



The attitude of university students towards co-curricular activity: A comparative study

Kankana Bag

bagkankana@gmail.com

Sidho-Kanho-Birsha University, Purulia,
West Bengal

Prasanta Gayen

pgayenedu@gmail.com

University of Calcutta, Kolkata,
West Bengal

Sk Saha Alam

sahaalamfootball@gmail.com

Sponsored Teachers' Training College, Purulia,
West Bengal

Sourav Chandra Gorain

gorainsourav@gmail.com

Sidho-Kanho-Birsha University, Purulia,
West Bengal

ABSTRACT

Each and every education process is forwarded following a particular curriculum which is one of the most vital aspects of education system. Besides curricular activities, co-curricular activities are equally important for the smooth conduction of the teaching learning process as well as for the all round development of the learners. In this present study, the researchers have tried to measure the attitude of the university students towards co-curricular activities. The attitude of students (Male and Female) of different streams (Science, Arts and Commerce) of Sidho-Kanho-Birsha University, Purulia residing in both rural and urban areas is the primal focus of this present study. 449 students from different streams of Sidho-Kanho-Birsha University have been randomly chosen as the sample of the study. Self-made questionnaire with 45 items has been used for the data collection. The result of the study reveals that rural students are more positive in their attitude towards co-curricular activities than the urban students. But in terms of gender, no difference is found in the attitude of the students. And among the streams, arts students show relatively more positive attitude than the students of science and commerce.

Keywords: Curriculum, Co-Curricular Activity, Attitude, University Students

1. INTRODUCTION

In this rapid changing world people are forwarding vary fast and for the sake of adjustment and fulfillment of their needs, they are unveiling the new paths of life. And for this university plays a significant role. The university education is composed of different streams like arts, science, and commerce. Each and every university is enriched and flourished mainly with the research work. Research emphasized on how to provide several new artificial hands to adjust with changing society. Besides generating innovative ideas, university enriched the learners in their professional field also. University education is called the higher education which runs in a systematic way where there is ideal and compact curriculum structure. **Shao-Wen (2012)** has rightly said, "Curriculum can be seen as a means of achieving specific educational goals and objectives. In this sense, a curriculum can be regarded as a checklist of desired outcomes." Uniformity of curriculum gives proper shape to both education system and learners. The basic aim of education is to form ideal citizen. In most of the cases learners enter into professional life after completing the university education and society gets a good human being with ideal personality as gift. Society is enriched with the quality of personality of the individuals. Quality of personality means honesty, punctuality, relation building capacity, leadership quality, decision making power etc. of a person which is not possible to acquire only with bookish knowledge. So, besides books several precious consciousnesses are needed, which can be developed by co-curricular activities. For all round development or holistic growth as well as prosperity of various components of personality of a man, curriculum is not the single way. Curriculum is enriched by co-curricular movement; it also strengthens the limbs of education. According to **Bhatia (1996)** "Co-curricular activities may be defined as the activities undertaken to strengthen the classroom learning as well as other activities both inside and outside the classroom to develop the personality of the child." Co-curricular activities includes camp, cultural programme, educational tour, NSS, debates, exhibition, intramural and extramural sports competitions etc. All these components are very precious to enhance educational, moral, physical, social, cultural and aesthetic values. If we want to make a good human being with effective personality, co-curricular activities have a true role. Keeping this view in mind the researchers have tried to investigate the attitude towards co-curricular activity of university level students who are the future of a nation.

2. LITERATURE REVIEW

Ritchie (2018) performed a study on “The Impact of Academic Co-Curricular Activity Participation on Academic Achievement: A Study of Catholic High School Students” to investigate the impact of co-curricular activities in the academic performances of Catholic secondary school students. 600 Catholic secondary school students were selected as the sample of the study. The result showed that co-curricular activities made a positive impact on the academic performances of the students.

Sofi (2017) conducted a study on “Attitude of female students towards outdoor Co-curricular activities” to discuss various problems against the participation of female students in outdoor co-curricular activities. Data was collected from 300 girl students from Pulwama and Srinagar districts following simple random sampling method. Self made questionnaire was used for the collection of data. The result showed 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) made a study on “Attitude of Teacher Trainees towards Co-Curricular Activities” to study the attitude of both male and female teacher trainees regarding co-curricular activities. Following simple random sampling method, 229 teacher trainees were identified as the sample of the study. The study was based on survey method with a self-made attitude scale. The result revealed that male and female teacher trainees possessed similar attitude towards most of the co-curricular activities but female teacher trainees showed more positive attitude towards cultural programme than their male counterpart.

Slathia (2015) studied on “Attitude of University Students toward Co-Curricular Activities” to study the attitude of master degree students towards co-curricular activities. The survey method was applied over 200 participants from randomly selected 11 departments of Jammu University J & K. The study revealed that university students had high positive attitude towards co-curricular activities and they were aware about the effectiveness of co-curricular activities. Gender and location of residence played no role in the attitude of university students towards co-curricular activities.

Trivedi (2014) performed a study on “Attitude of Students of Secondary and Higher Secondary Classes towards Co-curricular Activities” to find out the attitude of secondary and higher secondary students towards co-curricular activities. From 3 English medium schools of Ahmedabad district, 300 secondary and higher secondary students were chosen using Survey method as the sample of the study. The result showed that both secondary and higher secondary girls were more positive in their attitude towards co-curricular activities than their male counterpart.

3. OBJECTIVES OF THE STUDY

- To compare the students’ attitude towards co-curricular activity on the basis of residence.
- To compare the students’ attitude towards co-curricular activity on the basis of gender.
- To compare the students’ attitude towards co-curricular activity on the basis of their streams.

4. HYPOTHESES OF THE STUDY

H₀1: There is no significant difference of attitude towards co-curricular activity between urban and rural PG students.

H₀2: There is no significant difference of attitude towards co-curricular activity between male and female PG students.

H₀3: There is no significant difference of attitude towards co-curricular activity between science and arts PG students.

H₀4: There is no significant difference of attitude towards co-curricular activity between science and commerce PG students.

H₀5: There is no significant difference of attitude towards co-curricular activity between commerce and arts PG students.

5. POPULATION OF THE STUDY

Researchers selected all the PG students of Sidho-Kanho-Birsha University in Purulia district of West Bengal as the population of the study.

6. SAMPLE OF THE STUDY

Sample of 449 PG students were randomly selected from the different departments of Sidho-Kanho-Birsha University of Purulia district of West Bengal. The sample distribution is given in Table 1.

Table 1: Sample Profile

	Number of Distribution	Total
Male	231	449
Female	218	
Rural	303	449
Urban	146	
Arts	361	449
Science	43	
Commerce	45	

7. TOOLS

Attitude towards co-curricular activity scale developed by the investigators has been used for collecting data for this research study. This is a five point scale composed with 45 items.

8. PROCEDURE

449 PG students of several streams of Sidho-Kanho-Birsha University, Purulia were randomly selected as sample for the present study. After getting the permission of the Head of the Department, the researchers started the data collection. The researchers first established good rapport with the students and then the students were clearly given proper instructions regarding the responses of the self-made questionnaire. The students willingly responded to each questions within 45 minutes and handed it to the researchers. After data collection, the responses of the students were scored and analyzed in appropriate statistical calculations.

9. ANALYSIS

Table 2: Descriptive statistics along with ‘t’ value for rural and urban, male and female, science and arts, science and commerce, commerce and arts University students with regard to attitude towards Co-curricular Activities.

Pair of Comparison	N	Mean	SD	df	Mean Difference	Calculated ‘t’ Value	Critical ‘t’ value	Remark
Rural	303	175.24	14.64	447	3.65	2.48*	1.97 (0.05)	Significant
Urban	146	171.59	14.62					
Male	231	175.20	14.72	447	2.37	1.71	1.97 (0.05)	Not Significant
Female	218	172.83	14.65					
Science	43	172.39	12.36	402	2.49	1.10	1.97 (0.05)	Not Significant
Arts	361	174.88	14.20					
Science	43	172.39	12.37	86	3.46	0.99	1.99 (0.05)	Not Significant
Commerce	45	168.93	19.35					
Commerce	45	168.93	19.354	404	5.95	2.53*	1.97 (0.05)	Significant
Arts	361	174.88	14.20					

*Significant at 0.05 level

10. RESULTS AND DISCUSSION

10.1 Testing of H₀₁

Table 2 shows that the mean of attitude towards co-curricular activity for rural and urban PG students are 175.24 and 171.59 respectively with mean difference 3.65 and the standard deviations are 14.64 and 14.62 respectively. The calculated ‘t’ value is 2.48 which is greater than that of critical ‘t’ value for the degree of freedom 447. So the calculated ‘t’ value is significant at 0.05 level of significance. Result revealed that there is significant difference exists among the rural and urban PG students with regard to attitude toward co-curricular activity. So the null hypothesis (H₀₁) “There is no significant difference of attitude towards co-curricular activity between urban and rural PG students” is rejected.

10.2 Testing of H₀₂

Table 2 shows that the mean of attitude towards co-curricular activity for male and female PG students are 175.20 and 172.83 respectively with mean difference 2.37 and the standard deviations are 14.72 and 14.65 respectively. The calculated ‘t’ value is 1.71 which is less than that of critical ‘t’ value for the degree of freedom 447. So the calculated ‘t’ value is significant at 0.05 level of significance. Result revealed that there is no significant difference exists among the male and female PG students with regard to attitude toward co-curricular activity. So the null hypothesis (H₀₂) “There is no significant difference of attitude towards co-curricular activity between male and female PG students” is accepted.

10.3 Testing of H₀₃

Table 2 shows that the mean of attitude towards co-curricular activity for science and arts PG students are 172.39 and 174.88 respectively with mean difference 2.49 and the standard deviations are 12.36 and 14.20 respectively. The calculated ‘t’ value is 1.10 which is less than that of critical ‘t’ value for the degree of freedom 402. So the calculated ‘t’ value is significant at 0.05 level of significance. Result revealed that there is no significant difference exists among the science and arts PG students with regard to attitude toward co-curricular activity. So the null hypothesis (H₀₃) “There is no significant difference of attitude towards co-curricular activity between science and arts PG students” is accepted.

10.4 Testing of H₀₄

Table 2 shows that the mean of attitude towards co-curricular activity for science and commerce PG students are 172.39 and 168.93 respectively with mean difference 3.46 and the standard deviations are 12.37 and 19.35 respectively. The calculated ‘t’ value is 0.99 which is less than that of critical ‘t’ value for the degree of freedom 86. So the calculated ‘t’ value is significant at 0.05 level of significance. Result revealed that there is no significant difference exists among the science and commerce PG students with regard to attitude toward co-curricular activity. So the null hypothesis (H₀₄) “There is no significant difference of attitude towards co-curricular activity between science and commerce PG students” is accepted.

10.5. Testing of H₀₅

Table 2 shows that the mean of attitude towards co-curricular activity for commerce and arts PG students are 168.93 and 174.88 respectively with mean difference 5.95 and the standard deviations are 19.354 and 14.20 respectively. The calculated 't' value is 2.53 which is greater than that of critical 't' value for the degree of freedom 404. So the calculated 't' value is significant at 0.05 level of significance. Result revealed that there is significant difference exists among the commerce and arts PG students with regard to attitude toward co-curricular activity. So the null hypothesis (H₀₅) "There is no significant difference of attitude towards co-curricular activity between commerce and arts PG students" is rejected.

11. FINDINGS OF THE STUDY

- The result shows that attitude towards co-curricular activity is not the same between the rural and urban PG students. The rural PG students are more positive in their attitude towards co-curricular activity than the urban PG students.
- The gender plays no significant role in the attitude towards co-curricular activity among the PG students.
- No significant difference is also found among the science and arts PG students in regard to attitude towards co-curricular activity. They possess relatively same kind of attitude towards co-curricular activity.
- Attitude of the science PG students also doesn't differ from the commerce PG students. They both occupy the same kind of attitude towards co-curricular activity.
- But attitude of commerce PG students towards co-curricular activity differs from the arts PG students. Arts PG students are more optimistic than the commerce PG students in relation to the attitude towards co-curricular activity.

12. CONCLUSION

So, co-curricular activities are equally as important as curricular activities in the education process. The students of all level should show positive attitude towards co-curricular activities. In this present study rural PG students have more positive attitude than the urban PG students. But in terms of male and female, female PG students are not far behind the male PG students. The attitude of the Female PG students is near to the male PG students. And among the streams, the arts PG students are in the top and the commerce PG students stand at the bottom in the hierarchy of positive attitude towards co-curricular activities. Science PG students are less than the arts PG students but greater than the commerce PG students with regard to positive attitude towards co-curricular activities at university level.

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