
Parent's Perception Towards Extracurricular Activities Of School While Looking For Admission Of Their Kid

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Abstract:

It has long been recognised that extracurricular activities are essential to a well-rounded education since they provide opportunities for holistic growth outside of the regular classroom. These activities give pupils the chance to develop important life skills, values, and interests via a wide range of endeavours, including as athletics, the arts, community service, and leadership programmes. Parents are becoming more and more aware of the impact extracurricular activities have on their children's educational journeys in the competitive academic environment of today. This study aims to investigate how parents perceive extracurricular activities at school while considering their child's admission. Data was collected from total 254 Parents and Guardians using structured questionnaire survey method. The technique used in the current study is one sample t-test. The tool used for Data

analysis is SPSS 26 & R studio. The findings indicated that Gymnasium, Sports Club, Yoga club, best out of Waste Club, Art and Culture Club, Pottery Club, Cooking and Baking Club, Drama & Photography Club, Tree Plantations & other Green Initiatives, Annual Fest, Foreign Language club, Science Olympiad, Robotics club and Martial art club are some of the crucial extracurricular activities the parents look forward to before admitting their children in school.

Keywords: One Sample t-test, Extracurricular, Education.

Introduction:

In modern educational frameworks, extracurricular engagements are deemed equally significant as conventional classroom activities. These activities, overseen by school administrations, entail voluntary participation from students, supplementing formal education by addressing diverse student interests and needs. Essentially, extracurricular activities constitute an integral component of education, encompassing structured and routine endeavors that facilitate the holistic development of students' physical and mental faculties within or beyond the school environment. Gökhan, et al. (2019).

Physical and sports endeavors hold a prominent position within school extracurricular programs. The primary objective of these extracurricular physical and sports programs is to foster students' creativity (Cotter, Pretz, & Kaufman, 2016). Moreover, these programs aim to mitigate health risks, promote socialization among students, and deter detrimental habits (Carlini-Cotrim & Carvalho, 1993; Hoffmann, 2006). A plethora of activity options are available within extracurricular physical and sports programs. While some focus on honing advanced motor skills, such as basketball, soccer, and tennis, considered traditional competitive sports, others emphasize activities with lesser motor skill requirements, like aerobics, jogging, and dance, which are typically non-competitive pursuits (Holly et al., 2002). In essence, extracurricular programs equip students with vital life skills.

Numerous factors influence students' participation in sporting events, with the family being a primary determinant. From infancy, children begin to mimic behaviours observed within the family unit. They acquire various skills, including speech, eating habits, reading, engaging in sports, and fulfilling other needs, through emulation of family members. Thus, family members significantly shape a child's development. For instance, if parents are avid readers, their child is likely to develop an interest in reading; similarly, if parents engage in sports, their child is more inclined towards sports. The attitudes of family members towards sports play a pivotal role in shaping children's interest in athletic pursuits. Families cognizant of the manifold benefits sports activities offer in terms of mental, emotional, physical, and social development are more supportive of their children's participation in sports. Conversely, negative attitudes within the family, such as viewing sports participation as disruptive to academic endeavours or deeming sports as superfluous or time-wasting, can foster a disinterest or aversion towards sports activities among children. (Ramazan, Topuz. 2020).

Lam and Wong (1997) contend that comprehending parents' attitudes and perceptions toward extracurricular programs holds significance. Van Eck et al. (2017) underscore the substantial contribution of students' parents to their educational development, emphasizing parental involvement alongside the school's role. Thus, understanding parental attitudes towards extracurricular programs and fostering support, particularly among those with less favourable attitudes, is deemed imperative. Therefore, this study focuses on exploring Parents' perception of extracurricular activities of school while looking for admission of their kid.

Co-curricular activities promote the harmonious development of students' cognitive, emotional, physical, and social faculties, fostering creativity, physical fitness, social skills, and mental well-

being. They offer opportunities for students to explore and develop their talents, preferences, and capacities, which may not be fully realized through traditional academic instruction alone. Moreover, co-curricular activities facilitate relaxation, experimentation, and the release of creative impulses, enriching the school curriculum and enhancing the overall educational experience. Recognized as vital components of education, co-curricular activities contribute to the cultivation of life skills, social responsibility, and a well-rounded personality among students. Thus, the inclusion of co-curricular activities in the curriculum is essential to achieving the broader goals of education, as emphasized by various educational frameworks and commissions. (Dr. Tomba Chingtham. 2016)..

Differentiation between government high schools and private high schools in terms of the implementation and quality of co-curricular activities:

Aspect	Government High Schools	Private High Schools
Staff and Materials for Activities	Adequate, but lagging in implementation	Generally better facilities and organization
Achievement of Standard Values	Neither meet required standards	Neither meet required standards
Understanding of Activities Programs	Generally lower	Generally higher
Facilities and Organization	Lesser	Greater
Cultural Awareness and Social Environment	Developing	Enhanced
Development of Values and Work Ethic	Developing	Enhanced
Vocational Subject Exploration	Limited opportunities	Opportunities provided

Source: Dr. Tomba Chingtham. (2016). Co-Curricular Activities Programmes of Government and Private High Schools: A Comparative Study. IOSR Journal of Research & Method in Education (IOSR-JRME) e-ISSN: 2320– 7388,p-ISSN: 2320–737X Volume 6, Issue 2 Ver. II

Review of Literature:

1. **Mehmet, Mart. (2021).** The study aimed to comprehend parents' perspectives on outdoor play, given its importance for a child's growth. Although parents generally concur that outdoor activities should be promoted, they tend to prioritise indoor activities for their children. This discrepancy between expressed support and personal preferences for outdoor activities raises the possibility of a conflict. The findings show that to effectively urge parents to get their kids outside, it is important to understand their points of view. More research is required to fully comprehend this seeming paradox and create strategies for getting youngsters outside more.

2. **Ramazan, Topuz. (2020).** The study focused on demographic variables such parental educational level, gender, and sports licence ownership while examining parental opinions on extracurricular sports activities among students enrolled in public training centre courses. Based on parental educational levels and gender, substantial variations were discovered in the Personal Development and Social Support sub-dimensions, with male parents exhibiting greater levels of personal development and offering more social support, according to an analysis of data from 459

parents in the province of Konya. But there were no appreciable variations in Social Support or Academic Perception according to gender or educational attainment. Furthermore, possession of a sports licence did not appear to significantly differ from one another. Overall, the results emphasise the need for focused interventions to encourage student engagement in extracurricular sports activities by highlighting the impact of parental characteristics, notably gender and educational level, on attitudes towards these activities.

3. P., Jayasubramanian., M., Rajakrishnan. (2020). The study aimed to investigate the views of parents towards education and schooling for their kids, as well as the factors that impact parents' school preference. The results showed that parents give top priority to the schools they choose for their kids because they believe that education is crucial to their future success and well-being. Their decision was influenced by several factors, including communication abilities, academic achievement, discipline, curriculum structure, and personal preferences. The study concluded that to raise overall educational quality and satisfy parent expectations, schools—especially those in Coimbatore City—need to change and upgrade their facilities. This means that schools should move into a phase of growth where improving and enhancing education is given priority.

4. Gökhan, et al. (2019). The purpose of the study is to find out how parental preferences on extracurricular sports activities are influenced by variables like educational attainment and financial level. According to the study's findings, parents typically have highly good opinions on extracurricular sports participation in all three categories assessed by the scale (social support, academic perception, and personality development). This suggests that middle school parents in the Turkish province of Aydın have a positive attitude towards these kinds of events. Parental opinions varied significantly according to income and educational attainment categories, which is a demographic variable. All things considered, the study emphasises how crucial parental views are in determining whether or not adolescents participate in extracurricular sports. The results imply that higher student engagement is linked to parents who take a favourable attitude towards these activities.

5. Arvind, Kumar., Balender, Singh. (2019). This research aimed to examine the psychological aspects that impact girls' sports participation and to recognise and resolve the problems and obstacles that prevent women from participating in sports. The results showed that most parents had favourable opinions about females participating in sports. The study did, however, also identify psychological barriers that kept some parents from adopting a positive outlook. Overall, the study found that parental views were a key influence in determining girls' sports engagement and that psychosocial aspects were important. The majority of parents showed support for their daughters doing athletics, but psychological barriers indicated that more work is required to address underlying problems and promote more encouragement.

6. Aynur, Yilmaz., Özbay, Güven. (2019). The purpose of the study was to investigate how parents feel about their high school children participating in extracurricular sports. Significant disparities were found depending on the grade level of the pupils, the household income, and the educational attainment of the parents. Parents in the qualitative section voiced support and favorable sentiments regarding their kids' involvement in extracurricular sports. These results highlight how crucial it is to comprehend parental viewpoints to encourage student participation in these kinds of activities.

7. K., Priya. (2018). The research aimed to examine the variables influencing parents' decisions about their children's schools in the context of India's changing educational environment. The study's conclusions demonstrated several significant variables influencing parents' choices of schools. These elements included the school's infrastructure, culture, and reputation as well as its skilled instructors

and meticulously run operations. It was discovered that these factors had a major influence on parents' choices when it came to selecting a school for their kids' education. Furthermore, it was shown that these variables also had a role in the public's perception of the variations in educational quality between schools. The study added to a better understanding of the variables impacting the educational system by shedding light on the crucial aspects influencing parents' decision-making when choosing schools.

Objectives of the Study:

1. To evaluate the Parent's perception towards extracurricular activities of school while looking for admission for their kid
2. To give appropriate suggestions to schools towards inclusion of extracurricular activities towards overall development of the children.

Hypothesis:

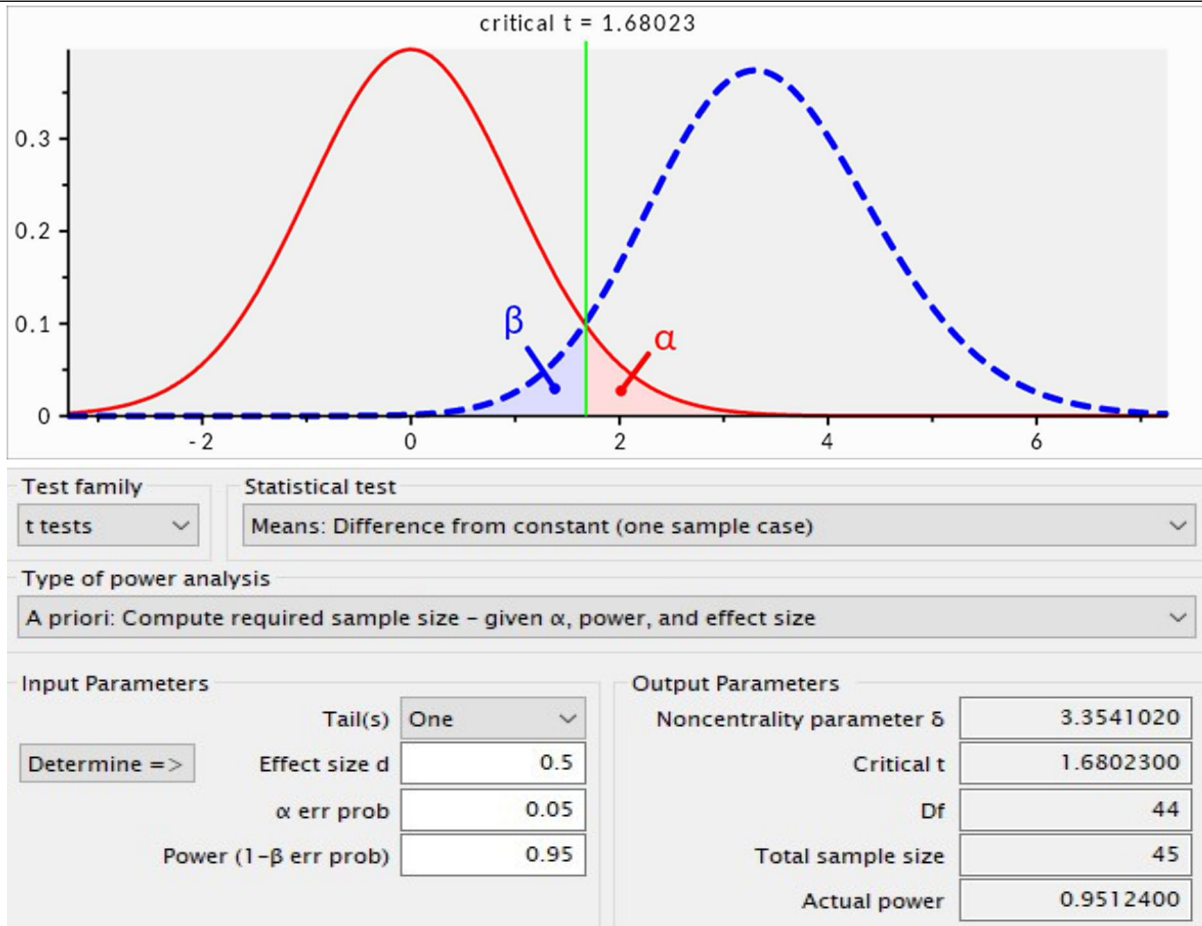
H0: Mean score of various parameters of Extracurricular in the selection of school < 3

H1: Mean score of various parameters of Extracurricular in the selection of school > 3

Research Methodology:

The study was intended to know the Parent's perception towards extracurricular activities of school while looking for admission of their kid. A survey was conducted to collect data through an interview schedule by structured questionnaire. A total of 254 individuals responded to the survey – which represents the sample of the study. The study included inputs from those parents and Guardians who have children to be admitted to school in the future. The data was analysed via quantitative data analysis methods. The Technique applied for the current study is one sample t-test and the software used for data analysis is SPSS version 26 and R-Studio.

1. Target Population: Parents who have children to be admitted to school in the future
2. Research Design: Descriptive research design
3. Sampling Technique: One-tailed one-sample t-test.
4. Analytical Tool: SPSS 26 & R Studio software
5. Sample Size: The sample size for the survey is 254 parents.
6. Sampling Method: Non-probability purposive sampling
7. Data Collection Methods: survey



Data Analysis and Interpretation:

Table No: 1 Demographic Profile of the Respondents

Variables	Category	Frequency	Percentage
Gender	Male	163	64.17
	Female	91	35.83
Occupation	Professional	45	17.71
	Business	68	26.77
	Service	76	29.92
	Home Maker	65	25.59
Educational Qualification	HSC and below	43	16.92
	Diploma	59	23.22
	Bachelor Degree	63	24.80
	Master's Degree	44	17.32
	Professional	45	17.71
Income Level	Below 75,000	39	15.35
	75,001 -1,00,000	57	22.44
	1, 00,001 -2,50,000	69	27.16
	2, 50,001- 5,00,000	58	22.83
	Above 5,00,000	31	12.20

Among the respondents, 163 (64.17%) were male, while 91 (35.83%) were female. In terms of occupation, the largest proportion consisted of individuals engaged in service (76 respondents, 29.92%), followed by those in business (68 respondents, 26.77%), professionals (45 respondents,

17.71%), and homemakers (65 respondents, 25.59%). Regarding educational qualifications, the most frequent category was individuals with a bachelor's degree (63 respondents, 24.80%), followed by diploma holders (59 respondents, 23.22%), professional qualifications (45 respondents, 17.71%), and master's degree holders (44 respondents, 17.32%). Lastly, income levels varied, with 69 respondents (27.16%) falling in the range of 1,00,001 to 2,50,000, followed by 58 respondents (22.83%) earning between 2,50,001 to 5,00,000, 57 respondents (22.44%) earning 75,001 to 1,00,000, 39 respondents (15.35%) earning below 75,000, and 31 respondents (12.20%) earning above 5,00,000.

Table No: 2 One Sample t-test

Items	Mean	T-Statistics	P value
Gymnasium to keep body and Mind in good spirit	3.50	21.54	0.002
Sports Club	4.80	25.67	0.000
Yoga club	4.10	24.10	0.000
Best out of waste Club	3.50	21.54	0.002
Art and Culture Club	4.35	24.65	0.000
Pottery Club	3.80	22.68	0.000
Cooking and Baking Club	3.75	22.12	0.001
Drama & Photography Club	4.00	23.88	0.000
Tree Plantations & other Green Initiatives	3.80	22.68	0.000
Annual Fest	4.50	25.20	0.000
Foreign Language club	4.20	24.30	0.000
Science Olympiad	4.40	24.87	0.000
Robotics club	3.90	23.22	0.000
Martial art club	3.90	23.22	0.000

Parametric one sample t – test (one tailed) is applied to Parents perception towards extracurricular activities of school while looking for admission of their kid. It is seen that $p - \text{value} < 0.05$ and $t \text{ statistics} > 1.96$ for Gymnasium to keep body and Mind in good spirit, Sports Club, Yoga club, Best out of Waste Club, Art and Culture Club, Pottery Club, Cooking and Baking Club, Drama & Photography Club, Tree Plantations & other Green Initiatives, Annual Fest, Foreign Language club, Science Olympiad, Robotics club and Martial art club are the extracurricular activities the parents look forward to before admitting their children in school.

Conclusion:

In summary, this study's results provide insight into the wide range of extracurricular activities that parents give top priority when admitting their kids to schools. Parents look for schools that offer a complete range of options for their children's holistic development, from traditional sports clubs to cutting-edge programmes like Robotics clubs and best out of Waste. In addition to academic success and physical fitness, parents place a high priority on skill development, cultural enrichment, artistic expression, and environmental stewardship. An increasing number of people are realising the value of artistic expression, mental health, and environmental consciousness in education, as evidenced by the addition of classes like Yoga, Art and Culture, Cooking and Baking, Drama, and Photography, as well as involvement in environmental initiatives like Tree Plantations. Moreover, the focus on foreign language clubs,

scientific Olympiads, and martial arts emphasises parents' wishes for their kids to develop a variety of skill sets and global competences. Schools must keep growing their extracurricular programmes to provide a dynamic and stimulating environment that supports each student's abilities, interests, and goals while they work to satisfy the changing requirements and preferences of parents. Acknowledging the role those extracurricular activities have in influencing kids' overall development and achievement can help schools become more appealing to parents and improve education for all parties.

Recommendations:

- Given the positive reception of activities such as Sports Club, Art and Culture Club, Annual Fest, Foreign Language Club, Science Olympiad, and Drama & Photography Club, schools should consider expanding these offerings. This could involve allocating more resources, hiring additional staff, or collaborating with external organizations to enhance the quality and scope of these activities.
- Create opportunities for student leadership and involvement in planning and organizing extracurricular events and activities. Empowering students to take ownership of their extracurricular experiences can foster a sense of responsibility, creativity, and camaraderie among participants.
- Integrate extracurricular activities with academic subjects to promote interdisciplinary learning and skill development. For example, Science Olympiad participants could apply scientific principles to hands-on experiments, while Drama & Photography Club members could explore the intersection of visual arts and storytelling.
- Diversifying extracurricular programmes is something schools should work to do to accommodate students' diverse interests and skill levels. This might entail starting up brand-new organisations and events including music groups, computer clubs, environmental organisations, and business courses.
- Identify and nurture extracurricular activities that support the goals and values of the school, foster cooperation between teachers, students, parents, and community members. A sense of ownership and participation among everyone involved may be fostered via collaborative efforts.
- Include extracurricular activities in the curriculum to improve learning opportunities and reinforce academic topics. A science club, for instance, can enhance classroom instruction by carrying out experiments and practical exercises.
- Provide a variety of extracurricular activities to suit a range of schedules and interests. Give kids the freedom to select activities according to their interests and schedules to help them feel empowered and independent.

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