CHAPTER –II

2.0 Introduction

Review of literature has provided theories, ideas, explanations or hypotheses which give useful information in the formulation of problems. It indicates whether the evidence already exists, solves the problem adequately without requiring further investigation. It avoids replication. Borg (2003) says that the literature in any field forms the foundation upon which all future works will be built. If we fail to build the foundation of knowledge provided by the review of literature, our work is likely to be shallow and naive and will often duplicate work that has already been done by someone else. According to Good (2002) the key to the vast storehouse to literature may open doors to sources of significant problems and explanatory hypotheses and provide helpful orientation for definition of the problem, background for selection of procedure and comparative and original, one must read extensively and critically as a stimulus to thinking.

Review of literature is an important step in the process of research. No scientific research can start abruptly. All scientific study stems out as a result of the consolidation of a host of knowledge already gathered by various pioneers in this field. In the light of the earlier researches the problem can be viewed in different perspectives. John Best (1977) stated that a familiarity with the literature in any problem area help the students to discover what is already known, what methods of attack have been promising or disappointing and what problems remain to be solved.

Keeping this in mind, the investigator has collected relevant research done on the topic under investigation. An attempt is made to highlight the procedure and findings of researchers conducted earlier that have a bearing on the present study. The title of the study may vary but they have relevance to the present research have been included in the review.

REVIEW OF RELATED LITERATURE
The studies collected and reviewed are presented under the following headings:

2.1 Studies on the Benefits of Extra-Curricular Activities.

2.2 Studies on Different Types of Extra-Curricular Activities.

2.3 Studies on Students’ Participation in Extra-Curricular Activities.

2.4 Studies on the Perception of Head of the Institutions, and Parents about Extra-Curricular Activities.

2.5 Studies on the Perception of Teachers about Extra-Curricular Activities.

2.6 Studies on the Perception of Students about Extra-Curricular Activities.

2.1. Studies on the Benefits of Extra-Curricular Activities

There are plenty of benefits in 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; the student’s popularity and peer status; reduction of delinquency and crime.

Asian Institute for Teacher Educators at Quezon City (1999) in Philippines discovered current practices in assessing students in training and to determine their suitability for teaching. A questionnaire was prepared to cover four main areas: course subjects, practical teaching, co-curricular activities and extra-curricular activities. The findings say that the profile of the students who are assessed as good candidates show that they are very much interested in extra-curricular activities and were sincere participants in these activities during school time.

A separate study done by the Center for the Social Organization of Schools at Johns Hopkins University (2003) found that sports had a small but consistent impact on a variety of other positive school outcomes. The more involved that 10th graders were in athletics, for example, the more likely they were to feel confident of their academic abilities or to be engaged in their schools.
Abernathy and Vineyard (2001) examined young adult participation in high school activities and identity group as predictors of later substance use, psychological adjustment, and educational and occupational outcomes. They found that both participation and identity may consolidate specific skills, attitudes, values, and social networks that have a far-ranging impact on the transition to adulthood.

Anuradha and Roy (1966) studied the attitude towards physical activities of 57 children ranging in age from 9 to 11 years. It was found that children of different age group differed significantly in their attitude towards physical activity.

Anderson and Raasch (2008) in his research compares, contrast and compliments the curricular and co-curricular areas of higher education and presented his findings to justify the existence of student affairs as a legitimate contributor to the education of the whole student. The distinctive features of academic and student affairs are presented.

Astin (2001) conducted a study to test the effect of participation in extra-curricular activities on high school achievement. This study shows that participation in some activities improves the academic achievement of the high school student. He has concluded that participation in inter-scholastic sports promotes student development and social ties among students, parents, and schools.

Astroth and Haynes (2002) surveyed the behaviour of 2,500 students' use of out-of-school time found that only 17% reported no involvement in out-of-school activities. Extra-Curricular participants were less likely to shoplift, steal, smoke cigarettes, ride with a drunk driver, or damage property. They were more likely to develop self-confidence and social competence, demonstrate leadership, and feel accepted by adults.

Banerjee et al., (1993) studied body structure and physical activity of 175 sedentary and 120 active sports girls ranging in age from 10-16 years. It has been reported that there is a significant correlation between the body parameters with the
education of fathers and socio economic status in both sedentary and active sports girls.

Baker, Akiba, LeTendre (2001) studied that the students active involvement contributes to leadership skills and the ability to plan, manage, organize, implement, and evaluate. Three experts view responsible participation as useful for building character, learning the value of trustworthiness and reliability, and promoting positive public relations throughout schools and communities.

Rao et al., (2010) investigated the relationship between participation in school and non-school based extra-curricular activities and peer influence on adolescent substance use. Surveys of 3,189 11th graders from 33 Midwestern high schools indicated that while school and non-school based extra-curricular activities significantly influenced substance use, peer influence was much more significant in explaining variance in substance use.

Bannish (2001) explored school attachment in a group of rural Latino students in Minnesota. The data from 159 surveys given to students from 14 schools were analyzed. The findings indicate that student’s level of school attachment is increased by the frequency of attendance at community events and by the number of extra-curricular activities in which students engaged.

Barron (2002) in his survey of employers showed a preference for the extra-curricular transcript over the traditional resume. Employers screening applicants considered the students' involvement in extra-curricular activities. Beal (2010) investigated the consistent participation in extra-curricular activities as a contributor to long-term educational success. Consistent participation in extracurricular activity was associated with high educational status at young adulthood. Educational status was, in turn, linked to reciprocal positive changes between participation in extracurricular activity and interpersonal competence and to educational aspirations across adolescence.
Bernhardt (2002) studied the development of co-operative and competitive orientations among high school teachers. A measure of parent support was also obtained from these children. Factor analyses revealed that competitive and cooperative learning orientations are orthogonal and not oppositional. School-age children and teens who are unsupervised during the hours after school are far more likely to use alcohol, drugs and tobacco, engage in criminal and other high-risk behaviors, receive poor grades, and drop out of school than those children who have the opportunity to benefit from constructive activities supervised by responsible adults.

Brown and Evans (2002) investigated the relationship between youth participation in extra-curricular activities and a greater sense of school connection, particularly for non-European American students. Surveys of secondary school students from inner city, urban, and suburban neighborhoods indicated that students who participated in extra-curricular activities, regardless of ethnicity, had significantly higher levels of school involvement.

Bettis and Adams (2003) in their research work found that there are a number of patterns in performing and participating in extra-curricular activities. The study provides statistical details about extra-curricular activity achievements, substance use, psychological adjustment, delinquency and about the mediators and moderators of extra-curricular activity participation with regard to adolescent development.

Black (2002) investigated the two methods of assessing extra-curricular needs of college students. Results revealed substantial differences exist between the percentage of students who indicated in-campus service and out-campus service, was important to them in meeting their personal and social need. A number of students were interested in extra-curricular works.

Coltin (2006) in his research work on children, between the ages of 5 and 14 found that they spend up to 80% of their time out of school. These hours represent an opportunity to help children grow and acquire important social, emotional, cognitive, and physical skills and to help them develop lifelong interests. This time can also be
used to provide support for the academic challenges faced by children each day in school. Out-of-school time programs provide opportunities for young adolescents to learn skills that are not usually acquired in school, such as athletic and artistic performance skills.

Dobosz and Beaty (1999) reported in the study, the increase in leadership quality among student athletes. The sample in the study was 60 students from a suburban Chicago school district, thirty athletes and thirty non-athletes randomly selected from a student population of over 1,000. 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 of extracurricular activity in the schools -- athletics.

Das (1999) in his compilation entitled ‘Sri Aurobindo and Education’ explained the need of providing strong foundation to education by enriching its insufficient knowledge of physical education so as to implement Aurobindo’s concept of providing strong foundation of integral education. It has also been stressed that such an integral education requires including an educational programme following which one can build a body beautiful in form, harmonious in posture, supple and angle in movements, powerful in its activities and resistant in its health and organic function.

Daniels Brown’s (2000) article on sports and school success summarizes results of two studies presented at the annual meeting of the American Educational Research Association in April 1999. Both studies suggest that participating in high school sports is good for children’s physical and mental development.

Farenga, Joyce and Ness (2002) in their joint research work, suggested the use of informal experiences students have, through extra-curricular activities such as music lessons to design a curriculum related to sound that encourages active student participation and learning.
Garner and Ruth (2002) used Norton's Communicator Style as an instrument to determine communication styles of college students in relation to grade point average (GPA), education level, extracurricular activity involvement, and gender. The communication styles eliciting more positive communicator images are also examined. The communication discipline benefits from this study because it involves a universal approach to understanding college students' successes. Based on this study's results, researchers could investigate the extra-curricular activities that impact communication styles and vice versa.

Gilman (2001) compared the relationship between life satisfaction, social interest, and participation in extra-curricular activities in 321 high school students. Higher social interest was significantly related to higher levels of overall satisfaction, and adolescents who participated in more structured extra-curricular activities reported higher school satisfaction.

Harrison (2003) investigated whether 9th graders' participation in school sports team, would relate to higher level of psychological functioning and healthy behavior than participation in other extra-curricular activities. Participants in any type of extracurricular activity were significantly more likely than non participants to have healthy lifestyles. Engagement in sports was associated with some unique benefits.

Hebert (2001) conducted a study on plans, roles, and focus in arts. Educational Research, discusses learning that occurs beyond the classroom and home, identifying through illustration of arts-based extra-curricular activities, key features and educational benefits of this environment, the creative and critical power of youth work in the arts (particularly visual arts and dance), and manifest reasoning and organizing properties of the extra education situated in this arena's coordination of actions and roles.

Hebert (2002) has examined critically the present status of speech-theatre course offerings, extra-curricular programs, and staff credentials found out that there is need for speech theatre and extra-curricular programmes for high school students
for which field experts and speech personnel should be permanently appointed in schools.

Holloway (2002) in his research work reviewed on the link between extra-curricular activities and student motivation and found that, extra-curricular activities, appeal to students’ interests, encourage peer interaction, prompt cooperation, build student-adult relationships, provide structure and challenge, and draw students, especially minorities and women students towards school.

Jenkins (1997) in his research provides schools and jurisdictions with a sample framework and strategies for developing and supporting a culture of character and citizenship. The framework encourages individual schools to assess and put action plans in place to improve their cultures. It also looks at how character and citizenship education can be supported by administrators, school staff, parents and students.

Karir et al., (1993) observed nine stomata metric measurements and three physical performance tests of 154 urban and 150 rural school girls ranging in age from 11-15 years. It was found that the urban girls are slightly taller, heavier and with longer linear body dimensions than the rural girls. However, in physical performance tests urban girls and rural girls differed.

Lagace-Seguin (2010) in their study found out that, the Citizenship Education Longitudinal Study, conducted by the National Foundation for Educational Research (NFER) on behalf of the Department for Education and Skills aims to identify, measure and evaluate the extent to which effective practice in citizenship education develops in schools.

Lee and Byungmin (2010) in his comprehensive work linked education to economic performance. The success of education depends on good health, and vice versa. Modern education should help young people to determine values, and accept responsibility for their health and social behaviour. The success of health promotion in schools requires the joint efforts of both the health and education sectors. A
A comprehensive programme is needed to include teachers’ training, curriculum development, community participation, changing policies and practices, and research. All these components are needed to build up a successful model of a health promoting school.

Luckner (2002) the German Club at Mayfield High School (New Mexico) plays an integral role in the school's German program. The "extra-curricular" club motivates students with such activities as yearbook preparation; dance, choral, and dramatic recitals; video and Christmas parties; picnics and dramas.

Lumsden (2003) in his empirical research on after-school program discussed, why after school programs are needed? What potential benefits may be gained? What challenges may affect the viability of programs? What factors are identified with high-quality programs? and What policy issues need to be addressed? The findings of after school programs reveal that a number of benefits result from participation in high-quality after school programs, including better grades, work habits, emotional adjustment, and peer relations. It is generally agreed that retaining skilled staff is a key in the success of after school programs. There are many risks associated with leaving children and youth unsupervised during after school hours.

Linda (2005) states that, leisure provides adolescents with unique developmental opportunities. Unlike other social contexts, most notably school, leisure is a context in which adolescents are encouraged to manage their own experiences by exerting personal control over their environments and act autonomously. Leisure also provides opportunities for identity exploration and skill building as well as both social differentiation and integration. This paper examines one class of adolescent leisure: school-based extra-curricular activities.

Lyons (2000) in his study on, creating an agency culture that promotes positive values and relationships Using social work theory proposes a Model for Common Humanity, offering nine principles that can guide the fostering of an agency milieu: needs dialogue; purpose, values, and expectations; adaptation; mutuality; building consensus; seeing; reciprocal impact; focus; and dynamism.
Mazumdar (1994) studied the effect of various levels of competition on psychological and physical parameters of anxiety on 30 male soccer players ranging in age 12-25 years. There were significant difference in heartbeat rate, respiratory rate, systolic blood pressure and sports competition anxiety test scores between two times of testing i.e., one day before and one hour prior to the competition.

McCarthy (2010) studied the student’s activity, participation, gender, ethnicity, and socio-economic level on high school students. All high schools in the largest school district in Colorado were invited to participate in a study of whether students who participated in school-sponsored activities were different from no participants with respect to grade point averages (GPAs) and school attendance. Sixteen schools sent complete data on student GPAs. The project also studied differences in these areas for gender, ethnicity, and socioeconomic level as reflected by participation in the school extra curricular program.

McClusky (2003) examined what skills are gained through participation in extra-curricular activities. It was found an overall moderate positive relationship exists between the two variables of involvement in campus activities and learning outcomes.

Miller (2003) in his research work on Extracurricular Activity Program Effectiveness on Middle School Students examines the effects of out-of-school time and student involvement during early adolescence, when students go through dramatic physical, emotional, and cognitive changes. He discusses the role of after school programs in helping young people navigate early adolescence to successful adulthood.

Madsen et al., (2002) presents a preliminary set of constructs that might comprise positive youth development in order to spark productive conversations that will lead to a better conceptualization and a greater understanding of the full range of development and behavior possible for children. The list of constructs was based on opinions expressed in national surveys, from a perceived cultural consensus about characteristics and activities that are intrinsically valuable, and from research that
finds associations between certain child and youth characteristics and later positive outcomes.

Murray (2008) investigated the reliability and validity of the Student Activities Interest Questionnaire, developed to relate student interests to available campus activities using Holland's (1997) vocational interest categories. He found the instrument to be sufficiently reliable and valid for use as an informal means of prioritizing campus activities.

Melnick (2001) in his study on, rewarding the achievers in extra-curricular activities recognized that students who participate in peer support programs as peer supporters or mentors develop valuable skills. The University of New England, has recently introduced an award for extra-curricular achievement of students while at university to support its graduate attributes policy. It is called the New England Award (NEA). The results of this study states that this type of activity is an effective means by which most graduate attributes and other desirable attitudes and personal qualities can be enhanced and that the NEA is a credible vehicle for institutional recognition of extra-curricular achievement.

Mc Namara et al., (1999) assessed the extramural activities that encourage support for the liberal arts. A survey of undergraduate students (n=473) from a small liberal arts university evaluated several independent variables (gender, community service, membership in campus organizations, and out-of-class experiences) in terms of goals associated with a liberal education. Analysis indicated that gender and type of extramural activities (i.e., student leadership or volunteer community service) affected attitudes towards general education requirements.

Nathan (2005) in his work uses longitudinal data to present a broader conceptualization of cultural capital and to examine this broader conceptualization in relation to educational attainment and school socialization processes. First, data are used to assess the relative effects of parental beaux arts cultural capital and parental reading behavior, as well as to introduce a third form of cultural capital, parental educational involvement. Finally, data on teachers' evaluations of students are used to
examine the effects parental cultural capital on teacher’s informal evaluations of their students. Findings reveal that parental educational involvement provides benefits to children that include more than the transmission of academic skills: parental educational involvement is cultural in so far as it includes the transmission of the cultural values of personal entitlement, net of the child's measured academic performance. Limited support is provided for the effect of cultural capital on teacher’s evaluation suggesting that cultural capital operates primarily through the value orientations parents instill in their children. However, teachers' evaluations of their students are strongly influenced by class background, suggesting other unmeasured sources of bias.

Noam et al., (2003) in their book studied middle school students. They contributed to the definition of after-school education by focusing on three essential aspects of such programming, bridging school to after-school, homework, or extended learning; and curricula, or enriched learning. The book draws on several types of data sources, including interviews with leaders in the field and program directors, research studies, policy briefs and theoretical papers, volunteer questionnaires, and experiences in demonstration sites.

Parkerson (2007) made a qualitative study on young women's career and educational development through extra-curricular activities. The effects of participation in extra-curricular activities on young women's career and educational development were examined. A constant comparative method was used to analyze the open-ended responses to questionnaires completed by 156 high school girls and the transcripts from semi-structured interviews with 5 female college freshmen and 2 young adult women who were in the work force. All seven women volunteered to be interviewed because of the positive nature of their high school extracurricular experiences. The analysis established that girls participate in extra-curricular activities primarily for personal, social, physical and emotional reasons.

Pace (2009) analyzed the music education in today's educational system which has been fighting for its existence as a curricular subject, with many school systems
finding it convenient to keep the classification of music-related activities in limbo. Music educators must be prepared to defend their programs and educational objectives or face a future of extra-curricular activities. Trained teachers should be appointed by the school management, to develop the music skill of the students. This study examined association between children's participation in out-of-school activities and academic achievement among 60 first-graders from low-income ethnically diverse families. Regression analyses revealed that as frequency of children's participation in out-of-school activities increased from low to moderate, grades also increased. As frequency increased from moderate to high, grades decreased. Pattern held for boys but not girls in all activities.

Rajput et al., (2009) have prepared a detailed document consisting of recommendations for the updating and modification of curriculum of all subjects including health and physical education. The general education of the first ten years must help to develop a system that promotes an integral development of body, mind and spirit. It should be included as an integral part of the learning process and be included in the evaluation of performance. Health is considered as primary wealth in life so extra-curricular activities must be perceived as an integral part of curriculum at all stages of education.

Schreiber and Chambers (2002) studied the monographic profile of 697 athlete 347 boys and 350 girls and 699 controls (350 boys and 349 girls) ranging in the age from 10 to 18 years. A regular increase in the weight and other body measurements was found in both boys and girls of athlete and control group. The experimental group boys and girls were heavier taller with big trunks and broad upper body than the controlled group of the same age.

Schreiber and Chambers (2002) studied the impact of legislation in California establishing pass to play, policies of minimum academic requirements for extracurricular and co-curricular activities in grades 7-12 were examined. District policies varied widely and most were more stringent than required by legislation.
Shankar (1995) explained the role of yogic practices in health fitness and sports promotion. Yoga has gained worldwide popularity, as is evident from recent research trends. Yoga can serve as an applied science in a number of fields such as education, physical, sports health and family welfare. Yogic practices not only help to strengthen each organ and develop every muscle of the body but also regulate the circulation of blood, purify the lungs, inspire the mind and help a harmonious development of human personality.

Shankaran Manikutty and Anuradha (2007) made a study on Does culture influence learning styles in higher education? Teachers dealing with students from different cultures would benefit by understanding how the learning approaches of students from different cultures differ, and could deliver their courses with greater sensitivity to their diverse needs. For example, teachers could devote certain kinds of attention to students from specific cultural backgrounds by devising exercises that encourage deeper learning, counselling sessions to enable a more strategic approach to encourage better efficiency in their studies, or even just bring their learning habits to their attention.

Shirley and Weiss (2001) studied the nutritional status, physical fitness and personality traits of sports versus non sports girls. It was found that majority of the sports girls belonged to rural areas and they started playing at the age of 12-14 years. Majority of the respondents in both the groups had satisfactory health and personal hygiene. Sports girls were taller and heavier than the non-sports girls.

Shin (2003) has built evidence, to promote educational competence of the youth, examined educational competence and predictors of reading ability among 152 Illinois children (age 16 and 17). The investigator found that aspiration for higher education, placement in kinship care, participation in extra-curricular activities, and illegal drug use accounted for 39 percent of variance in reading ability. This article discusses, although they vary a great deal in size and scope, student unions and activity programs share several financial constraints and challenges.
Shumow (2009) in her current study on academic effects of after-school activities, emphasis on performance standards and testing has led schools to look to the after-school hours, as the time that can be spent developing children's academic skills. This Spanish-language digest describes types of after-school programs and discusses recent research on who participates and the effects of participation on children's school performance. The digest points out those after-school programs are sponsored and operated by many different groups and that the programs vary in terms of their philosophy, goals, and programming.

Skipper and Argo (2003) in his special kids count report examines the well-being of Arkansas' children, focusing on opportunities for children for arts education, physical education, and recreation; the report also links statistics on education and aesthetics with students' reading scores. The report's introduction highlights the importance of a childhood enriched with opportunities in the arts and physical activities, describes the benefits of such enrichment for child well-being, and discusses the school's role and the public's role in providing access to aesthetic-enrichment programs and physical education.

Spooner (2002) studied the creative teenage students by conducting an interview with 13 creative Ontario high school seniors examined school conditions that fostered creativity. Extra-curricular activities and sports provided opportunities to display creativity not found in regular school routines. Other’s ideas often sparked creativity. Classrooms, assignments, and teachers that encouraged exploration, hands-on discovery, and student-controlled pace, had clear expectations constituted the ideal learning environment.

The 29th annual Phi Delta Gallup Poll of the Public's Attitudes toward the Public Schools (2010) reflects an increase in perceptions about the value of extra-curricular activities. In 1978, 45 percent of the public, judged extra-curricular activities to be very important. That figure fell to 31 percent in 1984. In 1985, the figure was 39 percent and jumped to 63 percent in the 1997 poll. The 1997 poll also
asked about the emphasis placed on such sports as football and basketball. 56 percent of the respondents believed the current emphasis was about right (2010).

The American College Testing Service (2000) compared the value of four factors in predicting success after high school. Success was defined as self-satisfaction and participation in a variety of community activities encouraged by parents. Not useful as predictors were high grade. The one yardstick that could be used to predict later success in life was achievement in school.

Wilhelm (2006) studied the alternative high school program for youth considered at risk of dropping out. The program emphasizes basic skills development (with a particular focus on reading skills) and offers limited extra-curricular activities in the schools operate in economically disadvantage area.

Walter et al., (2006) studied the after-school programs which provide an important educational setting for an increasing number of children and have been viewed as a way to help solve school problems, reduce drug use, and prevent violence and youth crime. This toolkit is designed to help school-based after-school program staff plan and make decisions in six critical areas management, collaboration, programming, integration with the traditional school day, evaluation; and communication.

Wiseman (2003) investigates the cross-national institutionalization of formal civics-oriented school curricula and programs and considers how national educational systems contextualize and institutionalize these curricula and programs. The results of the analysis suggest that formal civic education does not occur solely as a part of the official curriculum. The paper suggests that through further careful and rigorous secondary analyses, there are many extracurricular programs that instill or encourage civic education and participation as well.

Zhao et al., (2000) in an E-Journal on adolescent activities, noted that teachers see the computer as a tool to help them teach better, while students use computers to play games, chat, and design web sites. They described students’ after-school
program, learning in computer clubhouses within local middle schools. They discussed what participants have accomplished for themselves, their teachers, their schools, and for their community. An overview of research reviewed clearly indicates that a good number of studies have been conducted on the benefits of organizing extra-curricular activities in educational institutions.

2.2 Studies on Different Types of Extra-Curricular Activities

American Youth and Sports Participation, a survey of 10,000 students by the Sporting Goods Manufacturers Association (1990) revealed that the first reason that girls and boys participate in high school sports is to have fun. Conversely, lack of fun was the leading reason for dropping out of participation. Skill development was considered a crucial aspect of fun. It was considered more important than winning even among the best athletes. Another finding says the most rewarding challenges of sports are those that lead to self-knowledge. Finally, intrinsic rewards (self-knowledge that grows out of self-competition) are more important in creating lifelong athletes than extrinsic rewards (victory or attention from others).

A nationwide study by the Women's Sport Foundation (1989) indicated that athletes do better in the classroom, are more involved in school activity programs and stay involved in the community after graduation. The study also revealed that high school athletic participation has a positive educational and social impact on many minority and female students. The study, based on an analysis of data collected by the U.S. Department of Education's High School and Beyond Study, indicated that girls receive as many benefits from sports as boys. Sports involvement was significantly related to a lower dropout rate in some school settings. Minority athletes are more socially involved than non-athletes. A broad view on youth development is 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 behaviors. 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 100,000 young people in grades 6-12 in 210 different communities. There are four categories of external assets: support, empowerment, boundaries, and constructive use of time. The constructive use of time category includes structured activities for youth being provided not only by the schools, but also community organizations and religious institutions.

The four assets according to the Search Institute (2000) in the constructive use 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 young person spends three or more hours per week in sports, clubs, or organizations in school or in the community. Religious community is where the young person spends one or more hours per week involved in a religious institution. The time at home asset is described as the young person not spending unstructured time with friends away from home two or more nights per week.

Boling and Larson (2002) a modern educator, advocated some extra curricular and para-academic courses for high school children. He discussed the role of arts and crafts, various aspects of recreation, the role of music in education, the importance of physical education etc. and added that there is equal difficulty in the problem of attaining a satisfactory degree of competence in the teaching of these different activities.

Bonwell and Eison (2001) studied the relationship between students' gender, personality traits, predicted first-year grades, and quality of effort put forth in academic and personal/social activities with academic achievement and critical thinking. Results show that some personality traits influence the quality of effort expended with academic and personal/social activities as well as end-of-first-year grades and a measure of critical thinking.

Brooks and Roberts’ (1989) study states that there should be a balance of diverse academic departments such as visual art, music, drama and sports because
extra-curricular activity involves nearly two thirds of the students’ time. Music education in today's educational system has been fighting for its existence as a curricular subject, with many school systems finding it convenient to keep the classification of music-related activities in limbo. Music educators must be prepared to defend their programs and educational objectives.

Connell (1994) conducted a study on the path for building resilience, explores some of the approaches used in one after-school program operating in seven sites in Massachusetts to provide an environment and build individual traits that lead to resilience in early adolescents. He described four categories of voluntary activity clubs: the arts, including drama, photography, and dance; practical skills, including cooking, woodworking, and gardening; sports, recreation, and outdoor adventure; and academic supports, including homework centers and computer access.

Garrett (2010) explored all of the contemporary issues and enduring themes in physical education, focusing on the United Kingdom but incorporating a global dimension. The wide range of topics covered include: the requirements of National Curriculum Physical Education; the current "state" of physical education; the relationship between physical education and sport; extra-curricular physical education; lifelong participation in sport and physical activity; assessment and examinations in physical education; social class, gender, ethnicity and inclusion in relation to physical education; and teacher training and continuing professional development.

Goldsmith (2002) in his result of a survey of individuals at the executive vice-president level or above in 75, Fortune 500 companies indicated that 95 percent of those corporate executives participated in sports during their high school studies. In addition, 54 percent were involved in student government, 43 percent in the National Honor Society, 37 percent in music, 35 percent in scouts and 18 percent in the school's publication.

Hardy (2001) says that home-schooling is a growing movement that rejects many practices and promises of public education. District attitudes are softening
toward the movement; home-scholars are increasingly allowed to participate in physical education, music programs, and other courses. Programs in Palm Beach County, Florida, and Des Moines, Iowa, are profiled.

Harrison and Narayan (2003) investigated whether 9th graders’ participation in school team sports, exclusively or in combination with other extra-curricular activities, would relate to higher levels of psychological functioning and healthy behavior than participation in other extra-curricular activities alone or non-participation. Participants in any type of extracurricular activity were significantly more likely than no participants to have healthy lifestyles. Engagement in sports was associated with some unique benefits.

International Student Assessment Programme (2000) reports that from the World Bank; it employs hierarchical linear models (HLM) to explore how structural characteristics of nations interact with individual variables that influence student learning. Understanding the different ways in which learning is influenced by these macro-level variables will advance the objective of equal educational opportunities for all students.

In the issue of School Counselors (1997), it was reported that 123 students involved in inter-scholastic soccer are analyzed. Results indicate that activity participation does not harm and may enhance academic performance. Male athletes showed in-season improvements in academic performance.

Keller (2001) in his article describes all the steps and materials necessary to organize and conduct a handwriting club that provides direct instruction in handwriting combined with sensory integration activities. Typical club session format, sample activities, the promotion of social skills, handwriting strategies, and external stimulants are discussed.

Khan (1996) has presented a monograph dealing with scientific base of sports under the series of profusely illustrated and specially written popular science booklets on the judicious mix of scientific and technological subjects. A glimpse of the impact
of science in sports is a way to life, playing tricks, winning diet, playing pain, drug, and technology at play etc. The author defines sports as a delightful mix of a high level of physical performance, mental agility and turbulent emotions.

Klem and Connell (2004) revealed that student participants in extra-curricular activities conducted in high schools had an overall grade-point average of 3.093 on a 4.0 scale, while the GPA for non-participants was 2.444 in the state's largest school district, has matched the academic success of its students with success on the playing field. The 16 district schools have won a combined 39 state championships in the 1990s in sports, while its music programs consistently bring home "superior" ratings.

Kumar and Kabul (2006) found out that yoga is a scientific technique of mastering the sensory impulses. The limits of the physical body can never be transgressed without knowing and thoroughly mastering the sensory impulses which govern the process of living. Yoga helps the adolescent school children to keep aloof from emotional and sentimental impulses.

Lakshmi (2006) proved useful details collected in several general surveys about school music programs. She found that school children are very much interested in music classes and their involvement improves their concentration in studies. There was significant difference between the academic achievement of the students interested in music and the students who are not interested.

Leah and Frank (2005) studied 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 an “other activity” category.

Milgram (2003) studied the relationship between performance of challenging out-of-school activities and real-world talent in art, drama, social leadership, and dance in four separate studies of high school students (total n=222) in grades 9 and found out that the involvement of students in ECA made them very active inside regular class room.
McNeal (1995) in a study on high school extra-curricular activities, divided the activities available into seven categories. These were athletics, cheerleading, fine arts, service/student government, academic organizations, newspaper/yearbook, and vocational activities. These were comparable to the categories that Mahoney and Cairns (1997) developed in their study looking at the relationship of extra-curricular activities to early school dropouts. This list consisted of the following nine categories: athletics, arts, student government, press, vocational, academics, service, royalty, and assistants. There was some expansion of the activities in the Mahoney and Cairns categories and incorporation of some activities that were in the categories McNeal described. Mahoney and Cairns included cheerleading in the athletics category, re-labeled newspaper/yearbook into press and included a journalism and photography club. Mahoney and Cairns also added assistants, which included students who helped in the office, library, food service, and other areas of the school, and also added a category for royalty that included prom, homecoming, and school princess. Mahoney and Cairns also separated service from student government to include a Bible club, ecology council, health club.

Nelson and Daubert (2002) in their work on Shakespeare Club describes for elementary school students of all ages and abilities that has created a "Shakespeare Corner" in a school media center and performed a Shakespeare play for the school and community. The benefits of the club for typical students and for gifted students are discussed. The domains demonstrated the concurrent validity of the instrument measuring talent. In a comprehensive, statewide study of the academic performance of high school student-athletes in North Carolina over a three-year period, the North Carolina High School Athletic Association found significant differences between athletes and non-athletes.

Padma Subramaniyan (2003) found the various types of activities which can be taught in a dance classroom. The bhavas, ragaas and the thalaas improve the concentration of the participant. It gives exercise to the body and improves the creativity of the child.
Popes (2003) examined the ecology of "free gym" as it occurred in both school lunch hour and after school community settings. Data collected on urban high school students revealed that the gym facilities provided in their schools helped students. It was found that most of the students utilized the gym facility to the maximum.

Powers (2002) worked on, the participation of students in extracurricular physical activity programs at middle schools and evaluated the middle school student’s participation in structured, on-campus extra-curricular activities. Overall, boys and girls participated at similar rates (except for intramurals). All schools offered multiple extracurricular activity programs, but due to low participation rates, the amount of physical activity obtained was minimal. Interscholastic programs provided more hours of activity per week than intramurals, clubs, or other programs.

Rao (2006) in his study states that special opportunity must be made available for young people, including children of pre-school aged and for the handicapped to develop their personalities to the full through physical education and sports for the overall educational system. He compared Physical Education in the past and the present. He says physical education means more than merely building a body fit to provide a safe respectable one for the bright mind. In older times physical education had social and aesthetic purposes. It functioned as preparation for war and to protect the state. Rao also compared Physical Education in the past and the present. He says physical education means more than merely building a body fit to provide a safe respectable one for the bright mind. In older times physical education had social and aesthetic purposes. It functioned as preparation for war and to protect the state.

Robertson (2001) in his study of nearly 22,000 students of High School indicates that students who participate in some form of interscholastic activities have significantly higher grade-point averages than students who do not.

Rupali Tripathi (2006) found that the Indian Music has shaken its foundations more drastically than foreign influences have ever done before. Mistaken attempts to the perfect modal system of Indian monopoly have been made for the last hundred
years, not only by missionaries but also by enthusiastic Indian admirers of European culture. Music develops concentration and national feeling among student community.

Strickland et al., (2000) in their Assessment of Student Involvement in Basketball studied the students’ involvement among basketball players and the way in which basketball contributes to academic involvement. Analysis of qualitative interviews (N=14) reveals that these student athletes were involved due to their academic absorption, extracurricular participation, and faculty interaction.

Sharma and Singh (1997) have authored a common book on physical and health education for school students. It speaks of volumes about the level of this subject at all levels of education. The book contains many quotations also, one of these pointing out the need of immediate attention for the promotion of this study. He quote Sri Ramakrishna’s verses, “He who is soft and weak – minded like the puffed rice soaked in milk, is good for nothing. He cannot achieve anything great. But the strong and the virile one are heroic. He is the accomplisher of everything in life”

Stephanie (2007) in a case study on Extra-Curricular Musical Participation in an English Secondary School, reports on an empirical investigation into secondary school students’ experiences of participating in music classes. The study was prompted by the absence in the research literature of any qualitative investigation of the extra-curricular activities that form a vital part of many young people's musical development. Results showed a widespread awareness of the show amongst non-participants, and a general belief that it made a valuable contribution to school life. Amongst the participants, the costs and benefits of participation were evident in descriptions of the intensity and commitment involved in rehearsals, the effects on friendship groups of spending time with like-minded people, and the challenges to participants' own musical, personal and social development.

"Music Education in the 21st Century in the United Kingdom" addresses the power of music to influence and change human behaviour, analyses current and future issues in music education and casts a spotlight on particular areas of education,
including early years, the primary school, the secondary school, further education, universities and conservatoires, music services, the music studio and the role of music leaders and community musicians. Written by experts in the field of music education, the book provides an authoritative account of the current status of music education in the UK. While essential to understand the current and future context in the UK, the book will be invaluable to those involved in music education internationally, as it includes chapters on the provision of music education for all children, listening, the role of singing, playing an instrument, creativity, the role of technology, issues of performance and assessment, learning through the lifespan and the initial and ongoing education of music teachers. It also includes a range of case study examples and evaluations of practice. The book is a landmark publication in the field of music education and will be essential reading for policy-makers, practitioners, music students, trainee music teachers and those who provide music services in the UK and internationally.

The Role of Sports in Youth Development, Carnegie Corporation, New York, in a report of a meeting in March (1996), found that evidence showed that the involvement of young people in sports produces multiple benefits for them. At their best, sports programs promote responsible social behaviors and greater academic success, confidence in one’s physical abilities, an appreciation of personal health and fitness, and strong social bonds with individuals and institutions. Teachers attribute these results to the discipline and work ethic that sports require.

The (NFHS) -National Family Health Survey (1985) sponsored a national survey of high school Principals and nearly 7,000 high school students in all 50 states.

**Following are the results of that survey:**

* 95 percent believed that participation in activities teaches valuable lessons to students that cannot be learned in a regular class routine.

* 99 percent agreed that participation in activities promotes citizenship.
* 95 percent agreed that activity programs contribute to the development of school spirit among the student body.
* 76 percent said they believe the demand made on students' time by activities is not excessive.
* 72 percent said there is strong support for school activity programs from parents and the community at large.

Students who compete in high school activity programs make higher grades and have better attendance.

Five criteria were used, including grade-point average, attendance rate, discipline referrals, dropout rate and graduation rate, for the 1994-95 academic year.

<table>
<thead>
<tr>
<th>Criteria variations</th>
<th>Athletes</th>
<th>Non Athletes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade-point average</td>
<td>-2.86</td>
<td>-1.96</td>
</tr>
<tr>
<td>Average number of absentees per 180-days</td>
<td>6.52 days</td>
<td>12.57 days</td>
</tr>
<tr>
<td>Dropout rate</td>
<td>0.7%</td>
<td>8.98%</td>
</tr>
<tr>
<td>Graduation rate</td>
<td>99.56%</td>
<td>94.66%</td>
</tr>
</tbody>
</table>

Webb (2001) conducted a study on, the emergence and evolution of outdoor adventure programs since the late 1800s, and found factors that stimulated growth of outing clubs at colleges and universities included the desire to get outdoors and explore and the clubs' ability to provide outdoor training, access, and equipment. Outing clubs were initially formed by students. The Intercollegiate Outing Club Association (IOCA), formed in 1932, promotes fellowship among the various clubs, organizes some group trips and exchanges information.

Whitfield (2007) perceived impact over the Scottish "New Community Schools" program encourages health, education, and social service agency collaboration to improve outcomes for disadvantaged children. A first-year evaluation indicates that additional funding has enabled new multi-agency initiatives,
particularly in health promotion; development of students' personal learning plans and parent and community engagement initiatives has been slow; and extra-curricular activities have increased.

In addition, the benefit of extracurricular socialization could be applied to academic instruction by creating or increasing the number of activities whose design would be scholastic in nature, as opposed to the present domination of athletics in most small schools. The Academic Olympics is one such possibility. A further possibility is to explore opportunities to extend graduation credit for participation in such activities. District and state policy makers who are contemplating still further consolidation of schools should give equitable consideration to the merits of higher rates of student participation in the extra curriculum.

2.3 Studies on the Student Participation in Extra-Curricular Activities

Anne and Betty (2008) in an investigation on student’s involvement in extra-curricular activities for the development of academic activities found the relationship between physical activity and happiness in adults, justifies the results that there was no significant relationship between happiness and occupational or leisure-time activity. Happiness scores were associated with gender, and females were found to be significantly happier than males (p=0.001), although the reason for this was not identified in this study. Participants with low activity levels were found to have a lower mean happiness score than more active participants but his was not statistically significant. Forty-four participants (86%) were found to meet current government guidelines for recommended levels of daily activity. The study concluded that higher levels of activity were not directly associated with increase happiness. It also supports previous research identifying happiness as a multidimensional concept dependant on many social and environmental factors.

Alberta Schools' Athletic Association (ASAA-1997) assessed the potential impact that high school athletics has on the lives and attitudes of students in Alberta. Findings showed student-athletes are less likely to smoke (30 percent versus 44 percent), and if they do smoke, they are less likely to smoke heavily. Overall, 35
percent of students reported they currently smoke cigarettes. The survey findings indicated student-athletes (9 percent) are less likely to report drinking more than once a week in comparison to non-athletic students (20 percent).

The results of this survey suggest that students who participate in school-based sport programs are good school citizens and may be even better school citizens than their non-sport peers, said John Paton, executive director, ASAA. School athletes demonstrate positive lifestyle behaviors, such as less smoking and less drug use when compared to non-sport students. Paton also indicated that if administrators, teachers or parents are concerned that school sport programs compete for students' attention and participation with other extra-curricular activities, the study disputes these concerns. Student-athletes tend to participate at a greater rate in other school activities, and they have a more positive perception of their school.

Alva Soumya (2008) in her research found out that, in the past decade, researchers have become increasingly interested in the role of adolescent extracurricular participation in development. Not only do adolescents have a significant amount of leisure time at their disposal, but there is considerable evidence to indicate that how adolescents spend their free time has important implications for both short-term and long-term development. Drawing on ecological systems and social control theories, the study focuses on the implications of high school participation in extra-curricular activities on long term educational attainment and family related outcomes using nationally representative longitudinal data.

Amanda (2011) in her investigation on self-perceptions and participation in extra-curricular physical activities considers the relationship between self-perceptions and participation in extra-curricular physical activities in secondary school adolescents. Sixty-three participants and forty-one non-participants of extra-curricular activities completed the Self-perception profile for adolescents and a physical activity questionnaire. Data analyses indicated that participants involved in extra-curricular physical activities reported significantly higher self-perceptions compared to non-participants.
Arnett (2005) published his research stating how structural characteristics of nations affect the relationship between individual socio-economic status and student learning. Understanding the structural characteristics of nations which account for differences in the manner in which socioeconomic status influences student learning outcomes will advance the objective of equalization of educational opportunity for all students.

A study by the Colorado High School Activities Association and the Colorado Department of Education (1992) revealed that Colorado high school students who participate in some form of inter-scholastic activity have significantly higher grade-point averages and better attendance. Of the students surveyed, the average participant's GPA was 2.96 (on a 4.0 scale), compared to 2.35 for the non-participant. In one school, participants had an average reading test score of 76.30, compared to 58.91 for non-participants. In another school, participants scored 16.17 on the math standardized test, compared to 13.31 for non-participants. A participant missed school an average of 3.59 days a year, while a non-participant missed 5.92 days. The survey showed that the larger the school, the more pronounced the differences in participant and non-participant test scores and attendance results.

According to a survey by the New Mexico Activities Association (1992) on High school students, who compete in activity programs, the extra curricular activity participants had a 2.80 grade-point average, compared to 2.00 for non-participants. The survey also indicated that more than 60 percent of the state's principals found that GPAs of at-risk students improved by being active in inter-scholastic activities. First, extra-curricular experience gives access to better occupational status but lengthens the period of unemployment preceding the first job. Second, as compared with the most frequently observed extra-curricular behavior, two profiles could be distinguished: the one better performing than average, and the other worse performing. Results suggest extra-curricular strategies to better enable graduates' effective transition to work.

A study in North Carolina, the Randolph County school system, (1991) showed a strong correlation between participation in athletics and positives such as
improved grades and increased attendance rates. Athletes in grades 9 through 12 in the school systems, four high schools recorded an 86 percent average, compared to 79 percent for the general population. Athletes averaged four absences, while the general population averaged seven. Eleven percent of the athletes had discipline referrals, compared to 25 percent of the general population. None of the athletes dropped out, while 3.7 percent of the general population was dropouts.

Ferguson et al., (2002) focuses on the topic of closing the achievement gap from the perspectives of urban and suburban school districts, shares findings from a recent survey of more than 34,000 students in grades 7-11 in 15 school districts across the nation. He found the difference between the students of urban and sub urban areas with regard to their home resources, their interest in extra-curricular activities and their problems in learning these activities.

Farmer and Lesley (2003) investigated the consistent participation in extra-curricular activities as a contributor to long-term educational success. Consistent extracurricular activity participation was associated with high educational status at young adulthood. Educational status was, in turn, linked to reciprocal positive changes between extracurricular activity participation and interpersonal competence and to educational aspirations across adolescence.

Findings from the National Center for Education Statistics (1995) revealed that during the first semester of their senior year, participants reported better attendance than their non-participating classmates. Half of them had no unexcused absences from school and half had never skipped a class, compared with one-third and two-fifths of non-participants, respectively. Students who participated were three times as likely to perform in the top quartile on a composite math and reading assessment compared with non-participants. Participants also were more likely than non-participants to aspire to higher education.

Guest (2003) investigated how school and community contexts relate to associations among high school students' extracurricular participation, academic achievement, and educational ambition using the Alfred P. Sloan Study of Youth and
Social Development (1992), finds that social contexts differentially influence developmental outcomes associated with participation in extra-curricular activities.

James Brooke (1984) concluded from an investigation in San Antonio, Texas, that educational outcomes related to scholastic performance are enhanced for those secondary students who participate in activity programs. A study of a high school population of 3,536 students found that secondary pupils who participated in more than one activity during a semester tended to experience higher academic performance levels than other participants and non-participants.

Klem and Connell (2004) in his research on high school peer status consistently find that adolescents often place greater emphasis on peer status and social acceptance than academic success. This study examines the individual characteristics and attributes associated with peer status and how these criteria are potentially moderated by gender, grade level and school contexts. Through the high school grades, band participation, but not academic success, is found to significantly increase male socio-metric status. Finally, several status criteria - including sports participation, student government, band, and delinquency vary by school context, suggesting that local structural conditions are important contributors to student social relations.

Mahoney, Cairns and Farmer (2003) investigates consistent participation in extra-curricular activities as a contributor to long-term educational success. Consistent extracurricular activity participation was associated with high educational status at young adulthood including college attendance. Educational status was in turn, linked to reciprocal positive changes between extracurricular activity participation and interpersonal competence and to educational aspirations across adolescence.

Skipper (2010) in his monograph, offer insights into educationally purposeful out-of-class activities and the impact they have on the students’ experience. It also provides future directions for the campus activities field and identifies ways to
improve the educational experience of first-year students to enhance their scholarly experience and to increase persistence to graduation.

Susan (2010) examined the relationship between participation in extra-curricular activities and academic achievement using data from the National Educational Longitudinal Study (NELS). The NELS project began in 1988, collecting data on 24,599 8th graders. For this study, African-American and White students (N = 10,944) attending public schools were selected. Possible racial differences between the students were also addressed. Results showed that the amount of participation in extra-curricular activities was positively related to academic achievement. Students participating in a number of activities not only achieve better academically but also express greater satisfaction with the total high school experience than students who do not participate, according to a 1985 survey conducted by Indiana University. The grade-point average for "high activity" students was 3.05 on a 4.0 scale, compared to a GPA of 2.54 for "low activity" students. Researchers defined high activity as involvement in four or more activities, while low activity students were involved in one activity or none. Participation in activity programs yields positive results after high school as well.

Thompson (2009) in his research focuses on the effects of extra-curricular activity on graduates' transition from higher education to the labour market. The study is based on a survey of 119 graduates conducted in 2004 in the UK. The data gathered cover a large range of social and leisure activities. Several aspects of their transitional process from students to workers are also covered. Data were analyzed by means of linear and logistic regression models. Results show that extra-curricular activity has a significant influence on the transition process.

The issue of Education Week (1999) reported on two studies presented at the April annual meeting of the American Educational Research Association. The studies both drew on data from a national sample of 25,000 high school students. The Center for Research on Sport in Society at the University of Miami in Florida looked at how often behavior problems cropped up among 12th graders who had taken part in
athletics at some point in their high school careers. Even when the researchers controlled the numbers to account for students who already had behavior problems in 8th grade or those who were predisposed to have more pro-social attitudes toward school, sports participation had a positive effect.

United States Department of Education, National Center for Education Statistics (2005) in its report on the condition of education found that participation in extra-curricular activities may affect academic performance, attachment to school and social development. The report further stated that almost every high school in the United States offers some type of extracurricular activity, such as music, academic clubs and sports. These activities provide opportunities for students to learn the values of teamwork, a channel for reinforcing skills and the opportunity to apply academic skills in other arenas as a part of a well-rounded education.

2.4 Studies on the Perception of Head of Institutions and Parents about Extra-Curricular Activities

A study by Search Institute, UK (2008) indicates that extra-curricular activities play a central role in students' healthy development. Yet too many schools’ heads are finding it necessary to cut these programs for budgetary reasons. With asset building as a focus, these programs are not peripheral to the school’s mission, but they are important components of a comprehensive strategy.

Allwein (2003) the Assistant Executive Director of the Pennsylvania School Boards Association argues that local district schools, not the state legislature, should develop policies to allow home-schooled students to participate in extra-curricular activities. According to the needs of the locale suitable extra curricular activity may be organized, he found the reason for the poor organization of these activities.

Anuradha and Meera Samson (2007) in their study found that teaching input does not compensate sufficiently for deficiencies in home environment. From the perspectives of the schools, teachers find that parents are not able to provide the kind of support that they feel is required. Parents on their part are limited by the
disadvantages of their situation. There is economic pressure on them. There are socio-cultural attitudes which limit the space given to women. Overall school quality has to be improved to enable boys and girls to develop to their full potential.

Bempechat (1990) in his book points out that, in parents' quest to keep children well-rounded with out-of-school activities, they leave little time for homework and other activities considered by many to be important for their education. However, those parents who advocate for reduced homework loads, stress-free schoolwork, and an increase in extra-curricular activities may actually be doing their children a disservice.

Boling and Larson (2005) studied a mother-daughter mathematics club, describes a successful club started by a third grade teacher which is designed to help participants increase positive feelings about mathematics; further develop problem-solving skills, especially involving construction and spatial visualization tasks; and become familiar with women's contributions to the world of mathematics.

Braverman (2004) surveyed 1,433 high school seniors in northern California, examined adolescent educational and career aspirations. Increasing numbers of students planned to seek education or training beyond high school. Latinos had lower aspirations than other ethnic groups. School counseling services were not used much or considered helpful. Parents were the primary source of help in preparing for the future.

Buck (2003) to reverse the decline in volunteerism in education, administrators must understand the difference between true volunteering and participation. Appreciation by administrators and teachers is essential for promoting volunteerism. Students must be motivated and attracted towards education by providing extra-curricular activities.

Cohen (2010) in his booklet, designed to assist parents who are home-schooling their adolescent children and focuses on the socialization of home-schooled
adolescents. The booklet advances the view that pivotal social experiences plus daily age-peer contact are not needed to produce socially competent individuals, which real world socialization will better prepare students for the challenges they eventually will face.

Cook (2011) describes in his book, how many school districts are dealing with the problem of funding high school athletics and extra-curricular activities in times of declining state and local budget revenues. Solutions involve program cuts, pay for play fees, fund raisers, and tax referenda.

Dadabhoy (2003) offers data on the fast-growing non-traditional student segment in higher education, including its diversity, and discusses alternative educational approaches, and interventions which should be considered by campus extra-curricular activities professionals, administrators and parents. He found that Leadership quality is developed through these activities if the school management organizes the activities effectively.

Dadabhoy (2000), in his work, assess that student activities professionals, have an opportunity to provide leadership. Describes some possibilities for using technology to enhance student activities, including web portals, electronic student lounges, co-curricular libraries, and digital life skills workshops with the full support of the parents and the school heads.

Dobosz and Beaty (1999) concluded that athletic participation and early leadership experiences supported by their parents may improve a girl's leadership skills. The initiative to lead is instilled through athletic achievement, competition, and self-confidence

Elder and Glen (2008) collected data from Iowa Youth and Families Project to examine parental influences on ninth and tenth graders community activities. Found that although both parental modeling and parental reinforcement made significant differences in the extracurricular activity involvement of their children, parental
reinforcement was most consequential when parents were not engaged in community activities.

Elliot et al., (2002) found that the extra curricular program encourages health, education, and social service agency collaboration to improve outcomes for disadvantaged children. A first-year evaluation indicates that additional funding has enabled new multi-agency initiatives, particularly in health promotion; development of students' personal learning plans and parent and community engagement initiatives has been slow; and extra-curricular activities have increased.

Friedrich (2004) discusses the ethical issues faced by the student programmers, parents and extra curricular instructors such as attendance, diversity, and conflicts of interest among the administrators and parents and found the reasons for the problems.

Fredrick (2002) explains economists' general approach to family behavior and describes how that framework is useful for thinking about families and children and outlines how economists model parental investment in children, examines the implications of extra curricular approach after school hours and illustrates this approach using the example of the involvement of children and adolescents in after-school activities. The study concludes with discussion of the benefits of and potential barriers in implementing these activities.

Frey (2009) in his study states that there is a growing conviction that out-of-school programs can play an important role in improving student achievement. Both government and private sources are investing in them. This report focuses on the expanding prevalence of after-school programs in California, and profiles their nature and the demands that they face. Funding has been increased for such programs to help them provide academically focused and enriching experiences for students. Connecting these programs with measures of academic achievement is a relatively new policy focus. School and community partnerships are essential in making out-of-school programs effective in raising academic achievement.
Fullarton (2007) in his empirical research work on engagement of youth in extra-curricular activities analyzed that being female, being from a higher socioeconomic background, and having professional parents were the individual-level factors associated with the highest levels of engagement in extra-curricular activities and academics. Students from independent schools had higher levels of engagement, than those in government schools.

Heath and Nancy (2009) conducted research at an urban youth theater program. This paper demonstrates how young artists play organizational roles and act with a sense of agency comparable to that of the corporate world. The paper helps those working in school- and community-based after-school programs see new partnerships and programs as both possible and profitable in many ways.

Heath (2000) pointed out that parental understanding, love, care and affection are essential for the healthy growth and development of the child. Properly motivated and informed parents can assist the schools in helping children to learn.

Lam-chi-chung (1996) states in his study that, teachers and parents should work together to facilitate children’s development. The study reports the findings of the attitude of the parents towards ECA. Involving parents in ECAs is very important. Majority of the parents were willing to pay more and invest time for ECAs. The study suggests to the policy makers and school authorities that there is a large pool of potential resources waiting to be utilized. If schools could develop it, ECA will definitely be further improved both quantitatively and qualitatively.

Lugaila (2003) is a report based on data from the Survey of Income and Program Participation (SIPP) providing a portrait of the well being of children and their daily activities. The report highlights a variety of indicators that portray children's experiences at home and at school and includes findings about parents' feelings toward their children and a comparison of children from one and two-parent families. The statistics are based on data collected in the child well-being module of the 1996 SIPP panel, administered from December 1999 through March 2000 to 10,445 designated parents and their 19,411 children.
Murray and Hall (2008) compares patterns of interest among male and female undergraduate students using two instruments based on Holland's theory of occupational choice. Males scored higher on the realistic scale of the instrument, while females scored higher on the social and enterprising scales. On the co-curricular inventory, males obtained higher realistic and investigate scores, while females obtained higher artistic and social scores.

Parrino (2003) interviewed with school board members and administrators produced a list of suggestions for balancing a budget in hard times. Among these are changing calendars and schedules to reduce heating and cooling costs; sharing personnel; rescheduling some extra-curricular activities; and forming cooperative agreements with other districts.

Robert F. Kanaby (2009) Evidence of the high school activities abounds from cost to cost. Although ECAs have long been a basic offering available to all high school students they are now being re-valuated and in some instance ECA becoming a luxury item available to only those who can afford to pay. Many schools charge students pay to participate.

Schroeder (2000) found that development of leadership ability through athletic competition was not the original intention of school districts offering interscholastic sports. However, the emerging connection between athletic participation and leadership skills may assist school personnel to intentionally incorporate leadership training for girls with athletic ability. Coaches and parent volunteers should work to develop leadership skills in adolescent girls with the support of school personnel.

Smith and Barker (2000) explored the social space of the out of school club, an important environment of British childhood. They noted particularly how children construct and contest the meanings they attach to material and social environments they inhabit after school. They showed how the notion of place is linked with children's action and behavior in these spaces and highlights socio cultural struggles within the clubs.
Sullivan (2003) wrote a book designed to enhance understanding of what is important for parents, coaches, and teachers to know when making choices about non-school-based programs for children. Terzian (2005) has observed that the comprehensive high school has never succeeded in socially unifying the entire student body without co-curricular activity. This study attempts to explain why this has been the case by tracing the origins and development of the extra curriculum at High School. It demonstrates that extra-curricular teachers struggle with administrators to control clubs and athletic teams.

Tchibozo and Mello (2009) in his study on Home-School Interaction, describes a research project designed to promote teacher professional development in order to overcome school failure and improve teacher quality, focusing on encouragement of parent participation. The project occurred in a public elementary school. Several meetings were held between researchers and teachers to discuss parent participation in their children's school life and the need to recognize the parent's point of view about certain school-related themes.

Tucker (2003) explores some strategies followed by the school heads to attract non-traditional students to campus activities, highlights a model program that integrates scholarship support and leadership programs, explores new ways of marketing to these students, and offers some suggestions for continued development.

Wakharkar (1995) presented a detailed account of proposed syllabi in health and physical education for class IX based on the aims and objectives of education, nature, needs and characteristics of individuals, facilities, time availability, financial sources and desired outcomes. The author emphasizes that the school administrators need to implement the sports programmes effectively.

Young Barbara et al. (1997) reported in this paper the importance of extra-curricular involvement for at-risk youth and to what extent this involvement had potential to influence performance in academics?, is also examined. Involvement in community-based programs and involvement in activities within the home, especially parent-children interactions, were also investigated. Participants (N=20) were
interviewed to determine the students' involvement with school-related activities, such as sports, and involvement in church, music, scouts, clubs, sororities, and neighborhood groups. Results from these interviews indicate that family, school-sponsored extra-curricular activities, and community activities all had a significant impact on the academic engagement, performance, and socio-emotional growth of these adolescents. Findings also suggest that many parents feel alienated from high schools, are unable to comprehend the academic work, and are unable to offer much assistance with homework. It is suggested that schools invite parents into the schools and use extra-curricular activities to enhance students' academic commitment. The report includes a questionnaire on parental involvement, lists some characteristics of at-risk learners, and offers strategies for teachers.

### 2.5 Studies on the Student Teacher Relationship regarding Extra-Curricular Activities

Brickell (2007) in his study insists that horse riding should be included in the extra-curricular activities of students with physical disabilities. In this article an account is given of how visually impaired people can derive physical, mental, and emotional benefits from this teacher supervised activity.

Dadabhoy (2003) offers data on the fast-growing "non-traditional" student segment in higher education, including its diversity, and discusses alternative educational approaches, and interventions that should be considered by extra-curricular activities professionals.

Dhanasekaran (1998) studied the role of 10 teachers and 305 students in developing school health programme in the primary schools. It was found that there was no significant mean difference in the awareness level of students with respect to their fathers/mothers educational level and occupation and economic status. A significant improvement at the post-test level among students was found in the level of their awareness.
Grant (1996) in an article, which focuses on the aspect of young people’s school experience reports that teacher, constructed the students' behavior in terms of "Asian gang culture". Teachers frequently criticized the South Asian students for not mixing with their white peers, not going on school trips, and not participating in extra-curricular activities. The author discusses this in relation to notions of integration and teachers' perception of gender difference.

Hildreth (2004) reviewed how we should educate young people for lives of active, democratic citizenship. While there is a general call among political scientists and policy makers that something should be done to raise such low levels of engagement, there is little agreement about the best means to address this situation. A multitude of pedagogical approaches are offered– from learning core knowledge, to character education, to service learning, to public forums, to direct political action and public work, to simulation activities, etc.

Jones (2002) studied the measures of social support, personality, and workload, which were related to psychological burnout among 149 college students. High levels of burnout were predicted by negative temperament and subjective workload, but actual workload (academic and vocational) had little to do with burnout. Low levels of burnout were predicted by positive temperament, participation in extra-curricular activities, and social support, especially from friends.

Kansal (1995) reported the status of physical education in the overall educational process. It has been pointed out that there is a great paucity of qualified manpower in physical education. It has been reported that a decision was made to create All India Council of Physical Education (AICPE) for ensuring the co-ordinate development of physical education all over the country especially by creating proper infrastructure and qualified manpower in all the educational institutions of the country.

Kurtzman (2001) explored the secondary teachers' conception of extra-curricular activities and described a framework for integrating reflection and teacher
competency development into teacher education programs, introducing spiral model for reflection standard, reflection question and a method of structuring logbooks all designed to develop a competency for self-directed professional growth in interpersonal classroom behaviour. An illustrative example from student teacher educator inventions is analyzed.

Kunzman (2002) explores some specific ways that the role of a coach in extra-curricular activities can be carried by teachers into the classroom for adolescent students. Highlights include the collective quest that includes cooperative learning to encourage teamwork; ritual and passion that give a sense of belonging and security and performance opportunities.

Lipscombe and Bryan Paul (2008) explored the role of extra-curricular sphere in higher education for sustainable development in the United Kingdom. The extra-curricular sphere may possess certain qualities that could make it a useful arena for the advancement of education for sustainable development.

Marsh and Kleitman (2002) in their research work used three models (threshold, identification/commitment, social inequality gap reduction) to examine effects of extra-curricular activities on 12th grade and postsecondary extra-curricular activities were more beneficial than out-of-school activities. Consistent with the social inequality model, activities benefited socio-economically disadvantaged students more than others.

Miller (2003) examines the effects of out-of-school time on children during early adolescence, when children go through dramatic physical, emotional, and cognitive changes. He discusses the role of afterschool programs in helping young people navigate early adolescence to successful adulthood.

Nichola (2007) in his study found out that "High School Redirection" is an alternative high school program for youth considered at risk of dropping out. The program emphasizes basic skills development and offers limited extra-curricular activities.
Sally and Robert (2005) made a comparative study on economically disadvantaged, ethnically diverse, academically talented high school students who either achieved or underachieved in their urban high school. In particular, the resilience of these two groups of high ability students is explored. Comparative case study and ethnographic methods were used to examine the student-teacher relationship.

Sharma and Gautam (2000) have reviewed the sports policy of India to prepare guidelines for the development of physical education and sports. The Sports Authority of India promotes yoga education, provides grants and promotes women interest in sports and games.

Steven (1994) in his project stated that the vocational distributive student group could be made legitimately co-curricular by giving a little thought to the program curriculum. The program of work and activities of the student group should be planned and carried out in such a manner that they contribute to curricular activities with great vitality. The vocational distributive student group can be made legitimately co-curricular by giving a little thought to the program curriculum. The program of work and activities of the student group should be planned and carried out in such a manner that they contribute to curricular activities.

Tucker (2003) explores some strategies to attract non-traditional students to extra-curricular activities, highlights a model program that integrates scholarship support and leadership programs, explores new ways of marketing to these students, and offers some suggestions for continued development.

2.6 Studies on the Perception of Students about Extra-Curricular Activities

Antrop-Gonzalez (2010) in his research work describes the successful factors that urban high school students attributed to their high academic achievement. These success factors were the acquisition of social capital through religiosity and participation in school and community-based extra-curricular activities.
Carriveau and Pamela (2007) in a larger study investigating the relationship between schools and student ideas about citizenship, present the students' attitudes on citizenship as articulated in their survey responses and attempt to identify sources of these attitudes through statistical analysis. In the end, this paper investigates the connection between the messages schools send and the opinions students expressed in their responses to various survey questions regarding citizenship.

Dworkin et al., (2003) in their empirical research on Adolescents' Accounts of Growth Experiences in Youth Activities conducted 10 focus groups in which adolescents discussed their "growth experiences" in extracurricular and community-based activities. The 55 participants reported personal and interpersonal processes and generally described themselves as agents of their own development and change.

The Eccles and Barber (1999) found in their study that 31% of the students had not participated in any activities or clubs, and 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, except for drinking alcohol by students involved in athletics. Students involved in athletics had a higher rate of drinking alcohol regularly than students who did not participate in any activities and higher than students who were involved in any other category of activities. The only category, which appeared to reduce the likelihood the student would participate in risk-taking behavior, was involvement in pro-social activities.

Eder and Kinney (1995) 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 where the study occurred, basketball was the sport that had the largest influence on
male popularity. For female students not involved in cheerleading, an avenue to increased popularity was “best friend” status with a cheerleader.

Frances (2005) in his findings points out that competitions across a range of extra-curricular area, develop students' problem solving skills by setting authentic, real-world tasks. As individuals or members of a team, students in these competitions are challenged with finding solutions to problems faced not only in today's scientific and technological world, but also in the worlds of business, education, law, religion etc.

Kaur (1998) studied the intelligence and creativity status of 400 pre-adolescent children (200 boys and girls each) at different level of physical fitness. It was reported that boys were superior to girls at the three levels of physical fitness. Girls were superior to boys on total creativity and its dimensions. Physical fitness and intelligence, irrespective of sex was positively correlated.

Lipscombe (2008) explored the role of the extra-curricular sphere in higher education for sustainable development. The extra-curricular sphere may possess certain qualities that could make it a useful arena for the advancement of education for sustainable development (ESD) and work in higher education (HE). Speculation on these qualities and potential functions is examined with reference to research into UK HE practice, including a postal questionnaire survey of UK universities and an ongoing case study to explore the impact of extra-curricular practice at one institution over a year. Extra-curricular ESD practices are found to be common in UK HE. Their potential utility is confirmed but set alongside several limiting factors. The case study in progress illuminates some of the connective attributes speculated to be useful in a systematic change process.

Lindberg and Williams (2000) presents a portrait of risk-taking among teens. Using recent data from the National Longitudinal Study of Adolescent Health (Add Health) and the 1995 National Survey of Adolescent Males, the report describes the extent to which teens engage in multiple health risk behaviors and contrast it with
the extent to which teens participate in positive behaviors such as spending time with parents and being involved in extra-curricular activities.

Mallory (2002) found that children enter school with the skills necessary for academic achievement and a lifetime of growth and development, the organization is tracking key indicators across the years of growth and development to young adulthood to better assess the results of early investments on later outcomes.

Mark (2009) made a study on extra-curricular involvement of students in extra-curricular activities. Results indicated that the higher the quality of students' involvement, the better their adjustment to university. The relationship between involvement and adjustment was mediated by self-esteem, perceived stress, and social support.

Markson (2008) found the impact of participation in extra-curricular activities, on educational attainment and work and career related outcomes. That involvement in high school extra-curricular activities leads to positive long-term outcomes in individual lives.

Mawdsley (2001) found the impact of participation in extra-curricular activities, on educational attainment and work and career related outcomes. That involvement in high school extra-curricular activities leads to positive long-term outcomes in individual lives.

Mc Lure (2009) in a study on the relationships among students' scores on the American College Test (ACT), on their ECA course work in high school, and their out-of-class accomplishments in science were studied. Data were from nearly one million ACT-tested students in the high school graduating class of 1998. Analyses were done for the total group of students and for subgroups defined by gender, race, ethnicity, and family income. Male and female students reported about the same number of years of high school ECA taken planned, but the range of years was greater among racial or ethnic groups.
Moriana (2006) studied the extra-curricular activities and academic performance of secondary students and found the possible influence of extra-curricular activities (study-related and/or sports) on academic performance of pupils (222). Results indicate that the group involved in activities outside the school day yielded better academic performance, especially those that participated in study-related activities, tutoring support or private classes, and those that participated in mixed activities (both sports and academic).

Narayanan (1995) the then Vice President of India expressed that the need for interfacing sports with health care and physical fitness should be highlighted. Such an integrated approach will help in modernizing the development of sports and encourage the youth to imbibe the true spirit of sportsmanship.

Rennell (2003) in his booklet addresses student membership on local boards of education. This book is intended to serve as a guide for those young members. The leadership of these members has proved effective. This book included the role models even among their contemporary members. The booklet also contains the extra-curricular participation of these members under able leadership.


Schroer and Johnson (2003) in the Contemporary Financial Issues in Student Unions and Campus Activities found that although they vary a great deal in size and scope, student unions and activity programs share several financial constraints and challenges.
Skip Dane (2010) research revealed the following about participation in high school sports:

i) Boys, who participate in sports do better in school, do not drop out.

ii) The ratio for girls who participate in sports and do well in school is less than the boys.

iii) About 92 percent of sports participants do not use drugs.

iv) School athletes are more self-assured.

v) Sports participants take average and above-average classes.

vi) Sports participants receive above-average grades and do above average on skills tests.

vii) Those involved in sports have knowledge of and use financial aid and have a chance to finish college.

viii) Student-athletes appear to have more parental involvement than other students.

ix) Students involved in athletics appear to change focus from cars and money to life accomplishments during the process. This study focuses on academic, cultural, and demographic variables.

Wellesly (2003) using fact sheet presents a case for public funding of after-school programs for children and youth. The fact sheet begins by describing the risks to which children and youth are exposed and the variety of ways in which children and youth spend time after school. The benefits of participating in after-school programming for children and youth related to drug use, early parenthood, academic achievement, school attendance, and student motivation are described. The fact sheet notes that although the out-of-school time field lacks a national professional development system, several initiatives are building components of a statewide system.
2.7. An Overview of the Research Reviewed

The review of literature clearly indicates that studies are attempted on benefits of ECA, types of ECA, student’s involvement in ECA, parents’ role in ECA, perception of school heads, ECA teachers, students and parents, problems faced by school heads, ECA teachers, students and parents, both in India and abroad. A close look at literature reviewed show that good numbers of studies are found on the benefits of ECA and the influence of ECA improves academic achievement particularly in the Western world. It is also clear that researches conducted in India are more sporadic in nature compared to rest of the world, in the sense that, the Western studied are more in-depth in nature than the Indian ones.

Scientific studies of Astroth and Haynes (2002) and Coltin (2006), probe into the availability of extra-curricular activities available at high school level, are of vital importance for the planning, development, organizing and implementation of extra-curricular activities at school level. Extra-curricular activities attracts the students interest, made students confident, provide them values, positive attitudes, encourage peer interaction, prompt co-operation etc. in their transition to adulthood.

Studies were conducted on the attitude of children towards extra-curricular activities differs according to age group, gender, families socio economic background etc by Daniel Brown (2000). A study was made by Diaz and Joseph, (2005) on youth participation in ECA Fetsch (2005) studied the effort of participation in ECA.. McClusky, (2003), Farenga, Joyce and Ness (2002) also studied the participation in physical activity and other after school activities for rural and urban school students.

The problems and risks of after school activities faced by parents, ECA teachers, school heads and students were studied by researchers like Lumsden, (2003), Lopes and Joana (2008), Patricia (2009), Shumow (2009), and Slater (2000).

Many Western writers researched various aspects such as the students with marginal attachment to school and its values, participation in extra-curricular activities provides an opportunity to make a positive, voluntary connection to school,
and this may lead students to acquire new skills, strengthen or develop particular attitudes (Spooner 2002; Wilhelm, 2004; Walter, Caplan and Elvain, 2006; Wiseman, 2003; Zhao, Hueyshan and Mishra, 2000). These studies focused that the students involved in ECA were more likely to develop self-confidence, social competence, leadership, student co-operation, and involvement in ECA.

Few other Indian researchers like Anuradha and Roy (1966), Banerjee et al, (1993), Das (1999) and Rajput et al (2009) studied the benefits of extra-curricular activities. Shankar (1995) found that the benefits of participation in extra-curricular activities are positive and long lasting. Researchers concluded that educators should become more aware of the important role that extra-curricular activities play in the education of the students. Many of the studies focused on the opportunity of involvement of students in extra-curricular activities which is one of the main benefits of a rural school education (Boling and Larson, 2002).

Studies on involvement in varieties of ECAs like dance, drama, art, music and scouts were made by researchers like Boling and Larson (2002), Bonwell and Eison (2001), Connell (1994) and Garrett (2010). Goldsmith (2002), and Whitfield (2002) have not only concluded student engagement in extra-curricular activities they also found that students participation in varieties of ECAs decrease highest risk of drop-outs. As an added bonus, there is evidence from studies of Brooks and Robert, (1989), that participation has a strong effect on achievement, an effect found to be much larger than that of students' study habits. Review of research in this area brings out evidences, that participation is correlated with a number of desirable outcomes, including higher levels of self-esteem and feelings of control over one's life, higher educational aspirations and higher grades, especially among males.

Students' intellectual engagement with school is the most common focus of research, and less attention has been paid to how well schools engage students in school life and how this affects their outlook on schooling and the future. Researchers like Alva Soumya (2008) and Susan (2010) found the issues of students' engagement with school extra-curricular programme.

The perception of the school heads and parents were studied by Allwein (2003), Bempechat, (1990) and Boling and Dadabhoy (2002). ECAs are the attractive strategies followed by the school heads to attract students towards campus activities says Larson (2005) and Fullarton (2007). Parents quest to keep children well rounded with, out of school activities, funding extra-curricular activities, problems faced by parents were studied by Lugaila (2003), Murray and Hall, (2008), Tchibozo and Mello (2009) and Parrino (2003).

Tucker (2003) and Wakharkar (1995) in their analyses, cited negative experiences of schooling or poor academic, as reasons given by many students for not completing schooling.

Young people who have positive feelings towards school and who are active participants in a variety of school activities are more likely to get guidance of their ECA teachers and develop themselves says Brickell (2007) and Jones, (2002). Kansal (1995), Kurtzman (2001) stated in their studies that there are a number of other benefits of students' engagement with school.

A close look at the review reported in this chapter reveals that most of the studies have been done in abroad but very few in India. Dadabhoy (2003) Dhanasekaran (1998), Sharma and Gautam (2000) are Indian writers, who found that, with the support of the ECA teacher, there arise positive relationships between a students' engagement and academic achievement, with other educational outcomes, including better attendance and aspirations to higher levels of education.

Similarly, the number of studies available on the involvement of ECA teachers and about their job satisfaction in the Western world is more. The literatures of
Antrop-Gonzalez (2010) and Carriveau (2007) contributed ideas on this area of extra-curricular activities and was so helpful for the researchers to proceed in the right direction throughout the study. They found that ECA influences on student’s individual engagement with school, and the influence of whole-school engagement on individual engagement.

The Indian scholars, Kaur and Narayanan (1998) found that school effectiveness is about a great deal more than maximizing academic achievement. The above said researchers found that participation in ECA may lead students to acquire new skills (organizational, planning, time-management etc.), to develop or strengthen particular attitudes (discipline, motivation), or to receive social rewards that influence personality characteristics. In India studies on the students’ participation in ECAs, ECA facilities provided by the schools and job satisfaction of the ECA teachers are very limited and require the attention of the researchers. The present investigation is an attempt to identify certain problem related to the organizing and participation of the school heads, ECA teachers, parents and students. Their perception about ECA is also studied.

The statement of the problem of the investigation is presented in Chapter –III.