

# Attitude towards Co-Curricular Activities among Higher Secondary School Students in Tiruvannamalai District

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## ABSTRACT

**This research investigates the attitudes of higher secondary school students in Tiruvannamalai District towards co-curricular activities. The study employed a descriptive survey design, utilising self-created tools to gather data from a sample of 100 students. Findings revealed that government school students exhibited a more positive attitude and higher participation in co-curricular activities compared to their private school counterparts. Specifically, 64.7% of government school students demonstrated a favourable attitude towards these activities, whilst only 35.3% of private school students showed a positive disposition. The study also found that both male and female students displayed similar attitudes and levels of involvement in co-curricular activities. However, a marginal difference of 0.5% was observed, with girls showing a slightly more positive attitude than boys towards these activities.**

**Keywords:** Co-Curricular Activities, Higher Secondary School Students, Attitude

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## INTRODUCTION

Intellectual stimulation nurtures the mind, whilst physical activity contributes to bodily well-being. Both mental and physical health are crucial for young people's future success. As they mature, youth may encounter various challenges, including substance misuse, inappropriate conduct, truancy, and aggression. These issues can adversely affect parents, educators, and the educational atmosphere. To address these concerns, a collaborative effort between schools, communities, and parents is essential (Dryfoos, 1990; Werner & Smith, 1992). Young individuals require an environment that provides diverse opportunities for participation as they develop. Educational institutions and local communities can offer various activities both within and outside the school setting, aiding in the formation of students' behaviour and character. Engaging in a range of activities may serve as an effective means of transforming young people's lives (Holland & Andre, 1987). This study examines the impact of co-curricular activities and examination performance on students, considering class attendance, whilst excluding other potential factors such as involvement in work-related activities to finance studies, which could influence student achievement.

Terms such as "co-curricular activities", "non-classroom activities", and "extracurricular activities" are synonymous, encompassing participation in music, drama, debates, and similar pursuits (Emmer, 2010). Co-curricular activities are defined as voluntary, school-sanctioned programmes that do not contribute to examination marks or grades (Lunenburg & Ornstein, 2008). Student engagement in these activities is contingent upon the opportunities provided by schools at various levels. Both England and China have recognised these activities as crucial for students' psychological and intellectual growth, integrating them into the learning process. Education is often described as cultivating a sound mind in a healthy body. Thus, children require avenues to express their emotions and develop social adaptability. In Nepal, co-curricular and extracurricular activities comprise physical, literary, aesthetic, and cultural pursuits, as well as hobbies, crafts, excursions, and social welfare initiatives. Initially, these activities were deemed insignificant and labelled as extra-curricular. However, a gradual shift occurred, altering the educational objective to encompass all-round development. These activities subsequently evolved into co-curricular activities and were incorporated into the curriculum. The fundamental aim was to shape students' character and personality beyond the conventional teaching of academic subjects in the classroom. These additional activities foster students' development in various aspects, including mental, physical, ethical and social dimensions. Conducted under teacher supervision and school planning, these co-curricular activities enhance the educational process. The question arises whether schools should focus solely on teaching the basics of reading, writing and arithmetic, or if their purpose extends to nurturing the whole child and supporting students' mental, physical and social well-being.

### **STATEMENT OF THE PROBLEM:**

The problem of the present study hence stated as: **Attitude towards Co-curricular activities among higher Secondary School Students in Tiruvannamalai District.**

### **Objectives of the Study:**

1. The objective is to examine secondary school students' perspectives on co-curricular activities in Tiruvannamalai District, considering both government and private school management.
2. Additionally, the aim is to investigate the attitudes of male and female secondary school pupils towards co-curricular activities within Tiruvannamalai District.

### **Hypotheses:**

1. H01. No substantial disparity exists in the attitudes towards extracurricular pursuits amongst secondary school pupils with regard to institutional management (Government or Private) within Tiruvannamalai District.
- 2.
3. H02. No notable variation is observed in the perspectives on extracurricular activities among higher secondary school learners concerning gender (male and female) in Tiruvannamalai District.

### **Delimitation:**

The study is delimited to Gyalshing sub-division from Tiruvannamalai District..

The study is delimited to Private and Government schools particularly classes XI and XII standard and one hundred (100) students were selected for the data in Tiruvannamalai District.

### **Significance of Study:**

This research aims to assess higher secondary school pupils' attitudes towards co-curricular activities and examine their impact on future modern education. The findings could contribute to enhancing the quality of learning experiences. Whilst most research in India has focused on higher education students' perspectives on co-curricular activities, this study seeks to understand school students' views. The researcher has chosen this topic to explore pupils' attitudes towards these activities. The investigation will examine how co-curricular pursuits provide a broad spectrum of opportunities for students to develop innovation, creativity, and resourcefulness across all learning domains.

### **Reviews:**

A study conducted by S. Kolappan (2011) investigated students' attitudes towards co-curricular activities. The research aimed to assess college students' perspectives on these activities. The study employed random sampling methods to select 300 students from eight colleges. The results revealed that college students demonstrated a highly positive attitude and awareness regarding co-curricular activities.

A study conducted by Kumar, M.K., (2013) examined the perspectives of pupils towards extracurricular activities in both state-run and independent schools. The research involved a random selection of 40 students as participants. Findings indicated that a significant proportion of learners, specifically 80% from government institutions and 90% from private establishments, concurred that engagement in extracurricular pursuits fosters positive mindsets and self-assurance among students.

Yan & others (2013) conducted research on teachers' perspectives regarding co-curricular activities. The study aimed to examine the preparedness, understanding, and dedication of teachers towards their participation. The research involved 116 respondents. The results indicated that teachers' views on co-curricular activities had a significant impact on students' achievements in these activities.

### **Critical Observation:**

Critical analysis of reviews concerning higher secondary school students' attitudes towards co-curricular activities revealed that college students held highly positive views and awareness of these activities. A significant majority of students, 80% from government schools and 90% from private schools, concurred that co-curricular activities foster positive attitudes and boost confidence. The research also indicated that teachers' attitudes towards co-curricular activities significantly influenced and affected students' performance in these activities. Female students expressed the need for proper arrangements to increase their participation opportunities in co-curricular activities. These activities were found to enhance

students' academic performance, personality development, achievement, and overall growth. Both male and female students engaged in activities outside the classroom, with female students achieving higher average exam grades.

#### DESIGN:

In order to complete the research, investigator adopted descriptive survey method has been used to complete the work.

#### POPULATION:

All the students of secondary level (standard- XI and XII) run by department of education, government of Tamilnadu and self finance school under the board of CBSE at Tiruvannamalai, in Tiruvannamalai District. constituted the population of the study.

#### SAMPLE:

In the present study two higher secondary schools both private and government were selected for the data collection. Particularly classes- XI and XII, 100 students from Tiruvannamalai in Tiruvannamalai district in Tamilnadu was selected for the sample of the study through simple random sampling method.

#### TOOLS:

For this study, the researcher developed a custom questionnaire and utilised basic descriptive statistical methods to analyse the data. These methods included frequency counts, percentages, mean, median, mode, standard deviation, and t-tests.

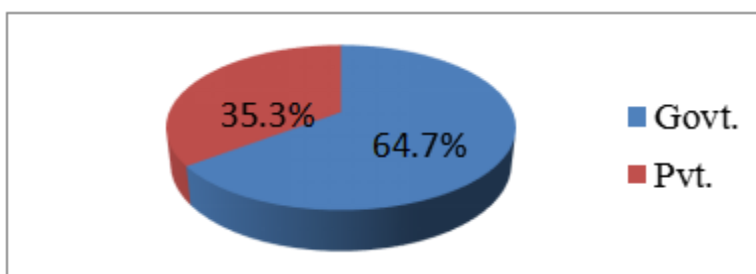
#### Description and Interpretation:

For this study, the researcher gathered information from pupils and sought to analyse and interpret it in accordance with previously established objectives and hypotheses.

**Table No.1 Government and Private schools 't' value on attitude towards co-curricular activities**

| Variables | Number | Mean  | S.D   | M1~M2 | □□   | □□   | t    | Remarks  |
|-----------|--------|-------|-------|-------|------|------|------|--|
| Govt.     | 65     | 66.42 | 2.33  | 6.06  | 2.72 | 96.5 | 2.10 | <b>H<sub>10</sub></b> is not significant at 0.05 level |
| Private   | 35     | 68.99 | 15.92 |       |      |      |      |  |

**Table No.1.** The analysis revealed that the calculated 't' value exceeded the critical value at the 0.05 level but fell short of the 0.01 level. This suggests that no significant disparities were observed between the attitudes of male and female students towards co-curricular activities in higher secondary schools. Furthermore, the findings indicated that students from government higher secondary schools demonstrated a more positive attitude towards co-curricular activities compared to their counterparts in private institutions. These students exhibited a greater awareness of and participation in co-curricular pursuits.

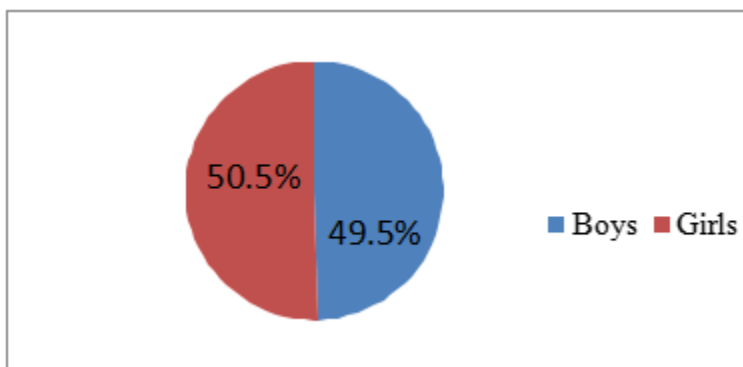


**Figure No.1 Management wise students attitudes core towards co-curricular activity**

**Table No.2 Gender wise 't' value of students on attitude towards co-curricular activities**

| Variables | Number | Mean  | S.D   | M1~M2 | □□   | □□   | t    | Remarks  |
|-----------|--------|-------|-------|-------|------|------|------|--|
| Girls     | 50     | 27.68 | 26.39 | 0.61  | 0.78 | 96.5 | -0.1 | <b>H<sub>10</sub></b> is not significant at 0.05 level |
| Boys      | 50     | 27.07 | 37.79 |       |      |      |      |  |

**Table No. 2.** The analysis revealed that the calculated 't' value was lower than the critical value at both the 0.05 and 0.01 significance levels. Consequently, we can infer that there were no substantial disparities between male and female students' attitudes towards co-curricular activities in higher secondary schools. Furthermore, the findings indicated that students from government higher secondary schools exhibited a more positive disposition towards co-curricular activities compared to their counterparts in private institutions. These students demonstrated a heightened awareness of and engagement in co-curricular pursuits.



**Figure No. 2 Gender wise students attitude score towards co-curricular activity**

**Figure No. 2** The data indicated that the attitudes of male and female students towards co-curricular activities were nearly identical. The analysis revealed only a marginal difference, with girls demonstrating a slightly higher inclination of 0.50 percent compared to boys in their approach to these activities.

#### Findings:

The investigator tried to state the findings of the study. It has been classified into two sections of findings objectives and hypotheses wise which have been determined in this chapter.

**Objectives No. 1** To find out the attitude towards co-curricular activities among the higher secondary school students in respect of management (Government and Private) in Tiruvannamalai District in Tamilnadu.

The study's findings indicated that students from government schools exhibited greater involvement and enthusiasm for co-curricular activities compared to their counterparts in private schools. The researcher's analysis revealed that 64.7% of government school pupils demonstrated a positive attitude towards co-curricular pursuits, whilst only 35.3% of private school students showed a favourable disposition towards such activities.

Based on the hypothesis testing, the null hypothesis was accepted. This indicates that significant disparities were observed in the attitudes between students from government and private schools.

**Objectives No. 2.** To find out the attitude of co-curricular activities among the higher secondary school students in respect of gender (Boys and Girls) in Tiruvannamalai District in Tamilnadu.

The study's findings indicated that male and female students exhibited equivalent attitudes towards co-curricular activities, engaging in them similarly. A marginal difference of 0.5 percent was observed, with girls showing a slightly more positive disposition towards co-curricular pursuits compared to boys.

The analysis of the hypothesis revealed that the null hypothesis was not supported. This indicates that there were substantial variations in attitudes towards co-curricular activities.

The findings showed that approximately half of the students, both male and female, were engaged and enthusiastically participated in co-curricular activities, demonstrating a positive outlook. Conversely, the remaining 50% of boys and girls exhibited a lack of interest and a negative attitude towards these activities.

#### Suggestions:

On the basis of the discussions of the findings of the study, the researcher has put forth the following suggestions of the study:

- Pupils ought to engage in various academic activities such as seminars, workshops, quizzes, debates and other educational programmes. These events enable them to gain and refresh their knowledge, ultimately enhancing their scholastic performance.
- Schools should organise additional curricular and extracurricular activities focused on study habits. These initiatives should aim to educate students about the significance of extracurricular pursuits in developing one's character.
- The government should implement regular programmes for school-aged children. These should include inviting experts to deliver motivational speeches at schools or colleges, which can help students become more efficient and improve their educational outcomes.
- Teachers should encourage students to participate in extra-curricular pursuits in addition to their academic studies. This holistic approach can enhance the learning process and support educational development across various stages.

## RECOMMENDATIONS:

Based upon the above findings of the study, the investigator recommended the following recommendations.

1. Research can be conducted on co-curricular activities amongst students in both higher secondary and tertiary education within Tiruvannamalai District.
2. An investigation into the co-curricular pursuits of undergraduate students in Tiruvannamalai District could be undertaken.
3. An examination of co-curricular engagement among educators in secondary and vocational institutions across other districts in Tiruvannamalai may be performed.
4. An inquiry could be launched to assess the attitudes towards co-curricular activities among pupils and instructors at central government schools, such as Kendriya Vidyalaya, in Tiruvannamalai.
5. A comparative analysis of attitudes towards co-curricular activities could be carried out, encompassing students from private and government institutions at both higher secondary and collegiate levels throughout Tiruvannamalai.

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