



## Attitude of University Students Toward Co-Curricular Activities

Dhanraj Singh Slathia

Rashtrasant Tukadoji Maharaj Nagpur University. (Maharashtra)

### Abstract

The Present study deals with the Attitude of University Students towards Co-Curricular Activities who are doing their Master Courses under Jammu University J&K. The aim of the paper was to highlight the students readiness, Knowledge and commitment towards their involvement in co-curricular activities in university. The survey method is used for the present study. A total of 200 respondents participated in the survey from 11 Departments under Jammu University J&K. The departments are selected randomly and the students also. The study reveals that there is the university students have a highly positive attitude towards co-curricular activities, therefore it is inferred that the students have awareness about the importance of co-curricular activities in the present educational system.

### Article Details

Submission: 26-11-2014

Re-submission: 00-00-0000

Publication: 27-01-2015

### Key Words:

Co-curricular activities; Students performance, Student readiness, Student knowledge, Student commitment.

### Introduction

There was a time when co-curricular activities, previously known as Extra-curricular activities, were looked upon as 'Extra', 'Slide show' and 'a mere waste of time'. Co-curricular activity are activity that educational organizations in some part of the world created for students. They served to promote a variety of activities which all school students had to attend alongside the standard study curriculum. It was believe that they encouraged everyone.

Co-curricular activities are mainly student activities. Student activities are those school activities voluntarily engaged in, by students which have approval of and are sponsored by the faculty and which do not carry credit towards promotion. Co-curricular activities, according to the present concept of education, are considered as media for the realization of the modern aim of Education i.e. the development of the total personality 'physical, intellectual, emotional, social, aesthetic, moral and spiritual aspects' of personality. They are also a source of enrichment and vitalization of the school curriculum. They provide outlet for the flow surplus energies of pupils.

### Benefits Of Co-curricular Activities

They are not a diversion but rather an extension program. Students who participate in activity programs tend to have higher grade average better attendance records, lower drop-out rate and fewer discipline problem than students generally.

- Co-curricular Activities are Inherently Educational;- Activities programs provide valuable for practical situation teamwork, sportsmanship, winning and loosing and hard work. Through participation in activity programs, students learn self-discipline, build self-confidence and develop skills to handle competitive situations.
- Physical development:- The physical activity like athletics, boxing, weightlifting, kho-kho, games and sports promote physical development of children. They are very helpful for motor and sensor development of children.
- Social Training:- By participating in co-curricular activities pupils learn valuable lesson in practical co-operation and the habits of team work; they realize the

relation of the society to the individual and of the individual in the society.

- Moral Training:- Co-curricular activities are also helpful in giving moral training. What is moral conduct ? "Moral conduct is the response that an individual makes to requirements and expectations of the social order in which he lives, in matters affecting the welfare of others", " It is a conduct approved by society".
- Worth Recreational Interest:- Education for leisure should being in school. It is an important as education for work. If recreational interest are developed during school life, they prove to be very beneficial in leisure hours of adult life and make lie fuller and richer.

### Related Literature:

Gladys Shuk-Fong Li, Frank J. H. Lu, Amy Hsiu-Hua Wang. 2009 This study examined whether emotional intelligence was one of the possible underlying psychological mechanisms responsible for behavior change that may be associated with the low levels of effectiveness of physical activity (PA) interventions. The purposes of this study were: (1) to compare emotional intelligence (EI), health-related physical fitness (HRPF), and health-related quality of life (HRQL) for the different levels of PA in Taiwan college students; (2) to explore the predictability of PA levels, HRQL, and HRPF towards EI. The review indicates that participation in physical activity (PA) might be an effective way to improve the physical, psychological, as well as emotional health of college students. Thus, the importance of increasing exercise participation at the college level should be reinforced and implemented.

Marija Rakovac, Zeljko Pedisic, Shelly Pranic, Zrinka Greblo, Dinko Hodak. 2013. The purpose of this study was to assess the health-related quality of life (HRQoL) in a sample of Croatian university students and to determine its association with sociodemographic and lifestyle characteristics. The HRQoL scale on which Croatian students scored the highest was Physical Functioning. High mean scores were also found for other physical health measures, while the scores in mental health scales were somewhat lower. Although HRQoL-scores for the Croatian students were higher than in the general population of Croatia and student populations in several other coun-

tries, there is still room for improvement, especially in the mental health aspect.

**Statement Problem:**

The present study has been stated briefly as. "ATTITUDE OF UNIVERSITY STUDENTS TOWARD CO-CURRICULAR ACTIVITIES".

**Objectives of the Study:**

The following objectives shall be realised through the study:

1. To find out whether there are significant difference in the attitude of students ( male and female) towards co-curricular activities.
2. To find out whether there are significant difference in the attitude of students ( male and female) belonging to urban and rural area towards co-curricular activities.
3. To find out whether there are significant difference sex and locality (rural and urban) when attitude scores were taken as dependent variable.

**Hypothesis of the study:**

1. There will be no significant difference in the attitude of male and female students toward co-curricular activities.
2. There will be no significant difference in the attitude of students (male and female) belonging to urban and rural area toward co-curricular activities.
3. There will be no significant difference in the attitude of students toward co-curricular activities under joint influence of sex and locality.

**Method of Study:**

In the present study only one type of Attitude Scale was used to collect the required data. The main theme was to know the attitude of university students toward Co-curricular activities. The purpose of the data collection keeping in view the researcher used a structured scale.

The scale will be prepared by the investigator for measuring the attitude of students because there is no standardized tool for research. The researcher collected the views of university students and important view were discussed with supervisor. Finally the scale having 30 items was prepared. The questions were framed in such a manner which enabled a researcher to measure the attitude objectively. All questions were general and based on a single idea about 50% of the questions related to co-curricular activities were favourable and remaining 50% were related to unfavourable. After collecting the data the scoring was done. The following scheme was used for scoring the responses-

	SA	A	I	D	SAD
Favourable Statement	5	4	3	2	1
Unfavourable Statement	1	2	3	4	5

**Selection of Sampling:**

In the present study the sample of 200 students was selected from different departments of University of Jammu.

**Statistical Technique Used:**

In the present study the investigator employed, the technique of two way ANOVA was used to realize the objectives of the study. The use of ANOVA was considered most appropriate technique for finding out the attitude of university students towards co-curricular activities.

**Analysis of Variance:**

In the present study, the two-way analysis of variance technique was applied to the data of attitude scores with the factorial design as 2x2 factorial matrices with co-curricular activities, as criterion, which was studied in relation to locality (urban and rural) and sex (boys and girls).

**Results:**

Table 1 Showing scores of attitude of university students toward co-curricular activities.

		SEX		
		Male (A1)	Female (A2)	
(B1) Urban		123	117	
		114	116	
		110	109	
		117	93	
		106	128	
		121	106	
		105	86	
		106	104	
		120	118	
		96	102	
	ΣA1B1 = 1121 N1 = 10	ΣA2B1 = 1121 N3 = 10	ΣB1 = 2200 NB1 = 20	
(B2) Rural		94	104	
		121	86	
		118	83	
		130	103	
		98	84	
		110	105	
		127	115	
		116	93	
		104	99	
		121	104	
	ΣA1B2 = 1139 N2 = 10	ΣA2B2 = 976 N4 = 10	ΣB2 = 2115 NB2 = 20	
	ΣA1 = 2260 NA1 = 20	ΣA2 = 2055 NA2 = 20	ΣXT = 4315 NT = 40	

$$= \frac{(4307)^2}{40} = \frac{1850249}{40}$$

$$= 463756.22$$

Table 2: Showing squares of the scores.

		SEX		
		Male (A1)	Female (A2)	
(B1) Urban		15876	13689	
		12996	13456	
		12100	11881	
		13689	8649	
		11236	16384	
		14641	11236	
		11025	7396	
		11236	10813	
		14400	13924	
		9216	10404	
(B2) Rural		8836	10816	
		14641	7396	
		139924	6889	
		16900	10609	
		9604	7056	
		12100	11025	
		16129	13225	
		13456	8649	
		10816	9801	
		14641	10816	
X <sup>2</sup>		ΣA1= 257462	ΣA2 = 214117	ΣA2 = 471579

**Step 2 Sum of squares for total (SSX)**

Source of Variance	SS	Df	MS	F	Level of Significance
A (Sex)	1050.625	1	1050.625	8.40	Significant at 0.05 level
B (Locality)	180.625	1	180.625	1.44	Non-significant
AxB (Sex X Locality)	366.025	1	366.025	2.92	Non-significant
Within	4501.1	36	125.03		
Total	6098.375	39			

**Interpretation**

The F-ratio for the factor A i.e. Sex (Male and Female) students come out to be 8.40 which is significant at 0.05 level of significance against df 1 and 36. It shows that male and female students are significant different in their attitude towards co-curricular activities. When attitude score were taken as dependent variable. Hence hypothesis is rejected.

The F-ratio for the factor B i.e. Locality (Urban and Rural) came out to be 1.44 against df 1 and 36 which is not significant at .05 and .01 level against the table of 4.11 and 7.39 and The F-ratio for interaction AxB (Sex & Locality) has been found to be 2.92 which is less than the table value 4.11 and 7.39 against df 1 and 36 level of significance. It indicates that under joint influence of sex (Male & Female) and locality (Rural & Urban). It means that both factors are non significant differ-

ences in the attitude of students belonging to different locality toward co-curricular activities. Hence hypothesis is accepted.

**Findings:**

1. In general the university students have a highly positive attitude towards co-curricular activities, therefore it is inferred that the students have awareness about the importance of co-curricular activities in the present educational system.
2. In the present study, the gender is not a factor to differentiate the attitude towards co-curricular activities, because both boys and girls students shows positive attitude toward co-curricular activities.
3. The location of the residence is not a factor to differentiate the attitude towards co-curricular activities, because both urban and rural students shows positive attitude towards co-curricular activities.

**Conclusion:**

The Present study deals with college student's attitude toward co-curricular activities. Co-curricular activities are mainly student activities. These activities help the college students to improve their thinking capacity, belongingness and sociability. Hence the investigator concluded that the college students showed a positive attitude toward co-curricular activities. And it is also found that co-curricular activities will be the base for overall development.

**References:**

Feldman, A.F. and Matjasko, J.L. (2011) *The Role of School based Extracurricular Activities in Adolescent Development:*

*A Comprehensive Review and Future Directions*, University of Texas at Austin.

Dulewicz, V. and Slaski, M. (2003) Measuring Emotional Intelligence, Content, Construct, and Criterion related Validity. *Journal of Managerial Psychology*, 18(5): 405-420.

Gladys, S. and Frank, J. (2009) Exploring the Relationships of Physical Activity, Emotional Intelligence and Health in Taiwan College Students. *Journal of Exercise Science and Fitness*, 7(1): 55-63.

Marija, R., Zeljko, P., Pranic, S., Greblo, Z., Hodak, D. (2013) Sociodemographic and Lifestyle Correlates of Health-Related Quality of Life in Croatian University Students. *The International Society for Quality-of-Studies. (ISQOLS), Applied Research Quality Life*, 8(4): 493-509.

