

Research On The Impact Of Co-Curricular Activities On Personality Development Of Senior Secondary School Students

¹MS. Parul Jain, M.ed., Advanced Institute Of Education, Palwal

²Dr. (Ms.) Sangeeta Jain, Reader Advanced Institute Of Education, Palwal

Abstract: Education is what remains, after one has forgotten what one has learned in school. Education will be much more effective if its purpose is to ensure that by the time they leave school every boy and girl should know as such they should be how much they do not know, and imbued with a lifelong desire to know it. Co-Curricular activities are offered at most schools in India, and they consist of a wide range of activities that do not form a part of the regular school curriculum. Present study is confined to only 100 senior secondary students of 2 schools of Palwal District. There was no instrument available for data collection, so researcher, by consulting the experts, developed a questionnaire containing 35 items. Study aimed at to measure personality traits of secondary school students. The questionnaire is developed by keeping in view these traits.

Keywords: Self-confidence, Honesty, Adaptation, Sociability, Sympathetic attitude, Social obligation and Sense of responsibility

[1] Introduction

Education is the capacity to comprehend life situation, using past experiences crystallizing into knowledge. Illiteracy, as a curse, hampers the development of an individual of the society and the nation. The aim of education should be to teach the students rather how to think, than what to think rather to improve their minds, to enable them to think for themselves, than to load the memory with thoughts of other men.

According to the Vedas, the aim of ancient Indian education is liberation. Knowledge gives liberation. Therefore, knowledge is the third eye of man, which gives him insight into all affairs and teaches him how to act.

In the spiritual sphere it leads him to his salvation in the mundane sphere; it leads him to all round progress and prosperity. The illumination, given to man by education, shatters illusions, removes difficulties and enables him to realize the true value of life.

Ancient agencies of education : Knowledge can be gained by three steps: Shrivana or hearing, Manon or Meditation, Nididhyasan or Realisation. Sharavan or hearing has been further categorized as: Abhayasa, Apurvata, Phala, Arthavada, Upapatti..

Gurukula : As the name indicates, this was the family of the teacher and his residence where the students used to stay during the period of study. Gradually the Gurukulas were extended to include a number of buildings. However, the institution was built-up around the family of the teacher. The primary duty of the student was to serve the teacher and his family. The students were like sons of the teacher, and the entire members of the institution lived like a family. Students were trained in activities



© IJRPS International Journal for Research Publication & Seminar

such as archery, drawing, singing, wrestling etc.

Parishad : Were bigger educational institutions where several teachers used to teach different subjects. This may be compared to a college.

Sammelan : Was another kind of educational institution where the scholars, at the invitation of the king gathered for discussions and competitions.

Education in India in its traditional form was closely related to religion. Among the Heterodox schools of belief were the Jain and Buddhist schools. Buddhist education was more inclusive and aside of the monastic orders.

[2] Co - Curricular Activities

Four decades ago, it was comparatively easy to define co-curricular Activities, because it was organized and promoted largely by students themselves, with relatively little assistance from teachers and administrators. Equipments were meager, little official recognition was given and no credit was allowed for participation. Today, it is difficult to define these activities because all teachers have some definite responsibilities for their organization; many full time professional teachers are employed, school rooms, time, equipment and materials are provided; their relationships with regular curricular activities are regarded as vital; credit for participation is allowed and recognition is also given.

The term co-curricular activities refers to, any activities that take place outside of the regular (compulsory) school curriculum. "These activities are voluntary, and students do not receive grades for academic credit for them" (Holloway, 2000). These activities are offered outside of school hours, but within the school setting.

Co-Curricular activities are offered at most schools in



India, and they consist of a wide range of activities that do not form a part of the regular school curriculum. Most schools allow a free choice for student involvement in these activities, but “many schools make involvement in one or more Co-Curricular activities a mandatory requirement for their students; believing that such a mandate helps to create a more „well-rounded ‘student’ (Stoltzfus, 2007).

Co-Curricular activities are pursued to educate the whole person, academically, spiritually, socially, emotionally and physically. An important part of this education lies in the participation of elementary and high school students in many and varied co-curricular activities offered by the school. At times, there is some confusion about what is a co-curricular. The co-curricular is an activity of equal value to the academic activity. Therefore, co-curricular activities complement the student’s academic studies or curriculum and make them more comprehensive and richer. It is the school’s goal that through these opportunities, the students will learn life skills such as team work, leadership, and ethical, collaborative and critical thinking.

[3] DIFFERENT TYPES OF CO -CURRICULAR ACTIVITIES

There are different types of co - curricular activities one can offer at school level

i) **Activities for physical development:** Games, physical-exercises, wrestling, swimming, yoga, boating, skating.

ii) **Activities of subjective type:** Subject associations, symposium, library organization, literary society, writing competition, poetical recitation, debates, magazine writing.

iii) **Civic training activity:** Organizing students co-operative store, students council, visiting civic institutions municipal committee, post office, gram panchayat, zila parishad, legislative assembly, high court etc Celebrating national and religious festival, celebrating school festivals like annual prize distribution, parents teachers association, and farewell function.

iv) **Activities for aesthetic and cultural development:** Music and dancing, drawing and painting, fancy dress, variety program, folk and classical song, organizing exhibitions, celebrating festivals, decorating the school and garden maintaining.

v) **Leisure time activities:** Philately, numismatics,

stone-collection, photography, album making, collecting of leaves and pictures.

vi) **Craft activities:** Spinning and weaving, tailoring, embroidery, clay modeling, soap making, basket making, leatherwork, toy making, book binding.

vii) **Community activities:** Mass prayer, scouting, girl guide, Red Cross, NSS, village survey.

viii) **Excursion activities:** Picnics, trips and tours, historical place (museum, monuments), zoo, exhibition- visit.

[4] OBJECTIVES OF CO- CURRICULAR ACTIVITIES AT SCHOOL LEVEL

- i) For the physical and mental development of the child,
- ii) To develop academic and literary interests,
- iii) To develop a sense of social service,
- iv) To develop moral training for the academic development of the student,
- v) To provide recreational value for the maintenance of good mental health, for the development of self-discipline, to provide leadership opportunities, for the development of community life, for developing the skill of proper planning,
- vi) To develop useful new capabilities in pupils that can lead to extension of career opportunities,
- vii) To develop pupil initiative and responsibility,
- viii) To develop leadership capabilities and good organizational skills,
- ix) To aid pupils in the social skills.
- x) To enable pupils to explore a wider range of individual interests than what is available in the regular program.

[5] OBJECTIVES OF THE STUDY

The following are the objectives of the study:

- To find out the relationship of co-curricular activities with developing Self-confidence, Honesty, Adaptation, Sociability, Sympathetic attitude, Social obligation and sense of responsibility among secondary school students.
- To find out the impact of co-curricular activities on developing, Self-confidence, Honesty, Adaptation, Sociability, Sympathetic attitude, Social obligation and sense of responsibility among secondary school students.

[6] HYPOTHESIS OF THE STUDY

1. There is no significant relationship of co-curricular activities with developing Self-confidence, Honesty, Adaptation, Sociability, Sympathetic attitude, social-obligation and sense



- of responsibility among secondary school students.
2. There is no significant impact of co-curricular activities on developing, Self-confidence, Honesty, Adaptation, Sociability, Sympathetic attitude, Social obligation and sense of responsibility among secondary school students.
 3. There is no significant difference between boys and girls on the variables of participation in co-curricular activities.

[7] DELIMITATION OF STUDY

The study is delimited to following activities:

1. The researcher tried to investigate the following aspects of students' personality:
Self-confidence, honesty, adaptation, sociability, sympathetic attitude, social obligation and sense of responsibility.
2. Study is confined to Palwal District only.
3. Present study is confined to only 100 senior secondary students of 2 schools of Palwal District.

[8] METHODOLOGY OF THE STUDY DESIGN OF THE STUDY

Descriptive survey method is employed in the present study.

POPULATION

All students of Senior Secondary School of Palwal District.

SAMPLE

The sample was consisted of 100 students of 2 Senior Secondary Schools of District Palwal.

TOOLS

There was no instrument available for data collection, so researcher, by consulting the experts, developed a questionnaire containing 35 items.

Study aimed at to measure personality traits of secondary school students. The questionnaire is developed by keeping in view these traits.

STATISTICAL TECHNIQUES

The statistical techniques were employed to give concise picture of the whole data so that it could be easily comprehended. When the required data is collected, it is tabulated and frequency distribution of each item was found by way of mean, standard deviation, t-test and correlation.

[9] LITERATURE REVIEW

Kariretal, (1993) observed nine stamata metric measurements and three physical performance tests of 154 urban and 150 rural school girls ranging in age from 11-15 years. It was found that the urban girls are slightly taller, heavier and with longer linear

body dimensions than the rural girls. However, in physical performance tests urban girls and rural girls differed.

Shankar (1995) explained the role of yogic practices in health fitness and sports promotion. Yoga has gained worldwide popularity, as is evident from recent research trends. Yoga can serve as an applied science in a number of fields such as education, physical, sports health and family welfare. Yogic practices not only help to strengthen each organ and develop every muscle of the body but also regulate the circulation of blood, purify the lungs, inspire the mind and help a harmonious development of human personality.

Jenkins (1997) in his research provides schools and jurisdictions with a sample framework and strategies for developing and supporting a culture of character and citizenship. The framework encourages individual schools to assess and put action plans in place to improve their cultures. It also looks at how character and citizenship education can be supported by administrators, school staff, parents and students.

Asian Institute for Teacher Educators at Quezon City (1999) in Philippines discovered current practices in assessing students in training and to determine their suitability for teaching. A questionnaire was prepared to cover four main areas: course subjects, practical teaching, co-curricular activities and co-curricular activities. The findings say that the profile of the students who are assessed as good candidates show that they are very much interested in co-curricular activities and were sincere participants in these activities during school time.

Lyons (2000) in his study on, creating an agency culture that promotes positive values and relationships Using social work theory proposes a Model for Common Humanity, offering nine principles that can guide the fostering of an agency milieu: needs dialogue; purpose, values, and expectations; adaptation; mutuality; building consensus; seeing; reciprocal impact; focus; and dynamism.

Baker, Akiba, LeTendre (2001) studied that the students active involvement contributes to leadership skills and the ability to plan, manage, organize, implement, and evaluate.

Barron (2002) in his survey of employers showed a preference for the co-curricular transcript over the traditional resume. Employers screening applicants considered the students' involvement in co-curricular activities.

Astroth and Haynes (2002) surveyed the behaviour of 2,500 students' use of out-of-school time found that only 17% reported no involvement in out-of-school activities. Co-Curricular participants were less likely to shoplift, steal, smoke cigarettes, ride



with a drunk driver, or damage property. They were more likely to develop self-confidence and social competence, demonstrate leadership, and feel accepted by adults.

Coltin (2006) in his research work on children, between the ages of 5 and 14 found that they spend up to 80% of their time out of school. These hours represent an opportunity to help children grow and acquire important social, emotional, cognitive, and physical skills and to help them develop lifelong interests.

Parkerson (2007) made a qualitative study on young women's career and educational development through co-curricular activities. The effects of participation in co-curricular activities on young women's career and educational development were examined. A constant comparative method was used to analyze the open-ended responses to questionnaires completed by 156 high school girls and the transcripts from semi-structured interviews with 5 female college freshmen and 2 young adult women who were in the work force.

Murray (2008) investigated the reliability and validity of the Student Activities Interest Questionnaire, developed to relate student interests to available campus activities using Holland's (1997) vocational interest categories.

Lagace-Seguín (2010) in their study found out that, the Citizenship Education Longitudinal Study, conducted by the National Foundation for Educational Research (NFER) on behalf of the Department for Education and Skills aims to identify, measure and evaluate the extent to which effective practice in citizenship education develops in schools.

Lee and Byungmin (2010) in his comprehensive work linked education to economic performance. The success of education depends on good health, and vice versa. Modern education should help young people to determine values, and accept responsibility for their health and social behaviour. The success of health promotion in schools requires the joint efforts of both the health and education sectors.

Amanda (2011) in her investigation on self-perceptions and participation in co-curricular physical activities considers the relationship between self-perceptions and participation in co-curricular physical activities in secondary school adolescents. Sixty-three participants and forty-one non-participants of co-curricular activities completed the Self-perception profile for adolescents and a physical activity questionnaire. Data analyses indicated that participants involved in co-curricular physical activities reported significantly higher self-perceptions compared to non-participants

[10] MAJOR FINDINGS OF THE STUDY

The important findings that have emerged out after analysis and interpretation of data are given below:

Correlation Coefficient Between Co-Curricular Activities And Personality Variables Of Girls Sample
 Correlation between co-curricular activities and adaptation is 0.38, which is significant at =0.01.

Correlation between co-curricular activities and self-confidence is 0.40, which is significant at =0.01.

Correlation between co-curricular activities and honesty is 0.39, which is significant at =0.01.

Correlation between co-curricular activities and sociability is 0.41, which is significant at =0.01.

Correlation between co-curricular activities and sympathetic attitude is 0.51, which is significant at =0.01.

Correlation between co-curricular activities and social obligation is 0.45, which is significant at =0.01.

Correlation between co-curricular activities and sense of responsibility is 0.35, which is significant at =0.01.

This shows that there is positive relationship between co curricular activities and personality variables. Hence, it can be concluded that the personality of girls influenced by participation in the co-curricular activities.

Correlation Coefficient Between Co-Curricular Activities And Personality Variables Of Boys Sample
 Correlation between co-curricular activities and adaptation is 0.56, which is significant at =0.01.

Correlation between co-curricular activities and self-confidence is 0.58, which is significant at =0.01.

Correlation between co-curricular activities and honesty is 0.63, which is significant at =0.01.

Correlation between co-curricular activities and sociability is 0.61, which is significant at =0.01.

Correlation between co curricular activities and sympathetic attitude is 0.65, which is significant at =0.01.

Correlation between co curricular activities and social obligation is 0.59, which is significant at =0.01.

Correlation between co curricular activities and sense of responsibility is 0.60, which is significant at =0.01.

This shows that there is positive relationship between co curricular activities and personality variables. But the personality of boys influenced more as compare to girls in co-curricular activities.

[11] SCHOOL WISE DISTRIBUTION OF THE SAMPLE

Sr.No.	Name of the Institutions	No. of Students		Total
		Boys	Girls	



1	Govt. Sen. Sec. School, Palwal	13	12	25
2		12	13	25
3	Govt. Sen. Sec. School (Boys), Palwal	25	-	25
4		-	25	25
Total		50	50	100

[12] TOOLS USED IN THE STUDY

There was no instrument available for data collection, so researcher herself by consulting the experts developed a questionnaire containing 35 items. Study aimed at to measure 7 personality traits of secondary school students. The questionnaire is developed by keeping in view these traits.

[13] CONCLUSION

Co-curricular activities are utmost needed to fulfill the aims and objectives of life. In co-curricular activities, students participate in various cultural programs, which help them in socialization, self-identification and self-assessment. The participation in drama, play enables in developing balanced personality. People get acquainted with culture, customs, and activities of other places due to co-curricular activities such as field trips, tours and excursion. It inculcates the feelings of harmony, thus develop unity and togetherness in the society. In community work, students require to meet with many people and develop the capability of adjustment. Since, in many co-curricular activities, children have to perform in groups, and performing as a team develops the sense of belongingness. Society needs mentally and physically healthy persons having qualities like creativity, hard work and honesty. Such qualities need training and practice. Textbook alone cannot develop such qualities. These qualities also acquire co-curricular activities as well.

REFERENCE

1. Allport, G. (1996). Pattern and Growth in Personality. New York: Holt.
2. Baars, B.J. (1995). The Cognitive Revolution in Psychology. New York: Guilford Press.
3. Bourne. (1993). The State of Research on Ego Identity. New York: Guilford Press.
4. Christopher (1998) Sports and Self - Confidence Relationship. Retrieved May 16, 2003 from <http://www.msp.sports.bn/>

5. Co - curriculum/departments.html.
5. Doeblner and Eicke(2001). Effectiveness of Debates. Retrieved May 16, 2003 from <http://www.msp.sports.bn/Debates/departments.html>.
6. Doll (1996) The Process of Curriculum Development. Chicago: Rand McNally.
7. Duane (1990). Theories of Personality. California: Cole Publishing Company.
8. Eagle, M.N. (1988). How Accurate Were Freud's Case Histories. New York: Basic Books.
9. Ellenberger, H.F. (1997). The Discovery of The Unconscious: The History and Evolution of Dynamic Psychiatry. New York: Basic Books.
10. Eysenck, H.J (1997). A Model for Personality. New York: Springer - Verlag.
11. Farooq. (1994). Education Systems in Pakistan. Islamabad: Asia Society for Promotion of
12. Innovation and Reform in Education
13. Freud, S. (1925). An Autobiographical Study. London: Hogarth Press.
14. Ganyon (1995). Importance of Co - curricular Activities. Retrieved May 11, 2003 from <http://www.moe.bsn.bn/Co-curriculum/departments.html>.
15. Gavriel (1992). Scouting A Classic Event. Retrieved May 11, 2003 from <http://www.moe.bsn.bn/Scouting/departments.html>.
16. Helson, R., & Mitchell, V. (1995). Personality. Annual Review of Psychology, 4, 42 - 56.
17. Hewison, J. & Tizard, J. (1980). Parental involvement and reading attainment. British Journal of Educational Psychology, 50, 209 - 215.
18. Hike (2001). The Basis of Personality. Chicago: Rand McNally.
20. James. (2001). Definition of Co - Curricular Program. Retrieved April 13, 2003 from <http://www.moe.edu.sg/schools/khs/ecas.html>
21. Jerome Kagan. (1971). Personality Development. New York: Harcourt Inc.
22. Kelly, G.A. (1991). The Psychology of Personal Constructs. New York: Norton.
23. Kline, P. (1997). Fact and Fantasy in Freudian Theory. London: Methuen
24. Latane, B., & Bidwell, L.D. (1994). Sex and Affiliation in college cafeterias. Personality and Social Psychology Bulletin, 6, 72 - 76

