

A Study on Influence of Co-Curricular Activities on Leadership Qualities among Degree College Students

Dr. Prashantha Kumara T.M

Assistant Professor, Department of Studies in Education, Vijayanagara Sri Krishnadevaraya University,
Jnanasagara Campus, Ballari

ARTICLE INFO

Article History:

Accepted: 05 April 2023

Published: 23 April 2023

Publication Issue

Volume 10, Issue 2

March-April-2023

Page Number

592-595

ABSTRACT

This study investigates the impact of co-curricular activities on leadership qualities. College graduates recognized as a community leaders we're selected from Government degree college of Ballari district. The study was delimited to sports, Elocution, debates, essays and athletic. The sample of 450 students was selected. Data were collected by questionnaire of leadership qualities which was developed by researcher The data was analyze by using statistical techniques mean, standard deviation, Pearson coefficient of correlation, and t-test. On the basis of data analysis was found that co-curricular activities how significant impact on leadership qualities of degree college students.

Keywords : Co-Curricular Activities, Sports, Elocution, Debates, Essays Athletic

I. INTRODUCTION

The function of education is to guide and control the formation c habit and character on the part of the individual as well as to develop his capacities and powers, so that he will become an efficient member c society (Maribeth 1990). Education is, then, the great mean of controlling habit and character in complex social group. It is the basic need of ever society. The society uses educational institutions as its agent of socialization. The curriculum is devised to provide desirable attitudes and experience among youth.

Most of the classical and almost all modern educationists admit the education is not just the memorization of certain facts, figures and skill but it is all-round development of the students. So it is logical

to think that co-curricular activities are the integral part of educational system. Kumar et. al (2004) commented that co-curricular activities hold a place of great importance in the field of education for the all-round development of children. Mentions have been made in various educational books, commission reports and educational plan regarding the policy, programme, activities and significance of these activities. They further added that for social, physical and spiritual development co-curricular activities are prerequisite. Society needs mentally and physically healthy persons having qualities like creativity, leadership, hard work and honesty. Such qualities need training and practice. Textbook alone cannot develop such qualities. These qualities also acquire co-curricular activities as well. Co-curricular activities are, therefore, a series of

activities related with the institutional program, which help to bring out all round development of the students, outside the subjects for examination schedule. Co-curricular activities stimulate playing, acting, singing, recitation, speaking and narrating in students. These activities guide students how to organize and present an activity, how to develop skills, how to cooperate and co-ordinate in different situations these helps in leadership qualities.

II. Statement of the Problem

The problem under investigation was to find out the impact of co-curricular activities on leadership qualities of degree college students.

Objectives of the Study

The following were the objectives of the study :

- To find out the relationship of co-curricular activities with leadership qualities in degree college students.
- To find out the impact of co-curricular activities on leadership qualities of degree college students.

Hypotheses

1. There is no significant relationship of co-curricular activities with leadership qualities in degree college students.

2. There is no significant impact of co-curricular activities on leadership qualities of degree college students.

Tools for Data collection :

1. Leadership Qualities Questionnaire : researcher, by consulting the experts, developed a questionnaire containing 40 items.
2. Proforma for Participation in Co-curricular activities : In the Proforma co-curricular activities are listed and students are required to put a tick mark in the activity he has participated, mention the total no. of participations.

Data Collection and Analysis

Data were collected by administering the questionnaire on the sample of 450 students of government degree collage of Ballari district. Co-curricular activities were measured by five items. Each item was assigned the value of 4. Student who responded as "Yes" to 3 items was given value of 12, student who responded as "No" to 4 items was given value of 4. In this way co-curricular activities were measured. sample was divided into two groups. Students, who scored 5 or above in co-curricular activities, were placed in participant group and students, who scored 4 or below were placed in nonparticipant group. For the analysis of data mean, standard deviation, variance, correlation and t-test were applied.

Table 1: Data of Male Sample Non-participant and participant Group

| Groups | mean | SD | Variance |
|-----------------|------|------|----------|
| Non-participant | 4.75 | .603 | .364 |
| Participant | 8.76 | 1.90 | 3.63 |

Table 2: Data of Female Sample Non-participant and participant Group

| Groups | mean | SD | Variance |
|-----------------|------|------|----------|
| Non-participant | 7.12 | 2.38 | 5.70 |
| Participant | 8.53 | 2.08 | 4.33 |

Table 3: Correlation coefficient between co-curricular activities and leadership qualities of male and female sample

| Groups | Variable | Correlation coefficient |
|--------|---|-------------------------|
| Male | Correlation coefficient between co-curricular activities and leadership qualities | 0.630 |
| Female | Correlation coefficient between co-curricular activities and leadership qualities | 0.260 |

* correlation Significant at $\alpha=0.01$

Table 4: Mean difference between Participant and Non-participant groups on leadership qualities for male sample

| Groups | Mean | t value |
|-----------------|------|---------|
| Non-participant | 4.75 | 12.52 |
| Participant | 8.76 | |

Table 5: Mean difference between Participant and Non-participant groups on leadership qualities for female sample

| Groups | Mean | t value |
|-----------------|------|---------|
| Non-participant | 7.12 | 4.15 |
| Participant | 8.54 | |

* $p < .0001$

III. Findings

Following results have been obtained from the analysis of data. The data from male sample reveals that Correlation between co-curricular activities and leadership qualities is 0.630, which is significant at $\alpha=0.01$ and the data from female sample reveals that Correlation between co-curricular activities and leadership qualities is 0.260, which is significant at $\alpha=0.01$.

T-test was applied on male sample for finding out mean difference between Participant and Non-participant groups on leadership qualities The data revealed that mean difference between co-curricular activities and leadership qualities is significant ($t = 12.52$)

T-test was applied on female sample for finding out mean difference between Participant and Non-participant groups on leadership qualities The data revealed that mean difference between co-curricular activities and leadership qualities is significant ($t = 4.15$)

IV. Conclusion

The results obtained by the study reveal that co-curricular activities play a significant role in developing leadership qualities of degree college students. These activities are unavoidable for achieving curricular objectives. Conclusions drawn from the findings of the study are Co-curricular activities have stronger relationship with leadership qualities of male and female degree college students. Co-curricular activities have stronger impact leadership qualities of male and female degree college students. Co-curricular activities have significant impact on leadership qualities of degree college students.

Co-curricular activities provide a chance to students for utilizing his potentials. Study also reveals that educational institutions are well aware of about importance of these activities and are managing these activities. The result show that student is availing the opportunities of enjoying these activities in society also.

V. REFERENCES

- [1]. Ganyon (1995). Importance of Co-Curricular Activities. Retrieved May 11,2003 from <http://www.moe.bsn.bn/Co-curriculum/departments.html>.
- [2]. Marsh, H. W., & Kleitman, S. (2002). Extracurricular activities: The good, the bad, and the nonlinear [Electronic version]. *Harvard Educational Review*, 72, 464-512.
- [3]. Sewan. (1999). Purpose of Co-Curricular Activities. Retrieved May 7,2003 from http://www.redlands.nsw.edu.au/Pdf/cpdfs/preparatory_school.pdf.html
- [4]. Soderberg, Melissa Boocock TITLE Student Leadership and Participation in Independent School Activities: Culture Created in Schools. Columbia Univ., New York, NY.
- [5]. Esther A. and Joseph Klingenstein Center for Independent School Education. Thomas and

- Morrison (1995). Characteristics of Leadership. Retrieved May 7,2003 from http://www.redlands.nsw.edu.auidf/leadership_preparatory_school.pdf.html.
- [6]. Wellon, S.J. (2000). Definition of Co-Curricular Activities. Retrieved April 13,2003 from <http://www.galaxy.edu.np/abtgat.html>.

Cite this article as :

Dr. Prashantha Kumara T.M, "A Study on Influence of Co-Curricular Activities on Leadership Qualities among Degree College Students", *International Journal of Scientific Research in Science, Engineering and Technology (IJSRSET)*, Online ISSN : 2394-4099, Print ISSN : 2395-1990, Volume 10 Issue 2, pp. 592-595, March-April 2023. Available at doi : <https://doi.org/10.32628/IJSRSET2310227>
Journal URL : <https://ijsrset.com/IJSRSET2310227>