

IMPACT OF PARTICIPATION IN CO-CURRICULAR ACTIVITIES ON SELF – CONFIDENCE AND ACADEMIC ACHIEVEMENT OF ELEMENTARY SCHOOL STUDENTS.



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Abstract:

The present study was an attempt to find out the impact of participation in co-curricular activities on self-confidence variable and academic achievement variables on elementary school students. The sample comprised of 400 primary school students of government of private schools in Dhanbad district of Jharkhand of which 200 each were boys and girls. Agrihotri's self-confidence Inventory (1987) by Dr. Rekha Agnihotri and self prepared questionnaire were used for the collection of data and for the academic achievement of the students marks of the previous class were taken into consideration. The result revealed that there was significant difference in relationship between the participation in the co-curricular activities and self-confidence of the elementary school students but insignificance difference in between the participation in co-curricular activities and academic achievement were also found. No significant difference was found on the variable of participation in co-curricular activities of boys and girls but government and private elementary school students on the variable of the participation in co-curricular activities showed significant difference. This indicates that private schools laid more emphasis and time on the importance of participation in co-curricular activities so it can be deduced from the study that co-curricular activities affects self confidence and academic achievement of the students and this impact is deeply rooted upon those activities in which the students are keenly involved.

KEYWORDS:

co-curricular activities, self confidence, academic achievements etc.

INTRODUCTION

In the development of a child. Curriculum is not only the single criteria. The holistic growth as well as to develop the various facets of personality of children classroom teaching is supplemented with co-curricular activities. The participation in co-curricular activities provides recognition to the students. He comes in the limelight and parents encourage him as a result the child develops various hidden talents and shining personality. These development leads to emotional maturity, better self concept, Self expression and anket to stress, time, and mood management and perhaps affects self-confidence and academic achievement of the students. Every human being, whether a child, and adolescent or an adult possesses a unique personality of his own. Personality covers a wide range of traits and peculiarities of an individual. In recent years considerable attention has been stressed upon the importance of self-confidence as a very distinctive and concise measure of personality. Self confidence is a positive attitude of oneself towards one's self concept. It is attribute of perceived self. It is known to be the anchor of the soul, the stimulus to action and the incentive to achievement. Academic achievement has been considered as an important factor in the educational life of the students. It encourages the students to work hard and learn more. It is the level of learning in a particular subject of knowledge, understanding, skill and application, usually designed by test scores or marks assigned by the teacher or both. Ours is an age of competition at every step of life. The academic records, speaks for the individual at the time of admission, for entrance in job, scholarship etc. For further studies, a good academic result is the only recommendation.

REVIEW OF RELATED LITERATURE

Videon (2002) found that participation in extra curricular activities not only produces high GPA and test scores but participation also affects individual traits that help to produce these higher grades and test scores.

Kaur. T. (2004) in her study of impact on general mental alertness on self confidence of adolescents' of Ludhiana district concluded that urban people were more confident than rural people. Similarly gender difference was found more in mental alertness and self confident boys were more alert more confident than girls.

Sasikala (2005) conducted a study on the attitude of science teachers' towards co-curricular activities. She found that male science teachers were favorably more inclined towards the co-curricular activities then female science teachers while there was no difference in the attitude of urban and rural science teachers towards co-curricular activities.

Dhall & Praveen (2005) revealed that relationship of intelligence with self confidence and academic achievement of secondary school students. The sample of study consisted of 1000 students of 9th class drawn from govt. and govt. aided schools from 4 districts of Punjab namely Amritsar, Jalandhar, Ludhiana & Bathinda. The results of the study revealed that Intelligence was significantly and positively (0.541) related with academic achievements.

Asthana (2011) conducted a study on a sample of 300 students consisting 150 male and 150 female of secondary education from Varanasi with a view to assess the gender difference in scholaristic achievement . The findings revealed that there was a significant difference in academic achievement of male and female students. Girls were found to be better performer than boys.

Grobler et.al (2012) established that school leaders who base a vision of excellence on an ethical foundation of improving learner achievement will need to effectively communicate such a vision to all concerned. Research on participation in extra curricular activities showed that participation was associated with more positive attitude towards school, better academic achievement & high self esteem on specific self concepts.

OBJECTIVES OF THE STUDY:-

Following objectives were considered.

To study the self confidence, academic achievement and participation of elementary school students in co-curricular activities.

The impact of participation in co-curricular activities by elementary school students on their self-

confidence.

The impact of participation in co-curricular activities by elementary school students on their academic achievement.

The difference if any existed on the variables of participation in co-curricular activities between boys and girls of government and private school students.

Hypotheses: - Following hypotheses were framed for the study.

Ho₁ – There shall be no significant relationship between the participation in co-curricular activities and self confidence of the elementary school students.

Ho₂ – There shall be no significant relationship between the participation in co-curricular activities and academic achievement of the elementary school students.

Ho₃ – There shall be no significant difference between boys and girls on the variable of participation in co-curricular activities.

Ho₄ – There shall be no significant difference between government and private school students on the variables of participation in co-curricular activities.

Method – Descriptive survey method was employed for the study.

Sample – The collection of data for the study was undertaken over a sample of 400 elementary school students of government and private school from Dhanbad district of Jharkhand of which 200 were boys and girls from each school respectively.

Tools used – Following tools were employed for the study.

Agnihothi's self confidence inventory (1987) by Dr. Rekha Agnihohi.

Academic achievement of the students, marks of the previous class were taken.

Self prepared Questionnaire for the participation in co curricular activities.

ANALYSIS AND INTERPRETATION OF DATA:-

Table -1 Showed Mean, S.E_M and r-value to locate significant difference in relationship between the participation in co-curricular activities and self-confidence of elementary school students.

Sl No.	Variables	Samples	Mean	S.E _M	r-Value	Significance
01	Participation in CCA	400	46.135	9.872	0.210	Positively Significant
02	Self Confidence	400	22.880	11.128		

In table -1 the calculated r-value comes to 0.210 which was found significant at both 0.05 and 0.01 level. Hence H₀₁ i.e. there shall be no significant relationship between participation in co-curricular activities and self confidence of the elementary school students was rejected.

Table – 2 showed Mean, S.E_M, r-value to locate significant difference in relationship between the participation in co-curricular activities and academic achievement of elementary school students.

SL. NO.	Variables	Sample	Mean	SE _M	r-Value	Significance
01	Participation in CCA	400	46.135	9.872	0.210	Not Significant
02	Academic Achievement	400	56.617	9.987		

In the table-2 the calculated r-value was found to be -0.210 in case of correlation between co-curricular activities and academic achievement of elementary students. This value was found to be insignificant at both levels. Hence H₀₂ i.e. there shall be no significant relationship between participation in co-curricular activities and academic achievement of the elementary students was accepted.

Table- 3 showed Mean, S.D,S.ED and t –value to locate significant difference in relationship between boys and girls on the variables of participation in co-curricular activities of the whole sample .

Sl. No	Sex	Sample	Mean	S.D.	S.Ed	t-Value	Significance
01	Boys	200	45.51	10.28	1.038	1.039	insignificance
02	Girls	200	46.86	9.43			

Table-3 showed that in case of girls the mean score were 46.86 which were slightly higher than the mean score of boys – 45.51. The calculated t-value found to be 1.039 which was insignificant at both 0.05 and 0.01 levels. Thus H_0_3 i.e. there shall be no significant difference between boys and girls on the variables of participation in co-curricular activities was accepted.

Table -4 showed Mean S.D, SED and t-value to locate the significant difference in relationship between government and private school students on the variables of participation in co-curricular activities of the whole sample.

Sl No.	Type of School	Sample	Mean	S.D.	S.Ed.	t-Value	Significance
01	Govt .	200	43.39	8.63	1.34	4.084	Significant
02	Private	200	48.88	10.30			

Table-4 showed the mean score of private school students found to be 48.88 which were higher than government school students 43.39 for participation in co-curricular activities. The calculated t-value found to be 4.084 which were significant at both 0.05 and 0.01 levels. Therefore H_0_4 i.e. there shall be no significant difference in relationship between government and private school students on the variables of participation in co curricular activities was rejected.

Major findings – The present study had following major findings.

From the finding of H_0_1 there shall be no significant relationship between the participation in co-curricular activities and self confidence of the elementary school students. This meant that more participation in co-curricular activities by elementary school students generated higher self confidence in them while less participation in co curricular activities meant less self confidence. In other words participation in co curricular activities and self confidence go hand in hand hence the result was positively significant.

From the finding of H_0_2 revealed that the participation in co-curricular activities and academic achievement of elementary school students to be independent of each other i.e. the participation in co-curricular activities does not affect academic achievement of the student. Hence no significant relationship between participation in co-curricular activities and academic achievement of the elementary students was found.

The finding of H_0_3 revealed that now a days both boys and girls were confident and extrovert, the parents also encouraged their children equally to participate in co curricular activities. Hence there was no significant difference between boys and girls on the variables of participation in co curricular activities found.

The finding of H_0_4 revealed from the result that private schools encouraged their students more than government schools to participate in co-curricular activities. Private schools gave more importance and time to co curricular activities for all round development of the students. Hence significant difference in relationship between government and private school students on variables of participation in co-curricular activities of the whole sample was found.

Educational Implication: - The attitudes towards co-curricular activities have been changed during the last few years. The aim of education is not only intellectual development but physical, mental, ethical, social, aesthetic, emotional and cultural development as well as is necessary for the all round development of the personality. While studying the research report one can easily understand the importance of participation in co-curricular activities, self confidence and academic achievement and the present position of the same in the elementary schools. The result of the study presented the original picture of the problem. the students of elementary schools are highly aware towards the participation in co-curricular activities as it

adds to develop their self confidence and does not affect academic performance but the position of government elementary schools as compared to private schools needs to be improved which indicates that educational programme needed to be geared up, a uniform pattern should be introduced regarding the participation in co-curricular activities.

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