

## STUDY OF CO-CURRICULAR ACTIVITIES IN RELATION TO ADJUSTMENT

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### ABSTRACT

*The purpose of present paper was to study co-curricular activities in relation to adjustment among adolescents. The sample consists of 200 students (100 male and 100 female) studying in various schools of Ludhiana district. For collecting data, Adjustment Inventory by Sinha & Singh (1992) and Self-constructed Questionnaire for participation in various co-curricular activities, were used. Result reveals that rural students show higher level of co-curricular activities and adjustment than urban students. Students with high level of co-curricular activities are more adjusted than students with low co-curricular activities.*

**Keywords:** Co-Curricular Activities, Adolescents, Adjustment.

There was a time when, co-curricular activities were looked upon as 'extra activities' and mere wastage of time. It was believed that they encroached upon the proper domains of the school and interfered with its functioning. But now the attitude towards these activities has been changing. These activities are now known as co-curricular, semi-curricular and community activities. They have now come to occupy an important place in the regular time schedule of the school and the progress of co-curricular activities is bound to be improved rather than impaired. These activities are as old as education itself, though their sphere was not as vast as it is today. A co-curricular activity is a program or out-of-class activity, supervised and/or financed by the school, which provides curriculum-related learning and character building experiences. Co-curricular activities are voluntary, are not part of the regular school curriculum, are not graded and do not earn credits. Types of co-curricular activities includes a)Activities for physical development, b) Activities for Literary and Academic Development,(c) Activities for Aesthetic and Cultural Development (d) Activities for leisure or hobbies (e) Excursion Activities (f) Civic Development Activities (g) Social Welfare Activities.

Mc Neal and Ralph (2002) conducted a study on extracurricular activities and high school and beyond. The study indicated that participation in extracurricular activities significantly reduces a student's likelihood of dropping out, whereas participation in academic and vocal clubs has no effect. Kaur (2006) found significant difference of participation in co-curricular activities among rural and urban school students. It was also concluded that parental encouragement has significant impact on the participation in co-curricular activities among these students.

Human organism is not a piece of stone but a living and dynamic organization which keeps adjusting to the changing environment. In this modern era, human beings are facing a vital problem that is adjustment. Adjustment is the ability of a person to adapt him/her according to the changing circumstances. There are tremendous changes in the society due to this progress. Adjustment may be defined as the ability or capacity of a man to adjust himself according to the environment (social/ physical) and changing circumstances. It is maintaining balance between needs and desires of the individual and society. In other words adjustment of a person may be defined as a

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characteristic way in which he perceives, reacts to and satisfies the major needs of his life or solve the main problems of his life. Adjustment does not mean passive acceptance of the influences and forces of environment. It implies active participation in the environmental changes. Adjustment is the essence of acceptance to self, society work life and capacity to deal with reality. Thus, the term adjustment has two meanings. In one sense, it is a continuous process by which a person varies his behaviour to produce a more harmonious relationship with his environment. In other sense, adjustment is a state i.e. the condition of harmony arrived at by children what we call adjustment. An Individual's adjustment is adequate, wholesome or healthful to the extent that he has established harmonious relationship between himself and the conditions, situations and persons who comprise his physical and social environment (Crow and Crow, 1956).

### Objectives

- 1) To understand the adjustment levels of school going students.
- 2) To find the curricular activities performed

### Discussion of Results

**Table 1 showing scores of co-curricular activities among students**

Locality	Sample	Mean	SD	SEd	t-ratio
Rural	100	38.96	15.68	2.07	3.30
Urban	100	32.11	13.71		
Male	100	37.67	14.39	2.00	0.20
Female	100	35.52	13.97		

The mean scores of co curricular activities among rural and urban students are 38.96 and 32.11 respectively and S.D is 15.68 and 13.71 respectively. The t-ratio value is 3.30 which is significant. Again, the mean score of male and female students regarding co curricular activities are 37.67 and 35.52

by school students.

- 3) To find the differences in the mean scores of co-curricular activities among students with regard to gender and locality.
- 4) To find the differences in the mean scores of adjustment among students at different levels of co-curricular activities.

### Sample

The study was conducted on 200 students randomly selected from schools of Ludhiana district. Out of the selected students, 100 were rural and 100 were urban which were further categorised into 50 male and 50 female students.

### Measures

- Adjustment Inventory by A.K.P. Sinha and R.P. Singh (1992)
- Co-Curricular Activities Questionnaire (Self-constructed).

### Procedure

In this study, descriptive survey method was employed. Above mentioned measures were employed to collect data from selected sample of 200 school students. Data was analyzed with descriptive and inferential statistics.

respectively, while S.D is 14.39 and 13.97 respectively. The t-ratio value is 0.20 which is not significant at both levels of significance. Hence, rural students participate more in co-curricular activities than urban students and there is no significant difference in scores of co-curricular activities among male and female students.

**Table 2** showing scores of Adjustment of students at different levels of co-curricular activities

Level	Sample	Mean	SD	SEd	t-ratio
High Co-curricular Activities	54	62.08	7.67	1.3	9.20
Low Co-curricular Activities	54	49.93	6.06		

The mean score of adjustment among students at high and low levels of co-curricular activities are 62.08 and 49.93 respectively and S.D is 7.67 and 6.06 respectively. The t-ratio value is 9.20 which is highly significant. Therefore, students with high level of co-curricular activities are more adjusted than students with low co-curricular activities.

#### Conclusions

- Rural students show higher level of co-curricular activities than urban students.
- Students with high level of co-curricular activities are more adjusted than students with low co-curricular activities.

#### Educational Implications

- As rural students show higher level of co-curricular activities than urban students implies that urban students should be motivated in school, home and society to take part in co-curricular activities.
- Besides that, students with high level of co-curricular activities are more adjusted than students with low co-curricular activities. So, students should be motivated in school,

home and society to take part in co-curricular activities to make them more adjusted in society.

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