Chapter-II
Review of Literature
2.0. Introduction

Review of literature has provided theories, ideas, explanations or hypotheses which give useful information in the formulation of problems. It indicates whether the evidence already exists, solves the problem adequately without requiring further investigation. It avoids replication.

Review of literature forms an important aspect in the process of research. No scientific research can start abruptly. All scientific study stems out as a result of the consolidation of a host of knowledge already gathered by various pioneers in this field. In the light of the earlier researches the problem can be viewed in different perspectives.

John Best (1977) stated that a familiarity with the literature in any problem area help the students to discover what is already known, what methods of attack have been promising or disappointing and what problems remain to be solved. Keeping this in mind, the investigator has collected relevant research done on the topic under investigation. An attempt is made to highlight the procedure and findings of researchers conducted earlier that have a bearing on the present study. The title of the study may vary but they have relevance to the present research have been included in the review.
REVIEW OF RELATED LITERATURE

The studies collected and reviewed are presented under the following headings:

2.1 Studies on the Benefits of Co-Curricular Activities.

2.2 Studies on Different Types of Co-Curricular Activities.

2.3 Studies on Students Participation in Co-Curricular Activities.

2.4 Studies on the Perception/attitude of Students towards Co-Curricular Activities and academic achievement.

2.5 Studies on self concept and academic achievement.

2.1. Studies on the Benefits of Co-Curricular Activities

Anuradha and Roy (1966) conducted the attitude towards physical activities of 57 children ranging in age from 9 to 11 years. It was found that children of different age group differed significantly in their attitude towards physical activity. Students showed significance improvement in their academic achievement.

Karir et al., (1993) observed nine stomata metric measurements and three physical performance tests of 154 urban and 150 rural school girls ranging in age from 11-15 years. It was found that the urban girls are slightly taller, heavier and with longer linear body dimensions than the rural girls.

Mazumdar (1994) studied the effect of various levels of competition on psychological and physical parameters of anxiety on 30 male soccer players ranging in age 12-25 years. There were significant difference in heartbeat rate,
respiratory rate, systolic blood pressure and sports competition anxiety test scores between two times of testing i.e., one day before and one hour prior to the competition.

Astin (2001) analyzed in a study to test the effect of participation in extracurricular activities on high school achievement. This study reveals that the participation of the students in some co-curricular activities has improved academic achievement of the students of secondary schools. He has accomplished and opined that participation of the students in interscholastic sports promotes development of various skills and improvement in academic achievement.

Baker, Akiba, LeTendre (2001) studied that the students active involvement contributes to leadership skills and the ability to plan, manage, organize, implement, and evaluate. Three experts view responsible participation as useful for building character, learning the value of trustworthiness and reliability, and promoting positive public relations throughout schools and communities.

Hebert (2001) conducted a study on plans, roles, and focus in arts. Educational Research, discusses learning that occurs beyond the classroom and home, identifying through illustration of arts-based extra-curricular activities, key features and educational benefits of this environment, the creative and critical power of youth work in the arts (particularly visual arts and dance), and manifest reasoning and organizing properties of the extra education situated in this arena's coordination of actions and roles.
Hebert (2002) has examined critically the present status of speech-theatre course offerings, extra-curricular programs, and staff credentials found out that there is need for speech theatre and extra-curricular programmes for high school students for which field experts and speech personnel should be permanently appointed in schools.

Astroth and Haynes (2002) surveyed the behaviour of 2,500 students' use of out-of-school time found that only 17% reported no involvement in out-of-school activities. Extra-Curricular participants were less likely to shoplift, steal, smoke cigarettes, ride with a drunk driver, or damage property. They were more likely to develop self-confidence and social competence, demonstrate leadership, and able to participate more in curricular activities.

Brown and Evans (2002) investigated the relationship between youth participation in extra-curricular activities and a greater sense of school connection, particularly for non-European American students. Surveys of secondary school students from inner city, urban, and suburban neighborhoods indicated that students who participated in extra-curricular activities, regardless of ethnicity, had significantly higher levels of school involvement.

Black (2002) investigated the two methods of assessing extra-curricular needs of college students. Results revealed substantial differences exist between the percentage of students who indicated in-campus service and out-campus service, was important to them in meeting their personal and social need. A number of students were interested in extra curricular works.
Farenga, Joyce and Ness (2002) in their joint research work, suggested the use of informal experiences students have, through extra-curricular activities such as music lessons to design a curriculum related to sound that encourages active student participation and learning.

Schreiber and Chambers (2002) studied the monographic profile of 697 athlete 347 boys and 350 girls and 699 controls (350 boys and 349 girls) ranging in the age from 10 to 18 years. A regular increase in the weight and other body measurements was found in both boys and girls of athlete and control group. The experimental group boys and girls were heavier taller with big trunks and broad upper body than the controlled group of the same age.

McClusky (2003) examined what skills are gained through participation in extra-curricular activities. It was found an overall moderate positive relationship exists between the two variables of involvement in campus activities and learning outcomes.

Miller (2003) in his research work on Extracurricular Activity Program Effectiveness on Middle School Students examines the effects of out-of-school time and student involvement during early adolescence, when students go through dramatic physical, emotional, and cognitive changes. He discusses the role of after school programs in helping young people navigate early adolescence to successful adulthood.

Wiseman (2003) investigates the cross-national institutionalization of formal civics-oriented school curricula and programs and considers how national educational systems contextualize and institutionalize these curricula and programs. The results of the analysis suggest that formal civic education does not
occur solely as a part of the official curriculum. The paper suggests that through further careful and rigorous secondary analyses, there are many extracurricular programs that instill or encourage civic education and participation as well.

**Parkerson (2007)** made a qualitative study on young women's career and educational development through extra-curricular activities. The effects of participation in extra-curricular activities on young women's career and educational development were examined. A constant comparative method was used to analyze the open-ended responses to questionnaires completed by 156 high school girls and the transcripts from semi-structured interviews with 5 female college freshmen and 2 young adult women who were in the work force. All seven women volunteered to be interviewed because of the positive nature of their high school extracurricular experiences. The analysis established that girls participate in extra-curricular activities primarily for personal, social, physical and emotional reasons.

**Anderson and Raasch (2008)** in his research compares, contrast and compliments the curricular and co-curricular areas of higher education and presented his findings to justify the existence of student affairs as a legitimate contributor to the education of the whole student. The distinctive features of academic and student affairs are presented.

**Rao et al., (2010)** investigated the relationship between participation in school and non-school based extra-curricular activities and peer influence on adolescent substance use. Surveys of 3,189 11th graders from Midwestern high schools indicated that while school and non-school based extra-curricular activities significantly influenced substance use, peer influence was much more significant in explaining variance in substance use.
Everett N Kelepolo (2011) conducted a study on the participation in extra-curricular activities on academic achievement among secondary level students in the state of Utah. The sample group of the study was drawn from five schools consists of ten standard students. The findings of the study revealed that the students participated in the extracurricular activities has performed high in the academic achievement. There was positive correlation between academic achievement and co-curricular activities.

Qaiser Suleman, Dr. Termit Kaur Ranjit Singh, Zeeshan (2014) the researcher conducted the study on the effects of over scheduled involvement in co-curricular activities on the educational attainment of students at secondary level in Kohat Division. The population of the study was secondary level students in Kohat. Pre test –post test design was used. The findings of the study indicate that the academic achievement and participation in the co-curricular activities are positively correlated. The students participated in the co-curricular activities performed better in academic achievement.

2.2 Studies on Different Types of Extra-Curricular/co-curricular Activities

Connell (1994) conducted a study on the path for building resilience, explores some of the approaches used in one after-school program operating in seven sites in Massachusetts to provide an environment and build individual traits that lead to resilience in early adolescents. He described four categories of voluntary activity clubs: the arts, including drama, photography, and dance; practical skills, including cooking, woodworking, and gardening; sports, recreation, and outdoor
adventure; and academic supports, including homework centers and computer access.

**International Student Assessment Programme (2000)** reports that from the World Bank; it employs hierarchical linear models (HLM) to explore how structural characteristics of nations interact with individual variables that influence student learning. Understanding the different ways in which learning is influenced by these macro-level variables will advance the objective of equal educational opportunities for all students. In the issue of School Counselors (1997), it was reported that 123 students involved in inter-scholastic soccer are analyzed. Results indicate that activity participation does not harm and may enhance academic performance. Male athletes showed in-season improvements in academic performance.

**Powers (2002)** worked on, the participation of students in extracurricular physical activity programs at middle schools and evaluated the middle school student’s participation in structured, on-campus extra-curricular activities. Overall, boys and girls participated at similar rates (except for intramurals). All schools offered multiple extracurricular activity programs, but due to low participation rates, the amount of physical activity obtained was minimal. Interscholastic programs provided more hours of activity per week than intramurals, clubs, or other programs.

**Milgram (2003)** studied the relationship between performance of challenging out-of-school activities and real-world talent in art, drama, social leadership, and dance in four separate studies of high school students (total n=222) in grades 9 and found out that the involvement of students in ECA made them very active inside regular class room.
Padma Subramaniyan (2003) found the various types of activities which can be taught in a dance class room. The bhavas, raagaas and the thalaas improve the concentration of the participant. It gives exercise to the body and improves the creativity of the child.

Popes (2003) examined the ecology of "free gym" as it occurred in both school lunch hour and after school community settings. Data collected on urban high school students revealed that the gym facilities provided in their schools helped students. It was found that most of the students utilized the gym facility to the maximum and had far reaching effects on the personality development.

Klem and Connell (2004) investigated the effect of co-curricular activities on academic achievement and results revealed that student participants in extra-curricular activities conducted in high schools. The results of the study indicates the students who participated in the extra co-curricular activity significant better than other students.

Lakshmi (2006) provided useful details collected in several general surveys about school music programs. She found that school children are very much interested in music classes and their involvement improves their concentration in studies. There was significant difference between the academic achievement of the students interested in music and the students who are not interested.

Rao (2006) in his study states that special opportunity must be made available for young people, including children of pre-school aged and for the handicapped to develop their personalities to the full through physical education and sports for the overall educational system. He compared Physical Education in the past and
the present. He says physical education means more than merely building a body fit to provide a safe respectable one for the bright mind.

Rupali Tripathi (2006) found that the Indian Music has shaken its foundations more drastically than foreign influences have ever done before it. The findings are that music develops concentration and national feeling among student community.

2.3 Studies on the Student Participation in Extra-Curricular/ co-curricular Activities

James Brooke (1984) analyzed the educational outcomes related to educational outcomes related to scholastic performance among secondary students. The population consists of 3,536 students. The results of the study showed that the students who participated in the co-curricular activities tends to have higher academic performance than non participants.

Klem and Connell (2004) in his research on high school peer status consistently find that adolescents often place greater emphasis on peer status and social acceptance than academic success. This study examines the individual characteristics and attributes associated with peer status and how these criteria are potentially moderated by gender, grade level and school contexts. Through the high school grades, band participation, but not academic success, is found to significantly increase male socio metric status. Finally, several status criteria - including sports participation, student government, band, and delinquency vary by school context, suggesting that local structural conditions are important contributors to student social relations.
Anne and Betty (2008) investigated on student’s involvement in extracurricular activities for the development of academic activities among the higher secondary students. The results show that there exist a positive relationship between physical activity and academic activities in higher secondary students. The students performed higher in the academic activities than the other students.

Alva Soumya (2008) examined in her research the results and found out that the high school students participation in extra-curricular activities have on long term effect on educational attainment.

Susan (2010) examined the relationship between participation in extracurricular activities and academic achievement. The researcher used the data which was collected from the National Educational Longitudinal Study (NELS). Results showed that the amount of participation in extra-curricular activities was positively related to academic achievement. The students showed significant achievement who has taken part in extracurricular activities.

2.4 Studies on the Perception of Students/attitude about Extra-Curricular Activities

The Eccles and Barber (1999) investigated in their study that the students who participated in extracurricular activities showed significant difference in the academic achievement and showed positive correlation between academic performance and extracurricular activities.

Kaur (1998) studied the intelligence and creativity status of 400 preadolescent children (200 boys and girls each) at different level of physical fitness. It was reported that boys were superior to girls at the three levels of physical fitness.
Girls were superior to boys on total creativity and its dimensions. Physical fitness and intelligence, irrespective of sex was positively correlated.

**Mawdsley (2001)** found the impact of participation in extra-curricular activities, on educational attainment and work and career related outcomes. That involvement in high school extra-curricular activities leads to positive long-term outcomes in individual lives.

**Dworkin et al., (2003)** in their empirical research on Adolescents' Accounts of Growth Experiences in Youth Activities conducted 10 focus groups in which adolescents discussed their "growth experiences" in extracurricular and community based activities. The 55 participants reported personal and interpersonal processes and generally described themselves as agents of their own development and change.

**Moriana (2006)** studied the extra-curricular activities and academic performance of secondary students and found the possible influence of extracurricular activities (study-related and/or sports) on academic performance of pupils (222). Results indicate that the group involved in activities outside the school day yielded better academic performance, especially those that participated in study related activities, tutoring support or private classes, and those that participated in mixed activities (both sports and academic).

**Carriveau and Pamela (2007)** investigating the relationship between schools and student ideas about citizenship, present the students attitudes on citizenship as articulated in their survey responses and attempt to identify sources of these attitudes through statistical analysis. In the end, this paper investigates the
connection between the messages schools send and the opinions students expressed in their responses to various survey questions regarding citizenship.

**Markson (2008)** found the impact of participation in extra-curricular activities, on educational attainment and work and career related outcomes. The results showed that the students involved in extracurricular activities showed better performance in academic achievement.

**Mark (2009)** conducted the study on extra-curricular involvement of students on achievement among university students. Results indicated that the higher the quality of students' involvement, the better their adjustment to university. The students involved in extracurricular activities showed higher performance than the other students.

**Skip Dane (2010)** conducted the research on the participation of the students in high school the results are i) Boys, who participated in the sports have performed better in the school and lessened the absenteeism among the students ii) The ratio for girls who had taken part in the sports and have performed well than boys.

**Anyango, Veronica (2012)** investigated the influence of co-curricular activities in academic achievement of pupils in primary schools in Kismu Muncipality of Kismu. The sample was collected from 12 public primary schools and sample size was 382 students. The study revealed that the students who took part more in co-curricular activities performed more in academic achievement.
Israel Kariyana, Cosmas Maphosa and Beginner Mapuranga (2012) The study sought to establish educators’ views on the influence of learners’ participation in school co-curricular activities on their academic performance. Data were solicited from educators in both private and public schools in one educational district in the Eastern Cape Province of South Africa.

Acquah, B.Y.S and Anti Partey, (2014) conducted a study students’ involvement in co-curricular activities and their performance in economics. The causal comparative design was used. The sample consists of 920 economics students from Ashanti region of Ghana. The results shows that the students involvement in extra co-curricular activities showed significant difference in the academic achievement.

Zahid Bashir, Shafqat Hussain (2015) investigated to examine the effect of co-curricular activities on academic achievements of secondary school students in District Abbottabad. The research is experimental in nature, pre-test Post–test equivalent group design was selected for this. The experimental group was involved in co-curricular activities and the control group did not participate in any activity beyond the classroom. The study reveals that the students who has participated in co-curricular activities has scored high in academic performance.

Studies Related to Self-Concept and Academic Achievement

Corbiere, Marc Fraccaroli, France Mbekon, Jacques (2006) conducted a study on academic self-concept and academic interest measurement. Results from confirmatory factors analyses of both French and Italian sample supported theoretical model in which academic self-concept and academic interest were interconnected. The results indicated a significant and positive correlation.
between academic self-concept, academic interest and academic achievement in both academic subjects.

**Manger and Eikeland (2006)** studied that the effect of mathematics self concept on girls and boys mathematical achievement among the Norwegian elementary school students. The result showed that boys significantly higher mathematics, self concept than girls. Boys also had a significantly higher mathematical achievement score than girls.

**Groydek, Mateja Jagodie (2007)** conducted a study to examine differences in self-concept among students of different academic achievement gender and type of school they attend as well as to examine the structure of self-concept of students of different academic achievements, participants have 308 high school students from yegreb. The results show that high academic achievers assess themselves better on school competence than low and medium achievers, and that the lower achievers assess they behavioural conduct lower than the other two groups of students. Gender differences were found on dimension of behavioural conduct (girls assess themselves higher than boys) and athletic competence and physical appearance (boys assess themselves higher than girls).

**Xu, Fu-ming Shi Jian-nong. Liu (2008)** conducted a study on academic self concepts and its relation to academic achievements of middle school students in China. Findings of the study are Boys level of mathematics self-concept was reliable higher than boys. The level of general academic self concept was reliable higher in students who lived in the city than who lived in the countryside. There was positive correlations between achievement and self concept among the students.
Lui (2009) conducted a study on self concept and academic achievement among intermediate students. The sample consists of 126 first year college students. The students having low self concept performed less in achievement test and higher self concept performed higher performance.

Azizi Yahaya, Jamaludin Ramli, Yusof Boon, Mohammed Najib Abd Ghaffar and Zurihanmi Zakariya (2009) conducted on the study on the topic relationship between self concepts and personality and students’ academic performance in secondary schools. The sample consists of 270 students from six secondary schools were chosen for the study. The stratified randomly technique used to collect the sample in Kluang, Johor. The findings of the study were students having high self concept performed well in the academics.

Chand, Tapan Kumar (2010) conducted a study on the relative effectiveness of self concept and study habits on academic achievement sample of the study are 292 students from 8th to 10th standard from 5 districts of West Bengal. Results indicated that there exists positive relationship in the self concept mid study habits of visually impaired students with their academic achievement. Girls showed better relationship in self concept and study habits with their academic achievement than their counterparts. Self concept and study habits of visually impaired students contributed significantly to their academic achievements.

Peixoto, Fransisco Almeida, Leandro.S (2010) examined the self-concept, self-esteem and academic achievement; strategies for maintain self-esteem in student experiencing academic failure. Results showed that self-esteem is maintained through the positive self-representations in non-academic facts of self concept and/or by devaluing school related competences. They also show that younger are
less likely to maintain self-esteem by devaluing the school experience.

**Moller, Jens pohlmann, Btitta (2010)** studied the achievement differences and self-concept differences. The findings of the study show that the students having high self concepts showed greater achievement and students with low self concept showed lower and average academic achievement.

**Jassia A. (2010)** investigated the self concept of male and female higher secondary students in district Pulwana. Fifty male and female students were taken on the basis of random sampling technique from the district pulwana. The sample was taken from different zones like Pulwana, shadimarg, Kakapora, Pampore and Tahab. The data was collected with the help of Sagar Sharma self concept inventory. The data was analyzed by applying mean, standard deviation and t-test in order to find the significant difference in the mean scores of male and female higher secondary students. The findings of the study are boys have better real self than girls. The girls have ideal self than girls.

**Shak (2010)** conducted the study on the students’ self-concept among 16-and 17 year old adolescents in Malaysian secondary schools. The population of the study consists of 1168 students participated in the survey. The results showed that self concept and academic achievement are positively correlated.

**Sayid Dabbageh Ghazvini (2011)** conducted a study to determine the relationship between the academic self-concept and academic performance. The sample consists of 363 students from 10 high schools were chosen by using multistage cluster sampling method. The findings of the research showed that there exists a significant relationship between academic self concept and academic performance.
Dr. Riffat-Un-Nisa Awan, Dr. Ghazala Noureen, Ms. Anjum Naz (2011) The researcher examined the achievement and its relationship with achievement motivation and self concept in English and Mathematics at Secondary Level. The sample consisted of 336 students (146 males and 172 females) from four public and four private schools of the Sargodha district at the secondary level. Intact groups of all eight schools enrolled in 9th grade were involved in the study. The results revealed that achievement motivation and self concept are significantly related to academic achievement.

Punithavathi (2011) conducted a research to investigate self-concept and academic Achievement of students at the secondary level. The results revealed that a significant correlation between self-concept and academic achievement.

Humayun Kabir Talukde and Shahana Parvin (2011) conducted on study on the relationship between self concept and academic achievement on medical students. it is a cross sectional descriptive study. The population of the study is preclinical second year students. The sample size of the students was 254 members. The result shows that there was significant difference between self concept and academic achievement and also it is positively correlated.

Nooraini Othman, Kong Bee Leng, Malaysia(2011) Examined the relationship between self-concept, intrinsic motivation and self-determination with academic achievement among the respondents. The sample of the study was 200 students in standard 5 and standard 6 from a Chinese primary school in Johor, Malaysia. Research finding shows that correlations between independent variables (self-concept, intrinsic motivation and self-determination of the respondents) and dependent variable (academic achievement) were all having low significance.
Louise Rolene Coetzee (2011) The purpose of this study was to investigate the relationship that exists between academic self-concept, motivation and academic achievement at the University of the Free State. Convenience sampling technique was used to collect the sample. The empirical investigation revealed that there are only significant correlations between academic self-concept, motivation and academic achievement in some of the study year levels and not in all of them.

Stephen, Utieabasi (2011) conducted a study on the topic ‘influence of self concept on academic achievement in secondary schools’. The empirical investigation revealed that the students having high self concepts achieved more than the students having low self concepts.

Sayid Dabbagh Ghazvini (2011) examined the relationship between the academic self concept and academic performance. Multistage cluster sampling technique was used and collected 363 students from 10 high schools. The findings of the study shows that there was a significant academic self concept and academic performance among students.

La Shawn Catrice Bacon (2011) investigated on “Academic Self-Concept and Academic Achievement of African American Students Transitioning from Urban To Rural Schools”. The relationship between academic self-concept and academic achievement in African American students who have experienced geographic mobility was the focus of this study. The sample consisted of 101 African American middle school/junior high students who had been enrolled in Iowa schools for less than 24 months or more than 24 months. Results indicated a significant relationship between academic self-concept and academic achievement measures of ITBS composite scores and cumulative GPA. Gender
and the length of time since transition were not shown to be linked to students’ academic ability or performance in school.

**Yeung, Alexander Seeshing (2011)** investigated on the student self-concept and effect in school work the sample consists of the students from 16 schools. Results shows there exists significant relationship between the self concept and academic achievement.

**Rath Sangeeta (2012)** conducted a study on a Psychological study on adolescents. The study adopted a 2X2 factorial design. In the present study, two hundred forty adolescents are randomly sampled from different urban colleges of odesha. The findings show there is positive relationship between self concept and achievement. Boys performed better than girls.

**Musa Matovu (2012)** conducted the study on academic self-concept and academic achievement among university students. The purpose this study was to investigate academic self-concept and academic achievement among university students. The study was conducted on 394 university students in Malaysia. The results show that there is significant difference on self concept and academic achievement. The post hoc results indicated that there is significant difference in the arts and human sciences.
Mcinerney, dennis M.Cheng, Rebecca wing-Yi Mok Magalene Mo Ching Lam, Amy Knok Hap (2012) Examined the prediction of academic self-concept and learning strategies and their direction of effect on academic achievement of secondary school students. The study revealed that self concept and academic achievement are positively correlated. There was significant relationship among the students who have high self concept.

Shabir Ahmad Bhat (2012) analyzed self concept and academic achievement of Kashmiri and Pakthooni students. The study was conducted to examine the self concept and academic achievement of two ethnic groups viz; Kashmiri and Pakhtooni. The sample for the study consisted of 100 secondary school students (50 Kashmiri and 50 Pakhtooni). The results reveal that kashmiri students have better self concept than Pakhthooni students.

Zhang, Baoshan wang, Mo Li, Juan yu, Guoliang Bi, Yan-Ling (2012) conducted a study to know the effects of concealing academic achievement information on adolescent self-concept by using an experimental design. The population was secondary level students. The findings of the study are there exists significant relationship between self concept and achievement.

S. Siddi Raju(2013) The study examined the relationship between students self – concept and how it affects their academic achievement in Physical Sciences in some selected secondary schools in Chittoor District, Andhra Pradesh. The sample consisted of randomly selected 1800 students. The findings of the study reveal that the self concept influences the academic achievement among the students.
**Mehraj Ahmad Bhat (2013)** conducted the study on the academic achievement of secondary school students in relation to self-concept and parental encouragement. The descriptive survey research method was used for the study; the sample consisted of 228 students which were selected by using stratified random sampling technique. The findings were: (i) there was a significant relationship between the self concept and academic achievement of male and female students.

**Anitha and Parameswari (2013)** The present study explored the Home Environment and the Academic Achievement which correlates self-concept among The study was conducted on a representative sample of 300 Students of IX Standard. The findings showed that there was no significant relationship between self-concept and academic achievement among school-going Students.

**Bakari Yusuf, Dramanu and Musa Balarabe (2013)** examined the relationship between academic self-concept and academic performance of junior high school students in Ghana. The sample of the study consists of 756 male and 714 female students of both urban and rural schools. Stratified random sampling technique was used. Two research instruments namely, achievement tests in mathematics,. The results showed a positive relationship between academic self-concept and academic performance of students.

**Nimmi Maria Oommen (2014)** studied self concept and academic achievement among students at higher secondary level. The objectives of the study were: 1. To find out whether there is any relationship between self concept and academic achievement of higher secondary students; 2. To find out whether there exist any difference between male and female students in their self concept.; and 3. To find
out whether there exist any difference between male and female students in their academic achievement. The investigator selected the normative survey method for the present study as the research problem in question was concerned with studying the relationship between variables. The data for the study was derived from a representative sample size of 300 higher secondary students drawn from 5 schools of Pathanamthitta, Kottayam and Alappay districts. The sample was obtained from standard XI and XII pupils by using stratified sampling procedure. Rejection of incomplete cases reduced the final sample from 400 to 300. The study revealed that there was a high correlation between self-concept and academic achievement; male students were more superior to female students in their self-concept; and there was no significant difference between male and female students in their academic achievement.

**Sikhwari (2014)** The rationale of the study was to examine the relationship between motivation, self-concept and academic achievement. In addition, gender differences between self-concept, motivation and academic achievement among the African students were investigated. The study used cross-sectional survey design. The population consists of second year students representing four schools at the university level. The study found that there were significant correlations between self-concept, motivation and academic achievement of students among the students.

**Ignatius Isaac Dambudzo (2014)** examined an investigation into the relationship between self-concept, academic achievement of secondary school learners by school type. The study sought to investigate the relationship between school location, type and type of attendance and self-concept and academic achievement. Pearson’s Correlation Coefficient was used to compute the results
of a 1281 sample of secondary school learners in different school types and of varying academic ability. Results showed that there was a positive and significant correlation between school type, location and type of attendance with self-concept and academic achievement. The study concluded that school location and type were important considerations whenever placing a child.

Chunmei Zheng, Amy Gaunmer Erickson, Neal M. Kingston, Patricia M. Noonam (2014) has conducted the study on the topic “The Relationship Among Self-Determination, Self-Concept, and Academic Achievement for Students With Learning Disabilities” Research. The result indicates self concept has enhanced the academic achievement among the students.

Chamundeswari, Sridevi and Archana Kumari (2014) The present study investigates the relationship between self-concept, study habit and academic achievement of students. Survey method is used to select a sample of 381 students at the higher secondary level. The results of the statistical analyses show a significant correlation between self-concept, study habit and academic achievement of students. A significant difference is found between students at the higher secondary level in state, matriculation and central board schools, pertaining to self-concept, study habit and academic achievement.

Marzieh Arefi and Mahsa Naghebzadeh (2014) investigated the relation between academic self-concept and academic motivation and its effect on academic achievement. This study examined the relationships between academic self-concept, academic motivation and students’ academic achievement among 300 first grade girls and boys high school students in Urmia, Iran. Statistical analyses were performed to ascertain: (1) whether there is any significant
relationship between academic self-concept and academic motivation for students, (2) whether both academic self-concept and academic motivation are significantly related to students’ academic achievement, (3) whether both academic self-concept and academic motivation are significant difference between gender, and (4) whether academic self-concept and academic motivation are significant predictor of students’ academic achievement. Results show that academic self-concept positively and significantly correlated with students’ academic motivation and academic achievement, but no correlated between academic motivation and academic achievement has been shown. There was a significant difference between girls and boys in academic self-concept, but not in academic motivation. In addition, results of multiple regression analysis reveal that academic self-concept serves as a significant and strong predictor of academic achievement.

**Mahmudul Hasan Sagar (2014)** conducted a study on self concept and academic achievement among the secondary level students of Dhaka city. The sample consist of 92 students from secondary schools of Dhaka cit. the results shows that there is no significant difference in academic achievement due to self concept.

**Affum-Osei Emmanuel, Eric Asante Adom, Barnie Josephine and Forkuoh Kwarteng Solomon (2014)** investigated on the topic achievement motivation, academic self-concept and academic achievement among high school students. The sample consists of 120 students selected randomly from four high schools. The results shows that the students who are motivated have high self concept, have performed well in the academic achievement and students who are less motivated possess low self concept and average performance was observed. There was positive correlation between academic achievement and self concept.
Sita Chetri (2014) conducted a study on self-concept and achievement motivation of adolescents and their relationship with academic achievement. Normative survey method was used for the research. The sample consists of 480 students selected from government and non-government schools. The students are in the age group of 16-17 yrs. The sample consists of both boys and girls. The findings of the study shows there is significant difference between the students of different management and achievement. There is significant difference in academic achievement and self concept with respect to gender and locale.

Amaranatha Reddy and Sudhakara Reddy (2015) conducted a study on the topic self-concepts of intermediate students in relation with caste and academic achievement. The sample comprises of 320 students chosen from intermediate colleges in Y.S.R district. The stratified random sampling techniques were used. The findings of the study reveal that there is significant difference between the self concept and academic achievement among intermediate students.

Gurubasappa (2015) investigated adjustment and self-concept as correlates of academic achievement of secondary school students. The sample of the study were 400 IX standard students. Random sampling technique was used. The findings of the study were there was a significant relationship between adjustment and self-concept with the academic achievement of secondary school students; there was a significant difference on the academic achievement of students with different types of adjustment and self-concept; there was a significant main and interactive effect of adjustment and self-concept on academic achievement of secondary school students; there was a significant main interactive effect of sex with adjustment and self-concept on academic
achievement of secondary school students; and there was a significant difference between secondary school students academic achievement and sex, type of school, medium of instruction, locality, and socioeconomic status.

Igbo, Onu and Obiyo (2015) studied on the impact of gender stereotype on secondary school students’ self-concept and academic achievement. The study adopted ex-post facto design. The research sample was drawn from 8 government/public senior secondary schools in Udi education zone. 9 schools were randomly selected from the 227 schools. A total of 342 Senior Secondary-II school (SSII) students made up the sample of the study and t-test was used in testing the hypotheses. The findings of the study indicated that gender stereotype had significant influence on students’ self-concept and academic achievement in favor of the male students. On the other hand, school location had significant influence on academic achievement of students but had no significant influence on students’ self-concept.

Rekha Yadav (2015) explored a study on self-concept, study habits and academic achievement of high school students studying in government and public schools. The sample consisted of 150 students of which 80 were of government and 70 of public schools from Mohindergarh district of Haryana State. The study revealed that there was a significant difference in self-concept of students of government and public schools; there was a significant difference in study habits of students of government and public schools; and there was a significant difference in academic achievement of students of government and public schools.
Sreedevi and Manchala Rajini (2015) studied academic achievement among intermediate students in relation to self concept. This study aimed at investigating the relationship between the Intermediate students self concept and their academic achievement in relation to gender and management. The objective of this study was to know the academic achievement among Intermediate students in relation to self concept. For the purpose of the study a sample of 100 Intermediate students was selected by simple random sample technique. Mean, SD, t-test and correlation were used to analyze the data. From the results it was revealed that there would be no significant influence of gender and management on the self concept of Intermediate students and also there would be a significant relationship between academic achievement and the self concept of Intermediate students.

Ganesh K. Petkar (2015) Studies the self concept of Disciplined and undisciplined students of Rural and Urban Area. The study reveals that there is no significant difference between in the self concept of disciplined and undisciplined students of rural area. There is a significant difference in the self concept of disciplined and undisciplined students of urban area.

Madhvi Agrawal and Anil Kumar Teotia (2015) studied academic achievement and self-concept of secondary level students. The purpose of this research is to investigate the relations of Academic achievement and Self-Concept in relation to gender, area of school and type of the school of secondary level Students. The sample for the investigation comprises of total 400 secondary class students, where 200 boys and 200 girls of class IX from various government or sarvodaya vidhalayas and public schools in East Delhi and North-East Delhi within the age range of 15-16 years, from urban and rural areas were
taken as a sample in the academic year of 2011-2012 participated in the research. "The Academic Achievement Motivation Scale" was used as data collecting tool developed by Dr. T. R. Sharma (2005) and Swatva Bodh Parikshan (SBP) scale by Dr. (Mrs) G.P. Sherry, Dr. R.P. Verma and Dr. P.K. Goswami (1988) to measure the Self-Concept. The descriptive statistics, Pearson’s coefficient of correlation and t-test were used in the analysis of data. One of the findings of the study was that no significant difference was observed in the self concept of the secondary level student in gender, and management variation, but urban students have better self-concept than rural students. Results further revealed no significant difference in achievement motivation with regard to locale and management variation of secondary level students, but boys showed better academic achievement than girls. Another finding of the study revealed that socio-economic self-concept of the girls was better than their counterpart, results of the study also revealed that temperamental qualities, emotional tendencies and mental health of urban students were better as compared to rural students. The study also revealed significant relationship between the two variables of self-concept and academic achievement. Based on the findings of the study, suggestions for increasing the academic achievement of the students have been developed.

Soheila Yengimolki, Seyed Mohammad Kalantarkousheh and Alireza Malekitabar(2015) conducted a study on self-concept, social adjustment and academic achievement of Persian students. The present study aimed at exploring the relationship between self-concept and social adjustment with academic achievement of students. The research population was male and female secondary students in Iran, Islamshahr city. The subjects selected through cluster random sampling method including 234 students (122 male and 112 female
students). Rogers Self-concept questionnaire and the student adjustment questionnaire utilized. For academic achievement, the first half-year GPA considered. Using SPSS software for data analyzing, the results of the study are; there is a significant difference between girls and boys academic achievement, there is also a significant difference in the overall adjustment between these two groups, but there is no significant difference between their self-concept. To study the relationship between self-concept and social adjustment with academic achievement of the male and female students and its dimensions the correlation matrix of the students’ scores of research variables calculated. The result indicates a significant relationship between self-concept and adjustment. There is a significant correlation between academic achievement and social adjustment, but there is no significant relationship between self-concept and academic achievement. In General, the results indicated that the better adjustment people have, the more ability they will make progress in their life.

**Olubusayo Aduke Asikhia and Kesh Mohangi (2015)** The study investigated the relationship between self-concept and academic performance of adolescents affected by HIV and AIDS. Purposive sampling was used to select a secondary school where 60 (30 HIV/AIDS affected and 30 non-affected) adolescents in Grade 8-10 were used. The Beck Youth Inventories TM which has internal consistency of Cronbach’s alpha coefficient that ranged from .91 to .96 was the instrument used in the study. Participants' first term’s scores in the subjects of English, Mathematics and Life orientation were also used to measure their academic performance. The data were statistically analysed through t-test statistics, correlation and ANOVA. Findings show a significant difference in the self-concept of adolescents affected by HIV/AIDS and that of those who are not; no significant difference between the academic performance of adolescents affected by HIV/AIDS and that of those who are not, and no significant
relationship between the self-concept and academic performance of adolescents affected by HIV/AIDS. The study concluded on the importance of improving the supportive school environment in the school.

2.5. Compilation of studies.

The review of literature clearly indicates that studies are attempted on benefits of co-curricular activities, types co-curricular activities, student’s involvement co-curricular activities perception of school heads, both in India and abroad. A close look at literature reviewed show that good numbers of studies are found on the benefits of co-curricular activities and the influence of co-curricular activities improves academic achievement particularly in the Western world. It is also clear that researches conducted in India are more sporadic in nature compared to rest of the world, in the sense that, the Western studied are more in-depth in nature than the Indian ones. Scientific studies of Astroth and Haynes (2002) and Coltin (2006), probe into the availability of extra-curricular activities available at high school level, are of vital importance for the planning, development, organizing and implementation of extracurricular activities at school level. Extra-curricular activities attracts the students interest, made students confident, provide them values, positive attitudes, encourage peer interaction, prompt co-operation etc. in their transition to adulthood. Studies were conducted on the attitude of children towards extra-curricular activities differs according to age group, gender, families socio economic background etc by Daniel Brown (2000). A study was made by Diaz and Joseph, (2005) on youth participation in ECA Fetsch (2005) studied the effort of participation in ECA. McClusky, (2003), Farenga, Joyce and Ness (2002) also studied the participation in physical activity and other after school activities for rural and urban school students and this may lead students to acquire new skills, strengthen or develop particular attitudes (Spooner 2002;
Wilhelm, 2004; Walter, Caplan and Elvain, 2006; Wiseman, 2003; Zhao, Hueyshan and Mishra, 2000). These studies focused that the students involved in ECA were more likely to develop self confidence, social competence, leadership, student co-operation, and involvement in ECA. Few other Indian researchers like Anuradha and Roy (1966), Banerjee et al, (1993), Das (1999) and Rajput et al (2009) studied the benefits of extra-curricular activities. Shankar (1995) found that the benefits of participation in extra-curricular activities are positive and long lasting. Researchers concluded that educators should become more aware of the important role that extra-curricular activities play in the education of the students. Many of the studies focused on the opportunity of involvement of students in extra-curricular activities which is one of the main benefits of a rural school education (Boling and Larson, 2002). Studies on involvement in varieties of co-curricular activities like dance, drama, art, music and scouts were made by researchers like Boling and Larson (2002), Bonwell and Eison (2001), Connell (1994) and Garrett (2010). Goldsmith (2002), and Whitfield (2002) have not only concluded student engagement in extra-curricular activities they also found that students participation in varieties of co-curricular activities decrease highest risk of dropouts. As an added bonus, there is evidence from studies of Brooks and Robert, (1989), that participation has a strong effect on achievement, an effect found to be much larger than that of students' study habits.

Review of research in this area brings out evidences, that participation is correlated with a number of desirable outcomes, including higher levels of self-esteem and feelings of control over one's life, higher educational aspirations and higher grades, especially among males. Indian scholars like Kumar and Kabul (2006), Padma Subramaniyan (2003), Lakshmi (2006), Rao (2006), Rupali
Tripathi (2006), Sharma and Singh (1997) found that students gained different benefits from different types of ECA activities like dance, arts and music.

Students' intellectual engagement with school is the most common focus of research, and less attention has been paid to how well schools engage students in school life and how this affects their outlook on schooling and the future. Researchers like Alva Soumya (2008) and Susan (2010) found the issues of students' engagement with school extra-curricular programme. Young people who have positive feelings towards school and who are active participants in a variety of school activities are more likely to get guidance of their ECA teachers and develop themselves says Brickell (2007) and Jones, (2002). Kansal (1995), Kurtzman (2001) stated in their studies that there are a number of other benefits of students' engagement with school. A close look at the review reported in this chapter reveals that most of the studies have been done in abroad but very few in India. Dadabhoy (2003) Dhanasekaran (1998), Sharma and Gautam (2000) are Indian writers, who found that, with the support of co-curricular activities teacher, there arise positive relationships between a students' engagement and academic achievement, with other educational outcomes, including better attendance and aspirations to higher levels of education. Similarly, the number of studies available on the involvement of co-curricular activities teachers and about their job satisfaction in the Western world is more. The literatures of Antrop-Gonzalez (2010) and Carriveau (2007) contributed ideas on this area of extracurricular activities and was so helpful for the researchers to proceed in the right direction throughout the study. They found that co-curricular activities influences on student’s individual engagement with school, and the influence of whole-school engagement on individual engagement. The Indian scholars, Kaur and Narayanan (1998) found that school effectiveness is about a great deal more
than maximizing academic achievement. The above said researchers found that participation in co-curricular activities may lead students to acquire new skills (organizational, planning, time-management etc.), to develop or strengthen particular attitudes (discipline, motivation), or to receive social rewards that influence personality characteristics and their perception, co-curricular activities is also studied.

Corbiere, Marc fraccaroli, France Mbekon Jacques (2006), Manger and Eikeland (2006), Rovan daria, Vesna (2008), Xu, Fuming shiJian, Liu (2008), Jassia A. (2010) Shak (2010) Sayid Dabbagh Ghazvini (2011) Zhang, Baoshan wang, Mo Li, Juan yu, Guoliang Bi, Yan-Ling (2011) Dr. Riffat-Un-Nisa Awan, Dr. Ghazala Noureen, Ms. Anjum Naz (2011), Mcinerney, dennis M. Cheng, Rebecca wing-Yi Mok Magalene Mo Ching Lam, Amy Knok Hap (2012), Chamundeswari, Sridevi and Archana Kumari (2014) Mahmudul Hasan Sagar (2014) showed significant difference in academic achievement and in self concept. Rath Sangeeta (2012) positive relationship with academic achievement and self concept. Yahaya Azizi J. Ramli (2009) showed negative correlation with respect to self concept and academic achievement. Mahmudul Hasan Sagar (2014) showed negative correlation with respect to academic achievement and self concept. The above review of related literature enabled the investigator to develop a wide viewpoint of the nature of interaction of the variables concerned by the present investigation. It helped the investigator to frame the hypothesis and design the appropriate tools for the present investigation. The independent variables and dependent variables were selected on the basis of thorough review of related literature and studies. Varied tools were used in their investigations.