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## **A Study on the Relationship between Co- Curricular Activates and Academic Achievement among – (VIII) Students of Few Selected Blocks of Paschim Mednapore, West Bengal, India**

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**Abstract:**

*Co-Curricular Activities and Academic Achievement has never been all that schools offer to their students .The Academic Achievement in different subject like science ,mathematics ,literature and social science are directly related to their mental development and understanding level which is possible by their all round development of students for which different level of participation in co-curricular activities also responsible .The purpose of this research is to establish that co-curricular activities in among class viii students participate have a positive effect on their academic achievements. The study was conducted by using the questionnaire filling technique which was distributed among 100 students of the school. The study gave the fact their according to the students involved in any kind of sports participating in dramatic and other literacy activities positively affects their academic achievement .So it can be deduced from the study that relation between Co-Curricular Activities and Academic Achievements of the students this impact also depends upon those activities in which the students are keenly involved .*

**Keywords:** *Co-Curricular activities, academic achievement.*

### **1. Introduction**

Modern cyber era is full of competition. In this age everyone developed a competitive zeta to compete with others achieve life goals. Amongst the various areas where people try to compete with others, the academic pursuit seems to emerge as the most important and relevant aspect of life where people try to do there beat over others according to George (1983) “The future of any country depends on the quality of young people, their motivation, there aspiration, their ambitions and in the final analysis, there character”

In all such efforts there is the notion of excellence. Excellence in education has been of prime importance for their parents, teacher etc. Hence all school machinery along with the parents of school going children makes all efforts of creates such as academic environment where excellence is nourished and developed.

Modern approaches of education emphasis on all round development of the child. The process of education is not something static or one time measure rather, continuous and lifelong endeavor that can be divided in two parts; curricular activities and co-curricular activities

Academic achievement most likely seems to be one of the prediction of people’s success in general and public’s success their carrier in particular.

Hence it is to be noted that academic achievement is an outcome of instruction provided to the children in schools which is determined by the grades on marks secured by the students in the examinations. The term “achievement” refers to the degree of level of success attained in some general and specified areas. Achievement is an end product of learning and its learning and its level and p [performance are affected by various factors like creativity.

A co-curricular activity is defined as a program or out-of-class activity, supervised and/or financed by the school, which provides curriculum building experiences. Co-curricular activity means activities conduct on or of school premises by clubs, association and organization of pupils sponsored by the board of education.

Academic Achievement most likely seems to be one of the predictors of people success in general and pupil’s success in their concern in particular. Achievement refers to the degree level of success attained in some general and special areas. In academic achievement is something you do on achieve at school, college or unlikely in class in a laboratory or fieldwork. It does not include on music.

## 2. Objectives of Study

### 2.1. Objective:-

- 1) To find out the relationship between co-curricular Activity & Academic Achievement of rural boys.
- 2) To find out the relationship between co-curricular Activity & Academic Achievement of Urban boys.
- 3) To find out the relationship between co-curricular Activity & Academic Achievement of Rural girls.
- 4) To find out the relationship between co-curricular Activity & Academic Achievement of Urban boys.
- 5) To find out the relationship between Academic Help to Rural boys and Urban boys.
- 6) To find out the relationship between co-curricular Activity & Academic Achievement of Urban boys.
- 7) To find out the relationship between Self activity of Rural boys and Urban boys.
- 8) To find out the relationship between Academic Achievement of Rural boys and Urban boys.
- 9) To find out the relationship between Academic Help of Rural and Urban Girls.
- 10) 10. To find out the relationship between co-curricular Activity of Rural Girls and Urban Girls.
- 11) To find out the relationship between Self Activity of Rural Girls and Urban Girls.
- 12) 12. To find out the relationship between Academic help of Rural Urban Girls.

### 2.2. Hypothesis:

- $H_0^1$  There is no significant relationship between co-curricular activity & Academic Achievement of Rural boys
- $H_0^2$  There is no significant relationship between co-curricular activity & Academic Achievement of urban boys
- $H_0^3$  There is no significant relationship between co-curricular activity & Academic Achievement of Rural girls.
- $H_0^4$  There is no significant relationship between co-curricular activity & Academic of Urban girls.
- $H_0^5$  There is no significant relationship between Academic help of Rural boys and Urban boys.
- $H_0^6$  There is no significant relationship between co-curricular activity Rural and Urban boys.
- $H_0^7$  There is no significant relationship between Self-Activity Rural and urban boys.
- $H_0^8$  There is no significant relationship between Academic Achievement of Rural and Urban boys
- $H_0^9$  There is no significant relationship between Academic help of Rural Girls and Urban Girls.
- $H_0^{10}$  There is no significant relationship between co-curricular activity & Academic of Urban girls.
- $H_0^{11}$  There is no significant relationship between Activity & Academic of Urban girls
- $H_0^{12}$  There is no significant relationship between Academic help of rural girls and Urban girls.

### 2.3. Methodology of the Study

The present study is descriptive by nature and nonnative survey technique was adopted for collection of data on curricular activities and academic achievement of 8<sup>th</sup> standard students.

### 2.4. Sample

The present study was adopted 200 class VIII students from Mednipur District of West Bengal state chosen as sample by using simple random sample technique. A self made questioners was best on the four dimensions such as academic help, co-curricular activity, self-activity and academic achievements and co-curricular activities of this students. The collection of data was subjected to "t-Test" and percentage analysis.

## 3. Analysis and Interpretation

The study was conducted to ascertain the extent of relationship between co-curricular activities and academic achievements. The result indicates that no significant finding between co-curricular activities and academic achievement among rural boys was recorded (Table 1). Similar non-significant results were found for girls (Table 2). Actually this non-significant result indicates that academic achievement of rural children does not depends on their co-curricular activity. This is possible because most of the schools in the rural areas are not well concern about co-curricular activity that means students are not habituated with such activities. This was confirmed with their responses sheets where they express their opinion that they mostly perform their co-curricular activity which is not directly linked with their subject.

Again similar relationship was found in case of urban boys with significant ( $p < 0.01$ ) results (Table 3). The finding indicated that urban boys can improve their achievement level with their co-curricular activities (Table 3). This is quiet possible because urban students always interested with various types of co-curricular activities which are directly or indirectly related with their syllabus. In most of the urban school sometime run their eco-club and they organize many programmed thought their academic year.

This support their academic achievement with co-curricular activity and it is significant at 1% level of significant. Such relation was not recorded in case of urban girls (Table 4). This non significant result is due to the fact that mostly girl students avoid the co-curricular activity. They are perform many activities which are not directly linked with their study. They mainly performed dancing, singing, drawing etc. Study results indicate that about 66% girl students doesn't directly linked with the co-curricular activity. That is why there is a significant ( $p < 0.01$ ) difference between academic achievement & co-curricular activity was recorded.

Area	N	M		t	Significant
Rural	47	37.78	1.259	0.298 <sup>NS</sup>	NS
Rural	47	3.480	1.2327		

Table 1: Relationship between Co-curricular activity & academic Achievement of Rural Boys  
NS: Not Significant

Area	N	M		t	Significant level
Urban	26	2.808	1.167	3.224*	Significant
Urban	26	3.714	0.845		

Table 2: Relationship between Co-curricular activity & academic Achievement of Urban Boys  
\* $p < 0.01$

- Therefore the hypothesis  $H_0^2$  – rejected at 1% level at significance.

In urban area the co-curricular activity with their systematic that are little related with their syllabus get benefits from co-curricular activities. As a matter of that their academic achievement is related with co-curricular activities.

Area	N	M		t	Significant
Rural	53	3.623	1.64	0.09 <sup>NS</sup>	NS
Rural	53	3.533	1.279		

Table 3: Relationship between Co-curricular activity & academic Achievement of Urban Girls  
NS: Not Significant

- Therefore the hypothesis  $H_0^3$  – accepted at 1% level at significance.

Area	N	M		t	Significant
Rural	74	3.608	0.977	0.481 <sup>NS</sup>	NS
Rural	74	3.710	1.092		

Table 4: Relationship between Co-curricular activity & academic Achievement of Urban Girls  
NS: Not Significant

Area	N	M		t	Significant level
Urban	47	3.149	0.834	4.27*	Significant
Urban	26	4.115	1.033		

Table 5: Relationship between Co-curricular activity & academic Achievement of Rural boys and Urban boys  
\* $p < 0.01$

From the study result it has been found that there is a significant ( $p < 0.01$ ) diff between Academic help of Rural boys and Urban boys. Therefore the null hypo there it is rejected at 1% level of significant. This is probably due to Mic environment effect. In urban are children might be getting better help from their parents of they get others academic help occur rural children. Study result also indicate that x% children response that their parents were motivate for regular study and activity a competitive environment.

Area	N	M		t	Significant level
Urban	47	3.778	1.259	3.34*	Significant
Urban	26	2.808	1.167		

Table 6: Relationship between Co-curricular activity & academic Achievement of Rural boys and Urban boys  
\* $p < 0.01$

- Therefore the hypothesis  $H_0^6$  – accepted at 1% level at significance.

Area	N	M		t	Significant level
Urban	47	2.702	1.020	2.419*	Significant
Urban	26	3.360	1.287		

Table 7: Relationship between Co-curricular activity & of Rural boys and Urban boys  
\* $p < 0.01$

- Therefore the hypothesis  $H_0^6$  – accepted at 1% level at significance.

Area	N	M		t	Significant
Rural	47	3.480		0.982 <sup>NS</sup>	NS
Rural	26	3.714	0.845		

Table 8: Relationship between Academic Achievement of Rural boys and urban boys  
NS: Not accepted

Area	N	M		t	Significant level
Urban	53	3.038	0.733	5.865	Significant
Urban	74	3.865	0.865		

Table 9: Relationship between Academic Help and Rural girls and Urban girls  
\* $p < 0.1$

Area	N	M		t	Significant
Rural	53	3.623	1.64	0.60	NS
Rural	74	3.608	0.977		

Table 10: Relationship between Co-curricular activity of Rural girls and Urban girls  
NS: Not accepted

Area	N	M		t	Significant level
Urban	53	2.64	2.997	7.042*	Significant
Urban	74	3.000	0.993		

Table 11: Relationship between Self Activity of Rural girls and Urban girls  
\* $p < 0.01$

Area	N	M		t	Significant
Rural	53	3.533	1.279	0.827 <sup>NS</sup>	NS
Rural	74	3.710	1.092		

Table 12: Relationship between Academic Achievement of Rural boys and Urban boys  
NS: Not accepted

### 3.1. Major Findings

1. There is no significant relationship between co-curricular activity and academic achievements of rural boys.
2. A significant relationship between co-curricular activities and academic achievement of urban boys through the hypothesis  $H_0$  rejected are one present level of significance.
3. There is significant relationship between co-curricular activities and academic achievement of urban and rural girls.
4. A significant relationship between co-curricular activities and academic achievement rural and urban boys.
5. There is a significant relationship between self activity of rural and urban girls.

### 4. Conclusion

From the present study it can be concluded that the academic achievement of rural students does not related with co-curricular activities whereas, the same relationship exists between urban students. Again such relationship was independent on garden in rural area. The academic help between rural students and urban students should very different. Although this is very much related with their parent's educational background. Results also showed that there is significant difference in self activity between rural and urban boys and not among girls.

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