

A Study on Attitude of Postgraduate Students towards Co-Curricular Activities in West Bengal

Shamim Akhtar

MA in Education, Department of Education, University of Kalyani, West Bengal, India

ABSTRACT

In the present study, the investigator attempted to find out the "Postgraduate Students" attitude towards co-curricular activities in West Bengal. 200 postgraduate University students were taken as a representative sample of the whole population. For selecting postgraduate students as a sample, the purposive sampling method was adopted. The investigator has adopted the survey research method for this study. A self-made attitude scale consists of 40 items was developed and used for collecting the data. For analyzing and interpreting the data the investigator used to Mean, S. D, t-test. The result shows that there is a significant mean difference between rural male and rural female, rural male and urban male students, and also the result shows that there is not a significant mean difference between male and female, rural and urban, urban male and urban female, rural female and urban female students.

KEYWORDS: Attitude, Co-Curricular Activities, Postgraduate Students, etc

INTRODUCTION:

As we all know that the aim of education is very wide. Education is related to various aspects of the mind and personality of the childlike intellectual development, social development, moral development, aesthetic development, cultural development, etc. To achieve this aim curricular activities are not sufficient. Here is the need for co-curricular activities to arise. These activities are undertaken to strengthen our learning beyond the academic curriculum. The philosophy of co-curricular activities means education through practical or learning by doing. The aim of education can be achieved only when curricular and co-curricular activities co-exist. The blend of the two is very essential to produce a complete person.

We can say based on the above discussion that the purpose of education cannot be achieved only through curricular activities. The importance of co-curricular activities in education, and especially in college or university educations is pointed out by educationists all over the world. These activities are an integral part of the college or university curriculum. They may reinforce, and give a broader and deeper understanding and comprehension to the intellectual pursuits, by and large, made in the classroom. Besides, they cater to the cultural, social, aesthetic development of the child; the sine qanoon [an indispensable component] of any and every good education system. In the idea of basic education given by Gandhiji co-curricular activities were given their due place in the form of physical, socio-cultural, and craft activities.

How to cite this paper: Shamim Akhtar "A Study on Attitude of Postgraduate Students towards Co-Curricular Activities in West Bengal" Published in International Journal of Trend in Scientific Research and Development (ijtsrd), ISSN: 2456-6470, Volume-5 | Issue-2, February 2021, pp.607-611, URL: www.ijtsrd.com/papers/ijtsrd38522.pdf



IJTSRD38522

Copyright © 2021 by author(s) and International Journal of Trend in Scientific Research and Development Journal. This is an Open Access article distributed under the terms of the Creative Commons Attribution License (CC BY 4.0) (<http://creativecommons.org/licenses/by/4.0>)



CONCEPT OF CO-CURRICULAR ACTIVITIES:

Co-curricular Activities (CCAs) earlier known as Extra-Curricular Activities (ECA) are the components of a non-academic curriculum that helps to develop various facets of the personality development of the child and students. For the all-round development of the child, there is a need for emotional, physical, spiritual, and moral development that is complemented and supplemented by co-curricular activities.

Co-curricular activities are defined as the activities that enable to supplement and complement the curricular or main syllabi activities. These are the very important part and parcel of educational institutions to develop the student's personality as well as to strengthen the classroom learning.

These activities are organized after school hours, so known as extra-curricular activities, co-curricular activities have a wide horizon to cater to the cultural, social, aesthetic development of the student.

STATEMENT OF THE PROBLEM:

The purpose of this study is to analyse the attitude towards co-curricular activities on postgraduate level students. Accordingly, the problem is stated as "A study on the attitude of postgraduate students towards co-curricular activities in West Bengal".

NEED AND SIGNIFICANCE OF THE STUDY:

- Co-curricular activities stimulate playing, acting, singing, recitation, speaking, and narrating in students.
- Activities like participation in-game debates, music, drama, etc, help in achieving the 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 student.
- Helps to develop the spirit of healthy competition.
- These activities guide students on how to organise and present an activity, how to develop skills, how to co-operate and co-ordinate in different situations-all these helps in leadership qualities.
- It provides the avenues of socialization, self-identification, and self-assessment when the student comes in content with organisers, fellow participants, teachers, people outside the college or university during cultural activity.
- Inculcate the values to respects others' views and feelings.
- It makes you perfect in decision making.
- It develops a sense of belongingness.
- CCA motivates learning.
- CCA develops the values like physical, psychological, Ethical, academic, civic, social aesthetic, cultural recreational, and disciplinary values.

RESEARCH QUESTION:

- What is the difference between male and female students' attitudes towards Co-curricular activities?
- What is the difference between rural and urban students' attitudes towards Co-curricular activities?
- What is the difference between rural mail and rural female students' attitude towards Co-curricular activities?
- What is the difference between urban male and urban female students' attitudes towards Co-curricular activities?
- What is the difference between rural female and urban female students' attitudes towards Co-curricular activities?
- what is the difference between rural mail and urban male students' attitude towards Co-curricular activities?

OBJECTIVES OF THE STUDY:

To get information about the attitude of postgraduate level students towards the necessity of Co-curricular activities. The main purpose of the was:

- To find out the attitude of students towards Co-curricular activities.
- To find out whether there is any significant difference of attitude towards Co-curricular activities in male and female students.
- To find out whether there is any significant difference of attitude towards Co-curricular activities in rural and urban area's students.
- To find out whether there is any significant difference of attitude towards Co-curricular activities in rural mail and rural female.
- To find out whether there is any significant difference of attitude towards Co-curricular activities in urban male and urban female.
- To find out whether there is any significant difference of attitude towards Co-curricular activities in rural females and urban females.
- To find out whether there any significant difference of attitude towards Co-curricular activities in rural male and urban male.

HYPOTHESES OF THE STUDY:

- **H₀₁:** There is no significant difference in attitude toward co-curricular activities in male and female students.
- **H₀₂:** There is no significant difference in attitude toward co-curricular activities in rural and urban students.
- **H₀₃:** There is no significant difference in attitude toward co-curricular activities in rural male and rural female students.
- **H₀₄:** There is no significant difference in attitude toward co-curricular activities in urban mail and urban female students.
- **H₀₅:** There is no significant difference in attitude toward co-curricular activities in rural female and urban female students.
- **H₀₆:** There is no significant difference in attitude toward co-curricular activities in rural male and urban male students.

REVIEW OF RELATED STUDIES:

Ghoshal. T (2016) The study analysis the attitude of students towards participation in co-curricular activities and the attitude of teachers towards co-curricular activities conducted by the schools. Two self-made questionnaires were used to collect the data from 720 students of secondary school in the district of Burdwan, West Bengal. The students 'participation in co-curricular activities differ significantly According to the teachers view expected and observed trend of co-curricular activities differ significantly.

Haggar. N. E, Mezhoudi. N and Alrawjin. F (2019)conducted a study of co-curricular activities refers to the events and learning skills that take place alongside the academic curriculum which offers opportunities for the students to develop specific skills and exhibit their non-academic abilities which are essential for interacting individually or collectively in their work and social life. This work has been conducted along with information technology track, computer science department, community college, Imam Abdulrahman bin Faisal University, Dammam, Saudi Arabia. The results showed that co-curricular activities had great effects on student's performance based on these skills.

Kolappan. S (2011) The present study deals with the attitude of college students towards co-curricular activities who are doing their graduation under Periyar University, Salem, Tamil Nadu. The survey method is used for the present study. The sample selected was 300 students from 8 colleges under Periyar University, Salem, Tamil Nadu. The college are selected randomly and the students also. The study reveals that there are the college students have a highly positive attitude towards co-curricular activities, so it is inferred that the students have awareness about the importance of co-curricular activities in the present educational system.

Singh. C. J (2017) This study is related to teacher trainees and their co-curricular activities. Co-curricular activities have been designed in teacher trainee course. The present study has been conducted by survey method with a self-prepared attitude scale. A sample 229 teacher trainee was selected through on random basis. Analysis has been done by t-test. Male and female teacher trainee had similar attitude towards co-curricular activities, sports, literature activities, morning assembly, but there was significant difference in respect of celebration of cultural festivals. Female teacher trainee have been found to be more positive attitude than their male counterparts towards celebration cultural festivals.

Fang, JTY and Ngee, CH (2013) This study investigated the teacher attitudes towards co-curricular activities in schools. The paper aimed to highlight the teacher's readiness, knowledge, and commitment towards their involvement in co-curricular activities in schools. The results of the study implied that the teacher's attitude towards the co-curricular activities influenced significantly the student's performance at co-curricular activities.

OPERATIONAL DEFINITION OF KEY TERMS:

Attitude:

The concept of attitude is perhaps the most indispensable and distinctive in contemporary social psychology. The study of the concept of attitude is important for psychologists and particularly social psychologists and sociologists.

Allport G.W. has defined attitude as, "a mental and neutral state of readiness, organised, through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related."

METHODOLOGY:

Research Method:

Research Methods are of utmost importance in the research process. The description is various of the plan of attack to be adopted in solving research problems, such as how the problem has formulated the definition of terms, the choice of subjects for investigations, the validation of data-gathering tools, the collection analysis and interpretation of data and the process of inferences are a generalization.

The population of the study:

The students of postgraduate levels were taken as the population of the study. These students are chosen because they already completed a bachelor's degree and it is expected that they have some knowledge of various co-curricular activities.

Sample and Sampling Technique:

A sample is any number of the members of a population that have been selected to represent the population.

The process of selecting the individuals from a population is known as sampling.

These are methods of sampling such as purposive sampling is selected by the investigator.

Collection of Data:

The researcher made his question paper to get dependable data through solving the problem. The question paper contained 40 questions. At first, the questions were made under 4 dimensions. Then the questions were sorted in a definite order.

Then they kept 5 options of each question for the convenience of the students like strongly agree, agree, unknown, disagree, and strongly disagree. Then the kept blank squares beside the options. Where the student has to answer with () this sign. In this way, the researcher went to University with the opinion of the student to come to the right decision.

Scoring Procedure:

The scoring pattern given by the authors is a self-evaluation question of 40 statements in which 35 positive and 5 negative responses.

The subject responds to each student using a five-point liker scale varying from.

1. (Strongly agree with the negative statement and strongly disagree with the positive statement.)
2. (Agree for the negative statement and disagree for the positive statement.)
3. (Unknown for the negative and positive statement.)
4. (Agree for the positive statement and disagree for the negative statement.)
5. (Strongly agree with the positive statement and strongly disagree with the negative statement.)

Variable of the study:

The rate of the variable is always is changeable. Every work of research depends on this variable. The investigator decides based on this rate. The variable is essential in the field of any kind of research. The variable in the problem is solving by the investigator.

There are two types of variable, In the one hand is the independent variable, on the other hand, is the dependent variable.

A. Independent Variable:

The following independent variables were considered in the study:

- Areas(Rural and Urban)
- Gender(Male and Female)

B. Dependent variable:

The following dependent variables were considered for the study:

- The moral values of the students.

C. Intervening variable:

The following intervening was considered in the study:

- Learner variable
- University variable
- Home environment.

ANALYSIS AND INTERPRETATION:

In this chapter, the data present study that was collected using the procedure mention in the previous chapter has been present. Statistical analysis of data results obtained out of the analysis of data interpretation of results in the light of available knowledge, and testing of hypothesis has also been presented in this chapter.

Presentation of Data:

The researcher took 200 types of research work to drive his research of **A study on the attitude of postgraduate students towards co-curricular activities in West Bengal.** In his work, there are 100 students from the urban area, 50 male and 50 female, and 100 students from rural areas 50 male and 50 females. The researcher noticed the norm of his work and he uses a specific question bunch on 200 students. He made this table on the mean and SD to arrive at this purpose of research.

Table 1: Showing number of student's means and standard Deviation of students score:

Group	Number	Mean	SD
Total Male	100	139.14	23.90
Total Female	100	135.17	17.97
Total Rural	100	138.8	22.31
Total Urban	100	135.51	19.79
Rural Male	50	143.86	27.20
Urban Male	50	131.8	19.36
Rural Female	50	133.74	14.51
Urban Female	50	136.32	20.54

Table 2: Comparison of attitude between male and female postgraduate-level students

Group	Number	Mean	SD	t-value
Total male students	100	139.14	23.90	1.33
Total female students	100	135.17	17.97	

Significance at 0.05 level

Analysis:

The finding of the 't' value has revealed here a statistically significant difference (t=1.33) between male and female post-graduate-level students. This is significant and the 't' value indicates that there is a remarkable difference between these two groups under the study.

Interpretation:

Based on the above finding of the first null hypothesis (H₀₁) is accepted. It means that there is not a significant mean difference between male and female students' attitudes towards Co-curricular Activities.

Table 3: Comparison of attitude between rural and urban postgraduate-level students

Group	Number	Mean	SD	t-value
Total rural students	100	138.8	22.31	1.10
Total urban students	100	135.51	19.79	

Significance at 0.05 level

Analysis:

The finding of the 't' value has revealed here a statistically significant difference (t=1.10) between rural and urban post-graduate-level students. This is significant and the 't' value indicates that there is a remarkable difference between these two groups under the study.

Interpretation:

Based on the above finding of the first null hypothesis (H₀₂) is accepted. It means that there is not a significant mean difference between rural and urban students' attitudes towards Co-curricular Activities.

Table 4: Comparison of attitude between rural male and rural female post-graduate-level students

Group	Number	Mean	SD	t-value
Rural male students	50	143.86	27.20	2.32
Rural female students	50	133.74	14.51	

Significance at 0.05 level

Analysis:

The finding of the 't' value has revealed here a statistically significant difference (t=2.32) between rural male and rural female postgraduate-level students. This is significant and the 't' value indicates that there is a remarkable difference between these two groups under the study.

Interpretation:

Based on the above finding of the first null hypothesis (H₀₃) is rejected. It means that there is a significant mean difference between rural male and rural female students' attitudes towards Co-curricular Activities.

Table 5: Comparison of attitude between urban male and urban female post-graduate-level students

Group	Number	Mean	SD	t-value
Urban male students	50	131.8	19.36	1.12
Urban female students	50	136.32	20.54	

Significance at 0.05 level

Analysis:

The finding of the 't' value has revealed here a statistically significant difference (t=1.12) between urban male and urban female post-graduate-level students. This is significant and the 't' value indicates that there is a remarkable difference between these two groups under the study.

Interpretation:

Based on the above finding of the first null hypothesis (H₀₄) is accepted. It means that there is not a significant mean difference between urban male and urban female students' attitudes towards Co-curricular Activities.

Table 6: Comparison of attitude between rural female and urban female postgraduate-level students

Group	Number	Mean	SD	t-value
Rural female students	50	133.74	14.51	0.71
Urban female students	50	136.32	20.54	

Significance at 0.05 level

Analysis:

The finding of the 't' value has revealed here a statistically significant difference (t=0.71) between rural female and urban female post-graduate-level students. This is significant and the 't' value indicates that there is a remarkable difference between these two groups under the study.

Interpretation:

Based on the above finding of the first null hypothesis (H₀₅) is accepted. It means that there is not a significant mean difference between rural female and urban female students' attitudes towards Co-curricular Activities.

Table 7: Comparison of attitude between rural male and urban male post-graduate-level students

Group	Number	Mean	SD	t-value
Rural male students	50	143.86	27.20	1.99
Urban male students	50	131.8	19.36	

Significance at 0.05 level

Analysis:

The finding of the 't' value has revealed here a statistically significant difference (t=1.99) between rural male and urban male postgraduate-level students. This is significant and the 't' value indicates that there is a remarkable difference between these two groups under the study.

Interpretation:

Based on the above finding of the first null hypothesis (H₀₆) is rejected. It means that there is a significant mean difference between rural male and urban male students' attitudes towards Co-curricular Activities.

FINDINGS OF THE STUDY:

- As the computed value was not significant and the null hypothesis (H_{01}) accepted. So, it can be interpreted that there is no significant mean difference between male and female students in Co-curricular activities.
- As the computed value was not significant and the null hypothesis (H_{02}) accepted. So, it can be interpreted that there is no significant mean difference between rural and urban students in Co-curricular activities.
- As the computed value was significant and the null hypothesis (H_{03}) rejected. So, it can be interpreted that there is a significant mean difference between rural male and rural female students in Co-curricular activities.
- As the computed value was not significant and the null hypothesis (H_{04}) accepted. So, it can be interpreted that there is no significant mean difference between urban male and urban female students in Co-curricular activities.
- As the computed value was not significant and the null hypothesis (H_{05}) accepted. So, it can be interpreted that there is no significant mean difference between rural female and urban female students in Co-curricular activities.
- As the computed value was significant and the null hypothesis (H_{06}) rejected. So, it can be interpreted that there is a significant mean difference between rural male and urban male students in Co-curricular activities.

CONCLUSION:

After the Research work Researcher come to this point, there is not a significant mean difference between male and female students towards co-curricular activities. There is not a significant mean difference between rural and urban students towards co-curricular activities. In the rural area, there is a significant mean difference between male and female students' co-curricular activities. In the urban area, there is not a significant mean difference between male and female students towards co-curricular activities. There is not a significant mean difference between rural female and urban female students towards co-curricular activities. There is a significant mean difference between rural male and urban male students towards co-curricular activities.

REFERENCES:

- [1] Best and Kahn (2014). *Research in Education*, PHI Learning, Dehli 110092.
- [2] Creswell, J. W. (2012). *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research* (4th ed.). 501 Boylston Street, Boston: Pearson Education.
- [3] Fang, JTY and Ngee, CH (2013). Teachers Attitude towards Co-Curricular Activities in Selected Schools. *Journal of Research, Policy and Practice of Teachers and Teacher Education*, 3(2), 60-70.
- [4] Garrett, H. E. (1979). *STATISTICS IN PSYCHOLOGY AND EDUCATION* (6th ed.). Bombay: G. U. Mehta.
- [5] Gay, L. R. Mills, G. E and Airasian, P. W. (2017). *Educational Research, Competencies for Analysis and Application* (10th Edition) Pearson.
- [6] Ghoshal. T. (2016). A Study on Co-Curricular Activities at Secondary Level. *International Journal in Management and Social Science*, 4(9), 46-54.
- [7] Haggar. N. E, Mezhoudi. N and Alrawjin. F. (2019) the Impact of Co-Curricular Activities Supported by Generic Skills on Students Performance at University Level. *International Journal of Innovative Technology and Exploring Engineering*, 8(12), 981-986.
- [8] Kolappan. S. (2011). Attitude of College Students towards Co-Curricular Activities. *International Journal of Human Resource Management Research and Development*, 1(2), 10-18.
- [9] Kothari, C. R (1990). *Research Methodology, Methods and Techniques*, New Age International Publishers, New Delhi-110002.
- [10] Koul, L. (2017). *Methodology of Educational Research*, Vikas Publishing House Pvt. Ltd.
- [11] Mangal, S. K. (2014). *Statistics in Psychology and Education (2nd Ed.)*. Delhi: PHI Learning Private Limited.
- [12] Mangal, S. K. & Mangal, S. (2018) *Research Methodology in Behavioural Sciences*, PHI Learning Pvt. Ltd. Delhi 110092.
- [13] Singh. C. J. (2017). Attitude of Teacher Trainees towards Co-Curricular Activities. *International Educational Journal*, 114-125.