

EXTRACURRICULAR ACTIVITIES AND STUDENT'S PERFORMANCE IN SECONDARY SCHOOL OF GOVERNMENT AND PRIVATE SCHOOLS

**Singh Annu¹ & Mishra Sunita²
Student¹ & Professor²**

Department of Human Development and Family Studies, School for Home Sciences,
Babasaheb Bhimrao Ambedkar University, Lucknow-226025, Uttar Pradesh, India

ABSTRACT: *The present study was conducted at Lucknow District in Uttar Pradesh. The purpose of this study is to document how being perform in extra-curricular activities can influence development in academics, social skills, and high school completion. In this paper we study the possible influence of extracurricular activities on student's performance of eighth-and ninth graders. 120 students of age group between 13 to 16 years comprised the sample of the study. Self made questionnaire for school students were administered. Data was analyzed in term of percentage and t-test analysis. The statistical analysis revealed that all the 6 types of extracurricular activities, viz. Yoga, Horse riding, Sport activities, Dance, Music and Indoor and outdoor activities together showed significant role in some extracurricular activities and Student's performance of Government and Private School. Students who participate in extracurricular activities generally benefit from the many opportunities afforded them. Benefits of participating in extracurricular activities included having better grades, having higher standardized test scores and higher educational attainment, attending school more regularly, and having higher a higher self concept. Those who participate in out-of-school activities often have higher grade point averages, a decrease in absenteeism, and an increased connectedness to the school. Finally, we discuss the possible influence of extracurricular activities on student's performance and whether such participation is advisable.*

KEYWORDS: *Students performance, extracurricular activities, Secondary school, Government school, Private school, Lucknow district.*

INTRODUCTION

The term 'extracurricular activities' refers to any activities that take place outside of the regular (compulsory) school curriculum. "The activities are voluntary, and students do not receive grades for academic credit for them" (Holloway, 2000, 87). These activities are offered outside of school hours, but within the school setting. Extracurricular activities not associated with school are not included within this definition. Extracurricular activities are offered at most schools in the United States and can 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 private schools make involvement in one or more extracurricular activities a mandatory requirement for their students; believing that such a mandate helps to create a more 'well-rounded' student" (Stoltzfus, 2007, 4).

Research has focussed on the influence of extracurricular activities on academic performance. McCarthy highlights that “Those [students] who participate in [extracurricular] activities have significantly higher GPA’s and significantly lower absenteeism. Although these results are consistent across genders, ethnicities, and socio-economic levels, the results show that differences do exist” (McCarthy, 2000, 411). The GPA of a student refers to their average grade, which is indicated to increase when participating in extracurricular activities. In addition to the higher grades, those student who participate in regular, organised activities, are found to be absent from school less frequently than those students who do not participate. Naturally, those students who attend school more frequently are likely to attain higher grades, which would result in a higher GPA. Attendance and grades are evidently positively influenced by participation in extracurricular activities.

Extracurricular activities are found at all levels of our school system, especially in secondary schools (Foster, 2008). The terms *extracurricular activities*, *co-curricular activities*, and *non-classroom activities* have all been used interchangeably to mean experiences and activities such as debate, athletics, music, drama, school publications, student council, school clubs, contests, and various social events (Emmer, 2010a,b,c,d,e,f). This multitude of experiences forms a third curriculum—paralleling the required and the elective curriculums, and are well integrated into the daily school program (Barbieri, 2009). Generally, extracurricular activities are voluntary, are approved and sponsored by school officials, and carry no academic credit toward graduation (Lunenburg & Ornstein, 2008).

According to Eccles (2003), children and adolescents in the United States spend more than half of their waking hours in leisure activities. Along with interest in how leisure time is being spent, researchers are wondering why there are high levels of disinterest, underachievement, disengagement, and increased amount of time teens spend unsupervised by adults. Participation in activities has been linked to social and academic success, yet over-participation may be too stressful for young adults as it may consume too much of their free time. There are pros and cons to both sides of the activity participation discussion.

Different activities in which students participate, both inside and outside the school itself, are among the multiple situation or agents that can have an effect on these concepts. Extra-scholastic activities have been associated with an improved educational level, more interpersonal competencies, higher aspirations and a better attention level (Mahoney, Cairos & Farwer, 2003), increased critical thinking and personal and social maturity (Bauer & Liang, 2003), higher motivation (Hollway, 2002), and generally speaking, with great benefits that serve to bridge school activities with those performed outside the academic setting (Noam, Biancarosa & Dechausay, 2003).

Objective of the Study

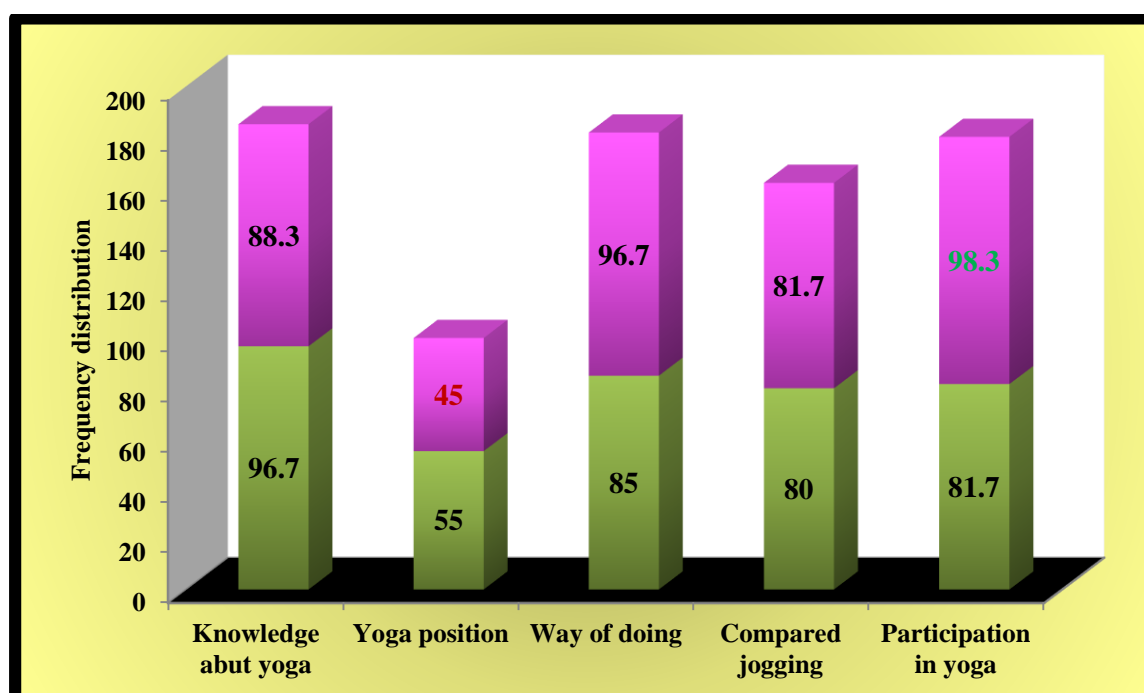
- 1) To know about the different extracurricular activities perform in Government and Private School.
- 2) To study and compared the enrich extracurricular ability performs in different age groups.

METHODOLOGY

The research was carried out 5 Zone in district Lucknow of Uttar Pradesh during March 2013. Purposive sampling method was used for sample selection. Two Government and Two private schools of urban area in district Lucknow were selected to represent the population under study. 120 School going students of 13-16 years were selected for the study. Self constructed questionnaire was used for data collection. Tabulation was done with the help of master chart and statistical analysis was done by using SPSS (20 Version) software.

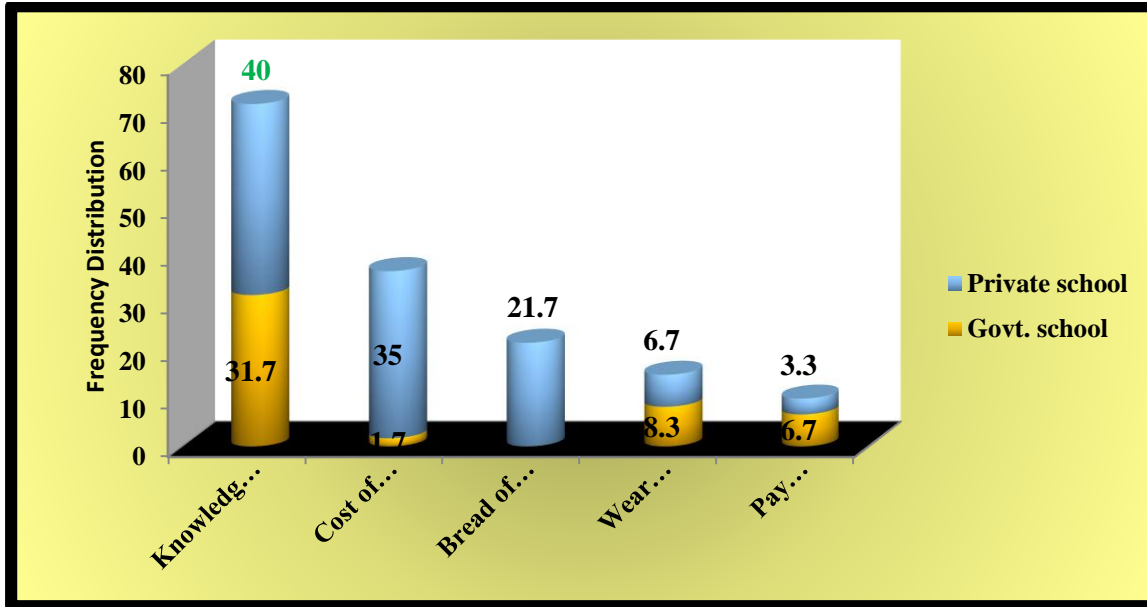
RESULTS AND DISCUSSION

Fig.1: Graphical representation of respondents Performance in Yoga activities.



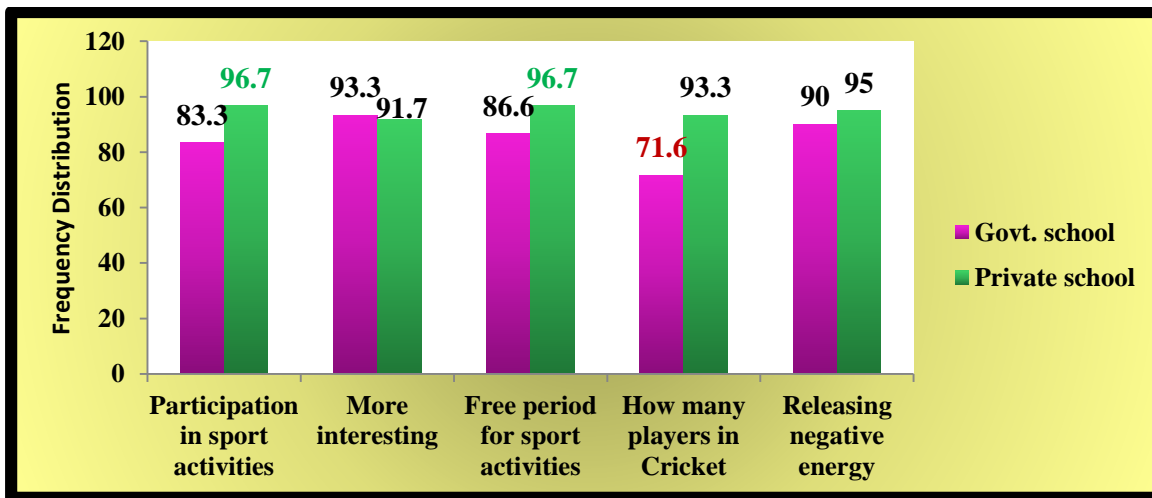
From the above graph it was observed that students of government school (96.7%) had more knowledge about yoga in comparison to student of private school (83.3%), the students of government school (55%) had more knowledge about yoga position in comparison to student of private school (45%), the ways of doing yoga simple and clear understand the students of Private school (96.7%) comparison the students of government school (85%), the students of private school (81.7%) accepted that yoga is comfortable than the jogging in comparison to student of government school (80%), the students of private school (98.3%) had more participation in yoga in comparison to student of government school (81.7%).

Fig.2: Graphical representation of respondents Performance in Horse riding.



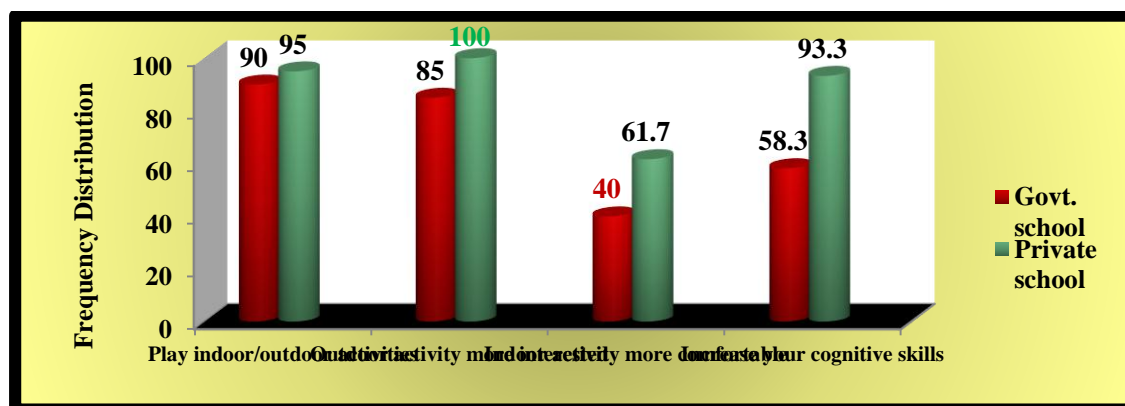
From the above graph it was observed that students of private school (40%) had more knowledge about horse riding in comparison to student of government school (31.7%), the students of private school (35%) had more knowledge about cost of horse riding in comparison to student of government school (1.7%), knowledge about breed of horses only the students of Private school (21.7%), the students of government school (6.7%) accepted that horse riding is pay attention to physical fitness in comparison to student of private school (3.3%).

Fig.3: Graphical representation of respondents Performance in Sport activities.



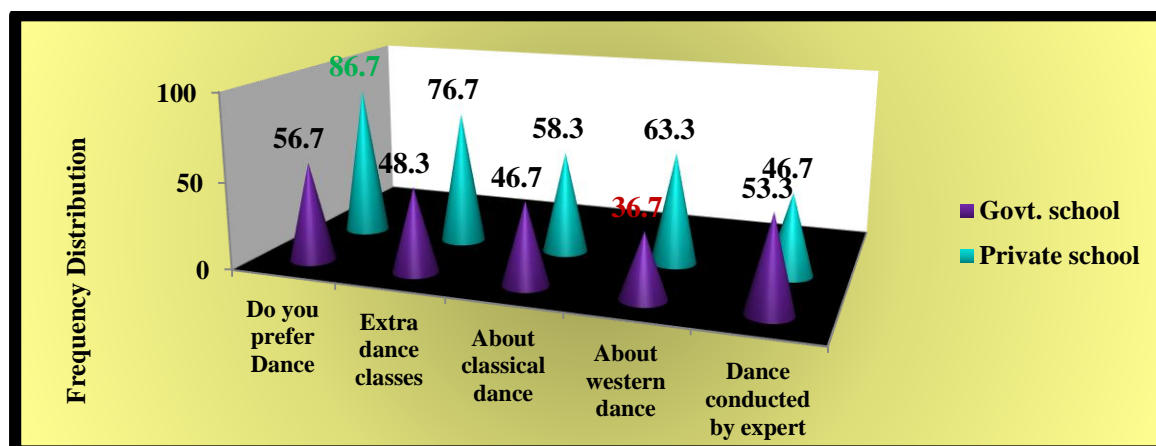
From the above graph it was observed that students of private school (96.7%) had more participation in sports activities in comparison to student of government school (83.3%), the students of government school (93.3%) accepted sport activities more interesting in comparison to student of private school (91.7%), given the free period for sport activities in the students of Private school (96.7%) comparison the students of government school (86.6%), the students of private school (93.3%) know about the how many players in cricket in comparison to student of government school (71.6%), the students of private school (95%) accepted that sports activities releasing negative energy in comparison to student of government school (90%).

Fig.4: Graphical representation of respondents Performance in Indoor/Outdoor games.



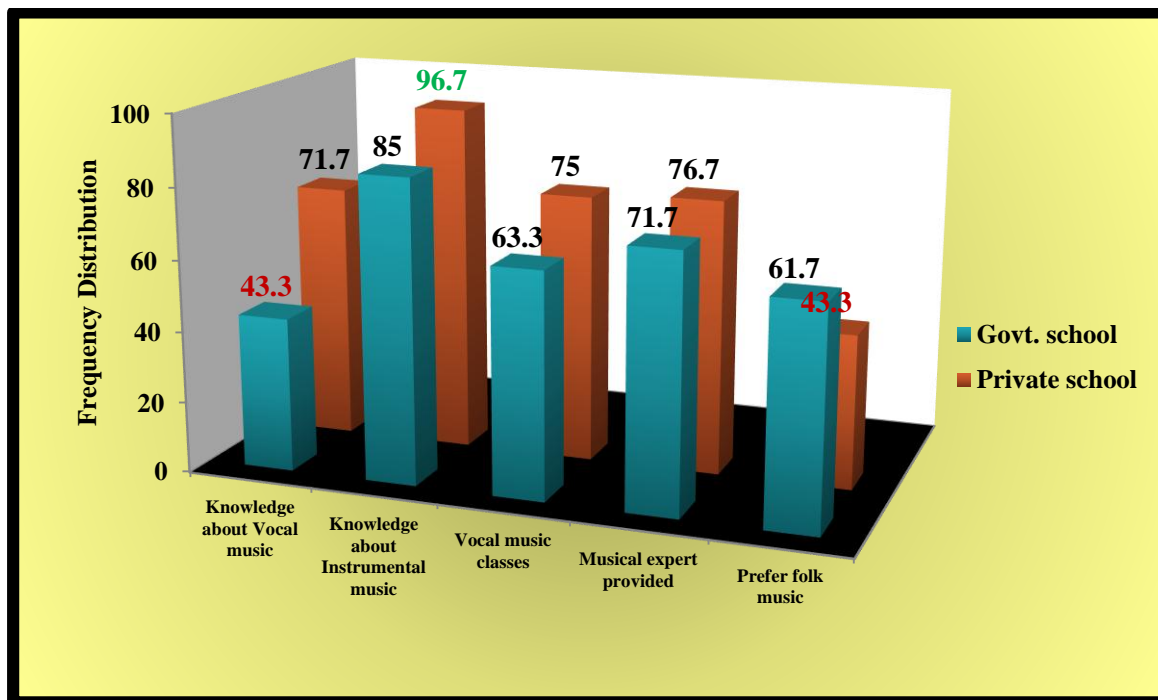
From the above graph it was observed that students of private school (95%) had more play indoor/outdoor activities in comparison to student of government school (90%), the students of private school (100%) accepted outdoor activities more interested than indoor activities in comparison to student of government school (85%), the students of Private school (61.7%) accepted indoor activities more comfortable than outdoor activities comparison the students of government school (40%), the students of private school (93.3%) accepted that indoor/outdoor activities increase cognitive skills in comparison to student of government school (58.3).

Fig.5: Graphical representation of respondents Performance in Dance activities.



From the above graph it was observed that students of private school (86.7%) had more prefer dance in comparison to student of government school (56.7%), the students of private school (76.7%) accepted become extra dance classes in comparison to student of government school (48.3%), the students of Private school (58.3%) had more knowledge about classical dance comparison the students of government school (46.7%), the students of private school (50%) know about western dance in comparison to student of government school (36.7%), the students of private school (85%) accepted that dance classes conducted by expert in comparison to student of government school (53.3%)

Fig.6: Graphical representation of respondents Performance in Music.



From the above graph it was observed that students of private school (71.7%) had more knowledge about vocal music in comparison to student of government school (43.3%), the students of private school (96.7%) knowledge about instrumental music in comparison to student of government school (85%), vocal music classes done the students of Private school (75%) comparison the students of government school (63.3%), the students of private school (76.7%) accepted that musical expert provide in class in comparison to student of government school (71.7%), the students of government school (61.7%) prefer folk music in comparison to student of private school (43.3%).

Table 1: comparison between the extracurricular ability perform in Different Age Group.

S.no.	Extracurricular activities	Age Group of Students				t-Test	P value
		13-14		15-16			
		Mean	SD	Mean	SD		
1.	Yoga	9.04	.891	9.06	.929	.293	.589
2.	Horse riding	5.68	1.134	6.38	1.310	1.712	.193
3.	Sports activities	9.10	.704	8.75	.931	2.570	.112
4.	Indoor/Outdoor games	5.63	.624	5.44	.964	6.486	.012
5.	Dance	8.03	1.529	7.75	1.390	.409	.524
6.	Music	8.40	1.023	8.75	1.125	.003	.956

($p < 0.05$, not significant)

The above table.1 shows that higher mean value of 13 to 14 age group of students in Sports activities (9.10), followed by 15 to 16 age range mean value (8.75) and the low mean value 13 to 14 age group students in Indoor/Outdoor games (5.63) followed by 15 to 16 age range mean value (5.44).

There are no significant differences between age group of 13 to 14 and 15 to 16 for participation in extracurricular activities like:- Yoga, Horse riding, Sports activities, Dance and Music. There are only significant differences found between the age group of students in 13 to 14 and 15 to 16 for participation in Indoor/Outdoor games at the 0.05 level. This means age group was not effects of children performance in different extracurricular activities. It is clear that a significant difference was not found in the performance of children in extracurricular activities like- Yoga, Horse riding, Sport activities, Dance and Music.

CONCLUSION

From the above result it was concluded that the mostly students perform in different extracurricular activities. Majority (100%) of respondents were accepted the Outdoor activities are more interested and Most (1.7%) of the respondents were not known that what the cost of horse riding. It is clear that a significant difference was not found in the performance of children in extracurricular activities in different age group like- Yoga, Horse riding, Sport activities, Dance and Music. Extracurricular activity is a part of student's every day life. They play important roles in student's

lives. They have positive effects on student's lives by improving behavior, school performance, school completion, positive aspects to make successful adults, and social aspects. As teachers, we need to be aware of the effects that extracurricular activities have on education.

Participation in game has a negative impact on the total number of extracurricular activities that students participate in, but all other extracurricular activities have a positive correlation with the number of extracurricular activities that is participated in.

The advise for the Secondary education system, and other education systems that currently lack extracurricular activities, would be that extracurricular activities allow students to broaden their regular curriculum, and pursue activities that to create a positive atmosphere in school.

REFERENCES

- [1Holloway, John H. "Extracurricular Activities: The Path to Academic Success?" *Association for Supervision and Curriculum Development* (December 1999): 87-88.
[<<http://www.cedarvalleychristianschool.org/Handbook/ExtracurricularActivities/tabid/128/efault.aspx>>.
- [Stoltzfus, Corbin D. "A Study of the Correlation Between Participation in Extracurricular Activities and Academic Performance of Middle Level and High School Students" MApaper The Pennsylvania State University, 2007.
- McCarthy, Kevin, J. "The Effects of Student Activity Participation, Gender, Ethnicity, and Socio-Economic Level on High School student Grade Point Averages and Attendance" *National Association of African American Studies & National Association of Hispanic and Latino Studies*. February (2000): 410-424.
- Foster, C. R. (2008). *Extracurricular activities in the high school*. New York, NY: Read Books.
- Emmer, R. (2010a). *Band*. New York, NY: Rosen Publishing Group.
- Emmer, R. (2010b). *Cheerleading*. New York, NY: Rosen Publishing Group.
- Emmer, R. (2010c). *Chorus*. New York, NY: Rosen Publishing Group.
- Barbieri, M. (2009). *Extracurricular activities*. New York, NY: St.Martin's Press.
- Lunenburg, F. C., & Ornstein, A. O. (2008). *Educational administration: Concepts and practices* (5th ed.). Belmont, CA: Wadsworth/Cengage Learning.
- Eccles, J. (2003). Extracurricular activities and adolescent development. *Journal of Social Issues*, 59(4), 865-889.
- Mahoney, J.L., Cairos, B.D. & Farwer, T.W. (2003). Promoting interpersonal competence and educational success through extracurricular activity participation. *Journal of educational Psychology*, 95, 409-418.
- Mishra, S. (2011). Quality dimentions of early childhood care and education: Concerns and issues, Regional institute of education (National council of educational research and training, New Delhi),Hubaneswer, Odisha-751022, website: www.riebbs.ori.nic.in
- Bauer, K.W. & Liang, Q. (2003). The effects of personality and precollege characteristics on First-year activities and academic performance. *Journal of college student Development*, 44, 277-290.
- Holloway, John H. "Extracurricular Activities: The Path to Academic Success?" *Association for Supervision and Curriculum Development* (December 1999): 87-88.

Noam, G.G., Biancarosa, G. & Dechausay, N. (2003). Afterschool education: Approaches to an emerging field. Massachusetts: Harvard University.