CHAPTER – V

FINDINGS AND CONCLUSION

5.0 OVERVIEW

The Present chapter deals with the Findings, Discussion and Conclusion, Educational Implications and Suggestions for the Further Study. The Demographic Variables used in the study are as Gender i.e., Male and Female, Nature of the Family i.e., Joint and Nuclear, Nature of the School Management i.e., Government and Aided, Type of School i.e., Boys, Girls and Co-Education Schools, Religion of the students i.e., Hindu, Muslim and Christian, Parents Education i.e., Primary School, High School and College Education, Parents Occupation i.e., Government Employment, Private Employment and Self-Employment and Parents Income i.e., Income Up to Rs.5000, Rs.6000-10000 and Above Rs.10000. In this further the various Components of Extra-curricular Activities such as Physical Activities, Arts Activities, Citizenship Activities and Information Technology Activities were also considered. Stratified Random Sampling technique is utilized in this study. Data was collected from 1178 students of 19 different locations of Government school and Government aided school in Vellore district. The Statistical Techniques used were Average, Standard Deviation, ‘t’ test and Correlation Co-efficient ‘r’.

5.1 DESIGN OF THE STUDY

Drawing the Research Design of the study is very much helpful for a researcher to do his research effectively and efficiently. It is a kind of blue print which helps an investigator to have a clear idea about his research study well in advance. It saves the time and energy of the investigator and directs him towards the goal and accomplishes in appropriate time.
5.2 OBJECTIVES OF THE STUDY

The major objective of the study was to find the influence of extra-curricular activities on the academic achievement among the students of standard IX in Vellore district in TamilNadu.

The specific objectives were

1. To find out the level of extra-curricular activities on academic achievements with respect to type and nature of school.
2. To find out the level of extra-curricular activities on academic achievements with respect to sex, religion, parents educational qualification, parents occupation, parents income and nature of family etc.,
3. To find out the level of extra-curricular activities on academic achievements with respect to location of school.
4. To find out the level of Extra-curricular activities and academic achievement with respect to low Extra-curricular Activities students and High Extra-curricular Activities students.

5.3 HYPOTHESIS OF THE STUDY

The framed hypothesis based on the objectives of the study are given below

1. There is no significant mean difference in the extra-curricular activities in total and the academic achievement in total of the students with low and high extra-curricular Activities with regard to the demographic variable is done here.
2. There is no significant mean difference in the extra-curricular activities in total and the academic achievement in total of the students with low and high extra-curricular Activities with regard to the demographic variable locality.

3. There is no significant mean difference in the extra-curricular activities in total and the academic achievement in total of the students with low extra-curricular Activities with regard to the democratic variable religion except for the category of other religions (Jain, Sikh, etc).

4. There is no significant in the mean difference in the extra-curricular activities in total and the academic achievements in the total of the students of high Extra-curricular Activities with respect to the variable religion except for the category of the religion Muslim and others religions.

5. There is no significant mean difference in the extra-curricular activities in total and the academic achievement in the total of the students of low and high extra-curricular Activities with respect to the variable type of management.

6. There is no significant mean difference in the extra-curricular activities in total and the academic achievement in the total of the students of low and high extra-curricular Activities with respect to the variable type of school.

7. There is no significant mean difference in the extra-curricular activities in total and the academic achievement in the total of the students of low and high extra-curricular Activities with respect to the variable nature of family.

8. There is no significant mean difference in the extra-curricular activities in total and the academic achievement in the total of the students of low and high extra-curricular Activities with respect to the variable parent’s education.
9. There is no significant in the mean difference in the extra-curricular activities in total and the academic achievement in the total of the students of low and high extra-curricular Activities with respect to the variable parent’s occupation.

10. There is no significant mean difference in the extra-curricular activities in total and the academic achievements in the total of the students of low and high Extra-curricular Activities with respect to the variable parent’s income.

5.4 FINDINGS

5.5 DESCRIPTIVE ANALYSIS

5.5.1 Low Level Extra-curricular Activities and the Achievements of the Students

1. Low Level Extra-curricular Activities in Total among the Students is 41.63 and is high among Citizenship Activities 46.32 and is least among Information Technology Activities 37.35.

2. Academic Achievement in Total among the Low Level Extra-curricular Activities Students is 38.71 and is high in the Science subject 45.24 and is least in the Mathematics i.e., 33.72 whereas regarding the subject Social Science it is 37.18.

5.5.2 High Level Extra-curricular Activities and the Achievements of the Students

3. High Level Extra-curricular Activities in Total among the Students is 72.21 and is high among Citizenship Activities 76.51 and is least among the Physical Activities 66.37.

4. The Academic Achievement in Total among the High Level Extra-curricular Activities Students is 38.42 and is high in the Science subject
42.44 and is least in the Mathematics i.e., 34.67 whereas regarding the subject Social Science it is 38.16.

5. Low and High Level Extra-curricular Activities and the Achievements of the Students

5. Extra-curricular Activities in Total among the Low Level Extra-curricular Activities Students is 41.63 and their Academic Achievement is 38.71 and among the High Level Extra-curricular Activities Students it is 72.21 whereas their Academic Achievement is 38.42, the Academic Achievement in Total among the Low Level Extra-curricular Activities Students is better than the High Level Extra-curricular Activities Students.

5.6 INFERENTIAL ANALYSIS

5.6.1 Analysis of the Low Level Extra-curricular Activities and the Achievements

6. On the Analysis of the various Factors of the Low Level Extra-curricular Activities, the Influence of Arts and Citizenship Activities were more than all the other Factors whereas the influences of Physical and Information Technology Activities were similar.

7. On the Analysis of the Low Level Extra-curricular Activities Students, the Academic Achievement in Science and Social Science were more and similar whereas the Academic Achievements in Mathematics is least.
5.6.2 Analysis of the High Level Extra-curricular Activities and the Achievements

8. Arts, Citizenship and Information Technology Activities have influenced more whereas the Physical Activities influenced least among the High Level Extra-curricular Activities Students.

9. The influence of Arts and Citizenship Activities were more than their counter parts and the influences of Arts and Information Technology were similar.

10. The influence of Citizenship Activities is more than Arts and Physical Activities and the influences of Citizenship and Information Technology were similar.

11. Information Technology Activities is more influenced than Arts and Physical Activities and the influences of Citizenship and Information Technology were similar.

12. Among the High Level Extra-curricular Activities Students Academic Achievement in Science and Social Sciences were more and similar whereas the Academic Achievements in Mathematics is least.

13. Academic Achievement in Science is better than the Academic Achievement in Mathematics and Social Science.

5.6.3 Analysis of the Low - High Level Extra-curricular Activities Students and the Academic Achievements

14. High Level Extra-curricular Activities Students scored better than the Students of Low Extra-curricular Activities.

15. Both the Students of Low and High Level Extra-curricular Activities scored similarly regarding the Achievement in Total, whereas regarding the subjects Mathematics and Social Sciences the Students of Low Level Extra-curricular Activities scored better than the Students of High Level Extra-curricular Activities.
5.6.4 Analysis of the Low and High Level Extra-curricular Activities Students with regard to Demographic Variables

16. Among the Female students of Low Level Extra-curricular Activities the influence of the Extra-curricular Activities in Total and Arts Activities are more than the Male students whereas among the High Level Extra-curricular Activities the influences of all the Factors were similar.

17. The influence of the Arts and Citizenship Activities of Low Level Extra-curricular Activities and Physical Activities of High Level Extra-curricular Activities students of Urban Locality are more than the Rural Locality students.

18. The influence of the Extra-curricular Activities in Total, Physical and Arts Activities of Low Level Extra-curricular Activities students of the Joint Family students are more than the Nuclear Family students whereas among the High Level Extra-curricular Activities students all the influences were similar.

19. The influences of the Extra-curricular Activities in Total and the other factors of Low Level Extra-curricular Activities students of the Government School students are more than the Aided School students whereas among the High Level Extra-curricular Activities students of both Government and Aided School students the influences were similar.

20. The influence of the Extra-curricular Activities in Total and all the factors except Physical Activities of Low Level Extra-curricular Activities students of the Boys School students are more than the Girls School students whereas among the High Level Extra-curricular Activities students of both the Boys and Girls School students all the influences were similar.
21. The influence of the Extra-curricular Activities in Total and all the factors except Citizenship Activities of Low Level Extra-curricular Activities students and Arts Activities and Citizenship Activities of High Level Extra-curricular Activities students among the Boys School students are more than the Co-Education School students whereas among the remaining students the influences were similar.

22. The influence of the Citizenship Activities among the Co-Education School students and Information Technology Activities of Government School students of Low Level Extra-curricular Activities students and Arts Activities of High Level Extra-curricular Activities students are better than their counterparts whereas among the remaining students the influences were similar.

23. The influence of Extra-curricular Activities in Total and the Factors except the Physical Activities among the Hindu Community students were more than the Muslim Community students of High Level Extra-curricular Activities whereas among the remaining students the influences were similar.

24. The influence of Citizenship Activities among the Muslim Community students of Low Level Extra-curricular Activities were more than the Christian Community students whereas regarding the High Level Extra-curricular Activities the influence of Extra-curricular Activities in Total and except Citizenship and Information Technology Activities is more among the Christian community students than the Muslim students and among the remaining students the influences were similar.

25. The influence of Citizenship Activities among the Hindu Community students of Low Level Extra-curricular Activities were more than the Christian Community students whereas regarding the remaining students the influences were similar.

26. The influences of Extra-curricular Activities in Total and its Components between the Students of Primary and High School
Educated Parents of Low and High Level Extra-curricular Activities were similar.

27. The influences of Extra-curricular Activities in Total and its Components between the Students of High School and College Educated Parents of Low and High Level Extra-curricular Activities were similar.

28. The influences of Extra-curricular Activities in Total and its Components between the Low and High Level Extra-curricular Activities Students of Primary School Educated and College Educated Parents were similar.

29. The influences of Extra-curricular Activities in Total and its Components between the Low and High Level Extra-curricular Activities Students of Government Employed and Private Employed Parents were similar.

30. The influences of Extra-curricular Activities in Total and its Components between the Low and High Level Extra-curricular Activities Students of Private Employed and Self-Employed Parents were similar.

31. The influences of Arts Activities among the Low and High Level Extra-curricular Activities Students of Government Employed Parents were better than the Self-Employed Parents students whereas regarding all the other students the influences were similar.

32. The influences of Citizenship Activities among the Low Level Extra-curricular Activities Students of Parents Income Up to Rs.5000 and among the Arts Activities among the High Level Extra-curricular Activities Students of Parents Income Rs. 6000 to 10000 were better than their counter parts whereas regarding all the other students the influences were similar.

33. The influences of Extra-curricular Activities in Total and its Components between the Low and High Level Extra-curricular
Activities Students of Parents with Income Rs. 6000-10000 - Above Rs. 10000 were similar.

34. The influences of Extra-curricular Activities in Total and its Components between the Low and High Level Extra-curricular Activities Students of Parents with Income Up to Rs. 5000 - Above Rs. 10000 were similar.

5.6.5 Analysis of the Achievements between Low and High Level Extra-curricular Activities Students with Regard to Demographic Variables

35. Academic Achievement in Total and in the all other subjects among the Male students of Low Level Extra-curricular Activities were better than the Female students whereas the Achievement in Total and in the Subject Social Science among the Male students of High Level Extra-curricular Activities were better than the Female students and regarding the other students irrespective of Gender the Achievements in Mathematics and Science subjects were similar.

36. In both Low and High Level Extra-curricular Activities Students, the Academic Achievement in Total and in the Subjects Mathematics and Social Science among the rural students were better than the urban students whereas the Achievement in Science among the students of both Low and High Level Extra-curricular Activities irrespective of the Locality Rural or Urban were similar.

37. The Academic Achievement in Total and in all the other Subjects, among the Low and High Level Extra-curricular Activities Students irrespective of the Family Structure Joint Family or Nuclear Family was similar.

38. The Academic Achievement in Total and in the Subjects Mathematics and Social Science among the Aided School students in the High Level
Extra-curricular Activities Students, were better than the Government School students whereas the regarding the Low Level Extra-curricular Activities Students, the Academic Achievement in Total and in all the other Subjects were similar irrespective of Government and Aided School Students.

39. In the Low and High Level Extra-curricular Activities Students, the Academic Achievement in Total and in the Subjects Mathematics and Social Science among the Girls School students were better than the Boys School students whereas the regarding the other Subject Science Achievements were similar irrespective of Boys and Girls School Students.

40. In High Level Extra-curricular Activities Students, the Academic Achievement in the Subject Social Science among the Boys School students were better than the Co-Education School students and in the other subjects the academic Achievements were similar whereas the regarding the Low Level Extra-curricular Activities Students, the Academic Achievement in Total and in all the other Subjects were similar irrespective of Boys School or Co-Education School Students.

41. Excepting High Level Extra-curricular Activities Students Academic Achievement in the Subject Science in all the other Academic Achievements of the Girls School students were better than the Co-Education School students irrespective of Girls School or Co-Education School Students.

42. Academic Achievement in Social Science between the Low Level Extra-curricular Activities Students is better among the Hindu Community students whereas among the High Level Extra-curricular Activities Students Academic Achievement in the Subject Science is better among the Muslim Community students and among all the other students Academic Achievements were similar.
43. Of the Low Level Extra-curricular Activities, Students Academic Achievement in Total and in the Subject Social Science is better among the Christian Community students whereas among the High Level Extra-curricular Activities Students Academic Achievement in Total and among the Subjects Mathematics and Social Sciences were better among the Christian Community students and among all the other students Academic Achievements were similar.

44. Academic Achievement in Total and in Social Science is better among the students of High School Educated Parents and among the High Level Extra-curricular Activities Students Academic Achievement in Total and among the Subjects Mathematics were better among the students of High School Educated Parents and among all the other students Academic Achievements were similar.

45. In both the Low and High Level Extra-curricular Activities Students Academic Achievements were similar irrespective of the Parents Education High School Education and College Education.

46. With respect to the Low Level Extra-curricular Activities students Achievement in total and in the subject Social Science were better among the students of College Educated parents whereas among the High Level Extra-curricular Activities Students Academic Achievements were similar irrespective of the Parents Education Primary School Education and College Education.

47. Between the High Level Extra-curricular Activities students Achievement in Total and in Social Science were better among the students of Government Employed parents whereas among the Low Level Extra-curricular Activities Students Academic Achievements were similar irrespective of the Parents Occupation.

48. Both the Low and High Level Extra-curricular Activities Students Academic Achievements were similar irrespective of the Parents Occupation Private Employment and Self-Employment.
49. Of the Low Level Extra-curricular Activities students the Achievement in Science was better among the students of Self-Employed parents whereas among the High Level Extra-curricular Activities Students Academic Achievements in Total and in the subjects Mathematics and Social Sciences were better among the students of Government Employed Parents.

50. Among the High Level Extra-curricular Activities students the Achievement in Mathematics and Social Sciences was better among the students of parents with income Rs. 6000-10000 whereas among the Low Level Extra-curricular Activities Students Academic Achievements in Science and Social Sciences were different.

51. Both the Low and High Level Extra-curricular Activities Students Academic Achievements were similar irrespective of the Parents Income Rs.6000 – 10000 and Above Rs.10000.

52. Among the Low Level Extra-curricular Activities students the Achievement in the subject Social Sciences and among the Low Level Extra-curricular Activities Students Academic Achievements in Mathematics and Social Sciences were better among the students of parents with income Above Rs.10000 whereas among all the others the Achievements were similar.

5.6.6 Correlation Analysis of the Extra-curricular Activities and the Achievements among the Students of Low Level Extra-curricular Activities

53. There is no significant relationship between the Mean Average Scores of Extra-curricular Activities and the Academic Achievements in Total of the Low Level Extra-curricular Activities Students with regard to the Demographic Variables except the Other Community students.
54. There is no significant relationship between the Mean Average Scores of Extra-curricular Activities and the Academic Achievements in Total of the Low Level Extra-curricular Activities Students with regard to the Demographic Variables.

5.6.7 Correlation Analysis of the Extra-curricular Activities and the Achievements among the Students of High Level Extra-curricular Activities

55. There is no significant relationship between the Mean Average Scores of Extra-curricular Activities and the Academic Achievements in Total of the High Extra-curricular Activities Students with regard to the Demographic Variables except Muslim and the Other Community Students.

56. There is no significant relationship between the Mean Average Scores of Extra-curricular Activities and the Academic Achievements in Total of the High Level Extra-curricular Activities Students with regard to the Demographic Variables.
On analyzing the Extra-curricular activities among the students of Government schools and Aided Schools, it is found that the citizenship activities were comparatively more among all the variables of our study. This may also be due to the education of students in rural and urban schools. The study was conducted among the male and female students both from the students belonging to joint families and nuclear families. The citizenship activities were more because of the fact that the students belong to different religion namely Hinduism, Islam and Christianity. This may be due to the social activities conducted in schools. Also it may be due to the reason way of life and the type of education they received. The parent’s income was also found to be a reason for the influence among students to participate in citizenship activities. The citizenship activities were found to be high with students of parents of private and self-employment. The citizenship activities were found to be high with students, whose parents have received primary and high school education.

The awareness of the citizenship activities was found low with the students of Boys’ and Girls’ schools. This may also found to be low with students of parents with government employment and with those whose income was Rs.10,000/ per month. The attainment of low level activities can be improved to high level activities with regard to citizenship activities by the exposure of students to the social activities conducted in schools. This may be due to the non-participation of students and they should be encouraged to take part in all activities. It was also found that the students of parents with college education and students of co-education schools perform less in citizenship activities. This low level activities can be turned to high level activities by providing them proper motivation and guidance. From the analysis of the Review of Related Literature, similar findings were found.

It was to be found from the studies that the art activities were more among the students of Boy’s schools, Girl’s schools and co-education schools. This may be due to the fact that the parents with government employment are found to be inducing the students to take part in Art activities. The present study found that the art Activities were significant among the students whose parental income was upto Rs. 10,000/- per month.

The present study found that the Art Activities were low with regard to male and female students of both rural and urban localities. It may further be due to the family structure, namely joint family and nuclear family. The study also proved that the students of both government and aided schools achieved low level activities with regard to Art Activities. Among the students from the results, it is revealed that, students who achieved low level activities belonged to the parents with primary and high school education.

Further from the present study it is to be found that among the students of parents with private and self-employment the awareness towards art activities seemed to be low. This may be due to the fact that the parents did not provide enough opportunities do develop their art activities. This can be compensated by giving them ample opportunities and with necessary awards. From the analysis of the Review of Related Literature, similar findings were found from the studies of Acharyalu (1978), Vasantha (1985) and Need (1995).

Further, the study on the Information Technology activities were comparatively more only among the students of co-education schools. This may be due to the reason that there was a higher degree of interaction between boys and girls. It is also found to be the higher educational
qualification of their parents made the students to take active part in Information and Technology Activities.

Among the students who are basically from rural schools and from government school the Information Technology activities were found to be low. This may be due to the lack of experience and exposure to the recent trends in the information and technology field. The low level activities in information and technology were also found to be due to the parent’s educational qualification. The parents with only primary and high school education may not come up with the needs and necessities of their children towards information and technology activities. This may be balanced with supplying the electronic gadgets that will help the students to improve a lot with information technology activities.

The component, physical Activities were comparatively low among all the variables of our study. It is to be noted that the lack of interest among the students would lead to lesser physical activities. Further this may be due to the absence of modern equipments and faculties to do physical exercises in rural area. The low physical activities may also be due to the poor economic status of the parents. From the analysis of the Review of Related Literature, similar findings were found from the studies of Verma (1984), Sindhe (1985), Veerasami (1985) and Ridger and Stratton (2005).

On analyzing the academic achievement with low and high level of Extra-curricular Activities, achievement in Science subject was more in almost all the variables. Female students did perform better in Science than male students. It is to be found that the urban students achieved more in science in comparison to the rural students. The awareness and utilization of science articles in the science laboratory was due to the interest and acquisition of scientific knowledge among the students of Hindu, Christian
and Muslim community. It may be due to the reason that the exposure of students of affluent families to new scientific inventions and discoveries.

The present study on the academic achievement with low and high level of Extra-curricular Activities, Social science subject was comparatively more among the girl students and students of rural and govt. aided schools. Regarding the students of Christian community, it was to be found that the achievement is social science was more. Results of the study revealed the fact that students of parents with government and private employment and of those whose income was above Rs.10,000/- p.m. had shown more interest is social science.

The awareness found in the academic achievement with low and high level of Extra-curricular Activities, Mathematics subject was comparatively low among all variables. This may be due to the reason of different levels of understanding the subject and also due to the method of teaching. The mathematics teacher should try to create interest among the students by means of proper motivation. Examples from day-to-day life should be drawn in solving the problems. It is to be noted that the inspiring teacher can motivate the students to acquire interest in the subject. From the analysis of the review of related literature similar findings were found from the studies of Agarwal (1975), Roy (1987), Backnavge, Leah, Worrell and Frank (2005), Eccles, Gootmen and Templeton (2002), Klee’s and D’ Onofrio (2000), Rombokas (1995), Aruna (1981), Verasamy (1985), Rich Gilman, Joel Meyers and Laura Perez (2004), Moheny and Harson (2000), Holloway (2002) and Terenzini (1996).
5.8 EDUCATIONAL IMPLICATIONS

From the observation of the Findings of the Present Study, the following Educational Implications are drawn which are given below.

Since citizenship Activities is found to be more than all the other extra-curricular Activities components. Therefore a strict measure has to be taken to inculcate or improve the other activities like physical Activities, art Activities and information technology Activities. Emphasis must be given to physical Activities which have found a least place in our study among the variables, by allotting the specific time in the school time table. Art Activities can be flourished by conducting drama, dance, painting, elocution, drawing, story writing, composing poems and regular cultural events. Thirdly an executive awareness must be created in schools regarding information technology among all kinds of students with respect to the variables.

The academic achievement in mathematics is found to be least among all the students with respect to the variables chosen in our study. Therefore, mathematics should be given very much importance and should be taught in an interesting way so as to make the students understand the subject easily. Easy method can be applied in the teaching of mathematics to enhance the academic achievement in the subjects.
5.9 SUGGESTIONS FOR FURTHER STUDY

Based on the Findings of the Present Study further studies are suggested to be conducted in future which are as given below,

- Similar studies may be conducted among the students of other districts and cities of TamilNadu.
- Similar studies may be conducted among the students – teachers of other districts and cities of TamilNadu taking the above variables.
- Similar study may be conducted among the teachers of other districts.
- A comparative study of the similar topic may be conducted among the government schools, Matric schools, CBSE schools and aided school teachers.
- A similar study may be conducted among the other states of India.
- Other extra-curricular Activities components may be identified and used in the study.
- The study of academic achievement may be conducted for language subjects.