



Study of the effects of co-curricular activities on the personalities and educational achievements of high school students of Udaipur

DR. HITESH PATEL

Abstract:

This study was conducted to examine the effect of co-curricular activities on the personalities and educational achievements of high school students of Udaipur. A method of this study was survey in nature. The researcher had used the standardized personality test of L. N. Dubey and Archana Dubey in this research. This was a partial interpolation assessment. Formed by this sentence completion assessment clarifies three aspects of personality, which includes socialism, ambition and confidence and the previous year school report was used for the educational achievement and co-curricular activities. As a sample 40 students were taken which were take part in co curricular activities and 40 students were taken which were not take part any time in co curricular activities had been chosen according to the purposive sampling method for the this study. Being qualitative data, only percentage (%) from the collective data based on personality test and educational achievement was calculated. findings of the study indicates that the personality and educational achievements of participating students are higher as compared to non-participating students.

Keywords: *personality, traits, academic achievement, university, students*

1. Introduction

This is the explosive era of knowledge. This era has observed various kinds of scientific revolutionary changes, which have awakened curiosity and inventiveness in human mind. The education field is going through new and fresh experiments day by day. Based on the experiences gained from these experiments, we can say that bookish knowledge is not enough, it's limited.

Co-curricular activities done in the school play equally important role as curricular activities do. And their proper management requires alertness and complete thoughtfulness. If they are managed in a proper way, they will be very much helpful in the development of values in children.

It is stated in National Education Commission that activities being done in the observation of the school, which let the children get important experience; is a very important part of syllabus. Various activities like eloquence, drama, sports etc. inspire the creativity and confidence lying in the students. Co-curricular activities give way to the confidence in children by developing their abilities and merits, which prepares them for a successful social life. This speaks a lot about the significance of taking up the present study.

“students who participated in school-based extra curricular activities had higher grades, higher academic aspirations, and better academic attitudes than those who were not in involved in extra curricular activities at all ” Thompson and Austin(2003) found no significant relationship between co-curricular activities and the academic grades. Mahoney et al (2003) found a positive relationship between co-curricular activities and inter-personal competencies, high aspiration and better attention level. Hollway(2002) studied effect on motivation and found it positive too. Similarly Bauer and Liang, (2003) showed positive effect on critical thinking, social and personal maturity.

2. Operational Definition

2.1. Co-curricular activities

Apart from studies; cultural, literary and sports activities done in the school for the development of children's personality and skills are called co-curricular activities.

According to Good ,” The school sponsored child activities which require administrative provision and organizational involvement some what different from the more typical class room instruction.” - Good C.V., 1959 (Page No. 103)

2.2. Educational achievements

Marks that the child has scored the previous year; help them in their educational development and based on them only they are promoted to the next standard.

According to C V Good, “ Knowledge attained or skill developed in social subject usually decided by test score or by marks.”

2.3 Personality

According to Allport :”Personality is the dynamic organization within the individual of those psychophysical systems that determine his unique adjustments to his environment”(p. 48).

3. Objectives

In the present research, the researcher has formed the objectives on the basis of three aspects of personality (socialism, ambition and confidence):

1. To study the levels of socialism, ambition and confidence of the students taking part in co-curricular activities.
2. To study the levels of socialism, ambition and confidence of the non-participating students in co-curricular activities.
3. To compare Socialism, ambition and confidence of the participating and non- participating students in co-curricular activities.
4. To Study of the effects of co-curricular activities on socialism, ambition and confidence of the participating and non-participating students in co-curricular activities.
5. To study the educational achievement of the participating students in co-curricular activities.
6. To study the educational achievement of the non-participating students in co-curricular activities.
7. To compare the educational achievement of the participating and non-participating students in co curricular activities.

4. Hypothesis

There will not be any significant difference between the educational achievements and personality of the participating and non-participating students in co-curricular activities.

5. Method

Survey Method was implemented in the present research.

6. Tools

The researcher had used the standardized personality test in this research. This was a half-projective assessment formed by L. N. Dubey and ArchanaDubey. This sentence completion assessment clarifies three aspects of personality, which includes socialism, ambition and confidence. 15 incomplete sentences of this assessment are related to socialism, 15 other are related to ambition, while the remaining 20 are related to confidence. Here, socialism, ambition and confidence were measured on various levels (highest, high, medium, low and lowest) and the school report was used as a material, which included the facts indirectly observed by the researcher, management of co-curricular activities organized in the school, materials, school-timetable, number of teachers and the results of exams taken for the educational achievement.

7. Sample

Vidyabhavan Higher Secondary School of Udaipur had been chosen according to the purposive sampling method for the present research. For this research 40 students who participated in co curricular activities and 40 students who do not participated in co-curricular activities were taken.

8. Data analysis

Being qualitative data, only percentage (%) from the collective data based on personality test and educational achievement was calculated.

9. Findings

Following are the findings of this research:

1. More socialism is found in the students who participate in co-curricular activities, while the non-participating students were less social.
2. Students often participating in co-curricular activities get more ambitious, while non-participating students' ambitions are found lower.
3. Non-participating students lack confidence, while participating students get more confident day by day.
4. There is a difference between the socialism of participating and non-participating students. Participating students seem more social.
5. Participating students are more ambitious as compared to non-participating students.
6. There was difference between the confidence of participating and non-participating students.
7. The level of educational achievement was always seen higher in participating students.
8. The educational achievement was seen lower in non-participating students.
9. There was difference between the educational achievement of participating and non-participating students.
10. There was a difference between socialism, ambition and confidence of participating and non-participating students.

10. Conclusion

Based on the findings of this research, we can say that the personality and educational achievements of participating students are higher as compared to non-participating students.

11. References

1. Aggarwal, J.C. (1994): Educational Administration, Management and Supervision, Principles and Practices, New Delhi.
2. Aggarwal, J.C. (1967): Educational Administration, School Organisation and Supervision, Arya Book Depot, New Delhi.
3. Albaili, M. A. (1997). Differences among Low, Average, and High-Achieving College Students on Learning and Study Strategies. *Educational Psychology*, 17 (1-2), 171-177.
4. Allport, G.W. (1937). *Personality – A psychological interpretation*, New York: Henry Holt and Company.
5. Anzi, F.O. (2005). Academic Achievement and Its Relationship with Anxiety, Self-Esteem, Optimism, and Pessimism in Kuwaiti Students. *School Behavior and Personality*, 33, 95-104.
6. Best, J.W., & Khan, J. V. (1999). *Research in education* (7th Ed.). New Delhi: Prentice Hall.
7. Carson, C., Butcher J., & Mineka, S. (2000). *Abnormal Psychology and Modern Life*. Eleventh Edition, Allyn and Bacon: Boston, London.
8. Conroy, D. E. (2004). The Unique Psychological Meanings of Multidimensional Fears of Failing. *Journal of Sport and Exercise Psychology*, 26, 484-491.
9. Johnson, C.B. (1997). Personality Traits and Learning Style: Factors Affecting the Academic Achievement of Underachieving Gifted Students. *Dissertation Abstracts International Section A: Humanities and Social Sciences*, 57 (11), 46-48.
10. Kochhar, S.K. (1990): *Secondary School Administration*, Jullundhar University Publishers.
11. Mullanattom, M. (1993). *Personality*. Bharananganam: Jeevan Books-80-83.
12. Mukerjee, S.N. (1959). *Secondary School Administration*, Acharya Book Depot, Baroda.
13. Panda, B. N., & Samal, M.C. (1995). Personality and Academic Achievement of the Children of Working and Non-Working Women. *Indian Journal of Psychometry and Education*, 26(2), 85-89.
14. Rindermann, H & Neubauer, A. (2001). The Influence of Personality on Three Aspects of Cognitive Performance: Processing Speed, Intelligence and School Performance. *Personality and Individual Differences*, 30 (5), 829-842.
15. Safaya, R.N. and Shaida B.D. (1969): *School Administration and Organisation*, Dhanpat Rai & Sons, Jullundhar.
16. Shaughnessy, M. (1993). Scores on the 16 Personality Factor Test and Success in College Calculus 1. <http://orders.edrs.com/members/sp.cfm>.
17. Trivedi, K., Sinha, S., & Sinha, H. (1989). Personality Traits and Emotional Problems in High and Low Achieving Students. *Indian Journal of Clinical Psychology*, 16 (2), 99-101.
18. Wolters, C. A. (2004). Advancing Achievement Goal Theory: Using Goal Structures and Goal Orientations to Predict Students' Motivation, Cognition, and Achievement. *Journal of Educational Psychology*, 96, 236-250.