

EXTENT OF PARTICIPATION OF PG AGRICULTURAL GIRL SCHOLARS OF AAU IN ORGANISED EXTRACURRICULAR ACTIVITIES

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ABSTRACT

Students of today have more opportunities and a wider variety of extracurricular activities to choose to be involved than students of previous generation. Students and parent do not understand the importance of extracurricular activities as they felt these activities distracted them from their academic work. This scenario tended to unfold either when a student was struggling academically or when the student wanted to focus totally on academics, to the exclusion of everything else. In that regard present study was carried out on a sample of 50 PG girl scholars studying in academic year 2014-2015 at BACA, AAU, Anand of Gujarat state. The information was collected through the personal interview schedule. The statistical measures, such as arbitrary, percentage were used. More than two-third (68 per cent) of scholar had low level of extracurricular activities participation, followed by 15 per cent of them had medium level of extracurricular activities participation. Only 1 per cent had very low level of participation. None of them had high to very high level of participation. Students are more dedicated to academic work than participating in anything else.

Keywords: *girl scholars, extracurricular activities, participation*

INTRODUCTION

Academics are an important part of each student's career. Parents spend a lot of time encouraging their child to study more. They believe that devoting a great deal of time to studying guarantees success in future. There is another more playful component of a well-rounded education -- outside the regular academic program, that may positively impact students' success. Extracurricular activities, such as basketball, baseball, tennis, debating, chess clubs, singing, dancing drama etc can round out students' academic careers to great effect. Besides being fun and a great way to socialize with other student, extracurricular activities can enhance students' time management and stress management skills, improving overall productivity. Through the avenue of extracurricular activities students find it much easier to gain admission into universities. Modern universities are more interested in recruiting who have something to offer besides academic qualification. Hopefully, more parents and students will see the importance of extracurricular activities and diversify and deepen their interest and hobbies.

Female participation in extracurricular activities is also significantly less in comparison with boy's. Girls rate of participation in physical and other extracurricular activities in their free time starts to decline after the age of 14, as there is change in perception of aspects concerning their fitness, health and lifestyle. Compared to boys, girls feel that their overall health, regular exercise routine and level of fitness are significantly lower. (Gonzalez, 2005 and Kamani *et al.*, 2016)

OBJECTIVE

To know the extent of participation of pg agricultural girl scholars of aau in organised extracurricular activities

METHODOLOGY

The present study was carried out on a sample of 50 PG girl scholars studying in academic year 2014-2015 at BACA, AAU, Anand. The information was collected through the personal interview schedule. The statistical measures, such as arbitrary, percentage were used.

The extent of participation of PG agricultural girl scholars in organised extracurricular activities was measured by means of respondents response towards twenty three statements asked them through schedule. Students' answers towards each statement were studied by means of major reason why I chose not to participate, part of reason why I chose not to participate, did not influence my choice to participate ,part of the reason why I chose to participate and major reason why I chose to participate format independently. Scores assigned were 1, 2, 3, 4, and 5 for major reason why I chose not to participate, part of reason why I chose not to participate, did not influence my choice to participate, part of the reason why I chose to participate and major reason why I chose to participate of positive statements respectively and reverse for negative statements respectively. The total score for each respondent were worked out and was considered as

an indicator of extent of participation of PG girl students in organized extracurricular activities. On the basis of total score obtained, the respondents were grouped into five categories by equal interval method.

RESULTS AND DISCUSSION

Extent of participation in extracurricular activities

The extent of participation in extracurricular activities was measured by means of respondents response towards twenty three statements asked them through schedule. The data regarding extent of participation of the respondents in extracurricular activities were obtained and they were grouped into five different categories. The distribution is given in Table -1.

n= 50

Table 1 Extent of participation in extracurricular activities

Sr. No.	Activities	Major reason why I chose NOT to participate		Part of the reason why I chose NOT to participate		Did not influence my choice to participate		Part of the reason why I chose to participate		Major reason why I chose to participate	
		No.	%	No.	%	No.	%	No.	%	No.	%
1	Cost of registration for activity	06	12	08	16	34	68	02	04	00	00
2	Parental encouragement	02	04	11	22	11	22	18	36	08	16
3	Interest in activity	03	06	02	04	06	12	13	26	26	52
4	Time of practices	18	36	16	32	12	24	04	08	00	00
5	Opportunity to learn something new	01	02	01	02	11	22	19	38	18	36
6	Coaches/activity advisors	02	04	10	20	24	48	10	20	04	08
7	Amount of time prior to sign up to discuss being in activity with friends, parents, or others	05	10	07	14	30	60	07	14	01	02
8	Transportation to and from activity	14	28	08	16	24	48	04	08	00	00
9	Amount of practice	07	14	24	48	17	34	01	02	01	02
10	Conflicts with other activities	22	44	19	38	09	18	00	00	00	00
11	New experience	01	02	01	02	08	16	20	40	20	40
12	Friends involved in activity	03	06	00	00	08	16	25	50	14	28
13	Activity signup time/ location	26	52	17	34	05	10	02	04	00	00
14	Cost of equipment	04	08	07	14	39	78	00	00	00	00
15	Consistency of a schedule	04	08	27	54	19	38	00	00	00	00
16	The challenge	07	14	06	12	09	18	16	32	12	24
17	Chance to be a part of something	00	00	04	08	14	28	24	48	08	16
18	Teacher encouragement.	00	00	10	20	03	06	31	62	06	12
19	Emphasis on performing well, or winning	05	10	14	28	18	36	12	24	01	02
20	Time for studying	34	68	16	32	00	00	00	00	00	00
21	Nothing else to do	00	00	01	02	08	16	20	40	21	42
22	Wanting to keep busy	34	68	16	32	00	00	00	00	00	00
23	I want to win	00	00	07	14	38	76	02	04	03	06

For 68 per cent respondents, cost of registration for activity did not influence the choice of participation in extracurricular activities. 36 per cent respondent's participation was influenced by their parental encouragement. For half of student (52 per cent) interest in activity was major reason why they chose to participate. For 36 and 32 per cent respondents, time of practises was the major and part of the reason, respectively, why they chose not to participate in extracurricular activities. 38 per cent of respondent's found opportunity to learn something as part of reason that influenced their decision to participate in extracurricular activities. For nearly half (48 per cent) respondent coaches/ activity advisor didn't influence their decision to participate. Similarly, for 60 per cent and 48 per cent respondent, amount of time prior to sign up to discuss being in activity with friends, parents, or others and transportation to and from activity didn't influence their decision to participate. For nearly half of the respondents (48 per cent) amount of practise was part of the reason that prevented them from participation in extracurricular activity. 44 per cent of respondent find extracurricular activity causing conflict with other activities and was major reason they chose not to participate. For majority (40 per cent) a feeling of new experience was found to be the major and part of reason why they chose to participate, respectively. Friends involved in activity resulted into participation for half of respondents (50 per cent) and found part of the reason why they chose to participate. Activity signup time/ location posed a major constraint for half of respondents (52 per cent), and was major reason why they not chose to participate. For majority (78 per cent), cost of equipment didn't influence their interest of participation. Consistency of a schedule was part of reason why half of respondents (54 per cent) not chose to participate in extracurricular activities. The challenge was a motivating factor that formed part of the reason why respondents (32 per cent) chose to participate in extracurricular activities. For 48 per cent respondents, chance to be a part of something was part of reason that influenced their decision to participate. For majority (62 per cent) respondents teacher encouragement was part of reason why they participated in extracurricular activities. For 36 per cent respondents, emphasis on performing well, or winning did not influence their decision

to participate in extracurricular activities. For majority (68 per cent) respondents, time for studying was the major reason why they chose not to participate in extracurricular activities. For 40 per cent respondent's participation in extracurricular activities was because they find nothing else to do. For more than half (68 per cent) respondents found extracurricular activities as a means by which they can keep themselves busy and was major reason why they chose to participate. For majority (76 per cent) respondents the feeling to win did not influence their decision to participate.

Overall categorization of extent of participation in extracurricular activities

Table 2 Level of participation in extracurricular activities

n=50

Sr. No	Category	Number	Per cent
1	Very low(upto 20 per cent)	01	02
2	Low(between 21 to 40 per cent)	34	68
3	Medium(41 to 60 per cent)	15	30
4	High(61 to 80 per cent)	00	00
5	Very high (above 80 per cent)	00	00

It is revealed from the Table 2 that, more than half (68 per cent) of students had low participation as several factors contributed negatively for their non-participation. Further 30 per cent of girl student were having medium level of participation. Only 2 per cent student had very low participation .None of the students (0 per cent) fall in high and very high degree of participation, respectively.

CONCLUSION

As the level of participation of PG agricultural scholars of AAU is low, there is high need for increasing their participation. Student's academic work keeps them busy, becoming a barrier for participating in extracurricular activities A proper schedule should be planned by educational institution that will provide opportunities for all round development of girl scholars. Parent encouragement to have key role in increasing their participation

Extracurricular activities provide young people the opportunity for the development of skills, cooperation, teamwork, and fulfilment through the opportunity of achievement and participation outside the classroom. It is through participation in extracurricular activities that

young people have the opportunity for social, physical and mental, emotional enrichment. And through involvement in extracurricular activities, young people have the opportunity for interactions with adults who can become more than coaches or advisors but also mentors, and a source of support for the young person outside family.

Studies have looked at many of the effects of being involved in extracurricular activities and what kind of involvement matters like parental and teacher encouragement respectively, conflict with other activities ,consistency of schedule ,amount of practise and time for studying.

The result of the study can be utilised to help the parents, the college, and the community to gain better understanding of how student perceive extracurricular activities. It can also be used to gauge the attitude and effectiveness of current programmes identifies areas of need, and better addresses the needs of students in the future.

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