

## **A Study of Co-Curricular Activities in the Holistic Development of Secondary School Students**

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### **Abstract**

*This study exists significant difference in the perception of parents about extracurricular activities due to variations in the gender. Female are more interested in co curricular activities than male. Parents with good educational qualification are better than illiterate parents in their involvement and interest in co curricular activities. Still awareness may be created among parents to expose them to the need of sound mental health among their children about the importance of co curricular activities*

**Key Words:** Co-Curricular Activities, Holistic Development

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### **Introduction**

In the 21st century, the pure academic type of education that students are introduced to, is steadily paving way to a whole new type of education with a special focus to incorporate three major genres of education: reasoning, psychomotor and emotional learning. Education is a pretty broad concept that surpasses the four walls of a classroom. The core aim of education is to foster all round development of a child. All round development essentially means intellectual, physical, moral, sensible and social development. All round development can be achieved only through education. Education plays a fundamental role in the making of a man and his development as a culturally well-developed social animal. To fulfill these objectives, there is a prime need of striking a balance between syllabus, curriculum, books and also co-curricular. The school curriculum has two broad areas to take care of all the developmental aspects of the child, the cognitive, affective and psychomotor. Subject like language, mathematics, science and social studies helps mainly the cognitive development of the child. Many other activities are necessary for development of the affective and psychomotor domain. Those activities like games and sport, art and music, craft work etc. are termed as co-scholastic activities. Instead of co-curricular activities, the term co-scholastic activities are used as both cognitive and non-cognitive development can take place by exposing the child to the lesson on scholastic subjects and non-scholastic subjects.

Holistic development is a process of self-actualization and learning that combines an individual's mental, physical, social, emotional and spiritual growth. The term can be used to describe forms of alternative education that are based on the more humanistic and democratic outlooks. Its premise is that an individual finds purpose and meaning in life through connections to the natural world, the community and through humanitarian values. The holistic viewpoint is based on the premise that a system as a whole will determine how its individual components act. As a development method, it attempts to integrate and encompass multiple layers of experience and meaning rather than placing a narrow focus on an individual's potential and possibilities. The holistic approach to learning is a transformation of one's frames of reference, rather than a system based on transmission and transaction. Connections are emphasized as an alternative to the fragmentation of learning into its individual components and subject fields.

### **Emergence of the Problem**

This study of co-curricular role is aimed at male and female students of secondary school students. The rationale of studying this population is that the students who are presently in secondary school are born brought up in the competitive world of cut throat competition. The scientific and technological developments now need world filled with dynamic personality, who can perform various skills. In the present era the role of non-scholastic activities which benefit them directly or indirectly has become very important for a nations progress and also for their own growth in the society.

**Need of the Study**

The all-round development or holistic development of an individual is only possible through balanced development of scholastic or academic as well as non-scholastic or non-academic aspects in the formal, in-formal and non-formal educational setting in the society. Particularly, in the modern era where individual have to pass through phases of undue anxiety and over-stress, one finds that sometimes it leads to various types of depression and even loss of life. In such cases individual's involvement in the co-curricular activities become more significance because these activities stop various types of anxieties and stress to come near the individual.

Additional activities for schools students are a means to enhance social interaction, leadership, healthy recreation, self-discipline and self-confidence. Study found that these activities install the moral values in the students, leadership quality, and team work and also prepares them to take on bigger goals and challenges in their life.

**Objectives of the study**

The objectives for the study are as follows:

- To compare the all round development between the male and the female of secondary level.
- To study the role of co-curricular activities on male and female CBSE students of secondary level.
- To study the role of co-curricular activities on male and female ICSE students of secondary level.
- To compare the all round development of CBSE and ICSE secondary school students.

**Hypothesis**

The following hypothesis is formulated for the study:

Ho1 - There is an all round development between the male and female students through co-curricular activities in the secondary level.

Ho2 – There is a difference between the impact of co-curricular activities between male and female CBSE students of secondary level.

Ho3 – There is a difference between the impact of Co Curricular Activities on male and female ICSE students of secondary level

Ho4- There is an all round development through co-curricular activities between the CBSE and ICSE board secondary school students.

**Delimitation of the study**

- The study is conducted in the Lucknow city of Uttar Pradesh.
- The respondents of this study will be limited to the ISC and CBSE boards of secondary school education.
- The respondents of this study will be limited to 11<sup>th</sup> grade students of secondary school.
- The study will be conducted on 100 students only out of which 50 female and 50 will be male secondary school students.

**Literature Review**

Dr. Zahida Habib (2012). The modern education system recognizes that child comes to school for all-round and better development. This research aimed to explore the role of co-curricular activities in Community Model Schools and Govt. Girls Primary Schools. Community Model Schools set up under Girls Primary Education Project (GPEP), in 1994 and funded by Asian Development Bank (ADB), and comparison of their academic performance, co-curricular activities and available physical facilities with Govt. Girls Primary Schools. And result indicated that Community Model Schools were better in students' performance due to well organized co-curricular activities and physical facilities than Govt. Girls Primary Schools. By and large it came out that the performance of community

model schools is better than Govt. Girls Primary Schools it is due to the well-organized co-curricular activities in Community Model Schools.

Shobha Dey(2012). Parents should be aware of the importance of co-curricular and extracurricular activities and they need to support their children in joining such activities. They just aim for remaining on the top of the list and thereby advertise their schools' name for inviting more and more admissions. It's time for the parents to recognize the importance of co-curricular and extracurricular activities and encourage their children in participating in such productive activities which help in the overall development of the child.

Ismat, Rakhsi Saleem(2015). The function of education is to bring change in child behavior and personality in a more desirable form. Development of child's body and mind demand proper nurturing of its physical and intellectual qualities as few of the major determinants of his personality. The study concluded that in wholesome the overall effect of co-curricular activities on the student's academic performance and personality development is positive. And it complements the academic activities in attainment of education's main goal of bringing change in student's behavior.

### Research Methodology

Research methodology is a way to systematically solve the research problem. It may be understood as a science of studying how research is done scientifically. The Research Methodology is based on stages of fact finding and its analysis. The current research attempts to find out impact of co-curricular activities on the non-academic development of secondary students in Lucknow.

### Design of the study

The survey method gathers data from a relatively large number of cases at a particular time. A survey is an important type of study. It is not mere clerical routine of gathering and tabulating figures. It involves a clearly defined problem and definite objectives. It undertakes planning, careful analysis and interpretation of the data gathered and logical and skillful reporting of the findings.

### Population, Sample and Sampling Technique

The population of the study is of the secondary schools students of class XIth, of Lucknow city. In this study, a sample of 100 students studying in 11th grade, including both male and female secondary school students were selected from 4 different schools of 2 different boards, CBSE and ICSE of Lucknow city. The selection of the students for the study of the survey was made through simple random sampling.

**Table1: Details of the sample**

S.NO	STUDENT OF CLASS 11 <sup>TH</sup>		TOTAL
	MALE	FEMALE	
1.	25	25	50
2.	25	25	50
TOTAL			100

### Tool

In this study a self made tool based on co-curricular activities was constructed by the researcher for the collection of the data.

### Administration of the tool

For the purpose of the study the data was collected through direct communication with respondents. To collect the data from the respondents for the study the tool used was a simple self structured Questionnaire with the closed ended questions. . Proper instructions were given to the respondents in the questionnaire itself.

**Scoring**

The self made questionnaire based on the Co-curricular activities was a closed ended questionnaire which had two options as ‘yes’ or ‘no’. The students had to select one of the two options and put a tick (☑) in the space meant for the purpose in the questionnaire only.

**Statistical Devices**

The result and inferences of the study are precise only if proper statistical devices are used depending upon the need of the study. Therefore the statistical device used for this study is- Percentage.

**Data analysis and Interpretation**

Data analysis is the attempt to fully and accurately summarize and represent the data that has been collected and organized on the basis of objectives and hypotheses of the study.

**Table 2**

Total Male & Female students of secondary level					
Male			Female		
N	Yes	No	N	Yes	No
50	73.04	26.96	50	72.29	27.71

On the basis of the above mentioned table 2, was formed, showing the data, Total 50 males and females were equally chosen in order to express their opinion on all round development through active participation in co curricular activities, out of which 73.04% of males agreed to it and 26.96% males do not believe for so. Whereas about girls in the same context then, 72.29% of the females were seen taking interest in the co curricular activities believing, that these activities are of great importance in the all round development of oneself. On the other hand only 27.71% of females were not in the favor of co curricular activities which were conducted in their schools.

**Table 3**

Total Male & Female CBSE students of secondary level					
Male			Female		
N	Yes	No	N	Yes	No
25	73.25	26.75	25	75.52	24.48

As per the tabulation of the data, 73.25% of males of CBSE board found that the co curricular activities conducted in their school is of great value to them and help them in various ways. Rest, 26.75% of males do not find co curricular activities playing such a significant role in their lives.

Now, in the case of female students, 75.52% strongly believe that for the overall development in them, the school curriculum is not only the single criteria. The holistic growth as well as to develop the various facets of their personality classroom teaching should be supplemented with co-curricular activities. Only 24.48% of females did not believe in the above mentioned facts.

**Table 4**

Total Male & Female ICSE students of secondary level					
Male			Female		
N	Yes	No	N	Yes	No
25	72.25	27.75	25	68.96	31.04

According to the above mentioned table-4, 72.25% of males were found active in the co curricular activities leaving 27.75% of males, who did not find these co curricular activities that effective for their development. The 72.5% of males found that at the time when many adolescents are trying to determine where they fit into the social structure of secondary education. In the case of ICSE board at secondary level, only 68.96%

of females were seen having a likeness for the co curricular activities taking place in their school. They believe that the class activities that they take part in, affect all domains of life such as cognitive (intellectual), emotional, social, moral, cultural and aesthetic.

**Table 5**

Total CBSE & ICSE secondary school students					
CBSE			ICSE		
N	M/F (Yes)	M/F (No)	N	M/F (Yes)	M/F (No)
50	74.06	25.94	50	70.970	29.03

As per the above mentioned table-5, 74.06% of development is seen in the secondary school students of CBSE board where as, only 25.94% of development is seen in the secondary school students of ICSE board. CBSE schools believe that education is the all-round development of the innate talents of a child, wherein such schools give as many opportunities as possible to every student to participate in a variety of co-curricular activities. If we talk about secondary school students of ICSE schools, they are not at par with the CBSE schools students in believing that the co curricular activities help the students in their all round development. But the data 70.97% over 29.03% signifies that even these co curricular activities play an important role in the lives of ICSE school students.

**Conclusion**

Overall findings of the study revealed that therefore, it is clear that both males and females strongly believe in co curricular activities which might not initially, but in long run be very helpful as, it really helps the students in enhancing their skills, developing their senses and understanding, presenting themselves and learning life skills. According to result CBSE board secondary school students seek all round development more than the ICSE students. Though, both CBSE and ICSE boards aim for active learning and believe in learning through experience and experimentation rather than through one-way teaching but, CBSE pays more weightage to co-curricular activities. According to male and female , the effects of co curricular activities go beyond their academic development catering to the needs of individual differences that exist in every individual. This helps the students to improve and develop their various talents and aptitude and also inculcate in them a spirit of healthy competition.

**Educational Implications**

The findings from this study have implications for college student educators in practices related to co curricular activities. This study provide these suggested implications for practice applicable to student affairs, administrators and faculty members. Students are very much interested in participating in the co curricular activities but there is lots of lacuna in organizing co curricular activities so the organizations such as National Council of Education and Research and Training (NCERT), State Council of Education Research and Training (SCERT), District Institute of Education and Training (DIET) etc should encourage the researchers to do comprehensive survey to get the holistic picture about the availability of co curricular activities. Such survey will facilitate in drawing the need for organizing co curricular activities in the schools.

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