CHAPTER III

3.0 Introduction

As soon as the area of research is identified, the next step is to specify the problem and give it in the form of a statement. In turn, the statement of the problem needs detailed explanation in order to provide a systematic plan to carry out the study in the proper direction with the help of its clearly defined objectives and hypotheses. It is equally important to define all the terms stated in the statement of the problem.

This helps to get the meaning of the term in the specific context, which is used in this study. Hypotheses, formed for the study to use the path or direction of the work is carried out. Hypotheses also helps to identify the variables involved in the study and also guide the researcher to employ the required and suitable methodology to be adopted.

This chapter deals with the statement of the problem, operational definitions of the terms used in the study, objectives of the study, hypotheses of the study, scope of the study, need and importance of the study as well as the delimitations of the study.

3.1 Title of the Problem

“A Study on the Availability of Extra-Curricular Activities in the High Schools of Namakkal District.”
3.2 Operational Definitions of the Terms used in the Study

Following are the definition of certain terms used in the study:

**Availability:**


The *Random House Dictionary* (2010) defines *availability* as, ‘suitable or ready for use/of use or service/ at hand/readily obtainable/ accessible/ available resources’.

In this study, the term *availability* refers to the availableness of Extra-Curricular Activities in the high schools of Namakkal District.

**Extra-Curricular Activity (ECA):**

The word extra-curricular activity is derived from the Italian word *extra scholastico*.

*The Word Net 1.7.1* (2001) defines the term *Xtra or Extra* as added, additional, or more than expected. *Extra Curricular* means, not part of the required curriculum; but outside the regular course of study under the supervision of the school such as dramatics, athletics, and other extracurricular activities. In a simple explanation it is part of one's regular work, routine work, etc. Activity means, education, instruction, teaching, pedagogy or educational activity

*The American Heritage Dictionary of English Language* (2009) says that extra-curricular activities are such a big help in high school and college. They help the student make friends and become a source for something to do on weekends. People who are involved in school activities tend to do better in school exams and go to a good college. e.g. athletics, drama etc.
The Collins English Dictionary (2003) describes extra-curricular activities as activities for students that are not part of their course. Each child participates in extra-curricular activities at school.

Webster's New World College Dictionary (2009) defines extra-curricular activity as, social science / education which takes place outside the normal school timetable extra-curricular activities i.e., beyond the regular duties, schedule, etc. Being outside the regular curriculum of a school or college: Sports and drama are the school's most popular extracurricular activities. Extra-curricular activities are a part of extra educational activities.

The Dictionary of Law (2008) describes extra-curricular activities as those sponsored by and usually held at school but that are not part of the standard academic curriculum. They are typically scheduled outside of the regular school day. They afford a student an opportunity to practice social skills and to experiment in activities that may represent a career interest. Extra-curricular activities are not graded and do not earn credits. Eligibility, requirements and costs are established by educational boards and organizations, which vary by local area.

In this study, the researcher explains that Extra-Curricular Activities are out of curriculum activities, which a school or college organize for its students through trained ECA teachers. They often serve to promote leadership skills, personal development, healthy recreation, self-discipline and confidence in pupils, and to create a sound curriculum. They often take place outside curriculum hours, and may include music, dance, sports, NSS, NCC etc.

High school:

The name high school is used in some parts of the world, particularly in Scotland, North America and Oceania to describe an institution that provides all or part of secondary education. The term high school originated in Scotland with the world's oldest school being the Royal High School (Edinburgh) in 1505. The Royal
High School was used as a model for the first public high school in the United States, and for the English High School founded in Boston, Massachusetts, in 1821. The precise stage of schooling provided by a high school differs from country to country, and may vary within the same jurisdiction.

The Britannica Concise Encyclopedia (2009) defines high school as traditional second stage in formal education, typically beginning at ages 11 – 13 and ending usually at ages 14 – 16. The distinction between elementary education and secondary education has gradually become less marked, because of the proliferation of these high schools.

Generally, in high schools there is a clear hierarchy of activity importance. Exact rankings are school-dependent, yet the pattern is sports at front, followed by performing arts, academic clubs, and vocational clubs, in that order (Mahoney & Cairns, 1997; McNeal, 1995). The rating of activity importance is linearly related to the peer status of that activity participant. Athletics is a high status activity; participation in music, debate, and hobby clubs are low status activities; of the participants. Peer status is commensurate with the social status assigned to the activity (Barber et al., 2001).

In India, high school is a grade of education which includes Standards from VII to X. Standards from XI to XII is called Higher Secondary School or Senior Secondary School or Junior college. Some states refer to Standards from IX and X as High School, while XI and XII are termed as Intermediate. Other states refer to VI, VII, VIII, IX and X (grades 6, 7, 8, 9 and 10) as Secondary school and XI and XII (grades 11 and 12) as Senior Secondary School. Usually, students from ages 14 to 18 study in this section. These schools may be affiliated to national boards like Central Board of Secondary Education (CBSE), Indian Certificate of Secondary Education (ICSE) or National Institute of Open Schooling (NIOS) or various State Boards (Wikipedia 2009).
In this study, students from Std VI to X are noted as high school students. But Std X students were not included in the study because of their preparation for the public examination.

**Namakkal district:**

*Namakkal district* is an administrative district in the state of Tamil Nadu, India. Salem district was bifurcated as Salem District and Namakkal District with Namakkal town as head quarters on 25-07-1996 and Namakkal District started to function independently from 01-01-1997. The district has 4 taluks (subdivisions); Tiruchengode, Namakkal, Rasipuram and Paramathi Velur (in descending order of population) and has two Revenue Divisions; Namakkal and Tiruchengode. It was ranked second in a comprehensive Economic Environment index ranking of districts in Tamil Nadu not including Chennai prepared by the Institute for Financial Management and Research in August (2009). The district is marked as one of the educational development area in the Tamilnadu social maps. So it is challenging to study the educational setup in Namakkal district, which includes not only curricular activities but also extra curricular activities.

**3.3 Objectives of the Study**

The main objectives of the study are as follows:

(i) To find out the perception of the school heads about the availability of extra-curricular activities in the high schools of Namakkal district.

(ii) To find out the significant difference, if any, in the perception of the school heads about ECA due to variations in their Gender (men / women), Educational qualification (graduation with B.Ed / post graduation with B.Ed / M.Ed), Years of experience (below 10 years/ 11-20 years/ 21-30 years), Nature of the school (govt / private), and Location of the school (rural / urban).

(iii) To find out the significant difference, if any, in the perception of the ECA teachers about ECA due to variations in their Gender (men / women), Age (upto 30 years / 31-40 years / 41 and above), Educational qualification (diploma
/ degree), Nature of the school (govt / private) and Location of the school they work (rural / urban).

(iv) To find out the significant difference if any, in the perception of the students about ECA in the high schools due to variation in their Gender (boys / girls), Age (10-12 years / 13-15 years), Level of study (VI to VII / VIII to IX), Nature of the school (govt / private) and Location of the school they study (rural / urban).

(v) To find out the perception of the parents regarding ECAs due to variations in their Gender (men / women), Educational Qualification (SSLC / diploma / degree), Community (OC / BC / MBC / SC / ST), Financial status (Income of parents per annum - upto Rs. 40,000 / Rs. 40,001-80,000 / Rs. 80,001-1,00,000 and Rs. 1,00,001 and above), Nature of school in which their children study (govt/ private) and Location of the school in which their children study (rural / urban).

(vi) To find out the problems faced by the school heads, ECA teachers, students and parents with regard to the ECA provided in the high schools of Namakkal district.

3.4 Assumptions of the Study

i) The availability of ECA items in high schools vary from school to school.

ii) The perception of the school heads, ECAs teachers, students and parents about ECA may vary.

iii) The problems faced by the school heads and ECA teachers in organizing ECAs vary.

iv) The problems faced by the students and parents in participating in ECA may vary.
3.5 Hypotheses of the Study

(i) There exists significant difference, if any, in the perception of the school heads about ECA due to variations in their Gender (men / women), Educational qualification (graduation with B.Ed / post graduation with B.Ed / M.Ed), Years of experience (below 10 years/ 11-20 years/ 21-30 years), Nature of the school (govt / private), and Location of the school (rural / urban).

(ii) There exists significant difference in the perception of ECA teachers about the Extra-Curricular Activities due to variations in their Gender (men /women), Age (upto 30 yrs /31-40 yrs /41yrs and above), Educational qualification (diploma/degree), and Nature of the school (govt / private) and Location of the school (rural/urban).

(iii) There exist significant difference in the perception of the students, regarding ECA in the high schools due to variation in their Gender (boys / girls), Level of study (VI to VII / VIII to IX), Nature of the school (govt / private) and Location of the school they study (rural / urban).

(iv) There exist significant difference in the perception of the parents regarding the extra-curricular activities in the high schools due to variations in their Gender (men/women), Educational qualification (SSLC /diploma/ degree), Financial status (income of parents per annum -upto Rs.40,000 / Rs.40,001-80,000 / Rs. 80,001 to 1,00, 000 and Rs 1,00,001 above), Nature of school in which their child study (govt / private) and Location of the school in which their child study (rural / urban).

3.5 Scope of the Study

In any developing country the importance of education cannot be overlooked by any government. As India is having vast human resources, its resources should be trained properly to meet the requirements of the present and future society. Education is confined not only to the activity within the four walls but also to the activities outside the classroom. In other sense, there is a need to give both to curricular, co-curricular and extra - curricular activities wherein the all-round development is the
chief aim of these indoor and outdoor activities. Several research studies quoted in Chapter-II, both in the Western world and in Indian contest indicate that where there is more participation of the child in the extra curricular activities, the better will be the academic, personal and social achievement or adjustment.

The present study is aimed at developing the research tools to assess the Extra-Curricular Activities offered in high school as perceived by the school heads, ECA teachers, students and parents. The Extra-Curricular Activities have been assessed in terms of nature of activity offered, participation of students in such activities, perception of parents and students about the nature of Extra-Curricular Activities in schools and the problems faced by students in participation of such activities and also the problems faced by the parents in making their children to participate in the extra curricular activities. The study also focuses its attention on the significant difference, if any, in the perception of the school heads, extra curricular teachers, students and parents in the availability of extra curricular activities.

As pointed out earlier, the Extra-Curricular Activities have been assessed from the perception of each stake holders involved in that activity in terms of its availability and utilization of extra curricular activities. According to the National Education Policy (1986 and 1990) it is pointed out that the quality of education has to be enhanced. So it is very important to improve the curricular and Extra-Curricular Activities of the students, which make learning interesting and arrest dropouts of schools arising out of wastage and stagnation.

Much importance is given for curricular activities than extra-curricular activities in India. Curricular activity should be planned and instruction should be designed to respond to the unique characteristics of students who have special talents hidden in themselves. Students have needs which cannot be met with the ordinary school curriculum. An academically poor student can be an achiever in the extra curricular-activity.

This study focuses its attention on the perception, aspiration, and problems of the school heads, ECA teachers, students and their parents in organizing and
participating in ECAs. It also focuses its attention on the effects of the independent variables on the perception of the school heads, ECA teachers, students and parents.

3.6 Need and Importance of the Study

There is a need to study the perception of school heads, ECA teachers, students and parents regarding the nature of ECA provided in high schools, problems faced by the school heads, ECA teachers, students and their parents in organizing and participating in the ECAs offered in high schools. Such a study will go a long way to offer more need based and problem free ECAs to be organized at high school level to fulfill the aspirations of the students and their parents.

Even in the growth of a very studious child, the role of a teacher is very important. Teachers are considered as second parents and parents are the first teachers. A teacher is responsible for the overall development of a child. A student who is poor in his studies needs more attention than a bright student. It is hard on the part of a extra-curricular teacher to deal with such a student and train him for his personality development and the unique character building. Hence the role of the extra curricular teacher varies in nature. They should be trained in that particular activity for which they are appointed, should act as a planner, organizer, implementer, evaluator, and counselor and should be with innovative ideas and updated knowledge.

The complexity of roles to be performed by them requires specific competencies. The teacher who has passion, kindness and a creative mind with right type of approach and attitude will be an asset to the extra curricular activity field.

In India, there is no solid growth in the field of extra-curricular activities. Formal education, informal education, adult education and population education are given more importance than extra-curricular education which is a part of a student’s life. There is lack of time and finance in organizing extra-curricular activities in India. Only a few educationists and researchers are concentrating their attention in this area in recent years. A poor academic student who has in him splendid extra talents are not at all identified and cared for. If special attention is given to them, they come out in
flying colours. Many foreign researchers have demonstrated the importance of providing different types of Extra-Curricular Activities for students of different level. Students need such activities for their self-development and if they are not provided with, they may actually lose interest. Hence it is important to identify the hidden talent of a student at an earlier stage and appropriate activity must be provided for the development of both their physical and intellectual growth.

It is a fact that, providing the right type of education, training, and skills in Extra-Curricular Activities facilitates them to perform the diversified roles successfully. As the field itself is new in the Indian context and is gaining momentum in the recent years, various types of training programmes such as multi-category training, bridge courses and short term diploma courses and degrees are offered by the universities, government and non-government organizations. Of course, there are very few colleges, universities and institutions offering training in extra curricular activities. But their services are very limited considering the vast number of students who are in need of such activities.

Therefore an attempt has been made to study not only the perception of the school heads, extracurricular activity teachers’ students and their parents regarding the nature of extra-curricular activities provided in high schools, but also problems faced by the school heads, extra curricular teachers, students and parents in organizing and participating in extra-curricular activities offered in the high schools. Such a study will go a long way to offer more need based and problem free extra-curricular activities to be organized at high schools level.

The review of literature presented in Chapter II clearly indicates that the research on ECAs are more in foreign origin, where as the Indian Educational field of ECA is not much touched by the researchers. There are few Indian researchers whose studies clearly indicate that the growth of extra-curricular activities is in its embryonic stage. They are, Anuradha and Roy (1966), Banerjee (1993), Dadabhoy (2002), Das (1999), Rajput et al., (2009), Shankar (1995), Mazumdar (1994), Harrison and Narayan (2003), Kumar and Kabul (2006) Padma Subramaniyan (2003),Kan (1996),
An exploratory study with regard to the availability of ECAs at high schools will give better insights into the nature of activities, the feasibility of organizing such activities, problems in organizing of ECAs by the school heads, ECA teachers, students and parents. It leads for better planning, development and implementation of ECA programmes at high school level.

3.7 Limitations of the study

The following are the delimitations of the study:

i) The study is confined to the students studying in high schools only.

ii) The area of the study is limited only to the government and private schools of Namakkal District of TamilNadu state, India.

iii) The respondents consists of 20 school heads, 40 ECA teachers, 300 students studying in government and private schools, and 300 of their parents.

iv) Questionnaire is used to assess the perception of school heads, ECA teachers, students and their parents.

v) Problem Checklist is the tool used to assess the problems faced by the school heads, ECA teachers, students and their parents about ECAs.

The methodology of this study is presented in Chapter-IV.