

# Prospective Teachers Interest In Para-Curriculum

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## ABSTRACT

The present study aims to identify the interest in the Para-curriculum of Prospective Teachers in relation to some variables Gender (Male, Female), Specialization (Arts Vs. Science), Level of Education (Undergraduate, Postgraduate). For the purpose of the current study, a questionnaire for finding interest in Para-curriculum was used. The research sample consisted of 300 student teachers in the Tanjore District of Tamil Nadu. The study found that the Prospective Teachers' level of interest in Para-curriculum was high in general. Also, to the variable of Gender, there is no significant difference in the mean scores and with respect to the Specialization statistically, there is a significant difference found in it. Finally, in terms of Level of Education, there is a significant difference between their interest in Para-Curriculum.

**Keywords** Interest, Para-curriculum, and Prospective Teachers.

## INTRODUCTION

The curriculum is the heart of schooling, in the educational process. Education and curriculum are two sides of the same coin. The entire set of educational activities - the curricular, co-curricular and extra-curricular activities as well as the organization of teaching - learning strategies and the evaluation schedule flow from the school curriculum. The extra-curricular activities and co-curricular activities are called as Hidden Curriculum. The concept of Hidden Curriculum was developed by Benson Synder (1971) and used by educators, psychologists in describing the informal system. It refers to the implicit demand that are found in every learning institution and which students have to find out and respond to in order to survive within it.

The hidden curriculum refers to the three R's – Rules, Regulations and Routines to which students adapt. This concept is clear in the way in which classrooms are organized, the reward

system and the moral socialization which is passed on through the three Rules. Many alternative terms exist for the Hidden curriculum: unwritten, unstudied, tacit, latent, unnoticed. David Hargreaves suggests that many of these names are inappropriate because the phenomenon has received so much attention in recent years that it is no longer 'hidden' or 'unstudied'. He therefore suggested a new term: "Para-Curriculum" – "that which is taught and learned alongside the formal or official curriculum". In his analysis of the research done on the "Para-curriculum", he finds that the research falls into two categories: 1) the psychological aspects of the Para-curriculum and 2) the sociological aspects of the Para-curriculum. From these aspects Para-curriculum is nothing but one part of the total informal system and understands it only by understanding the context in which it exists. The internal system of the curriculum has both a

formal aspect and an informal one, which includes the Para-curriculum. This informal aspect of the curriculum is an extra-curriculum or Co-curriculum. This curriculum represents all school-sponsored programmes designed to complement the academic aspects of the school experience. Athletics, dance, drama, student councils, clubs, honour societies, student organizations, and social events are all classified under the headings of extra-curricular activities. Participation in these activities is purely voluntary and does not contribute to the grades or credits earned for admission or graduation from one class to the next. Participation is often skill-based, but these activities are usually open to everyone. Prospective teachers are future teachers who are enrolled in the teacher education programme and are student teachers in their final year of the study.

### **RESEARCH BACKGROUND**

In the light of the preceding discussion, this study aimed to identify the interest on Para-curriculum among Prospective Teachers in Tanjore District Tamil Nadu in relation to some variables such as Gender (Male, Female), Specialization (Arts vs. Science), Level of Education (Undergraduate, Postgraduate).

### **NEED AND SIGNIFICANCE OF THE STUDY**

There is a broad consensus that the purpose of education is not only for the Prospective teachers to know what is right, but also to do what is right. A close relationship between the right knowledge and the right actions is essential. Here, the former is mainly taken over by curriculum activities, and the latter part is mainly taken over by Para-curriculum activities. Curriculum activities are cognitive in nature and focus only on intellectual development, but also on the comprehensive personality development of teachers. That is, in addition to intellectual development, education must also take into account emotional, physical,

psychological and social development. Development in these areas can be done when curriculum activities are complemented by para-curriculum activities. The overall development of teacher personality is the central theme of all systems of teacher education from the Vedic to the present day. In this context, it is clear from all the above discussions that, in addition to academic research, activities outside the classroom play a central role in shaping an individual's personality. Therefore, researchers felt the need to examine Prospective teachers' interest in Para-curriculum activities in order to gain insights into existing practices and their outcomes, as well as their impact on Prospective teachers' overall development.

### **REVIEW OF RELATED LITERATURE**

A review of the literature is generally a highly synthesized critique of the status of information on a carefully defined educational topic. It addresses published information within a given time frame in a specific subject field. A literature review examines existing research in a specific subject area, and often knowledge in a specified subject area over a certain period of time. The aim of this literature review is to study various theories of hidden or para-curriculum.

**Bashir & Hussain (2012)** in their research examined the effects of co-curricular activities on academic achievement of management students. The research was experimental in nature. In this study, an achievement test covering four chapters of mathematics and four lessons of English was used as measuring instrument. Depending upon pre-test scores 200 students were divided into two equal groups named an experimental group and the control group. The experimental group was involved in co-curricular activities and the control group did not participate in any activity beyond the classroom. There were two types of curricular

activities first physical that is games athletics and physical training and other was debates, drama speeches etc. The experimental group carried out activities for 40 minutes daily for 12 weeks. The post test was administered after 12 weeks. We pre-test and post the test scores of the experimental and control groups served as data for this study. The Analysis of data revealed that on the whole experimental groups showed better performance than controlled group hence the ultimate results of the study indicated that co-curricular activities can contribute for enhancing academic achievements of the students.

**Cubukcu, Zuhul (2012)** conducted research with the aim to determine supportive activities and views of students participated in activities. In this study, one of the qualitative research methods case study models is utilized. This research is carried out within 2009-2010 academic year through three elementary schools in Eskisehir affiliated to Ministry of National Education by investigating supportive activities for hidden curriculum and views of students participating in these activities. For analyzing the gathered data, document analysis and content analysis are used. Working group of this study comprises 40 students going to 6th, 7th and 8th grades within three elementary schools in the city center of Eskisehir. At the end of the study, it is determined that values are included in curriculum of elementary schools, and supportive activities for hidden curriculum in the process of gaining and internalizing values have great importance.

**Sari et al. (2009)** explored the functions of hidden curriculum on respect for human dignity which is one of the basic democratic values in detail in two elementary schools with low- and high-quality school life in Adana-Turkey. In this case study, the data were gathered through observations and interviews from teachers and students. Content analysis was used to analyze

the data which were gathered in the schools for four months. As a result, although its intensity is different, the hidden curriculums in both schools have inappropriate features for democratic values. For most variables taken into consideration in the study, the hidden curriculum in the school with low quality life has more inappropriate features of respect for human dignity. And also, students in this school showed more frequent misbehaviors regarding respect for human dignity. Therefore, it can be said that all sides of the hidden curriculum have mutual relations with each other, that students show parallel behaviors to the environment of the school and that the more students show misbehaviors, the more teachers show antidemocratic responses.

**Sultan Idris (2012)** The study inclination towards entrepreneurship in co-curricular activities among university students was undertaken to explore the inclination towards entrepreneurship among university pendidikan students. The population for the study was UPSI final year students from faculty of Business and economic. Entrepreneurship course was introduced as a core subject in the areas of business program. This course is made compulsory for all business undergraduate students. The total population in this study was 181. The respondents were selected by using simple random sampling. Descriptive analysis such as frequency means and standard deviations was used to analyse the respondents' demographic characteristics such as age, race, religion, educational level and working experience. Descriptive analysis (frequencies percentage means score) and inferential analysis one way ANOVA were employed to analyze the data. In this study it was discovered that there are two aspects of demographic that was qualification and programmed of study that showed a relationship and has a positive significant on inclination towards

entrepreneurship. These findings support previous studies that were carried out on demographic characteristics and entrepreneurial inclination.

## RESEARCH OBJECTIVES AND HYPOTHESES

The objectives are, to find out whether there is any significant difference in Interest in Para-curriculum of Prospective Teachers with respect to their Gender (Male, Female), Specialization (Arts vs. Science), Level of Education (Undergraduate, Postgraduate).

The Hypotheses are Null Hypotheses that, there is no significant difference between Interest in Para-curriculum of Prospective Teachers with respect to their Gender (Male, Female), Specialization (Arts vs. Science), Level of Education (Undergraduate, Postgraduate).

## RESEARCH METHODOLOGY

In the present study normative survey method is employed. The sample comprised of 300 student teachers in different colleges of Education in

Tanjore District of Tamil Nadu. The sample was selected by Random sampling Technique.

## Research Tool

In order to verify the hypotheses framed, the researcher prepared a Questionnaire based on testing the Prospective Teachers interest in Para-Curriculum was developed and standardized by the researcher has been used.

## Reliability

The Reliability of the tool was established by using Spearman Brown's split half method and it was found to be 0.783 which infers that the Tool is highly reliable.

## Validity

The validity of the tool was established by taking the square root of the reliability co-efficient that is 0.885; it may be infer that this tool is highly valid.

## DATA ANALYSIS

**Table: 1 The Level of Prospective Teachers Interest in Para-curriculum**

Variable	Level	Frequency	Mean	S.D
Interest in Para-curriculum	Low	48	47.86	3.13
	Average	206	62.79	6.02
	High	46	78.50	4.47
	Total	300		

## Hypothesis testing I

**Table: 2 Prospective Teachers Interest in Para-curriculum with respect to their Gender (Male, Female)**

Gender	N	Mean	S.D	Calculated 't' value	Remark
Male	97	64.20	10.16	1.209	

Female	203	61.08	9.01		Significant (at 0.05 Level)
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### Hypothesis testing 2

**Table: 3 Prospective Teachers Interest in Para-curriculum with respect to their Specialization (Arts Vs. Science)**

Specialization	N	Mean	S.D	Calculated 't' value	Remark
Arts	146	80.41	9.23	3.43	Significant (at 0.05 Level)
Science	154	83.90	8.13		

### Hypothesis testing 3

**Table: 4 Prospective Teachers Interest in Para-curriculum with respect to their level of Education (Undergraduate, Postgraduate)**

Level of Education	N	Mean	S.D	Calculated 't' value	Remark
UG	162	81.17	8.84	2.21	Significant (at 0.05 Level)
PG	138	83.41	8.72		

## RESEARCH FINDINGS

The Prospective Teachers level of Interest in Para-curriculum was high in general. There is no significant difference in Interest in Para-curriculum of Prospective Teachers with respect to their Gender (Male, Female). There is a significant difference in Interest in Para-curriculum of Prospective Teachers with respect to their Specialization (Arts vs. Science) especially Science students. There is a significant difference in Interest in Para-curriculum of Prospective Secondary Teachers with respect to their level of Education (Undergraduate, Postgraduate).

## CONCLUSION

In summary, the para-curriculum is predominantly growing, especially teachers need to use this type of curriculum effectively and positively. Therefore, future teachers need to prepare many courses on their meaning and usage and provide teachers with this knowledge and skills. In short, the para-curriculum is an important curriculum for future teachers as it has powerful and effective impacts in many ways. Educators should also consider this type of curriculum when developing the curriculum. Therefore, they need to use it effectively and

positively to change and improve negative beliefs, thoughts, and behaviours.

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