



## AN IMPACT OF CO-CURRICULAR ACTIVITIES ON EMPOWERMENT OF GIRLS

\* *Dr. Sanjay J. Nimbalkar,*

\* *Associate Professor, Seva Sadan's College of Education, Ulhasnagar-3*

### Abstract:

The present study was conducted to know the impact of co-curricular activities on empowerment higher secondary girls. 'Empowerment' is a key word referred or related to women. Many initiatives are being taken for women empowerment. Education is indispensable tool for empowering women with their capabilities. co-curricular activities have impact on empowerment of girls with reference to leadership quality, co-operation and decision making and other skills, to find out answer of this, researcher undertake this research work. The study has provided an opportunity find out impact of co-curricular activities on empowerment higher secondary girls. A sample of 50 higher secondary girls was selected from area of Thane district by random sampling. Using self-made questionnaire and survey method researcher collected a data.

The study revealed that, majority of girls were agreed that co-curricular activities help them to develop different aspects /dimensions of empowerment. rural girls get more opportunity to empower themselves and Marathi medium girls was more benefited through co-curricular activities. Impact of co-curricular activities attributed to their locale and not for medium of instruction.

**Keywords:** Empowerment, co-curricular activities

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### INTRODUCTION:

'Empowerment' is a key word referred or related to women. Many initiatives are being taken for women empowerment. Education is indispensable tool for empowering women with their capabilities. from childhood itself the nurturing of girls should be in a such a way that the can be independent , sole decision maker with self-discipline .

During adolescence stage there is need to provide training to all girls , which can play a vital role in developing their holistic personality . In typical Indian context girls do not get freedom for their individual thinking and even their opinions are

rejected rather they are not allowed to take decision. The role of girls in decision making is absolutely neglected and gradually girls feel that they don't have voice to say for any issues. We know the value of girls' leadership, and fortunately, there are organizations that have exciting extracurricular activities and programs to help girls develop leadership skills. The program encourages girls to be whoever they want to be and to take on leadership roles from very early ages.

Considering all issues , school plays important role in shaping personality of girl students. Higher secondary School organizes many curricular and co



- curricular activities. Activities like sports, annual functions, student council election, mock parliament, Days celebration provide opportunity to girl students to participate freely and exhibit their talent without any restriction. Girl students get opportunity to perform leading role in these activities. Co-curricular activities bring drastic change in the personality of girls. Leadership qualities, decision making, co-operation, team work, commitment, sportsmanship, oratory skills, confidence, time management, divergent thinking can be developed through co-curricular activities. Higher secondary schools are organizing a variety of programs / activities thoughtfully so that girls will get benefited from the same. This is one of the ways to empower girls through co-curricular activities. Co-curricular activities in higher secondary schools, support as practical experience lessons for girl students. Girls get experienced through 3Ps namely participation, Personal and performance criterion. Considering the importance and benefits of co-curricular activities, researchers want to find out does extra-curricular, co-curricular activities have an impact on empowerment of girls with reference to leadership quality, co-operation and decision making and other skills, to find out answer of this, researcher undertakes this research work.

#### **OBJECTIVES:**

1. To study impact of co-curricular activities on empowerment of higher secondary school girls.
2. To compare empowerment of girls student in relation to locale.
3. To compare empowerment of English and Marathi medium girls students

#### **DATA ANALYSIS AND INTERPRETATION:**

The data collected from higher secondary school girls were analyzed using t- test. The results are presented in

#### **HYPOTHESIS:**

- 1) There is no significant difference between impacts of co-curricular activities on empowerment of girl students in relation to locale.
- 2) There is no significant difference between English and Marathi medium girls student in relation to impact of co-curricular activities on empowerment of girls.

#### **SCOPE AND LIMITATIONS OF THE STUDY:**

For any investigator it is not easy to conduct an exhaustive study due to time, money and many things.

The present research study has following limitations,

1. The study is limited to Thane districts only.
2. The study is restricted to higher secondary girls students only.

#### **METHODOLOGY:**

In the present study investigator used survey method to carry out the investigation

#### **TOOL OF THE STUDY:**

For this study considering the dimensions of women empowerment, investigator prepared questionnaire to know an impact of co-curricular activities on empowerment of girls.

#### **SAMPLE:**

- The sample of 50 higher secondary school girls was chosen through random sampling technique, sample selected from higher secondary English and Marathi medium schools situated in urban and rural area of Thane district.

#### **STATISTICAL TECHNIQUE:**

- The data was analyzed using percentage, mean, SD and t-value.

tabular form. The table exhibits N, Mean, SD, and t-value of each variable of respondents.

**Table :1**  
**Showing developed dimension of empowerment**

| Dimension    | Leadership | Decision making | Self respect | Confidence | Communication | Self control |
|--------------|------------|-----------------|--------------|------------|---------------|--------------|
| Yes response | 67%        | 82%             | 72%          | 85%        | 69%           | 63%          |
| No response  | 33%        | 18%             | 28%          | 15%        | 31%6          | 37%          |

From tabl No-1 we observed that 82% & 85% girls student agreed that they developed decision making skill and confidence through co-curricular activities. Leadership, self respect , communication and self -control was developed through co-curricular activities , this was responded positively by 67%, 72%, 69% & 63% girls students respectively .

**Hypothesis-1:**

There is no significance difference between impact of co-curricular activities on empowerment of girl students in relation to locale.

**Table no-2**

**Showing impact of co-curricular activities on empowerment of girl students in relation to locale.**

| Group | Mean  | Standard Deviation | N  | Obtained ' t' Value |
|-------|-------|--------------------|----|---------------------|
| Urban | 63.92 | 8.52               | 25 | 2.6993              |
| Rural | 71.21 | 10.26              | 25 |                     |

By conventional criteria, this difference is considered to be extremely statistically significant.

From the table-2 the t- value is found to be 2.6993 and it is significant at 0.05 level, hence the hypothesis is rejected at 0.05 level. It is concluded that There is significance difference between impact of co-curricular activities on empowerment of girl students in relation to locale.

**Hypothesis-2:**

There is no significance difference between English and Marathi medium girls students in relation to impact of co-curricular activities on empowerment of girls

**Table no-3**

**Showing impact of co-curricular activities on empowerment of girls in relation to medium of instruction**

| Medium  | Mean  | Standard Deviation | N  | Obtained 't' Value |
|---------|-------|--------------------|----|--------------------|
| English | 70.72 | 11.34              | 29 | 1.3488             |
| Marathi | 75.38 | 12.97              | 21 |                    |

It has been hypothesized that there is no significance difference between English and Marathi medium girls students in relation to impact of co-curricular activities on empowerment of girls. But from the table -3, t-value 1.3488 indicates that the observed difference in mean scores of English and Marathi medium girls students was



insignificant at 0.05 levels. Hence the hypothesis accepted on the basis of above statistical information.

#### FINDING S & CONCLUSION:

- From data analysis researcher comes to conclusion that, majority of girls were agreed that co-curricular activities help them to develop different aspects /dimensions of empowerment.
- There is significance difference between impact of co-curricular activities on empowerment of girl students in relation to locale. Mean score of urban girls was 63.92 and of rural girls was 71.21. It shows that rural girls gets more opportunity to empower themselves compare to urban girls , traditionally rural girls are less freedom and when they get opportunity to participate in different activities , they utilized this for their development .
- There is no significance difference between English and Marathi medium girls students in relation to impact of co-curricular activities on

empowerment of girls. Mean score of English medium girls was 70.72 and of Marathi medium girls was 75.38. It shows that Marathi medium girls was more benefited through co-curricular activities.

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