

A Study of Co-Curricular Activities and Values of Pupil Teachers' of Chandigarh

*Mrs. Baljinder Kaur**

ABSTRACT

The study was planned to find out the impact of co-curricular activities on values of pupil teacher. A sample of 100 pupil teachers was taken from Govt. College of Education, Sector- 20, and Chandigarh. A questionnaire prepared by Dr. Beantjit Kaur (2004) to assess the pupil teacher's participation in co-curricular activities and a test on study of values developed and standardized by Dr. R. K. Ojha (1992) were used to collect data. Results showed that majority of PT like to participate in C Activities0-curricular There was slight difference in male and female teachers on theoretical values and there was very little difference in male and female pupil teachers on social value.

Introduction

Co-curricular activities provide sufficient social interaction and restrain the students from work. Co-curricular activities direct the instincts of students for good work. These activities are conducive to physical, emotional and social development of students. These activities check the students from evil habits, because they provide them a field for doing something socially worthwhile. These programme provide solace to many of them, thus rendering them useful members rather than mischief mongers. These activities also help in providing outlets to emotions of the students. Students learn manners and become conscious of their role in the group by participating in such activities .They teach them” The Art of living” which is more difficult to learn than the acquisition of bookish knowledge. Co-curricular activities cultivate Psychological, Moral, Social , Emotional , Intellectual , Spiritual, Aesthetic , Cultural , Recreational and Disciplinary values that are essential for the development of a harmonious personality. Therefore, it was decided to undertake the present investigation to study the impact of Co-curricular activities on values of pupil teachers.

The High Level Seminars on Moral Education (NCERT, 1981) recommended that value orientation should be the main focus of education and provision for it should be made throughout the country with due regarded for flexibility of approaches.

According to National Curriculum for Primary and Secondary Education (1988), the crisis of values, our society is passing through “demands more explicit and deliberate educational

* Assistant Professor, Guru Nanak Dev College of Education, Majatri (Mohali)

efforts towards value development”.

Edger, S. Brightman (1958) stated that in the most elementary sense, value means whatever is actually liked, prized, esteemed, desired, approved or enjoyed by anyone at any time. It is actual experience of enjoying a desirable object or activity. Kaul ,Vineet.(2004) studied Co-Curricular activities as related to family environment, school environment and self-esteem found that there was negative correlation between controlled family environment and interest in co-curricular activities. Bajwa, Sukhwant (2003) studied on a comparative study of attitude of Arts and Science students towards co-curricular activities of Malwa region of Punjab and found that attitude of female students was slightly high than male students towards co-curricular activities irrespective of their stream. Verma (2000) concluded that more number of Government School Students were satisfied with leisure time available to them at home and at school than slum area school students and a large number of Private school students were satisfied with leisure time available to them both at home and school as compared to Government school students.

Brar,J.S & Singh,Gurmit. (2004) conducted study on values of pupil teachers with special reference to sex and location and found that females had high Aesthetic values as compared to males who have high power values. With respect to the location, urban Pupil teachers have high Economic value as compared to rural pupil teachers who have high family prestige value. Shailaja & Saboti (2002) in their study found that there was no significant difference between married and unmarried pupil teachers in theoretical, social, political and religious values whereas means of unmarried pupil teachers was slightly higher in aesthetic, social and political values. Sudhir (2001) opined that values are the acquired and affective aspects in life which an individual internalizes through the process of socialization. They become the guiding forces in one's life and his endeavors. Preference and commitment for a value determine the mission of an individual to achieve certain cherished goals in life thereby influencing the thinking and behavior of an individual.

Statement of the Problem

A Study of co-curricular activities and values of pupil teachers' of Chandigarh.

Delimitations

1. The present study will be delimited to 100 pupil teachers (50 male and 50 female) of Govt. college of Education, Sec.20-D Chandigarh.
2. Present investigation will be restricted to Questionnaire to assess the pupil- teachers participation in Co- curricular activities and Study of Values only.

Objectives of the Study

1. To find out values of male and female pupil teachers.
2. To find out the extent of participation of male and female pupil teachers in Co- curricular activities.

Hypotheses

1. There are no significant differences in values of male and female pupil teachers
2. There are no significant differences in the extent of participation in Co- curricular activities of male and female pupil teachers.

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Design of the Study

The descriptive survey method of research was employed to investigate the extent of Co-Curricular activities on values of pupil teachers.

Sample

The sample consisted of 100 pupil teachers . It consisted of 50 male and 50 female pupil teachers of Govt. College of Education, Sec. 20-D , Chandigarh .

Tools Used

The following tools were used to collect data:-

1. A questionnaire prepared by Dr. Beantjit Kaur , (2004) to asses the pupil teacher's participation in Co- Curricular activities .
2. 'Study of Values' developed and standardized by Dr. R.K Ojha (1992).

Data Collection Procedure

The questionnaires and study of values were administered strictly according to the given instructions and scoring was done in accordance with the norms provided in the manuals.

Statistical Techniques Used

The data was analyzed by calculating mean, median, standard deviation, skewness, kurtosis, standard error of skewness, standard error of kurtosis, coefficient of correlation and t-values to test the hypotheses.

Table-1: Mean, Median, SD, Skewness, Kurtosis, and there standard errors of the total sample

Variable	Mean	Median	SD	SK	Ku	SEsk	SEku
Co-curricular activities	114.8	118	16.25	-0.59	0.31	0.08	0.645
Values :							
Theoretical	43.45	43.00	4.39	0.174	-.646	0.725	-1.345
Economic	41.25	41.00	5.476	.136	.691	0.566	1.439
Aesthetic	36.27	36.00	6.688	.131	.220	0.545	.458
Social	44.26	45.00	6.206	-.163	-.365	-0.679	-0.760
Political	41.09	42.00	4.818	-.281	-.113	-1.170	-0.235
Religious	34.25	33.00	6.796	.640	.909	1.05	1.895

The values of SEku entered is table -1 in respect of variables are Theoretical , Economic, Aesthetic, Social, Political and Religious –are 1.345, 1.439, .458, -0.760, -0.235, 1.895show that values of SEku are the variable . Since these values have been less than 1.96 at 0.05 level of significance it is interpreted that the sample does not differ from normality. Thus the analysis shows that except for theoretical values (slight difference between males and females) and social values (little difference between males and females), males and females do not differ significantly in rest of the values, hence the first hypothesis that there are no significant differences in values of male and female pupil teachers is accepted.

Table-2: Mean, SD and t-ratio of co-curricular activities scores of male and female pupil teachers

Group	Mean	SD	N	df	t-ratio
Male	112.18	17.84	50	98	1.66
Female	117.7	15.28	50		

Interpretation

The table 2 shows the results of the means of co-curricular activity scores of male and female pupil teachers. The mean, SDs and r-ratio present a comparative picture of score of male and female pupil teachers on co-curricular activities.

The female pupil teachers exhibited higher mean scores on co-curricular activities than the male pupil teachers which imply that female pupil teachers are higher in extent of participation in co-curricular activities than male pupil teachers. The t-values of means of co-curricular activities scores of male and female pupil teachers (1.66) is not significant at 0.01 level of significance. The result implies that there is no significant difference in the extent of participation of co-curricular activities in male and female pupil teachers.

Hence, the second hypothesis i.e., there are no significant differences in the extent of participation of co-curricular activities in male and female pupil teachers is confirmed.

Conclusions

On the basis of analysis of data, interpretation and discussion of the results of the present study following conclusion were drawn:-

1. Majority of pupil – teachers like to participate in Co-curricular activities.
2. There was difference in the participation of Co-curricular activities in male and female pupil teachers. The participation in co-curricular activities of female pupil teacher were more than male pupil-teachers.
3. Male pupil teachers had higher Aesthetic values, Social values and political value than the female pupil teachers.
4. Female pupil teachers had higher Theoretical value, Economics value, and Religious values than the male pupil teachers.
5. There was slight difference in male and female pupil teachers on Theoretical value and Aesthetic value.
6. There was negligible difference in male and female pupil teachers on Economic value, Political values and Religious value.
7. There was very little difference in male and female pupil teachers on Social value.
8. It was also found that pupil – teachers who participated more in Co-curricular activities had negligible higher theoretical value, Social value and political value in the total sample.
9. It was also seen that pupil-teachers who participated more in Co-curricular activities had negligible Economic value, Aesthetic value and Religious value in the total sample. Thus Co-curricular activities had effect on values of pupil –teachers.

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Suggestions for Further Study

The present study was conducted with certain limitations. It is therefore, suggested that the further investigation in this direction may be taken up with the following suggestions.

1. In the present study, investigation was restricted to males' and females' of Govt. college of education only. The same study can be extended to degree colleges of boys' and girls'.
2. A similar study can be replicated on a wider sample.
3. More factors may be studied which may have effect on values of pupil teachers which may reveal different results.
4. A similar study can be extended to institutions of rural areas also.

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