CHAPTER II

REVIEW OF THE RELATED RESEARCHES

Co-curricular activities has been considered by Educationists all over the world as an important and integral part of general education. For the harmonious development of a child, a programme of co-curricular activities is an imperative need along with general education.

It has been found from research survey reports that very few research works has been done on co-curricular activities both in and outside India. Till now no research work has been done on the organization of co-curricular activities and its effect of participation on the physical, social and emotional aspects of adolescent girls and boys. Research works has been done on physical education, which is a part of co-curricular programme.

The educationists from outside India like Thorndike (1912, 1917), Carter and Strong (1933), Terman and Miles (1936), Gitelson (1938), Kudu (1939), Carter and Sharman (1941), Traxler and Mccale (1941), Yum (1942), Sparling (1942), Kuhler and Lee (1943), Strong (1943), Jones
(1946), Rarick (1949), Millichamp (1953) and Hartley (1957).


Researches Done so Far

The purpose of co-curriculum are both academic and non-academic. Generally the co-curriculum helps to enrich and diversity the entire school programme. In this regard the study of Thorndike (1912, 1917) is of great importance. He conducted his study first on hundred and afterwards on three hundred and thirty-four college students and reported the correlation between the individual’s rank of abilities and his rank of interests in school subjects.¹

Carter and Strong (1933), Terman and Miles (1936) did research works in the field of students activities.²

Gitelson in 1938 made studies regarding the influence of games in the social adjustment of children. He made a

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² Ibid., p. 79.
comparison between the children who showed proficiency in games and sports and the children not proficient in games and sports. After his proper studies he found that game has positive influence on the social adjustment of children. He concluded saying 'play is used as a therapy which contributes to social adjustment of children.'

Kudu in 1939, and Traxler and Mocale in 1941 studied the importance of students activities. Yum also studied the importance of students activities in the year 1942.

Abraham Sparling in 1942 found out the difference in the personality pattern of university and intra-mural athletes and distinguished from those of the non-athletes group.

Strong in 1943 studied the importance of students activities. In the same year Kuhlen and Lee reported that


5 Sparling Abraham: Relation between personality and adjustment and achievement in physical activities, (Res. Q. 13) 1942, pp. 351-63.

boys active in games were highly rated in social adaptability.\textsuperscript{7} Again in the year 1946, Jones carried out a thorough study in which he compared two groups of boys differentiated in the basis of the strength tests. He found out that the superior groups was bestowed with a good physique, physical fitness, early maturing, social prestige, social stimulus value, and an apparently satisfactory level of personal adjustment. He found out that strength and other aspects of physical ability are closely related to such favourable traits as activity, aggressiveness and leadership.\textsuperscript{8}

Rarick and Mckee in 1949 in their study 'A study of twenty-third grade children exhibiting extreme levels of achievements on tests of motor proficiency' found out that proficiency in gross motor activity assumes greater importance (as children grow older) as is evidenced by the prestige placed upon skillful performance by the child's peers.\textsuperscript{9}

Again in the year 1953, Millichamp made a study on play activities and found out that play helps a child to express his emotions in a socially acceptable way and allows him to get rid of pent-up energy in a manner that will meet

\textsuperscript{7} Kuhlen, C. Raymond Lee, Betrice, C.: Personality characteristic and social adaptability in adolescence. (Journal of educational psychology), 1943.

\textsuperscript{8} Jones, E. Harold: Physical ability as a factor in social adjustment in adolescence (Journal of Educational Research), 1946, pp. 287-401.

social expectation and win social approval.¹⁰

Hartley in the year 1957 supports the findings of Millichamp and did a study on 'Some safety values in play' and states that strenuous play activities, such as hammering, running, jumping, climbing, skating and swimming help the child to let off the pent up emotional stream. The hostile and aggressive pupil may obtain satisfaction in such activities as bag punching, aquatic games, hand ball, squash, tennis and badminton. The child's negavistic may find group activities and team games more useful, especially volley ball, touch ball, group calisthenics and soccer. If the child gains very little by his unrulingness, it teaches him a lesson and leads to a more acceptable manner of dealing with his emotions.¹¹

Clarke and Clarke conducted a study on the 'Social status and mental health of boys as related to their maturity, structural characteristics and muscular strength in 1967 and found out that boys who accorded high social acceptance by their peers, tended to be larger and stronger in size than those whose status was low.'¹²

¹⁰ Millichamp, D.A. : 'Another look at play instil of child study - (Ball Toronto) 1953, 15, No.4.


¹² Clarke, H.H. and Clarke, D.H. : Social status and mental health of boys as related to their maturity, structural characteristics and muscular strength (Research quarterly), 1967, p. 52.
Guttridge states 'Skill in bodily activity is to be ranked first among the factors that lead to a child's acceptance among his peers.'

In India, Agarkar made a critical study of the importance of the folk dance of Maharashtra as a means of physical education in the school curriculum.

A.B. Parikh in 1951 made a study of voluntary (academic and literary) activities of secondary school students of standards VIII to X from eleven schools in Bombay and found that many children read newspapers and magazines - some regularly and others occasionally.

P.V. Rao in 1952 also made enquiry into the voluntary (social, economic and religious) activities of secondary school boys of standards VIII to X of thirteen secondary schools of Bombay city and reported that more than 82 per cent of the boys spent on an average one hour per day on household work such as marketing (45.5 per cent) and attending miscellaneous jobs like clearing, ironing, worship and so on. One-fourth of them acted as volunteers in schools. 22 per cent were scouts and 10 per cent members of other organizations.

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15 Such, M.B. : Second survey of research in education, 1972-78 (Society for educational research and development), 1979, p. 1.
such as sevadal, the students union and so on.  

S.A. Sindhi in 1956 made a survey of extra curricular activities in Udaipur High Schools and found that out of 493 girls, only 10 played basketball, 25 played kabbadi and khokho and 20 played netball. Out of 209 teachers in all eight High Schools only 22 played foot-ball, 33 played hockey, 28 played cricket, 29 played volley-ball, 1 played basket-ball, 12 played kabbadi and 4 played net-ball.  

Johri (1960) pointed out the influence of participation by adolescent girls in games and sports and in co-curricular activities on the total personality make up by using projective techniques. Her investigation revealed that girls who are better in physical education activities like sports and games got better personality than those who were not proficient in sports and games.  

Daisy in 1963 studied and analysed the need for physical education for girls in India.  

16 Ibid., p. 1.  
17 Ibid., p. 1.  
19 Buch, M.B. : Second survey of educational research, 1972-78, p. 278.
S. Bose in 1963 made a 'socio-psychological study of the adolescent tribal children of West Bengal Himalayan regions for purposes of national integration in relation to co-curricular participation. His study revealed that (i) children belonged to middle socio-economic class and were found educationally backward, with religious communal feelings and not rigid inter tribal group relations, (ii) they were found low in moral and fairly communal due to thwarted social need, flexible in the aspects of emotion and temperament and without any cognisable amount of economic frustration, (iii) the efficacy of group processing technique was proved in physical education class in building up a better psychological structure for social and personal adjustment in the formative ages, fourteen to sixteen years, for the tribal children, and (iv) group processing technique spoke in favour of regular participation, and effect towards forming a cohesive and co-operative group.  

Rao and Patel in 1965 investigated into the intra-murals and inter-school competitions in games and sports. He found that games and sports in school life resulted in an increase of favourable and decrease of unfavourable attitude toward co-operative group activities. 

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20 Ibid., p. 89.
21 Ibid., p. 278.
Pari in 1969 found out from the studied conducted that participation and achievement of pupils in co-curricular activities were intimately associated with the personal development of pupils.\(^{22}\)

Nair in 1972, studied the effects of N.C.C. training on physical growth, adjustment, personality traits and on academic achievements of High school pupils in Kerela. His sample consisted of 240 matched pairs and the experimental group was exposed to N.C.C. training.\(^{23}\)

Mrs. Samerjee in 1974 studied the reading habits and participation in extra curricular activities of residential students and found that hostel life is favourable for study, provided adequate facilities in extra curricular activities.\(^{24}\)

P. Umamechasan made a study on 'practices and prospects of physical education in the colleges under the University of Kerela in 1976.\(^{25}\)

\(^{22}\) Ibid., p. 278.


\(^{24}\) Much, M.B. : Second survey of educational research,1972-78, (Society for educational research and development),1979, p. 354.

\(^{25}\) Ibid., p. 314.
N.N. Pandey in 1982 investigated and studied the interests in co-curricular activities of Higher secondary school students. His study revealed that girls show greater interest in three areas of co-curricular activities, cultural, social and hobbies than the boys, whereas in physical activities only boys have shown greater interests than girls.26

Reasearches Done on Adjustment

Researches on adjustment have been done widely both in India and outside India. From the long list of researchers on adjustment, only a selected few have been named here.

Nanda in 1957 studied the needs of adolescent girls and their bearing on individual adjustment. Similarly Bhatta, Patel and Parikh made studies on adolescent adjustment.27

N.Y. Reddy studied adolescent adjustment in relation to home environment in 1966, and found out the relationship between father's attitude and son's adjustment behaviour in different areas such as personal, school, home and heterosexual dealings and also found out the relationship between bio-social variables and adolescent adjustment.28

28 Ibid., p. 229.
Kakkar, in the year 1964 investigated into the problems of adolescents in home, school health and social areas.\(^{29}\)

Lal in 1968, made a comparative study of emotional stability of mentally superior and average adolescents of grades IV and X of some urban Higher secondary schools of Madhya Pradesh.\(^{30}\)

Again A.K. Roy in 1969, studied on the development of Student Adjustment Questionnaire (S.A.Q.) and a study on the relationship of adjustment to academic achievement.\(^{31}\)

C.A. Mazumdar in 1972, studied on the problems of adjustment in adolescence. His studies revealed that adjusted pupils possess certain personal characteristics which differentiated them from mal-adjusted.\(^{32}\)

Agarwal in the year 1979, studied on the adjustment problems of secondary school pupils as perceived and judged by parents, teachers and pupils themselves by constructing an inventory.\(^{33}\)

\(^{29}\) Kakkar, A. : Adjustment problem of adolescents, Ph.D. edu. Allahabad University, 1964, p. 46.


\(^{31}\) Anch, M.B. : Second survey of educational research 1972-76 (Society for educational research and development) 1979, p. 230.

\(^{32}\) Ibid., p. 222.

The Present Study

It has been found from studies that a number of research works has been made both in India and outside India regarding physical education and adjustment of adolescence in the field of Education and Psychology, but regarding co-curricular activities a very limited number of studies has been made in India and abroad.

It has been found out from studies that Gitelson in 1938, Agarkar in 1947, S.A.Sindhi in 1956, Johri in 1960, S. Bose in 1963 and Pari in 1969, carried out studies in physical education and participation in co-curricular activities and its influence in individual adjustment.

The present study of the investigator is based on, 'Organization of co-curricular activities in the secondary schools of Assam and its effect of participation on the physical, social and emotional aspects of adolescent girls and boys', has no similarities with the investigations made earlier. The present study deals with the existing organizational pattern of co-curricular activities of the secondary schools of Assam, and also offers suggestions for further improvement. The present study tries to find out how far participation in different fields of co-curricular activities presented in schools influence the students physically, socially and emotionally. The physical,
social and emotional influence means here, the adjustment of the pupils in these mentioned three aspects.

The present study dealing with the investigation of the prevailing conditions of co-curricular activities and also analysing the conditions and comparing the adjustment level of students by employing questionnaires.

A study has been made to explore the possibilities of introducing co-curricular activities as a part of curriculum and thereby help in the developments of harmonious growth of an individual.