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## A STUDY ON THE PERCEPTIONS OF TEACHERS ON THE IMPORTANCE OF CO-CURRICULAR ACTIVITIES IN NORTH COASTAL ANDHRA PRADESH HIGH SCHOOLS



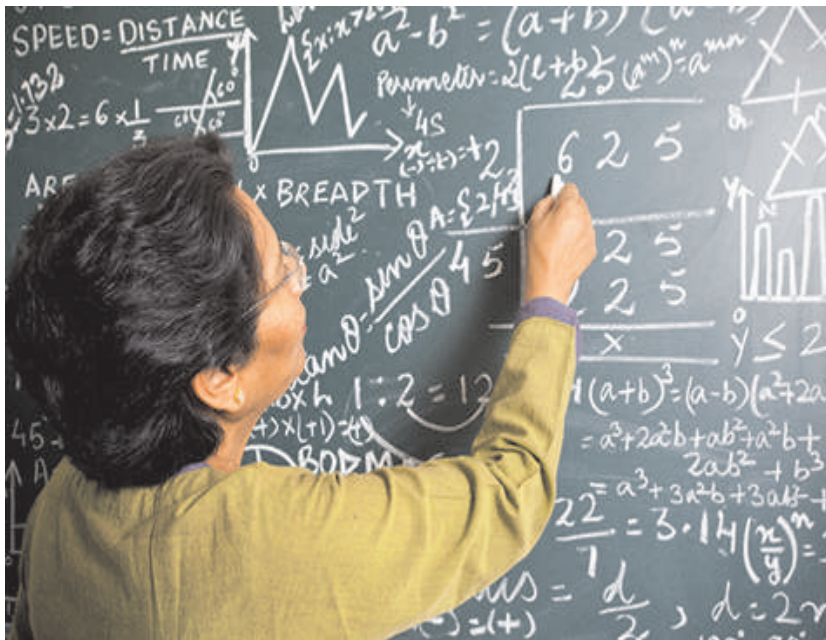
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### Short Profile

Yedla Sridevi is a research scholar at department of education in a andhra university.



### ABSTRACT:

The extent of this investigation spun around the direct of curricular activities in secondary schools. The geographical extension was covering of secondary schools in Srikakulam, Vizianagaram and Visakhapatnam. The examination focused on instructors and understudies associated with co-curricular activities in secondary schools. This investigation is restricted to gathered information from the instructors and understudies to know their recognitions on the lead of co-curricular activities. This examination is additionally

delimited to know the impression of the accomplish works in three regions Srikakulam, Vizianagaram and Visakhapatnam. This examination is additionally delimited to know the view of understudies contemplating class VII, VIII and IX considering in Srikakulam, Vizianagaram and Visakhapatnam.

### KEYWORDS

*Curricular activities, Perception, Student, Secondary schools, Teacher,*

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## 1. INTRODUCTION

Present day education goes for the healthy improvement of youngsters. Truth is told all-round advancement is the key subject of education. Today, when a youngster comes school, he comes in his totality and, so; education should help him to build up his aggregate identity. To satisfy these reasons, assortments of educative encounters are to be given in the school programs which may add to a long, cheerful and ordinary existence of the kid. In such manner, educational encounters ought to not just incorporate formal learning to help him to grow mentally and rationally yet additionally grant bunches of different encounters for his social, physical and otherworldly improvement (Winston et al 2008). Educationists say that co-curricular and additional curricular activities help youngsters to build up their identity, for clinicians it sublimates their impulses and offers vent to their repressed sentiments, and sociologists keep up that it causes them in the expressions of Dunhill (1961) "to act municipally, to live as inviting neighbors and to build up an awareness of other's expectations through tolerating duty". Better accomplishment in additional curricular activities offers fulfillment to the understudies as well as injects a feeling of pride in their school.

## 2. THE METHOD OF INVESTIGATION

The study aimed at knowing the perceptions of teachers and students on the conduct of co-curricular activities in High schools. The method of investigation is Survey Method.

### SURVEY METHOD

The survey method gathers data from a relatively large number of cases at a particular time. It is not concerned with characteristics of individuals as individuals. It is essentially cross – sectional. John. W. Best aptly described the importance of the survey method, as “the survey is an important type of study. It must not be confused with the more clerical routine of gathering and tabulating figures. It involves a clearly defined problem and definite objectives. It requires expert and imaginative planning, careful analysis and interpretation of the data gathered, logical and skilful reporting of the findings”. After identifying the areas for the study, the required data collected from the following sample methodology.

### SAMPLE SIZE

The size of the sample is 240 teachers and 600 students. These samples were collected from selected three north coastal districts of Andhra Pradesh. The sample data were collected from four different types of management schools. They are 1) Government Schools, 2) Private Schools, 3) Local body Schools and 4) Missionary Schools. (See Flow Chart). Among these selected four types of management schools, under each management five schools were selected randomly in different locations. From each school 5 boys and 5 girls, 2 male teachers and 2 female teachers were considered in the present study. Enlighten of the above, Head Masters/ Principal/School Assistant/ PET teachers, in High schools are considered for the current study. The teachers and the students were identified and the required sample was drawn using a stratified random sampling method. The following flowchart explains about the distribution of data collection from the selected areas and management of schools.

### METHOD ADOPTED FOR STATISTICAL DATA ANALYSIS

Primary data were entered using SPSS (Statistical Package for Social Sciences) software and

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STATISTICA. Uni-variate and bi-variate tables were generated and F-tests and t-tests were carried out for testing the hypothesis.

### 3. DATA ANALYSIS

Co-curricular activities are really important as they have a potential of developing the intellect of a student which is always not possible with theoretic procedures. For this co-curricular activities need to be effective so that they can give the right exposure to the mind. When effective these activities provide a practical hands-on approach to the students which provide similar experiences which they will face in the outside world. Such experiences go a long way in producing multi-faceted personalities which, in due course of time may bring honor to the country as well. Students have a right to a broad education. A wide range of experiences prepare students better for the future, especially in today’s uncertain world. Broad education can provide better preparation for life in a society where an individual may need to change career several times in their life. In this regard the participation and role of the teachers throughout the different stages of co-curriculum activities, especially at the initial stage of deciding what will be activity is very vital both in making the co-curriculum relevant and raising the degree of its acceptability among students and their parents. Here the teacher is the closest link between the central office and the local community, students, and the teaching profession (Shiundo and Omulando, 1992). Therefore, in the present investigation, the perceptions of both teachers and students on implementation of co-curricular activities in High schools have been considered.

Hence, this chapter is divided into two parts; the first part is teachers where the response of the teachers on the conduct of co-curricular activities in High schools and the second part is students where the response of the students on the conduct of co-curricular activities in High schools is presented.

Importance of co-curricular activity in High school curriculum has been widely acknowledged by the teachers and the teachers are the main role players in implementation of co-curricular activities, the opinion based response of the teachers working in High schools have been considered in the present study. Hence, the following tables analyses are the opinions of the teachers.

**Table – 1: District-wise distribution of the sample teachers**

District	Frequency	Percent
Visakhapatnam	80	33.3
Vijaynagaram	80	33.3
Srikakulam	80	33.3
<b>Total</b>	<b>240</b>	<b>100.0</b>

It is observed from the table 4.1 that equal sampling method has been observed in selecting the teachers from the north coastal district of Andhra Pradesh (i.e. Srikakulam, Vizianagaram and Visakhapatnam). From each district 80 teachers were selected from various High schools from different locations.

**Table – 2: Distribution of the sample teachers by their gender**

<b>Gender</b>	<b>Frequency</b>	<b>Percent</b>
Male	120	50.0
Female	120	50.0
<b>Total</b>	<b>240</b>	<b>100.0</b>

Categorically the teachers are equally selected from both male and females where fifty percent male and fifty percent females were considered for the present study.

**Table – 3: Distribution of the sample teachers by their age**

<b>Age</b>	<b>Frequency</b>	<b>Percent</b>
Less than 30	81	33.8
30 to 40	18	7.5
40 to 50	106	44.2
More than 50	35	14.6
<b>Total</b>	<b>240</b>	<b>100.0</b>

The table indicates that distribution of the sample teachers by their age group. From the above table it is clear that majority group of teachers are between 40-50 years in the age group, followed by less than 30 years (33.8%), more than 50 years (14.6%) whereas 7.5 percent of teachers are in the category of 30-40 years age. It can be concluded that majority of the teachers are follow in the age group of 40-50 years.

**Table – 4: Distribution of sample teachers by their educational qualification**

<b>General</b>	<b>Frequency</b>	<b>Percent</b>
Graduation	69	28.8
Post Graduation	171	71.3
<b>Total</b>	<b>240</b>	<b>100.0</b>

The distribution of sample teachers by their educational qualification has been presented in the above table. It shows that more than seventy percent of teachers are post graduates (71.3) and the remaining 28.8 percent of teachers are graduates. Hence, the above discussion shows that majority group of teachers are post graduate holders.

**Table – 5: Distribution of sample teachers by their professional qualification**

Professional	Frequency	Percent
B.Ed.	139	57.9
M.Ed. / M.Phil / Ph.D.	55	22.9
P.E.T	46	19.2
<b>Total</b>	<b>240</b>	<b>100.0</b>

The distribution of the sample teachers by their professional qualification is shown in the above table. It shows that more than fifty percent of teachers are B.Ed. degree holders (57.9%), 22.9 percent are M.Ed / M.Phil / Ph.D. degree holders, remaining 19.2 percent are Physical Education Trained Teachers. Therefore, the above table shows that majority group of teachers are B.Ed. degree holders.

**Table – 6: Distribution of the sample teachers by their designation**

Designation	Frequency	Percent
B.Ed. School Assistants	115	47.9
Head Master / Principal	71	29.6
PET	54	22.5
<b>Total</b>	<b>240</b>	<b>100.0</b>

The above table infers that the distribution of the sample teachers by their designation. Out of the total sample teachers, majority group of teachers are working as B.Ed. School Assistants (47.9%), followed by Physical Education Trained Teachers (22.5%), Head Masters / Principal (29.6%). Hence, it can be concluded from the above table that most of teachers are working as B.Ed. School Assistants.

**Table – 7: Distribution of the sample teachers by their teaching experience**

Teaching Experience	Frequency	Percent
Below 10 years	62	25.8
10 to 20	119	49.6
21 to 30	44	18.3
above 30 Years	15	6.3
<b>Total</b>	<b>240</b>	<b>100.0</b>

The above table shows that the distribution of the sample teachers by their teaching experience. Among the total sample teachers, nearly fifty percent of teachers are having 10-20 years of teaching experience (49.6), 25.8 percent of teachers having below 10 years of teachers experience,

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18.3 percent of teachers are having 21-30 years of teaching experience and less than ten percent of teachers are having above 30 years of experience (6.3%). It can be concluded that most of teachers are having between 11-20 years experience in the service.

**Table – 8: Distribution of the sample teachers by type of institution**

Type of institution	Frequency	Percent
Residential	87	36.3
Non-residential	153	63.8
<b>Total</b>	<b>240</b>	<b>100.0</b>

The distribution of sample teachers by type of institution is shown in the above table. It is clear that a dominated group of teachers are working in non-residential schools (63.8%) and the remaining 36.3 percent of teachers are working in residential schools. Hence, the above table shows that more than sixty percent of teachers are working in non-residential schools.

**Table – 9: Distribution of sample teachers basing on the type of management**

Type of management	Frequency	Percent
Government	60	25.0
Missionary / Aided	60	25.0
Local body	60	25.0
Private	60	25.0
<b>Total</b>	<b>240</b>	<b>100.0</b>

The above table describes the distribution of the sample respondents basing on the type of management, where it is observed from the data that a equal sampling method has been maintained in selection of samples. The sampled respondents selected from different types of management viz., Government, Missionary, Local Body and Residential.

Mentioned that the researcher adopted simple random technique in selecting the sample equally from management type gender and district category. Hence, the sample taken sample and equal.

**Table – 10: Distribution of sample teachers by their locality**

Locality of the school	Frequency	Percent
Rural	85	35.4
Urban	110	45.8
Tribal	45	18.8
<b>Total</b>	<b>240</b>	<b>100.0</b>



The above table presents that the distribution of sample teachers by their locality of school. Among the total sample teachers, more than forty percent of teachers are from urban area (45.8), 35.4 percent of teachers are from rural area and the remaining 18.8 percent of teachers are from tribal area. It can be concluded that majority group of teachers are urban area.

**Table – 11: Literary Activities**

Sl. No.	Activities	SA	A	UD	DA	SDA	Total
1	Giving importance to Co-curricular activities along with curricular activities.	116 (48.3)	120 (50.0)	-	3 (1.3)	1 (0.4)	<b>240</b> <b>(100.0)</b>
2	Giving opportunity to the students to participate for the enhancement of the scientific attitude	93 (38.8)	132 (55.0)	-	15 (6.3)	-	<b>240</b> <b>(100.0)</b>
3	Allotting special periods for conducting co-curricular activities for the enhancement of skills among students in our school	69 (28.8)	142 (59.2)	7 (2.9)	22 (9.2)	-	<b>240</b> <b>(100.0)</b>
4	Participation in the seminars and Symposium on co-curricular activities gives opportunity to share and reflect thoughts	56 (23.3)	143 (59.6)	7 (2.9)	34 (14.2)	-	<b>240</b> <b>(100.0)</b>
5	Encouraging students for participation literary activities for the improvement of literary spirit	58 (24.2)	146 (60.8)	6 (2.5)	30 (12.5)	-	<b>240</b> <b>(100.0)</b>
6	Performing innovative programmes related to literary knowledge	65 (27.1)	122 (50.8)	23 (9.6)	28 (11.7)	2 (0.8)	<b>240</b> <b>(100.0)</b>
7	Receiving co-operation from the students in organizing literary competitions at school level for the improvement of team spirit	65 (27.1)	110 (45.8)	28 (11.7)	35 (14.6)	2 (0.8)	<b>240</b> <b>(100.0)</b>
8	Co-curricular activities are designed to meet the needs of the students and cover a broad/wide range of their abilities	116 (48.3)	93 (38.8)	11 (4.6)	20 (8.3)	-	<b>240</b> <b>(100.0)</b>
9	Co-curricular activities help the students in developing a richer learning experience by giving them a chance to think in new ways to solve a problem	117 (48.8)	84 (35.0)	28 (11.7)	9 (3.8)	2 (0.8)	<b>240</b> <b>(100.0)</b>
10	Co-curricular activities can be promoted through integrated teaching learning process	89 (37.1)	127 (52.9)	15 (6.3)	7 (2.9)	2 (0.8)	<b>240</b> <b>(100.0)</b>

It is widely accepted that co-curricular activities hold a place of great importance in the field of education. For instance, it enhances student’s skills in various aspects with regard to literary activities those are providing considerable benefit to the students. On the basis of the responses given by the respondents, the analyzed presentation on each item described as follows with regard to. The perceptions of the sample teachers regarding the statement “Give importance to Co-curricular activities along with curricular activities”, it is clear from the responses of the sampled respondents, that a majority of teachers (98.3%) rated agree to strongly agree. With regard to “Giving opportunity to the students to participate for the enhancement of the scientific attitude”, it is clear from the above

table that majority of teachers (93.8%) rated agree to disagree. Regarding the statement “Allotting special periods for the conduct of co-curricular activities for the enhancement of skills among students in our school”, majority group of teachers (88.0%) rated agree to strongly agree. With regard to “Participation in the seminars and Symposium on co-curricular activities gives opportunity to share and reflect thoughts” it is clear from the above table that more than eighty percent of teachers (82.9%) rated agree to strongly agree. It shows that, eighty five percent of teachers are rated (85.0%) agree to strongly agree towards encouragement of students for participation in literary activities for the improvement of literary spirit. It is clear from the above table that the majority of the teachers (77.9%) rated from agree to strongly agree wise regard to “Performing innovative programmes related to literary knowledge”.

From the table it was noticed that students in organizing literary competitions at school level for the improvement of team spirit, a major group of teachers (72.9%) rated from agree to strongly agree with regard to receiving co-operation from the students in organizing literary compositions at school level. It shows from the table that (87.1%) of the sampled respondents rated agree to strongly agree towards designing of co-curricular activities “to meet the needs of the students and cover a broad/wide range of their abilities”. From the above table, it was noticed that majority of the teachers (83.8%) of teachers rated from agree to strongly agree towards the co-curricular activities help the students in developing a richer learning experience by giving them a chance to think in new ways to solve a problem. It shows from the table that majority of the teachers (90.0%) rated from agree to strongly agree towards co-curricular activities can be promoted through integrated teaching learning process. To sum up based on the above analysis, the literary activities those had been providing considerable functions and helping the students to get rich experience.

**Table – 12: Physical Development**

Sl. No.	Activities	SA	A	UD	DA	SDA	Total
1	Providing sports materials to all the students irrespective of age and class	69 (28.8)	61 (25.4)	11 (4.6)	87 (36.3)	12 (5.0)	<b>240 (100.0)</b>
2	Conducting sports and games activities as per the norms for the improvement of physical and mental development among students	101 (42.1)	105 (43.8)	8 (3.3)	24 (10.0)	2 (0.8)	<b>240 (100.0)</b>
3	Availing all the resources available in the physical education department for the enhancement of Physical and Health environment at school level	82 (34.2)	69 (28.8)	11 (4.6)	65 (27.1)	13 (5.4)	<b>240 (100.0)</b>
4	Funding for the development of physical education activities at school level for the improvement of physical development among students is sufficient	58 (24.2)	96 (40.0)	22 (9.2)	14 (5.8)	50 (20.8)	<b>240 (100.0)</b>
5	Co- curricular activities stimulate the interests in the students and provide spirit to all the students to participate	75 (31.3)	113 (47.1)	48 (20.0)	4 (1.7)	-	<b>240 (100.0)</b>
6	Co-curricular activities help the child to apply what he/she has learnt to practice in their practical life	66 (27.5)	163 (67.9)	8 (3.3)	3 (1.3)	-	<b>240 (100.0)</b>
7	Co-Curricular activities teach learners never to give up results in extra-curricular activities	60 (25.0)	131 (54.6)	12 (5.0)	35 (14.6)	2 (0.8)	<b>240 (100.0)</b>
8	Involving students in sport activities solutions for their behavioral problems	115 (47.9)	85 (35.4)	17 (7.1)	22 (9.2)	1 (0.4)	<b>240 (100.0)</b>
9	The Yoga classes are conducting regularly in the school	59 (24.6)	131 (54.6)	21 (8.8)	29 (12.1)	-	<b>240 (100.0)</b>

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It is widely accepted that co-curricular activities hold a place of great importance in the field of education. For instance, it enhances student’s skills in various aspects with regard to physical development activities those are providing considerable benefit to the students. On the basis of the responses given by the respondents, the analyzed presentation on each item described as follows with regard to. The response of the sample teachers regarding the statement “Providing sports materials to all the students irrespective of age and class”, it is clear from the responses of the sampled respondents, that a majority of teachers (54.2%) rated agree to strongly agree.

With regard to “Conducting sports and games activities as per the norms for the improvement of physical and mental development among students”, it is clear from the above table that majority of teachers (85.9%) rated agree to disagree. Regarding the statement “Availing all the resources available in the physical education department for the enhancement of Physical and Health environment at school level”, majority group of teachers (63.0%) rated agree to strongly agree. With regard to “Funding for the development of physical education activities at school level for the improvement of physical development among students is sufficient” it is clear from the above table that more than sixty percent of teachers (64.2%) rated agree to strongly agree. It shows that, seventy eight percent of teachers are rated (78.4%) agree to strongly agree towards co-curricular activities stimulate the interests in the students and provide spirit to all the students to participate. It is clear from the above table that the majority of the teachers (95.4%) rated from agree to strongly agree with regard to “Co-curricular activities help the child to apply what he/she has learnt to practice in their practical life”. From the table it was noticed that a major group of teachers (79.6%) rated from agree to strongly agree with regard to co-curricular activities teach learners never to give up results in extra-curricular activities. It shows from the table that (83.3%) of the sampled respondents rated agree to strongly agree towards involving students in sport activities solutions for their behavioral problems. From the above table, it was noticed that majority of the teachers (79.2%) of teachers rated from agree to strongly agree towards the yoga classes are conducting regularly in the school. To sum up based on the above analysis, the physical development activities those had been providing considerable functions and helping the students to get rich experience.

**Table – 13: Aesthetic and Cultural Development Activities**

Sl. No.	Activities	SA	A	UD	DA	SDA	Total
1	Observing Intra-Inter relationship by the staff members when organizing co-curricular activities at school level	69 (28.8)	121 (50.4)	28 (11.7)	22 (9.2)	-	<b>240</b> <b>(100.0)</b>
2	Encouraging the students by the teachers for active participation in all the co-curricular activities at school level	76 (31.7)	139 (57.9)	2 (0.8)	23 (9.6)	-	<b>240</b> <b>(100.0)</b>
3	Providing good environment for conduct of co-curricular activities	140 (58.3)	87 (36.3)	6 (2.5)	7 (2.9)	-	<b>240</b> <b>(100.0)</b>
4	Encouraging students for active participation in Co-curricular activities for the promotion of enjoyment among students	137 (57.1)	74 (30.8)	15 (6.3)	14 (5.8)	-	<b>240</b> <b>(100.0)</b>

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5	Initiating Social and cultural growth activities through recreational activities at school level	110 (45.8)	87 (36.3)	9 (3.8)	32 (13.3)	2 (0.8)	<b>240</b> <b>(100.0)</b>
6	Help to developing the all-round personality of the students	113 (47.1)	98 (40.8)	9 (3.8)	19 (7.9)	1 (0.4)	<b>240</b> <b>(100.0)</b>
7	Schools send students out to work with community to develop social values	61 (25.4)	91 (37.9)	32 (13.3)	50 (20.8)	6 (2.5)	<b>240</b> <b>(100.0)</b>
8	Conducting co-curricular activities at school level contribute a holistic development of a learner	79 (32.9)	125 (52.1)	24 (10.0)	11 (4.6)	1 (0.4)	<b>240</b> <b>(100.0)</b>
9	Co-curricular activities improve self confidence among students and make them feel working	137 (57.1)	90 (37.5)	6 (2.5)	6 (2.5)	1 (0.4)	<b>240</b> <b>(100.0)</b>
10	The medication classes will improve the peacefulness of mind among the students	113 (47.1)	123 (51.3)	4 (1.7)	-	-	<b>240</b> <b>(100.0)</b>

It is widely accepted that co-curricular activities hold a place of great importance in the field of education. For instance, it enhances student’s skills in various aspects with regard to aesthetic and cultural development activities those are providing considerable benefit to the students. On the basis of the responses given by the respondents, the analyzed presentation on each item described as follows with regard to. The perceptions of the sample teachers regarding the statement “Observing Intra-Inter relationship by the staff members when organizing co-curricular activities in High schools”, it is clear from the responses of the sampled respondents, that a majority of teachers (79.2%) rated agree to strongly agree. With regard to “Encouraging the students by the teachers for active participation in all the co-curricular activities in High schools”, it is clear from the above table that majority of teachers (89.6%) rated agree to disagree. Regarding the statement “Providing good environment for conduct of co-curricular activities”, majority group of teachers (94.6%) rated agree to strongly agree. With regard to “Encouraging students for active participation in co-curricular activities for the promotion of enjoyment among students” it is clear from the above table that more than eighty percent of teachers (87.9%) rated agree to strongly agree. It shows that, eighty two percent of teachers are rated (82.1%) agree to strongly agree towards initiating social and cultural growth activities through recreational activities in High schools. It is clear from the above table that the majority of the teachers (87.9%) rated from agree to strongly agree wise regard to “Help to developing the all-round personality of the students”. From the table it was noticed that a major group of teachers (63.3%) rated from agree to strongly agree with regard to in High schools send students out to work with community to develop social values. It shows from the table that (85.0%) of the sampled respondents rated agree to strongly agree towards on the conduct of co-curricular activities in High schools contribute a holistic development of a learner. From the above table, it was noticed that majority of the teachers (94.6%) of teachers rated from agree to strongly agree towards co-curricular activities improve self confidence among students and make them feel working. It shows from the table that majority of the teachers (98.4%) rated from agree to strongly agree towards the medication classes will improve the peacefulness of mind among the students. To sum up based on the above analysis, the aesthetic and cultural development activities those had been providing considerable functions and helping the

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students to get rich experience.

**Table – 14: Civic Development Activities**

Sl. No.	Activities	SA	A	UD	DA	SDA	Total
1	Conducting compulsory morning assembly sessions every day in our school	181 (75.4)	49 (20.4)	3 (1.3)	7 (2.9)	-	<b>240</b> <b>(100.0)</b>
2	Co-ordination between the faculty members and the head is prevailing in conduct of co-curricular activities	81 (33.8)	84 (35.0)	41 (17.1)	32 (13.3)	2 (0.8)	<b>240</b> <b>(100.0)</b>
3	Providing suitable and enough material for the conduct of co-curricular activities	57 (23.8)	171 (71.3)	3 (1.3)	8 (3.3)	1 (0.4)	<b>240</b> <b>(100.0)</b>
4	Developing proper planning among students through co-curricular activities	98 (40.8)	110 (45.8)	9 (3.8)	20 (8.3)	3 (1.3)	<b>240</b> <b>(100.0)</b>
5	Developing divergent thinking skills among students through the preparation of school calendars, magazines, etc	107 (44.6)	80 (33.3)	16 (6.7)	34 (14.2)	3 (1.3)	<b>240</b> <b>(100.0)</b>
6	Developing national integration and secularism among the students to become good citizens	137 (57.1)	72 (30.0)	14 (5.8)	16 (6.7)	1 (0.4)	<b>240</b> <b>(100.0)</b>
7	Developing leadership qualities among students through co-curricular activities at school level	121 (50.4)	82 (34.2)	13 (5.4)	23 (9.6)	1 (0.4)	<b>240</b> <b>(100.0)</b>
8	Co-curricular activities develop the students a chance to think out of their ideas of their own with the help of a facilitator	66 (27.5)	131 (54.6)	21 (8.8)	21 (8.8)	1 (0.4)	<b>240</b> <b>(100.0)</b>
9	Co-curricular activities help in developing the grasping power of the child and an opportunity to the students to work in teams and to develop team spirit in them	42 (17.5)	146 (60.8)	19 (7.9)	32 (13.3)	1 (0.4)	<b>240</b> <b>(100.0)</b>
10	The learners have different aptitude and should be given sample opportunities for development before specializing in a specific field of interest	61 (25.4)	132 (55.0)	27 (11.3)	20 (8.3)	-	<b>240</b> <b>(100.0)</b>
11	Conducting co-curricular activities stimulate the senses among students according to their level of development	63 (26.3)	157 (65.4)	17 (7.1)	3 (1.3)	-	<b>240</b> <b>(100.0)</b>
12	Co-Curricular Activities enhance a positive self-image	84 (35.0)	143 (59.6)	12 (5.0)	1 (0.4)	-	<b>240</b> <b>(100.0)</b>

It is widely accepted that co-curricular activities hold a place of great importance in the field of education. For instance, it enhances student’s skills in various aspects with regard to civic development activities those are providing considerable benefit to the students. On the basis of the responses given by the respondents, the analyzed presentation on each item described as follows with regard to. The perceptions of the sample teachers regarding the statement “Conducting compulsory morning assembly sessions every day in our school”, it is clear from the responses of the sampled respondents, that a majority of teachers (95.8%) rated agree to strongly agree. With regard to “Co-ordination between eh faculty members and the head is prevailing in conduct of co-curricular activities”, it is clear

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from the above table that majority of teachers (68.8%) rated agree to disagree. Regarding the statement “Providing suitable and enough material for the conduct of co-curricular activities”, majority group of teachers (95.1%) rated agree to strongly agree. With regard to “Developing proper planning among students through co-curricular activities” it is clear from the above table that more than eighty percent of teachers (86.6%) rated agree to strongly agree. It shows that, seventy seven percent of teachers are rated (77.9%) agree to strongly agree towards developing divergent thinking skills among students through the preparation of school calendars, magazines, etc. It is clear from the above table that the majority of the teachers (87.1%) rated from agree to strongly agree with regard to “Developing national integration and secularism among the students to become good citizens”.

From the table it was noticed that a major group of teachers (84.6%) rated from agree to strongly agree with regard to developing leadership qualities among students through co-curricular activities at school level. It shows from the table that (82.1%) of the sampled respondents rated agree to strongly agree towards co-curricular activities develop the students a chance to think out of their ideas of their own with the help of a facilitator. From the above table, it was noticed that majority of the teachers (78.3%) of teachers rated from agree to strongly agree towards co-curricular activities help in developing the grasping power of the child and an opportunity to the students to work in teams and to develop team spirit in them. It shows from the table that majority of the teachers (80.4%) rated from agree to strongly agree towards the learners have different aptitude and should be given sample opportunities for development before specializing in a specific field of interest. From the table it was noticed that a major group of teachers (91.7%) rated from agree to strongly agree with regard to the conduct of co-curricular activities stimulate the senses among students according to their level of development. It shows from the table that (94.6%) of the sampled respondents rated agree to strongly agree towards co-curricular activities enhance a positive self-image. To sum up based on the above analysis, the civic development activities those had been providing considerable functions and helping the students to get rich experience.

**Table – 15: Social Welfare Activities**

Sl. No.	Activities	SA	A	UD	DA	SDA	Total
1	Conducting NCC units in the school for the development of spirit of service among students	145 (60.4)	73 (30.4)	15 (6.3)	6 (2.5)	1 (0.4)	<b>240</b> <b>(100.0)</b>
2	Encouraging students to participate in national activities for the development of patriotic and value outlook among students	144 (60.0)	77 (32.1)	7 (2.9)	12 (5.0)	-	<b>240</b> <b>(100.0)</b>
3	Encouraging students in taking lead in the school assembly for the improvement of social and disciplinary among students	81 (33.8)	133 (55.4)	18 (7.5)	8 (3.3)	-	<b>240</b> <b>(100.0)</b>
4	Conducting awareness programmes for the development of spirit of service among students	57 (23.8)	127 (52.9)	20 (8.3)	35 (14.6)	1 (0.4)	<b>240</b> <b>(100.0)</b>

6	Conducting activities like games are regularly for the development of social relations among students	77 (32.1)	113 (47.1)	26 (10.8)	21 (8.8)	3 (1.3)	<b>240</b> <b>(100.0)</b>
7	Making the students involve in scouts and guides activities for the enhancement of Social Spirit	101 (42.1)	100 (41.7)	18 (7.5)	19 (7.9)	2 (0.8)	<b>240</b> <b>(100.0)</b>
8	Receiving prizes in games and sports by the students inspiring the rate of participation in social and co-curricular activities	93 (38.8)	123 (51.3)	10 (4.2)	12 (5.0)	2 (0.8)	<b>240</b> <b>(100.0)</b>
9	Taking lead in organizing social activities for the improvement of social spirit	81 (33.8)	131 (54.6)	12 (5.0)	15 (6.3)	1 (0.4)	<b>240</b> <b>(100.0)</b>
10	Organizing competitions to create a competitive environment, and group with an objective to work towards a better society	112 (46.7)	91 (37.9)	10 (4.2)	26 (10.8)	1 (0.4)	<b>240</b> <b>(100.0)</b>
11	Co-curricular activities with social interaction are important aid for knowledge construction	66 (27.5)	142 (59.2)	20 (8.3)	12 (5.0)	-	<b>240</b> <b>(100.0)</b>

It is widely accepted that co-curricular activities hold a place of great importance in the field of education. For instance, it enhances student’s skills in various aspects with regard to social welfare activities those are providing considerable benefit to the students. On the basis of the responses given by the respondents, the analyzed presentation on each item described as follows with regard to. The perceptions of the sample teachers regarding the statement “Conducting NCC units in the school for the development of spirit of service among students”, it is clear from the responses of the sampled respondents, that a majority of teachers (90.8%) rated agree to strongly agree. With regard to “Encouraging students to participate in national activities for the development of patriotic and value outlook among students”, it is clear from the above table that majority of teachers (92.1%) rated agree to disagree. Regarding the statement “Encouraging students in taking lead in the school assembly for the improvement of social and disciplinary among students”, majority group of teachers (89.2%) rated agree to strongly agree.

With regard to “Conducting awareness programmes for the development of spirit of service among students” it is clear from the above table that more than seventy percent of teachers (76.7%) rated agree to strongly agree. It shows that, seventy eight percent of teachers are rated (78.8%) agree to strongly agree towards allowing our students to participate in outstation co-curricular activities for maintenance of human relations. It is clear from the above table that the majority of the teachers (79.2%) rated from agree to strongly agree with regard to “on the conduct of co-curricular activities like games are regularly for the development of social relations among students”. From the table it was noticed that a major group of teachers (83.8%) rated from agree to strongly agree with regard to making the student involve in scouts and guides activities for the enhancement of social spirit. It shows from the table that (90.1%) of the sampled respondents rated agree to strongly agree towards receiving prizes in games and sports by the students inspiring the rate of participation in social and co-curricular activities”.

From the above table, it was noticed that majority of the teachers (88.4%) of teachers rated from agree to strongly agree towards the co-curricular activities help the students in developing a

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richer learning experience by giving them a chance to think in new ways to solve a problem. It shows from the table that majority of the teachers (84.6%) rated from agree to strongly agree towards organizing competitions to create a competitive environment and group with an objective to work towards a better society. With regard to “Co-curricular activities with social interaction are important aid for knowledge construction” it is clear from the above table that more than eighty of teachers (86.7%) rated agree to strongly agree. To sum up based on the above analysis, the social welfare activities those had been providing considerable functions and helping the students to get rich experience.

**Table – 16: Free Time Activities**

Sl. No.	Activities	SA	A	UD	DA	SDA	Total
1	Allocated sufficient time for conduct of co-curricular activities at the school level	112 (46.7)	94 (39.2)	10 (4.2)	22 (9.2)	2 (0.8)	<b>240</b> <b>(100.0)</b>
2	Providing sufficient number of periods for conduct of co-curricular activities at school level	106 (44.2)	116 (48.3)	6 (2.5)	10 (4.2)	2 (0.8)	<b>240</b> <b>(100.0)</b>
3	Offered often school hours, an excellent opportunity to discover new meaning in life rather than waste time	112 (46.7)	95 (39.6)	11 (4.6)	22 (9.2)	-	<b>240</b> <b>(100.0)</b>
4	Teachers are given opportunity to experience the real exercise of reflecting rationally and displaying the skills, knowledge and attitudes required in practice at leisure time	48 (20.0)	98 (40.8)	24 (10.0)	61 (25.4)	9 (3.8)	<b>240</b> <b>(100.0)</b>
5	Co-curricular activities mostly performed at free time throughout the school career from the pre-primary to the secondary level	71 (29.6)	126 (52.5)	16 (6.7)	26 (10.8)	1 (0.4)	<b>240</b> <b>(100.0)</b>
6	The learners can pick from a range of co-curricular activities at free time but may not opt out completely	56 (23.3)	120 (50.0)	33 (13.8)	31 (12.9)	-	<b>240</b> <b>(100.0)</b>
7	Co-curricular activities during free time will promote the well-being of learners and bring out the best in learners	102 (42.5)	109 (45.4)	10 (4.2)	18 (7.5)	1 (0.4)	<b>240</b> <b>(100.0)</b>
8	Co-curricular activities realized effective utilization of leisure-time	116 (48.3)	96 (40.0)	11 (4.6)	14 (5.8)	3 (1.3)	<b>240</b> <b>(100.0)</b>

It is widely accepted that co-curricular activities hold a place of great importance in the field of education. For instance, it enhances student’s skills in various aspects with regard to free time activities those are providing considerable benefit to the students. On the basis of the responses given by the respondents, the analyzed presentation on each item described as follows with regard to. The perceptions of the sample teachers regarding the statement “Allocated sufficient time for conduct of co-curricular activities in High schools”, it is clear from the responses of the sampled respondents, that a majority of teachers (85.9%) rated agree to strongly agree. With regard to “Providing sufficient number of periods of conduct of co-curricular activities in High schools”, it is clear from the above table that majority of teachers (92.5%) rated agree to disagree. Regarding the statement “Offered often school hours, an excellent opportunity to discover new meaning in life rather than waste time”,



majority group of teachers (86.3%) rated agree to strongly agree.

With regard to “Teachers are given opportunity to experience the real exercise of reflecting rationally and displaying the skills, knowledge and attitudes required in practice at leisure time” it is clear from the above table that more than sixty percent of teachers (60.8%) rated agree to strongly agree. It shows that, eighty two percent of teachers are rated (82.1%) agree to strongly agree towards co-curricular activities mostly performed at free time throughout the school career from the pre-primary to the secondary level. It is clear from the above table that the majority of the teachers (73.3%) rated from agree to strongly agree with regard to “the learners can pick from a range of co-curricular activities at free time but may not opt out completely”. From the table it was noticed that a major group of teachers (87.9%) rated from agree to strongly agree with regard to co-curricular activities during free time will promote the well-being of learners and bring out the best in learners. It shows from the table that (88.3%) of the sampled respondents rated agree to strongly agree towards co-curricular activities realized effective utilization of leisure-time. To sum up based on the above analysis, the free time activities those had been providing considerable functions and helping the students to get rich experience.

**Table – 17: Excursion Activities**

Sl. No.	Activities	SA	A	UD	DA	SDA	Total
1	Making the students to participate in science exhibition for the enhancement of Science knowledge	132 (55.0)	78 (32.5)	7 (2.9)	23 (9.6)	-	<b>240</b> <b>(100.0)</b>
2	Most of the co-curricular activities practiced at the time of excursions	117 (48.8)	93 (38.8)	19 (7.9)	11 (4.6)	-	<b>240</b> <b>(100.0)</b>
3	Educational institutions place a greater importance on the co-curricular activities when they are taking students for excursions	109 (45.4)	88 (36.7)	12 (5.0)	30 (12.5)	1 (0.4)	<b>240</b> <b>(100.0)</b>
4	The staff is required to run co-curricular activities at excursions as part of their job	58 (24.2)	94 (39.2)	57 (23.8)	31 (12.9)	-	<b>240</b> <b>(100.0)</b>
5	Facilitate experience sharing program with other schools	98 (40.8)	106 (44.2)	27 (11.3)	8 (3.3)	1 (0.4)	<b>240</b> <b>(100.0)</b>
6	Provides guidance and support in effective manner	107 (44.6)	107 (44.6)	15 (6.3)	11 (4.6)	-	<b>240</b> <b>(100.0)</b>

It is widely accepted that co-curricular activities hold a place of great importance in the field of education. For instance, it enhances student’s skills in various aspects with regard to excursion activities those are providing considerable benefit to the students. On the basis of the responses given by the respondents, the analyzed presentation on each item described as follows with regard to. The perceptions of the sample teachers regarding the statement “Making the students to participate in science exhibition for the enhancement of science knowledge”, it is clear from the responses of the sampled respondents, that a majority of teachers (87.5%) rated agree to strongly agree. With regard to

“Most of the co-curricular activities practiced at the time of excursions”, it is clear from the above table that majority of teachers (87.6%) rated agree to disagree. Regarding the statement “Educational institutions place a greater importance on the co-curricular activities when they are taking student for excursions”, majority group of teachers (82.1%) rated agree to strongly agree. With regard to “the staff is required to run co-curricular activities at excursions as part of their job” it is clear from the above table that more than sixty percent of teachers (63.4%) rated agree to strongly agree. It shows that, eighty five percent of teachers are rated (85.0%) agree to strongly agree towards facilitate experience sharing programme with other schools. It is clear from the above table that the majority of the teachers (89.2%) rated from agree to strongly agree with regard to “Provides guidance and support in effective manner”.

#### 4. CONCLUSION

The research conducted was on the perceptions of Teachers and students on the conduct of co-curricular activities in High schools in North Coastal Andhra Pradesh. The researcher recommended for further research in the following areas:- Development of children’s talents from early childhood centers, primary schools and institutions of higher learning. It is also further suggested that the researchers can taken up the study on the effectiveness of co-curricular activities on the Academic Achievements of Secondary schools.

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