

A study of perception of students towards co-curricular activities between rural and urban government schools of Haryana

Krishan Kumar

Assist. Prof., National College of Education Sirsa, V.P.O. Balasar Tehsil Rania, Distt. Sirsa, Haryana, India

Abstract

Concluded that the co-curricular activities of Female Urban is more than Female Rural of 9th class Govt. Sec. School students. Education shapes an individual from beginning to end. Education does not merely impart literary ability; it also expands awareness and disciplined behaviour. Education thus is the process of developing the inner abilities and powers of an individual. Education denotes the victory of knowledge over ignorance, that of reason over superstition and of light over darkness. Education is regarded as key development of overall development of personality of an individual. The function of education is to bring change in child behavior and personality in a more desirable form.

Keywords: educational advancement, education shapes an individual from, merely impart literary ability, gradually disappearing

Introduction

In the modern scientific and technical world, education plays a vital role. The educational advancement of a country shows its pace of development. Overall development of a country lies in its optimum use of human resources. Education is the greatest source of social regeneration and revitalization. Education shapes an individual from beginning to end. Education does not merely impart literary ability; it also expands awareness and disciplined behaviour. Education thus is the process of developing the inner abilities and powers of an individual. Education denotes the victory of knowledge over ignorance, that of reason over superstition and of light over darkness. Education is regarded as key development of overall development of personality of an individual. The function of education is to bring change in child behavior and personality in a more desirable form. Development of child's body and mind demand proper nurturing of its physical and intellectual qualities as few of the major determinants of his personality. Therefore, modern approaches of education emphasize on all round development of the child. The process of education is not something static or one time measure rather, continuous and lifelong endeavor that can be divided in two parts; curricular activities and co-curricular activities. These are also recognized as a source of enrichment and vitalization of the school curriculum, mainly through the cultivation of hobbies, interests, etc. these activities are no longer looked upon as extras but as an integral part of the school program. The distinction between curricular and extracurricular is gradually disappearing in modern educational practice and the coordination and integration of all the experiences of the pupils' intellectual, social, moral, emotional and physical abilities has become the object of the persistent efforts of the school. Co-curricular activities, as the name implies, are those, not directly related with the prescribed curriculum and include; sports, athletics, scouting, cubing, various hobbies,

excursions literary societies, dramatics, debates etc. to bring social and physical adjustments in the child. The basic idea behind such activities in educational institutions is the building up of the student character and personality as well as training of their mind that may help /facilitate academic achievements of the child.

Meaning of co-curricular activities

Co-curricular activities are those activities which are undertaken side by side the curricular activities, i.e. Extra-curricular activities has been defined as, "Those small activities sponsored by students' clubs or groups and approved by the administration". Extra-curricular activities are direct and personal services for school students for their enjoyment that are managed and operated under the guidance of an adult or staff member

Need and importance of the study

The importance of co-curricular activities has been realized since a long time and these activities are as important as curricular activities and are essential for the all-round development of the child's personality. But despite of the timely realization of their importance and their advocacy on papers, the ground realities are deficient. The co-curricular activities are not considered as per with the regular time table of schools as teachers and students are the most prominent pillars of the educational system towards co-curricular activities in rural and urban government secondary schools and to find out the frequency of the organization of the co-curricular activities.

Statement of the problem

The problem under investigation is stated as "A Study of Perception of Students Towards Co-curricular activities between Rural and Urban Government Schools of Haryana."

Objectives of the study

The present study has been carried out by the investigator with the following objectives:

1. To study & compare the co-curricular activities of rural and urban 9th class students of Govt. Sec. School.
2. To study & compare the co-curricular activities of Male & Female students of 9th class of rural Govt. Sec. School.
3. To study & compare the co-curricular activities of Male & Female students of 9th class of urban Govt. Sec. School.
4. To study & compare the co-curricular activities of Male students of 9th class of rural and urban Govt. Sec. School.
5. To study & compare the co-curricular activities of female students of 9th class of rural and urban Govt. Sec. School.

Hypothesis

1. There is no significant difference of co-curricular activities of rural and urban 9th class students of Govt. Sec. School.
2. There is no significant difference of co-curricular activities of Male & Female students of 9th class of rural Govt. Sec. School.
3. There is no significant difference of co-curricular activities of Male & Female students of 9th class of urban Govt. Sec. School.
4. There is no significant difference of co-curricular activities of Male students of 9th class of rural and urban Govt. Sec. School.
5. There is no significant difference of co-curricular activities of female students of 9th class of rural and urban Govt. Sec. School.

Design of the study

The present study was designed to investigate the Perception of Students towards Co-curricular activities between Rural and Urban Government Schools of Haryana. The normative survey method was used for data collection.

Population

All the students of 9th studying in Govt. Sec. Schools of Sirsa district constituted the population for this study.

Sample

For collection of data the investigator first of all chooses suitable sample. The present study was conducted on 200 school students of 9th class of Government Schools, 100 rural and 100 from urban area. The sample was further classified in to equal no. of Male & Female students. The sample break up is as follows:

Tool Used

For the present study, a self constructed questionnaire is used. The questionnaire was having 20 items.

Scoring

The questionnaire was having 20 items. Each right answer scores 5 marks and wrong answer scores 0 (zero) marks. The minimum and maximum marks of questionnaire were 0 to 100. The questionnaire was distributed to 9th class students of Govt. Sec. Schools. The sample was further classified on the basis of gender.

Statistical technique

Raw scores have no value in themselves unless they are subjected to statistical treatment, in the present study Mean, Standard deviation and t-test have been applied. Descriptions of all these methods have been given below:

a) Mean: The investigator calculated the mean adjustment in different fields. The formula used is given as under.

$$\text{Mean} = \frac{\sum X}{N}$$

Where

X stands for the sum of the scores of one group and N stands for the no. of individuals.

$\sum X$ = Total of obtained scores

N = Total No. of Students

b) Standard Deviation: To calculate Standard deviation the investigator used following formula.

$$\text{S.D.} = \sqrt{\frac{\sum (X-M)^2}{N}}$$

Where

N = Total No. of Students

X = X-M

M = Mean

Therefore X = Deviation

(c) In order to apply t-test in mean units, formula used was

$$\sigma D = \sqrt{\sigma_1^2/n_1 + \sigma_2^2/N^2}$$

Where

σD = standard error of difference between two means

σ_1 = standard deviation of the first group

σ_2 = standard deviation of the second group

N_1 and N_2 = sizes of sample

To calculate 't' ratio, formula used was

$$t = \frac{D}{\sigma D}$$

Here $D = M_1 - M_2$

M_1 = Mean of the sample

M_2 = Mean of the second sample

D = Difference between two means

(Garret, 2004, PP 213-215)

Table D, was used to check significance at .01 to .05 level of confidence.

(Garret, 2004, PP 461)

So, the present chapter describes the design of the study, sample, tool and its description, scoring and data collection and the procedure of data collection.

Major Findings

Major findings of the study are as follows:

Hypotheses No. 1

The calculated 't' value was more than standard table value at

both levels of significance i.e. at .05 & .01 level. Therefore hypotheses no.1 is rejected. Further, the mean value of co-curricular activities of Urban 9th class Govt. Sec. School students was more than co-curricular activities of Rural 9th class Govt. Sec. School students. Therefore it is concluded that the co-curricular activities of Urban 9th class Govt. Sec. School students is better than Co-curricular activities of Rural 9th class Govt. Sec. School students.

Hypotheses No. 2

The calculated 't' value was more than standard table value at both levels of significance i.e. at .05 & .01 level. Therefore hypotheses no.2 is rejected. Further, it is analysed that the mean value of co-curricular activities of Male Urban is more than co-curricular activities of female Urban of 9th class Govt. Sec. School students. Therefore, it is finally concluded that the co-curricular activities of Male Urban is more than Female Urban of 9th class Govt. Sec. School students.

Hypotheses No. 3

The calculated 't' value was more than standard table value at both levels of significance i.e. at .05 & .01 level. Therefore hypotheses no.3 is rejected. Further, it is analysed that the mean value of co-curricular activities of Male Rural is more than co-curricular activities of female Rural of 9th class Govt. Sec. School students. Therefore, it is finally concluded that the co-curricular activities of Male Rural is more than Female Rural of 9th class Govt. Sec. School students.

Hypotheses No. 4

The calculated 't' value was more than standard table value at both levels of significance i.e. at .05 & .01 level. Therefore hypotheses no.4 is rejected. Further, it is analysed that the mean value of co-curricular activities of Male Urban is more than co-curricular activities of Male Rural of 9th class Govt. Sec. School students. Therefore, it is finally concluded that the co-curricular activities of Male Urban is more than Male Rural of 9th class Govt. Sec. School students.

Hypotheses No. 5

The calculated 't' value was more than standard table value at both levels of significance i.e. at .05 & .01 level. Therefore hypotheses no.5 is rejected. Further, it is analysed that the mean value of co-curricular activities of Female Urban is more than co-curricular activities of Female Rural of 9th class Govt. Sec. School students. Therefore, it is finally concluded that the co-curricular activities of Female Urban is more than Female Rural of 9th class Govt. Sec. School students.

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