



Co-curricular activities benefits and its impact on students' achievement.

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Abstract: No doubt, education plays a major role for the development of the child. Education gives a right path to the child in his life and modern education emphasizes on all-round development of the child. For this, curricular and co-curricular activities play a major role. Activities which develop the child mentally, physically, socially, morally and emotionally are known as co-curricular activities. Debates, games, painting, drama, girl guide, scout etc. are the examples of co-curricular activities. These activities take place outside the classroom. The purpose of the co-curricular activities is to fuel the students' learning and to build social and leadership skills. These activities are not compulsory part of education. The population of the study consisted of all the 11th students from district Shri. Muktsar Sahib of Punjab state. From the whole district, a sample of 100 students were taken; taking 50 students from Govt. Sen. Sec. School, Kotbhai and 50 students from P.S.E.B Adarsh Sen. Sec. School Kotbhai. These students of two schools were divided into two groups. Group no. 1 consisted of those students who were involved in co-curricular activities named as positive group, Group no. 2 consisted of those students who were not involved in co-curricular activities named as negative group. Pre-test and post-test were taken from these students taking in mind the other conditions and parameters were the same. Random sampling for the collection of data was used.

Key Words: Co-Curricular activities, students, secondary schools, activities.

1. INTRODUCTION:

For the development of the child only textbook education is not sufficient but students must be involved in side activities which develop them mentally and socially. For these co-curricular activities play a major role. Co-curricular activities may be formal and non-formal. Formal activities include sports, debates, drama, essay writing etc. and non-formal activities include music, watching TV, listening, video making etc. It concluded that co-curricular activities improve the performance of the students and also gives the right way to the students how to live out of house compound with their friends. Longitudinal studies on sports investigated that involvement in co-curricular activities had fruitful effects on students test score in the examination.

Shepard (1996) cited in para 12. Some research indicates that physical activity not only improves academic performance, but has an actual physical benefit for the mind. Regular physical activity might influence cognitive development by increasing cerebral blood flow, altering arousal and associate neurohormonal balance, changing nutritional status, or promoting the growth of internal neuronal connections.

Ponter (1999) cited in para 1. that, studies reflect strong positive relationship between participation in music and academic performance. They suggested that, music should be considered as fundamental to the curriculum as mathematics and reading.

Roth (2000) cited that, the positive youth development as encompassing five constructs, 1) competence in academic, social and vocational areas, 2) confidence, 3) connection to family, community and peers, 4) character, 5) caring and compassion.

Broh (2002) cited in para 3. that, "Early analysis of the effect of participation in sports on academic achievement produced inconsistent evidence. Additional information from this study has found that playing sports in high school has no significant effect on grades or standardized test scores in the general student population. Although this particular study produced a negative relationship between sports and academic performance, many demonstrate a positive relationship.



Broh (2002) cited in para 8. that, numerous studies have been conducted concerning the relationship between extra-curricular activities and academic performance. Total extracurricular activity participation, or participation in extracurricular activities in general, is associated with an improved grade point average, higher educational aspirations, increased college attendance and reduced absenteeism.

Darling et al (2005) cited in para 40 that, students who do not participate in any extracurricular activities showed the poorest adjustment as far as grades, attitude toward school and academic aspirations, while non-sport extracurricular activities showed the most positive adjustment with sports related extracurricular activities in the middle.

2. LITERATURE REVIEW:

Research Methodology:

The main aim of the study was to find out the impact of co-curricular activities on the academic achievement of students. In this study a sample of 100 students from two different schools, one from government school and another from Adarsh school was taken. Students were divided into two groups as shown in *Table no 1*. Keeping in view other various factors pre-tests and post-tests were taken. Suitable conditions and other variables were also taken in mind like teaching method, time-table schedule etc. All the students were from 11th class and these students were divided into two groups, one group was a positive group which was interested in co-curricular activities and another group was a negative group which was not interested in co-curricular activities. All students belonged to district Shri Muktsar Sahib of Punjab state. From each selected school 50 students were taken in two equivalent groups.

On the basis of pre-test scores and post test score using random sampling technique was evaluated. All the students of positive group were assigned two co-curricular activities and all they were allowed to do these activities daily for six months of 30 minutes duration. After six months, students' scores from pre-tests and post-tests were evaluated. And further analysis from mean score, standard deviation and t-test was done keeping in view other conditions are same. In *table no 1*. positive group means those students who are involved in co-curricular activities and negative group means who are not involved in co-curricular activities.

Group of Students.			
Schools	Government School Students	Adarsh School Students	Total students
Positive Group	25	25	100
Negative Group	25	25	
Total	50	50	

Table 1.

2.1 HYPOTHESIS OF STUDY:

In order to achieve the objective of the study following hypothesis were tested.

1. There is no significant difference between the academic achievements score of students involved in co-curricular activities as compared to those who do not take part in co-curricular activities in Government school students.
2. There is no significant difference between the academic achievements score of students involved in co-curricular activities as compared to those who do not take part in co-curricular activities in Adarsh school students.

3. ANALYSIS:

The population of the study consisted of all the 11th students from district Shri. Muktsar Sahib of Punjab State. From the whole district, a sample of 100 students were taken; taking 50 students from Govt. Sen. Sec. School, Kotbhai and 50 students from P.S.E.B Adarsh Sen. Sec. School Kotbhai. These students of two schools were divided into two groups. Group no. 1 consisted of those students who were involved in co-curricular activities named as positive group, Group no. 2 consisted of those students who were not involved in co-curricular activities named as negative group.

Taking in view the above methodology after pre and post-test results are shown in Table 2 and Table 3. In these tables positive group means those students who are involved in co-curricular activities and negative group means those students who are not involved in co-curricular activities.



Comparison of pre-test and post-test results of Government school. (Students)											
Pre-test (Government school)						Post-test (Government School)					
Group	N	Mean	SD	t	p	Group	N	Mean	SD	t	p
Positive Group	25	34.98	7.80	0.08	0.93	Positive Group	25	48.00	11.25	1.68	0.87
Negative Group	25	34.80	7.85			Negative Group	25	35.10	10.30		

Critical value of t at $p \geq 0.05 = 1.96$

Table 2

Comparison 1: - From the Table 2 it is clear that the mean value in pre-test of positive group was **34.98**. But it has been increased to **48.00** after taking the post-test. Whereas mean value of negative group remains unchanged. Hence the positive effect of co-curricular activities at critical value of t . Therefore, we can say co-curricular activities has positive effect on students' academic results as compared to negative group of Government school students.

Comparison of Pre-test and post-test results of Adarsh school. (Students)											
Pre-test (Adarsh school)						Post-test (Adarsh School)					
Group	N	Mean	SD	t	p	Group	N	Mean	SD	t	p
Positive Group	25	32.25	8.14	0.03	0.96	Positive Group	25	45.98	9.60	3.09	0.02
Negative Group	25	31.80	7.99			Negative Group	25	31.90	8.03		

Critical value of t at $0.05 = 1.96$

Table 3

Comparison: - From the Table 3 it is clear that the mean value in pre-test of positive group was **32.25**. But it has been increased to **45.98** after taking the post-test. Whereas mean value of negative group remains unchanged. Hence the positive effect of co-curricular activities at critical value of t . Therefore, we can say co-curricular activities has positive effect on students' academic results as compared to negative group of Adarsh school students.

4. FINDINGS:

- ✓ Focusing on the co-curricular activities on students result.
- ✓ To find out the relations between the co-curricular activities and students result.
- ✓ The effect of co-curricular activities was measured by collecting data by sampling method from students of two different schools.

5. BENEFITS:

1) Proper Education

- ✓ Effective learning is done through this process.
- ✓ Improves academic performance by fuelling learning and building passion in specific subjects.

2) Cultural Values

- ✓ Different beliefs are maintained through National and traditional events.
- ✓ Provides students with a chance to build friendships.

3) Personality Development

- ✓ Communication skills of all students are sharpened through co-curricular activities.
- ✓ Help to teach time management and organizational skills.



6. CONCLUSION :

Study shows that participation in co-curricular activities is beneficial for government as well as for Adarsh school students. There was a positive difference between the results of pre-test and post-test which were taken from the students of both schools. Hence, we can say that co-curricular activities play a positive impact on the academic achievements of students.

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