

**PERCEPTION OF STUDENTS AND TEACHERS TOWARDS CO-CURRICULAR  
ACTIVITIES: A COMPARATIVE STUDY**

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**Abstract**

*The aim of present investigation was to study the perception of students and teachers towards co-curricular activities. For this purpose a sample of 40 students and 20 teachers of government and private schools of North Delhi were selected by applying random sampling method. Perception was measured with the help of Self developed Check list and Questionnaire. Qualitative and quantitative case research designs were used to analyze the data. The result indicates that majority of students in both type of school agree that co-curricular activities develop positive attitude and confidence in the student. About 80% students of government school and 90% students of private school mentioned that these activities are important for value inculcation. Almost all the students of private school (95%) and of government school (80%) agreed that co-curricular activities are important for all round development. There is a great difference between the views of teachers of both types of schools on the question of making participation in co-curricular activities compulsory. Teachers of government schools are more in agreement as compared to teachers of private school to the statement that participation in co-curricular activities help in academic performance of students.*

**Key Words:** Co-curricular activities, Perception

### 1.1 INTRODUCTION

“Without co-curricular activities the school is lifeless, teachers are machines. Pupils are textbooks worm and education is one sided.” Mohanty, J. (1990)

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, physical, social development, moral development, aesthetic development, cultural development etc. To achieve this aim only curricular activities are not sufficient. Here is the need of co-curricular activities arise. These activities are undertaken to strengthen the 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 pointed out by educationist all over the world. These activities are as an integrate 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. 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 in the post independence period in India have repeatedly emphasized the need of more and more co-curricular activities.

The **Secondary Education Commission (1952)** remarks-

“the school is not merely a place of formal learning whose main concern is to communicate a certain prescribed quantum of knowledge but rather as a living and organic community which is primarily interested in training its pupils in what we have called the gracious ‘Art of living’.”

Even **National Policy of Education (1986)** has mentioned about “sports and physical education and also rendering of social service by students while learning, are an inseparable part of the learning process”. Further they suggested that “at upper primary stage, while participation in activities relating to physical education and sports should be the main theme, some elements of textual materials could be introduced also. A minimum of one period a day should be devoted for physical education and sports at this stage.”

Similarly **Programme of Action (1992)** has emphasized that these activities (CCA) should benefit students and youth in a number of ways, including character building, co-operative endeavor and endurance. These activities will also greatly help students, develop a sense of self-confidence and self-esteem, and will help them in their future careers.

In **National Curriculum Framework (2005)** art as a subject at all stages is recommended which includes music, dance, visual arts and theatre. It also emphasized on work which is linked with learning from pre primary knowledge into experience, as well as physical activity so that the child's success depends on well planned physical 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 weightage and strike a right balance between academic and co-curricular activities. Only then the aim of all round development of the child can be achieved.

#### **Features of Co-Curricular Activities:**

- a. Supplementing the curricular activities
- b. Developing positive traits
- c. Practical orientation
- d. Providing variety of experience
- e. Intra mural or extra mural

#### **Psychological and Sociological Aspects of Co-Curricular Activities**

Pupils of all secondary schools have one thing; they all belong to adolescent age. It is very crucial period in the life of an individual. Achievements and adjustment in life depends largely on the experiences and habits acquired during this period. The seeds of personality traits, which are embedded in the nature of individual, start blooming. During this period children move from a period of sheltered, cared and dependent life towards independent and responsible life of adult hood. Any negligence or insufficient care on the part of parents and teachers may lead to permanent damage to their future life. Psychological and sociological transformation takes place during this period of life. Schools play a vital role in developing a balanced personality. Students are full of enthusiasm and energy but they do not know how to utilize it. Proper utilization of this enthusiasm and energy, for proper development of personality is the responsibility of the school system.

#### **Importance of Co- Curricular Activities**

The concept of teaching has undergone a major change. Now, it is not confined to simple communication of course content through different methods of teaching. It encompasses the

realization of the aims of education resulting in the all around development of a child. This is possible only if curricular activities may be assessed on the basis of the points that follow.

1. **Accomplishing the aims of education:** Simple classroom teaching is not adequate for realizing the aims of education. Classroom teaching lays emphasis on course-content. Activities, outside the classroom, like participation in games, debates, music, drama, etc. help in achieving many aims of education. Debates enable the students to express themselves freely. Dreams enable them to have a glimpse of our culture and social set up.
2. **Developing the spirit of healthy competition:** A built in feature of most of the co curricular activities is that they extend the facility of constructive competition. This spirit improves the efficiency in the areas of participation. In the course of their participation, they learn how to develop sportsmanship and how to behave when they win or lose an event.
3. **A joyous experience:** Learning becomes a joyous experience if takes place through co curricular activities. Classroom teaching becomes a routine. Students look for a change from the routine; co curricular activities prove to bring a pleasant change and they participate in the activities enhance their knowledge in many areas.
4. **Preparation for life:** One has to be an idle member of family, society and other institutions. Co-curricular activities may prepare students for their future careers, for dealing with members of family, friendship circle, other wings of society, etc.
5. **Developing leadership qualities:** Co-curricular activities enable the students to learn how to organize various activities. Many participants have to be the captains of their respective groups. They are required to guide them how to organize and present an activity, how to develop skills, how to co operate and coordinate in different situations. These leadership qualities enable the students to become leaders and manager when they enter the life situation.

## 1.2 SIGNIFICANCE OF 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 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 teachers and students are the most prominent pillars of the educational system, the study aims to compare the perceptions of teachers and student towards co-curricular activities in government and private school, and also to find out the frequency of the organizations of the co-curricular activities.

### **1.3 RESEARCH QUESTIONS:**

- A) Do co-curricular activities help in academic performance?
- B) Do co-curricular activities be compulsory in schools?
- C) Should the student need to participate in co-curricular activities organized in the school?
- D) Does the participation in co-curricular activities affect your studies?
- E) Is there a need for the students to participate in variety of co-curricular activities?

### **1.4 OBJECTIVES OF THE STUDY:**

1. To compare the perception of teachers towards co-curricular activities organized in government and private schools.
2. To compare the perception of students towards co-curricular activities organized in government and private schools.

3. To find out the regularity of various types of co-curricular activities organized in government and private schools.

### **1.5 DESIGN OF THE STUDY:**

Research designs are invested to enable the researcher to answer research questions as validly, objectively, accurately and economically as possible. In brief the research design does not tell us precisely what to do but rather 'suggest' the directions of observation making and analysis.

For this study Random Sampling method was used.

### **1.6 POPULATION OF THE STUDY:**

Population for the present study comprised of all the students of class VII and teachers of all schools of North Delhi.

### **1.7 SAMPLE OF THE STUDY:**

The sample of the study comprised of 40 students from 4 co-educational schools- Two Government and two Private schools. 10 students were selected from each school randomly. The sample of the teachers comprised of 20 teachers from 4 schools-two Government and two Private schools. Teachers were selected randomly.

### **1.8 TOOLS USED FOR THE STUDY:**

- A check list of co-curricular activities organized in schools will be developed by the investigator. This checklist was administered on both students as well as teachers.
- A questionnaire, consisting of both closed-ended and open-ended items, was developed by the investigator. Separate questionnaire was prepared for students and teachers.

### **1.9 STATISTICAL TECHNIQUES USED**

A qualitative and quantitative case research design (Interview, observation and percentage method) were employed for this study. Within the study there was an attempt to present the perception of teacher's and students with regard to Co-curricular activities.

### **1.10 DELIMITATIONS:**

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

### **1.11 MAJOR FINDINGS OF THE STUDY:**

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

1. Majority of students in both type of school agree that co-curricular activities 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 govt. 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 & 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.
10. More teachers of government school (80%) and of private school (60%) feel that there should be more periods for co-curricular activities in the school time table.
11. 100% teachers of both type of schools replied that they have different houses in their school. All the teachers of private school revealed that their school organizes inter-house co-curricular activities competition, but only 30% of teachers from government school agree to the statement.
12. Govt. schools face more problems in organizing co-curricular activities than private school.
13. There is a great difference between the views of teachers of both types of schools on the question of making participation in co-curricular activities compulsory. As teachers of government school feel that participation in co-curricular activities should be made compulsory for all students. On the contrary private school teachers felt that students should be free to choose activities of their interest. It is interesting to note here that students of private school have totally different view from their teachers in this regard as majority of them believe that participation in co-curricular activities should be compulsory.
14. Teachers of government schools are more in agreement as compared to teachers of private school to the statement that participation in co-curricular activities help in academic performance of students.
15. According to teachers of government school encourage their students by educating them about benefits of these activities and by self participation. However, private school teachers encourage by rewarding by giving individual opportunity to them etc.
16. All the teachers of government school are against the statement that co-curricular activities add to pressure on students and teachers. But some teachers of private schools expressed the view that they need more time and proper organization and management for these activities.
17. Government school teachers revealed that they select the students for various activities by their performance in inter house competitions. On the other hand teachers of private

school replied that they select students on various criteria such as by all numbers, by their interest, by their aptitude, skills, performance in inter house competitions.

18. It was founded that few activities are organize in both type of schools on more regular bases for example yoga, games and sports, music, dance, NCC, debate & discussion as compared to other activities.
19. Morning assembly is a compulsory activity for both types of schools & in therefore conducted daily.
20. The yearly based co-curricular activities such as celebration of annual day, celebration of national days, picnic etc are conducted more regularly almost (100%) as compared to monthly and weekly based activities.
21. Debate and discussion, essay writing competition, school magazine, NCC, music and dance are the activities mostly like by students of private school.

#### **1.12 CONCLUSION:**

In all the aspects of the co-curricular activities private schools are far ahead from government school as far as their regularity is concerned. However in both the types of schools activities under aesthetic development, social development, cultural development and literary development are almost negligible as per daily basis.

Activities related to physical development are conducted on more regular basis in both types of schools as compared to other activities related to social development, cultural development aesthetic development, literary and academic development etc.

Overall frequency of co-curricular activities under different category such as aesthetic development activities, cultural activities, civic activities, literary and academic activities, physical development activities are more in the private school as compared to the government school.

#### **1.13 RECOMMENDATIONS:**

The study reveals number of aspects on which the following recommendations are being made:

- These should be a calendar for co-curricular activities on the lines of regular academic calendar. The time table for various types of activities duration etc should be clearly chalked out for co-curricular activities in the very beginning of the session .And the

calendar should be made available to the teacher's students and parents in the beginning of the session.

- In the government school infrastructure needs to be developed further to give a boost to co-curricular activities and already available resources/human as well as material needs to be utilized effectively.
- Regular period for different kinds of co-curricular activities needs to be marked clearly in the time-table.
- Appropriate grades, awards, recognition and facilitation needs to be given to the students for participation in co-curricular activities to encourage them for these activities and to retain their interest in co-curricular activities.
- Activities need to be organized on more regular basis (daily and weekly) in the schools.

#### **1.14 SUGGESTIONS FOR FURTHER STUDIES:**

There is a need for thorough, detailed, valid, reliable and objective research in this field of study. In present study, a small sample of schools has been taken. Another researcher can work on same problem by taking a large sample. Researcher can also by new method to collect and analyze data for such study. Similar study can be conducted at all the levels in Government schools, Kendriya Vidyalayas, public schools and Residential schools.

Further researches in this field can be made in following areas:

1. A study can be conducted into the interest of students towards co-curricular activities at senior secondary stage.
2. A study may be undertaken on the problems faced by teachers in organizing various co-curricular activities.
3. Research can be undertaken to study the significance of co-curricular activities in value inculcation and talent identification in students.
4. A study may be conducted to find out factors responsible for the good planning and organization of co-curricular activities in the school.
5. A study may be conducted to find out the perception of principals and teachers toward co-curricular activities.

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