

**A COMPARATIVE STUDY ON PERCEPTION OF STUDENTS  
TOWARDS CO-CURRICULAR ACTIVITIES ORGANIZED BY  
SCHOOLS OF NORTH DELHI: A CRITICAL STUDY**

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**Abstract**

*The purpose of this paper was to compare perception of students towards co-curricular activities organized by schools of North Delhi. The present study is a descriptive study and has been conducted in North Delhi. The objective of the study is to find perception of students towards co-curricular activities organized in government and private schools. The investigator has taken 40 students from 4 co-educational schools two Government and two Private schools of North Delhi*

*Self Made Questionnaire and Check List were used. The data was analyzed qualitatively on the basis of responses given by the students through questionnaire. The Questionnaire consisted of 22 items, out of these 10 items are close ended and 12 are open ended.*

**Key Words:** *Co-curricular Activities, Perception of Students*

**Introduction**

As we all know that the aim of education is very wide. Education is related to various aspects of the mind and personality of the child like intellectual development, social development, moral development, aesthetic development, cultural development etc. To achieve this aim curricular activities are not sufficient. Here is the need of co-curricular activities arise. These activities undertaken to strengthen our learning beyond academic curriculum. The philosophy of co-curricular activities means education through practical or learning by doing. The aim of education can be achieved only when curricular and co-curricular activities co-exist. The blend of the two is very essential in order to produce a complete person.

We can say on the basis of above discussion that the purpose of education cannot be achieved only through curricular activities. The importance of co-curricular activities in education, and

especially in schools educations s pointed out by educationist all over the world. These activities are an integral part of the school curriculum. They may reinforce, and give broader and deeper understanding and comprehension to the intellectual pursuits, by and large, made in classroom. In addition, they cater to the cultural, social, aesthetic development of the child; the sine quanon [an indispensable component] of any and every good education system. In the idea of basic education given by Gandhiji co-curricular activities were given their due place in the form of physical, socio cultural and craft activities.

All education commissions (such as Mudaliar Commission, Kothari Commission and others) in the post independence period in India have repeatedly emphasized the need of more and more co-curricular activities.

And if we look into present scenario, in all walks of life, in careers options lively creative, enthusiastic and energetic positive thinkers are preferred. Therefore, to prepare the students future, for their successful career, educational institution need to give equal weight age and strike a right balances between academic and co-curricular activities. Only then the aim of all round development of the child can be achieved.

### **Review of Related Literature**

**Kishore, Vanjana and Suneela Rani (2013)** studied the physical fitness and academic achievement of class VIII pupils – this study aimed at finding the physical fitness of class VII pupils and the influence of gender, type of school and medium of instruction on physical fitness, besides the relationship between physical fitness and academic achievement, the investigators find a contrasting picture between the physical fitness patterns of boys and girls.

**Tan, David L.; Myron. L. (2013)** studied “Participation in Co-curricular Activities Nontraditional Students Perspectives”. Research has demonstrated consistently that participation in co-curricular activities benefits students’ retention rates and educational outcomes. However, the applicability of these findings to nontraditional students has not been clear. An understanding of the factors promoting and inhibiting these unique students participation is needed priority determining the applicability of these studies.

**Gul Mohammad Yazdani (2014)** conducted a study of the interest of students and teachers towards participation and organization of co-curricular activities on government schools at elementary level. He found that 91% students participated in co-curricular activities. Teachers considered co-curricular activities essential for students.

### **Need for the study**

The importance of co-curricular activities has been realized since a long time and again communicated through various education commissions and the National Policy on Education. There is no doubt about the fact that co-curricular activities are as important as curricular activities and are essential for the all round development of the child's personality.

But despite of the timely realization of their importance and their advocacy on papers, the ground realities are different. The co-curricular activities are not considered as par with the regular academic subject areas. They are yet to find their place in the regular time-table of the schools. The co-curricular activities are still considered as once in a while affair. Also, there is a lack of clear specifications for co-curricular area of education as a result any activity carried out outside the class-room is considered as co-curricular activities. The function of co-curricular activities in the education and development of the child is yet to be realized in the true sense.

These are some of the concerns which have prompted the researcher to undertake this study. As students are the most prominent pillars of the educational system, the study aims to compare the perceptions of students towards co-curricular activities in government and private school.

### **Title of the study**

A Comparative Study on Perception of Students towards Co-curricular Activities Organized by Schools of North Delhi: A Critical Study

### **Objectives of the study**

To compare the perception of students towards Co-curricular activities organized in government and private schools.

### **Population of the study**

Population for the present study comprised of all the students of Class VII of all schools of North Delhi.

### **Sample of the study**

The sample of the study comprised of 40 students from a 4 co-educational schools- two Government and two Private schools. 10 students were selected from each school randomly.

### **Tools used for the study**

A checklist of co-curricular activities organized in schools was developed by the investigator. A questionnaire, consisting of both closed-ended and open-ended items was developed by investigator.

### **Delimitation**

The study was confined to students of Class VII only.  
Only 4 schools of North Delhi were included in the study.

### **Analysis of Data and Interpretation**

**Objective -To compare the perception of students of government and private school towards co-curricular activities.**

Through this objective an attempt was made to compare the perception of students of government and private school, towards co-curricular activities organized in their school.

The data was analyzed qualitatively on the basis of responses given by the students through questionnaire. The Questionnaire consisted of 22 items, out of these 10 items are close ended and 12 are open ended. The open and close ended questions are categorized under the following headings:

Importance of co-curricular activities  
Participation of co-curricular activities  
Organization of co-curricular activities

**Importance of co-curricular activities**

**Table 1 Importance of Co-curricular Activities**

S. No.	Statement	Responses of Student (%)			
		Government school		Private School	
		Agree	Disagree	Agree	Disagree
1	Co-curricular activities develop positive attitude and confidence.	85	15	80	20
2	Co-curricular activities important for value inculcation.	80	20	90	10
3	Co-curricular activities are important for all round development.	80	20	95	5
4	Co-curricular activities are a prestige symbol for school.	70	30	75	25
5	A Co-curricular activity gives more recognition for student.	50	50	80	20

**Figure 1**

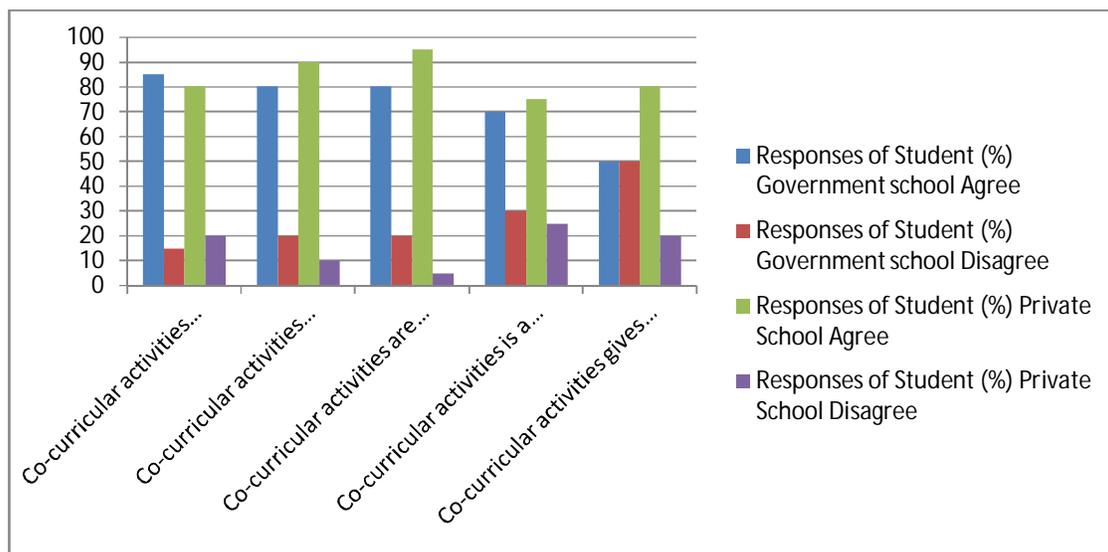


Table 1 indicates the importance of co-curricular activities. The table shows that out of the sample studied 85% students of government school and 80% students of private school agree that co-curricular activities develop positive attitude and confidence in the student. Majority of students of government school (80%) felt that these activities are also important for value inculcation and all round development of the student. On the other hand 90% students of private school mentioned that these activities are important for value inculcation and 95% mentioned for all round development.

Majority of students of both type of school agree that now a day's co-curricular activities are a prestige symbol for schools, but students of private schools are more in favour of this statement as compared to students of government schools, about 80% of students of private schools replied that co-curricular activities gives more recognition to the student who participate and about 50% of students of government schools stated the same. The above has also been depicted through the figure 1.

### Participation in co-curricular activities

**Table 2 Participation of Co-curricular Activities**

S. No.	Statement	Responses of Student (%)			
		Government school		Private School	
		Agree	Disagree	Agree	Disagree
1	Co-curricular activities help in academic performance.	45	55	60	40
2	Co-curricular activities should be compulsory in school.	35	65	70	30
3	Students should participate in variety of Co-curricular activities	70	30	85	15
4	Students should participate in Co-curricular activities organized in the school.	95	5	95	5
5	Participation in Co-curricular activities affects your studies.	45	55	20	80

**Figure 2**

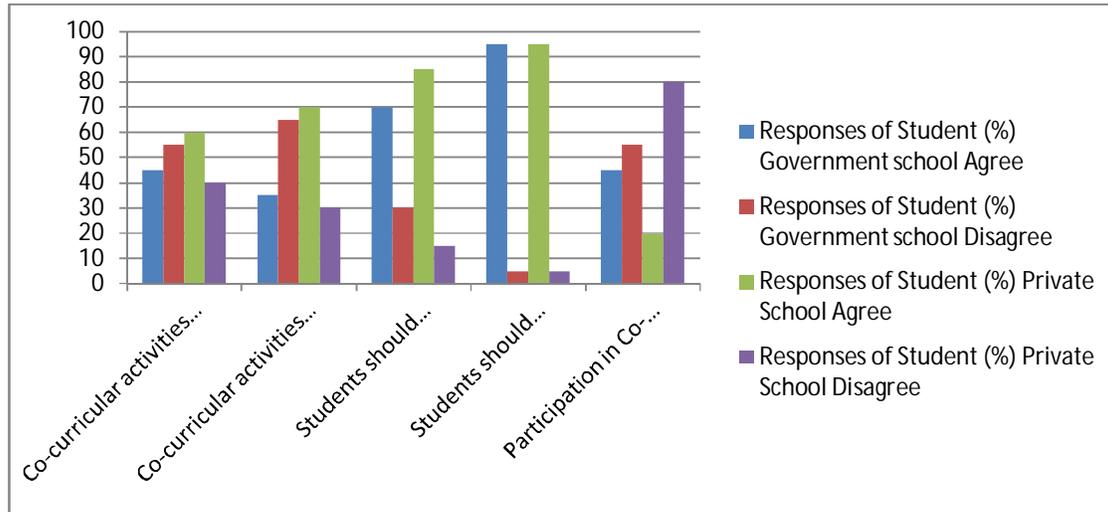


Table 2 and figure 2 shows that 45% students of government school and 60% students of private school are of the view that participation in co-curricular activities helps in learning. They agree that co-curricular activities have been beneficial to them in many ways. However, 55% students of government school and 40% students of private school were not in favour of the statement that participation in co-curricular activities helps in learning.

On asking whether participation of a student in co-curricular activities should be compulsory, 70% students of private school gave response in positive stating that co-curricular activities help in all round development including physical health, and increase their self confidence and knowledge. On the other hand, only 35% students of government school felt that participation in co-curricular activities should be compulsory for all students. The same has been reflected through item no. 12 of the open ended questionnaire.

However, 65% of government school students and 30% of private school students were of the opinion that co-curricular activities should not be imposed on students and they should be free to choose whether they want to participate in these activities and if “yes” then they should also be free to select activities of their interest for participation. They were of the view that making co-curricular activities compulsory will take away the joy of participating in such activities.

While majority of students both in government school and private school stated that they participate in co-curricular activities out of their choice only, 30% of government school and 15% of private school students disclosed that they don't have liberal choice and face some sort of pressure from teachers to participate in co-curricular activities.

Almost all the students 95% in both type of schools agreed to the statement that students should participate in co-curricular activities organized in school.

Majority of the students of government school (55%) and private school (80%) stated that participation in co-curricular activities does not affect their studies, on analyzing their responses to the open ended question it came to the light that these co-curricular activities provide a medium to release their stress due to studies and make them fresh and thus they enjoy participating in co-curricular activities. However, 45% students of private school stated that co-curricular activities affect their studies.

**Organization of co-curricular activities**

**Table 3 Participation of Co-curricular Activities**

S. No.	Statement	Responses of Student (%)			
		Government school		Private School	
		Agree	Disagree	Agree	Disagree
1	Schools have different houses.	100	0	100	0
2	School organize inter-house Co-curricular competitions	50	50	100	0

**Figure 3**

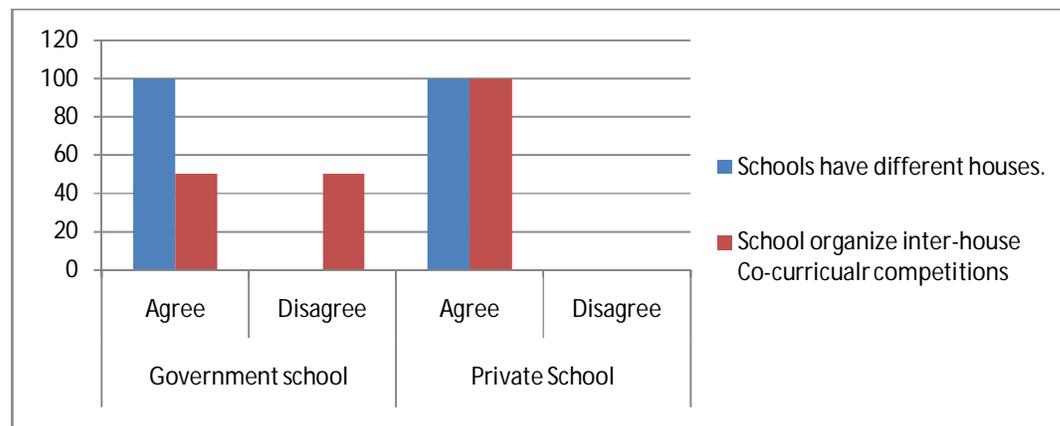


Table 3 and figure 3 show that 100% students of both government and private school revealed that they have different House Systems in their schools.

But there is a difference in Houses Systems of government and private schools. All the students of private school (100%) revealed that their school organizes inter house co-curricular activities competitions like debate, essay writing, dance, drawing, kho - kho, quiz etc.

But in government schools only 50% students revealed that their school organized such type of competitions.

### **Analysis of Responses given on open ended questions**

Open ended questions provide more freedom of expression to the respondents.

In **Item no. 11**, it was seen that an overwhelming number (90%) of students from government schools and 95% students of private school agree that co-curricular activities are important for them. They expressed their view that these activities increase their confidence, reduce their stress, and enhance their positive attitude. These are important for all round development of the student; activities keep them active and inculcate values in them. But a small percentage of students in both schools do not agree with the statement. They are of the opinion that studies are important for a student. So they should pay more attention towards their studies than to participate in these activities.

**Item No. 12**, it was seen that Games and sports, singing and dancing competitions, debates are the activities liked by the students of government schools, private school students besides other activities showed keen interest and expressed their liking for debate, poem, painting, giving speech, and sports like table tennis.

In response to **item no. 13** “who encourage you to participate in co-curricular activities”. Almost all students of both government & private schools revealed that their teachers encourage them. Some students said that their parents encourage them while other few students revealed that their peers encourage them to participate.

In response to **item no. 14** most of the respondents of govt. and private schools responded “No” to the question that co-curricular affect their studies against a few responses from private school. But more than half students of private school felt that participation in co-curricular activities affect their studies in a positive manner as they enhance their academic performance by rejuvenating them after the long study hours, increase their concentration power, and make them more energetic and also boost their confidence and develop their leadership quality.

**Item No. 15** of the questionnaire deals with the reason to participate in co-curricular activities, students of government schools replies they like to participate for enjoyment to get free from studies and these activities also keep them physically fit.

And students of private school revealed that they participate for gaining knowledge confidence, entertainment. Their participation in the activities increase the prestige of their school and their teachers give more attention or recognition. According to some students they participate just because of their interest and enjoyment.

**Item No. 16** “Do you face any kind of problem while participating in co-curricular activities?” it has been inferred that all the student of government school responded that they do not face any kind of problem while participating in co-curricular activities. Almost all the students of private school replied the same, but a few students expressed that it is time consuming and sometimes it is difficult to balance studies and co-curricular activities.

**Item No. 17** of the Questionnaire, all the respondents of private school and majority of government school expressed the view that the participation in co-curricular activities brings more recognition and reward to a student. They revealed that they reason to participate in these activities was to just get the fame, recognition in the school and in the eyes of the teachers. But as compare to it a very few respondents who did not agree with them.

**Item No. 18** mostly parents of students of government school, encourage their child for participation in co-curricular activities but some parents some time or the other do not encourage them as they get worried about the investment of their time & energy in these

activities. But all the parents of students of private school encourage for participation, but some parents also advice students to make a time table for balancing both activities in curricular and co-curricular activities.

**Item no. 19**, it was seen that almost all the students of private schools mentioned that their participation in co-curricular activities is mentioned in their report cards as they get grades according to their performances.

### **Major findings of the study**

On the basis of analysis and interpretation of the data received from the students through questionnaire and checklist, the main findings and conclusion reached through this study are as follows.

1. Majority of students in both type of school agree that co-curricular activity develop positive attitude and confidence in the student.
2. About 80% students of government school and 90% students of private school mentioned that these activities are important for value inculcation.
3. Almost all the students of private school (95%) and of government school (80%) agreed that co-curricular activities are important for all round development.
4. Students of private schools are more in favour of the statement that co-curricular activities are a prestige symbol for schools and these activities give more recognition to the students who participate as compared to government schools.
5. Most of the students (70%) of private school had the opinion that participation in co-curricular activities should be made compulsory. However most of the students (65%) of government school had the opposite opinion that co-curricular activities should not be imposed on students and they should be free to choose activities of their interest for participation.

6. Majority of the students of government and private school revealed that participation in co-curricular activities does not affect their studies in negative manner; on the contrary they help in distressing them and make their school experience joyful.
7. Almost all students in both type of schools revealed that their teachers encourage them to participate in different co-curricular activities organized in their respective school.
8. As per students of government school their participation in co-curricular activities is more for enjoyment and monotonous study schedule. On the other hand students of private school stated that they participate in these activities for recognition, teacher's attention, learning, and schools prestige besides the factor of enjoyment and fun.
9. All the students of both type of schools responded that they do not face any kind of problem. Although a few students of private schools revealed that sometime it is difficult to balance studies and co-curricular activities.

### **Educational Implications**

1. Co-curricular Activities help in all round development of the students.
2. These activities help the student's attention from harmful activities.
3. These activities help boost students self confidence and self esteem.

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