

Research Article

Relationship between Educational Values of Co-curricular Activities and Academic Achievement of Higher Secondary Students

Dr. G. N. Sunith Kumar¹ & Dr. S. Arockiasamy²

¹ Lecturer, Kerala University College of Teacher Education, Thiruvananthapuram, Kerala

² Principal, Gnanamani College of Education, A.K. Samudram, Namakkal District, Tamil Nadu

Abstract

Co-curricular activities form a vital link in the pattern of blended educational experiences for all boys and girls in the modern Indian schools. They cater to the development of a child's entire personality. Since these activities ensure an all-round development of the personality of students, it is essential that these activities should be accommodated in the time-table during regular school hours. This will enable all students to take part in these activities as participation in such activities can help them in developing various skills which could help in their academics and in the life as a whole. The study establishes that the perception of educational values of co-curricular activities have direct bearing on the academic achievement of the higher secondary students.

Keywords: *Co-curricular Activities, All-round Development, Personality Development, Educational Values, Academic Achievement, Skill Development, Secondary Education, Student Participation*

Introduction

The aim of education is not only intellectual development of students but also their emotional, social, physical, moral and motor development. This could not be achieved by confining the educational process. There are numerous dimensions of individual's personality and thus the activities outside the classroom play an integral part in shaping the overall development of a child and promote his/her holistic growth.

© 2010, Sunith Kumar, G. N., Arockiasamy, S., & Samudram, A. K.; licensee IER. This is an Open Access Research distributed under the terms of the Creative Commons Attribution License (www.creativecommons.org/licenses/by/2.0), which permits unrestricted use, distribution, and reproduction in any Medium, provided the original work is properly cited.

The educational possibilities of such activities are clear from the practical knowledge that it imparts. The various activities of educational potential conducted in schools like debates and discussion, projects, elocution, recitation, dramatization etc. cater to the educational needs of the students _and thus could improve the academic achievement of such students. Also, the essential qualities such as co-operation, team spirit, self-discipline, creativity and so on are provided by participation in these activities.

According to Jaekel (1985), "the involvement in co-curricular activities is a factor that can predict success in life beyond school." The students are given an opportunity to explore and discover their hidden talents by participation in co-curricular activities. In addition, they develop skills for effective oral and written communication by their active involvement. This experience could be highlighted in the academics also thus reflecting in their overall success. Co-curricular and regular classroom activities are the means of achieving common ends. If properly organized and conducted, they reinforce each other. Both are designed to contribute to the all-round growth and development of all the boys and girls enrolled in the secondary schools. The objectives of secondary education with the examples of the various ways in which co-curricular activities contribute to them suggest that the co-curriculum may provide a mighty implement for learning efficiency and for fulfilling the needs of youth. The present study is an attempt to realize the role played by the co-curricular activities with educational potential in the academic achievement of the higher secondary students.

Statement of the Problem:

"Relationship between Educational Values of Co-Curricular Activities and Academic Achievement of Higher Secondary Students"

Objectives of the study

1. To find out the level of educational values of co-curricular activities by the higher secondary students with reference to their background variables
2. To find the difference in the educational values of co-curricular activities as perceived by higher secondary students with regard to their background variables
3. To find the relationship between educational values of co-curricular activities as perceived by higher secondary students and their academic achievement with reference to their background variables.

Hypotheses of the study

The following hypotheses were formulated for the study:

1. The level of educational values of co-curricular activities by the higher secondary students with reference to their background variables is high
2. There is no significant difference in the educational values of co-curricular activities as perceived by higher secondary students with regard to their background variables
3. There is no significant relationship between educational values of co-curricular activities as perceived by higher secondary students and their academic achievement with reference to their background variables.

Methodology

The method adopted in the present study is Descriptive Research or Survey method. According to Dodge Fernland (2004), "survey is an investigation of the ideas, attitudes and other responses of a large number of people".

Sampling Procedure

Higher secondary students of various schools of Kanyakumari district form the population of the present study. A sample of 1000 students was drawn through Stratified sampling technique.

Instrumentation:

- Co-curricular Activities Educational Value Perception Questionnaire structured and validated by the investigator.
- For academic achievement, the marks scored by the higher secondary students of standard XI in April 2005 Annual Examinations were taken.

Data collection:

The Personal Data Sheet prepared by the investigator was used to collect information regarding the background characteristics. Before administering the tool, permission was sought, from the District Educational Officers and the concerned school headmasters. The tool along with the personal data form was administered to the higher secondary students.

Statistical Treatment of the Data:

Statistical techniques such as mean, standard deviation, 't' test and product moment correlation were employed.

Data analysis**Hypothesis I**

1. The level of Educational Values of Co-curricular Activities by the higher secondary students with reference to their background variables is high.

Table 1.

Educational Values of Co-curricular Activities as perceived by Higher Secondary Students with regard to their Background Variables

Background Variables		Level			
		Low		High	
		Count	%	Count	%
Gender	Male	215	43	285	57
	Female	198	39.6	302	60.4
Medium of Instruction	English	123	35.14	227	64.86
	Tamil	360	55.38	303	46.62
Nativity	Village	256	41.63	359	58.37
	Town	157	40.78	228	59.22
Type of School	Govt.	161	46	159	54
	Private	252	38.77	398	61.23
Family Nature	Nuclear	383	41.14	548	58.86
	Joint	30	43.48	39	56.52

It is observed from the table that high level value perception of the educational values of co-curricular activities is shown by the female students. The reason for female dominance in the educational value may be due to their studious nature, enthusiasm, competitive spirit and interest in participation in these activities.

Again, the high level perception is shown by the students studying in English medium, private school, those hailing from town area and those belong to nuclear family. English

medium and private school students usually hail from economically sound families and hence they are more motivated in home and by teachers when compared to the Tamil medium students. Students of the nuclear family lead in their perception of educational values of co-curricular activities. The reason for this may be that the parents of such students pay much attention to their wards and encourage them to participate in co-curricular activities. Moreover, such students indulge themselves in some hobbies which can help them in developing their potential.

Hypothesis II

1. There are no significant differences in the educational values of co-curricular activities as perceived by higher secondary students with regard to their back- ground variables.

Table 2.

Differences in Educational Values of Co-curricular Activities as perceived by Higher Secondary Students with regard to their Background Variables

Variable	Categories	Count	Mean	SD	't' value	Table value at 5% level	Result
Gender	Male	500	28.53	4.98	1.05	1.96	NS
	Female	500	28.86	4.73			
Medium of Instruction	English	350	29.12	4.65	2.06	1.96	S
	Tamil	650	28.47	4.95			
Nativity	Village	615	28.79	4.91	0.79	1.96	NS
	Town	385	28.54	4.77			
Type of School	Govt.	350	28.26	5.03	2.06	1.96	S
	Private	650	28.93	4.75			
Family Nature	Nuclear	931	28.70	4.86	0.15	1.96	NS
	Joint	69	28.61	4.87			

Significant differences are found in educational values of Co-curricular Activities with regard to school category and medium of instruction. The students studying in Government schools as well as those studying in Tamil medium lag behind in the perception of the educational values of co-curricular activities. This is attributed to the fact that these students

are poorly motivated as both the students and teachers are not very serious about the organization of such activities in schools. Thus these students do not seem to understand the values of these activities much.

There are no significant differences in educational values of Co-curricular Activities with regard to school locality, sex, native place and family nature. Hence, the null hypothesis is accepted except with regard to school category and medium of study.

1. There is no significant relationship between educational values as perceived by the higher Secondary students and their academic achievement with regard to background variables - sex, native place and medium of instruction.

Table 3.

Relationship between Educational Values as perceived by the Higher Secondary Students and their Academic Achievement with regard to Background Variables
- Sex, Native Place and Medium of Instruction

Variables	Category	Correlation Coefficient	Table Value at 55 Level	Result
Gender	Male	0.02	0.062	NS
	Female	0.07	0.062	S
Medium of Instruction	English	0.00	0.062	NS
	Tamil	0.04	0.062	NS
Nativity	Village	0.07	0.062	S
	Town	0.02	0.062	NS
Type of School	Govt.	0.00	0.062	NS
	Private	0.06	0.062	NS
Family Nature	Nuclear	0.05	0.062	NS
	Joint	-0.09	0.062	NS

Significant relationship is observed between educational values as perceived by higher secondary students of village area and female sex and their academic achievement.

It is clear that the female students possess high perception of the educational values of co-curricular activities and this relates to their academic achievement shown by them. This feature is also shown by the students from village area though the perception is not high for them: However, in case of other variables, this is reversed. It can be estimated that for them, the educational values does not seem to have any direct bearing on their academic achievement.

The circumstances in the home, their study habits, grasping power, memory etc might have attributed to the variation in the academic achievement for such students.

Findings

1. The level of educational values of co-curricular activities in the case of female students is high. Again, high level perception is shown by English medium, private school students and students hailing from town areas and those who belong to nuclear families.
2. Significant differences are found in educational values of Co-curricular Activities with regard to school category and medium. There are no significant differences in educational values of Co-curricular Activities with regard to school locality, sex, native place and family nature.
3. Significant relationship is observed between educational values as perceived by higher secondary students of village area and female sex and their academic achievement.

Conclusion

The findings of the present study show that the value perception of co-curricular activities in the light of educational values seems to be high. This clearly indicates the role played by the co-curricular activities in shaping an individual by satisfying the educational potential. It is clear from the finding that the educational values of co-curricular activities exert a little influence on the academic achievement of the higher secondary students. It is essential that steps should be taken to improve the academic achievement since the higher secondary students are at the crucial stage of their studies. Also, proper planning of the various co-curricular activities is needed in the schools as a part of creation of an individual having dynamic potential.

REFERENCES

1. Ehrler, David J. (2005) An Investigation into the Relation between the Five- factor Model of Personality and Academic Achievement in Children, Dissertation Abstracts International-A, Vol. 66, No. 03, September 2005, P. 891.
2. Franklin A. Miller, James H. Moyer and Robert B. Patrick. (1956). Planning Student Activities, Englewood Cliffs, N.J. Prentice-Hall, Inc.

3. Rani, Meena (1992) A Study of Locus of Control, Self-esteem, Academic Motivation and Academic Achievement of Advantaged and Disadvantaged Students, Fifth Survey of Research in Education, Buch, M.B. (Ed.), 1992, NCERT, New Delhi.
4. Rogers, Craig Lancer (2005) An Investigation of the Big Five and Narrow Personality Traits in relation to Academic Performance, Dissertation Abstracts International-B, Vol. 66, No. 11, May 2006, P. 6326.
5. Satrusalhya, Jayanti (1991) A Study of Co-curricular Activities implemented in the Secondary Schools of Cuttack District, Fifth Survey of Research in Education, Buch, M.B. (Ed.), 1992, NCERT, New Delhi, P. 1190.
6. Williamson, E.G. (1961). Student Personnel services in colleges and Universities {Some foundation techniques and processes of program administration}. McGraw-Hill Book Company, Inc.
7. Wood, Robert G. (2005) Predicting the Outcome of Leadership Identification from a College Student's Experiences, Dissertation Abstracts International A, Vol. 66, No. 01, July 2005, P. 116.