

## The significant difference of the influence of co-curricular activities on the stress level among the students of senior secondary level

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### **Abstract**

*The purpose of the study is to analyze the influence of co-curricular activities on the stress level among the senior secondary students (Class XI & CLASS 12). This is an empirical study which makes use of the data collected from a sample of 80 students belonging to Little Flower School, Guwahati and Gurukul Grammar Senior Secondary School, Guwahati. The sample was divided into two groups, each consisting of 40 students who are participants and non-participants in co-curricular activities respectively. A questionnaire consisting of 10 items was distributed among the students of both the groups to collect quantitative data. It was hypothesized that there is no significant difference of the influence of co-curricular activities on the stress level among the students of senior secondary level who are participants and non-participants in such activities. Significantly different results were obtained from the study. The result of the study indicates that the students who participate in co-curricular activities show lower level of stress than the students who do not participate in co-curricular activities at all.*

**Keywords:** 1.Co-curricular Activities, 2.Non-participants, 3.Participants, 4.Senior-secondary, 5.Stress.

### **Introduction:**

Co-curricular activities, earlier known as Extra-curricular activities are the components of the non-academic curriculum which help in the development of various facets of the all round development of the child. For the all round development of the child, there is a need of emotional, physical, spiritual and moral development that is complemented and supplemented by co-curricular activities. These activities facilitate in the development of various domains of mind and personality such as intellectual development, emotional development, social development, moral development and aesthetic development.

Co-curricular activities are the true and practical experiences received by the students. To a greater extent, the theoretical knowledge gets strengthened when a relevant co-curricular activity is organized related to the content taught in the class-room. The intellectual aspects of the personality are accomplished by class-room activities while aesthetic development, character building, spiritual growth, moral values, spirituality, etc. are supported by co-curricular activities.

Stress has been defined as “the negative feelings that occurs when an individual feels unable to cope with the demands placed upon them by their environment” (Lazarus & Folkman, 1984). Stress is a thing that is experienced by everyone at some stage of their life.. Adolescence is a time of special stress as a number of

physical, psychological, and sociological influences are brought to bear on the individual at this stage of development.

Importance and benefits of Co-curricular activities:

1. Co-curricular activities like participation in games, debates, music, drama etc. help in achieving overall functioning of education.
2. Co-curricular activities guide students how to organize and present an activity, how to develop skills, how to co-operate and co-ordinate in different situations – all these help in leadership qualities.
3. Co-curricular activities provide the avenues of socialization, self-identification and self-assessment when the child comes in contact with organizers, fellow participants, teachers, people outside the school etc during cultural activities.
4. Co-curricular activities develop psychological, ethical, academic, civic, social, aesthetic, cultural, recreational and disciplinary values.
5. Co-curricular activities provide motivation for learning and a spirit of healthy competition among the learners.
6. Co-curricular activities along with formal education help to channelize the hidden potential of the students and also aids in holistic development of the personality.

There are questions which generally are raised by students, parents, teachers and schools how co-curricular activities help in education. There is a synergy between school education and co-curricular activities. In fact, the very concept of Co-curricular activities genuinely strengthens the base of the curriculum. The adolescent stage is a period of turmoil and restlessness where the energy of the children needs to be channelized before its use in unproductive work. The physical and psychological needs of the adolescents are trained and groomed by these activities.

For the better benefits of co-curricular activities, certain principles and rules have to be followed. Initially, smaller forms of such activities have to be performed and gradually move towards the bigger ones. Those activities should be promoted which are curricula related and educationally relevant. These activities should be executed in a democratic manner and all the students should be given the opportunity to showcase their capabilities. Regularity, programme schedule and necessary tools should be arranged and maintained to give it a proper direction.

**Objective:**

To study the stress level among the students of senior secondary school who are participants and non-participants in co-curricular activities.

**Hypothesis:**

Ho<sub>1</sub> – there is no significant difference in the stress level between the participants and non-participants in co-curricular activities.

**Method:**

This is an empirical case study based on the questionnaire method. 80 students belonging to the senior secondary level were selected as the sample of the study. The sample is divided into 2 groups, each consisting of 40 students who are participants and non-participants in co-curricular activities. The area of the study is confined to the Kamrup Metropolitan district of Assam (Guwahati city). A questionnaire consisting of 10

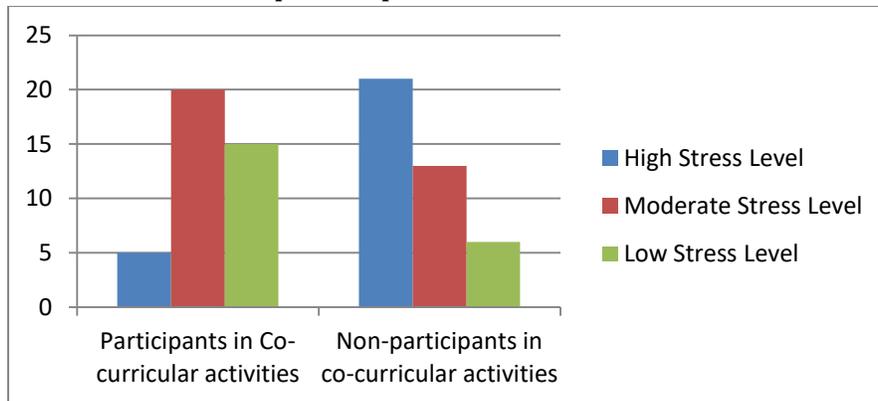
items in a 3-point Likert Scale was distributed among the sample. The questionnaire along with the scoring is attached in Appendix-1

**Result and Findings:**

**Table-1: Number of participants and non-participants in co-curricular activities in different ranges of stress level.**

Respondents	Total	High Stress level	Moderate Stress Level	Low Stress Level
Participants in Co-curricular activities	40	5	20	15
Non-participants in co-curricular activities	40	21	13	6

**Graphical representation of Table-1**



**Interpretation of Table 1 and Figure 1:**

It is evident from Table 1 and Figure 1 that more number of non-participants in co-curricular activities has higher stress level as compared to the participants in co-curricular activities. Moreover, less number of participants falls under the moderate stress level and low stress level as compared to the participants in co-curricular activities.

**Table 2: Mean, SD and t-value of stress level of participants and non-participants in co-curricular activities:**

Group	Total Respondents	Mean	Standard Deviation	t- value	Level of significance
Participants in Co-curricular activities	40	17.376	3.746	-4.572	0.05
Non-participants in co-curricular activities	40	21.9	5.0117		

**Interpretation of Table 2:**

According to Table 2, the 't-score' is -4.572, which reveals that there is a significant difference in the stress level of the participants and non-participants in co-curricular activities as t-value found at 0.05 level of

significance. Therefore, the null hypothesis that there is no significant difference in the stress level of participants and non-participants can be rejected and the alternative hypothesis is accepted. Moreover, the mean score of the non-participants is higher as compared to the participants which indicate that the non-participants in co-curricular activities have a higher level of stress as compared to the participants.

### **Discussion and Finding:**

Participation in co-curricular activities has a similar effect and is essential to developing people of character with a strong sense of identity and a passion for learning who will become self-confident, connected contributors to the region and beyond. Juggling co-curricular activities with academic commitments force students to manage their time more effectively. In fact, often students who have a number of co-curricular activities do better than their counterparts with more 'free time', as it forces them to be disciplined, to learn essential time management skills, and to study effectively in the limited time they have. Skills learned through co-curricular activities can often be applied to academic studies, and vice versa. Co-curricular activities can provide the clarity required for an academic concept to make sense, and improve learning capabilities. Some struggle more than others in social situations. Starting a new co-curricular activity could introduce your child to like-minded peers and support the development of their social skills and friendship groups. Students pursuing co-curricular activities at school are often given preference over those who are not involved in activities outside of the core curriculum when applying for courses or jobs, which can make a huge difference if there are high numbers applying. Participation in co-curricular activities helps an individual to be less apprehensive and worry less.

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