CO-CURRICULAR ACTIVITIES AND THEIR IMPACT ON LEARNING PROCESS OF STUDENTS IN SECONDARY SCHOOLS

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Abstract

This study was performed to investigate the impact of co-curricular activities on the leaning process of students in secondary schools, using the male and female students of government and private secondary schools of Tandojam District Hyderabad. A sample size of 80 was managed, by selection of 10 boys and 10 girls of 10th class from each of four schools as experimental and same number of the students from the same schools of the same gender as control group. The results revealed that pre-test score of experimental and control group boys of government secondary schools was 62.10±5.70 and 62.50±5.64, government secondary schools for girls 62.50±6.30 and 62.20±6.35; private secondary schools boys 63.60±5.81 and 63.90±6.90, private secondary schools girls 63.40±5.46 and 63.10±5.01, respectively. In most cases the differences for pre-test score between experimental and control group were non-significant (P>0.05). The post-test results show that score of experimental and control group boys of government secondary schools was 65.82±9.12 and 63.12±5.69, government secondary schools girls 66.26±7.13 and 63.27±5.99, private secondary schools boys 67.42±11.01 and 64.98±6.41, private secondary schools girls 68.92±10.12 and 67.73±5.72. It was concluded that taking part in the co-curricular activities showed highly

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positive impact on the mental capacities and capabilities of the boys and girls of the government and private secondary schools. The post-test scores showed a significant and positive impact of participation in co-curricular activities and the students who took part in these activities scored significantly (P<0.05) higher than the control groups. The overall performance in the post-test result of the experimental group was remarkably better than the control group boys and girls.

***Keywords**: Co-Curricular Activities, Impact, Learning Process, Secondary School, Students*

Introduction

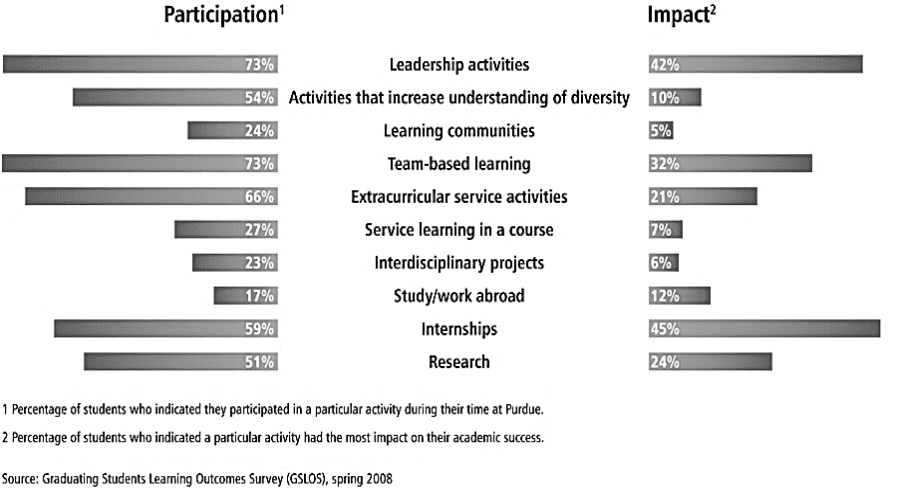
Education is a job of great responsibility and sensibility and the educator required to be well developed, multi-dimensional character with great ideal's and skills, could deal with the students literally for imparting subject knowledge considering psychological aspects of the students and social norms as well. Giving education is simply the role of guidance and controlling the development and formation of characters and habits. During this process of learning at the institution, the student develops his individual capacities, powers and motivations. On these foundations the students move into the society and properly guided students by the teacher become not only the successful future characters but also efficient society elements (Maribeth, 1990). The overall social scenario, school environment and physical activities influence the observation, talents and competence of the students. Guiding students by emphasizing the curriculum is the basic element of his development. Broadly speaking curriculum is the blue print or a plan of the school that includes list of experiences for the learners. It is a way to achieve the ends of education. Moreover, the curriculum lays the basis for increasing the ability of as many of an individual as possible to become active participating adult (Thomas and Morrison 1995).

Apart from the curriculum, co-curricular activities add to the students' development of confidence and give boost to the perception of the student on curriculum. Involvement of the students in co-curricular activities provides opportunity to develop mentally in such a way to become multi-dimensional personality. A student that follow only curriculum and away of the co-curricular activities leave half of the potential he/she possesses. The concept of active participation suggests that the student is enthusiastic in learning real knowledge and skills that permits him to take part in some other activities that add and instigate him towards gaining high scores in curriculum as well as positive inclusion in the society. This way also improves power of his judgment and assessment of the positive and negative social directions (Bashir *et al.* 2012). The education segment related to co-curricular activities is highly effective in personality development of an individual (Leslie, 1992; Bashir *et al.* 2012). There is close relationship of education and society as the schools provide manpower and society is the beneficiary of this power. So, what is the kind and caliber of manpower produced by the school, the society will be influenced accordingly (Christopher, 1998).

Conceptual Framework

Fig. 1: The Common Co-Curricular Activities

Fig. 2: Enriching Educational Activity, Participation and Impact on Academic Success



1 Percentage of students who indicated they participated in a particular activity during their time at Purdue.

2 Percentage of students who indicated a particular activity had the most impact on their academic success.

Source: Graduating Students Learning Outcomes Survey (GSLOS), spring 2008

Co-curricular activities are the students' involvement in activities do not fall in their ordinary sphere of curriculum at the school. Earlier, these activities were considered as the extra-curricular activities; but after knowing the importance and recognition, now these are denoted as co-curricular activities. However, knowing the inter-relation and interaction of co-curricular activities with students' academic achievements is always needs to be interrogated. The educationists consider that co-curricular activities improve social interaction of students, their leadership qualities are increased dynamically, it's a healthy chance of recreation, empower the students with discipline, integrity and confidence as well (Marsh and Kleitman, 2002). They found that involvement of students in the co-curricular activities resulted in higher academic grades, they selected more difficult courses than those who did not participate in co-curricular activities, they spent more time on homework, they applied to more colleges while starting and finishing a college, they earned a higher final degree and they were more reliable at the institution as well as in the society as compared to control group (Broh, 2002). Positive

correlation was determined by Darling *et al*. (2005) between co-curricular participation and achievement level in academics. According to Thompson and Austin (2003) there were significant association of co-curricular activities and the students' performance in academic grades. Mahoney *et al.* (2003) reported that co-curricular activities and inter-personal competencies were highly correlated for aspiration level and attention to the academics. Hollway (2002) examined the impact of co-curricular activities on the academic grades of students and reported that there were significant ($P<0.05$) impact of co-curricular activities on the students' motivation and academic grades. In another investigation, Bauer and Liang (2003) faster personal maturity due to participation in co-curricular activities which also resulted in creative attitude, critical thinking and personal maturity. The study embodied in this publication was carried out to investigate the impact of co-curricular activities leaning process of students in secondary schools.

Hypotheses

H1: Similarity in the academic score of students participate co-curricular activities and those do not participate in the co-curricular activities in the government boys secondary school.

H2: Similarity in the academic score of students participate co-curricular activities and those do not participate in the co-curricular activities in the government girls secondary school.

H3: Similarity in the academic score of students participate co-curricular activities and those do not participate in the co-curricular activities in the private secondary school for boys.

H4: Similarity in the academic score of students participate co-curricular activities and those do not participate in the co-curricular activities in the private secondary school for girls.

Research Methodology

This study was conducted to investigate the impact of co-curricular activities on academic grades of secondary school students. The basic step of this study was to choose a suitable research design. Considering the significance of research design the factors that affect the external as well as internal validity of the experimental design were taken into consideration carefully. However, pre- and post-test equivalent group design was chosen because of its suitability for this study.

For carrying out this study, two high schools for girls and two high schools for boys were selected in Tandojam area of district Hyderabad. Out of these four high schools selected for this experiment, one girls high school and one boys high school was operated by private capitalists; while one government girls high school and one government boys high school were the part of this study to compare the students' performance. Ten students from each selected high school were equally divided into two groups considering the result regarding pre-test scores according to random sampling technique. Of these two groups of 10 students, one students group was considered as experimental group and another group of same number of was considered as control group. Hence, the study comprised of the total population of 80 respondents. For data collection purpose, after reviewing the techniques of test contraction thoroughly, the pre and post-test was developed. The developed test contained some one hundred objective-type test items. The pilot testing was carried out to validate the test material and the senior teachers at the schools were consulted to optimize the validation. The split-half method was employed for assessing reliability of the test material and accordingly the reliability of the test material was reported at 0.83. Experimentally, all the 40 students (10 girls and 10 boys) at their respective schools were engaged in co-curricular activities of their respective interest.

Table 1: Sample Size

School	Experimental group		Control group		Total
	Boys	Girls	Boys	Girls	
Government Secondary Schools	10	10	10	10	40
Private Secondary Schools	10	10	10	10	40
Total	20	20	20	20	80

While the sample size was developed, each of the experimental group students was enquired about their willingness for this experiment and after their entire agreement; they were included in the experimental process. The experimental group had to spend one hour of time in practicing on co-curricular activities. No change in teaching staff, methods of teaching and other activities at school were changed. The students of the control group were free for the activities for this specific period of one hour. After a specific period of treatment (involvement in co-curricular activities), the administration of post-test practiced for experimental group as well as the control group. The test scores of students on pre-test and post-test was considered as the data for this research study. For analysis of the data, some basic statistical tool were used such as means for test score, standard deviation of the data as well as developed of t–test.

Results and Discussion

Ideal learning environment develop the students optimally and mental as well as physical development of the student are not only associated with curriculum but co-curricular activities also contribute vitally to the learning process of the students. This present experiment was conducted to investigate the impact of co-curricular activities on academic grades of secondary schools.

Pre-test Score

The pre-test performance of students from different secondary schools for boys and girls was evaluated and data (Table 2) indicate that the difference in the pre-test score of experimental group (62.10±5.70) and control group (62.50±5.64) students at government secondary school for boys were significant (P=0.036). Although the statistically the variation in the pre-test score of experimental and control group is significant, but this variation is seems to be natural and during the process of co-curriculum activities such differences are expected to be settled.

Table 2: Pre-test Results For Experimental and Control Groups of Students at Government Secondary School for Boys

Students' group	No.of students tested	Mean marks obtained	St.Dev.	t	Prob.	df
Experimental group	10	62.10	±5.70	5.89	0.036	19
Control group	10	62.50	±5.64			

LSD 0.05 0.38

The data in Table 3 indicate that the pre-test score of experimental group students at government secondary schools for girls was 62.50±6.30 and for control group students the pre-test score was 62.20±6.35. Non-significant (P=0.734) difference in the pre-test score achieved by the experimental and control group students was observed. This indicates the similarity in the performance of female students in the experimental and control groups.

Table 3: Pre-test Results for Experimental and Control Groups of Students at Government Secondary School for Girls

Students' group	No.of students tested	Mean marks obtained	St.Dev.	t	Prob.	df
Experimental group	10	62.50	±6.30	0.11	0.734	19
Control group	10	62.20	±6.35			

LSD 0.05 0.94

The data in Table 4 demonstrated that the pre-test score of experimental group students at private secondary schools for boys was 63.60±5.81 against 63.90±6.90 pre-test score achieved by the control group students of private secondary schools. Non-significant (P=0.393) difference in the pre-test score of experimental and control group students was noted, which suggested that all the students of boys secondary schools having similar achievement attitude.

Table 4: Pre-test Results for Experimental and Control Groups of Students at Private Secondary School for Boys

Students' group	No.of students tested	Mean marks obtained	St.Dev.	t	Prob.	Df
Experimental group	10	63.60	±5.81	0.59	0.393	19
Control group	10	63.90	±6.89			

LSD 0.05 0.61

The data in Table 5 depicted that the 10th class girls of the private secondary schools in the experimental group scored 63.40±5.46 in the pre-test against 63.10±5.01 pre-test score of control group girls at the same school. Significant (P=0.015) difference in the pre-test score between experimental and control group students was noted, which indicates that secondary school girls.

Table 5: Pre-test Results For Experimental and Control Groups of Students at Private Secondary School for Girls

Students' group	No.of students tested	Mean marks obtained	St.Dev.	t	Prob.	Df
Experimental group	10	63.40	±5.46	6.95	0.015	19
Control group	10	63.10	±5.01			

LSD 0.05 0.18

Post-test Score

The post-test score of students from government and private secondary schools for boys and girls was evaluated and data (Table 6) indicate that the 10th class boys of the government secondary schools participated in co-curricular activities scored higher (65.82±9.12) than the control group (63.12±5.69). Statistically, the differences in the post-test score between treated and control groups of government secondary school for boys were significant (P=0.001). This clearly indicated that the students who participated in the co-curricular activities became more positive for their studies and scored higher in the post-test as compared to control group.

Table 6: Post-test Results for Experimental and Control Groups of Students at Government Secondary School for Boys

Students' group	No.of students tested	Mean marks obtained	St.Dev.	t	Prob.	Df
Experimental group	10	65.82	±9.12	11.34	0.000	19
Control group	10	63.12	±5.69			

LSD 0.05 1.04

The post-test score of girls of the government secondary schools was examined and data (Table 7) exhibited that the 10th class girls that participated in co-curricular activities scored higher (66.26±7.13) than

the control group girls (63.27±5.99). Statistically, the differences in the post-test score between treated and control group girls of government secondary school for girls were significant (P=0.008). This suggested that participation in the co-curricular activities impacted the girls of this school positively and made them more active and positive to become competitive for studies and hence they scored significantly (P<0.05) higher than the control.

Table 7: Post-test Results for Experimental and Control Groups of Students at Government Secondary School for Girls

Students' group	No.of students tested	Mean marks obtained	St.Dev.	t	Prob.	Df
Experimental group	10	66.26	±7.13	9.33	0.008	19
Control group	10	63.27	±5.99			

LSD 0.05 0.98

The data (Table 8) show that boys of private secondary schools that participated in co-curricular activities scored remarkably higher (67.42±11.01) compared to control group boys (64.98±6.41). Statistically, the differences in the post-test score between treated and control group boys of private secondary school were significant (P=0.001). There was an obvious improvement and development among the private school boys that involved in the co-curricular activities alongwith their regular class activities and they achieved higher post-test score than the boys who did not participate in the co-curricular activities.

Table 8: Post-test Results for Experimental and Control Groups of Students at Private Secondary School for Boys

Students' group	No.of students tested	Mean marks obtained	St.Dev.	t	Prob.	Df
Experimental group	10	67.42	±11.01	17.22	0.001	19
Control group	10	64.98	±6.41			

LSD 0.05 1.13

The data (Table 9) indicate that girls of private secondary schools who took part in the co-curricular activities in addition to their regular subject studies scored higher (68.92±10.12) than those who were in the control group (67.73±5.72). The differences in the post-test score between treated and control group girls of private secondary school were statistically significant (P=0.021). The private school girls that were involved in the co-curricular activities were found to be more enthusiastic in studies as perceived from their apparent attitude. This suggested that the impact of co-curricular activities on the students is positive and significant.

Table 9: Post-test Results for Experimental and Control Groups of Students at Private Secondary School for Girls

Students' group	No.of students tested	Mean marks obtained	St.Dev.	t	Prob.	df
Experimental group	10	68.92	±10.12	7.21	0.021	19
Control group	10	67.73	±5.72			

LSD 0.05 0.72

The findings of the present study are further supported by those Marsh and Kleitman (2002) who reported that the impact of co-curricular activities developed the students mentally and physically better than those who did not participate in the co-curricular activities. Broh (2002) reported that involvement of students in the co-

curricular activities resulted in higher academic grades than the control group. Similarly, Darling *et al*. (2005) reported highly positive association between co-curricular participation and achievement level in academics. In another similar investigation, Thompson and Austin (2003) indicated that there were significant association of co-curricular activities and the students' performance in academic grades; while Mahoney *et al.* (2003) found high correlation between co-curricular activities and competencies. The findings of the present study also show similarity with those of Hollway (2002) who reported the positive and significant impact of co-curricular activities on the academic grades of students and the students' motivation was remarkably improved. Bauer and Liang (2003) reported that due to participation in co-curricular activities the students became more creative and showed rapid maturity mentally. The results reported by Elliott (2009), Rashid and Sasidhar (2005); Guest *et al.* (2003) and Marsh and Kleitman (2002) also showed similarity for results of their respective studies to the findings of the present research. However, Broh (2002) reported no association of these variables with the co-curricular activities.

Conclusions

On the basis of the findings of the present research, the following conclusions were drawn:

There was an apparent highly positive impact on mental capacities and physical capabilities of boys and girls of public and private secondary schools due to their involvement in co-curricular activities.

The differences in pre-test scores of boys and girls of the government and private secondary schools between experimental groups and control groups were non-significant ($P<0.05$) for almost all the pre-test variables.

The post-test scores of both the groups were significantly different and control group was relatively inferior ($P<0.05$) to those of under

experimental group.

The overall post-test result of the experimental group was remarkably better than the control group boys and girls.

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