

Extracurricular Habits of Bru Adolescent Students in Mamit District, Mizoram

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Abstract

Involvement in extracurricular activities is often credited for being a way for students to get to know themselves, develop their skills and knowledge in different real-life contexts. It is important that such habit is formed during adolescence, which is a formative life stage when patterns are set. The objective of this paper is to find out the level of extracurricular habits of Bru adolescent students of Mamit district, Mizoram and if gender and residential status have an impact on such habit. The study found that maximum number of students are actively participating in extracurriculars, gender is not a defining factor in extracurricular involvement and residential status does have a significant impact on their extracurricular habit.

Keywords: Adolescence, Extracurricular habits

Introduction

The Latin word "adolescere," which meaning "to grow" or "to grow to maturity," is where the English word "adolescence" originates. The age range between 10 and 19 is known as adolescence (WHO, 2008). Adolescence is now more broadly defined to include young adulthood, which is typically defined as being between the ages of 18 and 25. Adolescence period is divided into three stages: Early adolescence, Middle Adolescence and Late adolescence (Curtis, A., 2015).

In the adolescent stage, most of them do not think about their duty when they are growing up—how they are responsible for developing lifestyle patterns that will likely dictate how they will act when they become independent in the future. It is a period of unpredictability. In general, they are aware of their entire existence, including their personality, styles, physical characteristics, and choices of role models they can follow. It is important to make sure adolescents are provided with chances to make informed choices through various ways. A wonderful approach to make new friends, have fun while attending educational institutions, and make sure they maintain a good balance between studying and their social life is to get involved in sports groups, societies, volunteering, and part-time employment, which in short can be called 'extracurricular activities'.

Rationale of the study

Courses in school can often be burdensome and can induce stress which leads to negative outcomes. Partaking in extracurricular activities can prove to be a valuable means for reducing stress. In addition to this, participation in extracurriculars can help the students learn the value of teamwork

individual and group responsibility. They can also be utilized as a reinforcement of lessons that are learnt in the classroom, and apply skill to real-world context. Thus, the study of the extracurricular habits can shed some light on the current status of Bru adolescent students of Mamit district, Mizoram and also provide a baseline information for the teachers and curriculum developers to include the opportunities for such activities.

Objectives

1. To study the level of extracurricular habits of Bru adolescent students of Mamit district, Mizoram.
2. To study the differences on extracurricular habits of Bru adolescent students with reference to gender.
3. To study the differences on extracurricular habits of Bru adolescent students with reference to their residential status.

Methodology

Research design: For the present study a descriptive type of research has been used.

Population and sample: The population of the study includes all the adolescent Bru students within Mamit district. A sample of 161 students (90 male and 71 female) were selected. Multi-stage random sampling technique is used for collecting the sample.

Tool used: Adolescent's Habits Scale (AHS – LVNS) developed by Dr. (Mrs.) Vijaya Lakshmi and Dr. Shruti Narain was used.

Collection of data: The investigator personally contacted and obtained permission for the headmasters of the schools visited. Due to Covid 19 pandemic, arrangements had to be made for safety and according to the convenience of both the parties. After the participants were given necessary directions, the questionnaire was handed to them. The investigator made sure the entire questionnaire was completed before collecting them.

Procedure of data analysis: The data collected are analyzed using statistical techniques such as mean, standard deviation, t test are used.

Analysis and interpretation of data

1. To study the level of extracurricular habits of Bru adolescent students of Mamit district, Mizoram.

In order to find out the level of habits of the Bru adolescents and the number of students for each level, the calculated scores are shown in the following table no. 1.1:

Table 1.1 Level of Bru Adolescent's Extracurricular Habits

Sl. no	Level	No. of students	Percentage
1	High	72	44.72
2	Average	23	39.13
3	Poor	26	16.15

2. To study the differences on extracurricular habits of Bru adolescent students with reference to gender.

The following table shows the comparison of male and female Bru adolescent students

Table 2.1 Comparison of Bru Adolescent’s Extracurricular Habits with reference to Gender

Gender	N	Degree of Freedom	Mean	SD	SED	t. value	Sig. Level
Male	90	159	20.4	5.76	0.84	0.05	Not Significant
Female	71		20.36	4.87			

Analysis of data vide Table 2.1 shows that the mean score of the male and female is almost the same i.e., 20.4 and 20.36 respectively. The t value is 0.05 which is less than the critical value at the requires level of significance. The male and female students do not differ significantly regarding their extracurricular habits.

3. To study the differences on extracurricular habits of Bru adolescent students with reference to their residential status.

In order to find out the difference between the adolescents’ extracurricular habits of students with regards to their residential status, analysis was done by calculating the mean value and standard deviation after which t-test was administered.

Table 3.1 Comparison of Bru Adolescent’s Extracurricular Habits with reference to Residential Status.

Residential Status	N	Degree of Freedom	Mean	SD	SED	t. value	Sig. Level
Hosteller	53	159	26.21	1.69	0.45	19.31	Significant
Day scholar	108		17.52	4.08			

As shown in table 3.1, the mean score of hostellers is 26.21 and day scholar’s is 17.52. The calculated t value is 19.31 which is more than the critical value at the required level which means that there is significant difference between the two variables. The difference is in favour of the hostellers.

Major findings of the study

1. Maximum number(almost half) of the students are found to have high level of extracurricular habits.
2. The study found that with reference to gender, the students have no significant difference on their extracurricular habits.
3. The students who are day-scholars and those that reside in hostels differ significantly in their extracurricular habits.

Discussion

From the major findings of the study, the Bru adolescent students of Mamit district quite actively participate in extracurricular activities. The significant difference found between the day-scholars and the hostellers in their extracurricular habits resulted in the favour of the hostellers as the mean score of the hostellers is higher than that of the day-scholars. The reason why hostellers are more active in extracurricular activities could be attributed to hostels having more rigid rules regarding disciplines and less opportunity for technological usage which may have motivated them to participate in other activities in their leisure time.

Conclusion

The study has presented a clear view of the position of Bru adolescent students of Mamit district. Although maximum number of the students are found to be active in extracurricular activities, there are a lot of students who fall in the average and low level of extracurricular habit, which indicates that there is much room for improvement. Students should be made aware of the positive impact that

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