present study.

Sampling

Multistage random sampling method was used to select secondary schools, classes and students within a randomly selected district of Kumaun region of Uttarakhand. In this manner a total of 492 students studying in 9th to 12th grades in different types of secondary schools included in the sample of present study.

Research tools of the study

Data of the study were collected with the help of Personal Information Schedule (PIS) and pre-standardized Assertiveness Assessment Scale (AAS) developed by Gangwar and Dhoundiyal (2010).

Data analysis

Data of the study were analyzed using one way ANOVA, using different personal, academic and socio-demographic variables as independent variables and level of assertive behavior as dependent variable. The null hypotheses were tested at 0.05 level of significance.

Findings of the study

Findings obtained through ANOVA, undertaken to compare the level of participation in co-curricular activities of students classified on the bases of their personal characteristics (Sex and Age) and academic characteristics (Grade and Type of school), are presented in Table-1.

Table-1: Comparison of level of participation in co-curricular activities between subgroups of secondary school students classified on the bases of different personal and academic characteristics

Independent variables	Groups	Mean	SD	Number	F-value	Significant at 0.05 level
Sex	Male	24.22	3.48	240	.66	Not-significant
	Female	24.46	3.38	252		
Age	Age groups	Mean	SD	Number	4.02	Significant
	Low age (14 years & below)	24.52	3.14	156		
	Average age (15 years)	23.45	3.47	95		
	High age (16 years & above)	24.58	3.55	241		
Grade	9 th	24.66	3.09	120	23.64	Significant
	10 th	24.07	3.31	120		
	11 th	22.64	3.73	126		
	12 th	26.00	2.61	126		
Type of schools	Government Owned schools	24.76	3.35	174	2.72	Not-significant
	Government Aided Schools	24.35	3.65	155		
	Private Self Financed Schools	23.88	3.27	163		

An observation of results presented in **Table-1** reveals that of the four personal and academic characteristics included in the analysis two variables (Age & Grade) were found to have a significance bearing on level of participation in co-curricular activities. The results show that there was a significant difference in the level of participation in co-curricular activities among different age group students and among different grades students. The findings revealed that, in general it was the low and high age group students who tended to be higher level of participation in co-curricular activities as compared to their lower age group counterparts. This finding was in congruence with the general observation in Indian society it is high age group students who are given a place of more prominence in participation in co-curricular activities and low age group students who are given a less prominence in participation in co-curricular activities. The findings also reveal that there was a significant difference between 11th & 12th grade students. 12th grades students show more participation in co-curricular activities in compare to their 11th grades counterparts.

Findings of the present study are in complains with the findings obtained by the studies of (Baygi, A. 2011) have shown that there is no significant sex difference in the participation in the university level extra-curricular activities. Bailey has concluded that girls and boys are not equal in participation in co-curricular activities in United States elementary and secondary schools. It was reported that boys show more participation in co-curricular activities than girls. (Fredriks, J.A. & Eccles, J.S. 2008) reported that there is there is a significant difference between boys and girls in relation to participation in extra-curricular activities at middle level students. However, there are other studies (Bucknavage & Worrell, 2005, Schlessor, 2004), which did not find the presence of any significant difference between the two sex groups on account the variable of co-curricular activities. It seems that the social context in which differential expectations are ascribed with the two sex groups play an important role in the development of different levels of participation in extra-curricular activities between sex groups.

Table-1 also showed that level of participation in extra-curricular activities is not influenced by types of schools and caste group variables. Both of these variables are infect associated with each other, In the sense that with increasing an individual's tends to move higher up in the grade hierarchy. These findings show that types of schools are not a significant variable in the development of co-curricular activities. Findings obtained by Mark, S.T. et. al. (2000),

Quiroz, P. (2000), Joekel, R.P.G. (1985), Millard, C.V. (1980) support the findings of present study.

Students studying in three types of schools (Government owned, Government aided and Private) were also compared level of participation in co-curricular activities. The findings presented in Table-1 show that although the mean score associated with students studying in Private schools tended to be higher than others, the obtained difference was not statistically significant at 0.05 levels. This finding suggests that as far as development of participation in co-curricular activities is concerned the socio-academic situations present in the three categories of schools are more or less similar. Findings obtained by Gonener, A. (2020), and Holloway, J. H. (1999/2000) also support this trend.

Table-2 presents the results obtained through comparing level of participation in co-curricular activities between various subgroups of students identified on the bases of selected socio-demographic characteristics. The results show that Rural-Urban nature of permanent residence, Sex, Type of Schools and Caste groups did not differ significantly with respect to the variable of participation in co-curricular activities. These findings show that these variables do not shape the process of developing the tendency of level of participation in co-curricular activities among secondary school students. Influencing of some socio-demographic characteristic was found to be significant in this context. These variables were the Grade, Age Income, Occupational categories of father and parent’s educational status. Results show that students belonging to Rural or Urban areas, cast group, income group, father’s occupation and parent’s educational status show significant correlation with level of participation in co-curricular activities. These variables help in shaping the different types of creative skills in the secondary level students.

Table-2: Comparison of level of participation in co-curricular activities between subgroups of secondary school students classified on the bases of different socio-demographic characteristics

Independent variables	Groups	Mean	SD	Number	F-value	Significant at 0.05 level
Nature of permanent residence	Rural	24.06	3.53	217	2.62	Not-significant
	Urban	24.56	3.35	275		
Caste group	General	24.54	3.66	277	2.14	Not-significant
	OBC	24.55	2.84	108		
	SC	23.74	3.39	94		
	ST	22.69	2.14	13		
Income group	Low income group (Rs.9625 & below)	23.22	3.76	123	14.37	Significant
	Average income group (Rs.9626 to Rs.20749)	24.32	3.39	246		
	High income group (Rs.20750 & above)	25.51	2.75	123		

Father's occupation	Service	24.42	3.44	356	5.94	Significant
	Laborer	25.25	2.87	73		
	Agriculture	23.06	3.51	35		
	Business	22.61	3.64	28		
Father's education	Primary	23.77	3.70	9	3.97	Significant
	Middle	23.09	3.77	21		
	High school	23.53	3.53	34		
	Intermediate	23.42	3.68	77		
	Graduation	24.29	3.42	166		
	Post Graduation	25.08	3.13	185		
Mother's education	Primary	22.91	3.27	41	8.51	Significant
	Middle	23.15	3.62	66		
	High school	23.71	3.52	135		
	Intermediate	24.95	3.18	157		
	Graduation	25.81	3.28	61		
	Post Graduation	25.53	2.28	32		

Conclusions and suggestions

Findings of the present study have shown that characteristics like Sex, Type of school, Cast, Nature of permanent residence, do not influence the level of participation in Co-curricular activities in a significant manner among secondary school students. On the other hand, Grade of the students, Age, Parent's Income, Occupational category of father and Parent's Educational status were shown to be significant. These findings tend to point out that instead of the selected personal, academic and socio-demographic characteristics, the causative factor for development of the participation in co-curricular activities are likely to be present in the psychological experiential domain of living and growing. A search of such psychological and experiential factor that contributes in the process of development the level of participation in co-curricular activities of in Indian settings is desirable show that suitable strategies for co-curricular activities development may be designed.

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