The Effectiveness of Participation in Co-Curricular Activities on Academic Achievement and Leadership Qualities of Grade IXth Students: A Study

RUBEENA
Research scholar, Department of Education and Training, Maulana Azad National Urdu University, Gachibowli, Hyderabad. (TS) India.
Email - syedarubeena1@gmail.com

Abstract: *This paper aims to examine how the co-curricular activities affect the academic achievement and leadership qualities of students. The researcher adopted the experimental method, pre-test Post–test group design was selected for this study. In this study, for academic achievement formative assessment scores were taken, for participation in Co-curricular activities CCA programme was developed by researcher and self-prepared leadership qualities questionnaire was administered individually to all participants. 60 students of 9th class were divided into two equal groups (n=30) considered as experimental group and control group. The experimental group was participated in co-curricular activities programme for forty minutes daily for twelve weeks and the control group did not participate in any activity. The post-test was administered after twelve weeks. The pre-test and post-test scores of the experimental and control group taken as data for this research. On the basis of statistical measures t-ratios were calculated to find the significance of difference of experimental and control group The analysis of data revealed that on the whole, experimental groups performed better than controlled group. Hence the ultimate results of the study indicated that Student participation in co-curricular activities helps to promote students' academic achievement and leadership qualities so as to enter any field for the future prospect to produce and provide skilled human capital in terms of academics and character.*

Key Words: *Co-curricular activities, Academics Achievement, Leadership Qualities, Grade 9th students.*

1. INTRODUCTION:

All round development of child demand proper nurturing of its physical and intellectual qualities as few of the major determinants of his personality. Therefore, new approaches of education emphasize on holistic development of the child. The process of education is not something static or one time measure rather, continuous and lifelong endeavour that can be divided in two parts; curricular activities and co-curricular activities. Co-curricular activities, as the name implies, are those, not directly related with the prescribed curriculum and include; sports, athletics, scouting, cubing, varied hobbies, excursions literary societies, dramatics, debates etc. To bring social and physical adjustments in the child. The role of co-curricular activities can never be underestimated in any progressive education system. However, the strain on academic achievement in regressive education systems tends to overshadow the place of co-curricular activities.

1.1 Co-Curricular Activities

Co-curricular activities are also a sort of education that being taught outside of the four walls. Through co-curricular activities, the students will be educated in the form of spiritual, leadership, teamwork as well as self-confidence. Participation in these activities will give the essential skills provided in these activities well as fostering a healthy lifestyle.

Co-curricular activities facilitate to develop the all-round personality of the students to face the undaunted task and turbulent world of future. These activities for school's students are a means to boost social interaction, leadership, healthy recreation, self-discipline and self-confidence.

1.2 Academic Achievement

Academic achievement has always been a vital purpose and main center of educational research despite varied statement about the aim of education. Academic development of the pupil is the primary concern and also the most significant goal of education. Not that other aspect of educational objectives is to be ignored but the fact remains that academic achievement is the unique responsibility of all educational institutions established by the society to promote a wholesome scholastic development of pupil.

Academic achievement could be a dynamic method. Academic achievement plays an important role in the majority aspects of human life, in shaping the career of a personal and planning for future education. It forms the

idea of admission and promotion in standard/class. Achievement is mostly utilized in sense of "ability to do, capability to do or tendency to do" Academic achievement is assessed by the standardized teacher made test.

1.3 Leadership qualities

Leadership is a very necessary quality or skill for all pupils. However, leadership skills cannot be learned only through formal lessons telling students the importance of leadership and teamwork. These lessons are read and forgotten easily. Hence, leadership doesn't become part of the child if he/she reads about it or someone talks about it in front of them (Shinde, 2010). One easy way to teach children leadership is to regularly organize curricular and co-curricular activities.

Hay and Dempster (2004), who stated that leadership is a multifaceted construct involving a range of interrelated skills, identified 12 student leadership qualities or skills: project planning, reflection, problem solving, team building, decision making, goal setting, time management, project management resource allocation, effective communication networking, conflict resolution, diversity awareness, and self-confidence. However, all children have potential leadership qualities which can be, with support and encouragement from an early age, developed and enhanced. With support and encouragement, every child can assume the mantle of leadership within a part of his/her life (Evett, 2010; Godbole, 2011; Nair, 2011).

2. REVIEW OF RELATED LITERATURE:

Pankaj K. Paul, Sunil K. Baskey, 2012.analyze the impact of co-curricular activities of some secondary level school students in Burdwan district of West Bengal. The study covers two hundred students both in urban and rural areas encompassing students consisting of boys' and girls'. The whole students (N = 200) were divided into two equal groups: one is experimental and the other is control group. The pre-test and post-test scores were used to evaluate the impact of co-curricular activities on academic score of the students. The present study also covers one hundred teachers and schools' authorities as well as guardians to find out the relationship between co-curricular activities and academic achievement of students. The results of 'Chi-square' test revealed that co-curricular activities have had a significant positive impact on academic level achievement of students. A binary logit regression model has been used to determine the extent of relationship between co-curricular activities and academic achievement of students. Moreover, students'-t test has also been used to examine the assumed hypothesis whether any variation among pre-test and post-test situations within boys' and girls' as well as urban and rural students exist or not. Finally, the result revealed that the students of experimental group showed better performance than the students of control group as a whole.

Lois J. Smith, John D. Chenoweth,2015 studied on the Contributions of Student Organization Involvement to Students' Self-Assessments of Their Leadership Traits and Relational Behaviors, Results of this study showed that students who were engaged in extracurricular student organizations rated themselves higher on both leadership traits and Behaviors than those who were not involved in student organizations. Though faculty may not interact regularly directly with student affairs professionals, this study suggests that students learn holistically and across all their experiences, both inside and outside the classroom. Pairing coursework aimed at improving leadership capabilities with co-curricular organization activities that give students additional opportunities for trying out what they are learning in the classroom could improve intentionality and authenticity in students' educational experiences.

3. OBJECTIVES:

- To compare the mean scores of Pre-Test Academic Achievement of Experimental Group and Control Group.
- To compare the mean scores of Post-Test Academic Achievement of Experimental Group and Control Group.
- To compare the mean scores of Pre-Test Leadership Qualities of Experimental Group and Control Group.
- To compare the mean scores of Post-Test Leadership Qualities of Experimental Group and Control Group.

4. HYPOTHESES:

- There is no significant difference between the mean score of Pre-Test Academic Achievement of Experimental Group and Control Group.
- There is no significant difference between the mean scores of Post-Test Academic Achievement of Experimental Group and Control Group.
- There is no significant difference between the mean scores of Pre-Test Leadership Qualities of Experimental Group and Control Group.
- There is no significant difference between the mean scores of Post-Test Leadership Qualities of Experimental Group and Control Group.

5. VARIABLES:

- Independent variable: Co-Curricular Activities
- Dependent variable: Academic Achievement and Leadership Qualities

6. METHODOLOGY:

The selection of appropriate design for this experiment was the essential step in this research. pre-test post-test non-equivalent group design was considered an appropriate research design for this experiment.

6.1 Sample

To conduct this experiment, government high school having appropriate conditions was selected in District Hyderabad. From selected school 60 students of 9^{th} class were divided into two equivalent groups using random sampling technique. In sample school one group was considered as experimental and other as control group. Therefore, the total population for this study was sixty (60).

6.2 Tool for Data Collection

For Academic performance pre-test (formative Assesment-3) and post-test (formative assessment-4) scores are taken and Leadership qualities scores were obtained by giving them a pre-test and another test was given to them after treatment. For treatment the experimental group of school were engaged in co-curricular activities. Time given for the activities was forty minutes daily throughout the week. No distinction existed between the other variable i.e. teaching pedagogics, teachers, time of teaching hours etc. Pre-test and post-test scores of both the groups served as data for this research.

6.3 Statistical Techniques

To analysis the data following statistical tools were used:

1. Mean score
2. standard deviation and
3. t–test

7. ANALYSIS AND INTERPRETATION OF DATA:

The analysed data are presented in below tables.

Hypothesis1: There is no significant difference between the mean score of Pre-Test Academic Achievement of Experimental Group and Control Group.

Table 1: Mean score of Pre-Test Academic Achievement of Experimental Group and Control Group.

Sr. No.	Group	N	Mean	SD	Df	t-value	Remark
1	Exp	30	42.80	8.67	58	0.17	NS
2	Control	30	43.17	8.02			

The above table shows the mean scores of Pre-Test Academic Performance of Experimental Group and Control Group is 42.80 and 43.17 respectively. The calculated t-value is 0.17, which is not significant at both the level. Hence, the null hypothesis is accepted. Which says that there is no significant difference between the mean score of Pre-Test Academic Performance of Experimental Group and Control Group.

Hypothesis 2: There is no significant difference between the mean scores of Post-Test Academic Achievement of Experimental Group and Control Group.

Table 2: Mean score of Post-Test Academic Achievement of Experimental Group and Control Group.

Sr. No.	Group	N	Mean	SD	Df	t-value	Remark
1	Exp	30	53.90	8.78	58	4.66	S at 0.01
2	Control	30	44.87	5.96			

The above table shows the mean scores of Post-Test Academic Performance of Experimental Group and Control Group is 53.90 and 44.87 respectively. The calculated t-value is 4.66, which is significant at 0.01. Hence, the null hypothesis is rejected. Which says that there is no significant difference between the mean score of Post-Test Academic Performance of Experimental Group and Control Group.

Hypothesis 3: There is no significant difference between the mean scores of Pre-Test of Leadership Qualities Experimental Group and Control Group.

Table3: Mean score of Pre-Test Leadership Qualities of Experimental Group and Control Group.

Sr. No.	Group	N	Mean	SD	Df	t-value	Remark
1	Exp	30	122.96	25.79	58	2.22	NS at 0.01
2	Control	30	136.73	22.09			

The above table shows the mean scores of Pre-Test sociability of Experimental Group and Control Group is 122.96 and 136.73 respectively. The calculated t-value is 2.22, which is not significant at both the level. Hence, the null hypothesis is accepted. Which says that there is no significant difference between the mean score of Pre-Test sociability of Experimental Group and Control Group.

Hypothesis 4: There is no significant difference between the mean scores of Post-Test Sociability of Experimental Group and Control Group.

Table4: Mean score of Post-Test Sociability of Experimental Group and Control Group.

Sr. No.	Group	N	Mean	SD	Df	t-value	Remark
1	Exp	30	154.2	20.59	58	3.38	S at 0.01
2	Control	30	136.36	20.22			

The above table shows the mean scores of Post-Test sociability of Experimental Group and Control Group is 154.2 and 136.36 respectively. The calculated t-value is 3.38, which is significant at 0.01. Hence, the null hypothesis is rejected. Which says that there is no significant difference between the mean score of Post-Test sociability of Experimental Group and Control Group.

8. FINDINGS:

The major findings are students who belong to the experimental group significantly have better academic achievement and developed good leadership qualities than those students who belong to the control group. consequently, participation in o-curricular activities help the students to become active learners and its enhance their academic achievement and Leadership qualities.

9. SUMMARY & CONCLUSION:

Overall, students level of achievement enhanced and students that have good leadership skills /Qualities are those that are actively involved in school activities. Co-curricular activities are capable to form personal character of a student. Among the expected individual development through co-curricular activities are cultivating leadership qualities, building and shaping healthy personality and ultimately form a disciplined generation. co-curricular activities are also capable of forming a positive personality and develop a sense of responsibility.

REFERENCES:

1. Aminuddin Abdul Rahman. 2004. Students Actively involvement in co-curriculum activities and their Effects on Academic Achievement. Education Master's thesis. University Technology Malaysia, skudai.
2. Daniyal, M., Nawaz, T., Hassan, A., Mubeen, I., "The effect of co-curricular activities on the academic performances of the students: a case study of the islamia university of Bahawalpur, Pakistan", Bulgarian journal of science and education policy (bjsep), volume 6, number 2, 2012
3. Evett, A. (2010). Leadership for children. Retrieved from: http://www.inspireyourdreams.com
4. Godbole, M. (2011). Qualities of leadership in children. Retrieved from: http://www.buzzle.com
5. Hay, I. & Dempster, N. (2004). Student leadership development through general classroom activities. University of Queensland eSpace. Retrieved from http://espace.library.uq.edu.au
6. Lois J. Smith, John D. Chenoweth, University of Wisconsin, USA American Journal of Business Education – Fourth Quarter 2015 Volume 8, Number 4
7. Nair, T. (2011). Teaching leadership skills to students. Retrieved from: http://www.buzzle.com
8. Pankaj K. Paul, Sunil K Baskey,2012. Role of co-Curricular Activities On Academic Performance of Students: A Case Study in Some Secondary Schools of Burdwan District in West Bengal, India. international journal of innovative research & development November, 2012, vol 1 issue 9, ISSN: 2278 – 0211 (online).