

Performance in Co-curricular activities of children of educated working mothers: A study in Imphal West District of Manipur, India.

Dr. Angonjam Annu Devi

Associate Professor, Department of Education, University of Science & Technology, Meghalaya, India

Email – annu.ango@gmail.com

Abstract

Co-curricular activities are defined as the activities that enable to supplement and complement the curricular or main syllabi activities. The definition of working mother is one who goes out of the house for the purpose of earning money and also maintains household routines. The objective of the study is to find out Co-curricular performance of children of educated working mothers at elementary school level in participation, academic achievement and impact on all round development. The survey method was used and data were collected through simple random technique whereas questionnaire, interview and observation method were used as tools. 50 boys and 50 girls from class 6th to 8th standard of working mothers of Imphal West, district, Manipur were used as sample. Data were analysed through simple percentage method. Findings are that boys are in better performance than the girls in co-curricular activities. Parents and teachers, should encourage the children to engage in co-curricular activities in equal share to academics so as to develop their personality to reach the outside world.

Key words: Co-curricular activities, children, working mother, Imphal West District.

INTRODUCTION

Co-curricular activities are defined as the activities that enable to supplement and complement the curricular or main syllabi activities. Activities which develop the child mentally, physically, socially, morally and emotionally are known as co-curricular activities. The definition of working mother is one who goes out of the house for the purpose of earning money and also maintains household routines. The trend of being a housewife is now changing with the change and need of the time. And having more funds in the household means better living standard. Above all, a family with a working mother can afford more stuff and services than non-working mothers. This also enables the child to get all kinds of facilities as there is no shortage of money. Everyone wants to secure a good career for their child. The working mother occupies a very important role in the family. She commands respect from her children because she exhibits the characteristics of an industrious person, full of self-confidence, maturity, decision-making capacity, intelligence and accountability. A working woman's life is all about balancing many balls at a time without slipping a single one. Working mothers are in a good position to prepare their children for life. Speaking of the time spent on parenting, it has been found that even though less time is spent, it is quality time spent and it is found that no child is deprived of the love and care of parent because of the quality time spent with the child by the mother, at the cost of her own leisure and sleep. They often possess the skills

necessary for responding creatively to the increased stress their children face while advancing in their own career. When they are left to take care of themselves in the absence of their mothers it indirectly promotes independence and self-reliance in them. Typically, working mothers harbour higher educational aspirations for their children. Studies show that the boys of working mothers showed better social and personal skills than boys of non-working mothers. Marsh & Kleitman (2002) and Guest & Schneider (2003), many co-curricular activities have proven to be beneficial in building and strengthening academic achievement, even if the activities are not obviously related to academic subjects. Galiher (2006), advocates of co-curricular activities that this informal aspect of education has a good deal to contribute to developing good citizens. They claim that such activities enable pupils to communicate adequately, prepare them for economic independence, developing healthy minds in healthy bodies, prepare them for family life and direct their use of leisure time.

JUSTIFICATION OF THE STUDY

In this 21st century, co-curricular activities are tremendously emphasising on curricular activities. This study benefits in incorporating the school systems, school administrators, educational policy makers and the parents. It also makes clear to the students that active participation in co-curricular activities makes the development of their personality effective in future.

OBJECTIVE OF STUDY:

To find out Co-curricular performance of children of educated working mothers at elementary school level in their:

- a) Participation.
- b) Academic achievement.
- c) Impact on all round development.

DELIMITATION:

1. The study was delimited to children (50 boys and 50 girls each) from class 6th to 8th standard of Imphal west district of Manipur, India.
2. The study delimited the qualification of mothers from graduate and above and in working sectors of government/semi and private.

METHODOLOGY:

The survey method was used and data were collected through simple random technique whereas questionnaire, interview and observation method were used as tools. 50 boys and 50 girls each of the children of working mothers of Imphal West district, Manipur, India were used as sample. Data were analysed through simple percentage method.

RESULTS AND DISCUSSIONS:

Table No.1: Participation in co-curricular activities

Category	Participation in co-curricular activities		
	Good	Average	Poor
BOYS	64%	32%	4%
GIRLS	56%	24%	20%

Table No. 1 revealed that 64% of boys and 56% of girls were found in active participation of co-curricular activities whereas 32% of boys and 24% of girls were found in average participation and 4% of boys and 20% of girls found in poor participation of co-curricular activity.

Table No. 2: Academic achievement of co-curricular activities

Category	Academic Achievement of co-curricular activities		
	Good	Average	Poor
Boys	52%	40%	8%
Girls	40%	48%	12%

Table No. 2 revealed that 52% of boys and 40% of girls who participated in co-curricular activities actively were found to have good academic achievement whereas 40% of boys and 48% of girls who participated in average co-curricular activities were found to have average academic achievement and 8% boys and 12% girls who participated poorly in co-curricular activities were found in poor academic achievement.

Table No. 3: Impact of co-curricular activities on all round development

Category	Impact of co-curricular activities on all round development		
	Positive	Negative	Neutral
Boys	52%	16%	32%
Girls	44%	12%	44%

Table No. 3 revealed that 52% boys and 44% girls were found to have positive impact whereas 16% boys and 12% girls were found to have negative impact and 32% boys and 44% girls found to have neutral impact.

SUGGESTIONS:

1. Students should be encouraged to engage in various co-curricular activities to develop their total personality for the outside world at large. This can be done by incorporating such activities into the school time table by the elementary school authorities. Today there are so many negative ways for children to reach and get acquainted. If we don't provide more positive alternative activities, there won't be much choice for them. Being involved in co-curricular activities always allows students to show effort to learn team spirit. These abilities and skills well earned from co-curricular activities would be the key to being successful in life.
2. Teachers should be instructed to teach and to serve as co-ordinators for each activity and make children participate in maximum co-curricular activities. This will make students attach to the importance of co-curricular activities in developing their future.
3. Parents should encourage the children to participate in co-curricular activities so as to improve their personality. Different children have different likings and personalities. Parents should find out those activities in which their children can participate well according to his or her capabilities. The involvement in such activities helps them develop in many ways. They should provide their children with the best available facilities so that they can perform well in both academics and in the ground. These activities help children in developing good academic mentality, social skills, emotional control, good characters, ethics and discipline.

4. Co-curricular activities should improve their mental and physical health. Watching television and playing mobile games too much cannot be regarded as healthy activities. Parents should allow children to choose their favourite co-curricular activity but they should check on their other activities. Children with health issues should be treated well with proper medical advice, providing medication and supplements to enable them participate actively in co-curricular activities. These should be essential parental role for developing character and health of their children and make them achieve all round development.

RECOMMENDATIONS:

1. Broader co-curricular activities should be included in the syllabus of elementary schools and same value of co-curricular achievements should be counted in academic achievements of children. Teachers, administrators, planners, counsellors and parents should encourage children, with special emphasis to girls, to participate in co-curricular activities.
2. The present study is limited to Imphal West district, just one district in Manipur state. In order to have some broader and comprehensive perspective, study may be extended to more districts or to other states or other countries.
3. Furthermore, the author has to rely on a small size of sample due to time and cost constraints. It would be better to select more schools and higher secondary schools in the population.
4. Studies can also be taken up at various levels i.e. schools, colleges and the university level.
5. The study has its implications for teachers and students. Teachers should try to develop sound co-curricular atmosphere in the class rooms as well as in the schools so that the students do not confront with any adjustment problem. They should act as facilitator for the children of working mothers so that their loneliness at home is supplemented by empathetic attitude of teachers.

CONCLUSION:

Generally, boys are more active physically than girls and girls are always feeling shy for physical activities in front of others. Boys are less feeling shy compare with girls because they are more energetic than girls. Boys always like more adventurous activities than girls. They are physically fit and stronger than girls. Maximum co-curricular activities involve energy. Maximum boys' habits are physical activities. So, we should all encourage our girls to participate in co-curricular activities from the early stages of Elementary Schools.

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