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Research Article

Attitude towards Co-Curricular Activities of Primary School Students

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Abstract

This study investigates the attitude of primary school students towards co-curricular activities, focusing on understanding their perceptions, preferences, and engagement levels. Co- curricular activities play a pivotal role in holistic development, and understanding students' attitudes towards them is crucial for effective implementation.

A mixed-methods research approach was employed, utilizing surveys and interviews to collect data from a diverse sample of primary school students. The results reveal that the majority of students exhibit a positive attitude towards co-curricular activities, perceiving them as enjoyable and beneficial for personal growth. Furthermore, the study highlights the significance of factors such as parental support, teacher encouragement, and the availability of a variety of activities in influencing students' attitudes. It also discusses the impact of gender, grade level, and socio-economic background on students' preferences.

The findings of this research shed light on the importance of fostering a positive attitude towards co-curricular activities in primary schools. This knowledge can guide educators and policymakers in designing more engaging and inclusive co-curricular programs to enhance the overall development of young learners.

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1. Introduction

We are the luckiest one who took a birth as a human being and not as an animal. We have a mind to think and heart to feel the activities happen around us. To survive in this world growth and development is necessary for any human being and this growth and development is possible only with the help of Education and other co-curricular activities. Every human being is different from others. Therefore, we can say that everyone has their own potentialities and capacity to survive and can make a place in this big world with the help of education. Our education system is expanded in vast different Zones so we have many options to choose and gather the knowledge and degree as per chosen options. However, when people go into the market for securing the different place then others at that time only degrees not work but his/her experience works related to that particular occupation. Today is human being have to be smart and practical. Therefore, we can say that only education does not work here. Now a day is every school encourages their students to take part

in different activities which we can say that Co–curricular activities. By taking part in these activities, a person can mould himself and leaves footprints differently than others or we can say that students can develop skills beyond knowledge of subjects. Co–curricular activities also help to improve teaching techniques at school. School is to a student what roots are to a plant. In order to have a stable growth, a steady rise and a firm future, one must have good schooling, school doesn't refer to just a building where you are made to mug up the syllabi and pass the exams. School is any place where you begin to know yourself, to make yourself and to direct yourself. School can be any place where you are educated and not just made to pass exams. For what a good school stands is to make its pupils achieve pinnacles of glory in whatever they do. Therefore, to wrap up, remember –To Fathom, one must wonder; to function, one must work; to flourish, one must win and to be able to do this, one must follow, one must be guided.

All this, is something that only a school can give. Thus, school is essential part of our life. Every activity in school life plays a significant role in development of students. Co–curricular activities are an essential part of school life and help in enhancing learning process of students at school. Co – curricular activities are not new to the modern curricular education syllabi. It can be traced into Indian ancient schools, *gurukuls*, and religion places. All the Indian scriptures like Mahabharata, *Ramayana*, *Ved*, *Upnishad*, etc. mentioned about co-curricular activities. In the ancient times, simple co-curricular activities in school were organized like wrestling, cooking, singing, playing, magic, etc. Being brilliant just in academics does not help a student become a responsible citizen. A student must be equally talented in other fields as well as and even if not he/she must at least pay some interest in them. Being both academically and co-curricular talented help a student face the world. It helps them develop their personality. Co–curricular activities are compulsory activities, which is important for every student to participate. Co–curricular activities are designed and balanced with academic curriculum so that every student gets to learn beyond subjects. These activities significantly take place outside a general experience of pen and pencil classroom. It offers the students an opportunity of growing their skills and show their non – academic capacities as well. These activities might be compulsory, such as drama, art or music classes that take place during the day. Usually, others are voluntary like participating in school sports team, student newsletters or school debating team. In every case, participation always helps students. In order to summarize, co–curricular activities are meant to bring social skills, intellectual skills, moral values, personality progress and character appeal in students. It includes athletics, cultural events, library activities, science lab activities, classroom activities, creative arts etc. Let us see the Role of Co-curricular activities in a student's life, which cannot be put into, words easily but we can try.

- It helps to enhance the all-round personality of the students to strongly face the turbulent road of the future. Experiences and appreciation gained through these activities assist students during internships and other sponsored programs.
- The goal of co-curricular activities to give the better fitness to students and inculcate a sense of sportsmanship, competitive spirit, leadership, meticulousness, cooperation, team spirit. The hidden motive behind all this is to develop self-confidence and to learn to trust the team.
- Studies have shown that students pursuing their hobbies achieved better results in their studies. Their academic performance goes away up north as they learn to balance their Co–curricular activities with their academic pursuits.

Let us see how co-curricular activities are beneficial to the students of the school or colleges:

- Co- curricular activities stimulate playing, acting. Singing, recitation, speaking and narrating in students.
- Activities like participation in games; debates, music, dram, etc. help in achieving overall functioning of education.
- It enables the students to express themselves freely through debates.
- Games and sports help to be fit and energetic to the child.
- It helps to develop the spirit of healthy competition.
- These activities guide students how to organize and present an activity.
- How to co-operate and how to coordinate can help a student to increase and develop the leadership qualities.
- It provides the avenues of self-observation, self-identification, self-assessment and self-socialization when the child encounters organizers, fellow participants, teachers, and people outside the school during cultural activity.
- Inculcate the values to respect other's view and feeling.
- Co-curricular activities provide motivation for learning.

There are two types of co-curricular activities:

1. Indoor Activities
2. Outdoor Activities

Let us see the list activities in each heads:

- **Indoor activities**

Dramatics, Music and Dance, Drawing and Painting, Decoration, Weaving, Clay modelling, First aid, Tailoring, Rangoli, Book binding, Card board work, leather work, organising school panchayat, Student Self Government, Art and Craft.

- **Outdoor Activities**

Morning Assembly, Mass Prayer, Excursions, Mass Parade, Mass Drill, Yoga, Athletics, Bicycling, Gardening, Cricket, Basketball, Volleyball, Kabaddi, Kho-Kho, Hand ball, Village survey, Excursions, Social service in neighborhood. Researcher is interested to know the real attitude of the primary students towards co-curricular activities. In this competitive world along with the Education, students are expected to have additional skills, which can help them in positive way from all the aspects. Researcher is interested to know that how Boys and Girls adapt the Co-Curricular activities. On the other hand, researcher is interested to know whether East and West Zone school environment has different impact on the adaption of Co-

Curricular activities. That is why the researcher chosen this study.

2. Objectives of the Study

Research is an organized investigation of a problem in which there is an attempt to gain solution to a problem.
"A research objective is clear, concise, declarative statement, which provides direction to investigate the variables."[9]
Following are objectives of the study:

- To decide the level of an attitude towards Co-Curricular Activities of Primary School Students of Ahmedabad City.
- To study an attitude towards Co-Curricular Activities of Primary School Students of Ahmedabad city.
- To study an attitude of students towards Co-Curricular Activities based on their Gender.
- To study an attitude of students towards Co-Curricular Activities based on their Zone.

3. Variables of the study

"Independent variable defines as the variable that is changed or controlled in a scientific experiment or research. These are the variables that experimenter changes to test their dependent variables."[10] In this research, Independent Variable would be Student's Attitude towards Co-Curricular Activities and Dependent Variable would be Gender and Zone.

Types of Variables & It's Level

Sr. No.	Types of Variable		Variable	Level
1	Dependent	Co-curricular Activities	-	-
2	Independent	Gender	Boys	Girls
		Zone	East	West

Table 1: Types of Variables & It's Level

4. Research Methods

George Mouley has classified research methods into three basic types.

- Descriptive
- Historical
- Experimental

The method of the present study is the descriptive method of which survey method is used for this research. The survey method is one of the most common, popular and widely used method in applied social research. Survey is a technique for gathering large amount of information from a large population in a relatively short duration, with the intent of employing data to justify current practices or to make more intelligent plans for improving plans.

Sampling Method

The researcher has applied stratified simple random sampling and cluster sampling techniques. In the present study, the researcher has taken a sample of 300 students, which is shown in Table 1, In stratified sampling, the researcher divided population in strata on the basis of some characteristics and from each of these smaller homogenous groups draws a predetermined no of units at random. In cluster sampling, the sample unit contains groups of elements (clusters) instead of individual members in the population. Here groups are formed and the selection is made randomly from this groups.

Sampling Details for Attitude Scale

0		Boys	Girls	Boys	Girls
1	Divine Buds School	31	19	-	-
2	St. Blaze School	27	14	-	-
3	Lord Nilkanth School	18	4	-	-
4	G.N.C School	21	10	-	-
5	K.N. Primary School	-	-	30	16
6	C.U. Shah School	-	-	42	23
7	Ambika School	-	-	15	24
8	Gyandeep School	-	-	25	25
Total		97	47	112	88

Table 2: Sampling Details for Attitude Scale

Selection of tool and its use plays a vital role in collection of data and depends upon the researcher's study. The selected tool used for the collection of data must be reliable and valid. Various tools are employed to collect quantitative and qualitative data in educational research. For example, the researcher can either use the available tools or construct new tools, if the need arises for research study. In the present study, the researcher prepared a self-made "Co-curricular Activity Questionnaire". In this kind of tool, researcher has to go to expert to examine it. They give their feedback and their final tool was prepared. In this study, the researcher has selected three alternatives: "YES", "NEUTRAL" and "NO" to calculate the score of the students.

Type of Statements

Sr. No	Type of Statement	Statement No.
1	Positive Statements	1, 2, 5, 6, 7, 8, 10, 11, 13, 14, 15, 19, 20, 22, 23, 25, 26, 32, 33
2	Negative Statements	3, 4, 9, 12, 16, 17, 18, 21, 24, 27, 28, 29, 30, 31, 34, 35, 36, 37

Table 3: Type of Statements

In the present study, the researcher found the mean score, standard deviation and used CR. The raw data was given the score and it is organized and classified under the selected variables using appropriate statistics techniques. The analysis of data was strictly in accordance with the objectives and variables of the study.

5. Findings

In this study, after completion of the data collection, scores were calculated for each student. All the data related to scores were saved in the data file and were utilized further for knowing

statistical features of the scores of all the variables. Researcher tries to find out that whether the attitudes of students differ With respect to various variables.

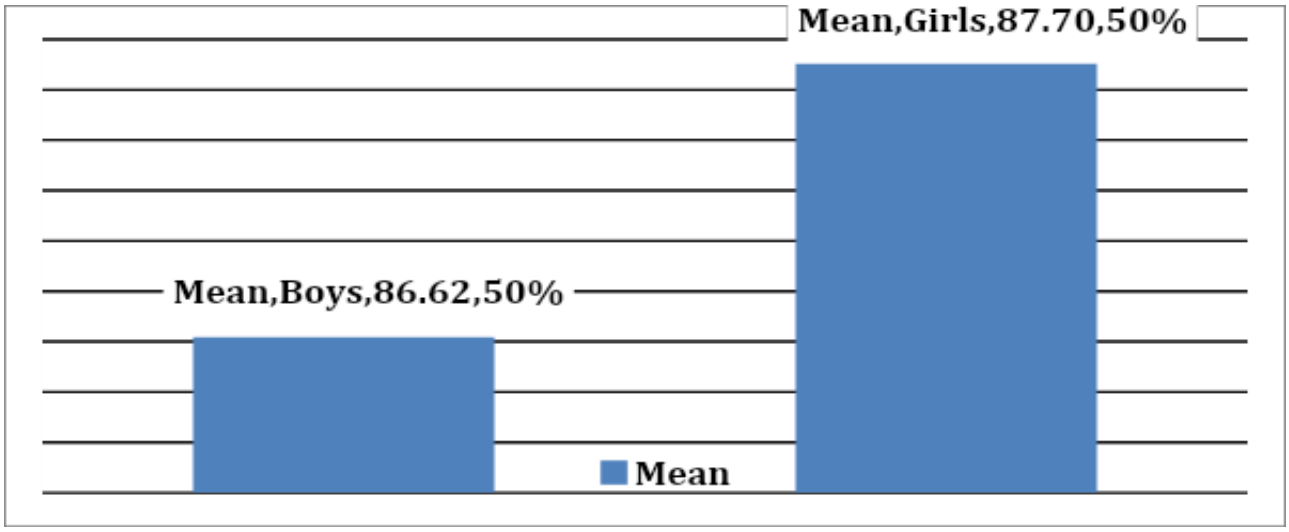
H01: There is no significant difference between the mean scores of attitude towards co-curricular activities of Boys and Girls of Ahmedabad city.

Table 4: Statistics of Boys and Girls students on the attitude towards co-curricular activities of Ahmedabad City

Gender	N	Mean	SD	SD2	Mean Diff.	SED	CR	REMARK
Boys	209	86.62	7.21	52.00	1.09	0.80	1.36	Not Significant
Girls	135	87.70	7.24	52.36				

df = (N1 + N2) – 2	Table Value at 0.01 = 2.59
df = (209 + 135) - 2 = 342	Table Value at 0.05 = 1.97

Table 4 shows the mean, standard deviation and CR calculated for all the Boys and Girls of the primary school of Ahmedabad City**.** In Table – 4, CR is 1.36, calculated from the collected scores from all the Boys and Girls students of Ahmedabad city, Which is less than table value 1.97 at 0.05 level of significance. Hence, null hypothesis H01 is not rejected at 0.05 level. This shows that there is no difference between the attitude of Boys and Girls towards the co-curricular activities. The attitude of boy and girl students is same towards co-curricular activities.



Graph 1: Mean scores of attitude of Girls and Boys Students towards co-curricular activities.

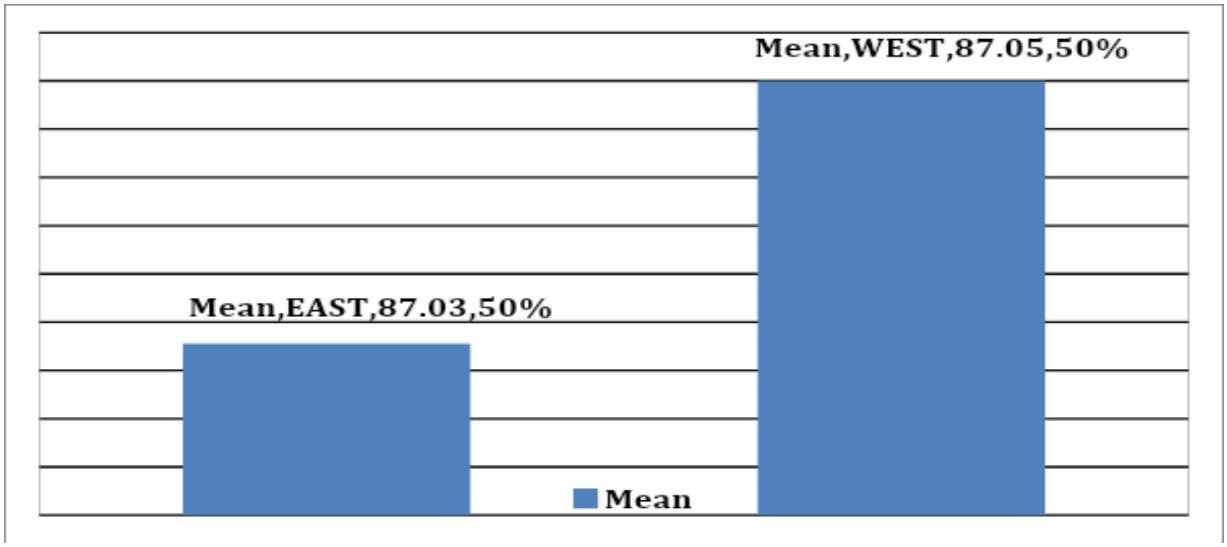
H02: There is no significant difference between the mean scores of attitude towards co-curricular activities of students studying in East and West Zones

Table 5: Statistics of East and West Zone students on the attitude towards co-curricular activities of Ahmedabad City

Zone	N	Mean	SD	SD2	Mean Diff.	SED	CR	Remark
East	144	87.03	7.93	62.88	0.03	0.81	0.03	Not Significant
West	200	87.06	6.70	44.91				

df = (N1 + N2) – 2	Table Value at 0.01 = 2.59
df = (144 + 200) - 2 = 342	Table Value at 0.05 = 1.97

Table 5 shows the mean, standard deviation and CR calculated for all the students of the East and West zone. In Table 5, CR is 0.03, calculated from the collected scores from students of East and West zone, which is less than table value 1.97 at 0.05 level of significance. Hence, null hypothesis H02 is not rejected at 0.05 level. This shows that there is no difference between the attitude of East and West zone students towards the co-curricular activities. The attitude of East and West zone students is same towards co-curricular activities.



Graph 2: Mean scores of attitude of East and West zone students towards co-curricular activities.

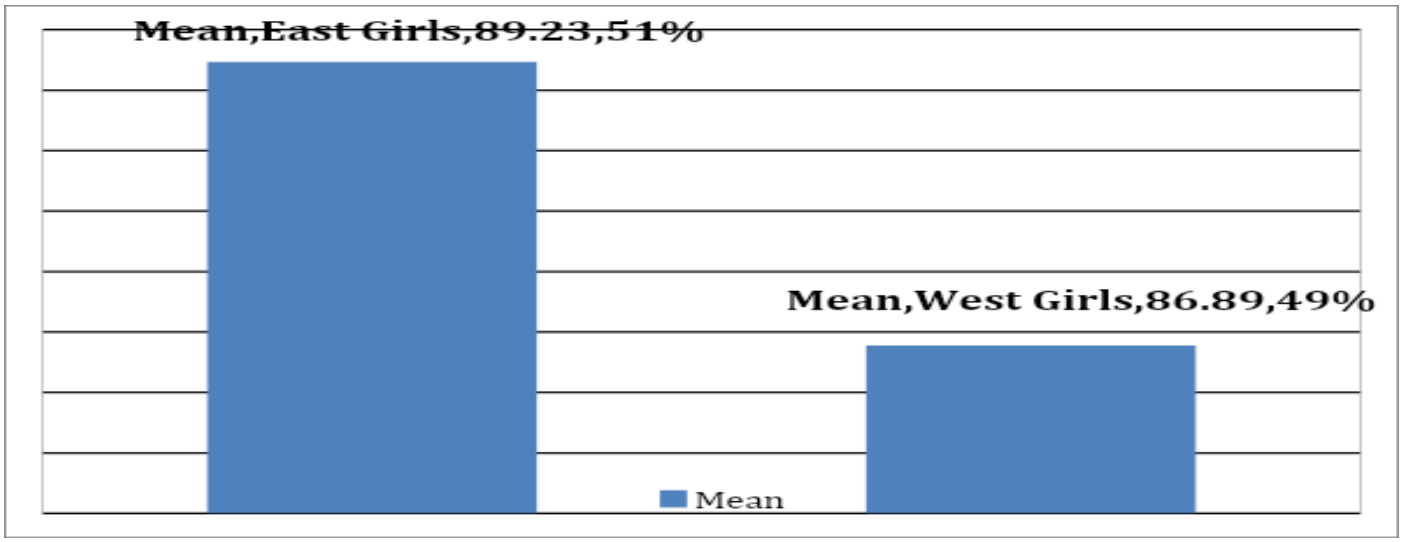
H03: There is no significant difference between the mean scores of attitude towards co-curricular activities of Girls studying in East and West Zones.

Table 6: Statistics of Girls of East and West Zone on the attitude towards co-curricular activities

Girls	N	Mean	SD	SD2	Mean Diff.	SED	CR	Remark
East	47	89.23	8.18	66.84	2.35	1.38	1.70	Not Significant
West	88	86.89	6.59	43.37				

df = (N1 + N2) - 2	Table Value at 0.01 = 2.61
df = (47 + 88) - 2 = 133	Table Value at 0.05 = 1.98

Table 6 shows the mean, standard deviation and CR calculated for all girl students of the East and West zone. In Table 6, CR is 1.70, calculated from the collected scores of Girls students of East and West zone, which is less than table value 1.98 at 0.05 level of significance. Hence, null hypothesis H03 is not rejected at 0.05 level. This shows that there is no difference between the attitude of East and West zone Girls students towards the co-curricular activities. The attitude of East and West zone Girl's student is same towards co-curricular activities.



Graph 3: Mean scores of attitude of East and West zone Girl students towards co-curricular activities.

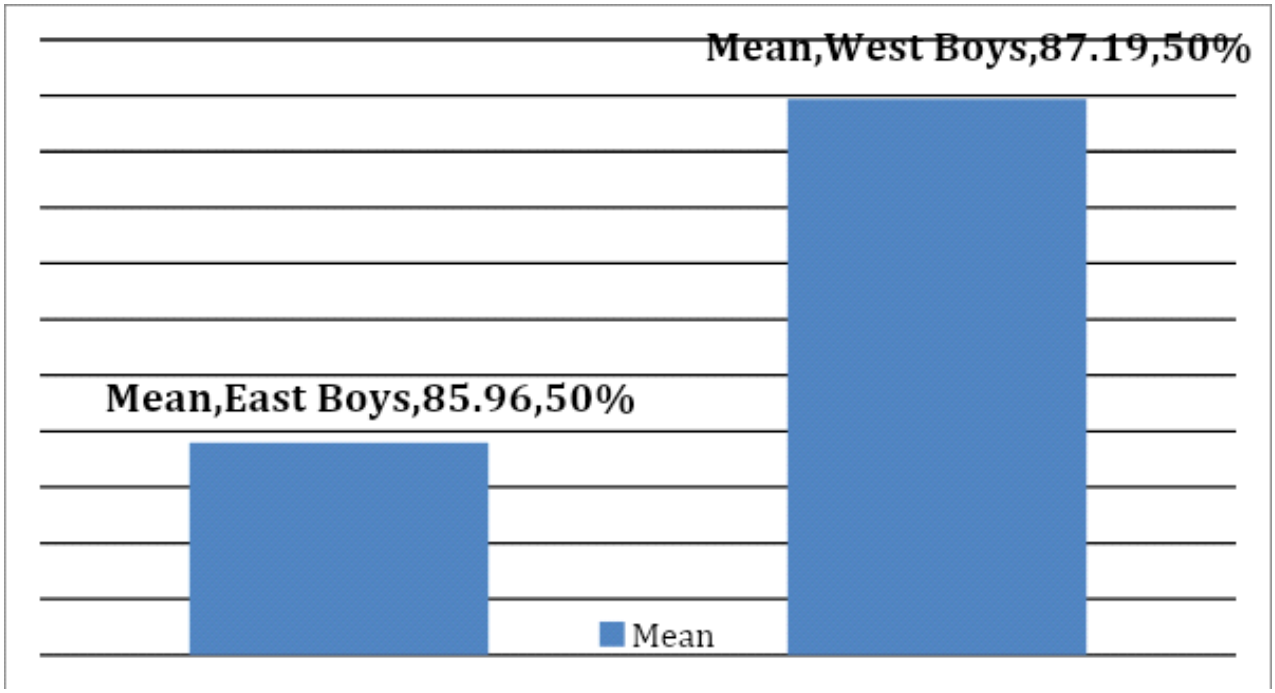
H04: There is no significant difference between the mean scores of attitude towards co-curricular activities of Boys studying in East and West Zones.

Table 7: Statistics of Boys of East and West zone on the attitude towards co-curricular activities

BOYS	N	MEAN	SD	SD2	MEAN DIFF.	SED	CR	REMARK
EAST	97	85.96	7.62	58.10	1.23	1.01	1.22	NOT SIGNIFICANT
WEST	112	87.19	6.82	46.48				

df = (N1 + N2) – 2	Table Value at 0.01 = 2.59
df = (97 + 112) - 2 = 207	Table Value at 0.05 = 1.97

Table 7 shows the mean; standard deviation and CR calculated for all Boys students of the East and West zone. In Table 7, CR is 1.22, calculated from the collected scores of boy's students of East and West zone, which is less than table value 1.97 at 0.05 level of significance. Hence, null hypothesis H04 is not rejected at 0.05 level. This shows that there is no difference between the attitude of East and West zone boy's students towards the co-curricular activities. The attitude of East and West zone boy's students is same towards co-curricular activities.



Graph 4: Mean scores of attitude of East and West zone Boy's students towards co-curricular activities.

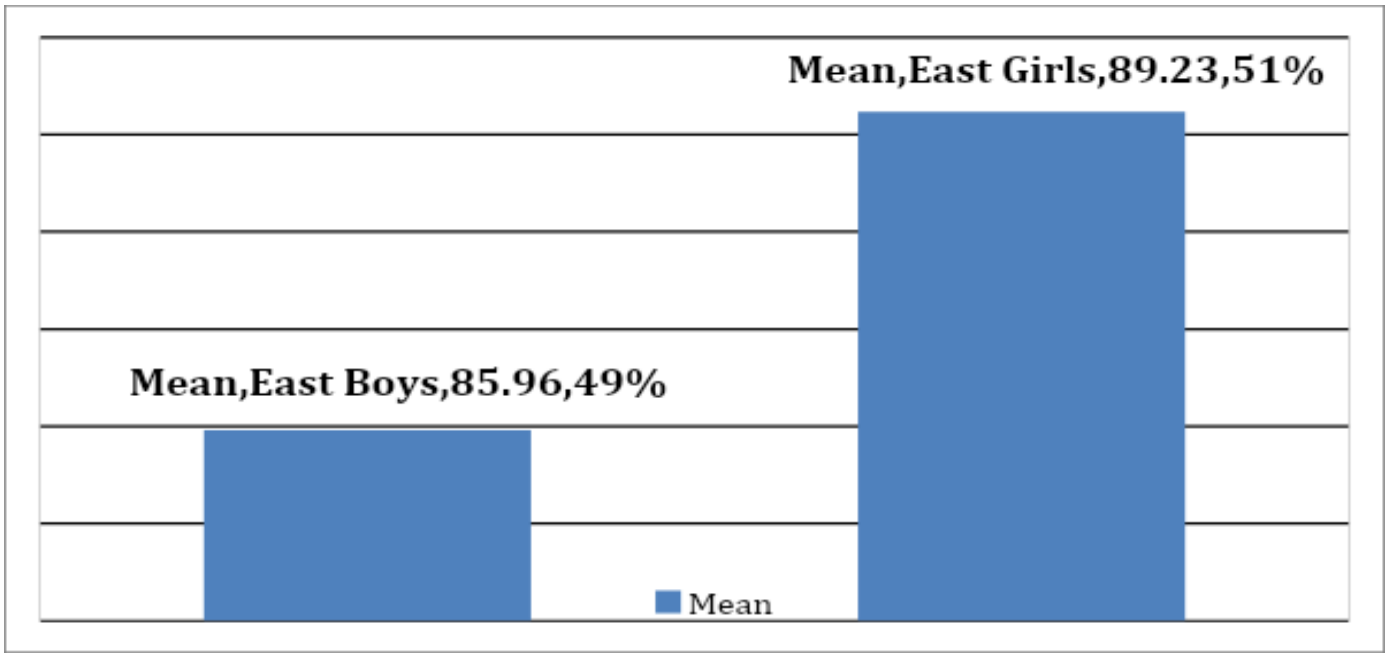
H05: There is no significant difference between the mean scores of attitude towards co-curricular activities of Boys and Girls studying in East zone.

Table 8: Statistics of Boys and Girls studying in East zone on the attitude towards co-curricular activities

EAST	N	MEAN	SD	SD2	MEAN DIFF.	SED	CR	REMARK
BOYS	97	85.96	7.62	58.10	3.28	1.42	2.30	SIGNIFICANT
GIRLS	47	89.23	8.18	66.84				

df = (N1 + N2) / 2	Table Value at 0.01 = 2.61
df = (97 + 47) / 2 = 142	Table Value at 0.05 = 1.98

Table 8 shows the mean, standard deviation and CR calculated for Boys and Girls studying in East zone. In Table 8, CR is 2.3039, calculated from the collected scores of Boys and Girls students of East zone, which is more than table value 1.98 at 0.05 level of significance. Hence, null hypothesis H05 is rejected at 0.05 level. This shows that there is a difference between the attitude of Boys and Girls of East zone towards the co-curricular activities. The attitude of Boys and Girls of East zone is different towards co-curricular activities.



Graph 5: Mean scores of attitude of Boys and Girls of East zone towards co-curricular activities

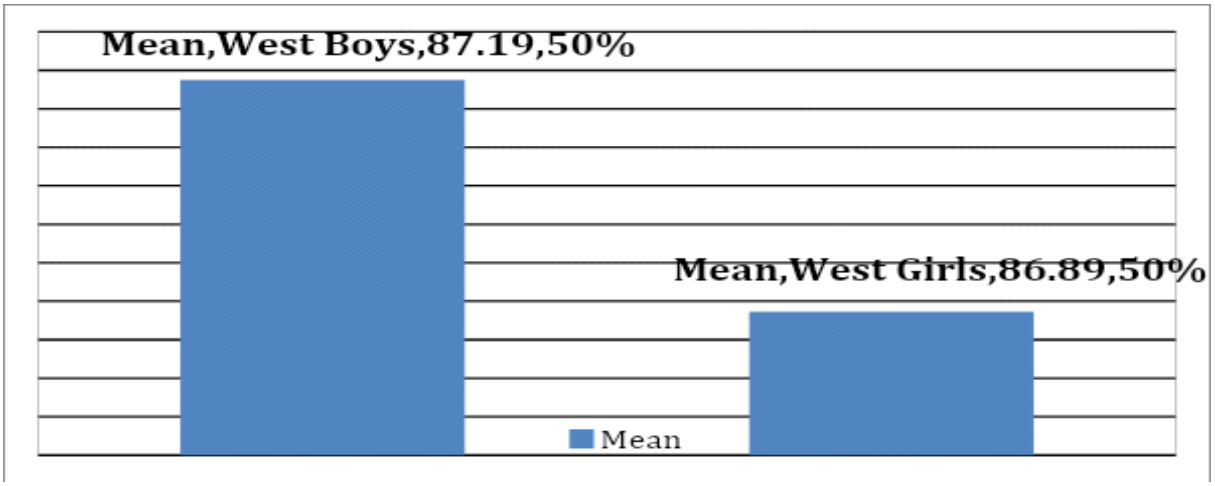
H06: There is no significant difference between the mean scores of attitude towards co-curricular activities of Boys and Girls studying in West zone.

Table 9: Statistics of Boys and Girls studying in West zone on the attitude towards co-curricular activities

WEST	N	MEAN	SD	SD2	MEAN DIFF.	SED	CR	REMARK
BOYS	112	87.19	3.82	46.48	0.30	0.95	0.32	NOT SIGNIFICANT
GIRLS	88	86.89	6.59	43.37				

df = (N1 + N2) – 2	Table Value at 0.01 = 2.60
df = (112 + 88) - 2 = 198	Table Value at 0.05 = 1.97

Table 9, shows the mean, standard deviation and CR calculated for Boys and Girls studying in West zone. In Table 9, CR is 0.32, calculated from the collected scores of Boys and Girls students of West zone, which is more than table value 1.97 at 0.05 level of significance. Hence, null hypothesis H06 is not rejected at 0.05 level. This shows that there is a difference between the attitude of Boys and Girls of West zone towards the co-curricular activities. The attitude of Boys and Girls of West zone is different towards co-curricular activities.



Graph 6: Mean scores of attitude of Boys and Girls of West zone towards co-curricular activities

6. Recommendation for Future Researches

Based on the current research, researcher thinks that it is helpful to do further study in the following areas to check the quality and acceptance of the co-curricular activities.

- To study the attitude of secondary and higher secondary students towards co-curricular activities.
- To study the attitude of the teachers towards the co-curricular activities.
- To study the positive impact of the co-curricular activities on their educational and personality growth.
- This kind of study can be organized at the state level as well as at the national level to identify the attitude of students towards co-curricular activities.
- There are several other critical factors can be studied like type of school, type of stream, socio- economic background of the students, specific type of co-curricular activities, etc. can be studied and how they impact attitude of the students towards co-curricular activities can be studied by the future researchers.

7. Conclusion

Co-curricular activities bring out inner capabilities of students and help them to realize their strengths and talents outside of traditional education system. It helps them to inculcate skills, which are going to help them in future for shaping their career. Skills like time management, organizational skills, how to communicate in the group and mass are some of the examples of skills, which are boosted, with help of co-curricular activities. It helps students to build the social network by making friends where they can form the group-based activities of their interest to make a team where they can participate in any kind of competitions. Many students were interested to take the lead in the area of the various activities and help others to groom as well which can build team-leading capabilities, which will in turn create leadership skills among those students.

Most importantly, it builds the personality of the students having strong communication skills, leadership skills, self-confidence, and self-esteem. It is most important for the parents, teacher and schools to organize this kind of co-curricular activities at the different level of age group, which can bring in different cognitive skills in the students to help them shape the education and career in better and positive direction.

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