CHAPTER - II

REVIEW OF RELATED LITERATURE

2.0 OVERVIEW

This chapter, ‘Review of related literature’ surveys related works on Extra-curricular activities. It is felt essential to provide ideas, theories, explanations and strategies that may be valuable to formulate the problems faced in the research, to avoid the risk of duplicating the study undertaken earlier, to suggest methods of research and design the tool appropriate to the problem, to locate comparative data that are useful for the interpretation of results and to contribute to the understanding of the general scholarship of the investigator.

This chapter presents the review of Studies related to the theme of the Investigator chosen for his study. It comprises of six sections. The first section is an overview of the entire chapter. The Second section points out the importance and the need for the review of the related studies. The Third section explains selected Indian studies briefly which are related to this investigation. The Fourth section gives a comprehensive studies conducted abroad and Journals related to the theme of the investigator. The Fifth section summarizes the outcomes and recommendations of the studies cited in this chapter. The sixth section is solely for documenting the references cited in this chapter.

2.1 NEED FOR THE REVIEW OF RELATED LITERATURE

Moreover, the study of related literature enables the investigator to understand earlier findings and enrich the present one. Generally thesis, books, articles published in the journals provide the background input for the researcher not only at the stage of identification but in formulation and
decision making also. Educational research has recent base throughout the world. Special efforts are being taken to consolidate all the research undertaken in the globe. As Bush observes, in India also educational research does not have a long history in the real sense, it made its beginning only 1940's. In India the NCERT, has released seven volumes abstracting various researches in the field of education. The researcher found those volumes very much useful to pursue this research work. Apart from those volumes, the researcher has taken considerable effort to collect publications, related to this research in the form of books and journals.

2.2 CLASSIFICATION OF THE STUDIES

The investigator has identified totally 64 studies which are related to the present study. Among 64 studies 18 were conducted in India and the remaining 46 studies were conducted abroad. The investigator analyses the studies and they are presented briefly below.

2.2.1 Studies Conducted in India

Thesis related to academic achievement is many. They study the relationship between achievement and psychological aspects. The attempts of the researcher to locate thesis relating extra-curricular activities to achievement did not bear much fruit.

But there are some researches on achievement and its correlation that helped to design this study. There are many researches on achievement correlated variables such as intelligence, motivation and co-operation. These are very much connected with the activities pertaining to extra-curricular areas. But only a few researches have been undertaken with extra-curricular activities and achievement. The researcher finds them useful for identifying the variables related to his study and designing tools for the study.
2.2.1 Studies Conducted in India

John Schofield (2000) carried out an article “After School Boycott” has emphasized the essence of school life that foster talent, confidence and friendship. He is of the opinion that nothing but extra-curricular activities can build up these qualities in students. He establishes his view with the practice followed in many schools in his locality. He says that no one denies the fundamental importance of extra-curricular activities but regrets the approaches of the curriculum designers who fail to allocate significant schedule of time for many extra-curricular activities that could foster values in students.

McNeal (1999) conceptualizes the high school context as one which provides an opportunity structure for students within this theoretical framework, to examine how the school affects student participation in high school extra-curricular activities.

It used the high school and beyond, database and analyses school structural and contextual effect on student participation in extra-curricular activities in general and athletics in specific, using hierarchical linear modeling procedures. His findings indicate that complex set of structural factors (size and pupil/teacher ratio) and contextual characteristics (general school climate, mean socio economic status of the student body and percentage of students from single parent households) impinge upon student participation. Furthermore there are subtle differences between school attributes that affect involvement in general and those affecting participation in athletics.

The researcher has concluded that school structure and context are significant determinants of students’ participation in extra-curricular activities (termed as co-curricular activities in this research) effectively
altering student access to sources of human, cultural and social capital. By examining the school’s role in shaping access to extra-curricular activities, Ralph makes a significant contribution to the literature to this study.

Wooten (1998) has undertaken a study in his article “Factors Influencing Student Learning in Introductory Accounting Classes – A Comparison of Traditional and Non-traditional Student” has made a study on many factors that influenced the study of accounting. He had mapped 10 components which contribute to the study of accounting. Of those 10, an extra-curricular activity is one. He has considered the works in family and outside are to be extra-curricular activities. He has found out that these activities make the students always busy with their academic study. He says there were also some differences between traditional and non-traditional students regarding the causes of effort (study). For both traditional and non-traditional students, it is difficult to explain why extra-curricular activities and work activities variables did not have a significant effect on effort. All instructors hear, students complain of busy schedules that take away from study time. Perhaps it has become so common place today for students to be involved in outside activities and to be working that they perceive to be a regular part of college experience and do not view it as a distraction that is unique to themselves.

Bhaginath (1987) has taken up a study on achievement as perceived by the teachers and students.

The hypotheses framed were

- Teachers and students perceived quite a good number of correlates as indicative of high academic success.
- There were differences in teachers and students perceptions of correlates of academic achievement.
There were differences in the perception of academic achievement correlated by teachers of different levels of intelligence, sex and place of residence of teachers.

There were differences in the perception of correlates of academic achievement by students of different standards, sex, levels of adjustment, intelligence and place of residence.

With samples of 407 teachers and 901 students, the following conclusions were arrived at

i. The teachers and the students perceived the correlates of academic achievement as intelligence, character, emotional adjustment, school and social adjustment, creativity, punctuality, activeness, alertness, efficiency, emotional adjustment, intelligence and social adjustment.

ii. All the students and teachers agreed on intelligence, emotional adjustment and social and school adjustment, but differed in respect of creativity and punctuality dimensions.

iii. The above average intelligence and maladjusted teachers, the above average intelligence and well adjusted teachers and the below average intelligence and well adjusted teachers agreed on only two correlates namely intelligence and character and differed on emotional, social and school adjustment.

iv. Perception of the urban and rural teachers were almost the same

v. The male and female teachers agreed on the dimensions of intelligence, character and social and school adjustment

vi. The male teachers laid more stress on creativity and activeness; female teachers on emotional adjustment

vii. The students of classes 9th and 10th do not differ in their perceptions.

viii. The teachers classified under the categories (mentioned in 3) had different perceptions except for the dimension of activeness.
ix. The urban and rural students were on the same footing in respect of all the major correlates but showed differences in some minor ones such as the urban students’ visualized alertness whereas the rural students perceived the activeness and efficiency positively.

x. The male and female students are not different in their perception.

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Roy (1987) has taken “A Study of Some of the Correlates of Reading Ability Amongst Primary School Children of Delhi”. This had brought out the positive contribution of reading abilities to academic achievement and some personality traits.

The objectives of the study were

- to ascertain the correlates of reading ability
- to ascertain the relationship between reading ability and academic performance,
- to ascertain the relationship between reading ability and personality traits, personal attributes and home background of students,
to ascertain whether reading differed in terms of different types of schools, and

- to ascertain whether improvement in reading ability led to improvement in the academic performance of students.

The study was conducted in two phases. In Phase I, the correlates of reading ability were delineated and in Phase II an attempt was made to ascertain the improvement in reading ability that led to improvement in the academic performance of students. A sample of 360 students was taken randomly from classes II, III and IV of four different types of schools (Public school, missionary school, Navyug School and central school). For Phase II, 45 students of class III studying in the Navyug schools were taken with 15 students each (seven with good reading ability and eight with poor reading ability) for the experimental group, control group I, and control group II respectively.

The tools used for the two phases of the study were

(i) Reading Ability Test (devised by the researcher),
(ii) Intelligence Test (A.N. Mishra, 1971),
(iii) Phonic Ability Test (J.M.Hughest 1975),
(iv) Personal Attributes Instrument, Home –background Instrument, Personality Traits Instrument (devised by the researcher), and
(v) Standard books prescribed by NCERT for reading proficiency

The data were analysis using inter-correlation matrix, stepwise regression analysis, t test and trend analysis.

The major findings were

(1) Reading ability was influenced by a number of factors such as personality traits, intelligence, phonic ability, reading habits of
students, reading interests of students, health of students, availability of reading materials at home, parents’ education, parents’ occupation and reading habits of parents.

(2) Reading ability was positively and significantly correlated with academic performance.

(3) Reading ability was a function of the types of school; specifically, mission school students had the highest reading ability scores, followed by students of the public school, Navyug School and central school in that order.

(4) Reading ability varied in terms of differential personality traits amongst students.

(5) Reading ability of students differed significantly in terms of their personal attributes.

(6) Reading ability was positively and significantly correlated with home-background.

(7) Reading ability did not differ as a function of sex, except in the case of class II missionary school students, wherein girls had significantly higher reading ability scores than boys.

(8) Improvement in reading ability led to better academic performance amongst students.

As this work is on reading ability it is very much supportive to the present study which considers reading habit as one of the co-curricular activities.
Varadarajan (1987) has undertaken an action research to improve the interest of polytechnic students in co-curricular activities at Technical Teachers Training Institute, Madras. This study attempted to identify the cause for the poor interest in co-curricular activities in students.

Data were gathered from 70 students randomly selected from among those who underwent Diploma courses in different branches of engineering in the Government Polytechnic, Vennikulam (Kerala). A check list containing 44 items was prepared and their views obtained.

The major findings were

(1) The educational level of the parents was not very high.

(2) Most of the parents depended on agriculture, some carried business and only a few of them were employed

(3) Most of the students did not have any members in their family to provide motivation.

(4) The indoor game facilities available in the institutions were significantly poor.

(5) Enough lodging facilities were not available in the vicinity of institutions. As such the students wasted their time in commuting to and from the institution

(6) Student’s poor financial conditions did not permit them to think of involving themselves in any other activities.

The action research had suggested measures to improve co-curricular activities in the regular school routine.
Viswanathan Nair (1987) has carried a study on ‘A comparative study of certain Cognitive, Affective and Social variables which discriminate between high creative and low creative under achievers in Secondary School Science’ is a work related to the different factors of achievement.

He has applied factor analysis to evolve seven factors of achievement dimensions. The researcher of the present study in the similar way applied factor analysis to evolve different dimensions of co-curricular activities.

Following are the main findings

1. All cognitive variables selected for the study were positively related to both creative behavior and under achievement in Sciences.
2. Out of seven affective variables covered by the study, five variables namely achievement-motivation, social adjustment, personal adjustment, introversion-extroversion and masculinity-femininity were found to discriminate between high creative and low creative under achievers in Science.
3. Seven out of eight variables were seen to have ability to discriminate between the contracted levels of creativity within the group of under achievers in science.
4. Two affective variables (general anxiety and examination facility) were not associated with creativity.

In the above study, the findings related to affective domain is pioneering the present study.

The objectives of the study were

(i) To ascertain in detail, the present position and practice relating to the scheme of work experiences as a link between education and productivity.

(ii) To study the attitude of the students towards the subject.

(iii) To study the work experience programmed of different schools of Assam in relation to the actual life situation of the students in general.

(iv) To ascertain in detail the difficulties faced by the connected teaching staff of the different schools of Assam for introducing work experience as a subject.

(v) To study the different tools and plans that has been used to teach the subject in different schools of Assam.

(vi) To find out ways and means for standardization of the work experience scheme in all the schools of Assam in relation to the climatic as well as the environmental condition.

(vii) To study the different methods that were being suggested form time to time by different educationalists for proper implementation of work experience as a subject in schools of Assam.

(viii) To establish relationship between work experience and other subjects that were being taught in the schools, and

(ix) To establish a relationship between achievement in work experience and aptitude towards work experience. The major hypothesis was that the objectives for which the work experience scheme was introduced in the secondary schools of Assam from 1973 were not realized. To test the major hypothesis, seven minor hypotheses were formulated and tested.
A survey covering all factors involving the work experience was undertaken. A questionnaire was prepared and circulated to the head masters/principals of 100 secondary schools. Eighty schools responded. An intensive survey of 24 secondary schools of greater Guwahati as well as of Kamrup district as a whole was made. An interview was conducted on 90 boys and 60 girls of class X. Discussion with the teachers, students, parents/guardians were also held. Teachers were interviewed about the process of evaluation.

The major findings were

1. One of the important of backwardness in work experience was the poor command over basic skills of the subject.
2. Attitudes were directly linked with the achievements.
3. The basic skills could categorically be mastered through the course of self-help as developed during the study.
4. The suggestions made by the authority were not being implemented.
5. The locally available materials that were to be used to mitigate the needs of the students had been neglected totally.
6. This negligence prevented the students from taking interest in the subject.
7. The subject teachers of work experience could not adjust the methods of teaching to the student’s needs and individual differences.
8. The non-availability of trained teachers and non-standardization of the tools and plants of work experience in the schools were major blockages in the effective implementation of the programmer.
The discrepancy in gradation of marks in accordance with the performance in the subject caused discontent among the students.

The schools had adopted both traditional and modern methods in teaching.

*Sindhe (1985)* has conducted a study on “An Investigation into the Problems Associated with the Implementation of Socially Useful Productive Work”. As it is related to Socially Useful Productive Work, it is considered as one of the guiding theses in the present study.

The major objectives of the study were

- to make a conceptual analysis of SUPW clarifying its meaning, scope and its place in the programmer of general education
- to analyze the psycho-sociological problems involved in the selection, planning and preparation of SUPW programmers in schools
- to assess the problems involved in the implementation of the SUPW programmer and
- to examine the issue of the place and mode of evaluation of SUPW in the total assessment system of the school.

The case study method was adopted for this inquiry. The sample included 340 students 30 teachers 9 administrators and 100 parents and members of the locality. All belonging to and connected with four willing schools selected for the study. The study extended over a period of 30 months from November 1979 to April 1982. 40 different activities suggested by educational authorities including NCERT work studied the tool was an opinionative covering the main aspects of SUPW like its objectives, administrative and organizational, psychological, sociological and economic factors. Records of the programmed of activities, observations and pupil’s of
reactions were maintained. A tape recorder was used to record discussions, decisions, etc.

**The major findings were**

(1) SUPW should essentially be an educative experience. It should be an extension, enrichment or deepening of the academic learning of the student. This necessitates integrating the SUPW activities effectively with different disciplines taught in the school. It should entail manual work on the part of students and result in the production of some tangible, consumable article or service useful to the society. With all its importance in the scheme of education it should not be treated either as the core of the curriculum or as a distinct academic subject.

(2) The problems involved in the planning and preparation of SUPW activities were centered on motivation, selection and organization. The problem of motivating students, teachers and parents was found to arise from lack of clear conception of SUPW. Lack of resources, cost involved and lack of guidelines for the teachers were the major problems in the selection of activities. Lack of training and absence of knowledge of ‘know-how’ were problems connected with the organization and coordination of various activities.

(3) The problems in the implementation of the programmer were the large number of students in the classes. Teacher’s lack of ability to integrate the subjects with SUPW, doubts about SUPW likely to hinder academic learning, a tendency to equate SUPW to child labor, apathy of the community towards school activities and non-availability of funds. The conditions favoring SUPW were children’s natural love for activities and group work, their enthusiasm for service and desire for social involvement.
(4) The major problems in evaluating SUPW were difficulty in making assessment comprehensive and objective and predominance of the examination system for promotion.

The major educational implications of the study are

- The necessity of building the leadership role of head masters, district education officers and state level authorities for planning and implementing the programmer of SUPW through developing conviction about its academic utility among teachers, students and parents.
- Special orientation of teachers for a smooth and successful implementation of the programmer and
- Convincing the community about the academic value of the programme and securing its active involvement.

That study also stresses the importance of SUPW, one of the components of co-curricular activities.

Vasantha (1985) her made entitled a study on “A Comparative Analysis of Music Education with Its Implication for the Importance of Music Education in India”.

The main objectives were

(i) to spell out the concept of music education as relevant in the modern Context,
(ii) to analyze the philosophy the aims and specific objectives of music education in different cultures
(iii) to identify the dominant features of music education in the social context particularly those relating to social philosophy and to study
the way in which this philosophy influenced the theory and practice of
music education in a culture
(iv) to analysis the integrative and interdisciplinary approaches to music
education and
(v) to inquire into the practice of nurturing of musicians in certain families
and gharanas.

Textual analysis supplement by analysis of recorded and broadcast
materials were the techniques employed. Musicological analysis and survey
were also carried out. Structured and unstructured interviews were held with
about 40 music experts, 50 education officers, 500 school teachers and a
large group of students. Ten western schools and 12 professional music
schools in South India and 100 general schools in which music was being
taught were observed by the investigator to identify the normal conditions.

The main conclusions were

(1) The major characteristics of the developed systems of music
education were that music was an important integrated part of the
curriculum. It was a way of educating a human being. If the right
conditions were provided, everyone could reach a basic level of
music competency.

(2) The curriculum and methods were varied and comprehensive as well,
integrating practice and theory, taking off from natural singing and
natural rhythms to the deepest complexities to make the child develop
a sense of critical appreciation and evaluation of even the great
composers like Bach and Beethoven.

(3) The materials for different components like listening, singing,
reading, creativity, rhythm and movement and voice culture were all
carefully planned and presented to children for their practice,
experience and discovering those phase to which they responded most readily and which might become their own happiest self-expression.

(4) Music education was essential for national awareness and integration and for international understanding.

(5) In contrast to these features of the developed system of music education, the state of music education in India (general) schools did not reveal even an awareness of such progressive steps.

(6) Some specific drawbacks noticed in Indian (general) schools were:

- Lack of recognition of music as a part of the curriculum and a meager allotment of time which too often got diverted to other subjects.
- Non-appointment of music teachers even when there was provision.
- Choosing a selected group of pupils for music competitions, performances, etc.,
- An almost total neglect of whole group-training even in simple and essential objectives like singing the National Anthem with joy and in perfect unison.

(7) In the professional schools, teaching of classical music was done, but only with a limited repertoire losing many of the benefits of the Gurukula System and not building on the best institutional practices known from abroad. Since listening and critical appreciation training were not given sufficient importance, many students were not able even to identify ragas which they were not taught to sing under the prescribed syllabus.

(8) Apart from the modern developments in music education not reaching the Indian school system in practice, most of the music teachers and others engaged in any other organized music education in India did
not believe that it was either possible or necessary to introduce all the modern revolutionary methods of music education known from other parts of the world.

In suggesting novel methods of teaching for the co-curricular subjects, this study is a landmark in the area of education related to co-curricular activities.

**Veerawasmi (1985)** has carried out a research on “The Effect of Play Festival Programme of Elementary School Children”.

The purpose of this study was to examine the effects of play festival activities on physical fitness, academic achievement, rhythmic sense and personal and social traits of children studying in the elementary schools.

The major hypothesis of the study were

(1) Participation in play festival does increase the physical fitness of children

(2) Participation in play festival does increase the academic achievement of children.

(3) Participation in play festival does increase the awareness and observance of desirable personal and social traits.

The purpose of this study was to examine the effects of play festival activities on physical fitness, academic achievement, rhythmic sense and personal and social traits of children studying in the elementary schools.
The major hypotheses of the study were

- Participation in play festival does increase the physical fitness of children
- Participation in play festival does increase the academic achievement of children
- Participation in play festival does increase the rhythmic sense of children
- Participation in play festival does increase the awareness and observance of desirable personal and social traits.

The study was divided into two phases—survey and experimentation. The sample of the survey included 500 fifth grade children from 13 participating schools and 500 fifth grade children from 13 non-participating schools of Tamilnadu. The participating schools were those who had participated in the play festival programmers’ in the two previous years from the conduct of the study. The tools used for data collection were: North Carolina Physical Fitness Battery, 1971, school quarterly tests on Tamil, English, Mathematics, Sciences, History and Geography, rating scale for measuring rhythmic sense and an inventory of measuring the awareness and observance of desirable personal and social traits. The investigator had prepared the tools for measurement of rhythmic sense and measurement of personal and social traits. For experimentation, a randomized design was used. The subjects were selected by random sample, 50 boys and 50 girls from the participating schools and an equal number of boys and girls from the non-participating schools. The subjects were administered the tests prior to and after a play festival project conducted for eight weeks. The t test and F-test were used for analysis of data.
The results of the survey were

- Improvement was found in all the components of physical fitness in both boys and girls of participating groups while this improvement was greater in boys than in girls.
- Participation improved academic achievement in both boys and girls.
- Participation brought out significant improvement in the rhythmic factor.
- This improvement in case of girls was greater than that of boys.
- As a result of participation the boys and girls improved in social qualities.
- Girls showed greater improvement than boys in the social traits.
- Girls achieved better traits than the boys with regard to leadership, self-control and social norms through their participation in play festivals.

The result of this experimental study revealed that: Play festivals and such other co-curricular activities brought out the better progress among the children with regard to physical fitness, rhythmic sense, academic achievement and personal traits.

**Verma (1984)** conducted a study of the “Physical Education in Madhya Pradesh a Critical Study in the Context to Higher Secondary School”. The major objective of the study was to know the existing state of affairs with respect to physical education in the state of Madhya Pradesh. This was a survey study where the sample was limited to Higher Secondary Schools of Madhya Pradesh which had classes from 6th to 11th. The investigator has used 3 types of questionnaires through which he gathered information related to physical education and training, competitions and major problems in the school. It was an extensive survey from 2145 schools.
The researcher has established the fact that in most of the schools physical education was not given much importance and those schools did not complete in academic activities also as the pupils had developed a complex of facing challenges. He also established that abilities emphasized in the area of cognitive competence by the majority of the respondents included long range vision, clarity of thought, creative thinking, proper perspective and ability to integrate, interpret and utilize necessary information, whereas the abilities emphasized in the area physical education included group work related competencies, competency related to working with individuals and ability to handle emergencies. This study has thrown a new light on physical education which is one of the co-curricular activities in modern schools.


The main objectives of the study were

(i) to find out whether the curriculum was rational and/or traditional in scope,
(ii) to find out whether the curriculum was of practical utility for the students in particular and society in general,
(iii) to find out whether the curriculum was flexible,
(iv) to find out whether the curriculum had enough variety to allow for individual differences in terms of abilities, interests and needs,
(v) to find out whether the curriculum was integrated at all levels – primary, secondary and university,
(vi) to find out whether the curriculum was rich enough to meet the new demands,
(vii) to find out whether the curriculum was dominated by a system of examination,
(viii) to find out whether the curriculum was able to fulfill the aims of secondary education.
(ix) to find out whether the language curriculum helped to build up the personality of the students,
(x) to find out whether the curriculum of social studies developed democratic citizenship among the school students,
(xi) to find out whether the curriculum of science built up personality, and
(xii) to find out whether the curriculum of mathematics improved vocational efficiency.

Data were collected by administering an opinionative constructed by the researcher to a sample of

(i) experts,
(ii) heads of secondary schools,
(iii) teachers of secondary schools,
(iv) guardians and
(v) Students studying in different faculties of education chosen from all over the state of Maharashtra. It was a normative survey kind of research.

The following were some of the findings

(1) The consensus of the experts, heads of schools, teachers, guardians and students was that the curriculum was rational in scope.

(2) More than two-thirds of the members of all the groups thought that the curriculum was traditional

(3) Only half of the persons from all the groups thought that the curriculum was of utility to the students in particular and to society in general.
Opinion seemed equally divided on the point that the curriculum had to be flexible.

Nearly half of the persons from different categories agreed that the curriculum had enough variety to allow for individual differences in terms of abilities, interests and needs.

Half of the total persons, mostly teachers, agreed that the curriculum was integrated at all levels – primary, secondary and university.

Experts disagreed with the statement that the present curriculum prepared the pupils for the next stage of education.

Though this thesis focused on the curricular subjects in detail, it has provided an opportunity to think of co-curricular activities in the present curriculum.

**Verma and Saraswathi (1983)** have conducted a study of “The Child Development Curriculum and Its Relevance to Job Competencies Expected in the Field”,

The major objectives of the study were

- To make necessary modification in the curriculum with a view to increasing its relevance in the light of competencies expected in the field.
- To evaluate the extent to which the curricular subjects helped the students in developing those competencies.
- To find the nature of job taken up by the students after undergoing the course of Child Development
In that research 603 alumni were identified from the enrolment register. But 440 alumni were powered. Based on the information received from them researchers had put forth remarkable suggestions. The alumni had stated that their involvement in the co-curricular activities during their course has helped them in the field of child care and development. Further they have stated the need for specifically designed co-curricular activities pertaining to Child Development.

**Aruna (1981)** in her study on the factors influencing achievement with following objectives

- To compare the academic achievement of S.C and S.T. students.
- To find out caste wise, location wise, sex wise differences in academic achievement.
- To examine the relationship of intelligence, adjustment and socio-economic status with academic achievement of the samples.
- To find out the significance and the extent of influence of the selected factors on academic achievement.

For her study, she has selected samples from S.C and S.T students who were studying in standard VII in Kannada medium. She had also collected data from the students of other communities in order to compare the achievement of S.C and S.T students with others.

The major findings of the study were

a. The academic achievement of the S.C and S.T students was significant lower than that of general population.

b. The academic achievement of S.C and S.T students studying in rural schools is lesser than that of S.C students.

c. The academic achievement of S.C and S.T students studying in rural schools is lesser than that of their counterparts in urban schools.
d. The academic achievement of boys belonging to S.C and S.T was higher than that of girls.

e. There was a significant correlation of 0.44 between the intelligence and academic achievement of S.C and S.T students.

f. There was a significant correlation between adjustment and academic achievement of S.C and S.T students.

g. There was a significant correlation between the socio-economic status and the academic achievement of S.C and S.T students.

h. The academic achievement of S.C and S.T students is mainly a function of intelligence among the selected factors taken for their study.

She has considered other factors like sex, general adjustment and parental education as co-variables in this study.

The researcher of the present study finds the study of N.S. Aruna to be useful in identifying to identify certain biographical factors for the study.

Sinha (1981) has worked a study on the impact of physical education in the development of leadership qualities and academic pursuits among school students.

The random sample of 900 classes IX, X and XI students undergoing training in N.C.C.N.F.C and sports and games and also other students was selected from Patna. In each class two groups (A and B) were formed. Group A included 50 N.C.C., 50 N.F.C. and 50 sportsmen and Group B included 150 students who were not undergoing any training. All of them were males, comparable in respect of age, school, class, intelligence, socio-economic status and marks obtained in the preceding two school annual examinations. Five dimensions of leadership (ability to plan, dependability, industriousness, initiative and self-confidence) were selected. The Graphic
Rating Method was adopted and those who secured high scores were given Chassell’s Leadership Ability Evaluation Inventory.

The results of ratings by raters (N=107) were crosschecked in all possible available avenues. To test the objectivity of school marks, NCERT’s Sequential Tests of Achievement in Mathematics were applied. Chi-square, t test, analysis of variance etc. were employed. Factor analysis was also used.

The major findings were

a. There was a positive relationship between training and development of leadership qualities among school students.
b. Scores on leadership of Group A students improved more rapidly with the passage of time in comparison to those who were not receiving such training.
c. On completion of training students were rated slightly superior to their counterparts on each dimension of leadership by student and teacher raters.
d. Five dunes ions or leadership were related to each other and measured different characteristics of leadership.
e. Training did not interfere with academic achievement.
f. Academic subjects were related to each other.
g. Training given in N.C.C. or N.F.C. or sports and games helped to develop leadership qualities in school students and it did not interfere with academic achievement.

Though this thesis focused on the development of leadership qualities through physical education in the course of the research the researcher had stressed the importance of other co-curricular activities.
Acharyulu (1978) in his studies has made a study on intelligence and school achievement entitled “A study of the relationship among creative thinking, intelligence and school achievement”.

The major aim of the study was to explain the nature of correlation between creativity, intelligence and school achievement. This study compares the components of intelligence with achievement.

The researcher has taken 400 hundred urban pupils, 200 boys and 200 girls from 12 schools located in Guntur and West Godavari districts of Andhra Pradesh. He has used the standardized tools, Torrance Test of Creative Thinking (T.T.C.T.) and Chattel’s Culture Fair Intelligence Test (C.F.I.T.) He has taken two terminal examination marks as a measure of achievement.

The main findings of the studies were

- There were no sex differences in intelligence, figural creativity and achievement in Telugu, General Science and Social Studies.
- Significant sex differences in verbal creativity and achievement in English and mathematics in favour of girls.
- The average correlation between intelligence and verbal T.T.C.T. (R=0.21) was only significant but also higher than that between intelligence and figural T.T.C.T. (R=0.10). These correlations were higher for girls than boys. Further the correlation between verbal T.T.C.T and school achievement were as high as those between intelligence and school achievement.
- The main effects of both intelligence and creativity were significant in 33 out 35 analysis of variance involving intelligence.
- The achievement of high intelligence and high verbal creativity group in different school subjects was significantly higher than that of the high intelligence and high verbal creativity groups.

This study was useful to the researcher to classify the factors of co-curricular activities and design appropriate tool.

**Agarwal (1975)** in his study has adopted the following objectives

i. to identify the relationship between personality and academic achievement.

ii. to find out the relationship between values of students and their academic achievements.

iii. to find out the relationship between parent’s value and academic achievement.

iv. to find out the relationship between socio-economic status of the family and academic achievement.

v. to find out the influence of rural-urban residence on academic achievement.

He has formulated the following hypothesis

a. Some of the 14 personality factors are related to academic under-achievement and over-achievement of the students.

b. The values of the students are related to their under and over achievement.

c. The social factors involved in the study are related to academic under- and over achievement of the students.
In this study the researcher has administered General Mental Ability Test and used standard tools to measure personality and value consideration. Besides the socio-economic status of the samples, indexes were considered on the basis of another standardized tool.

The major findings of the investigation were

- The under-achievers were comparatively less emotionally matured, less calm, less placid, less prone to getting into difficulties and less able to face reality and possessed less ego strength than over-achievers.
- The rural over-achievers in comparison to urban over achievers were relatively more out-going, warmer hearted, easier going, more participating, more trustful, more adaptive and more social. The urban under-achievers as compared to rural achievers were relatively denser, more driven, more over-wrought and more frustrated.
- The over-achievers have stronger educational, social and humanistic values than the under-achievers, but on the remaining 3 values-materialistic, religious, personal, the two groups were alike.
- The urban over-achievers have stronger educational, social and humanistic values than the urban under-achievers. The rural under-achievers and over-achievers do not differ significantly on selected 6 values.
- Parent’s values are related to students’ academic achievement. The parents of over-achievers give more importance to education of their wards than the parents of the under achievers.
- Socio-economic status of the parents of the under-achievers and over achievers are related to their achievement.
This study throws light on achievement of the students in one of the main areas having connections with many factors in the academic environment and hence the classification of achievement is essential in any study. Based on this insight, the researcher enabled himself to categorize the sample into 3 on the basis of quartiles.

2.2.2 Review of Researches done Abroad

Research has also been done abroad related to academic achievement and extra-curricular activities. The researcher has identified about 46 studies which were found useful for designing the various tools for the research and also to identify the variables related to this study.

Cohen Deborah et al. (2007) have Conducted a study about High school sports receiving attention because of concerns about youth health and development. The burgeoning obesity epidemic among youth in the United States, with 14% of children aged 12-19 classified as overweight, prompted the surgeon general in 2002 to call for mandatory physical education and expansion of after school activities that afford opportunities for rigorous exercise. If most youth are not getting their daily exercise from physical education, extra-curricular sports activities could help them achieve recommended levels of exercise.

Despite the benefits of physical Activities, little is known about the availability of extra-curricular sports at schools or the impact of participation in extra-curricular sports on youth envelopment in risky behaviors. They conducted a survey of Los Angeles county public high School to document the availability of and student participation in extra-curricular sports programs and to examine school characteristics and relevant community level data on behavior youth out comes related to risky.
Ridgers and Stratton (2005) conducted a study on physical Activities and recess. Physical educators and classroom teachers need to be prepared with objective evidence to lobby for the inclusion, retention, expansion of recess, therefore, findings from intermediate or larger size (N>100) studies on physical Activities and recess will be briefly rived Many studies have been conducted overseas owing to the standardization of daily recess, which do not exist in the united states. For example, in the United Kingdom children have recess three times a day, for up to 600 sessions each academic year. Physical activities levels were found to decrease linearly with school size and were significantly higher for boys than for girls and higher for lunch recess than for shorter morning and afternoon breaks. They also found that boys were more active than girls.

Backnavage, Leah B, Worrell and Frank (2005) in their study they surveyed the participation rates of academically talented students across 9 areas.

- Dance
- Solo instrument
- Choral music
- Band
- Athletics
- Student government
- Academic clubs
- Ethnic / cultural clubs and
- Other activities category

Participants consisted of 2 independent cohorts (Cohort 1, N=842, cohort2, N=290) attending a summer program. Results indicated that athletics was the Activities in which males and females reported greatest
participation across cohorts. Differences were also found among ethnic group and across grade levels in certain activities.

School-sanctioned extra-curricular activities play an important role in the lives of students, parents and school personal and a great deal of time and money are devoted to these activities. In addition to looking at students rates of participation, several researchers have examined the relationship of extra-curricular activities to student outcome variables such as personal and social development, academic achievement, self-concept, locus of control, delinquency and problem behaviors however, the majority of published studies on extra-curricular activities have focused on athletes and sporting activities in both college and high school populations.

**Gilman, Meyers & Perez (2004)** have conducted an investigation on one aspect of schools that has received increased attention in the research literature is extra-curricular participation. A review of current research substantiates the utility of student participation in structured extra-curricular activities and reveals many benefits of active engagement for middle and high school students.

**Rich Gilman, Joel Meyers and Laura Perez (2004)** have carried out a study of participation in school – based extra-curricular activities. This school based extra-curricular can benefit all students particularly important for students who do not identify or new to their school. Involving these students in extra-curricular activities may enhance their connectedness with school, which may lead to positive academic and psychological outcomes.

**Eccles, Gootman and Templeton (2002)** conducted a survey regarding the growing interest in the developmental consequences of extra-curricular and after school programs for youth fueled in part by
Concerns about the role of such activities might play in promoting school achievement and preventing school disengagement and other problems.

- The continuing social class and ethnic group disparities in school achievement
- Concerns about the preparation of American youth for an increasingly demanding and technical labor market.
- The amount of unsupervised time experienced by so many youth.

Support for these suggestions comes from both classic sociology studies of the relation of extra-curricular activities to school achievement and the never research in leisure studies, sports, psychology, prevention science and the interdisciplinary studies of adolescent development several sociological studies in the 70s documented a strong link between adolescents extra-curricular activities and adult educational attainment occupation and income even after controlling for social class and cognitive ability.

**Larson Pedersen and Sidemen (2002)** in their study have noted also that the availability of such programs is inequitably distributed across communities in the United States with much lower availability in precisely those communities where the adolescents are highest risk for poor developmental outcomes. Interest in the developmental consequences of extra-curricular and after-school programs has been stimulated also by the growing interest in positive psychology and positive youth development. Mentalists and youth advocates argue that constructive, organized activities are a good use of the adolescents time because such activities provide opportunities.

- To acquire and practice specified social physical and intellectual skills that may be useful in a wide variety of settings including school.
✓ To contribute to the well-being of one’s community and to develop a sense of agency as a member of one’s community
✓ To belong to a socially recognized and valued group
✓ To establish supportive social networks of peers and adults that can help in both the present and the future.
✓ To experience and deal with challenges. In turn these assets are predicted to facilitate both current levels of school engagement and achievement and subsequent educational and occupational attainment and to prevent the emergence of risky behavior patterns that can mortgage young people’s future.

The National Federation of State High School Association (NFHS) (2002) studied about sports and believes sports have a positive impact not only on grades, but citizenship, team work skills, pride and self – discipline. Benefits include,

- Higher grade point averages
- Higher attendance and
- Less discipline problems.

“Activities programs provide valuable lessons for practical Situations – teamwork, sports man ship, winning and losing and hard work.”

Students build strong characters, build self – confidence and gain experience in the competitive world. All of these qualities help to shape individuals for becoming a successful member of society.

A Survey by NFHS (2002)

➢ A Survey of 4800 high school students in Minnesota discovered that 91 percent of the student reported those who participate in school athletics and activities tend to be the school leaders and role models.
92 percent reported that activities prorated an opportunity to develop self discipline.

Lack of participation has been shown to have damaging effects.

An analysis of national data showed that student who have not spent any time in extra-curricular activities are 57 percent likely to have dropped out school by the time they were seniors.

49% more likely to have tried days
37% more likely to become teen parents and
27% more likely to have been arrested than those who spend over four hours per week in extra-curricular activities.

**Broh (2002)** has conducted a study at the relationship between athletics and students outcomes. She analyses data on students form the National Educational Longitudinal Study of 1988. Result of her analysis showed that participating in interscholastic sport and mathematics test scores even after controlling for the selection of higher performing students. Participation in interscholastic sports was also related to increased self esteem, a more internalised locus of control, spending more time on home work and increased contact among parents, students and teachers.

She reported that the differential effects of extra-curricular activities were not limited to inter Scholastic and intramural sports. She found that participation in music group was positively related to both mathematics and English grades and mathematics test scores participation in student council was positively related to both sets of grades and participation in year book.

**Holloway (2002)** has worked out a reviewed literature that supports the nation that extra-curricular activities, such as athletics, enhance the academic mission of schools. From his literature review, he concluded that athletic participation reduced the probability of school dropout by approximately forty percent. Involvement in these activities appeared to
support at risk students by maintaining, enhancing and strengthening the student school connection. Holloway argued that educational decision makers should re-examine the practice of not allowing students to participate in extra-curricular activities to encourage “harder work in the classroom”. He asserted that disallowing participation for this reason may have a negative effect on the overall academic achievement of the students.

Rich Gilman (2001) has conducted a study on the relationship between life satisfaction, social interest and participation in extra-curricular activities was assessed among adolescent students. A total of 321 high school adolescents (Grades 9-12) were administered a multidimensional measure of life satisfaction and a scale that assessed social interest. Adolescents were also asked to list the number of extra-curricular activities that they participated since their enrollment in high school. Higher social interest was significantly related to higher levels of overall satisfaction, as well as satisfaction with friends and family significant race differences were noted. Adolescents who participated in greater numbers of structured extra-curricular activities reported higher school satisfaction. The relationship between school satisfactions, the relationship between social interest and actual participation in extra-curricular activities were negligible.

Brooks and Goldstein (2001) have carried out a survey on the opportunity to participate in extra-curricular activities. It can be positive or negative, depending on the approach of parents take toward the activities. Participation in activities helps young people to develop individual’s interests and abilities through trying different activities. Children learn what they are good at and enjoy. It is through this exploration and the development of skills and abilities that an individual’s self-confidence and self esteem are increased. Some of the negative aspects of participation included the issue of children being expected to do well in an Activities
because their siblings did, the parents expectation of a child to perform at a high level, some parents desire to vicariously experience an Activities through their child’s participation in the Activities and some parents measuring their worth as a parent based on the level of their child’s performance.

There are many reported benefits to a student’s involvement in extra-curricular activities which will be reviewed, including

- Reducing the dropout rate
- Increasing leadership ability
- Increasing a sense of belonging
- Raising academic and social skills
- Academic expectations
- Students popularity and peer status
- Reduction of delinquency and crime.

Along with the benefits, there is some concern about pressures placed on young people and the increasing incidents of stress related symptoms and depression.

**Mahoney and Larson (2000)** have conducted a study in both leisure studies and adolescent development provides support for the benefits of participating in the kinds of constructive leisure activities associated with extra-curricular activities and service learning. For example, Mahoney and his colleagues have documented the link between extended participation in extra-curricular activities during high school and reduced rates of school dropout and criminal offending, particularly during the early high school years and for high risk youth participation in extra-curricular and service learning activities has also been linked to increase in
Interpersonal competence,
Self concept
High school grade point average (GPA)
School engagement and
Educational aspirations

These studies provide good evidence that participating in extra-curricular activities is associated with both short and long term indicators of positive development including school achievement and educational attainment.

Mohoney has suggested that participation in voluntary, school based, extra-curricular activities increases school participation and achievement because it facilitates

- The acquisition of interpersonal skills and positive social norms
- Membership in pro social peer group and
- Stronger emotional and social connections to one’s school

In turn these assets should increase mental health, school engagement, school achievement and long term educational outcomes and should decrease participation in problem behaviors provided that problem behaviors are not endorsed by the peer cultures that emerge in these activities.

Klee’s and D’Onofrio (2000) have carried out a survey on the list of school activities were what they referred to as co-curricular activities, stating that they were not extra but complementing the educational program that the school provided. Whether they were individual or group activities promoted poster attributes in the students and provided a constructive use of time built loyalty toward the group and school and gave the students the opportunity to be a part of something. They asserted participation in co-curricular activities
affected them students academically emotionally and socially and changed their outlook on vocations.

House (2000) in the study of college freshman by him

- Self –Perceptions regarding the desire to achieve and Self – Confidence in a student’s ability are certainly large factors in student achievement.
- Involvement in volunteer work and clubs and groups during the previous year showed a positive relationship in students desire to achieve, and
- An increased confidence in their academic abilities.

Benson (2000) carried out an investigation as a broad view on youth development taken by The Search Institute in Minneapolis, MN, which Benson(2000) reported has identified traits, activities and experiences that facilitate the healthy development of youth and work toward shielding them from risk-taking behaviours. There are 40 characteristics that the search Institute has identified as Developmental Assets, with one subset of twenty assets expressed as internal to the person and also twenty assets that are external and a part of the community. These assets were identified after surveying over 1,00,000 young people in grades 6–12 in 210 different communities.

There are four categories of external assets

- Support
- Empowerment
- Boundaries and
- Construction use of time
The Constructive use of time category includes structured activities for youth being provided not only by the schools, but also Community Organisations and religious institutions. The four assets according to the Search Institute (2000) the constructive uses of time category are

- Creative Activities
- Youth Programs
- Religious Community and
- Time at Home

Creative activities involved spending three or more hours per week practicing or attending lessons for music, drama or other arts. Youth Programs are when the youth person spends three or more hours per week in Sports, Clubs or Organizations in school or in the Community.

Eccles and Barbar (2000) have conducted a Comprehensive study on participation in extra-curricular activities and the effects. This was a Correlation Study comparing involvement in School and Community activities and involvement in risk-taking behavior.

The extra-curricular activities were divided into five categories

- Pre Social Activities
- Team Sports
- School Involvement
- Performing Arts and
- Academic Clubs

The risk taking behaviors researched drinking alcohol, skipping school and using drugs. The outcome factors of the study reviewed the student liking school, high school grade point average and attending college
full time at age 21. A Comparison was done in order to learn what kind of extra-curricular involvement mattered.

The study found that

- 31% of the students had not participated in any activities or clubs.
- 45% had not been involved in athletics.

Involvement in any of the categories of activities showed a significant difference for students in better academic performance and lower participation in risk taking behaviors. The results of their study show that involvement in any extra-curricular Activities was related positively to academic achievement, a lower rate of participation in risk taking behavior and a higher rate of friendship.

**Data Analyzation**

They analyzed data on 1,259 students when participated in the Michigan study of adolescent life transform from 1983 when they were in sixth grade through 1997.

1. Academic achievement was measured using 10-12th grade GPA and subscale scores from the differential aptitude test.
2. The results of the longitudinal regression analysis showed that participation in any of the five types of activities result in a better way than predicted 12th Grade GPA.
3. They also found that student who participated in sports; Performing arts and school involvement activities reported liking school more over the years studied.
Larner et al. (1999) have proved that in their study less is known about associations between out-of-school activities and academic achievement among elementary school children. Interest in how children spend their time before and after school has increased recently in the context of family employment patterns that lead to fewer adults at home or nearby when children are out of school and fewer parents available for volunteer roles in traditional youth serving organizations such as boy/girl scouts. Accordingly, research on children’s out-of-school time and school performance has focused mostly on before and after school care arrangements. The findings of a recent study indicate that 3rd through 5th grade children from low-income urban households who attended after school programs operated by schools and other organizations spent more time on academic and extra-curricular activities while children in informal care settings spent more time in watching television and “hanging out”

Marsh (1999) has conducted an investigation on one of the first large-scale studies on extra-curricular activities using the High school and beyond data base, including the first and second follow up. He examined the relationship between total number of extra-curricular activities and a variety of outcomes variables in a weighted sample of more than 4000 students.

Controlling for background variables and sophomore outcomes, marsh reported that in seines years extra-curricular activities was positively associated with social self concept, academic self concept taking advanced courses time spent on homework post secondary education aspiration, GPA, parental involvement and lower absenteeism for students across variety of backgrounds.

Marsh argued that participation in extra-curricular activities was important because it can lead to “Increased commitment to school and school values which lead indirectly to increased academic success”
Dobosz and Beaty (1999) have done out a Survey on an increase in leadership ability among student athletes.

- The sample in the study was 60 students suburban Chicago school district, thirty athletes and thirty non-athletes randomly selected from a student population of over 1000
- The results showed that the athletes had higher leadership ability than non-athletes.
- The unexpected results were that female athletes had higher leadership ability as determined by the leadership Ability Evaluation, than male athletes.
- This study shows the importance and effect of one type extra-curricular activities in the schools athletics.

McNeal (1998) in his study states that he access to extra-curricular activities can be curtailed in many ways, the foremost being student-based screening and selection processes district groups of students have greater rates of participation, potentially indicating some degree of student based selection. Individual –level selection. Mechanisms may include a

- Student’s age
- Grades
- Skill level
- Socio economic status
- Race and
- Gender

Students older than their grade mates are substantially more likely to be socially isolated students with poor grades are substantially less likely to participate due to structural limitations (eg., the grade point, average rule)
students with certain skills (musical, athletic and artistic) are more likely to do.

**Mahoney and Cairns (1997)** in their investigation have shown that participation in extra-curricular activities, even during years prior to high school was a protective factor related to continuing in school and not dropping out prior to the student’s senior year. A large variety of activities were found to be beneficial in order to permit participation based on interest and Activities.

One significant outcome of these studies showed that as Activities levels increased for the students who would be at highest risk, there was a reduction in the drop-out rate. A detrimental area related to extra-curricular activities is the process that would limit or Preclude participation for some students because of grades or behavior. These excluded students may mostly need the opportunity to participate in extra-curricular activities as a positive experience and opportunity.

**De Anda and Bradley (1997)** with the wide array of activities available, added expectation of responsibility on the adolescent from parents and the school, it is not surprising that middle school students report the primary stressor that they experience is the amount of things to do according to a study. Though this study did not directly address extra-curricular activities, in addressing stressors they recognize the stressors that adolescents face go beyond single events and include the stress created by the environment and repeated daily activities.

**Silliker and Quirk (1997)** have carried out a survey on the relations between academic performance and interscholastic athletic participation by examining the in-season versus out-of-season academic performances of soccer players. The Participants (123 high school students) in the study
included male and female soccer players from five rural, Western New York schools.

These soccer players did not engage in another scholastic sport during the academic quarter after the soccer season. They found that participation in athletics can occur without significant risk to academic performance, and results suggested that participation can enhance it. Although it was a common strategy to take athletic participation away from students who were not performing well in athletics. Silliker and Quirk (1997) posited that students with academic difficulties would receive more benefit from peer tutoring and study skills training.

Terenzini, pascarella and Blimling (1996) in their study examined the effects of college students out of class experiences on academic, intellectual and cognitive outcomes. They found that student athletes achieved at about the same level as non athletes when pre college achievement and aptitude were taken into account. They also found that level of participation in athletics had a negative relationship to scores obtained on standardized graduate admissions tests. In looking at extra-curricular Activities involvement more generally, Terenzini found” little consistent evidence suggesting that extra-curricular involvement has a direct impact on students academic or intellectual development.

Rombokas (1995) conducted an investigation on the relationship between students’ involvement in extra-curricular activities and their academic performance. She opined that students who involved in extra-curricular activities received higher grades than those not involved in activities.

She studied this topic because high school budgets are meager and administrations of these schools want to spent the money efficiently.
Consequently funding for extra-curricular may be decreased examined the correlation between extra-curricular activities and academic performance.

**Mc Need (1995)** in his study on high school extra-curricular activities, he divided the activities available into seven categories. They were as follows

- Athletics
- Cheer lending
- Fine arts
- Service / Student government
- Academic Organizations
- Newspaper / Yearbook and
- Vocational activities.

**Eder and Kinney (1995)** have carried out a survey and reviewed the effects of different school activities on the popularity of students in middle school and a comparison between small and larger schools.

In this study participation in athletics was a key factor for male popularity and cheerleading was the primary factor related to female popularity. There were some differences between large and small schools, with one of the most significant being a higher percentage of students participating in extra-curricular activities in smaller schools compared to larger schools. In the particular schools were the study occurred, basket ball was the sport that had the largest influence on male popularity. For female students not involved in cheerleading an avenue to increased popularity “Best Friend” status with a cheer leader.

**Spreitzer (1994)** has conducted a study from the secondary analysis of data from a national longitudinal survey of American high school students
sponsored by the U.S. Department of Education. He examined the relation between high school athletic participation and the subsequent psychological development of students. The data was collected through,

- Student Athletic Participation Questionnaires (measuring social background and academic orientation)
- Social Psychological measures (such as Self-Esteem) and
- Information taken from individual student files (such as test scores)

The result showed that,

- Students who have participated in varsity athletics had a higher socio economic family background.
- Higher levels of Cognitive ability as measured by standardized testing.
- Higher levels of Self – Esteem and
- Higher academic grade averages.

Finally, according to the Spreitzer study the athletes were more likely to be in some type of educational institution two years out of high school, and they were more likely to obtain a baccalaureate degree within six years of graduation.

**Holland and Andre (1994)** have conducted a study on the role of athletic participation within the social system of male and female adolescents. Found that females who participated in Sex-appropriate or more feminine sports were clearly preferred by their peers compared to females who participated in Sex-inappropriate or less feminine sports.

Males were more likely to choose those females who participated in Sex – appropriate sports for a date and females were more likely to choose those sex-appropriate participants as friend. Participation in sex-appropriate sports also related to higher levels of self-esteem. The researchers concluded
that when examining traditional roles “A greater role conflict for female athletes would be expected to occur among participants in Sex-inappropriate sports, such as basket ball or soft ball, because this participation presents a greater departure from traditional feminine expectations than does participation in Sex-appropriate sports.”

Hood, Craig and Ferguson (1992) have conducted a study on the effect of non academic activities such as work, watching television and socializing on the academic achievement of freshman athletes and non athletes at the University of Iowa. In this study, each athlete was matched with a non athlete who was similar on variables such as gender, ethnicity, SAT/ACT sores and resident/ non resident status. The researchers also compared the matched groups to a group of randomly selected students from the University for a Total Sample Size of 2,856 they found that athletes achieved similar grades to non athletes with similar backgrounds and abilities, with the athletes and non athletes performing at a level slightly below that of the random sample of university students.

Marsh (1992) has conducted one of the first large scale studies on extra-curricular activities using the high school and beyond database including the first and second follow-up. He examined the relationship between total number of extra-curricular activities (TEAP) and a variety of outcome variables in a weighted sample of more than 4,000 students controlling for back-ground variables and sophomore outcomes, marsh reported that, in senior year TEAP was positively associated with “social self-concept, academic self-concept, taking advanced courses, time spent on homework, postsecondary education aspirations, GPA, Parental involvement, absenteeism’ for students across a variety of backgrounds march noted that the only meaningful effect sizes were for the relationships with academic and social self-concept, but argued that participation in
extra-curricular activities was important because it can lead to ‘increased commitment to school and school values which leads indirectly to increased academic success’.

Marsh (1992) has conducted a study to investigate the effect of total extra-curricular activities participation during the student’s last two years in high school. Data on 10,613 students from the second follow-up of the Sophomore Cohort of the high school and beyond study were examined for this study. This study found total extra-curricular Activities participation to be significantly related to 13 of the 22 outcome variables studies. Total extra-curricular Activities participation was positively correlated with global.

- Self – Concept
- Taking advanced aspirations
- Parental involvement
- Absenteeism
- Senior year education aspirations
- Academic track
- College attendance
- Parental aspirations and
- Senior occupational aspirations

In general the studies conducted on high school athletes showed generally positive effects on extra-curricular involvement on academic achievement.

Goldberg and Chandler (1991) have carried out a survey by examining selected roles as criteria for social status among high school females. The sample was formulated from a large study and consisted of 627 female students from upstate New York. The subjects completed a
questionnaire entitled “A Survey of School Climates” to assess their commitment to various roles.

- The first part of the questionnaire requested information such as year in school, athletic participation in high school, future plans, and desire for and expectations of continued participation in competitive athletics.
- The second part of the questionnaire requested information such as remembrance status, Parental approval and Peer popularity.
- The results indicated that there were significant differences between the athletic participants and non-participants regarding the roles they selected for future status.
- The researchers concluded that, “high school females exhibited multidimensional self identities that differed in relation to their involvement in sports and the social groups used as their point of reference.”

Camp (1990) has conducted a study using a sample from the High School and beyond 1980 data base; Camp examined the causal relationship between youth activities, including athletics and academic achievement.

The variable examined included

- Gender
- Family background
- Typical use of time (including hours of homework per week, television viewing habits and hours paid employment) and
- The student’s prior indicators of academic ability (including mathematics, Vocabulary and reading subtests administered during the sophomore year).
His findings suggested that academic achievement was enhanced by student participation in extra-curricular activities such as athletics.

His results also provide some support to the notion that students with academic difficulties should be permitted to participate in extra-curricular and co-curricular activities when there is evidence of the positive effects from such participation.

Snyder and Spreitzer (1990) in a study of 11,995 male students, found supportive evidence that athletic participation enhances later success in academics. The researchers used completed questionnaires to compare white, black and Hispanic students in terms of their participation in varsity level athletics and their later attendance at an institution of higher learning. The results supported other studies that have found positive correlations between high school athletic participation and academic achievement. The findings demonstrated that a greater percentage of students who participated in high school athletics went to college. The study also showed that the positive effect of athletic participation on College attendance was more evident among students with lower levels of cognitive development.

Goldberg and Chandler (1989) have carried out a survey to re-examine the role of athletics among high school students because they believed that there could be a change in the values of adolescents since the 1960’s.

A questionnaire entitled ‘A Survey of School Climates’ was completed by 1,255 high school students from Urban, Suburban and rural high schools in upstate New York to assess their perceptions of the current criteria for adolescent popularity.

The researchers looked at what activities male and female adolescents wanted to be remembered for the current basis for popularity among male
and female adolescents and the importance of the student athletic role within the adolescent social system. The results showed a difference between males and females. Females placed the most importance on being an outstanding student, whereas males aspired to be outstanding student athletes. They asserted that these findings added pressure to male adolescents because they felt the need to succeed in even more areas.

**Coleman (1988)** investigated by acknowledging several facts regarding extra-curricular activities, students involvement and school culture.

First participation in extra-curricular activities is a likely source of human capital human capital is conceptualized as an individual’s level of skills, knowledge and educational attainment.

Second participation in extra-curricular activities is a valuable source of social capital social capital is one’s network of relationships established with other persons (eg. Peers, parents and teachers) and the value or capital inherent within these relationships

- Third participation in extra-curricular activities is associated with increased levels of cultural capital.
- This study examines the influence of various school attributes on student involvement in extra-curricular activities. Involvement is conceptualized in two manners.
- The number of extra-curricular activities in which a student participates and involvement in athletics
- The number of activities is a proxy for the degree to which students are embedded in an extended social network thereby garnering the benefits of increased cultural and social capital.
Kane (1988) studied about the relationship between female athletic participation and Status attainment within the high school adolescent social status system. She would find different results than the Coleman study (1961) regarding female athletic participation and its importance among adolescents. She extended her study to further examine the effects of participation in different sports and whether they were considered sex-appropriate or sex-inappropriate. A questionnaire was completed by 232 sophomores, juniors and seniors (111 females and 121 males) from a small Midwestern high school. The results revealed different status attributions according to the type of sport. Females associated with Sex – appropriate Sports were attributed with significantly greater social status than females who were associated with sex – inappropriate Sports. Kane concluded that, “Social assessments made about female sport participation within high school status systems remain heavily influence by traditional beliefs regarding feminine, ‘Ladylike’ Behavior.”

Desertrain and Weiss’s (1988) have studied the interrelationships among role conflict, gender role orientation and female sport participation. The sample included 106 female students from two high schools in the Pacific Northwest. The subjects completed the following measures. A general background questionnaire to assess demographic data. The Personal Attribute Questionnaire (PAQ) to measure gender role orientation and the role conflict inventory to measure perceived role conflict. The researchers found that female athletes reported more role conflict than non-athletes. Thus, high school female athletes were more likely to experience an actual conflict between their roles as females than the female non-athletes. To conclude the results supported the notion that the meaning of participation was not the same between the male and female athletes.
Holland and Andre (1987) have studied the extra-curricular participation and adolescent development. These researchers looked at five areas and found that extra-curricular participation was correlated with higher levels of self-esteem, involvement in political and social activities during young adulthood,

- Improved race relations.
- Feelings of control over one’s life.
- Lower delinquency rates.
- Academic abilities and grades.
- Educational aspirations and attainments.

Holland and Andre concluded that secondary schools that eliminated some of their extra-curricular programs due to tightened budgets did not take into consideration the empirically based knowledge of the positive effects of these programs on adolescent development.

Lindsay (1984) has conducted a study on student involvement in extra-curricular activities is associated with increased levels of human capital (e.g. Skills, year of schooling completed and levels of achievement)

- Cultural capital (e.g. Specific attitudes and values and access to art and literature)
- Social capital (e.g. Extended sets of social relationships and networks and access to adult supervised activities)
- Political involvement and
- Personal development

Despite the benefits associated with extra-curricular activities that have been demonstrated by studies in a range of disciplines (economics, political science, education, sociology, human development) and
participation’s grouting theoretical role in the study if school outcomes (eg. Dropping out) there remains a glaring omission of student participation in extra-curricular activities the only exception to this omission is work examining the school –level relationship between school size and levels of participation.

The citizenship Activities is found to be more in students of all the three communities; this may be due to the religious instruction, moral instruction, culture and the values. And it is also more in students of parents with primary and high school education, this may be due to the reason that their parents depend on society; so it is the students’ attitude. Have carried out a survey on other research which examined the participation in school activities and the differences between females and males when comparing abilities and interests. The data for this study were obtained during the development and validation of a new multiple ability test battery.

The data on school Activities participation were obtained through the use of a biographic information questionnaire, which included the interest inventory. They investigated whether there was a relation between abilities, interests and differential participation in activities. The results showed that the relations between these variables and participation were generally higher for males than females and higher for interests than for abilities.

The researchers concluded that “it is interesting to note that the Activities correlates of interest were similar for the sexes despite the fact that the sexes differed in their participation rates for a majority of the activities studied.”

Morris and Starr field (1982) in their survey of phoenix high school students, reported that the main reason given for joining athletics was to perform in athletics, the main reason for joining social activities was to
socialize, and the main reason for joining academic activities was to enhance knowledge. The motivation given for joining Activities was based on internal rewards for the most part, particularly in academics.

In a survey of 122 students from three Phoenix, Arizona high schools, Morris and Starr field (1982) also found some gender differences in extra-curricular participation. They found that athletic activities were male dominated in general and tended to select their leaders competitively while social and academic activities were female dominated in general and tended to select their leaders non-competitively.

Novar (1981) carried out a survey of 293 students from Semi – Rural, Semi – Urban high schools in South Eastern New England. He observed that “high school boys were found to participate significantly more frequently in sports than were high school girls, while girls participated significantly more frequently than boys in the arts and in academic activities.” All these studies reported females as being more active within the broad category that included forensics, and all the studies surveyed secondary school students.

Baser (1980) in his survey of Illinois Public schools, found that, “Female participation exceeded male participation appreciably in all categories other than athletics/sports and hobby/leisure related regardless of school size”. Specifically, he reported that “female participation exceeded that of males predominantly in drama, honors, service, cheerleading, publications, speech and Social related areas”. In the breakdown of the category, females were reported to constitute 61% of the speech club and 51% of the debate club. He reported an actual breakdown of gender differences in forensics. While the data does not conclusively indicate that females match or exceed male participation in forensics nationwide at the high school level, it does lend considerable support to that hypothesis.
Unfortunately, none of these studies examined college level participation in extra-curricular activities in general or forensics in particular.

**Long, Buser and Johnson (1977)** in their survey of 1500 students drawn from 65 randomly selected high schools across the nation, concluded that, Over half of the students report that they don’t participate because they have a job outside of school, because activities are irrelevant or because activities are scheduled after school. High costs, teacher domination, parental disapproval and unavailability for their sex are given as reasons by fewer than 40% of the students. More than three or four students state they participate for fun and enjoyment, personal achievement or needs and interests. These studies have focused exclusively on high school students. They did not examine gender differences and they failed to check on whether the reasons varied by Activities.

Thus, these would be an inadequate basis for drawing conclusions about reasons for participation and non participation in forensics or for gender related differences in those reasons. They would also be an inadequate basis for drawing conclusions about college level students.

**Encyclopedia of Education (1971)** studied the other aspect of extra-curricular Activities has been reported in Professional Literature deals with reasons for participation and non participation in extra-curricular events.

The Encyclopedia of Education (1971) reported that

- A number of studies have examined the relationship between grades and part time work, extra-curricular activities, type of housing and course load.
- These investigations are notable because they consistently fail to find the expected inverse relation.
• Similarly, students who devote varying amounts of time to extra-curricular activities earn about the same level of grades as do non-participating students of comparable ability and this relation seems to hold regardless of the nature of the extra-curricular participation, be it athletics, debating or music.

Barker and Crump (1964) in their Study, they postulated two forces that tend to promote student extra-curricular participation in undermanned settings. The first, the ‘Attraction’ force, was defined as an increase in student intrinsic responsibility to participate due to an increased opportunity for participation. The second, ‘Foreign’ forces were those pressures applied on individual students by others through invitations, demands and requirements to participate.

Coleman (1961) study was conducted on peer values that established the standards for adolescent acceptance. The study examined what students wanted to be most remembered for when they left high school. Coleman found that regardless of school size or socio economic composition, participating in athletics was the number one predictor of popularity in high school males. Over the years this study has been replicated and similar results have been found. However, some important changes have occurred overtime, especially among female athletes.

2.3 ANOLOGY

The investigator has identified 64 studies of which 18 were conducted in India and the remaining 46 were conducted abroad. Most of the studies were belonging to the survey research and the remaining few studies were experimental and case study.
In most of the studies, Teacher developed tools were used and in the remaining studies, standardized tools was used. Most of the studies have used ‘t’ test and correlation co-efficient for the analysis of the results.

Children have natural love for activities and group work, their enthusiasm for service and desire for social involvement. Any system of education could cater to the academic needs of the children. Extra-curricular activities have traditionally been offered by schools as way to offer developmental and leadership opportunities for youth and to build school spirit. Extra-curricular activities are seen as a way of offering academically gifted students a way of excelling within the school environment. But the scenario has gradually changed. Vying with one another all Educational Institutions are bent upon making the children only cramming machines devoid of creativity. It is here the children’s need creative behavioral change is felt very much necessary. They need extra-curricular activities to support and develop their creative skills. Thus of extra-curricular activities become an imperative and impulsive force in the wholesome development of the personality of the individual. All researches on achievement correlated variables such as Intelligence, Motivation and Co-operation etc. These are very much connected with the activities pertaining to Extra-Curricular Areas. Participation in school–based extra-curricular activities is particularly important for students who do not identify or new to their school. Involving those students in extra-curricular activities may enhance their connectedness with school, which may lead to positive academic and psychosocial outcomes.

The under-achievers are comparatively less emotionally matured, less calm, less placid, less prone to getting into difficulties and less able to face reality and possessed less ego strength than over-achievers. Such children could feel encouraged if such extra-curricular activities as Socially Useful
and Productive Works (SUPW) are given. This makes them more out-going, warmer hearted, easier going, more participating, more trustful, more adaptive and more social. This leads to their becoming over-achievers, with stronger educational, social and humanistic values than the under-achievers, So SUPW should essentially be an educative experience. It should be an extension, enrichment or deepening of the academic learning of the student. Participation in activities helps young people to develop individual’s interests and abilities through trying different activities.

Further chapter deals with the Methodology of the present study.