

ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL GIRLS STUDENTS WITH REFERENCE TO THEIR PARTICIPATION IN CO-CURRICULAR ACTIVITIES’ - A COMPARATIVE STUDY

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ABSTRACT

The study was intended to the Academic Achievement of secondary school girls students with reference to their participation in co curricular activities –a comparative study.

Random sampling technique was used to compose a sample of 100 secondary school girls students Mean Standard deviation and t values were calculated for the analysis of data.

The study reveals that the government, rural school students should higher level co-curricular activities but lower level in academic achievement and The study reveals urban and private schools students show the higher level academic achievement lower level in co-curricular activities.

Key words: *academic achievement, government , private, high level, low level and secondary school girls students*

INTRODUCTION:

Today world has become more and more competitive and quality of performance has become the key factor for personal progress parents desire that their children climb to ladder of performance to high level of achievement this desire puts a lot of pressure on students, Teachers, schools and in general the education system. In fact, it appears as the whole system of education revolves round the academic achievement of student through various other outcomes are also expected from the system. Thus, a lot of time and effort of the schools are devoted for helping students to achieve better in their scholastic endeavors. Academic achievement is also influenced by demographic, cultural and environmental factors among which socio-economic aspects are of crucial importance.

Achievement: When a student acquires knowledge in some area then his appraisal is necessary, acquired knowledge is pupil's achievement, which verified his achievement it is called achievement test this test, informs us the limit, up to knowledge. It is also explores whether the pupil has gained masters in the subject (or) not. According to the dictionary of psychology (chap line) defines Educational achievement is in academic work as evolved by the teacher by standardized test of combination of both.

CURRICULUM:

The school curriculum of modern times differs widely from that of the past. In the past main purpose behind the establishment of an institution is three R's i.e., 1. Reading 2. Writing 3. Arithmetic was considered the only things required by a learner out of the school programme. 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. Extracurricular activities are not new they are about as old as organized education itself. In 1909 frankly in W. Johnson wrote Athletic, Literary,

debating, musical and art club's with other forms of activities natural to this period are seldom thought off by school authorities as means of securing an important educational end. Now they have been accepted and have become a part of the school and their relationship with the regular curriculum is vital. Gradually these activities are curricularised and are known as "Co-Curricular activities".

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"

- ❖ The co-curricular activities directly influence the student's academic performance and indirectly influence students all round development.
- ❖ 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.
- ❖ The different co-curricular activities help the students in the maintenance of good mental health. They help in the sublimation of instincts.
- ❖ The co-curricular activities are a potent means of maintaining sound mental health.
- ❖ The different type of co-curricular activities helps in the social development of an individual.
- ❖ 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.
- ❖ The different types of co-curricular activities give civic training to the students. The pupils came to know their right and duties as citizens.
- ❖ 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.
- ❖ 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.
- ❖ Through participation in co-curricular activities the students become self-disciplined.
- ❖ Different co-curricular activities provide ample scope for leadership. Each activity requires some leader for its successful organization.
- ❖ Different types of co-curricular activities like music, dance, fine arts, drawing etc. develop aesthetic sensibility of the students.
- ❖ Some of co-curricular activities enable a person to earn something while doing these activities.
- ❖ Thus, we find co-curricular activities form an integral part of the school curriculum. They should given due recognized by all concerned with the school-co-curricular activities are, therefore of immense value in the school. Nothing is equal to them in significance. In the words of "Me known" "As a develop of intellectual interests and capacities fluency of expression, clear and discriminate thinking and increased ability to appreciate the important affairs of modern life, good sports-man ship, self-reliance, self confidence poise and similar desirable qualities, it has few equal in school.

1. Activities for Physical development

Games: A) Indoor games B) Outdoor games, Athletics, Mass Drill, Mass Physical Exercise, Wrestling, Swimming etc., Yogic exercise, Boating etc.

2. Activities for academic development:

Magazine, Wall Magazine, Debates and declamation contest, Recitation, Essay writing and story writing competitions, Literary competition (Elocution & Poetry etc.), Library organization, Dramatics etc., Symposium, Extension Lectures ,MOC Parliament

3. Leisure Time Activities:

Hobbies like stamp collection, Coin Collection, Stone Collection, Photography, Album making, Collection of leaves, pictures etc.

4. Excursion Activities

Picnic, Trips and Tours, Visiting some places of historical importance like 200, museum

5. Community Activities:

Mass prayer, Scouting, Girls Guide, Red Cross, N.S.S, Village Survey, Social service on special occasions like fairs

6. Civic Training Activities:

Organizing co-operative store, Student council, Organizing a co-operative bank, Visiting civic institution like, Municipal committee, Post office, Gram Panchayat, Zillah Parishad, Legislative Assembly, High Court etc., Celebrating National and religious festivals, Distribution, parent teacher association, farewell function etc.

7. Activities for Aesthetic and Cultural Development:

Music and Dancing, Drawing and Painting, Fancy Dress, Variety programmed, Folk songs, Exhibition, Celebrating festivals, Decorating the school

8. Activities for Motor Development

Spinning and weaving, Tailoring – embroidery, Clay modeling , Soap making, Basket making, Toy making, Book binding

NEED AND SIGNIFICANCE OF THE STUDY:

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. Hence, the present investigator felt that there is need to study the impact of co-curricular activities on academic achievement.

OBJECTIVES OF THE STUDY:

- To know the comparison between co-curricular activities and their academic achievement of Secondary school Girls students.
- To know the relationship between the co-curricular activities and their academic achievement of secondary school Girls students.
- To know the locality background of high and low level participants in co-curricular activities on academic achievement of secondary school Girls students.
- To know the management background of high level and low level participants in co-curricular activities on academic achievement of secondary school Girls students.
- To know the influence of high level participation in co-curricular activities in academic achievement of secondary school Girls students.
- To know the influence of low level participation in co-curricular activities on academic achievement of secondary school Girls students.
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HYPOTHESES:

- **HYPOTHESIS – 1:** There is no significant difference between academic achievement and their co-curricular activities of secondary school Girls students.
- **HYPOTHESIS – 2:** There is no significant difference between co-curricular activities & their academic achievement of secondary school Girls students.
- **HYPOTHESIS – 3:** There is no significant difference between academic achievement of High-level participants in co-curricular activities from Rural and Urban secondary school Girls students.
- **HYPOTHESIS – 4:** There is no significant difference between academic achievement of Low-level participants in co-curricular activities from Rural and Urban secondary school Girls students.
- **HYPOTHESIS – 5:** There is no significant difference between academic achievements of High-level participants in co-curricular activities from Government & Private secondary school Girls students.
- **HYPOTHESIS – 6:** There is no significant difference between academic achievements of Low-level participants in co-curricular activities from Government & Private. Secondary school Girls students.
- **HYPOTHESIS – 7:** There is no significant difference between the academic achievements of High-level participants in co-curricular activities from Secondary school Girls students.
- **HYPOTHESIS – 8:** There is no significant difference between the academic achievements of Low-level participants in co-curricular activities from Secondary school Girls students.

METHODOLOGY:

There are different methods of educational research that are very commonly used in the field. The difference in the methodology largely is due to the difference in purpose and approaches only. The investigator has selected the “survey method”.

SAMPLE OF THE STUDY:

The sample for present investigation has been drawn from students of different secondary schools of Warangal district, which involved Government and Private Schools. Number of Government and Private schools are there in Warangal, keeping in view of the scope of the study some of the schools selected through random sample techniques. The investigator has selected 100 Girls students from Government and Private Schools of Warangal districts. While selecting the sample the variables Locality, type of the management, marks secured in the annual examinations were kept in view.

TOOL USED:

The present investigator used tool for study the academic achievement and its influencing factors of co-curricular activities of secondary school 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 10 items is treated as low-level participant. All the items have to

be answered in one hour. The questionnaire has been required to collect the co-curricular activities of the students. The investigator has taken the students summative marks from their institution. The investigation has also taken their bio-data.

DATA COLLECTION PROCEDURE:

To find out the impact of co-curricular activities on academic achievement questionnaire was administrated to the Secondary school girls students from Government and Private schools, Rural & Urban 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. The data was quantified and tabulated for each question.

DATA ANALYSIS AND INTERPRETATIONS:

OBJECTIVE – 1: To know the comparison between co-curricular activities & their academic achievement of. Secondary school Girls students

HYPOTHESIS – 1: There is no relationship between co-curricular activities & their academic achievement of secondary school Girls students.

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

TABLE-1:

Area	Co-relation
Co-curricular activities	0.02
Academic achievement	

Interpretation: The hypothesis analysis is not finding the any relationship between the co-curricular activities & their academic achievement of. Secondary school Girls students.

The calculated co-relation value is 0.02. It is concluded that there is no relationship between co-curricular activities & their academic achievement of. secondary school Girls students.

OBJECTIVE – 2: To study whether there is any significant difference in co-curricular activities & their academic achievement of. secondary school Girls students.

HYPOTHESIS – 2: There is no significant difference between co-curricular activities & their academic achievement of. secondary school Girls students.

Area	Numbers	Mean	SD	T
Co-curricular activities	100	403	79.1	3.22
Academic achievement	100	374	56.84	

Interpretation: Total calculated value 3.22 exceeds the table values. It is significant at both levels 0.05 & 0.01 levels. Df=99. Hence, hypothesis is rejected. It is concluded that there is a significant difference between the co-curricular activities & their academic achievement of secondary school Girls students.

OBJECTIVE – 3: To know the locality background of high & low level participants in co-curricular activities & their academic achievement of secondary school Girls students.

- **HYPOTHESIS – 3:** There is no significant difference between the academic achievements of high level participants in co-curricular activities from Rural & Urban secondary school Girls students.

Groups locality	Numbers	Mean	SD	T
Urban High level	9	17.8	3.2	2.1
Rural High level	10	14.9	4.1	

Interpretation: The calculated 'T' value 2.10 is the table values 2.11 at 0.05 & 2.90 at 0.01 levels, so it is not significant both levels for df 17. Hence, the null hypothesis is accepted. It is concluded that there is a not significant difference between academic achievements and their co-curricular activities from Rural and Urban secondary school Girls students.

OBJECTIVE – 4: To know the locality background of high & low level participants in co-curricular activities & their academic achievement of secondary school Girls students.

HYPOTHESIS – 4: There is no significant difference between the academic achievements of low level participants in co-curricular activities from Rural & Urban secondary school Girls students.

Groups locality	Numbers	Mean	SD	T
Urban Low level	8	15.3	2.2	1.3
Rural Low level	7	14.1	2.24	

Interpretation: The calculated 'T' value is less than to the table values. It not significant at both levels 0.05 & 0.01. Hence null hypothesis is accepted df=13. It is concluded that no significant difference between the academic achievement and their co-curricular activities of low level participants at Rural & Urban secondary school Girls students.

OBJECTIVE – 5: To know the Management background of high & low level participants in co-curricular activities & their academic achievement of secondary school Girls students.

HYPOTHESIS – 5: There is no significant difference between the academic achievements of high level participants in co-curricular activities from Government & Private secondary school Girls students.

Groups	Numbers	Mean	SD	T
Govt. High level participants	12	34.8	3.3	3.5
Private High level participants	10	32.7	2.21	

Interpretation: The calculated 'T' value is 3.5 greater than to the table values 2.09 at 0.05 and 2.84 at 0.01 levels. It is significant at both levels df=20. Hence, hypothesis is rejected.

- It is concluded that there is a significant difference between the co-curricular activities and their academic achievement of Government & Private schools high level participants secondary school Girls students.

OBJECTIVE – 6: To know the Management background of high & low level participants in co-curricular activities & their academic achievement of secondary school Girls students.

HYPOTHESIS – 6: There is no significant difference between the academic achievements of low level participants in co-curricular activities from Government & Privat secondary school Girls students.

Groups	Numbers	Mean	SD	T
Govt. Low level participants	5	13.1	1.4	3
Private Low level participants	7	11.9	0.8	

Interpretation: The calculated 'T' value is 3 is greater than to the 0.05 level and less than to the 0.01 level df=10. So it is significant at 0.01 level. Hence, null hypothesis is accepted. It is concluded that there is a significant difference between the academic achievement of low level participants in co-curricular activities from Government & Private secondary school Girls students.

OBJECTIVE – 7: To know the influence of high & low level participation in co-curricular activities & their academic achievement of. secondary school Girls students.

HYPOTHESIS – 7: There is no significant difference between the academic achievements of high level participants in co-curricular activities from secondary school Girls students.

based on locality..

Groups	Numbers	Mean	SD	T
academic achievement high level	62	430	52.2	4
co-curricular activities high level	62	397	47.3	

Interpretation: The calculated 'T' value 4 is greater than to the table values 2.00 at 0.05 level & 2.66 at 0.01 levels. So it is not significant at both levels for Df is 61. Hence, null hypothesis is rejected. It is concluded that there is a significant difference between academic achievement of high level participants in co-curricular activities from secondary school Girls students.

OBJECTIVE – 8: To know the influence of high & low level participation in co-curricular activities & their academic achievement secondary school Girls students.

HYPOTHESIS – 8: There is no significant difference between the academic achievements of low level participants in co-curricular activities from, secondary school Girls students.

based on management.

Groups	Numbers	Mean	SD	T
academic achievement low level	38	349	39.2	3
co-curricular activities low level	38	321	42.1	

Interpretation: The calculated 'T' value 3 is greater than to the table values 2.03 at 0.05 level & 2.72 at 0.01 levels. So it is not significant at both levels for Df is 37. Hence, null hypothesis is rejected. It is concluded that there is a significant difference between academic achievements of low level participants in co-curricular activities of secondary school Girls students.

CONCLUSIONS:

1. The study reveals that the government school students should higher level co-curricular activities but lower level in academic achievement.
2. The study reveals that private school students showed good academic achievement, but low level participation in co-curricular activities
3. The study reveals rural schools students show the higher level co-curricular activities lower level in academic achievement.
4. The study reveals urban schools students show the higher level academic achievement lower level in co-curricular activities.

EDUCATIONAL IMPLICATIONS:

Once academic performance depends upon is mental and physical health. This mental and physical health 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.

But 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.

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