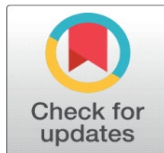


# ATTITUDES OF GOVERNMENT SECONDARY SCHOOLS STUDENTS TOWARDS CO-SCHOLASTIC ACTIVITIES

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## ABSTRACT

This study aims to assess students' attitudes toward co-scholastic activities in government secondary schools in Imphal West District, Manipur. A self-developed questionnaire was used to measure the attitudes of 100 students with a focus on testing the reliability of the instrument, determining overall attitudes, and comparing attitudes based on gender. The reliability of the questionnaire was satisfactory (Cronbach's alpha = 0.784), and students exhibited positive attitudes toward co-scholastic activities. However, a significant gender difference was found, with male students showing more positive attitudes than female students. The study highlights the importance of gender-sensitive co-scholastic programs and provides valuable insights for educators to foster inclusive and equitable participation.

**Keywords:** Co-Scholastic Activities, Student Attitudes, Gender Differences, Reliability, Education

## 1. INTRODUCTION

### 1.1. BACKGROUND TO THE STUDY

Co-scholastic activities, encompassing extracurricular engagements such as sports, arts, and cultural events, play a pivotal role in the holistic development of students. These activities are recognized for fostering essential life skills, including leadership, teamwork, and problem-solving abilities (Eccles et al., 2003). Understanding students' attitudes toward these activities is crucial for educators aiming to design programs that effectively promote well-rounded growth.

Research indicates that students' engagement in co-scholastic activities can positively influence their academic performance and personal development. For instance, a study by Foubert (2014) found that women tend to perform better academically when involved in co-curricular activities, highlighting the significant impact of such engagements on student outcomes. Additionally, gender differences have been observed in students' attitudes toward these activities. Some studies suggest that male and female students may have varying perceptions and levels of participation in co-scholastic activities, which can influence the effectiveness of these programs (Eddy et al., 2014).

Despite the recognized importance of co-scholastic activities, there is a need for more research focusing on the reliability and validity of tools used to assess students' attitudes toward these activities. Developing and validating such

instruments is essential for accurately gauging student perspectives and informing the development of inclusive and effective co-scholastic programs (Çetin et al., 2020).

This study aims to test the reliability of a self-developed questionnaire designed to assess students' attitudes toward co-scholastic activities. It also seeks to determine the overall attitude of students toward these activities and to compare the attitudes of male and female students. By addressing these objectives, the study intends to provide valuable insights for educators and policymakers to enhance the design and implementation of co-scholastic programs that cater to the diverse needs of all students.

## **1.2. RESEARCH QUESTIONS**

- 1) How reliable is the scale used to measure students' attitudes towards co-scholastic activities?
- 2) What are the attitudes of students towards co-scholastic activities?
- 3) Is there a significant difference in the attitudes of male and female students towards co-scholastic activities?

## **1.3. OBJECTIVES**

- 1) To assess the reliability of the scale measuring students' attitudes towards co-scholastic activities.
- 2) To examine students' attitudes towards co-scholastic activities.
- 3) To compare the attitudes of male and female students towards co-scholastic activities.

## **1.4. HYPOTHESES**

**H<sub>0</sub>:** There is no significant difference in the attitudes of male and female students towards co-scholastic activities.

## **2. MATERIALS AND METHODS**

### **2.1. RESEARCH DESIGN**

The study adopted a descriptive survey method to examine students' attitudes towards co-scholastic activities.

### **2.2. POPULATION OF THE STUDY**

The population comprised students studying in Classes IX and X at Government Secondary Schools located in Imphal West District, Manipur.

### **2.3. SAMPLE OF THE STUDY**

A total of 20 Government Secondary Schools were selected using the simple random sampling method. Subsequently, 100 students were purposively selected as participants for the study.

### **2.4. TOOL USED FOR THE STUDY**

A self-developed questionnaire was utilized to measure students' attitudes towards co-scholastic activities. The questionnaire consisted of 10 items rated on a five-point Likert scale:

- Strongly Agree (5),
- Agree (4),
- Undecided (3),
- Disagree (2),
- Strongly Disagree (1).

The questionnaire was designed to ensure clarity, relevance, and alignment with the study objectives.

## 2.5. PROCEDURE OF DATA COLLECTION

The questionnaires were distributed to the 100 selected students from the Government Secondary Schools in Imphal West District. Participants were given clear instructions to ensure accurate responses. The data collection process was completed within 3 months i.e., July to October 2023, maintaining ethical considerations, including informed consent and participant anonymity.

## 2.6. DATA ANALYSIS PROCEDURE

### 1) Data Screening and Preparation

- Prior to analysis, the collected data were screened for completeness and accuracy.
- Missing data were handled using mean substitution or list-wise deletion, depending on the extent of the missing responses.
- Outliers were identified and examined to ensure they did not distort the analysis.

### 2) Descriptive Statistics

- Descriptive statistics, including means, standard deviations, and variances, were computed for each item on the questionnaire.
- The overall attitudes toward co-scholastic activities for male and female students were also analyzed using descriptive statistics.

### 3) Reliability Analysis

- The reliability of the questionnaire was assessed using Cronbach's Alpha to measure internal consistency.
- A Cronbach's alpha value above 0.70 was considered acceptable, as it indicates good reliability of the instrument.
- Additionally, a split-half reliability method was used, including the Spearman-Brown coefficient, to further confirm the instrument's consistency.

### 4) Gender Comparison (T-test)

- To determine if there were significant differences in attitudes towards co-scholastic activities between male and female students, an independent samples t-test was conducted.
- The independent t-test was performed to compare the means of male and female students' attitudes, and the results were interpreted based on the p-value and effect size (Cohen's d).
- A p-value of less than 0.05 indicated statistical significance.

### 5) Effect Size Calculation (Cohen's d)

- To assess the magnitude of the gender differences, Cohen's d was calculated. A value of  $d \geq 0.80$  indicated a large effect,  $d = 0.50$  to  $0.79$  indicated a medium effect, and  $d < 0.50$  indicated a small effect size.

### 6) Data Interpretation and Reporting

- The data were interpreted based on the descriptive and inferential statistical results, focusing on the overall attitudes of students, the reliability of the questionnaire, and the gender-based differences.
- The results were compared with existing literature on co-scholastic activities and gender differences in student attitudes.

### 7) Software Used

- Data analysis was conducted using SPSS (Statistical Package for the Social Sciences) Version 22, ensuring all statistical tests were performed accurately.
- Results were visualized using tables and figures for clearer interpretation.

### 3. RESULTS

#### 3.1. RELIABILITY ANALYSIS

**Table 1** Reliability Statistics

Cronbach's Alpha	Part 1	Value	.784
		N of Items	5 <sup>a</sup>
	Part 2	Value	.724 <sup>b</sup>
		N of Items	5 <sup>c</sup>
	Total N of Items		10
Correlation Between Forms			.548
Spearman-Brown Coefficient	Equal Length		.619
	Unequal Length		.619
Guttman Split-Half Coefficient			.670

The items are: 1, 2, 3, 4, and 5

The items are: 6, 7, 8, 9, and 10

A reliability analysis was conducted to assess the internal consistency and split-half reliability of the self-developed questionnaire measuring students' attitudes towards co-scholastic activities. The questionnaire consisted of 10 items, divided into two equal halves for split-half reliability analysis.

The Cronbach's Alpha for the first half of the scale (items 1 to 5) was 0.784, while the Cronbach's Alpha for the second half (items 6 to 10) was 0.724, indicating acceptable internal consistency for both halves. The overall correlation between the two halves was 0.548.

The Spearman-Brown Coefficient for the scale was 0.619 for both equal and unequal lengths, while the Guttman Split-Half Coefficient was 0.670. These results suggest moderate reliability for the scale.

The total reliability statistics indicate that the questionnaire is reasonably reliable for measuring students' attitudes towards co-scholastic activities. Future refinements to improve item correlations could enhance overall reliability.

#### 3.2. SCALE STATISTICS

**Table 2** Scale Statistics

	Mean	Variance	Std. Dev.	N of Items
Part 1	23.38	2.02	1.42	5 <sup>a</sup>
Part 2	24.15	0.15	0.39	5 <sup>b</sup>
Both Parts	47.53	2.66	1.63	10

The items are: 1, 2, 3, 4, and 5

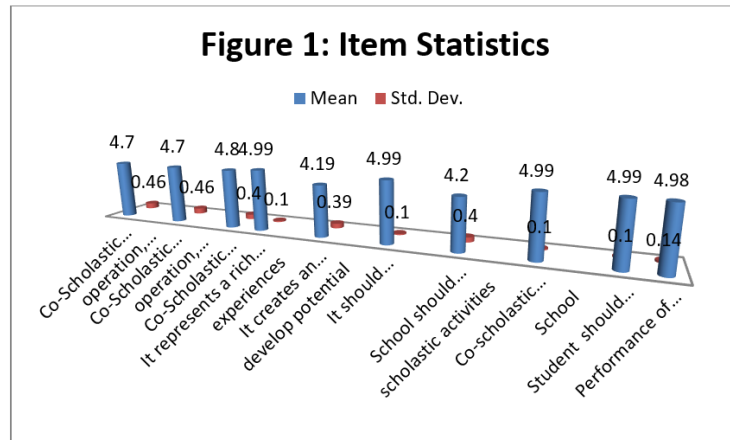
The items are: 6, 7, 8, 9, and 10

Descriptive statistics were computed to summarize the mean, variance, and standard deviation for the two halves of the scale and the overall scale. The results are as follows:

- **Part 1 (items 1 to 5):** The mean score was 23.38, with a variance of 2.02 and a standard deviation of 1.42.
- **Part 2 (items 6 to 10):** The mean score was 24.15, with a variance of 0.15 and a standard deviation of 0.39.
- **Overall Scale (all 10 items):** The mean score was 47.53, with a variance of 2.66 and a standard deviation of 1.63.

The higher mean and lower variance in Part 2 suggest greater consistency in participants' responses for those items compared to Part 1. The overall scale statistics indicate that the combined 10-item questionnaire provided a relatively stable measure of students' attitudes towards co-scholastic activities.

### 3.3. ITEM STATISTICS



**Table 3** Item statistics

1. Sr. No.	2. Items	3. Mean	4. Std. Dev.	5. N
6. 1	8. I am interested in co-scholastic activities.	4.70	0.46	100
9. 2	11. Students should participate in co-scholastic activities.	4.70	0.46	100
12. 3	13. Co-scholastic activities develop socio-emotional skill.	4.80	0.40	100
14. 4	15. Co-scholastic activities foster holistic development and positive personality traits.	4.99	0.10	100
16. 5	17. I prefer to engage in co-scholastic activities rather than academic activities.	4.19	0.39	100
18. 6	20. I prefer to incorporate co-scholastic activities with scholastic activities as a compulsory discipline in school.	4.99	0.10	100
21. 7	22. I prefer to make my career out of the co-scholastic activities that I am interested in.	4.20	0.40	100
23. 8	25. School should provide the basic facilities of co-scholastic activities.	4.99	0.10	100
24. 9	27. Performance of students in co-scholastic activities should be assessed.	4.99	0.10	100
26. 9	27. Performance of students in co-scholastic activities should be assessed.	4.99	0.10	100
28. 10	29. School should reward for those student who are excel in co-scholastic area.	4.98	0.14	100

The descriptive statistics for each item in the self-developed questionnaire measuring students' attitudes towards co-scholastic activities are presented below:

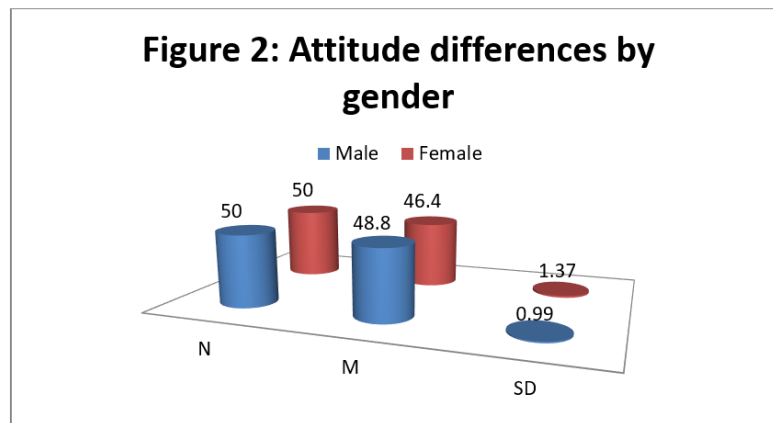
- 1) I am interested in co-scholastic activities: Mean = 4.70, SD = 0.46, N = 100
- 2) Students should participate in co-scholastic activities: Mean = 4.70, SD = 0.46, N = 100
- 3) Co-scholastic activities develop socio-emotional skill: Mean = 4.80, SD = 0.40, N = 100
- 4) Co-scholastic activities foster holistic development and positive personality traits: Mean = 4.99, SD = 0.10, N = 100
- 5) I prefer to engage in co-scholastic activities rather than academic activities: Mean = 4.19, SD = 0.39, N = 100
- 6) I prefer to incorporate co-scholastic activities with scholastic activities as a compulsory discipline in school: Mean = 4.99, SD = 0.10, N = 100
- 7) I prefer to make my career out of the co-scholastic activities that I am interested in: Mean = 4.20, SD = 0.10, N = 100
- 8) School should provide the basic facilities of co-scholastic activities: Mean = 4.99, SD = 0.10, N = 100
- 9) Performance of students in co-scholastic activities should be assessed: Mean = 4.99, SD = 0.10, N = 100
- 10) School should reward for those student who are excel in co-scholastic area: Mean = 4.98, SD = 0.14, N = 100

The results indicate that participants showed overwhelmingly positive attitudes toward co-scholastic activities, as reflected in high mean scores across all items (ranging from 4.19 to 4.99). Items such as “Co-scholastic activities represent a rich array of opportunities to experience”, “Co-scholastic activities should be compulsory in schools”, and “Students should participate in co-scholastic activities” had the highest mean scores (4.99) with minimal variability (SD = 0.10), indicating strong agreement among respondents.

In contrast, items like “Co-scholastic activities create an effective platform to discover and develop potential” (Mean = 4.19, SD = 0.39) and “Schools should provide basic facilities for co-scholastic activities” (Mean = 4.20, SD = 0.40) had slightly lower mean scores, suggesting relatively less agreement compared to other items.

The overall findings highlight the participants' strong positive attitudes toward the importance and necessity of co-scholastic activities in school settings.

### 3.4. ATTITUDE DIFFERENCES BY GENDER



**Table 4** Attitude differences by gender

Gender	N	M	SD	SEM	t	p-value	Cohen's d
Male	50	48.80	0.99	0.14	10.04	.000	2.01
Female	50	46.40	1.37	0.19			

An independent samples t-test was conducted to compare the attitudes of male and female students toward co-scholastic activities. The descriptive and inferential statistics are as follows:

- Male students (N = 50): Mean = 48.80, SD = 0.99, SEM = 0.14
- Female students (N = 50): Mean = 46.40, SD = 1.37, SEM = 0.19

The t-test revealed a statistically significant difference in attitudes between male and female students,  $t(98) = 10.04$ ,  $p < .001$ . Male students demonstrated significantly higher attitudes ( $M = 48.80$ ,  $SD = 0.99$ ) compared to female students ( $M = 46.40$ ,  $SD = 1.37$ ).

The magnitude of the difference was large, as indicated by a Cohen's  $d$  of 2.01, suggesting a substantial effect size. This result indicates that gender has a significant and meaningful influence on students' attitudes toward co-scholastic activities.

## 4. DISCUSSION OF FINDINGS

**Objective 1:** To test the reliability of the attitude of students towards co-scholastic activities.

The reliability of the questionnaire measuring students' attitudes toward co-scholastic activities was assessed using Cronbach's alpha, yielding a value of .784. This indicates satisfactory internal consistency, as a Cronbach's alpha of .70 or higher is generally considered acceptable for research purposes (Nunnally & Bernstein, 1994). Therefore, the instrument is reliable for assessing students' attitudes toward co-scholastic activities.

**Objective 2:** To determine the attitude of students towards co-scholastic activities.

Descriptive statistics revealed that students generally have a positive attitude toward co-scholastic activities. Mean scores for most items were high, ranging from 4.19 to 4.99 on a five-point Likert scale, indicating strong agreement. For instance, the item "Co-scholastic activities enhance social skills" had a mean of 4.80, suggesting that students recognize the value of these activities in developing social competencies. These findings align with research highlighting the positive impact of co-scholastic activities on personal development and social skills (Singh, 2017).

**Objective 3:** To compare the attitude of male and female students.

An independent samples t-test revealed a statistically significant difference in attitudes toward co-scholastic activities between male and female students. Male students ( $M = 48.80$ ) exhibited significantly higher attitudes compared to female students ( $M = 46.40$ ), with a large effect size (Cohen's  $d = 2.01$ ). This suggests that male students have a stronger inclination toward co-scholastic activities than female students. Such gender differences in participation and attitudes toward extracurricular activities have been documented in previous studies (Eddy et al., 2014).

### 4.1. IMPLICATIONS OF THE FINDINGS

The positive attitudes observed among students suggest that co-scholastic programs are valued and have the potential to enhance skills beyond academic achievement. However, the significant gender difference in attitudes calls for targeted interventions to ensure equal participation and engagement in co-scholastic activities for both male and female students. Schools may need to create gender-sensitive programs that encourage female students to take active roles in co-scholastic activities and challenge traditional gender norms that may limit their involvement.

## 5. CONCLUSION

In conclusion, the study successfully tested the reliability of a questionnaire to assess students' attitudes toward co-scholastic activities and found that students hold positive attitudes overall. However, the significant difference between male and female students highlights the need for schools to address gender disparities and promote inclusive participation in co-scholastic activities. By fostering equal opportunities for all students, schools can help maximize the developmental benefits of these activities.

## CONFLICT OF INTERESTS

None.



## ACKNOWLEDGMENTS

None.

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