



# Impact of Extra Curricular Activities On Rural and Urban Student's Academic Performance At Secondary Level

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## Abstract

The National Curricular Frame Work includes all the co-scholastic activities in the area of “Extra-curricular activities” and thereby has given curricular recognition to them. Though it remains a challenging task to define extra-curricular activities, because of the multiplicity of terminological jargons, it can be broadly defined as ‘activities other than those teachers –dependent, classroom activities’. The main aim of the study was To Identify the Impact of Extra Curricular Activities On rural and urban Students Academic Performance. The main Finding was there exist no Significant difference between rural and urban secondary schools students on academic achievement in reference to participation in Extra Curricular Activities.

Key words : Rural , Urban, Extracurricular activities, academic achievement.

## 1.1 Introduction:

The Extra-curricular activities have a long history in Education. The development of these activities in the opinion of Mckown (1952) falls under three phases. In the first phase, these extra-curricular activities were actually not given much importance. They were considered to be the activities meant to be performed outside the learning environment. In the second phase, changes were brought in at a noticeable level, in that phase, physical activities such as sports and games were considered to be activities related to school environment. Even then, other activities presently considered to be Extra-curricular, like literary competitions, debating, music, art club were seldom recognized as extra-curricular activities. In the opinion of Mckown (1952) the third phase of extra-curricular activities began in about 1920, when the more enlightened faculty members recognizing the ‘pull’ of

these activities, their inherent potentialities for education, made the logical demand that they be capitalized rather than ignored or condemned.

Only in this phase, press and publications began to place news columns and write-ups stressing the important educational significance of extra-curricular activities. Originally co-curricular activities were termed as extra-curricular activities. In the process of the development of the third

phase, designations such as semi-curricular, extra-curricular, intra-curricular, collateral, integrating, socializing, super-curricular, allied extra-curricular (a condensation of extra-curricular) were conferred to these activities. In Indian educational context, the framers of curriculum use the phrase extra-curricular. The National Curricular Frame Work includes all the

co-scholastic activities in the area of “Extra-curricular activities” and thereby has given curricular recognition to them. Though it remains a challenging task to define extra-curricular activities, because of the multiplicity of terminological jargons, it can be broadly defined as ‘activities other than those teachers –dependent, classroom activities’.

The Extra-Curricular activities have been merged with Co-curricular activities. Extra-curricular activities are activities performed by students that fall outside the realm of the normal curricular of school or university education. Extra-curricular activities exist at all levels of education, from 4th-6th junior high/middle school, high school, college and university education.

On average, in India, students are advised to participate in a minimum of one extra-curricular activity throughout the course of one school year. Such activities are generally voluntary as opposed to mandatory, non-paying, tend to be athletics, social and philanthropic as opposed to scholastic and involve others of the same age. Students often organize and direct these activities under faculty sponsorship; although student-led initiatives such as independent newspapers are common. The extra-curriculum made its first appearance in American colleges in the nineteenth century. It complemented the curriculum as much as subverted it. The students found in it a kind of laboratory for practical and vocational interests.

## **1.2 Significance of The Study:**

Curriculum as noted earlier is very vital in education. The enrichment of curriculum can be realized only if its supplemental components are also considered essential and granted due place for them in the curriculum. The main supplement is extra-curricular activities. Though various researchers have established the importance of extra-curricular activities based on the prevailing conditions at present, the contribution to the main stream that is, curricular activities has not yet been brought out fully. In the past years, various revisions of curriculum were undertaken. But new variants and varieties of extra-curricular activities have not been identified and included in the syllabi. The justification for the inclusion of extra-curricular activities must have some basis, as the achievement in curricular subjects is considered to be the main goal of educational process. Therefore the supplemental nature of extra-curricular activities is to be studied. While thinking of the inclusion of extra-curricular activities in the syllabus, the identification of different extra-curricular activities becomes very

essential. In identifying the extra-curricular activities, the sociological and psychological aspects are to be taken into account. Hence a study on the correlated nature of extra-curricular activities and achievement is thought to be essential. This research investigated the Impact of Extra Curricular Activities On Rural and Urban Student's Academic Performance At Secondary Level.

### 1.3 Statement of the Aim:

**Impact of Extra Curricular Activities On Rural and Urban Student's Academic Performance At Secondary Level**

### 1.4 Research Objectives:

- To Identify the Impact of Extra Curricular Activities On Rural and Urban Student's Academic Performance At Secondary Level.

### 1.5 Hypotheses of The Research:

The present thesis is based on the following assumptions being verified:

H1: There exist no Significant difference between Rural and Urban secondary schools Student's on academic achievement.

H2: There exist no Significant difference between Rural and Urban secondary schools Student's on Extra Curricular Activities.

H3: There exist no Significant Correlation between Rural and Urban secondary schools students on academic achievement and Extra Curricular Activities.

### 1.6 Operational definition of key term used

- **Co-Curricular Activities:**

The purpose of education is to bring out and grow students' inherent talent and skill in the best way toward a positive path. Therefore, students' secret strengths and abilities must be given the chance to be revealed. Co-curricular programmes include this incentive. These additional activities have been described in the standard curriculum as extra-curricular activities. However, these practices have now been accepted by mainstream education as an important and integral part of the curriculum. Extracurricular activities are part and parcel of modern day's academic curriculum. It provides them a positive character building opportunity and teaches ways to develop discipline, commitment, tenacity, self control and a healthy respect for School authority. The term "extra-curricular activities" denotes that activities under the direction and supervision of the school, should be educative within the scope of curriculum. For practical purposes and general understanding the following definition from Encyclopedia of Educational Research may be quoted :-

"Programme and events, carrying out no academic credit, sponsored and organised by pupils or students organisation or by the educational institution, designed to entertain, instruct, and/or provide exercise of interests and abilities, subject to some measure of control by the institutions. "

### Academic performance

Academic performance or excellence in academics bears significant importance in the present day world. It has been and still even today, it is being considered as an indicator and fortune of a child's success in future. Academic achievement is a key criterion to judge one's potentialities and capabilities. The effectiveness of any education system to a large extent depends upon the involvement of students to achieve whatever it is to be in the cognitive or psycho-motor domain. Therefore, it is more pressing to the students to have high academic achievement,

The term "achievement" refers to the outcome of a person's effort and action in some sphere of activity. Terms like attainment accomplishment, and acquisition, in spite of containing varying shades of meaning are often used as synonyms of achievement. Eysenck et al. (1972) in their Encyclopedia of Psychology has described the term achievement as a general term for the successful attainment of some goal requiring certain effort. The concept of achievement illustrates the fact that subject is not merely accomplishing a task without assistance but is trying to perform well with the aim of eliciting positive reinforcement for his demonstrated competence in the task. Achievement encompasses ability and performance and elaborately related to human growth in terms of cognitive, emotional, social, and physical development. It is not related to a single instance, but occurs across time and levels, through a student's life in school and on into post secondary years and working life (Steinberge, 1993). Merriam-Webster (2003) defines achievement as 'the quality and quantity of a student's work,' This definition is the one that more or less applies to this research as the examination marks refers to the quality of work based on the quantum of inebrations required. Ilene, achievement contains both quality and required quantity with which the work is performed. The degree of positive effect that children perceive about their own performance is important not only in maintaining positive attitude towards school, academic achievement, and learning, but also in promoting competence and self-worth

### **1.7 Delimitation Of The Analysis:**

Class 12<sup>th</sup> students from ten co-educational secondary schools affiliated with the Bareilly district of CBSE and ICSE in the state of Uttar Pradesh are chosen for the current report.

### **1.8 Methodology:**

The investigator used the descriptive survey study approach in the current study to achieve the goals of the study. The current study population consists of all students studying in Bareilly District in the state of Uttar Pradesh in 48 secondary schools, of class-Xii. Total 600 Students were Selected for randomly in this study.

### **1.9 Research Tools**

To recognise transactions and involvement in co-curricular activities by students in secondary schools, the self-constructed tool.

The aggregate percentage of marks obtained from class XII students was taken to understand the academic performance of the students as a result of the annual review.

### **1.10 Statistical Techniques Employed :**

The researchers used the following statistical techniques in the current study to analyse the data:

(a) Central Tendency (Arithmetic Mean), Standard Deviation,

(b) t- Test.

(c) Correlation

### 1.11. Conclusion

The present thesis found following Conclusions:

- There exist no Significant difference between Rural and Urban secondary schools Student's on academic achievement.
- There exist no Significant difference between Rural and Urban secondary schools Student's on Extra Curricular Activities.
- There exist no Significant Correlation between Rural and Urban secondary schools students on academic achievement and Extra Curricular Activities.

### 1.12. Educational Implications

From the observation of the Findings of the Present Study, the following Educational Implications are drawn which are given below Since citizenship Activities is found to be more than all the other extra-curricular Activities components. Therefore a strict measure has to be taken to inculcate or improve the other activities like physical Activities, art Activities and information technology Activities. Emphasis must be given to physical Activities which have found a least place in our study among the variables, by allotting the specific time in the school time table. Art Activities can be flourished by conducting drama, dance, painting, elocution, drawing, story writing, composing poems and regular cultural events. Thirdly an executive awareness must be created in schools regarding information technology among all kinds of students with respect to the variables.

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