

ENGAGEMENT OF PRE-ADOLESCENT RURAL SCHOOL BOYS OF COOCHBEHAR IN DIFFERENT AFTER SCHOOL ACTIVITIES

PINTU SIL

State Institute of Physical Education for Women, Kolkata, West Bengal, INDIA.

Email: silpintu@gmail.com

How to cite this article: Sil, P. (June, 2015). Engagement of pre-adolescent rural school boys of Coochbehar in different after school activities. Journal of Physical Education Research, Volume 2, Issue II, 14-19.

Received: March 17, 2014

Accepted: May 23, 2015

ABSTRACT

The purpose of the study was to find out the activities in which the secondary level rural school boys were engaged in after school hours. For this purpose a total of 364 rural school boys in-between age of 10 to 12 years of Coochbehar district were selected randomly for the present study. Each sample was interviewed to collect data for this study. No of different activities involved during after school hours was measured and converted into percentage value. Result revealed that most of the rural boys (80.49 %) within this age involved in different kind of play and games and 19.51% boys were engaged themselves in such activity which is passive in nature. Findings also revealed that most of the boys were engaged in Cricket games (49.18%) whereas 8.52% participated in Football and very few of them (4.12%) were participated in other major games like Volleyball, Badminton, Kabaddi and Handball. Very few of the rural preadolescent boys (4.94%) were engaged in TV watching during after school hours. From above findings it may be concluded that most of the rural preadolescent boys were engaged in different kind of play and games after school hour. The game they like most as their after school activity was Cricket, which was followed by football in rural area. They were not very much interested to watch TV after school hour.

Keywords: Pre-adolescent, rural school boys, after school activities, recreation.

1. INTRODUCTION

Recreation is an activity that people engage in during their free time, that people enjoy, and that people recognize as having socially redeeming values. Recreation is an activity of leisure. They produce feelings of well being, fulfillment, enjoyment, relaxation and satisfaction. Recreational activities are often done for

Correspondence: Pintu Sil, Ph.D., Assistant Professor, State Institute of Physical Education for Women, Hastings House, Alipore, Kolkata, West Bengal, INDIA.
Tel: +91-973293963, Email: silpintu@gmail.com

enjoyment, amusement, or pleasure and are considered to be “fun”. Recreation is an essential part of human life and finds many different forms which are shaped naturally by individual interests but also by the surrounding social construction. Recreational activities can be of different types. It might be active or passive, outdoors or indoors, communal or solitary. A few examples of recreational activities are reading, playing or listening to music, watching movies or TV, gardening, hunting, hobbies, sports, studies, and travel.

Recreation has many health benefits, and, accordingly, recreational therapy has been developed to take advantage of this effect. Recreational physical activity is important to reduce obesity, and the risk of osteoporosis and of cancer, most significantly in men that of colon and prostate, and in women that of the breast. An increasing trend of overweight and obesity have been reported by several studies among school children (Ross, Carlos, Susan, Lawrence, & Michael, 1998; Boreham, & Riddoch, 2001). Recent studies also found that engagement in vigorous physical activities decreased and involvement in passive and less physical activity increased among school students (Huston, Wright, Marquis, & Green, 1999; Telma, & Yang, 1999; Brownson, Boehmer, & Luke, 2005). Purpose of the present study was to find out the engagement in different after school activities of the rural students of 10 to 12 years of age.

2. METHODS AND MATERIALS

2.1 Participants

Total 364 boys from different parts of Coochbehar district were selected randomly as subjects for the present study. Their age was in between 10 to 12 years. All the students were lived at rural area.

2.2 Tools

Interview was used as tool in this study. Each sample was interviewed personally to collect data about after school activities.

2.3 Criterion Measured

Engagement in different after school activities were the criterion of the present study.

2.3 Procedure of Data Collection

Investigator personally visited home of the selected subjects and after acquiring

consent of their parents and subjects, each subjects were interviewed. During the interview sessions, subjects were asked in which type of activity they were like to be engaged after their school hours. All the information in the form of response of the subjects was documented for further analysis.

2.4 Statistical Analysis

Number of students involved in a particular activity was calculated and total number of students engaged was converted in percentage value. All results were derived from percentage value.

3. RESULTS

Table 1: Percentage of participation in different after school activities of rural school students

Involvement in Play and Games (80.49%)	
After School Activities	
Cricket	49.18%
Football	8.52%
Other Major Games	4.12%
MIG	18.68%
Involvement in Other Activities (19.51%)	
Outing	3.02%
Family works	1.1%
Reading	4.67%
Watching TV	4.94%
Taking Nap	5.77%

The results have presented in Table 1 which revealed that most of the rural boys (80.49 %) within this age involved in different kind of play and games. Findings have presented in a pie chart in Figure 1. List of different activities in which the rural boys engaged in after school hours have presented in Table 1 also. It revealed that cricket was the most popular games (49.18%) in which the present subject involved as afterschool activities. The second highest activity in which the

subjects were engaged (18.68%) was different types of minor games [MIG]. 8.52% of the rural school children were chosen Football as their after school activities which was third highest in the present study.

Figure 1: After School Activities of rural preadolescent school boys

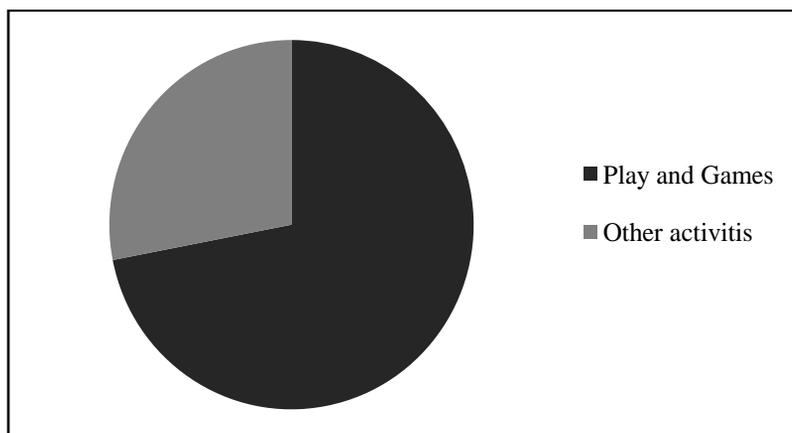
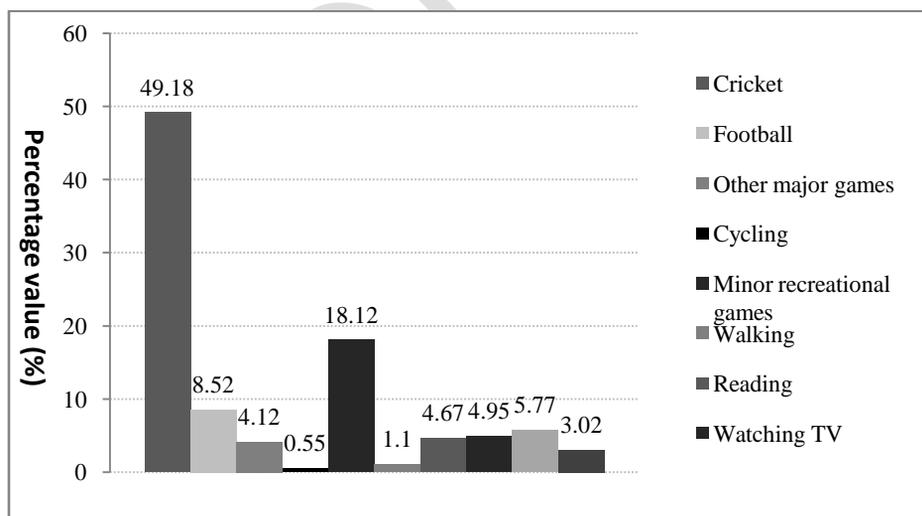


Figure 1: Percentage of participation in over all different types of after school activities



4. DISCUSSION

Several study reported about increased trend in TV watching as a leisure activity among school level children (Huston, Wright, Marquis, & Green, 1999; Telma, & Yang, 1999). In present study it has found only 4.94% rural school boys of 10-12

years aged were engaged in this activity. Figure 2 has shown the overall percentage of participation in different types of after school activities of preadolescent rural school boys in bar graph.

Involvement in physical activities for secondary level boys is reported by several studies. It is considered as one of the most important characteristics of leisure time involvement of the students. Shaabani and Parsaju (2011) found that in the city of Tehran elementary and secondary school students gave first priority to sports and lesser priority to English language learning, music, computer games, handicraft classes etc in their summer leisure class. But trend shows that participation in passive activities was increasing among school students. Sjolie and Thuen (2000) reported in their study that both rural and urban adolescents spent more time on sedentary activities, such as watching TV/video and playing TV/data-games, than on regular physical activity. Huston *et al.* (1999) found that as individuals' time in educational activities, social interaction, and video games increased. Ross, *et al.* (1998) found many US children (67%) watch a great deal of television and are inadequately vigorously active. Vigorous activity levels are lowest among girls, non-Hispanic blacks, and Mexican Americans in USA. Aaron, Storti, Robertson, Kriska, and LaPorte, (2002) found that number of physical activity declined as the age increased. Study also reported increase in the time spent on specific activity for adolescents. Female adolescents were more likely to report individual activities, while male adolescents were more likely to report team activities.

In present study most of the students found involved in play and games than the other passive activities like reading, watching TV etc. might be due to the fact that the present subjects were from rural background and lower socioeconomic status. Their life style was also different from metropolitan township area and in their life style they considered play and games as a more important leisure time recreational activity after school hours.

5. CONCLUSIONS

From above findings it may be concluded that most of the rural preadolescent boys were engaged in different kind of play and games after school hour. The game the students like most as their after school activity was Cricket, which was followed by different Minor Recreational Games (MIG) in the rural area. They were not very much interested to watch TV during after school hour.

6. REFERENCES

- Aaron, D.J., Storti, K.L., Robertson, R.J., Kriska, A.M., & LaPorte, R.E. (2002). Longitudinal study of the number and choice of leisure time physical

- activities from mid to late adolescence implications for school curricula. *Arch Pediatr Adolesc Med*, 156(11), 1075-1080.
- Boreham, C., & Riddoch, C. (2001). The physical activity, fitness and health of children. *Journal of Sports Science*, 19(12), 915-929.
- Brownson, R.C., Boehmer, T.K., & Luke, D.A. (2005). Declining rates of physical activity in the United States: What are the contributors? *Annual Review of Public Health*, 26, 421-443.
- Huston, A.C., Wright, J.C., Marquis, J., & Green, S.B. (1999). How young children spend their time: Television and other activities. *Developmental Psychology*, 35(4), 912-925.
- Ross, E.A., Carlos, J.C., Susan, J.B., Lawrence, J.C., & Michael, P. (1998). Relationship of physical activity and television watching with body weight and level of fatness among children results from the third from the third national health and nutrition examination survey. *The Journal of the American Medical Association*, 279(12), 938-942.
- Shaabani, G.R., & Parsaju, A. (2011). The investigation of students participation factor in summer leisure classes. *International Congress of Environment, Biomedical and Biotechnology*, (pp.117-120), Singapore: IACSIT Press.
- Sjolie, A.N., & Thuen, F. (2000). School journeys and leisure activities in rural and urban adolescents in Norway. *Health Promotion International*, 17(1), 21-30.
- Telma, R., & Yang, X. (1999). Decline of physical activity from youth to young adulthood in Finland. *Medicine and Science in Sports and Exercise*, 32(9), 1617-1622.