

Academic Achievement of Class IX Students with Reference to Their Participation in Co-Curricular Activities in Warangal District – A Study

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Abstract -- The Study was intended to find out the Academic Achievement of Class Ix Students with Reference to Their Participation in Co-Curricular Activities in Warangal district –a Study. Random sampling technique was used to compose a sample of 60 students mean, standard deviation and t-value calculated for the analysis of data.

Indexed Terms: school curriculum, extracurricular activities, programmed.

I. INTRODUCTION

The School curriculum of modern times differs widely from that of the past. In the past the main purposes behind the establishment of an institution is 3R's i.e. 1. Reading 2. Writing and 3. Arithmetic was considered the only things required by a learner out of the school programmed. Anything that was considered some extra type of activity. Extracurricular activities were interpreted in the extra time if available at the convenience of the school authorities. Any activity that goes on in the curriculum of a school is called curricular activity.

Presently the times have changed. Today education is not confined to 3R's. It is round development of a person. In modern times, the knowledge of 3R's only is considered in complete education. Now anything and everything that goes on in the school campus within school hours or after school hours comes within the purview of school activities. None of those activities is taken as extra all those activities are considered part and parcel of school curriculum. We can hardly distinguish between curricular activities and some other activities of the school, which was previously taken as extracurricular. Both the types of activities are now considered complementary to each other in the school programmed.

Extra-curricular activities are not new they are about as old as organized education itself. In 1909. Frankl in W. Johnson wrote "Athletic literary, debating, musical and art club's with other forms of activities natural to this period are seldom thought of by school authorities as means of securing an important educational end".

In the modern times these co-curricular activities have come to be recognized as one of the most powerful and useful model of educating the students to face and meet the complex situation and conditions as they arise not only regarding himself but with reference to the society which changes from time to time.

In education for many years until today, it has been a question of great importance on that what factors the achievement of a student depends.

From the beginning of formal education, great emphasis is laid on academic achievement. Generally, the students are selected are differentiated in school based on academic achievement.

Academic achievement refers to the pupil's knowledge attainment and skills developed in the school subjects, which is assessed by the authorities in the form of examinations.

The term "achievement" refers to the degree of level of success attained in same general and specified areas. Achievement is an end product of learning and its level and performance are affected by various factors, like co-curricular activities at the time of learning.

The Secondary Education Commission (1952-53) states co-curricular activities are as integral a part of the activities of a school as its curricular work and then proper organization needs just as much care and for thought. Such activities will naturally vary within limits from school to school depending upon its

location, its resources and the interests and aptitude of the staff and the students. In they are properly conducted; they can help in the development of very valuable attitudes and qualities.

New Education Policy (1986) “Games and physical education are internal part in learning process and it is included to evaluate the children genius”.

Lock said “A sound mind resides in a sound body”.

Rousseau said “All wicked comes from weakens. The child is only naughty, because he is weak, make him strong and he will be good.

II. IMPORTANT OF THE CO-CURRICULAR ACTIVITIES

According to secondary education commission (1952) “To maintain student’s discipline, Co-curricular activities like NCC, game, scouting will be implemented”.

1. The co-curricular activities directly influence the student’s academic performance and indirectly influence students all round development.
2. The co-curricular activities naturally help in the smooth working of the school. They make children strong and study. They help the students to grow and develop fully.
3. The different co-curricular activities help the students in the maintenance of good mental health. They help in the sublimation of instincts.
4. The co-curricular activities are a potent means of maintaining sound mental health.
5. The different type of co-curricular activities helps in the social development of an individual.
6. The co-curricular activities involve experimentation outside the class room. They are all according to the interest and Li-Kings of the learners. They also add to the academic development of an individual classroom situation activities supplement the work.
7. The different types of co-curricular activities give civic training to the students.

The pupils came to know their right and duties as citizens.

8. The co-curricular activities of the schools provide some sort of recreation to the students. The activities are organized according to the interests and liking of the pupils.
9. Participation in different co-curricular activities gives moral training to the students. Some students acquire virtues like honesty and sympathy towards other who need it.
10. Through participation in co-curricular activities, the students become self-disciplined.
11. Different co-curricular activities provide ample scope for leadership. Each activity requires some leader for its successful organization.
12. Different types of co-curricular activities like music, dance, fine arts, drawing etc. develop aesthetic sensibility of the students.
13. Some of co-curricular activities enable a person to earn something while doing these activities.

III. NEED AND SIGNIFICANCE OF THE STUDY

It is the curiosity and interests in knowing how the co-curricular activities are executed in Schools have led the investigator to choose the problem. The impact if co-curricular activities on academic achievement in different management schools in Sangam Mandal of Warangal District.

The co-curricular activities are essential to students, which helps in his academic progress as well as his all-round development. The school plays an important role in organizing the different curricular and co-curricular activities. The Head of the institution, the teachers are the core persons to activate the students towards participation in co-curricular activities. The teacher’s commitment also is an important aspect in developing them in co-curricular aspects in the schools.

In the present-day situation, the co-curricular activities of the students have not given much importance due to number of reasons. There is limited scope in participation of the students in co-curricular activities.

IV. OBJECTIVES OF THE STUDY

1. To know the influence of the co-curricular activities of high and low-level participants on academic achievement of class IX students.
2. To know the gender background of high level and low-level participants in co-curricular activities on academic achievement of class IX students.
3. To know the management background of high level and low-level participants in co-curricular activities on academic achievement of class IX students.
4. To know the relationship if any between the co-curricular activities on academic achievement of class IX students.
5. To know the influence of high-level participation in co-curricular activities on academic achievement of class IX students.
6. To know the influence of low-level participation in co-curricular activities on academic achievement of class IX students.

V. HYPOTHESIS

HYPOTHESIS – 1

There is no significant difference between academic achievement of High and Low-level participants in co-curricular activities from Government and Private schools students at Class IX level.

HYPOTHESIS – 2

There is no significant difference between academic achievement of Boys High and Low-level participants in co-curricular activities from Government and Private school's students at Class IX Level.

HYPOTHESIS – 3

There is no significant difference between academic achievement of Girls High and Low-level participants in co-curricular activities from Government and Private school's students at Class IX level.

HYPOTHESIS – 4

There is no significant difference between the academic achievement of boys and girl's Low-level participants in co-curricular activities from Government and Private schools students at Class IX level.

HYPOTHESIS – 5

There is no significant difference between the academic achievement of boys and girls High-level participants in co-curricular activities from Government and Private schools students at Class IX level.

VI. LIMITATION OF STUDY

1. The present study is limited to the sample of 60 students.
2. The present study is confined to Government and Private school students of Sangam Mandal only.
3. This study is only for High School students of selected school.

VII. DESIGN OF THE STUDY

The study is intended to find out the impact of co-curricular activities in academic achievement of class IX students in different management of schools.

VIII. METHODOLOGY CAN BE USED:

Normative survey method is a method for collecting, analyzing data obtained from large number of respondents representing a specific population collected through highly structured and detailed questionnaire.

IX. SAMPLE OF THE STUDY

The sample for present investigation has been drawn from students of different secondary schools of Sangam Mandal, which involved. Government and Private Schools. Number of Government and Private schools are there in Sangam Mandal, keeping in view of the scope of the study some of the schools selected through random sample techniques.

The investigator has selected 60 students from Government and Private Schools of Sangam Mandal.

X. TOOL TO BE USED

The present investigator developed tool by himself to study the academic achievement and its influencing factors of co-curricular activities of class IX students in order to elicit the relevant information required for the present study from the selected students of different management schools, the investigator developed a questionnaire schedule. The questionnaire schedule was developed with 25 questions. In order to know the achievement of high and Low level participation students in co-curricular activities.

The six major co-curricular activities like literary, physical, leisure, Aesthetic and cultural, excursion and civic development activities have been identified to prepare 25 items of questionnaire. Out of 25 items of a student is participating more than 15 items will be treated as high level participant and a student who is participating below 15 items is treated as low level participant.

PILOT STUDY:

The questionnaire was prepared by the investigator and distributed to 20 students of class IX in Kakatiya high school . It was repeated twice with 20 students each. The doubts raised by the students were clarified and the filled in questionnaires were collected by the researcher and were evaluated. The same sample was utilized for subsequent test after a period of 30 days, in order to evaluate the tool for the final study.

Reliability of the tool: The various method used to work out the reliability of the toll include split half method, test retest method, kuderson Richmond method under the present study, reliability had been completed using test retest method, and the calculate

value is 0.84. The value of quite significant and implies that tool adopted in reliable.

Validity of the tool: The concept of the validity of tool is important and research. The result is usually valid if an appropriate method of has been followed in order to yield that result. A test is set to be valid of it measures what it intends to measure. The experts opinion and teachers opinion was obtained before freezing the design of the tool. Theirs opinion reinforced both content and construct validity of the proposed tool for the study.

Final Study: Significant copies of the revived tool were prepared and distributed to the selected sample of the students of class IX and the data was collected.

DATA COLLECTION PROCEDURE:

To find out the impact of co-curricular activities on academic achievement questionnaire was administrated to the class IX students from Government and Private schools. Each student in the selected sample is given a copy of the questionnaire special instructions were given orally to the group students were asked to read the directions given in the questionnaire carefully before answering the questions.

STATISTICS USED IN THE STUDY

The investigator collected data with help of the developed tool. After collecting the data the investigator analyzed the data with the help of the following statistical techniques.

- Mean.
- Standard deviation.
- Critical Ratio ('t' – test).
- Analysis of Variance .

XI. ANALYSIS AND INTERPRETATION OF THE DATA

HYPOTHESIS – 1

There is no significant difference between the academic achievement of high and low level participants in co-curricular activities from Government and Private school students at class IX.

Results pertaining to the hypothesis are presented in the table – 1.

TABLE-I

The Table Shows The Significant Difference Between The Mean Scores Of Academic Achievement Of High And Low Level Participants In Co-Curricular Activities From Government And Private Schools.

Group	N	MEAN	S.D.	t – value
High level Participants	34	44.82	1.50	22.61
Low level Participants	26	34.19	2.07	

** Significant at 0.05 and 0.01 level.

The table – 1 deals with the means of high and low level participants. The calculated value of mean is 44.82 and 34.19 respectively. The S.D. for same groups being 1.50 and 2.07 respectively.

The t-value is found to be 22.61 and if is significant at 0.05 and 0.01 levels. Hence, the formulated hypothesis is rejected at both levels.

It is concluded that there is a significant difference between the academic achievement of high and low level participants in co-curricular activities from government and private school students at class IX level.

HYPOTHESIS – 2

There is no significant difference between the academic achievements of boys high and low level participants in co-curricular activities from Government and Private schools students at class IX level.

Results pertaining to the hypothesis are presented in the table – 2.

TABLE – 2 The Table Shows The Significant Difference Between Mean Scores Of Academic Achievement Of Boys High And Low Level

Participants In Co-Curricular Activities From Government And Private Schools.

Group	N	MEAN	S.D.	t – value
Boys High level Participants	23	39.78	1.47	2.27
Boys Low level Participants	14	38.28	2.24	

**Not Significant at 0.01 levels.

The table – 1 deals with the means of high and low level participants. The calculated value of mean is 39.78 and 38.28 respectively. The S.D. for same groups being 1.47 and 2.24 respectively.

The t-value is found to be 2.27 and it is significant at 0.01 levels. Hence, formulated hypothesis is accepted at 0.01 levels.

It is concluded that there is a not significant difference between the academic achievements of boys high and low level participants in co-curricular activities from government and private schools at class IX level.

HYPOTHESIS – 3

There is no significant difference between the academic achievements of Girls high and low level participants in co-curricular activities from Government and Private schools students at class VIII level.

Results pertaining to the hypothesis are presented in the table – 3.

TABLE – 3 The Table Shows The Significant Difference Between Mean Scores Of Academic Achievement Of Girls High And Low Level Participants In Co-Curricular Activities From Government And Private Schools.

Group	N	MEAN	S.D.	t – value
Girls High level Participants	11	39.18	1.42	2.44

Girls Low level Participants	12	37.3	2.27	
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**Not Significant at 0.01 levels.

The table – 3 depicts with the means of high and low level participants. The computed value of mean is 39.18, 37.3 respectively, and the SD. for same groups being 1.42 and 2.27 respectively.

The t-value is found to be 2.44 and it is not significant at 0.01 levels. Hence, the formulated hypothesis is accepted at 0.01 levels.

It is concluded that there is a significant difference between the academic achievement of girls high and low level participation in co-curricular activities from government and private schools students at class IX level

HYPOTHESIS – 4

There is no significant difference among the academic achievement of high-level participants in co-curricular activities from Government and Private school students at class IX level.

Results pertaining to the hypothesis are presented in the table – 8.

TABLE – 4 The Table Shows the Summary of Analysis of Variance of Academic Achievement of High Level Participants In Co-Curricular Activities Among Government And Private Schools Students.

Source of Variance	Df	S.S	M. S	F - ratio
Among the mean	1	3321.12	3321.12	0.701
With in the mean	118	558646.08	4734.29	

** Not Significant at 0.05 and 0.01 level.

Table 4 reveals that the f-ratio was found to be 0.701. it is not significant at both levels. Hence, the formulated Hypothesis is accepted at both levels.

It is concluded that there is a not significant difference among the academic achievement of high-level participants in co-curricular activities from

government and private school student at class IX level.

HYPOTHESIS – 5

There is no significant difference among the academic achievement of Low level participants in co-curricular activities from Government and Private school students at class IX level.

Results pertaining to the hypothesis are presented in the table – 5.

TABLE – 5 The Table Shows The Summary Of Analysis Of Variance Of Academic Achievement Of Low Level Participants In Co-Curricular Activities Among Government And Private Schools Students.

Source of Variance	df	S.S	M.S	F - ratio
Among the mean	1	384.73	384.73	0.124
With in the mean	118	363228.87	3078.21	

** Not Significant at 0.05 and 0.01 level.

Table 9 show that f-ratio was found to be 0.124. It is not significant at 0.05 and 0.01 levels. Hence, the formulated Hypothesis is accepted at both levels.

It is concluded that there is a no significant difference among the academic achievement of low-level participants in co-curricular activities from government and private school student at class IX level.

XII. CONCLUSIONS

The present study as measured the impact of co-curricular activities on academic achievement of class IX students. The investigator has drawn some conclusions after completing the investigation they are as follows:

- The study reveals that the boys were found to be having higher-level participation of co-

curricular activities compared to girls of class IX level.

- The study reveals the government school students should higher-level co-curricular activities but low comparatively.
- The study reveals that private school students showed good academic achievement, but low level participation in co-curricular activities
- The influence of co-curricular activities on academic achievement in government schools compared to that of private schools students in more.

EDUCATIONAL IMPLICATIONS

- Once academic performance depends upon is mental and physical health. These mental and physical health's will be developed by co-curricular activities in their schools.
- The present study revivals that there is a significant difference between academic achievement of high and low-level participants in co-curricular activities i.e., high level participants have better academic achievement then low-level participants different types of management schools.
- In the private schools, the high-level participants were better academic achievement then low-level participants.
- However, in government schools there is no significant difference between the academic achievement of high level and low-level participation in co-curricular activities.
- The present study reveals that co-curricular activities influence the academic performance of the students.
- Among the girls high-level participants have also better academic achievement then low level participants.
- Hence, the implementation of the co-curricular activities in school is required to get better achievement. These are not only influences the academic achievement but also influences on pupils mental, physical and social development.
- Due to some reasons educational planners government institutions gives less

performance to co-curricular activities in the schools.

- Hence, to get better performance in schools the planners, government institutions should give importance to the co-curricular activities and implement same in a perfect manner in the interest of students all round development.

SUGGESTIONS FOR THE FURTHER STUDY

After conducting the study, the present researcher feels the following dimensions in this area require for further investigation.

- The impact of co-curricular activities may be extended from academic achievement to adjustment of physical, emotional, mental and social aspects of adolescence.
- The same study may be conducted taking a more sample.
- The same study may be conducted in those residential schools.
- The same study may be conducted in urban schools.
- The same study may be conducted in both medium.
- The same study may be conducted in intermediate level.
- The same study may be conducted in university level.

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