



# STUDY OF ATTITUDE TOWARDS CO-CURRICULAR ACTIVITIES AMONG GRADUATE AND POST-GRADUATE PROSPECTIVE TEACHERS

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## ABSTRACT:

The aim of education is not merely imparting bookish knowledge but to make the youth good citizens by bringing about their physical, mental, social and intellectual development. Co-curricular activities are very helpful in development of child's entire personality. This paper is to know the attitude towards co-curricular activities among graduate and post-graduate prospective teachers. A Sample of 100 Graduate and post graduate prospective teachers from different colleges of education affiliated to Guru Nanak Dev University, Amritsar was taken. A self-prepared questionnaire about attitude towards Co-curricular having 50 items related with awareness, time schedule and attitude of prospective teachers towards community survey, campaigns on the social problem, self-government in school, field trips, various hobbies, morning assemblies, NCC, NSS, School elections and other related activities was prepared. Findings: No significant difference is found in the (i) attitude of graduate and post graduate male prospective teachers towards co-curricular activities; (ii) attitude of graduate and post graduate female prospective teachers towards co-curricular activities, (iii) attitude of graduate and post graduate prospective teachers towards co-curricular activities; (iv) attitude of male and female prospective teachers towards co-curricular activities.

**KEYWORDS:** Co-Curricular activities, attitude, Perspective.

## INTRODUCTION

The aim of education is not merely imparting bookish knowledge but to make the youth good citizens by bringing about their physical, mental, social and intellectual development. Co-curricular activities are very helpful in the development of child's entire personality, draw out the latent powers of children of varying temperaments and aptitude, supplement the academic work, socialize the pupil in rich social milieu of society and perform the real function of the education. Without co-curricular activities, institute is a teaching shop, the teachers remain in formation mongers and the pupils become bookworm. That is why it has become necessary to accord a proper place to the various co-curricular activities.

'An attitude is a negative or positive evaluation of an object which influences human behaviour towards that object'. – Michael Hogg.

As for as Co-curricular activities are concerned; these take place outside of a traditional

classroom and function to complement class curriculum. The International Dictionary of Education defines co-curricular activities as: Activities sponsored or recognized by a school or college which are not part of the academic curriculum but are acknowledged to be an essential part of the life of an educational institution. These activities include sports, school bands, student newspaper etc. Students feel a sense of belonging to the school and have higher self-esteem by participating in structured activities like music, dance, performing arts, etc. In addition to this, students become more motivated to perform better in their academics. This also makes the students feel happier, healthier and involved.

### **Review of related Literature:**

Kumari and Mini (2008) while comparing pre-service teachers with teacher educators found pre-service teachers having more favourable attitude towards Co-curricular activities. Sofi (2017) revealed that most of the students are very much interested in the outdoor Co-curricular activities but some psychological constraints came as a great barrier among them. Singh (2017) found that male and female teacher trainees possessed similar attitude towards co-curricular activities. Ritchie (2018) found that Co-curricular activities made a positive impact on the academic performance of students. Chan et al. (2020) reported that math focussed out-of-school time support can have a positive impact on students' attainment. Buckley and Lee's (2021) highlights the potential for a zero-sum or threshold outcome if balance is not struck between extracurricular activities and studies. Bekomsonet al. (2020) suggest that extracurricular activities may lead to academic attainment.

### **STATEMENT OF THE PROBLEM**

STUDY OF ATTITUDE TOWARDS CO-CURRICULAR ACTIVITIES AMONG GRADUATE AND POST GRADUATE PROSPECTIVE TEACHERS

### **OBJECTIVES:**

1. To compare the attitude of graduate and post graduate male prospective teachers towards co-curricular activities.
2. To compare the attitude of graduate and post graduate female prospective teachers towards co-curricular activities.
3. To compare the attitude of graduate and post graduate prospective teachers towards co-curricular activities.
4. To compare the attitude of male and female Prospective teachers towards co-curricular activities.

### **METHODOLOGY**

**Sample:** 100 Graduate and post graduate prospective teachers from different colleges of education affiliated to Guru Nanak Dev University, Amritsar

**Method:** The descriptive survey method was used.

**Tools:** A self-prepared questionnaire containing attitude towards Co-curricular having 50

items related with awareness, time schedule and attitude of prospective teachers towards community survey, campaigns on the social problem, self-government in school, field trips, various hobbies, morning assemblies, NCC, NSS, School elections and other related activities was used.

### Statistical analysis and Interpretation

Statistical measures such as Mean, SD, t- value were used to interpret the obtained data.

**H01:**“There is no significant difference in the attitude of graduate and post graduate male prospective teachers towards co-curricular activities”. For testing the above stated hypothesis, the data was tabulated and the mean score, standard deviation and t-value is calculated as given below in table 1:

Table 1: Mean, S.D. and t-value of graduate and post graduate male prospective teachers

Category	N	Mean	S.D.	t-ratio	Inference
Graduate (Male)	50	178.44	16.56	1.77	Not Significant
Post- Graduate (Male)	50	172.66	15.50		
Graduate (Female)	50	171.92	16.06	1.63	Not Significant
Post- Graduate (Female)	50	176.74	13.32		
Graduate (Total)	100	175.18	16.56	0.20	Not Significant
Post- Graduate (Total)	100	174.75	14.52		
Male (Post- Graduate & Graduate)	100	175.60	16.21	0.58	Not Significant
Female (Post- Graduate & Graduate)	100	174.33	14.88		

\*Not Significant at 0.05 level

The Table 1 Shows the mean scores of graduate male prospective teachers is 178.44 units which is slightly higher than that of mean scores of post graduate male prospective teachers whose mean score is 172.76 units. It may therefore be said that graduate male prospective teachers are having more favourable attitude towards co-curricular activities than that of post graduate male prospective teachers; but the difference in mean scores is marginal. Further t- value (1.77), is not found significant at 0.05 level, So, it may be interpreted that graduate and post graduate male prospective teachers have same degree of attitude towards co-curricular activities. Hence, the Hypothesis 1, “There is no significant difference in the attitude of graduate and post graduate male prospective teachers towards co-curricular activities”, is not rejected.

**Hypothesis-II:** “There is no significant difference in the attitude of graduate and post graduate female prospective teachers towards co-curricular activities”. For testing the above stated hypothesis, the data was tabulated and the mean score, standard deviation and t-value is calculated as given in table 1:

The Table 1 Shows the mean scores of post graduate female prospective teachers is 176.74

units which is slightly higher than that of mean scores of graduate female prospective teachers, whose mean score is 171.92 units. It may therefore be said that post graduate female prospective teachers are having more favourable attitude towards co-curricular activities than that of graduate female prospective teachers; but the difference in mean scores is marginal. Further t- value (1.63), is not found significant at 0.05 level, So, it may be interpreted that graduate and post graduate female prospective teachers have same degree of attitude towards co-curricular activities. Hence,the Hypothesis 2, “There is no significant difference in the attitude of graduate and post graduate female prospective teachers towards co-curricular activities”, is not rejected.

**Hypothesis-III:** “There is no significant difference between the attitude of graduate and post graduate prospective teachers towards co-curricular activities”. For testing the above stated hypothesis, the data was tabulated and the mean score, standard deviation and t- value is calculated given in table 1;

The Table 1 shows the mean scores of graduate prospective teachers in 175.18 units which is slightly higher than that of mean scores of post graduate prospective teachers, whose mean score is 174.75 units. It may therefore be said thatgraduate prospective teachers are having more favourable attitude towards co-curricular activities than that of post graduate prospective teachers; but difference in mean score is marginal. Further t-value (0.20) is not significant at 0.05 level. So it may be interpreted that graduate and post graduate prospective teachers have same degree of attitude towards co-curricular activities. Hence, the hypothesis 3, “There is no significant difference between the attitude of graduate and post graduate prospective teachers towards co-curricular activities”, is not rejected.

**Hypothesis-IV:** “There is no significant difference between the attitude of male and female prospective teachers towards co-curricular activities”. For testing the above stated hypothesis, the data was tabulated and the mean score, standard deviation and t-value is calculated given in table 1:

The Table 1 shows the mean scores of male prospective teachers is 175.60 units which is slightly higher than that of mean scores of female prospective teachers, whose mean score is 174.33 units.It maytherefore be said that male prospective teachers are having more favorable attitude towards co-curricular activities than that of female prospective teachers; but the difference in mean score is marginal. Further t-value (0.58) is not significant at 0.05 `levels. So it may be interpreted that male and female prospective teachers have same degree of attitude towards co-curricular activities. Hence, the hypothesis 4, “There is no significant difference between the attitude of male and female prospective teachers towards co-curricular activities”, isnot rejected. The result is in accordance with the earlier work of Singh (2017), who found that male and female teacher trainees possessed similar attitude towards co-curricular activities

#### **FINDINGS:**

1. There is no significant difference in the attitude of graduateand post graduate male prospective teachers towards co-curricular activities.

2. There is no significant difference in the attitude of graduate and post graduate female prospective teachers towards co-curricular activities.
3. There is no significant difference in the attitude of graduate and post graduate prospective teachers towards co-curricular activities.
4. There is no significant difference in the attitude of male and female prospective teachers towards co-curricular activities.

### **EDUCATIONAL IMPLICATIONS:**

As both male and female as well as graduate and post-graduate prospective teachers are found similar in their attitude towards co-curricular activities, so some programs need to be initiated for them:

1. Special programs should be conducted to make prospective teachers competent about the organization of co-curricular activities. They must be made aware about co-curricular activities like personality development programs, social skills, moral values, cultural values, team work, to build a sense of the responsibility etc.
2. NCTE as well as NCERT should arrange seminars, conferences, refresher courses as well as workshops for developing positive attitude towards co-curricular activities among prospective teachers and teacher educators.
3. Teacher educators should guide prospective teachers about co-curricular activities by using audio/visual aids, story-telling method, play way activities etc.

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