Chapter-1

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1.1 Introduction

The education plays a vital role in bringing change in the behavior and mould the personality of the child in a more desirable and expected form. The word Education has been taken from the Latin word Educere which means to educate to bring up or to rise. The concept is related closely to modification that occurs through the personal experience of the person who is conscious about the purpose of learning and the development.

In the broad sense of the term, education is the process of development and growth of a person from womb to tomb. The function of the education is to help the individual to learn how to adapt himself to physical, social and spiritual environment in all the ways. It is a lifelong process, which goes on continuously all through one’s life and learning. Education is the one which helps in organizing and reorganizing experiences from womb to tomb. From the point of view of the education, it is a process specially designed at influencing the development and growth of a person.

The development of physical and intellectual qualities of an individual is the major determinants of his personality. There are various techniques, approaches of education which emphasis on all round development of an individual. The education is a dynamic process not a static one. There are various activities which contribute to the development of excellent personality. The activities are mainly classified into two types such as curricular and co-curricular activities. These activities forms vital part in our school curriculum, the activities occupies the very important place in our school curriculum.
The co-curricular activities consist of literary activities such as drama, quiz, storytelling, recitation, poster making and poetry writing. Cultural activities such as singing, dancing, street plays, drama, ethnic day celebration, celebration of national days, celebration of festivals. Sport activities such as organizing annual sports meet, indoor games, outdoor games, athletes and track events and also organizing inter and intra school competitions in the school helps the child to develop physical, social, moral and mental adjustments. The main idea behind in organizing these activities in the building up of character of the student and wholesome personality of the child which in turns trains the mind of the child which facilitates excellent academic achievement of the child.

In the recent years, it is observed that the private schools emphasis greatly in organizing more academic activities to achieve better results than in developing activities which helps them to groom their personality and nurture the innate abilities of the students.

The shift in the process of education has led to a new approach in giving more importance to the academics than the development of personality, for which both co-curricular activities are ignored completely, there is a need of both curricular and co-curricular activities for the students to develop wholesome personality and become better citizens.

The whole spectrum of the school was confined to the teaching of curriculum prescribed by the schools for the particular class; the social activities of the pupils were looked as infringement to academic culture.

There was no allocation of curricular activities and it was not made compulsory in the time table and also it is not practiced.
Many schools even today have no physical education, sports period, allocation of funds for organizing various activities and play grounds. The headmasters, teachers, parents of many schools are in favor of curricular activities as the waste of time and ignores in organizing those activities for the students. Whereas, in some of public schools the response was opposite and co-curricular activities were found being appropriately patronized. Co-curricular activities seems to be more student-centered and these activities enhance the regular curricular during normal school days.

1.1 (a) Significance of Adolescence

Adolescence is a period of transition when the child is neither a child nor an adult. The adolescent’s state of mind is very indistinct and perplexed. The age of adolescent is neither child nor adult. so the adolescents, sometimes act too smart and at times too childish. The term adolescence derived from the Latin verb adolescere which means “to grow” or “to grow into maturity”. Thus it is “a process rather than a time period, a process of achieving the attitudes and beliefs needed for effective participation in society” (Rogers, 1981). It may be interpreted in other ways as well as a period in physical development, as a socio-cultural phenomenon, as a chronological age span, as a transition period, or even abstractly as an attitude towards life. Among primitive people and in earlier civilizations, puberty and adolescence coincided.

Adolescence is a period of preparation for adulthood, a time when childish behavior and attitude are replaced by attitudes and behavior of an adult. From the beginning of civilization, it has been recognized that adolescence is a period of change. Stanley Hall (1904), an American psychologist in his book Adolescence reported that adolescence is a period of extremes in behavior marked by emotional storm and stress. This was attributed to the physical and glandular changes take
place at this time. Studies of adolescents in recent years have revealed that it is during the early part of adolescence, when physical changes take place very rapidly, the changes in attitudes and behavior are most rapid. Normally, however, the storm and stress emphasized by Stanley Hall are much greater in the early part of the adolescence period than in the later part when the individual is reaching adulthood. They have a shorter period of early adolescence and as a result, they frequently seem more immature for their age than girls. However, as they are accorded, along with girls, a more mature status in the home and school, they usually settle down quickly and show, as girls do, a maturity of behavior which is in marked contrast with that of the young adolescent. Early adolescence is the period in the life span which is usually referred to as the age of “storm and stress”.

There is no question about the fact that this is a period of many frictions with parents, teachers, and friends: that the young adolescent experiences more emotionality than he did when he was younger, and that he is a difficult person to live or work with. This period is also referred to as the teens, sometimes, even the terrible teens, while many people use the term teenage to refer to that part of adolescence which falls within the span of the teen years, more correctly the later teens should be called youth to distinguish that period from the early part of adolescence. The differences in behavior and attitudes in early and late adolescence make this distinction justifiable. Young adolescents realize that they are subjected as a group, to condemnation, criticism, and general devaluation by adults. They are aware of the stereotype of a teenager as a sloppy, irresponsible, unreliable individual who is inclined toward destructiveness and anti-social behavior. Furthermore, the traditional belief that adolescence is a period of “storm and stress” a time when the individual is difficult to live with and to manage, adds to this unfavorable stereotype of the young adolescent. The belief on the adolescent’s part that adults have a poor opinion of him makes the transition to adulthood
difficult for him, leads to much friction with his parents, and places a barrier between the adolescent and his parents which prevents him from turning to them for help in meeting his problems. Now-a-days the future of the students of secondary school education, who are adolescents depends upon many factors starting from the selection of subjects, maintaining and controlling emotions, intelligence, creativity, participation in the curricular activities and hard work etc. The students require counseling and guidance to reach the destination and the teachers and the parents have to play a vital role in shaping the students behavior.

During this period there would be fluctuations, ups and downs and behavioral changes in the students and need encouraging environment and require personal attention to solve their problems. Many studies proved that the participation in the co-curricular activities has helped them to overcome the stress and strain and has relevance to the achievement of the students and contributed a lot in grooming their personality. In order to test this proposition the present study is aimed at the testing of factors such as attitude towards co-curricular activities, self concept and academic achievement among school students in secondary level, who study in residential and non residential schools.

1.1 (b) Co-curricular activities

Co-curricular activities are the set of the activities conducted by the school in the campus and off the campus for wholesome personality of an individual.

Co-curricular activities play an important role in the character formation for the child which is conducted by the various associations, organizations and bodies.
Co-curricular activities helps students to develop adjustment among peers, aesthetic sense, imbibe self confidence instill self discipline, leadership qualities, obedience, faithfulness, trustworthiness among the students.
All Co-curricular activities are organized with specific purpose which varies according to the nature and form of such activities. Co-curricular activities plays important role in molding the personality of an individuals and helps in instilling values among the students.

**Types of Co-Curricular activities**

- Prayers.
- Morning assembly holdings.
- Inter-House and Intra house competitions.
- Recitation of poem
- Story writing
- excursion
- Hand writing competitions
- Drawing competitions
- Poster making.
- Self government
- Mock parliament
- Face painting
- Singing competition.
- Group singing
- Solo singing.
- elocution (pronunciation) competition
- extempore speech
- debate
- Conducting Quiz competitions.
- Model government.
- Rangoli competitions.
- Talents day.
- Paining and sketching
- Fashion shows
- Street plays
- Power point presentation
- Fancy dress competition
- Club activities
- Celebration of festivals
- Ethnic day
- Celebration of national days.
- Sports day
- Kabbadi competition
- Indoor games
- Outdoor games
- Track events
- Magic show
- Drama
- Annual day celebration
- Sport day
- National unity day celebration
1.1 (c) Significance of co-curricular activities

- Co-curricular activities are conducted to foster the innate abilities of the students in a broader prospective. These activities motivate the students in all aspects and help them to compete in various events. These activities boost the confidence of the students and help in recognizing and developing their skills and techniques and develop self confidence and leadership qualities, creativity among the students. These activities help them to think innovatively and creatively. These activities help the students in developing unique learning experiences by giving opportunities to think and come out with a solution for various problems that they face in the life situation. Students need to take time outs to do more than just studying. Co-curricular and Extra-curricular activities provide opportunities to lighten up, rejuvenate and energize and develop social interactions with others. In short, these activities prepare the students practically for their future.

- The normal curriculum teaches and educates the student about academic theories while co-curricular activities and extra-curricular activities help the student to apply what he/she has learned to practice in their practical life.

- Co-curricular activities helps moral development and values among the students. Most of the Co-curricular and Extra co-curricular activities are to keep the students physically active and get them out their desks to try out new things in practical way.

Co-curricular activities are real and true practical experiences received by the students, these co-curricular activities leads to the aesthetic, moral, spiritual, physical developments among the students. Self confidence, self esteem, and personality is developed by these activities. It develops co-co-
ordination, peer group adjustment, faithfulness, obedience, clear expressions among the students at all levels.

Co-curricular activities develop values and mould the personality of the students. The values that can be developed among the students are as follows

- Educational Values
- Psychological Values
- Development of Social Values
- Development of democratic citizenship
- Development of leadership qualities
- Development of healthy individuals.

Physical Development Values

- Recreational Values
- Cultural Values

**Educational Value**

The co-curricular activities conducted have a great educational value. The classroom teaching becomes monotonous and this boredom can be made interesting by providing first hand experiences by taking students for educational excursion, field trips, and local visits and through dramatization, mock parliament and self government, students are provided opportunities to showcase their talents and abilities and shoulder the responsibilities in organizing various competitions and events. Through school newsletter and magazine, language and presentation of the matter, creative writing among students are developed.
Psychological Value
These activities are related to the development of mental health of the students who think constructively and contribute to the needs of the society

a) Act as instrument for Sublimation of the Instincts
Co-curricular activities helps in channelizing students instincts into healthy and constructive ways e.g. impulse of inquisitiveness can be fruitfully channelized by library, stamp and coin collection etc. The instinct of extroversion can be directed through self-government, social service, other group work and participation in groups games.

b) Emotional Health
A student mind has collection of innate urges or drives. It is quite obvious for the children to showcase their attitude, to be curious, to be obedient, be sympathetic and also empathetic. Co-curricular activities provides different types of platforms and e opportunities in which these drives may be used for educational purpose.. But fortunately or unfortunately, they may not come up to the required expectation many students suffer because of inferiority complex, extroversion where these co-curricular activities helps to overcome such problems and helps them to manage their emotional adjustment.

c) To arouse the interest among students
Co-curricular activities are varied in nature; activities arouse interest based on the need of the students. For example students who are interested in sports can apt sport activities and students who are interested in poster making, painting etc., can apt activities that are based on their interest and abilities.

d) Identifying of individual differences among students
By organizing various co-curricular activities the innate and hidden talents of the students can be identified. activities such as painting, creative writing and essay
competitions help them to think innovatively and all his helps in moulding the all-round personality and nurturing the interest of the students. Hence co-curricular activities play a vital role in the school curriculum.

**Development of Democratic citizenship**

Today’s children are the citizens of tomorrow; hence it is the social demand to prepare healthy citizen. Co-curricular activities helps in developing democratic citizenship among the students, the activities develops unity in diversity, feeling of oneness, universal brotherhood etc. students' self-government in schools provides an excellent training in exercising one's franchise and shouldering responsibilities. These activities train the students for good citizenship. Through NSS and NCC the students are provided opportunities to make decisions, imbibing patriotism. Faithfulness and obedience and love for the country among the students. This activity develops innovative, creative, critical thinking and judgement among the students. These activities boost morality among the students. They become independent in planning, executing and organizing events in the school and life situations. These activities help to face the challenges that come across their life.

**Development of healthy individuals**

Sound mind in a sound body this can be developed by conducting various co-curricular activities, games, sports and athletics directly contribute to physical development of students, these activities provide a useful channel for the growth and development of the body.

**Development of leadership qualities**

Co-curricular activities such as games, self government group games etc. provides opportunities to develop leadership qualities among the students. These helps them to take quick decisions, makes policies, self expression, being confident, capacity
to lead and train the team, Team spirit, loyalty, being empathetic, and prepare the leaders of tomorrow in all the sectors of the society.

**Recreational Value**

Co-curricular activities have recreational value. This occupies the leisure period/time of the students, keep them occupied and indulge them in various activities and keep them busy in the healthy atmosphere which helps to develop healthy habits and stay away from the undesirable activities. This helps students to be better citizens of the society.

**Cultural Value**

Co-curricular activities helps to understand the culture, heritage, traditions, customs of various places and countries. Through such activities unity in diversity, feeling of oneness, universal brotherhood, can be easily developed. The activities such as dramatization, ethnic day, celebration of festivals, and days of national importance are organized so that the students will got to know and appreciate the customs, habits, ethics, traditions, costumes and provide opportunities to develop multifaceted personality and provide better platform for preparation for the future life.

**1.2 Self-concept**

Self concept is a dominant element in personality pattern; therefore the measurement of self concept becomes essential. A variety of methods and techniques have been developed to measure self concept. The problem of measuring the self concept to a large extent still remains unsolved.
The concept of self has three major components-the perceptual, the conceptual and the attitudinal. The perceptual component is the image that the person possess about his physical appearance and the impression he makes on others. The perceptual component is often called the ‘physical concept’. The conceptual component is the person’s conception of his distinctive characteristics, abilities, background and origin and future. It is often called the ‘psychological self-concept’ and is composed of such life adjustment qualities, such as, honesty, self-confidence, independence, courage and their opposites. Included in the attitudinal component are the feelings a person has about himself, his attitude, his present status and future prospectus, his feelings about his worthiness and his attitudes of self-esteem, self-reproach, pride and shame.

**Academic self-concept** : It is the set of attitudes and feelings reflecting self perception, self-evaluation and attitudes concerning performance in basic school-related tasks like reading, writing, spelling, and math (Chapman & Boersma, 1991).

The **intellectual dimension** recognizes the need for creative and stimulating mental activities. An **intellectually** healthy person uses available resources to expand their knowledge and to improve skills. Benefits include heightened problem solving, creativity, and learning.

The emotional dimensions means Perception, or the ability to consciously recognize our emotions and identify what we feel, being able to give a label. 2. Understanding, that is, integrating what we feel in our thoughts, being able to consider the complexity of emotional changes. 3. Regulation, ie, lead and manage effectively both positive and negative emotions.

**Self-Concept and Academic Achievement**

Academic self-concept can be defined as student perception of self as learner and how she/he interacts with the learning environment. Self concept helps an
individual to know his abilities, his strengths and weakness so that he can perform better in the areas of interest. The low self concept results in low academic achievement and high self concept results in high academic achievement. Teachers and school authorities should create such an environment and provide opportunities to nurture their abilities and help them to excel in the academic achievement. Studies conducted by koutsoulis (1995), Raju (2013), Rana and Iqbal (2015) supports that the high self concept helps the students to show greater achievement in their school subjects. Corbiere, Marc Fraccaroli, France Mbekon, Jacques (2006) , Xu, fu-ming Shi Jian-nong, Liu (2008), Liu (2009), Moller, Jens Pohl mann Bitta (2010), Punithavathi(2011) showed positive correlation between self concept and academic achievement.

1.3 Academic Achievement

Academic achievement is the amount of knowledge derived from learning. The child gains knowledge by instructions he/ she receives at school at various situation and gains experience which forms knowledge and are organized around a set of core activities in which a teacher assigns tasks to pupils and evaluates and compares the quality of their work. The school provides a wide variety of achievement experiences than does the family.

Academic achievement can be termed as the knowledge attained, skills developed in the school subjects, usually designated by the test scores or by works assigned by the teacher or both. Academic achievement has been playing an important role, since formal education decides the level of learning of different students in different subjects in all classes. Achievement can be defined as total marks or score obtained by a student in a particular subject. Achievement differs from student to student and from subject to subject. Factors for this difference also
vary from person to person. Various factors play their role for this difference in the achievement. Academic achievement is a multi-dimensional phenomenon and may be effected by two main types of factors viz. subjective or personality factors and objective factors. Subjective factors are related to the individual himself, his intelligence, learning ability, aptitude, achievement motivation, self-concept, perception of school, study habits, attitude towards the subject, attitude towards the teachers, level of aspiration etc. And objective factors lie within the environment, socio-economic status, family traits, home environment, school environment, education system, system of evaluation, school situation, type of the school, number of students in the class etc. Academic achievement is of paramount importance, particularly in the present socio-economic and cultural contexts. Great emphasis is placed on achievement right from the beginning of formal education. The school has its own systematic hierarchy, which is largely based on achievement and performance rather than attribution. The schools perform the function of selection, differentiation among students on the basis of their scholastic and other attainments and open out avenues for advancement primarily in terms of achievement. A considerable number of students from schools go to the colleges and institutions of higher learning. It is very important to ensure that such students acquire the requisite competence so as to benefit more out of higher education. Setting the stage for achievement of youth is thus a fundamental obligation of the educational system.

The central aim of all formal educational efforts is academic achievement, on the part of the students. Even though, it is desirable to have all-round development as a goal of educational process, where academic achievement would be just one of the dimensions; but in most of the educational institutions, academic achievement continues to be the exclusive concern, narrowing down the very concept of educational process. Nevertheless, it is important to note that achievement in
curricular subjects is not an independent phenomenon. Rather, it is directly influenced by a number of factors, some of which are personal to the individual while many others are located in the environment in which learning process takes place. Thus in order to fully understand the concept, as well as, the process of academic achievement, it is imperative to identify and explore various factors related to the academic achievement. More over in some cases the students are forced to seek academic education, due to over enthusiasm and ambition of the parents. Such students do not pursue the education with one essential will and year, which enables them to have a negative attitude towards academic achievement. Lack of proper guidance at the right moment hinders the interest, aptitudes, abilities and capacities of an individual. All these problems have contributed to develop negative attitude towards education and effects on academic performance.

Achievement is generally a pedagogical terminology used while determining learners’ success in formal education and which is measured through reports, examinations, researches and ratings with numerous factors or variables exerting influences.

Academic achievement has become an index of child’s future in this highly competitive world. Academic achievement has been one of the most important goals of the educational process. It is also a major goal, which every individual is expected to perform in all cultures. Academic achievement is a key mechanism through which adolescents learn about their talents, abilities and competencies which are an important part of developing career aspirations (Lent et al, 2000). Academic achievement and career aspirations in adolescence are often correlated (Abu-Hilal, 2000). Crow and Crow (1969), defined academic achievement as the extent to which a learner is profiting from instructions in a given area of learning i.e., achievement is reflected by the extent to which skill or knowledge has been imparted to him.
Academic achievement is the prime and constant responsibility of a school or any other educational institution to promote wholesome scholastic growth and development of a child.

1.4 Need and significance of the study
In the present scenario, the education has become the most vital aspect of any individual. In this 21st century, the education has become highly commercialized and academic excellence has gained through competitions. The main function of education is the character formation, development of innate capabilities, development of healthy individuals, development of leadership qualities, and all this forms multi faceted personality of an individual. To develop such personality the schools plays a very important role in shaping the individuals. The learning experiences such as curricular and co-curricular activities influence a lot and help them to develop self concept and their perceptions about various things. Participation in co-curricular activities helps students to learn various skills and techniques, approaches and deep knowledge which help them to make proper judgments and take quick decisions. Society demands healthy individuals who have good leadership qualities, innovative in thinking, creative, honest, trustworthy and approachable, all this is possible to nurture only the organizing through co-curricular activities for the students. Co-curricular activities are those activities which contribute to the development of an individual. 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. schools and teachers are not much focused about the importance of co-curricular activities which contributes for the development of wholesome personality and help them to excel in achievement test

Many researchers such as Namaraetal, (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 The studies conducted by Corbiere,Marc fraccaroli, France Mbekon Jacques (2006), Manger and Eikeland (2006),Xu, Fuming shiJian, 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 In the light of the observations, personal experience and also on the literature available the researcher is prompted to undertake a study to find out whether the factors, like attitude towards co-curricular activities, self concept and academic achievements its impact on each other in different types of schools namely residential and non residential schools.

1.5. 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”.

1.6 Operational Definitions

a) Attitude towards co-curricular activities (ATCA)

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 (SC)

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: (AA)** 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 one type residential school that is Mooraji Desai Residential School comes under the purview of Maddur taluk, it is chosen for the study, the school is of state board syllabus and includes both boys and girls.

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.
1.7 Objectives of the study

1. To study the attitude of residential and non residential school students towards co-curricular activities.
2. To study the self concept of the students of residential and non residential schools.
3. To study the academic achievement of the students of residential and non residential schools.
4. 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.
5. To find out whether the students of standard IX (Residential and Non Residential Schools) having favorable and unfavorable attitude towards co-curricular activities differ in their academic achievement
6. 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.
7. 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
8. To study the relationship between the attitude towards co-curricular activities and self concept among the of 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 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 favorable and unfavorable 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 residential schools
    c) Students of Non residential schools
    d) Boys of residential and Non Residential schools
    e) 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.

1.8 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

   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

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

1.9 Population and Sample

   The population consists of all the students of standard IX of residential and Non residential schools of Maddur Taluk. According to the random sampling technique, the 25% of the population is taken as the sample.
1.10 Tools for collecting data

The following tools would be used to collect the required data

1. Self concept rating scale by Prathibha Deo (1998) would be used to study the self concept among the students of standard IX of residential and Non residential schools.

2. Attitude towards co-curricular activities would be assessed by the tool which would be developed by the researcher. The tool would consist of items related to attitude towards literary activities, attitude towards cultural activities, and attitude towards sport activities.

3. 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.

1.11 Statistical techniques for analysis of data

1. Co-efficient of correlation

2. t-test.

3. ANOVA is used to analyze and interpret the data.

1.12 Delimitations of the Study

The study is conducted to only standard IX of state board syllabus.
1.13 Organization of the Thesis

The thesis is presented in 5 chapters.

Chapter-I titled Introduction, which deals with the Conceptual Framework, Need and Significance of the Study, Statement of the Problem, Objectives of the Study, Hypotheses of the Study and Operational Definitions, tools used in the study, delimitations of the study.

Chapter-II titled Review of Related Literature, which deals with the review of related studies related to the present problem.

Chapter-III titled Methodology, which comprises Design of the Study, Population of the Study, Sample and Sampling Technique, Tools used in the study, Administration and Procedure for Data Collection, Statistical Techniques

Chapter-IV titled Analysis and Interpretation of Data, which deals with Analysis Techniques, Tables, Figures, and Description for Findings pertinent to Hypotheses.

Chapter-V titled Summary, Findings and Conclusions, which deals with the Brief Summary of earlier Chapters, Findings, Conclusions, Educational Implications, and Suggestions for Further Research.