



A STUDY OF THE ACADEMIC ACHIEVEMENT OF VIII CLASS STUDENTS WITH REFERENCE TO THEIR PARTICIPATION IN CO-CURRICULAR ACTIVITIES

Dr. Muttu Vemula

Assistant Professor, Department of Education, Mizoram University, Aizawl, India.

ABSTRACT

Co curricular activities are those activities, which are undertaken side by side with the curricular activities, i.e., interaction of various subjects. They supplement curricular activities and prepare the students in the Art of Living and Working Together. All –roundness is the theme of the modern education which recognizes that when the child comes to the school, he comes for mental, Physical, Social, Spiritual and vocational education and as such he must be educated and nourished in all of them. The present study reveals that there is a significant difference between the academic achievements of high and low level participation in co-curricular activities i.e., high level participants have better academic achievement than low level participants in different types of management schools. But in Government and Private Schools there is no significant difference between the academic achievement of high level and low level participation in co-curricular activities. Among the girls high level participants have also better academic achievement than low level participants. There is no significant difference between boys and girls students with respect to their participating in co-curricular activities.

KEYWORDS :

INTRODUCTION

Today education is not confined to 3R's it is all round development of a person. In modern times the knowledge of 3R's only is concerned in complete education. The modern education is concerned with the mind and the body of the pupil. Our ideal in education is an all round development of the child. This education is supposed to include all these activities that are helpful to the free development of the child.

Various committees and philosophers recommended the co-curricular activities in education these are play very important role in the all round development of the child.

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 mean of maintaining sound mental health. They also add to the academic development of an individual, class-room situation provides the critical knowledge where as these activities supplement the work.

NEED AND SIGNIFICANCE OF THE STUDY:

The modern education is concerned with the mind and the body of the pupil. Our ideal in education is "an all round development of the child. The co-curricular activities are essential to students which help in their academic achievement also.

The school plays an important role in organizing the difference curricular and co-curricular activities. The head of the institution, the teachers are the core persons in activate the students towards participation in co-curricular activities.

In the present day situation the co-curricular activities have not given much important due to number of reasons. Hence there is a limited scope in participating the students in co-curricular activities.

OBJECTIVES OF THE STUDY

- 1) To know the impact of co-curricular activities on academic achievement among government and private school students at VIII class level.
- 2) To know the impact of co-curricular activities on academic achievement between high and low level participants in co-curricular activities at VIII class level.
- 3) To know the impact of co-curricular activities among girls in relation to their academic achievement.
- 4) To know the impact of co-curricular activities among boys in relation to their academic achievement.
- 5) To know the impact of co-curricular activities between girls and boys in relation to their academic achievement.
- 6) To know the impact of co-curricular activities on academic achievement of Government School VIII class students.
- 7) To know the impact of co-curricular activities on academic achievement of private school VIII class students.

- 8) To know the impact of co-curricular activities on academic achievement of low level participants among different types of management of schools.

HYPOTHESIS OF THE STUDY

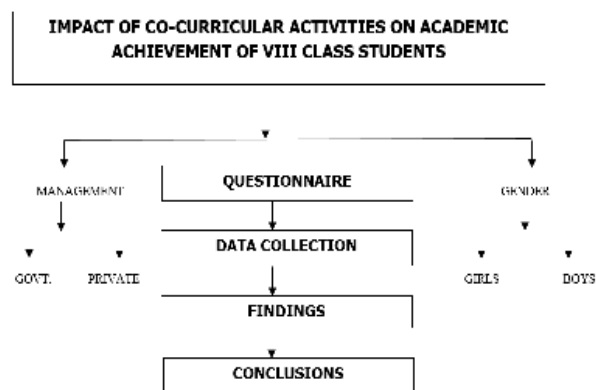
1. There is no significant difference between the academic achievement of high and low level participants in co-curricular activities from Government and Private Schools students at VIII Class level.
2. There is no significant difference between the academic achievement of Boys high and low level participants in co-curricular activities from Government and Private School students at VIII class level.
3. There is no significant difference between the academic achievement of girls high and low level participants in co-curricular activities from Government and Private School students at VIII class level.
4. 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 VIII class students.
5. 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 VIII class students.
6. There is no significant difference between the academic achievement of Boys and Girls high and low level participants in co-curricular activities from Government and Private School students at VIII class level
7. There is no significant difference between the academic achievement of Boys and Girls high and low level participants in co-curricular activities from Government and Private School students at VIII class level.
8. There is no significant difference between the academic achievement of low level participants in co-curricular activities from Government and Private School students at VIII class level.
9. There is no significant difference among the academic achievement of high level participants in co-curricular activities from Government and Private School students at VIII class level.
10. There is no significant difference between the boys and girls students with respect to participating in co-curricular activities at VIII Class level.

DESIGN OF THE STUDY

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

In order to highlight the relationship between various identified effectively and design indicating the relationship is presented in the diagram.

FLOW CHART RELATED TO THE STUDY



METHODOLOGY

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

ESTABLISHING VALIDITY AND RELIABILITY OF THE TOOL:

For this investigation, a questionnaire is developed by researcher to know the “A study of the academic achievement of VIII Class students with reference to their participation in co-curricular activities in Karimnagar District” validity and reliability, in order to strengthen its effectiveness. The tool is developed by the researcher was given to small samples of students who study, the questionnaire, after 10 days the same questionnaire were given to the same sample and their responses were quantified since all of them responded in the same manner as before, as there is no significant difference in their responses. It is considered as reliable and items incorporated in the questionnaire were effective because they elicit information as derived by the researcher. Hence it is valid.

TOOL USED

The present investigator developed tool by himself to study the academic achievement and its influencing factors of co-curricular activities of VIII Class 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 a student is participating 15 or more than 15 items will be treated as high level participant and a student who is participating below 15 items are treated as low level participant.

All the items have to be answered in one hour. The questionnaire was been required to collect the co-curricular activities of the students. The investigator has taken the students S.A. II marks from their institution. The investigator has also taken their Bio-Data.

The questionnaire covers all the items of co-curricular activities. Thus the tools applied for the collection of data have been designed by the investigator.

SAMPLE OF THE STUDY

In a study likes this, sample play an important role, in facilitate the researcher in playing the finding emerged out of the collected information in limited field from larger field.

S.No.	Name of the School	Management
1.	ZPHS KANDUGULA	GOVERNMENT
2.	ZPHS JUPAKA	GOVERNMENT
3.	KERALA E/M HIGH SCHOOL	PRIVATE
4.	MONTESSORI E/M HIGH SCHOOL	PRIVATE

The sample for the present investigation has been drawn from students of different Secondary Schools of Huzurabad mandal which involved Government and Private schools. Number of Government and Private

Schools are there is Huzurabad mandal. Keeping in view of the scope of the study 4 schools selected through random sample techniques.

The investigator has selected 80 students from Government and Private Schools of Huzurabad mandal. They are as follows:

1. The sample consists of 2 Government schools and 2 private schools.
2. The sample consist of 44 boys and 36 girls students.

While the selecting the sample, the following variables were kept in view. Class Sex, Type of School, Marks secured in the SA-II.

SHOWING THE SAMPLE OF THE STUDENTS:

Table – A

S.No.	Type of School	Boys	Girls	Total
1.	Government	22	18	40
2.	Private	22	18	40
Total		44	36	80

Table-B

BOYS PARTICIPANTS		GIRLS PARTICIPANTS		TOTAL
High Level	Low Level	High Level	Low Level	
32	12	29	07	80

Table-C

S.No.	Type of School	Boys and Girls Participants		Total
		High Level	Low Level	
1.	Government	27	13	40
2.	Private	34	06	40
Total		61	19	80

DATA COLLECTION PROCEDURE

To find out the impact of co-curricular activities on academic achievement a questionnaire was administered to the VIII Class 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. All the questionnaires returned back the student to investigator. After answering the questions and same were processed. The data was qualified tabulated for each questions.

STATISTICAL TECHNIQUES USED

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

1. Mean

$$\text{Mean} = \frac{\sum x}{N}$$

2. Standard deviation

$$\text{S.D.} = \sqrt{\frac{\sum (x - M)^2}{N}}$$

3. Critical ratio (t-test)

$$t = \frac{M_1 - M_2}{\sqrt{\frac{SD_1^2}{N_1} + \frac{SD_2^2}{N_2}}}$$

4. Degrees of freedom

Df = degrees of freedom, df = N₁ + N₂ - 2

ANALYSIS AND INTERPRETATION OF THE DATE

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 VIII class level.

Table.1

There is no Significance of the difference between the mean scores of academic achievement of high and low level participants in co-curricular activities from government and private schools students at viii class level.

Group	N	Mean	SD	t-value	Level of significance
High Level participants	61	439.46	63.64	2.39	Significant (0.05)
Low Level participants	19	386.37	90.04		

The above table shows that the calculated t-value is 2.39, which is

greater than the table value (1.96) at 0.05 Level. Hence the formulated null hypothesis is rejected.

It is concluded that there is a significant difference between the academic achievement of high level and low level participants in co-curricular activities from Government and Private School students at VIII Class 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 School students at VIII class level.

Table-2

Significance of the difference between the mean scores of academic achievement of the boys high and low level participants in co-curricular activities from government and private schools students.

Group	N	Mean	SD	t-value	Level of significance
Boys High Level participants	32	423.69	65.33	1.29	Not significant (0.05)
Boys Low Level participants	12	383.66	100.04		

Interpretation

The above table shows that the calculated t-value is 1.29, which is less than the table value (1.96) at 0.05 Level. Hence the formulated null hypothesis is accepted.

It is concluded that there is no significant difference between the academic achievements of boys high and low level participants in co-curricular activities from Government and Private School students at VIII Class 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 School students at VIII class level

Table-3

Significance of the difference between the mean scores of academic achievement of the girls high and low level participants in co-curricular activities from government and private schools students at viii class level.

Group	N	Mean	SD	t-value	Level of significance
Girls High Level participants	29	456.86	61.71	2.3	Significant (0.05)
Girls Low Level participants	07	391	69.62		

Interpretation

The above table shows that the calculated t-value is 2.3, which is greater than the table value (2.3) at 0.05 Level. Hence the formulated null hypothesis is rejected.

It is concluded that there is no significant difference between the academic achievements of girls high and low level participants in co-curricular activities from Government and Private School students at VIII Class level.

HYPOTHESIS – 4

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

Table-4

Significance of the difference between the mean scores of academic achievement of the high and low level participants in co-curricular activities from government school at viii class (level students).

Group	N	Mean	SD	t-value	Level of significance
Government Schools High Level participants	27	410.96	56.66	1.8	Not Significant (0.05)
Government Schools Low Level participants	13	362.38	89.02		

Interpretation

The above table shows that the calculated t-value is 1.8, which is less than the table value (2.02) at 0.05 Level. Hence the formulated null hypothesis is accepted.

It is concluded that there is no significant difference between the academic achievements of high and low level participants in co-curricular activities of Government School Students at VIII Class level.

HYPOTHESIS – 5

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

Table-5

Significance of the difference between the mean scores of academic achievement of the high and low level participants in co-curricular activities of private school at viii class level students.

Group	N	Mean	SD	t-value	Level of significance
Private School High high participants	34	462.09	63.65	0.79 (0.8)	Not Significant (0.05)
Private School low level participants	6	438.33	67.79		

Interpretation

The above table show that the calculated t-value is 0.79, which is less than the table value (1.96) at 0.05 Level. Hence the formulated null hypothesis is accepted.

It is concluded that there is no significant difference between the academic achievements of high and low level participants in co-curricular activities of Private School Students at VIII Class level.

HYPOTHESIS – 6

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

Table-6

Significance of the difference between the mean scores of academic achievement of the boys and girls high and low level participants in co-curricular activities from government and private school at viii class level.

Group	N	Mean	SD	t-value	Level of significance
Boys High Level participants	32	423.69	65.33	2.03	Significant (0.05)
Girls high Level participants	29	456.66	61.71		

Interpretation

The above table shows that the calculated t-value is 2.03, which is less than the table value (1.96) at 0.05 Level. Hence the formulated null hypothesis is rejected.

It is concluded that there is no significant difference between the academic achievement of boys and girls high and low level participants in co-curricular activities of Government and Private School Students at VIII Class level.

HYPOTHESIS – 7

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

Table-7

Significance of the difference between the mean scores of academic achievement of the boys and girls high and low level participants in co-curricular activities from government and private school at viii class level.

Group	N	Mean	SD	t-value	Level of significance
Boys low Level participants	12	383.66	100.04	0.19	Not Significant (0.05)
Girls low level participants	07	391	69.62		

Interpretation

The above table show that the calculated t-value is 0.19, which is less than the table value (2.11) at 0.05 Level. Hence the formulated null hypothesis is accepted.

It is concluded that there is no significant difference among the academic achievement of boys and girls low level participants in co-

curricular activities from Government and Private School Students at VIII Class level.

HYPOTHESIS – 8

There is no significant difference between the Government and Private low level participants in co-curricular activities from Government and Private School students at VIII class students.

Table-8

Significance of the difference among the academic achievement of low level participants in co-curricular activities from government and private school at viii class level.

Group	N	Mean	SD	t-value	Level of significance
Government school students of low level participants	13	362.38	89.02	2.05	Not Significant (0.05)
Private school students of low level participants	06	438.33	67.79		

Interpretation

The above table shows that the calculated t-value is 2.05, which is less than the table value (2.11) at 0.05 Level. Hence the formulated null hypothesis is accepted.

It is concluded that there is no significant difference among the academic achievement of low level participants in co-curricular activities from Government and Private School Students at VIII Class level.

HYPOTHESIS – 9

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

Table-9

Significance of the difference among the academic achievement of high level participants in co-curricular activities from government and private school at viii class level.

Group	N	Mean	SD	t-value	Level of significance
Government school students of high level participants	27	410.96	56.66	3.31	Significant (0.05)
Private school students of high level participants	34	462.088	63.65		

Interpretation

The above table shows that the calculated t-value is 3.31, which is less than the table value (1.96) at 0.05 Level. Hence the formulated null hypothesis is rejected.

It is concluded that there is no significant difference among the academic achievement of high level participants in co-curricular activities from Government and Private School Students at VIII Class level.

HYPOTHESIS – 10

There is no significant difference between the boys and girls students with respect to their participating in co-curricular activities VIII class students.

Table-10

GENDER	N	Mean	SD	t-value	Level of significance
Boys	44	17.23	3.56	0.08	Not Significant (0.05)
Girls	36	17.17	3.51		

Interpretation

The above table shows that the calculated t-value is 0.08, which is less than the table value (1.96) at 0.05 Level. Hence the formulated null hypothesis is accepted.

It is concluded that there is no significant difference between the boys and girls students with respect to their participating in co-curricular activities at VIII Class level.

HYPOTHESIS – 11

There is no significant difference between the boys and girls students with respect to their academic achievement at VIII Class level.

Table-11

GENDER	N	Mean	SD	t-value	Level of significance
Boys	44	412.77	78.43	1.90	Not Significant (0.05)
Girls	36	444.06	68.48		

Interpretation

The above table shows that the calculated t-value is 1.90, which is less than the table value (1.96) at 0.05 Level. Hence the formulated null hypothesis is accepted.

It is concluded that there is no significant difference between the boys and girls students with respect to their academic achievement at VIII class level.

HYPOTHESIS – 12

There is no significant difference between the Government and Private School students with respect to their participating in co-curricular activities at VIII Class level.

Table-12

Management	N	Mean	SD	t-value	Level of significance
Government	40	16.475	3.92	2.28	Significant (0.05)
Private	40	17.925	0.91		

Interpretation

The above table shows that the calculated t-value is 2.28, which is greater than the table value (1.96) at 0.05 Level. Hence the formulated null hypothesis is rejected.

It is concluded that there is no significant difference between the Government and Private school Students with respect to their participating in co-curricular activities at VIII Class level.

HYPOTHESIS – 13

There is no significant difference between the Government and Private School students with respect to their academic achievement at VIII class level.

Table-13

Management	N	Mean	SD	t-value	Level of significance
Government	40	395.175	72.53	4.12	Significant
Private	40	458.525	64.85		

Interpretation

The above table shows that the calculated t-value is 4.12, which is greater than the table value (1.96 & 2.58) at 0.05 and 0.01 both levels. Hence the formulated null hypothesis is rejected.

The present study has measured the impact of co-curricular activities on academic of VIII Class students. The investigator has drawn some concluded after completing investigation as were:

- 1) 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 VIII Class level.
- 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 School Students at VIII Class level.
- 3) There is a significant difference between the academic achievements of girls high and low level participants in co-curricular activities from Government and Private School Students at VIII Class level.
- 4) There is no significant difference between the academic achievements of high and low level participants on co-curricular activities of Government School VIII Class students.
- 5) There is no significant difference between the academic achievements of high and low level participants in co-curricular activities of private school VIII Class students.
- 6) There is a significant difference between the academic achievement of boys and girls high level participants in co-curricular activities from Government and private School students at VIII class level.
- 7) There is no significant difference between the academic achievement of boys and girls low level participants in co-curricular activities from Government and Private School students at VIII Class level.
- 8) There is no significant difference among the academic achievement

of low level participants in co-curricular activities from Government and Private School students at VIII Class level.

9) There is a significant difference among the academic achievement of high level participants in co-curricular activities from Government and Private School students at VIII Class level.

10) There is no significant difference between the boys and girls students with respect to their participating in co-curricular activities at VIII Class level.

11) There is no significant difference between the boys and girls students with respect to (their) academic achievement at VIII Class level.

12) There is a significant difference between the Government and Private School students with respect to (their) participating in co-curricular activities at VIII class level.

13) There is a significant difference between Government and Private School students with respect to their academic achievement at VIII Class level.

EDUCATIONAL IMPLICATIONS

One's academic performance depends upon his mental and physical health. These physical and mental health will developed by co-curricular activities in their schools.

The present study reveals that there is a significant difference between the academic achievements of high and low level participation in co-curricular activities i.e., high level participants have better academic achievement than low level participants in different types of management schools.

But in Government and Private Schools there is no significant difference between the academic achievement of high level and low level participation in co-curricular activities.

Among the girls high level participants have also better academic achievement than low level participants.

There is no significant difference between boys and girls students with respect to their participating in co-curricular activities.

Hence there is no significant difference between boys and girls students with respect to their academic achievement at VIII Class level.

There is a significant difference between Government and Private School students with respect to their participating in co-curricular activities.

Hence there is a significant difference between Government and Private School students with respect to their academic achievement at VIII Class level.

Hence the implementation of the co-curricular activities in schools is required to get better achievement. These are not only influences the academic achievement but also influences on pupils physical, mental and social development.

Due to some reasons educational planners Government institutions given less performance to co-curricular activities in the schools.

Hence to get better academic performance is schools the planners Government institutions should given 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.

1. The same study may be conduct by taking a large sample.
2. The impact of co-curricular activities may extend, from academic achievement to adjustment of physical, emotional, mental and social aspects of the students.
3. The same study may be conducted to the residential schools.
4. The same study may be conducted to the KGBV schools.
5. The same study may be conducted to the same District.

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