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IMPACT OF PARTICIPATION IN CO-CURRICULAR ACTIVITIES ON ACADEMIC PERFORMANCE AND SOCIABILITY OF IXth CLASS STUDENTS

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ABSTRACT:

The aim of the current study was to know the impact of participation in co-curricular activities on academic performance and sociability of Class IX students. The research is experimental in nature, pre-test Post-test group design was selected for this purpose. In this study, for academic performance formative assessment scores were taken, for participation in Co-curricular activities CCA programme was developed by researcher and self-prepared sociability questionnaire were administered individually to all

participants. 60 students of 9th class were divided into two equal groups (n=30) named as experimental group and control group. The experimental group was participated in co-curricular activities programme and the control group did not participate in any activity. The experimental group was participated in co-curricular activities programme and also the control didn't participate in any activity. The experimental group dispensed activities for forty minutes daily for twelve weeks. The post-test was administered after twelve weeks. The pre-test and post-test scores of the both group taken as data for this study. On the basis of statistical measures t-ratios were calculated to find the significance of difference between the groups. The analysis of data showed that on the entire, experimental group performed better than controlled group. Thus the final results of the study indicated that co-curricular activities will contribute for enhancing academic performance and sociability of the secondary school students.

KEYWORDS: Co-curricular activities, Academics performance, sociability, secondary school students.

1. INTRODUCTION

1.1 Co-Curricular Activities:

Curriculum isn't solely teaching and learning in classroom. It additionally includes work in library, laboratory and workshop, participation in games and sports in playground and diverse informal contacts between teacher and

pupils in these places. In these informal contacts there several activities. one of that is co-curricular activities. it's a component of syllabus of the school or college.

A co-curricular activity is outlined as a program or out-of-class activity, supervised and/or financially supported by the institution, that provides curriculum-related learning and character building experiences.

Co-curricular is a most important and essential component of an education system. it's the co-curricular facet of the education that

prepares and molds the child to be holistic. however, a lot of stress has typically been given to the curriculum facet ensuing from the children' inability to link the excellence in performance academically to the active participation in co curriculum.

Webb (1993),” Extra-Curricular activities as program and event carrying no academic credit,

sponsored and organized by people or student organizations, designed to entertain instruct and provide exercise of interest and abilities subject to some measure of control by the institutions.

1.2 Academic Performance:

Academic performance could be a dynamic method. Academic performance 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 performance is assessed by the standardized teacher made test.

1.3 Sociability:

Sociality is that the solely temperament that contains a directional component: seeking other person, preferring their presence and responding to them. it's outlined as a preference for being with others instead of remaining alone. those who are high in this attribute are powerfully impelled to hunt out others and have a tendency to become annoyed and upset throughout implemented privacy. those who are low in this attribute additionally wish to be with others, however their motivation is weaker and that they simply tolerate being alone.

The development of sociability is organized into 3 segments. The first, consisting of soothing and arousal, seems in early infancy and wanes thenceforth. The second, consisting of the styles of warm relationships, starts in infancy and continues in varied forms through adulthood. The third, consisting of affiliating with teams of persons, starts as early as late childhood however usually in adolescence.

2.OBJECTIVES:

1. To compare the mean scores of Pre-Test Academic Performance of Experimental Group and Control Group.
2. To compare the mean scores of Post-Test Academic Performance of Experimental Group and Control Group.
3. To compare the mean scores of Pre-Test Sociability of Experimental Group and Control Group.
4. To compare the mean scores of Post-Test Sociability of Experimental Group and Control Group.

3. HYPOTHESES:

1. There is no significant difference between the mean score of Pre-Test Academic Performance of Experimental Group and Control Group.
2. There is no significant difference between the mean scores of Post-Test Academic Performance of Experimental Group and Control Group.
3. There is no significant difference between the mean scores of Pre-Test Sociability of Experimental Group and Control Group.
4. There is no significant difference between the mean scores of Post-Test Sociability of Experimental Group and Control Group.

4.VARIABLES:

1. Independent variable: Co-Curricular Activities
2. Dependent variable: Academic performance and sociability.

5. METHODOLOGY:

The selection of appropriate design for this experiment was the essential step in this research. Keeping in view the assorted factors affecting the internal and external validity of the research design, pre-test post-test non-equivalent group design was considered an appropriate research design for this experiment.

Sample

To conduct this experiment, government high school having appropriate conditions was selected in District Kamareddy. From selected school 60 students of 9th 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).

Tool for Data Collection

For Academic performance pre-test (formative Assesment-3) and post-test (formative assessment-4) scores are taken and sociability 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. After complementation of treatment's twelve weeks, the post-test (formative assessment-4) was administered to both the groups. Pre-test and post-test scores of both the groups served as data for this research.

Statistical Techniques

To analysis the data following statistical tools were used:

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

The analyzed data are presented in below tables.

6.ANALYSIS AND INTERPRETATION OF DATA:

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

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

Sr. No.	Group	N	Mean	SD	df	t-value	Remark
1	Exp	30	95.77	15.38	58	0.64	NS
2	Control	30	93.20	15.71			

The above table shows the mean scores of Pre-Test Academic Performance of Experimental Group and Control Group is 95.77 and 93.20 respectively. The calculated t-value is 0.64, 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 Performance of Experimental Group and Control Group.

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

Sr. No.	Group	N	Mean	SD	df	t-value	Remark
1	Exp	30	106.27	10.69	58	3.91	S at 0.01
2	Control	30	93.23	14.78			

The above table shows the mean scores of Post-Test Academic Performance of Experimental Group and Control Group is 106.27 and 93.23 respectively. The calculated t-value is 3.91, 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 Sociability of Experimental Group and Control Group.

Table3: Mean score of Pre-Test Sociability 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 sociability 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 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	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 sociability 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 sociability of Experimental Group and Control Group.

7.SUMMARY OF THE FINDINGS

The students who belong to the experimental group significantly have better academic achievement than those students who belong to the control group. consequently, participation in co-curricular activities help the students to become active learners and its enhance their academic performance and sociability.

8. CONCLUSION

The present study investigated the impact of participation in co-curricular activities on academic performance and sociability of class IX students. The results further indicated that there has been significant positive impact of co-curricular activities of students in experimental group as compared to students of control group by considering pre-test and post-test scores. Finally, it is concluded that co-curricular activities ought to be organized in a school in such a way so that each student participates, contributes his maximum and prepares himself for becoming a good citizen of the society (Aggarwal, 1994).

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