



Interest Of The Secondary Level Students In Extra-Curricular Activities – A Study

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Abstract

The present instigation is an attempt to study the interest of secondary level students in Extra-Curricular Activities. The investigator developed and validated a tool to measure the Extra – Curricular Activities. The population and samples consist of 250 Secondary level students. The data collected from the response were analyzed by using mean, standard deviation, T-Test and CHI- Square test. The findings reveal that secondary level students differ in terms of sex, medium of instruction, locality of school, nature of school, type of school, father's qualification, mother's qualification, father's occupation, mother's occupation and family annual income.

Keywords: Extra –Curricular Activities, Reading and Writing, Fine Arts, Science Activity, Social Activity and Sports.

Introduction

Extra-curricular activities help keep students involved in their school many students are able to meet other students with similar interest through extra-curricular activities can also boost school spirit For instance when students participate in these activities they come to school eager and excited because of their activity. This helps students feel like a part of the school and gives them a purpose for attending. Lastly, extra-curricular activities extend the school day, keeping students supervised longer. This allows students to spend more time with their teachers and class mates, improving relationships.

Extra-curricular activities are opportunities to engage in extensions of academic activities and non- academic activities under school auspices. In special circumstances, for example, when there are budget or scheduling constraints, Extra-Curricular Activities may provide experiences that would otherwise be offered within the school day. There are many types of Extra-Curricular Activities. Athletics is a major form of extra-curricular activity at many schools. In some schools, football is the centerpiece of the athletic program, but depending on where one lives, one may also find opportunities in baseball, bowling, cheerleading, climbing, field hockey, golf, ice hockey, ice skating. Lacrosse, mountaineering, rugby, alpine and cross-country skiing,

Snowboarding. snowshoeing, soccer, softball, swimming, table tennis, tennis, track, and

volleyball, Sports may have varsity and junior varsity teams or be conducted as clubs or intramural opportunities.

Significance of the Study

In today's society "everybody needs to feel good about themselves" It has become too easy to quit and too easy to let somebody else do the work. Education outside the four walls of classroom is an opportunity and an important part of every high school today. The educational experiences that occur outside of the classroom are extensions of the lessons students learn within the class room, which is even more reason to encourage participation in these activities. In some cases involvement in these activities is necessary to keep students interested in school.

Every student is interested in some Extra-Curricular Activities. The investigator wanted to find the activities in which the students are interested, since no study has been made on the interests of secondary level students in Extra-Curricular Activities in Coimbatore district; hence the investigator has chosen to do this study.

Objectives of the Study

The main objectives of the study are

1. To find out secondary level of students interest in Extra-Curricular Activities with regard to gender.
2. To find out secondary level students of interest in Extra-Curricular Activities with regard to medium of instruction,
3. To find out secondary level students of interest in Extra-Curricular Activities with regard to locality of the school.
4. To find out secondary level students of interest in Extra-Curricular Activities with regard to type of the school.
5. To find out secondary level students of interest in Extra-Curricular Activities with regard to nature of the school.
6. To find out secondary level students of interest in Extra-Curricular Activities with regard to father's qualification
7. To find out secondary level students of interest in Extra-Curricular Activities with regard to mother's qualification.
8. To find out secondary level students of interest in Extra-Curricular Activities with regard to father's occupation.
9. To find out secondary level students of interest in Extra-Curricular Activities with regard to mother's occupation.

10. To find out secondary level students of interest in Extra-Curricular Activities with regards family annual income.

Null Hypothesis

1. There is no significant difference between male and female secondary level students in their interest in Extra-Curricular Activities.

2. There is no significant difference between Secondary level students in English medium and Tamil medium students in their interest in Extra-Curricular Activities.

3. There is no significant difference between rural and urban area students in their interest in Extra-Curricular Activities.

4. There is no significant difference among secondary level students studying in government, government aided, and private schools in their interest in Extra- Curricular Activities.

5. There is no significant difference among secondary level students studying in girls, boys and co-education schools in their interest in Extra- Curricular Activities.

6. There is no significant association between fathers' qualification and students interest in Extra-Curricular Activities.

7. There is no significant association between mothers' qualifications and students interest in Extra-Curricular Activities.

8. There is no significant association between fathers' occupation and students interest in extra-curricular activities.

9. There is no significant association between mothers' occupation and students interest in Extra-Curricular Activities.

10. There is no significant association between family annual income and students interest in Extra-Curricular Activities.

Limitation of Study

The study is confined to select government, government aided, and private schools. Samples of 250 school students have been taken study. The study is limited to Coimbatore district only. The tool constructed by the investigator is used for the study.

Variables

In this investigation the variables interest of the secondary level students in Extra-Curricular Activities is the independent variable.

Sample of the Study

In this study investigator used random sampling techniques was used to select 250 secondary level students from different schools like government, government aided and private schools in Coimbatore district area.

Statically Analysis

1. Mean
2. Standard deviation
3. T-Test
4. F-Test
5. CHI- Square Test

Data Analysis- Descriptive Statistics

Table - 1

Mean	88.74
Median	88.00
Mode	89
Standard deviation	16.073
Skewness	.492
Kurtosis	.482
Minimum	51
Maximum	140

The mean, median and mode value for interest of students were found to be 88, 88,89 respectively. Also skewness and kurtosis were found to be .492 and .482 respectively. The value obtained for kurtosis (.482) is greater than the normal curve kurtosis value (0.23). Hence the leptokurtic.

Table – 2 Level Testing

Level	Low No %		Moderateno %		High No %	
Interest in extra-Curricular activities	36	14.4	179	71.6	35	14

From the table 4.2 it is clear that 71.6% of the students have average level of interest in Extra-Curricular Activities. Hence Interest of the Extra-Curricular Activities in Secondary Level Students is average.

Hypothesis Testing

Hypothesis-1

Table – 3 Interest Score: Sex

Sex	N	Mean	Standard Deviation	Calculated 't' value	Remarks at 5% level
Boys	125	87.32	14.635	1.404	Not Significant
Girls	125	90.17	17.334		

There is no significant difference between male and female Secondary Level of Students in their Interest in Extra-Curricular Activities.

Hypothesis – 2

Table - 4. Interest Score: Medium of Instruction

Categories	N	Mean	Standard Deviation	Calculated 't' Value	Remarks at 5% Level
English	165	84.38	14.844	6.458	Significant
Tamil	85	97.22	15.010		

There is a significant difference between secondary level in English Medium or Tamil Medium students in their interest Extra-Curricular Activities.

Hypothesis – 3

Table – 5 Interest Score: Locality of School

Locality of School	N	Mean	Standard Deviation	Calculated 'T' Value	Remarks At 5% Level
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Urban	125	92.84	16.844	4.159	Significant
Rural	125	84.65	14.184		

There is a significant difference between urban and rural area students in their interest in Extra-Curricular Activities.

Hypothesis 4

Table – 6 ANOVA of Interest Score: Type of School

Categories	Source of variance	Sum of square	Df	Mean score	'f' test	Remarks at 5% level
Government Government aided Private	Between groups	23.560	2	11.780	6.007	Significant
	Within groups	61340.257	247	248.341		

Therefore, there is a significant difference among secondary level students in government, government-aided and private schools in their interest in Extra-Curricular Activities.

Hypothesis 5

Table – 7 ANOVA of Interest Score: Nature of School

Categories	Source of variance	Sum of square	Df	Mean score	'f' test	Remarks at 5% level
Girls Boys Co-education	Between Groups	23.560	2	11.780	0.045	Not significant
	Within groups	64300.056	247	260.324		

There is no significant difference among secondary level students in girls, boys and co-education schools in their interest in Extra-Curricular Activities.

Hypothesis -6

Table – 8 Interest Score: Father’s Qualification

Variables	Df	Chi-Square	Table Value	Remarks 5% Level
Father’s qualification	6	9.046	12.59	Not significant

There is no significant association between Father’s qualification and Students Interest in Extra-Curricular Activities.

Table – 9 Interest score: father’s qualification

Variables	Df	Chi-square	Table Value	Remarks 5%level
Mother’s qualification	6	11.659	12.59	Not significant

There is no significant association between Mother’s qualification and Students Interest in Extra-Curricular Activities.

Hypothesis -8

Table – 10 Interest score: father’s occupation

Variables	Df	Chi-square	Table value	Remarks 5%level
Father’s Occupation	6	8.158	12.59	Not Significant

There is no significant association between Father’s qualification and Students Interest in Extra-Curricular Activities.

Hypothesis -9

Table – 11 Interest score: mother’s occupation

Variables	Df	Chi-square	Table value	Remarks 5%level
Mother’s Occupation	6	11.175	12.59	Not Significant

There is no significant association between Mother’s occupation and Students Interest in Extra-Curricular Activities.

Hypothesis -10

TABLE – 12 Interest Score: Family Annual Income

Variables	Df	Chi-square	Table value	Remarks 5%level
Family annual Income	6	7.354	12.59	Not Significant

There is no significant association between Family annual income and Student's Interest in Extra-Curricular Activities.

Findings

1. The calculated „t“ value (1.404) is less than that of the table value (1.96) at 5% level of significance. Hence, the null hypothesis is accepted. There is no significant difference between male and female secondary level students in their interest in Extra -Curricular Activities.
2. The calculated „t“ value (6.458) is greater than that of the table value (1.96) at 5% level of significance. Hence, the null hypothesis is rejected. There is a significant difference between medium of instruction of secondary level students in their interest in Extra -Curricular Activities.
3. The calculated „t“ value (4.159) is greater than that of the table value (1.96) at 5% level of significance. Hence, the null hypothesis is rejected. There is a significant difference between urban and rural area secondary level students in their interest in Extra -Curricular Activities.
4. Since the calculated „F“ value (6.007) is greater than that of the table value (3.00) at 5% level of significance. Hence, the null hypothesis is rejected. Therefore, there is a significant difference among secondary level students in government, government -aided and private schools in their interest in Extra -Curricular Activities.
5. Since the calculated „F“ value (.045) is less than that of the table value (3.00) at 5% level of significance. Hence, the null hypothesis is accepted. Therefore, there is no significant difference among secondary level students in girls, boys and co-education schools in their interest in Extra -Curricular Activities.
6. The calculate “chi-square” value (9.046) is less than that of the table value (12.59) at 5% level of significance. Hence, the null hypothesis is accepted. Therefore, there is no significant association between Father’s qualification and students interest in Extra-Curricular Activities.
7. The calculate “chi-square” value (11.659) is less than that of the table value (12.59) at 5% level of significance. Hence, the null hypothesis is accepted.

Therefore, there is no significant association between Mother's qualification and students interest in Extra-Curricular Activities.

8. The calculate "chi-square" value (8.158) is less than that of the table value (12.59) at 5% level of significance. Hence, the null hypothesis is accepted. Therefore, there is no significant association between Father's occupation and students interest in Extra-Curricular Activities.
9. The calculate "chi-square" value (11.175) is less than that of the table value (12.59) at 5% level of significance. Hence, the null hypothesis is accepted. Therefore, there is no significant association between Mother's occupation and students interest in Extra-Curricular Activities.
10. The calculate "chi-square" value (7.354) is less than that of the table value (12.59) at 5% level of significance. Hence, the null hypothesis is accepted. Therefore, there is no significant association between Family annual income and students interest in Extra-Curricular Activities.

Recommendations

Dance, drama, music and visual arts cultivate the direct experience of the senses: they trust un-mediated flash of insight as a legitimate source of knowledge. Their goal is to connect person and experience directly, to build the bridge between verbal and nonverbal, between the strictly logically and the emotional. Both approaches are powerful and both are necessary to allow the learner to gain a better understanding on the whole.

The arts connect people across time and cultures. Through the study of arts, students gain a greater understanding of their own culture as well as preparation for global citizenship. The arts enable students to frame the world from an aesthetic perspective, allowing them to see that there are many ways in which the world can be viewed.

Participating in sports can help a student increase his/her grades and attendance. Many students who lack motivation have trouble showing up for school. This policy treats the sports as an incentive. It is rewarding the person for attending school with something they like to do.

Reading and writing are not just a set of basic skills people are taught at school. They are an integral part of each educated individual's life since they are the basis of written communication. Written communication, in its turn is another tool for people to express their ideas and learn about those of others. Developed and mastered, effective reading skills give people, knowledge of events and places, enrich their vocabularies, and improve their writing skills.

Dairy writing, application, essays, CVs, cover letter and even e-mail often have to represent an individual. In such cases the person's writing is to from the reader's opinion about the individual's personality and abilities.

Developing reading skills leads to the development and improvement of writing skills.

Regular readers' comprehension skills (ability to compare and contrast, evaluate and summarize, identify specific features and games, make analogies) serve as a basis for good writing.

Science activities help students to acquire hands on occupation skills, learn the art of patience and build their confidence level.

It is also helps to develop scientific attitude among students, visiting science museums, exhibition and enrolling students as members in science clubs can help a lot to develop their interest in science. Awareness programs on environmental preservation and social responsibilities also develop scientific attitude in students.

Engaging in social activities help students to develop their team working skills, they learn to mutually understand respect each other's views and feelings.

Working as a group helps to realize the common interests of the group students understand the need of inter-dependency.

School plays an important role in developing the social behavior of students. It inculcates in students the skill necessary to live in the society. Schools should develop the good quality of social and interpersonal relationships through co-curricular activities. Schools also cultivate social values in students through activities.

Extra-Curricular Activities like NSS, Junior Red Cross and Social Awareness programmes also develop skills in students.

Conclusion

The results of the study show that the Secondary Level Students have high interest in Extra-Curricular Activities. They seem to be more interested in Reading and Writing than other Extra-Curricular Activities, related to Fine arts, Science activity, Social activity and Sports. Moreover, there is no significant difference in the interest in Extra-Curricular Activities of Secondary Level Students with reference to Gender, Nature of school, Father's qualification, Mother's qualification, Father's occupation, Mother's occupation and Family annual income.. Therefore, there is a significant difference in the interest in Extra-Curricular Activities of Secondary Level Students with reference to Medium of instruction, Locality of school, Type of school, Interest of score.

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