Chapter-V

Summary, Discussion of Results and conclusion
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5.1 Summary and conclusion: this chapter includes a brief summary of the study, objectives hypotheses, major findings of the study, summary of implication, discussion of results, suggestions for future research.

5.2 Introduction

Education is a field where knowledge passes through all walks of life from person to person with varying degrees. It helps an individual to move towards the goal set and it may be said that people reach their goal by following clear cut paths. It also forms. Many educationists believe that these active increase social interaction, enhance leadership quality, give a chance of healthy recreation, make students self disciplined and confident. Academic Achievement of students has been a great concern to educationist since time immemorial. Now-a-days, this trend has been intensively felt by the academicians, parents and students. Strikingly, Academic Achievement has become a detrimental index in determining a child’s future. This speaks a lot about the significance of taking up the present investigation. Going higher up in the social status by means of Academic Achievement is universally accepted and the most important determinant of a person’s adult status is his career.
5.3 Statement of the Problem

In the present study, attitude towards co-curricular activities, self concept and academic achievement was analyzed and compared among the students of Standard IX of Residential and Non Residential Schools of Maddur taluk. It dealt with correlation between attitude towards co-curricular activities, self concept and academic achievement and it is a comparative study.

Therefore the study was entitled as “Attitude towards co-curricular activities, self concept and academic achievement among students of standard IX in residential and Non-residential schools-A comparative study”

5.4 Operational Definitions

a) Attitude towards co-curricular activities

A learned penchant to react consisting in a given manner (either positively or negatively) to certain persons, objects or concepts. Attitudes have cognitive, affective and behavioural components. A co-curricular activity is defined as a programme out of class activity, supervised and conducted by the schools, which provides curriculum related and character building experiences.

Therefore Attitude towards co-curricular activities is a learned predisposition towards co-curricular activities.

In the present study, attitude towards the co-curricular activities is represented by the scores obtained by the students of IX of both residential and non-residential schools on the tool developed by the researcher.
b) **Self-concept**

Self concept is defined as system of attitudes towards one self. Just as a result of experiences, forms, attitudes which he organizes into a self consistent system and depends against threats and attacks, so the person also forms attitudes himself. Self concept consists of all perceptions, feelings, attitudes, aspirations and values of oneself concerning oneself.

In the present study, self concept is represented by the scores obtained by the students on the test developed Dr. Prathiba Deo’s (1998).

c) **Academic Achievement:** According to Carter V. Good (1973), achievement means accomplishment or proficiency or performance in a given skill or body of knowledge, helps in declaring the examinee successful or unsuccessful, choosing the students for various professional and academic courses and selecting the candidates for different jobs”.

From the above definition Academic achievement is considered as educational performance with respect to knowledge, understanding, application and skills in all the subjects as measured by the tests/exams conducted by the respective schools.

In the present study, it is represented by the marks scored by the students of standard IX in the first term examinations conducted by the residential and non residential schools.

d) **Residential schools and Non Residential schools.**

Residential school is one where students stay in the hostels and pursue their studies. They line in with fellow students. Residential schools provide food, lodging for specific fees.

In the present study, since only two type residential schools that is Mooraji Desai Residential School which is co-education school having state board syllabus and
Kittur Rani Chennamma School which is of girls having state board syllabus which comes under the purview of Maddur taluk, it is chosen for the study. The schools which are not providing boarding and lodging facilities to their students are called Non-residential schools. In the present study, Government, aided and unaided co-education state board schools of Maddur taluk are chosen for the study.

5.5. Objectives of the study

2. To study the attitude of residential and non residential school students towards co-curricular activities.

3. To study the self concept of the students of residential and non residential schools.

4. To study the academic achievement of the students of residential and non residential schools.

5. To study the relationship between the following variables among the students of standard IX in residential and non residential schools in Maddur taluk
   a) Attitude towards co-curricular activities and self concept
   b) Attitude towards co-curricular activities and academic achievement
   c) Self concept and academic achievement.

6. To find out whether the students of standard IX (residential and non residential schools) having favourable and unfavourable attitude towards co-curricular activities differ in their academic achievement

7. To find out whether the students of standard IX (Residential and Non Residential Schools) having high and low self concept differ in their academic achievement.
8. To study the relationship between attitude towards co-curricular activities and academic achievement among the students of Standard IX in the following categories

a) Students of Residential and Non Residential schools
b) Students of residential schools
c) Students of Non residential schools
d) Boys of residential and Non Residential schools
e) Girls of residential and Non Residential schools

9. To study the relationship between the attitude towards co-curricular activities and self concept among the of students of standard in the following categories

a) Students of Residential and Non Residential schools
b) Students of residential schools
c) Students of Non residential schools
d) Boys of residential and Non Residential schools
e) Girls of residential and Non Residential schools

9. To study the relationship between academic achievement and self concept among the students of standard IX in the following categories

a) Students of Residential and Non Residential schools
b) Students of residential schools
c) Students of Non residential schools
d) Boys of residential and Non Residential schools
e) Girls of residential and Non Residential schools
10. To study whether the students having favourable and unfavourable attitude towards co-curricular activities differ in academic achievement of students of standard IX in the following categories

a) Students of Residential and Non Residential schools

b) Students of Non residential schools

c) Boys of residential and Non Residential schools

d) Girls of residential and Non Residential schools

e) Boys and girls of residential and Non residential schools

12. To study the interaction effect of gender and type of institution on academic achievement of residential and non residential schools.

13. To study the interaction effect of gender and type of institution on self concept of residential and non residential schools.

14. To study the interaction effect of gender and type of institution on attitude towards the co-curricular activities of residential and non residential schools.

5.6 Hypotheses

1. There is no significant relationship between the following variables among the students of standard IX in residential and non residential schools in Maddur taluk

a) Attitude towards co-curricular activities and self concept

b) Attitude towards co-curricular activities and academic achievement

c) Self concept and academic achievement.
2. There is no significant difference in the academic achievement of students of standard IX (Residential and Non Residential schools) having favourable and unfavourable attitude towards co-curricular activities.

3. There is no significant difference in the academic achievement of the students of standard IX (residential and Non Residential Schools) having high and low self concept.

4. There is no significant relationship between attitude towards co-curricular activities and academic achievement of students of Standard IX (Residential and Non Residential schools) in the following categories
   a. Students of Residential and Non Residential schools
   b. Students of residential schools
   c. Students of Non residential schools
   d. Boys of residential and Non Residential schools
   e. Girls of residential and Non Residential schools

5. There is no significant the relationship between the attitude towards co-curricular activities and self concept among the following categories of students of standard IX
   a. Students of Residential and Non Residential schools
   b. Students of residential schools
   c. Students of Non residential schools
   d. Boys of residential and Non Residential schools
   e. Girls of residential and Non Residential schools
6. There is no significant relationship between academic achievement and self concept among the following categories of students of standard IX

   a. Students of Residential and Non Residential schools
   b. Students of residential schools
   c. Students of Non residential schools
   d. Boys of residential and Non Residential schools
   e. Girls of residential and Non Residential schools

7. There is no significant difference in the academic achievement of students of standard IX having favourable and unfavourable attitude towards co-curricular activities

   f. Students of Residential and Non Residential schools
   g. Students of Non residential schools
   h. Boys of residential and Non Residential schools
   i. Girls of residential and Non Residential schools
   j. Boys and Girls of residential and Non Residential schools

8. There is no significant interaction effect of gender and type of institution on academic achievement of residential and non residential schools.

9. There is no significant interaction effect of gender and type of institution on self concept of residential and non residential schools.

10. There is no significant interaction effect of gender and type of institution on attitude towards the co-curricular activities of residential and non residential schools.
5.7 Variables of the study
While comparing the students of residential and non residential schools, attitude towards co-curricular activities, self concept and academic achievement are treated as criterion variables. However while studying the influence of attitude towards co-curricular activities and self concept on academic achievement and self concept on academic achievement. The dependent variable is academic achievement and independent variable is attitude towards co-curricular activities and self concept. Gender (male and female) is the moderator variable.

5.8 Procedure of the Study
The present study is an analytical, descriptive and a comparative study. The researcher selected the required number of secondary schools as per the sample to collect the data. The researcher visited and administered the questionnaires on attitude towards the co-curricular activities and self concept to all the students of standard IX of both residential and non-residential schools in Maddur Taluk. The students were met individually in group for explaining the purpose of the study and were instructed how to respond to the tools-attitude towards the co-curricular activities and self concept rating scale. Further clarifications were given for the questions/doubts raised by them. The first term examination scores of students of standard IX were collected from both residential and non residential schools of Maddur Taluk. The responses of the students on all the two tools are scored as specified in the tools and their scores in the academic achievement were all tabulated and subjected to statistical analysis using SPSS package. Thus data collected were analyzed, compared and interpreted using t-test, co-efficient of correlation and ANOVA.
5.9 Population and sample:

The population consists of all the students of standard IX of residential and nonresidential schools of Maddur Taluk. According to the random sampling technique, the 25% of the population is taken as the sample.

The samples were selected from both residential and non residential schools in Maddur Taluk.
5.10 Tools used for Data Collection

The following tools were used for the collection of data on different variables of this study

<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Variables considered</th>
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<tr>
<td>1</td>
<td>Self concept</td>
<td>Dr. Prathiba Deo’s (1998) self concept rating scale.</td>
</tr>
<tr>
<td>2</td>
<td>Attitude towards co-curricular activities</td>
<td>Developed, validated by the researcher</td>
</tr>
<tr>
<td>3</td>
<td>Academic achievement</td>
<td>First term examination marks are taken from residential and non residential schools of Maddur Taluk</td>
</tr>
<tr>
<td>4</td>
<td>Demographic factors(Gender, type of school)</td>
<td>Personal data sheet developed by the researcher</td>
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5.10.1 Self concept rating scale

Description of the tool: Self concept rating scale developed by Dr. Prathibha deo (1998) was used. The rating scale consists of 212 adjectives which cover all the important aspects of personality. Most of these are divided into positive and negative words. The classification being based on 80% agreement amongst 25 judges specially appointed for this purpose. The judges were people with long experience in the field of psychology. Words which were not showing 80% of the agreement or characterized as neither positive nor negative are classified as neutral words. The positive or the negative aspect was considered from the personal as well as social point of view by the judges. The words are also divided into different dimensions according to the attribute and these
dimensions are intellectual, emotional, Character, social and aesthetic characteristics. The check list can measure all the aspects, perceived ideal, real and social self of the individual and under each the scores are obtained for each dimensions in positive and negative classes. The tool after through expertistise given, the check list was shortened to 90 items by eliminating the opposite words. the rating scale is on 5-point scale: the five point points being very much like this, much like this, uncertain, not much like this and not at like this. The 90 words in the check list also divided in the positive and negative and neutral classes as well as dimensions of intellectual, emotions, and character, social and aesthetic characteristics. The reliability was found to be 0.89

5.10.2 Attitude towards co-curricular activities

The researcher prepared the tool based on the attitude towards literary activities, cultural activities and sports activities and given to the experts for examining the suitability of each item for inclusion in the test and also discussed in detail i.e each statement with the experts of Mysore University and other university and collected their opinion, and then it was further modified. The modified tool was used for the pilot study and refinement done accordingly. The final version of the tool consists 75 items were present. The rating scale is on 5-point scale: the five point points being Strongly agree, agree, undecided or neutral, disagree strongly disagree.

Item analysis: the preliminary format of the tool was tried out. For item analysis biserial co-efficient of correlation was computed and then final 75 questions were chosen. This final version was used on a group of 110 students.
Reliability: This final version was used on a group of 110 students and reliability value is calculated using split half method and using spearmen-Brown Prophecy formula. The reliability value is found to be 0.89 and the final tool consists 75 items.

Scoring procedure for Attitude towards co-curricular activities: the marks allotted are 4, 3, 0, 2, and 1 marks respectively.

Uses of the scale: the scale can be used for research and survey purposes. It can be used for individual assessment. It is self administering and does not require the services of highly trained tester. It is eminently suitable for group and as well as individual testing.

5.11 Statistical techniques used for Analysis of Data

The following statistical techniques were employed in the present investigation:

- Descriptive statistics
- t-test
- Correlation co-efficient
- ANOVA
5.12 Major Findings of the Study

1. Only 20.7% of the students possess favourable attitude and 79.3% of the students show unfavourable attitude towards co-curricular activities among the students of residential and Non residential students.

2. Only 17.6% of the students possess high self concept and 82.4% of the students possess low self concept among the students of residential and Non residential students.

3. There is a positive relationship among the students of Standard IX in residential and non residential schools with respect to attitude towards co-curricular activities and self concept as obtained ‘r’ value (0.0369) is significant at 0.01 level.

4. There is no significant relationship between Attitude towards co-curricular activities and Academic achievement among the students of standard IX in residential and non residential schools as ‘r’ value (-0.044) is not significant at any level of significance.

5. There is no significant relationship among the students of standard IX in Residential and Non Residential schools with respect self concept and academic achievement in Maddur taluk as ‘r’ value (-0.031) is not significant at any level of significance.

6. There is no significant difference in the academic achievement of students of the residential and non residential schools of standard IX having favourable and unfavourable attitude towards co-curricular activities as obtained ‘t’ valve (0.64) is not significant at any level of significance.

7. There is no significant difference in the academic achievement of students of the Residential and Non Residential schools of IX having high and low self
concept as obtained ‘t’ value is 0.86 which not significant at any level of significance.

8. There is no significant relationship( r = -0.044) between attitude towards co-curricular activities and academic achievement of students of residential and non residential schools.

9. There is no significant relationship between Attitude towards co-curricular activities and Academic achievement of students of Residential school of Standard IX as ‘ r’ value (-0.020) is not significant at any level of significance.

10. There is no significant relationship between attitude towards co-curricular activities and academic achievement of students of Non residential school of Standard IX. as obtained ‘r’ value is -0.007 is not significant at any level of significance.

11. There is no significant relationship between attitude towards co-curricular activities and academic achievement of Boys of Residential and Non residential schools of Standard IX as obtained ‘r’ value is -0.04 is not significant at any level of significance.

12. There is no significant relationship between attitude towards co-curricular activities and academic achievement of girls of Residential and Non residential schools of Standard IX as obtained ‘r’ value is -0.03 is not significant at any level of significance.

13. There is no significant relationship between the attitude towards co-curricular activities and self-concept among of students of standard IX of residential schools and non residential schools as obtained ‘r’ value is -0.31 is not significant at any level of significance.
14. There is no significant relationship between the attitude towards co-curricular activities and self-concept among the students of standard IX of residential schools as obtained ‘r’ value is -0.023 is not significant at any level of significance.

15. There is positive correlation between Attitude towards co-curricular activities and Academic achievement as ‘r’ value (0.22) is significant at 0.01 level among the students of standard IX of Non residential schools

16. There is positive correlation between Attitude towards co-curricular activities and self concept as ‘r’ value (0.363) is significant at 0.01 level, among the boys of standard IX of residential and Non residential schools.

17. There is positive correlation between Attitude towards co-curricular activities and self concept as ‘r’ value (0.362) is significant at 0.01 level among the girls of Residential and Non residential schools.

18. There is positive correlation between Attitude towards co-curricular activities and Academic achievement as ‘r’ value (0.36) is significant at 0.01 level hence there is significant relationship between academic achievement and self concept among the students of Std IX of residential and non Residential Schools.

19. There is no significant relationship between self concept and Academic achievement among the students of std IX of residential Schools as ‘r’ value (0.033) is not significant at any level.

20. There is no significant relationship between academic achievement and self concept among the students of Std IX of Non residential schools as ‘r’ value (0.064) is not significant at any level.

21. There is no significant relationship between academic achievement and self concept among the boys of Std IX of Residential and Non Residential schools as ‘r’ value (-0.04)is not significant at any level.
22. There is no significant relationship between academic achievement and self concept among the girls of Std IX of Residential and Non Residential schools as ‘r’ value (0.01) is not significant at any level.

23. There is no significant difference in the academic achievement of the students of residential and Non residential schools of std IX having favourable and unfavourable attitude towards co-curricular activities as obtained ‘t’ value is less than table value (0.64) and is not significant at any level of significance.

24. There is no significant difference in the academic achievement of boys of residential and Non residential schools of std IX having favourable and unfavourable attitude towards co-curricular activities as the obtained ‘t’ value (1.68) is less than the table value and is not significant at any level of significance.

25. There is no significant difference in the academic achievement of boys of residential and Non residential schools of std IX having favourable and unfavourable attitude towards co-curricular activities as the obtained ‘t’ value (0.43) is less than the table value and is not significant at any level of significance.

26. There is no significant difference in the academic achievement of girls of residential and Non residential schools of std IX having favourable and unfavourable attitude towards co-curricular activities as the obtained ‘t’ value (1.34) is less than the table value and is not significant at any level of significance.

27. There is no significant difference in the academic achievement of boys and girls of residential and Non residential schools of std IX having favourable and unfavourable attitude towards co-curricular activities as the obtained ‘t’ value
(0.64) is less than the table value and is not significant at any level of significance.

28. There is no influence of achievement on gender (Boys and Girls) and type of institutions (Residential and non residential) school students as obtained ‘f’ value (2.211) which is not significant at any levels of significance.

29. There is no influence of self concept on gender (Boys and Girls) and type of institutions (Residential and non residential) school students as obtained ‘f’ value (0.017) which is not significant at any levels of significance.

30. There is no influence of attitude towards co-curricular activities on gender (Boys and Girls) and type of institutions (Residential and non residential) school students as obtained ‘f’ value (0.042) which is not significant at any levels of significance.

5.13. Discussion of results

1. Positive correlation was found among the students of Standard IX in residential and non residential schools with respect to attitude towards co-curricular activities and self concept as obtained ‘r’ value (0.0369) is significant at 0.01 level.


2. No significant relationship was found between Attitude towards co-curricular activities and Academic achievement among the students of standard IX in residential and non residential schools as ‘r’ value (-0.044) is not significant at any level of significance.
The study conducted by Qaiser Suleman, Dr. termi Kaur Ranjit Singh (2014) shows negative results as the above result. This might be of the fact that the co-curricular activities conducted in the school might not have helped the students to develop their mental abilities and perseverance. Therefore it might have not helped the students to score high.

3. There is no significant relationship between self-concept and Academic achievement among the students of standard IX in Residential and Non Residential schools with respect to self-concept and academic achievement as ‘r’ value (-0.031) is not significant at any level. The students possess the low self concept which means low awareness about their abilities, therefore students might have not practiced more or concentrated on their weak areas, hence the students have might scored less in the achievement test.

This was contradicted by the study conducted by Corbiere, Marc Fraccaroli, France Mbekon, Jacques (2006), Xu, Fu-ming Shi Jian-nong, Liu (2008), Liu (2009), Moller, Jens Pohlmann Bitta (2010), Punithavathi (2011) showed positive correlation between self-concept and academic achievement.

The studies conducted by Corbiere, Marc Fraccaroli, France Mbekon Jacques (2006), Manger and Eikeland (2006), Xu, Fuming shi Jian, Liu (2008), Shak (2010), Mcinerney, Dennis M, Cheng, Rebecca wing-Yi Mok Magalene Mo Ching Lam, Amy Knok Hap (2012), Chamundeswari, Sridevi and Archana Kumari (2014) shows the significant difference with respect to academic achievement and self concept, Whereas the study conducted by Mahmudul Hasan Sagar (2014) and Mahmudul Hasan Sagar (2014) showed negative correlation with respect to self concept and academic achievement.
5. There is no significant difference in the academic achievement of students of the residential and non-residential schools of standard IX having favourable and unfavourable attitude towards co-curricular activities. This might be because the students are not motivated and provided a soothing and joyful environment, so that the students try to identify their hidden talents and develop positive and favourable attitude towards co-curricular activities and perform high in academic achievement.

The study conducted by Anuradha Roy (1966), Dobolz and Beaty (1999), McNamar et al. (1999), Gilman (2001), Lakshmi (2004), Farenga Joyce and Ness (2002), Zahid Bashir, Shatqrat Hussain (2015) shows significant difference in the achievement and attitude towards co-curricular activities but the study conducted by Qaiser Suleman, (2012) Dr. Termit Kaur Ranjit Singh (2014) shows negative results as the above result.

6. There is no significant relationship between self-concept and academic achievement among the students of standard IX in Residential and Non-Residential schools with respect self-concept and academic achievement as ‘r’ value (-0.031) is not significant at any level. The students possess the low self-concept which means low awareness about their abilities, therefore students might have not practiced more or concentrated on their weak areas, hence the students have might scored less in the achievement test.

The studies conducted by Corbiere, Marc Fraccaroli, France Mbekon Jacques (2006), Manger and Eikeland (2006), Xu, Fuming shi Jian, Liu (2008), Shak (2010), Mcinerney, Dennis M. Cheng, Rebecca Wing-Yi Mok Magalene, Mo
Ching Lam, Amy Knok Hap (2012), Chamundeswari, Sridevi and Archana Kumari (2014) shows the significant difference with respect to academic achievement and self concept, Whereas the study conducted by Mahmudul Hasan Sagar (2014) and Mahmudul Hasan Sagar (2014) showed negative correlation with respect to self concept and academic achievement.

7. There is no significant difference in the academic achievement of students of the Residential and Non Residential schools of IX having high and low self concept as obtained ‘t’ value is 0.86 which not significant at any level of significance. The results are supported by the study conducted by Mahmudul Hasan Sagar (2014) and Mahmudul Hasan Sagar (2014) showed negative correlation with respect to self concept and academic achievement.

8. There is positive correlation between Attitude towards co-curricular activities and Academic achievement as ‘r’ value (0.22) is significant at 0.01 level among the students of standard IX of Non residential schools


9. There is positive correlation between Attitude towards co-curricular activities and self concept as ‘r’ value (0.363) is significant at 0.01 level, among the boys of standard IX of residential and Non residential schools. The studies conducted by Melnick (2001), Milgram (2003), Klem and Connell(2004), Thompson (2009), susan (2010) skipper(2010), Moriana(2006), Mark (2009) supports the resulted obtained in the present study
10. There is positive correlation between Attitude towards co-curricular activities and self concept as ‘r’ value (0.362) is significant at 0.01 level among the girls of Residential and Non residential schools.

11. There is positive correlation between Attitude towards co-curricular activities and Academic achievement as ‘r’ value (0.36) is significant at 0.01 level hence there is significant relationship between academic achievement and self concept among the students of Std IX of residential and non Residential Schools.


12. There is no significant relationship between self concept and Academic achievement among the students of std IX of residential Schools as ‘r’ value (0.033) is not significant at any level. Studies conducted by ,Xu, Fuming shiJian, Liu (2008) Shak(2010),Mcinerney, dennis M.Cheng, Rebecca wing-Yi Mok Magalene Mo Ching Lam,Amy Knok Hap (2012) contradicts above results.
5.14. Educational Implications

According to the present study 79.3% of the students show unfavourable attitude towards co-curricular activities. This shows that the students are not made realize the importance of co-curricular activities and co-curricular activities were not made joyful to the students. Hence the attitude towards co-curricular activities is unfavourable. The schools should make provision for conducting varied co-curricular activities so that students take part based on their interest and perform well and contribute for their wholesome personality.

The present study reveals that only 17.6% of the students possess high self concept and 82.4% of the students possess low self concept. This shows that the students are not made aware of their own abilities, strength and weakness. The school and the teachers should provide such opportunities to the students to make them aware of their capabilities and also conduct various competitions and events where they can identify their abilities and improve their self concept.

The present study shows that attitude towards co-curricular activities and self concept are positively correlated. This may be of the factor that the components of self concept such as emotional, character, aesthetic, intellectual and social dimensions which has helped the students to have favourable attitude towards the co-curricular activities. This shows that his own abilities and being emotional and aesthetic might have made him to identify the co-curricular activities suitable to him and therefore might have enjoyed the co-curricular activities. This might have helped students to develop positive attitude to co-curricular activities.

The present study reveals that there is no significant relationship between self concept and Academic achievement among the students of standard IX in
Residential and Non Residential schools with respect self concept and academic achievement as ‘r’ value (-0.031) is not significant at any level. This is because the students might have possessed low self concept which means low awareness about their abilities, therefore students might have not practiced more or concentrated on their weak areas, hence the students have might have scored less in the achievement test.

The study examines that there is no significant difference in the academic achievement of students of the residential and non residential schools of standard IX having favourable and unfavourable attitude towards co-curricular activities. This might be because the students are not motivated and provided a soothing, joyful and wonderful environment, so that the students try to identify their hidden talents and develop positive and favourable attitude towards co-curricular activities and perform high in academic achievement.

The study investigates that there is no significant difference in the academic achievement of students of the Residential and Non Residential schools of IX having high and low self concept. This may be because, the school may not be organizing such activities where the abilities of the students are not known to them hence they have low self concept which is not helping the students to score more in the achievement test. Hence the schools should organize such activities like Olympiad, quiz, literary activities which fosters high self concept and motivates them to take part, so the achievement of the students is improved.

The present study examines that there is no significant relationship between attitude towards co-curricular activities and academic achievement of students of residential and non residential schools. This may be because of schools and teachers are not much focused about the importance of co-curricular activities
which contributes for the development of wholesome personality of the students and help them to excel in achievement test.

The study reveals that there is no significant relationship between attitude towards co-curricular activities and academic achievement of students of Residential school of Standard IX. This is may be due to the fact that residential schools focuses more on academic achievement and pay less attention towards co-curricular activities. But there are few residential schools which are exclusively for the sports which are runned by Ashwini Nachappa and P.T Usha where the students are given prime importance only to the sports than the academics. Hence both co-curricular and curricular activities should go hand in hand.

The study examines that there is no significant relationship between attitude towards co-curricular activities and academic achievement of students of Non residential school of Standard IX. This may be due to the fact that the Non residential schools may have lack good infrastructure and trained teachers, which fails to develop interest and favourable attitude towards co-curricular activities, which fails in making a students to realize his abilities which contribute a major a factor in scoring less marks in his achievement test.

The study opines that there is no significant relationship between attitude towards co-curricular activities and academic achievement of Boys and girls of Residential and Non residential schools of Standard IX. This might be of the fact that boys of both residential and non residential schools not able to perform well in both fields, it may be because they are not trained and made learning joyful and girls may be restricted to take part equally in all the events.

The study reflects that there is no significant relationship between the attitude towards co-curricular activities and self-concept among the students of standard IX
of residential schools and non residential schools. This may be because the students have low self concept the students are not oriented and create awareness about their capabilities and innate potentialities which help them to recognize their areas of interest and perform very well and equally do well in achievement test.

The present study shows that there is significant relationship between the attitude towards co-curricular activities and self-concept among the students of standard IX of Non residential schools. This may be of the fact that the non residential schools provides a very favourable atmosphere for conducting varied activities where students take part in it and also the atmosphere at home and parents might have motivated the students, provided opportunities to take part in various activities and might have got more practice which have helped them equally to well in achievement test.

The present study reveals that is there is significant relationship between the attitude towards co-curricular activities and self-concept among the boys and girls of standard IX of residential and Non residential schools. This may be because boys and girls are given more opportunities to identify their abilities, and schools might have conducted more activities so that they develop desirable attitude towards co-curricular activities.

The present study reveals that there is no significant difference in the academic achievement of the students of residential and Non residential schools of std IX having favourable and unfavourable attitude towards co-curricular activities. This may be of the reasons that the schools are more focusing on academic achievement and not providing opportunities for the co-curricular activities hence the students develop unfavourable attitude towards co-curricular activities.
The present study opines that there is no significant difference in the academic achievement of boys of residential and Non residential schools of std IX having favourable and unfavourable attitude towards co-curricular activities. This is due to the activities conducted are not joyful to the students and hence they might have develop unfavourable attitude towards co-curricular activities.

The present study shows that there is no significant difference in the academic achievement of girls of residential and Non residential schools of std IX having favourable and unfavourable attitude towards co-curricular activities. This may be of the fact that the girls are restricted to some areas of co-curricular activities so that they are less motivated and step back to take part in the co-curricular activities hence they develop unfavourable attitude towards co-curricular activities.

5.15 Limitations of the Study

1. The study is only confined to the IX standard students of Maddur Taluk.

2. The Study is conducted only for the two types of residential schools that is Mooraji Desai School and Kittur Rani Chennamma school which comes under purview of Maddur Taluk.

5.16 Suggestions

1. The same study with a bigger sample and covering other parts of country is recommended.

2. The study could be extended to the students at various education levels.

3. The same study with different variables is also recommended.

4. The same study could be extended to see level of self concept and achievement among the students of two different countries.