

Attitude of Teacher Trainees Towards Co-Curricular Activities

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This study is related to Teacher Trainees and their co-curricular activities. Lots of curricular and co-curricular activities have been designed in Teacher training course. Teacher educators believe that these activities are beneficial for teacher trainees. Only co-curricular activities have been analysed here. The present study has been conducted by survey method with a self-prepared attitude scale. A sample of 229 teacher trainees was selected through on random basis. Analysis has been done by t-test. Male and female teacher trainees had similar attitude towards co-curricular activities, sports, literature activities, morning assembly, but there were significant difference in respect of celebration of cultural festivals. Female Teacher trainees have been found to be more positive attitude than their male counterparts towards celebration cultural festivals.

INTRODUCTION

The meaning of co-curricular activities revolves around its different features and characteristics. For the overall development of a child, curriculum is not only the single criteria. The holistic growth as well as to develop the various facets of **personality development** of children; classroom teaching should be supplemented with co-curricular activities. These out of class activities affect all domains of life such as cognitive (intellectual), emotional, social, moral, cultural and aesthetic. Co-curricular activities' meaning are more focused upon cognitive aspects thereby helping in intellectual development. Competitiveness, excellence, quality achievements, creativeness and

enthusiasm are few of the ethics of extra-curricular activities and also strengthen the meaning of co-curricular activities in school.

Non-academic activity in the form of co-curricular one provides support to students to venture into professional fields like fashion, music, painting, art, acting, photography, printing and many more. That's why students need co-curricular activities, which helps in enhancing many skill developments. Importance of co-curricular activities have increased manifold in modern life. However, co-curricular meaning varies to little bit as per place, time and space. Importance of co-curricular activity in school curriculum has been widely acknowledged by many countries in their respective Curriculum Frameworks. The same case is also noticed with National Curriculum Framework (NCF) of India.

History of Co-curricular Activities

Co-curricular activities are not new to the modern curricular education syllabi. It can be traced into Indian ancient schools, gurukuls, and religious places. All the Indian scriptures like Mahabharata, Ramayana, Ved, Upnishad, etc., mention about extra-curricular activities. In ancient times simple co-curricular activities in schools were organized such as wrestling, cooking, singing, playing, magic, etc. In the rest parts of the world, co-curricular programmes were common in various ancient civilizations.

In Spartan Civilization (Greece) warfare, heroic activities, archery, creativity and artistic talents were widespread. In Roman Civilization, concrete arts & crafts, and religious ceremonies were given importance. In the dark history of Europe, extra-curricular activities were also the part and parcel of life. During reformation period, such activities got patronage.

Great educational thinkers such as Rousseau, Herbert Spencer, Dewey, all gave much more importance for co-curricular activity during school education. According to them, co-curricular activities play a vital role in student's life.

Co-curricular Activities Features

There are many characteristics of co-curricular activities, which directly or indirectly help in the classroom teaching of students. Co-curricular activities supplement and complement the entire teaching-learning process and effectively impact student learning outcomes. It strengthens the classroom teaching and helps to clear the concept of topics. Extra-curricular activities emphasize upon aesthetic as well as spiritual development, which are the essential components of education. It helps in developing features like speech fluency and extempore

speaking. Such activities are good platforms to excel in acting, singing, speaking, and recitation. Thus, CCA becomes the integral part of school's curriculum and student's life.

Other Roles of Co-curricular Activity

To realize the all-round development of student, curricula should be amalgamated with co-curricular or extra-curricular activities. Co-curricular activities help in realization of aims and objectives of education. In the practical life, students are able to express their ideas freely due to active participation in debate and extempore. Discussions also help in generating ideas and inculcating values. Games and Sports make students mentally and physically fit and sound. Games make them learn how to perform while losing or winning an event. Sometimes, classroom teaching becomes monotonous and routine. Co-curricular activities can bring pleasant and joyous experiences. Thus, co-curricular activity has many advantages in a student's life at school, college and university.

THE KEY WORDS DEFINED

Attitude:

"An attitude is a particular feeling about something. It therefore involves a level change to behave in a certain way in situations which involving something, whether person, idea or object. It is partially relational and partially emotional and it is not inherent in an individual" Further, "An attitude is a predisposition of readiness to respond in a predetermined manner to relevant stimuli" In the present study, attitude means the views of teacher trainees towards their co-curricular activities in the B.Ed. course.

CO-CURRICULAR ACTIVITIES

"Activities sponsored or recognized by a school or college which are not part of the academic curriculum but are acknowledged to be an essential part of the life of an educational institution are co-curricular activities. Co-curricular activities include sports, school bands, student newspaper etc. They may also be classed as 'Extracurricular' i.e. activities carried on outside the regular course of study; activities outside the usual duties of a job, as extra class activities"- according to *The International Dictionary of Education* (1977).

Most co-curricular activities are physically active, getting the students out from behind their desks and making them try new things. This is healthy and ensures that students are exposed to practical tasks, not just what is taught in class. The outcome of providing co-curriculum activities is the same in status as that of curriculum. These activities help individuals to be

well balanced. Future politicians, for example, will not only thrive on law or social studies, but will also become fluent in multiple languages, learn to perform several calculus operations simultaneously, while also experiencing service through community work. Such are the more profound benefits of the co-curriculum being well integrated into the syllabus.

Possessing a wide range of experience prepares people better for the future, especially in today's less-predictive world. Broadly education aims that the co-curriculum activities should offer and provide better preparation for life for future. Students therefore must have a fundamental grasp of multiple skills. For instance, athletes who had their career cut short due to mishaps, might venture into business, having had co-curricular experience of entrepreneurship as par with their education. Speech and debate clubs might give a doctor or engineer the needed communication skills to move into broadcasting, teaching or even politics. Placing more emphasis on the co-curriculum thus ensures a variety of possibilities of young people to choose from different options, instead of being sidelined. Students have a right to a broad education. Why should a science student require to give up music or a social studies major and not get opportunities for sport? Many children have talents in all sorts of different areas. It would be wrong to force them to specialize too early. A career is not the only part of an adult's life – school needs to make sure they have interests and skills that will help them in their family and leisure time too. Through equal balancing of academic and co-curriculum is always beneficial, however, the students should have the chance to exercise their right and to become multi-talented. Lopsided individuals are not the key to the future, instead by recognizing each individual by his/her talent, there exists a higher possibility for each one of them to learn and to grow better.

There are number of co-curricular activities which should be included in the school and college education in order to develop the skills in the students. There are many activities which relate with different types of the developments which are necessary for the growth of students' personality. So developing their interest few co-curricular activities listed below would highly be useful for them

.Outdoor co-curricular activities: Mass parade, Mass drill, Yoga, Athletics, Bicycling, Gardening, Cricket, Football, Basketball, Volleyball, Kabaddi, Kho-kho, Hand Ball, Trips to place of Geographical, Historical, economic or cultural interest, Mass prayers, Morning Assembly, Excursions, Social service in neighborhood, Village Survey etc.

Indoor co-curricular activities: Dramatics, Music and Dance, Drawing and painting, Decoration, Weaving, Clay Modeling, First aid, Tailoring, Rangoli, Book Binding, Cardboard work, Leather work, Organizing school panchayat, Students' self-government, Art and Craft.

OBJECTIVES OF THE STUDY

Every research work is based on certain objectives because without objectives one cannot plan

better. The Objectives of the study were below:

1. To study the influence of gender on the attitude of Teacher trainees towards co-curricular activities.
2. To study the influence of gender on the attitude of Teacher trainees towards sports activities.
3. To study the influence of gender on the attitude of Teacher trainees towards literature activities.
4. To study the influence of gender on the attitude of Teacher trainees toward Morning assembly.
5. To study the influence of gender on the attitude of Teacher trainees towards celebration of cultural festivals or day celebration.

HYPOTHESIS OF THE STUDY

Hypothesis of the study were below:

- H₀₁.**There is no significant difference between the mean attitude score of male and female Teacher trainees towards co-curricular activities.
- H₀₂.**There is no significant difference between the mean attitude score of attitude of male and female Teacher trainees towards sports activities.
- H₀₃.**There is no significant difference between the mean attitude score of attitude of male and female Teacher trainees towards literature (academic) activities.
- H₀₄.**There is no significant difference between the mean attitude score of male and female Teacher trainees towards Morning assembly.

H05. There is no significant difference between the mean attitude score of male and female Teacher trainees towards celebration of cultural festivals.

IMPORTANCE OF THE STUDY

Activities which are complement but are not part of the conventional academic curriculum. It means that co-curricular activities are those activities which fall outside the regular academic curriculum yet they are a part of school or college life. Most of the educational organizations in various different parts of the world facilitate these activities for school and college students. Faculty is mostly involved in organizing and directing these activities in schools while it may be independent from faculty in universities or colleges.

Co-curricular activities exist at all levels of education, from junior K.G., preprimary, primary, secondary, higher secondary school to college and university education. These activities are compulsory in some institutions while in others they are voluntary. Where these are compulsory, all school students must participate in them alongside the standard study curriculum. At higher levels of education students' participation generally include academic points in lieu of the efforts put by them in a particular activity. These activities are held outside standard curriculum hours and part taken in them depends on the nature of the institute and occasion. Some schools and colleges hold these activities throughout the year; while are included in annual function. However, some institutions give significance to both, curriculum as well as co-curricular activities.

NEED OF THE STUDY

Today, activities have become more profound than ever before. More institutes highlight them as a crucial advertising factor in their prospectus in order to attract parents' and students' attention. Though not all of these activities are pursued with great enthusiasm, these are however popular and leave a lifelong lasting influence on the students. These activities are not examined in the same way that the academic curriculum is done. Most of them take place outside lessons. Such activities have less room in schools than the main curriculum. However, they are often held to be very important to widen education of young men and women. Co-curricular activities form the core of students' life. Many schools and colleges have different units like clubs or houses in which all the students are divided into four houses. Each house has a house master & stag of the school to guide the students for various internal competitions. Therefore study of the co-curricular activities becomes more important. Teacher training institutes try to make best teachers for the future advancement of schools.

That is why, the co-curricular activities are as important as curricular activities and knowledge of subject content and methodology. A future teacher should possess good knowledge of co-curricular activities too. Keeping all that in view towards the importance of co-curricular activities, this study has been planned.

RESEARCH METHODOLOGY

Researcher used 'Survey method' for this study.

TOOL OF THE STUDY

The Researcher used a self-developed 'Attitude scale' for data collection.

SAMPLE

Sample was collected from Teacher Training Colleges of Ahmedabad city. The researcher selected the six colleges from the list of total teacher training colleges of Ahmedabad city through random sampling. The researcher selected 154 male trainees and 145 female trainees through random sampling. Thus, there were in all 299 teacher trainees who were selected for this study.

STATISTICS USED

The researcher used Mean, S.D., and t –test for analysing the data.

LIMITATION OF THE STUDY

Limitations of the study were as below:

1. This study was limited to Teacher colleges of Ahmedabad city.
2. This study was limited to a few co-curricular activities to now the level of attitude of Teacher trainees, as such the Sports, Morning assembly, Celebration of Cultural festivals and Literary activities.
3. This study was limited to Gujarati medium students.

ANALYSIS AND INTERPRETATION OF DATA

Ho₁. There is no significant difference between the mean attitude score of male and female Teacher trainees towards co-curricular activities.

Table: 1
Attitude of male and female teacher trainees towards co-curricular activities

Gender	N	Mean	SD	t-value	S / NS
Male	154	190.31	13.57	1.19	NS
Female	145	192.23	12.35		

From table-1 it is evident that $t_{cal}=1.19$ which is less than $t_{0.05}=1.96$, which indicate that the t-value is not significant at 0.05 level of significance. Hence, the hypothesis that there will be no significant difference between the mean scores of attitude of male and female teacher trainees towards co-curriculum activities is not rejected at 0.05 level of significance. It means that there is no difference between the attitudes of male and female Teacher trainees towards co-curricular activities.

Ho₂.There is no significant difference between the mean attitude score of attitude of male and female Teacher trainees towards sports activities.

Table: 2
Attitude of male and female teacher trainees towards sports

Gender	N	Mean	SD	t-value	S / NS
Male	154	51.63	4.53	0.51	NS
Female	145	51.30	4.88		

From table-2 it is evident that $t_{cal}=0.57$, which is less than $t_{0.05}=1.96$ which indicates that the calculated t value is not significant at 0.05 level of significance. Hence, the hypothesis that there is no significant difference between the mean scores of attitude of male and female teacher trainees towards sports is not rejected at .05 significance level. It means that there is no difference between the attitudes of male and female Teacher trainees towards sports.

Ho₃.There is no significant difference between the mean attitude score of attitude of male and female Teacher trainees towards literature (academic) activities.

Table: 3
Attitude of male and female teacher trainees towards literature activities

Gender	N	Mean	SD	t-value	S / NS
Male	154	50.88	4.79	0.97	NS
Female	145	51.42	4.14		

From table-3 it is evident that $t_{cal}=0.97$, which is less than $t_{0.05}=1.96$ which indicates that the calculated t value is not significant at 0.05 level of significance. Hence, the hypothesis that there is no significant difference between the mean scores of attitude of male and female

teacher trainees towards literary activities is not rejected at 0.05 level of significance. It means that there is no difference between the attitude of male and female Teacher trainees towards literature activities.

H₀₄. There is no significant difference between the mean attitude score of male and female Teacher trainees towards Morning assembly.

Table: 4
Attitude of male and female teacher trainees towards Morning Assembly

Gender	N	Mean	SD	t-value	S / NS
Male	154	49.93	5.34	1.20	NS
Female	145	50.56	4.37		

From table-4, it is evident that $t_{cal}=1.20$, which is less than $t_{0.05}=1.96$, which indicates that the calculated 't' value is not significant at 0.05 level. Thus, the hypothesis that there is no significant difference between the mean scores of attitude of male and female teacher trainees towards Morning Assembly is not rejected at 0.05 level. It means that there is no difference between the mean attitude of male and female Teacher trainees towards Morning Assembly.

H₀₅. There is no significant difference between the mean attitude score of male and female Teacher trainees towards celebration of cultural festivals.

Table: 5
Attitude of male and female teacher trainees towards celebration of Cultural Festivals

Gender	N	Mean	SD	t-value	S / NS
Male	154	37.87	4.27	2.05	S
Female	145	38.85	3.42		

From table-5, it is evident that $t_{cal}=2.05$, which is more than $t_{0.05}=1.96$, which indicates that the calculated 't' value is significant at 0.05 level. Thus, the hypothesis that there is no significant difference between the mean scores of attitude of male and female teacher trainees towards celebration of Cultural Festivals is rejected at 0.05 level. It means that there is significance difference between the mean attitude of male and female teacher trainees towards celebration of Cultural Festivals. Female teacher trainees' attitude was more positive towards celebration of cultural festivals.

FINDINGS OF THE STUDY

Major findings of the study are given below:

1. There was no significant difference between attitudes of male and female teacher trainees towards co-curricular activities. It means that male and female teacher trainees had same attitude towards co-curricular activities.
2. There was no significant difference between attitudes of male and female teacher trainees towards sports activities. It means that male and female teacher trainees have same attitude towards sports activities.
3. There was no significant difference between attitudes of male and female teacher trainees towards literature activities. It means that male and female teacher trainees had same attitude towards literature activities.
4. There was no significant difference between attitudes of male and female teacher trainees towards morning assembly. It means that male and female teacher trainees had same attitude towards morning assembly.
5. There exists significant difference between attitudes of male and female teacher trainees towards celebration of cultural festivals. Moreover the mean scores of the female trainees had higher than the male trainees. Thus it is clear that female teacher trainees had more positive attitude than male teacher trainees towards celebration of cultural festivals in college.

SUGGESTIONS

1. Similar programs of co-curricular activities should be conducted for male and female teacher trainees.
2. Similar programs related to sports activities should be conducted for males and female teacher trainees.
3. Similar programs related to literature activities awareness should be conducted for male and females teacher trainees.
4. Similar programs related to morning assembly awareness should be conducted for males and female teacher trainees.
5. Male teacher trainees of teacher training college need knowledge and guidance regarding general co-curricular activities including participation in festivals. Hence, special programs

relating festivals and co-curricular activities should be conducted for male teacher trainees to convert their opinion and interest towards festivals and such activities..

CONCLUSION

Every teacher educator and teacher trainee knows the importance of co-curricular activities, but we also know the reality of present scenario. Some institutes try to do the best; while for some, it is waste of time. Different kinds of activities help developing overall personality of teacher-trainees. Those teachers who always involve themselves in co-cultural and co-curricular activities are favourites of most of students. It is therefore of great importance to possess full interest in co-curricular activities and so as to help enrich the personality.

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