

### Study on Moral Value of Students with reference to their level of participation in Co-curricular Activities

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#### ABSTRACT

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### Article History

Accepted : 02 July 2022 Published : 11 July 2022 The goal of co-curricular activities is to give better fitness to students as well as inculcate a sense of sportsmanship, competitive spirit, leadership, meticulousness, cooperation and team spirit. Therefore, many institutions are appreciating the importance of co-curricular activities and integrating a number of co-curricular activities in their syllabus and making it mandatory for the students to choose their interest in co-curricular activities from a list of options. This study about the level of the participation in co-curricular activities of the students at upper primary level and their moral value and academic achievement. This study conducted on on 200 students who are studying in class 6-8 of Bilaspur, CG by using standardized tools. It reveals that the factor Co-curricular Activities Sports & Games Score 87.4%, Co-curricular Activities of Culture Activities score 94% Co-curricular Activities of Art& Craft 86.8%, Co-curricular Activities of Student Association 85.6% and Co-curricular Activities of Education Tour 88.2% Total CO-curricular Activities scores 88.4%.

**Keywords:** Moral Value, Co-Curricular Activities, Teaching, Training, Storytelling, Conversation

### I. INTRODUCTION

Education is the process of learning, or the acquisition of knowledge, skills, values, morals, beliefs, habits, and personal development, is facilitated by education. Teaching, training, storytelling, conversation, and focused study are all examples of educational practices. Education is typically guided by educators; but, learners can also educate themselves. Education can occur in both formal and informal settings, and any event that has a formative effect on one's thoughts, feelings, or actions can be deemed educational.

The word 'Education' explain that education brings out the good qualities in an individual and develops his inner unknown capabilities. Education prepares a human being to achieve his goals in a particular society or culture. Education, according to Gandhi ji, is "an all-round drawing out of the best in the child and man body, mind and spirit."

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According to Tagore, education is the broadest route leading to the solution of all our problems." As a result, education can be said to play a fundamental and crucial part in an individual's growth. Education is a lifelong process that begins with a person's birth and continues until his death. He continues to learn throughout his life. A child's formal education usually begins when he or she is four or five years old and is sent to school, where he or she is taught skills and competences that are necessary for creating human resources. According to Rousseau, "Man's education begins at birth; before he can talk or understand, he is already being trained. Experience is the forerunner of the perfect". Previously, the educational process was considered complete after completion of education up to the secondary school level, but in the modern age, learning begins at a very young age and continues even after retirement." Thus, we can define education as a step-by-step process designed to develop an individual's knowledge, skills, and personality, which are required for him to live in this society and to cope with life's challenges. Its primary goal is to help an individual recognize his or her own abilities and inner self.

There are other reasons as to why education is very important in India, such as:

- Every Indian citizen, regardless of gender or social status, has the right to an education.
- It promotes a democratic society that is civilized and well-mannered.
- Education also contributes to the upliftment of economically disadvantaged groups, resulting in the creation of numerous job and employment opportunities.
- A good education that leads to a peaceful exchange of ideas, knowledge, and best practises.
- Most importantly, education ensures that educated people have a bright and prosperous future. It also aids in the prevention of crime and terrorism.

Achievement is an attainment, a competency earned, or a required talent. An achievement in the sphere of education is the quantity of knowledge or skills that a child has learned in a specific field or subject. "Educational Growth" exhibits growth in all domains and demonstrates child understanding in various study subjects. It inspires the students to work hard. Failure leads to rage and frustration, whereas success inspires motivation and inspiration.

Co-curricular activities (CCAs) earlier known as Extracurricular Activities (ECA) are the components of the non-academic curriculum that helps to develop various facets of the personality development of the child and students. For the all-round development of the child, there is a need for emotional, physical, spiritual, and moral development that is complemented and supplemented by Co-curricular Activities.

The goal of co-curricular activities is to give better fitness to students as well as inculcate a sense of sportsmanship, competitive spirit, leadership, meticulousness, cooperation and team spirit. Therefore, many institutions are appreciating the importance of co-curricular activities and integrating a number of co-curricular activities in their syllabus and making it mandatory for the students to choose their interest in co-curricular activities from a list of options. So, the hidden motive behind all this is to develop self-confidence and trust in others.

#### **II. RATIONALE**

The researcher was associated with school and teacher education since later fifteen year. There was a controversy between the thought process of parents and teacher about the level the participation in sports and culture activities reduced the academic achievement of the students. Similarly level of participation in co-curricular activities improves the moral value of the students. The researcher was interested to study about the level of the participation in co-curricular activities of the students at upper primary level and their moral value and academic achievement. Researcher also interested in study the relationship between academic achievement and the level of participation in the cocurricular activities and relation between moral value and level of participation in co-curricular activities. Hence the topic selected by the researcher as follows.

Area	ι	J <b>rban</b>			
			Rural	Total	
	Boys	Girls	Boys	Girls	
Rahod					
	25	25	25	25	100
Janjgir –					
Champa	25	25	25	25	100
	50	50	50	50	200

### **OBJECTIVES OF THE STUDY**

Following will be the objectives of the study:

1. To list out the co-curricular activities available for the students at upper primary level.

- 2. To study the level of Moral value of the students at upper primary level.
- 3. To study the relation between of level of participation in extra-curricular activities of the students at upper primary level and their Moral Value.

#### III. Research Design

Study has been conducted on 200 students who are studying in class 6- 8 in academic year 2020-21 and participated in the curricular co curricular activities during the schooling are selected as sample for the present study. Stratified sampling technique has been used to draw the sample.

### **VARIABLES :**

In the present study the variables have been taken as an Independent variable is Level of participation in co-curriculum activities and dependent variables are Academic achievement, Moral Values.

### **HYPOTHESIS 1**

Ho1 There will be no significant difference between the levels of participation in Cocurricular Activities of urban and rural students at upper primary level.

It was scored and factor wise data collected and tabulated as given table below.

### SHOWING SCORE OF CO-CURRICULAR ACTIVITIE IN URBAN AND RURAL STUDENTS IN UPPER PRIMARY LEVEL

S.No.	Area	Total No. of	Obtained a	avg. Score
		Items	Score	%
А	Sports & Games	05	4.07	81.4
В	Culture Activities	05	4.33	86.6
С	Art & craft	05	4.5	90
D	Student Association	05	4.38	48.6
Е	Education Tour	05	4.63	92.6
	Grand Total of Items	25	21.91	79.84

The above table informs "Study on Moral Values and Academic Achievement of Student at Upper Primary Level with Reference to their level of Participation in Co-curricular Activities."It reveals that the factor Co-curricular Activities Sports &Games Score 81.4%, Co-curricular Activities of Culture Activities score 86.6% Co-curricular Activities of Art& Craft 90%, Co-curricular Activities of Student Association 48.6% and Co-curricular Activities of Education Tour 92.6% Total CO-curricular Activities scores 79.84%.

### Result -

### $R_{1:}$ The level of Co-curricular Activities among the students at upper primary level is 79.84%.

In order to study the above mentioned hypothesis, scores of Co-Curricular Activities of students have been arranged according to locality of the students. Means and Standard Deviations of the same were computed. In order to study the significance of the difference between the means of the moral values of the students based on locality, t-test was employed.

Factor	Locality	N	Μ	SD	Df	t-value	Significance
Sports	Urban	100	4.07	0.72	198	3.012	P < .01
	Rural	100	4.37	0.69			
Culture	Urban	100	4.33	0.66	198	4.307	P < .01
Activities	Rural	100	4.70	0.55			
Art & Craft	Urban	100	4.50	0.50	198	1.89	NS
	Rural	100	4.34	0.68			
Student	Urban	100	4.38	0.63	198	0.214	NS
Association	Rural	100	4.28	0.65			
Education	Urban	100	4.63	0.48	198	2.864	P < .01
Tour	Rural	100	4.41	0.60			
Co-curricular	Urban	100	21.91	1.51	198	0.673	NS
Activities	Rural	100	22.04	1.13			

Means and S.D.'s and t-value of the scores of Co- Curricular Activities of the Upper Primary Students based on Locality

It can be noticed that, mean scores of "Sports & Games" dimension of Co-Curricular of urban and rural students at upper and primary level are 4.07 and 4.37 and standard deviation are 0.72 and 0.69 respectively.

The calculated t-value is 3.012which is less than that of table value for 198 df which is 2.6 at .01 level. Hence the hypothesis is rejected and it can be stated that:

### **R**<sub>2</sub>: **Rural upper primary students' participation level in "sports& Games" co-curricular activities is significantly more than that of Urban Students.**

It can be noticed that, mean scores of "Culture Activities" dimension of Co -Curricular of urban and rural students at upper and primary level are 4.33 and 4.70 and standard deviation are 0.66 and 0.55 respectively. The calculated t-value is 4.307 which is less than that of table value for 198 df which is 2.60 at .01 level. Hence the hypothesis is rejected and it can be stated that:

### *R*<sub>3</sub>: *Rural upper primary students' participation level in "Culture Activities" of co-curricular activities is significantly more than that of Urban Students.*

It can be noticed that, mean scores of "Art & Craft" dimension of Co -Curricular of urban and rural students at upper and primary level are 4.50 and 4.34 and standard deviation are 0.50 and 0.68 respectively. The calculated t-value is 1.89 which is less than that of table value for 198 df which is 1.97 at .05 level. Hence the hypothesis is accepted and it can be stated that:

### R4: There is no significant difference between the "Art Craft" in Co-Curricular of Students of Urban and Rural Upper Primary Grade Students.

It can be noticed that, mean scores of "Student Association" dimension of Co -Curricular of urban and rural students at upper and primary level are 4.38 and 4.28 and standard deviation are 0.50 and 0.63 respectively. The calculated t-value is 0.214 which is less than that of table value for 198 df which is 1.97 at .05 level. Hence the hypothesis is accepted and it can be stated that:

## **R**<sub>5</sub>: There is no significant difference between the "Student Association" in Co-Curricular of Students of Urban and Rural Upper Primary Grade Students.

It can be noticed that, mean scores of "Education Tour" dimension of Co-Curricular of urban and rural students at upper and primary level are 4.63 and 4.41 and standard deviation are 0.48 and 0.60 respectively. The calculated t-value is 2.864 which is less than that of table value for 198 df which is 2.60 at .01 level. Hence the hypothesis is rejected and it can be stated that:

### *R*<sub>6</sub>: *Rural upper primary students' participation level in Education Tour co-curricular activities is significantly more than that of Urban Students.*

It can be noticed that, mean scores of Co -Curricular of urban and rural students at upper and primary level are 21.91 and 22.04 and standard deviation are1.13 and 1.51 respectively. The calculated t-value is 0.673which is less than that of table value for 198 df which is 1.97 at .05 level. Hence the hypothesis is accepted and it can be stated that:

### **R**<sub>7</sub>: There is no significant difference between the level of participation in Co-Curricular activities of Urban and Rural Upper Primary Grade Students.

#### Result –

#### $R_{21:}$ The level of Moral Values among the students at upper primary level is 82.9%.

In order to analyse the data, scores of moral values in different dimensions has been arranged gener wise and means and standard deviation were computed. In order to study the significant difference in moral values with regard to different dimensions t-test was employed. The summary of the same is presented in following table no. 4.8

				Conder			
Factor	Gender	Ν	Μ	SD	Df	t-value	Significance
Lying	Boys	100	7.42	0.61	198	0.18	NS
	Girls	100	7.41	0.60			
Dishonesty	Boys	100	7.59	0.49	198	0.032	NS
	Girls	100	7.56	0.53			
Stealing	Boys	100	7.44	0.54	198	1.78	NS
	Girls	100	7.60	0.72			
Cheating	Boys	100	7.42	0.50	198	1.94	NS
	Girls	100	7.56	0.51			
Moral Value	Boys	100	29.89	1.02	198	2.29	P<.05
	Girls	100	30.15	1.02			
		1					

Table 4.8. Means and S.D. and t-value of the scores of Moral Values of the Upper Primary Students based on Gender

From the above table it can be noted that Moral Values 'lying' mean score of upper primary boys and girls students are 7.42 and 7.41 and standard deviation are 0.61 and 0.60 respectively. The calculated t-value is 0.18, which is less than that of table value for 198 df

which is 1.97 at .05 level. Hence the hypothesis is accepted and it can be stated that:

R<sub>22</sub>: There is no significant difference between level of "Lying factor" of moral values of Boys and Girls upper primary students. From the above table no. it can be noticed that mean scores "Dishonesty" of boys and girls upper primary students in dishonesty factor of moral values are 7.59 and 7.56 and standard deviations are 0.49 and 0.53 respectively. The calculated t-vale is 0.032, which is less than that of table value for 198 df which is 1.97 at .05 level of significance. Hence the hypothesis is accepted and it can be stated that:

### *R23: There is no significant difference between level of "Dishonesty factor" of moral values of Boys and Girls upper primary students.*

From the above table no. it can be noticed that mean scores "Stealing" of boys and girls upper primary students in Stealing factor of moral values are 7.44 and 7.60 and standard deviations are 0.54 and 0.72 respectively and he calculated t-vale is 1.78, which is less than that of table value for 198 df which is 1.97 at .05 level of significance. Hence the hypothesis is accepted and it can be stated that:

### R<sub>24</sub> There is no significant difference between level of "Stealing factor" of moral values of Boys and Girls upper primary students.

From the above table no. it can be noticed that mean scores "Cheating" of boys and girls upper primary students in cheating factor of moral values are 7.42 and 7.56 and standard deviations are 0.50 and 0.51 respectively and the calculated t-vale is 1.94, which is less than that of table value for 198 df which is 1.97 at .05 level of significance. Hence the hypothesis is accepted and it can be stated that:

# R<sub>25</sub>: There is no significant difference between level of "Cheating" factor of moral values of Boys and Girls upper primary students.

From the table it can also be seen that mean scores Moral Value of boys and girls upper primary students in cheating factor of moral values are 29.89 and 30.15 and standard deviations are 1.02 and 1.02 respectively and the calculated t-vale is 2.29, which is less than that of table value for 198 df which is 2.60 at .01 level of significance. Hence the hypothesis is accepted and it can be stated that:

### R<sub>26</sub>: Upper Primary level Rural Students in 'Moral Values significantly more than that of Urban Students. Implication of the study:

The present research are beneficial in the area of education .They reveal the following implications.

- Co-curricular activities be organized and participation of middle school students in co-curricular activity need to be increased in school.
- The co-curricular activities which influence the academic achievement of student in positive manners.
- The students should more enhance in cocurricular activity should be organized and participation level should also bring more excite.
- Teachers have to bring out the students quality in weekly programs in school. In which student will show there quality.
- More study material should involve in teaching.

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