CHAPTER – V

Findings, Interpretations, Recommendations and Suggestions
# CHAPTER V

FINDINGS, INTERPRETATIONS, RECOMMENDATIONS 
AND SUGGESTIONS

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CHAPTER - V

FINDINGS, INTERPRETATIONS, RECOMMENDATIONS
AND SUGGESTIONS

5.00. MAJOR FINDINGS

Findings of the present study are presented under the following three parts:

Part – I : Findings from the classified data
Part – II : Findings from testing of hypotheses
Part – III : Findings from correlational study

PART - I: FINDINGS FROM THE CLASSIFIED DATA

Section - I: Findings related to the Preference for Co-curricular Activities

Preference for Co-curricular Activities

Preference for co-curricular activities by higher secondary students is dominant with music, games and picnic. However, they do not prefer painting, debate and discussion and students’ council as much important.

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Preference for co-curricular activities</th>
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<tbody>
<tr>
<td>1</td>
<td>Music</td>
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<tr>
<td>2</td>
<td>Games</td>
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<td>3</td>
<td>Picnic</td>
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<td>Visit to museum, zoo etc.</td>
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<td>5</td>
<td>Exhibition</td>
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<td>10</td>
<td>Coin collection</td>
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<td>11</td>
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<td>12</td>
<td>Students’ council</td>
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<tr>
<td>13</td>
<td>Debate and discussion</td>
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<tr>
<td>14</td>
<td>Dancing</td>
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<tr>
<td>15</td>
<td>Painting</td>
</tr>
</tbody>
</table>
Preference for co-curricular activities by higher secondary students is clearly shown in the graph 5.01.

The preference list is given for reading the graph.

**Graph 5.01: Preference for Co-curricular Activities**

1. Preference for Co-curricular Activities vs. Sex

Preference for co-curricular activities of the male students is dominant with music, picnic and games. However, students do not prefer painting, students' council and debate and discussion as much important.

Preference for co-curricular activities of the female students is dominant with games, music and social service. However, they do not prefer dancing, students' council and debate and discussion as much important.

Preference for Co-curricular Activities in terms of gender is clearly shown in the graph 5.02.
2. Preference for Co-curricular Activities vs. Medium of Instruction

Preference for co-curricular activities of the English medium students is dominant with social service, games and music. However, they do not prefer dancing, students’ council and debate and discussion as much important.

Preference for co-curricular activities of the Tamil medium students is dominant with music, games and picnic. However, they do not prefer dancing, students’ council and debate and discussion as much important.

Preference for Co-curricular Activities in terms of medium of instruction is clearly shown in the graph 5.03.

Graph 5.03: Preference for Co-curricular Activities vs. Medium of Instruction

3. Preference for Co-curricular Activities vs. Nativity

Preference for co-curricular activities of the village students is dominant with games, music, and picnic. However, they do not prefer coin collection, students’ council and debate and discussion as much important.

Preference for co-curricular activities of the town students is dominant with music, games and picnic. However, they do not prefer dancing, painting and debate and discussion as much important.
Preference for co-curricular activities in terms of nativity is clearly shown in the graph 5.04.

Graph 5.04: Preference for Co-curricular Activities vs. Native Place

4. Preference for Co-curricular Activities vs. Group of Study

Preference for co-curricular activities of the Science students is dominant with games, music and picnic. However, they do not prefer painting, students’ council and debate and discussion.

Preference for co-curricular activities of the Arts students is dominant with music, games and social service. However, they do not prefer dancing, students’ council and debate and discussion as much important.

Preference for co-curricular activities of the vocational group students is dominant with music, games and picnic. However, they do not prefer painting, students’ council, dramatics, debate and discussion as much important.

Preference for co-curricular activities in terms of group of study is clearly shown in the graph 5.05.
5. Preference for Co-curricular Activities vs. School Nature

Preference for co-curricular activities of the students of boy’s schools is dominant with music, picnic and games. However, they do not prefer painting, students’ council and debate and discussion as much important.

Preference for co-curricular activities of the students of girls’ schools is dominant with music, games and social service. However, they do not prefer coin collection, students’ council and debate and discussion as much important.

Preference for co-curricular activities of the students of co-education schools is dominant with games, music and picnic. However, they do not prefer dancing, students’ council and debate and discussion as much important.

Preference for co-curricular activities in terms of school nature is clearly shown in the graph 5.06.

Graph 5.06: Preference for Co-curricular Activities vs. School Nature

6. Preference for Co-curricular Activities vs. School Category

Preference for co-curricular activities of the government school students is dominant with music, picnic and games. However, they do not prefer painting, students’ council and debate and discussion as much important.

Preference for co-curricular activities of the private school students is dominant with games, music and social service. However, they do not prefer students’ council, dancing and debate and discussion as much important.
Preference for co-curricular activities in terms of school category is clearly shown in the graph 5.07.

Graph 5.07: Preference for Co-curricular Activities vs. School Category

7. Preference for Co-curricular Activities vs. School Locality

Preference for co-curricular activities of the rural school students is dominant with games, music, and picnic. However, they do not prefer coin collection, students’ council and debate and discussion as much important.

Preference for co-curricular activities of the urban school students is dominant with music, games and picnic. However, they do not prefer painting, dancing and debate and discussion as much important.

Preference for co-curricular activities in terms of school locality is clearly shown in the graph 5.08.
8. Preference for Co-curricular Activities vs. Educational District

Preference for co-curricular activities of the students of Kuzhithurai is dominant with music, picnic and games. However, they do not prefer dancing, students’ council and debate and discussion as much important.

Preference for co-curricular activities of the students of Thuckalay is dominant with games, music and picnic. However, they do not prefer coin collection, students’ council and debate and discussion as much important.

Preference for co-curricular activities of the students of Nagercoil is dominant with games, social service and music. However, they do not prefer students’ council, painting and debate and discussion as much important.

Preference for co-curricular activities in terms of educational district is clearly shown in the graph 5.09.

Graph 5.09: Preference for Co-curricular Activities vs. Educational District

9. Preference for Co-curricular Activities vs. Father’s Education

Preference for co-curricular activities of the students of illiterate fathers is dominant with social service, picnic and games. However, they do not prefer coin collection, students’ council and debate and discussion as much important.

Preference for co-curricular activities of the students of fathers educated upto 5th is dominant with social service, games and music. However, they do not prefer dancing, students’ council and debate and discussion as much important.
Preference for co-curricular activities of the students of fathers educated upto 8th is dominant with games, music and picnic. However, they do not prefer coin collection, students' council and debate and discussion as much important.

Preference for co-curricular activities of the students of fathers educated upto SSLC is dominant with music, games and social service. However, they do not prefer dancing, students' council and debate and discussion as much important.

Preference for co-curricular activities of the students of fathers educated above SSLC is dominant with music, picnic and games. However, they do not prefer dancing, students' council and debate and discussion as much important.

Preference for co-curricular activities in terms of father's education is clearly shown in the graph 5.10.

Graph 5.10: Preference for Co-curricular Activities vs. Father Education

10. Preference for Co-curricular Activities Vs. Mother's Education

Preference for co-curricular activities of the students of illiterate mothers is dominant with music, picnic and social service. However, they do not prefer exhibition, dramatics and debate and discussion as much important.

Preference for co-curricular activities of the students of mothers educated upto 5th is dominant with music, picnic and social service. However, they do not prefer dancing, students’ council and debate and discussion as much important.
Preference for co-curricular activities of the students of mothers educated upto 8th is dominant with games, music and social service. However, they do not prefer coin collection, students' council and debate and discussion as much important.

Preference for co-curricular activities of the students of mothers educated upto SSLC is dominant with games, music and picnic. However, they do not prefer painting, students' council and debate and discussion as much important.

Preference for co-curricular activities of the students of mothers educated above SSLC is dominant with music, picnic and games. However, they do not prefer dancing, students' council and debate and discussion as much important.

Preference for co-curricular activities in terms of mother's education is clearly shown in the graph 5.11.

**Graph 5.11: Preference for Co-curricular Activities vs. Mother Education**

11. Preference for Co-curricular Activities Vs. Father's Occupation

Preference for co-curricular activities of the students of fathers as coolies is dominant with games, music and social service. However, they do not prefer coin collection, students' council and debate and discussion as much important.

Preference for co-curricular activities of the students of unemployed fathers is dominant with music, social service and picnic. However, they do not prefer dancing, visit to museum, zoo etc. and debate and discussion as much important.
Preference for co-curricular activities of the students of fathers employed in business is dominant with games, music and picnic. However, they do not prefer painting, students’ council and debate and discussion as much important.

Preference for co-curricular activities of the students of employed fathers is dominant with music, picnic and games. However, they do not prefer painting, students’ council and debate and discussion as much important.

Preference for co-curricular activities in terms of father’s occupation is clearly shown in the graph 5.12.

Graph 5.12: Preference for Co-curricular Activities vs. Father Occupation

12. Preference for Co-curricular Activities Vs. Mother’s Occupation

Preference for co-curricular activities of the students of mothers as coolies is dominant with music, picnic and games. However, they do not prefer dancing, coin collection, and debate and discussion as much important.

Preference for co-curricular activities of the students of unemployed mothers is dominant with games, music and picnic. However, they do not prefer dancing, students’ council and debate and discussion as much important.

Preference for co-curricular activities of the students of mothers employed in business is dominant with games, music and social service. However, they do not prefer story writing, painting and debate and discussion as much important.
Preference for co-curricular activities of the students of employed mothers is dominant with music, games and picnic. However, they do not prefer students’ council, painting and debate and discussion as much important.

Preference for co-curricular activities in terms of mother’s occupation is clearly shown in the graph 5.13.

![Graph 5.13: Preference for Co-curricular Activities vs. Mother Occupation](image)

13. Preference for Co-curricular Activities Vs. Family Nature

Preference for co-curricular activities of the students of nuclear family is dominant with games, music, and picnic. However, they do not prefer dancing, students’ council and debate and discussion as much important.

Preference for co-curricular activities of the students of joint family is dominant with music, social service and games. However, they do not prefer painting, students’ council, dramatics and debate and discussion as much important.
Preference for co-curricular activities in terms of type of family is clearly shown in the graph 5.14.

Section - II: Findings related to the Level of Value Perception of Co-curricular Activities

1. Level of perceived values of co-curricular activities by higher secondary students is high (52.70%).
2. Both the male and female higher secondary students have high perception of co-curricular activities; but the female students (55.00%) dominate the male students (50.40%).
3. English medium students (55.14%) have a lead over Tamil medium students (51.38%) in their value perception of co-curricular activities, though both have it at a high level.
4. Students of village areas lead over (54.63%), whereas those of town areas lag (49.61%) behind in their value perception of co-curricular activities.
5. Arts students’ value (58.90%) perception of co-curricular activities is high; whereas that of science and vocational students is low (49.00% and 47.76%).
6. i. Students of Boy’s school have low level value (48.00%) perception of co-curricular activities. This is higher in the case of the students of Co-education schools (58.33%), followed by those of Girl’s schools (52.57%).
   ii. 53.85% of private school students and 50.57% of those of government schools have shown high value perception of co-curricular activities.
iii. High level value perception of co-curricular activities is shown by students of rural schools (54.38%), whereas this is low for the students of urban schools (49.57%)

iv. The students of Kuzhithurai and Nagercoil have shown high value perception of co-curricular activities (56.14% and 52.00%), while those of Thuckalay have shown it at a low level (48.4%).

7. i. a. The students of fathers educated upto 5th, 8th and 10th and those of illiterates have shown high (60.00%, 51.25%, 59.56% and 51.35%) levels of perceived values of co-curricular activities, whereas the perception is low (48.54%) in the case of the students of fathers educated above 10th.

b. The students of illiterate mothers have higher (66.67%) levels of perceived values of co-curricular activities followed by 53.80% of those educated upto 8th, 53.37% of those educated upto 10th, 52.53% of those educated upto 5th and only 50.00% of those educated upto 10th and above.

ii. a. Students of coolie and employed fathers have shown high (55.15% and 53.47%) levels of perceived values of co-curricular activities and those of business and unemployed fathers have it at a low (48.35% and 48.72%) level.

b. Students of coolie mothers have low (44.44%) level of perceived values of co-curricular activities, whereas it is high for those of business, unemployed and employed mothers (60.42%, 53.35% and 51.55% respectively).

iii. The perception of co-curricular activities by higher secondary students is high irrespective of their type of family (56.52% and 52.42%).

Section – III: Level of Perceived Values (dimension wise) of Co-curricular Activities

8. The level of educational, psychological, social, civic, recreational and cultural values of co-curricular activities is high overall, as the findings reveal these as 58.70%, 54.30%, 53.50%, 56.60%, 54.20% and 58.90% respectively.

9. The level of educational, social, civic, recreational and cultural values of female students dominate (60.40%, 57.40%, 61.20%, 55.80% and 63.00% respectively), though both genders have high level of these values. But, as far as the level of psychological values is concerned, the male have an edge over their counterparts; meanwhile, the level of social values is low (49.60%) in the case of male students.
10. English medium students have high levels of educational (64.86%), psychological (53.38%), social (57.43%), civic (58.86%) and cultural (60.00%) values of co-curricular activities. But, the recreational value dominates in the Tamil medium students (54.92%) than English medium students.

11. The level of educational (59.22%), psychological (57.40%) and social (56.10%) values have dominated in the students from town areas, though both the categories have it at a high level. Also, the civic, recreational and cultural values lead over (58.70%, 56.42% and 60.00% respectively) in the case of rural; students than the urban students.

12. Arts students lead in the high level of educational (62.91%), psychological (57.39%), civic (65.41%), recreational (57.14%) and cultural (60.00%) values of co-curricular activities. Although science and vocational students have high level of most of the values, the science students have shown low (49.25%) level of social value.

13. As far as the students of co-educational schools are concerned they have shown high levels of educational (61.76%), psychological (56.00%), social (59.67%), civic (60.67%), recreational (56.67%) and cultural (60.67%) values of co-curricular activities. However, the students of boy’s schools have low level of social (47.14%) values.

14. The educational, psychological, social, civic and recreational values more dominate in the case of private school students (61.23%, 55.08%, 55.38%, 57.69% and 54.31% respectively) than for government school students though both the categories have these high. The cultural value of co-curricular activities is a bit higher for government school students (59.14%) than those of private school students (58.77%); government school students have neither high nor low (50.00%) social value of co-curricular activities.

15. Urban school students have higher level educational (61.03%), psychological (57.02%) and social (55.59%) values of co-curricular activities than rural students though both have it at high level. Again, the civic (57.91%), recreational (57.45%) and cultural (59.29%) values are at high level for rural students. But urban students have shown a low level recreational value (48.14%).

16. The three educational district students have most of the values at a high level. Kuzhithurai district students dominate in the level of educational (61.65%), psychological (56.89%), civic (60.90%) and recreational (55.89%) values of co-curricular activities; cultural values being higher (61.00%) for the students of
Nagercoil district. However, low level of social (47.84%) value was shown by the students of Thuckalay district.

17. Regarding parental education, students of illiterate mothers and those of fathers educated up to 10th dominate in the educational value (68.63% and 65.33%) though all the other categories of parents have it high. Students of illiterate fathers and mothers have high level (70.27% and 62.75%) perception of psychological values than the students of parents studied up to 5th, 8th, 10th. Students of fathers studied up to 10th have higher level (61.78%) perception of social values than that of the students of mothers studied up to 5th (57.58%). Nevertheless, this value of students of illiterate fathers, parents studied above 10th are found to be low. Students of illiterate fathers and mothers show a lead in civic value (62.16% and 66.67%) from others. Students of illiterate mothers and fathers studied up to 10th have high level perception of recreational values, while those of illiterate fathers have it at a low level. The cultural values of students of illiterate mothers and fathers studied up to 10th (68.63% and 64.44%) lead over the others, though all the categories of parents have it at a high level.

18. Students of unemployed fathers and business mothers have high level perception of educational value (64.10% and 64.58%), though those of coolie mothers have it at a low level (43.06%). The students of unemployed fathers and mothers have high level perception of psychological value (56.41% and 54.66%). Further, the social value is maximum for those of coolie fathers and those of business mothers, though the other categories also show high level of this value. Again, the students of coolie fathers show high level of civic value and those of coolie mothers show it equal, while those of unemployed mothers is found to be high (57.43%). The students of business parents lead over in recreational value, whereas that of coolie mothers is found equal. Cultural value of students of unemployed fathers and business mothers dominate though all categories have it high.

19. When the family nature is taken into account, the students of nuclear families (58.86%, 53.71% and 54.35%) lead over those of joint families (56.52%, 50.72% and 52.17%) in educational, social and recreational values though both the categories are having these high. However, in the case of joint families the psychological, civic and cultural values dominate (56.52%, 59.42%, and 72.46%) than those of nuclear families (54.14%, 56.39 and 57.89%).
Section – IV: Personality traits of Higher Secondary Students

1. As far as the personality traits are concerned, the higher secondary students have high self-esteem (51.80%), independence (51.30%), self-acceptance (50.60%) and self-disclosure (53.90%).

2. The level of self-esteem, independence and self-disclosure is high for the female students (52.20%, 55.20% and 55.00% respectively). 51.40% and 52.80% of the male students have high level of self-esteem and self-disclosure respectively. However, the male students lag behind in the level of independence (47.40%), and also they have an edge over female students in the level of self-acceptance (50.80% and 50.40% respectively).

3. The medium of study has a great influence on the personality traits of higher secondary students as the English medium students dominate in the level of self-esteem (52.57%) and independence (52.29%) though the students of both the categories have it high. The self-acceptance level of Tamil medium students is high (51.54%) whereas English medium students have it low (48.86%). Although both the categories enjoy high level of self-disclosure, the students of Tamil medium (55.69%) lead over English medium students (50.57%).

4. Students of village and town areas have high self-esteem (52.03% and 51.43% respectively) and self-disclosure (55.77% and 50.91% respectively); but the village students lead over the town students. The town students have high level of independence and self-acceptance (53.51% and 47.14%). However, the village inhabitants have these at a low level (49.92% and 46.50%).

5. Notwithstanding to the subject group, the higher secondary students generally have high level of self-esteem and self-disclosure but self-esteem is somewhat high for science group students (52.50%) and self-disclosure for arts students (56.39%). Again, the arts students have high independence level (54.39%, whereas it is neither high nor low for science students (50.00%) and low for vocational students (47.76%). The level of self-acceptance of vocational students has a lead over the arts students to a small extent though both of them have it at high level. In contrast to this finding, the science group students have low level of this trait.

6. The students of co-education and boys’ schools have high level of self-esteem (55.67% and 50.29%) whereas the students of girl’s school have it neither high nor low (50.00%). The level of independence also leads for the students of co-education
school (54.33%) with a slight difference for the students of girl's school (54.33%). However, this trait is found to be low for the boy's school students (46.00%). The self-acceptance level in the case of boy's school students is high (54.00%) with a slight difference with that of the students of girl's school (50.86%). The students of co-education school lag behind (46.33%) as far as the level of self-acceptance is concerned. Irrespective of the categories involved, the level of self-disclosure shows a high value with a slight dominance to the students of co-education school (58.00%).

7. Both government and private school students have a high level (54.29% and 50.46%) of self-esteem in which government school students' lead over. A high (53.23%) level of independence is shown by private school students and a low (47.71%) level is shown by the their counterparts. The students of government schools have high (53.71% and 57.71%) levels of self-acceptance and self-disclosure whereas the level of self-acceptance of those of the other category is low (48.92%).

8. The students of rural and urban schools have high levels of self-esteem, independence and self-disclosure, though students of rural schools lead over (51.92% and 54.99%) in self-esteem and self-disclosure and those of urban schools in independence (51.86%) with only a slight difference. Urban school students have high level of self-acceptance (58.74%) whereas it is low for rural students (46.24%).

9. All the three viz., Kuzhithurai, Thuckalay and Nagercoil educational district students have high level of self-disclosure (51.64%, 51.16% and 55.67% respectively), while the students of Nagercoil lead over with a difference. Again, the students of Nagercoil dominate the others in self-esteem (54.67%) and independence (60.00%), while those of Kuzhithurai (57.64%) in self-acceptance level. Also, the self-esteeem, independence and self-acceptance level of students of Thuckalay district is low (47.84%, 42.19% and 41.53% respectively).

10. Self-esteem level of the students of fathers studied upto 10th is high (56.00%), whereas 52.42% of the students of the mothers studied upto 10th and above have high self-esteem level. However, this is low in the case of the students of illiterate parents (35.14% and 47.06%). The level of independence is high for the students of fathers studied upto 5th (54.00%) and those of mothers upto 10th (55.77%), whereas this is low for students of illiterate fathers (32.43%) and fathers who have studied upto 8th (48.13%) and mothers upto 5th (48.99%).
As far as the level of self-acceptance is concerned, it is found to be high for the students of fathers studied upto 5th (58.00%) and illiterate mothers (56.86%). A low value for this is seen for the students of illiterate fathers and fathers who have studied upto 8th and mothers up to 5th.

Students of illiterate fathers (64.86%) and mothers studied upto 8th (61.40%) have a lead in self-disclosure level from others. However, this is low for students of fathers studied upto 10th and above.

11. The students of business fathers and employed mothers have high level of self-esteem (52.89% and 53.61%) when compared with the other categories and it is lower among those of unemployed fathers and business mothers (41.03% and 47.92%).

The independence level is high for the students of unemployed fathers (61.54%) and business mothers (62.50%) whereas this is low for the students of coolie fathers and employed mothers.

The self-acceptance level of students of employed parents (54.98% and 57.22%) is high whereas that of coolie fathers, unemployed and business parents is found to be low.

Also, the self-disclosure level of students of unemployed fathers (64.10%) and business mothers (64.58%) is found to be high and it is found to be low for students of employed parents.

12. Irrespective of the family nature, the higher secondary students generally have high levels of all the personality traits namely, self-esteem, independence, self-acceptance and self-disclosure but these are somewhat higher for the students of joint families than those from nuclear families.

Section - V: Academic Achievement of Higher Secondary Students

1. High level of academic achievement is found in 30.10% of higher secondary students and 28.90% have average level of academic achievement.

2. The academic achievement of the higher secondary students of the urban schools is found to be high (44.70%) and those of rural schools is found to be low (22.27%).

3. Both the government and private school students have low academic achievement.

4. While the higher secondary students of English medium schools have high academic achievement (40.29%), those of Tamil medium schools have low academic achievement (24.62%).
5. The academic achievement of the higher secondary students irrespective of their sex is found to be low.

6. The academic achievement of the higher secondary students of the village areas is found to be low (21.79%) and those of town area is found to be high (43.38%).

7. The higher secondary students from both the nuclear and joint families have low academic achievement.

8. High level of academic achievement is found in the students of boy’s school (42.57%) while this is found to be low in girl’s and co-education schools.

9. The academic achievement of the students of Thuckalay and Nagercoil is found to be low, whereas high academic achievement (35.59%) is found only in the case of the students of Kuzhithurai district.

10. Vocational students show moderately high (36.32%) level of academic achievement, but this is low in the case of arts (29.32%) and science (27.75%) students.

11. When the education of the father is analyzed, all categories except the students of fathers studied above 10th have low academic achievement.

12. Similar is the case as far as mother education is concerned. Only those students whose mothers studied above 10th have high academic achievement.

13. The students of employed parents have high level of academic achievement, whereas all the other categories of students have the academic achievement at a low level.

PART – II: FINDINGS FROM TESTING OF HYPOTHESIS

Section – I: Difference in the Preference for Co-curricular Activities

1. There is significant difference in the preference for co-curricular activities by the higher secondary students with reference to their school locality, school category, medium, sex, native place and family nature.

2. Significant difference is noticed in the preference for co-curricular activities by the higher secondary students with reference to their school nature, educational district and group.

3. There is significant difference in the preference for co-curricular activities by the higher secondary students with reference to their father’s education, mother’s education and father’s occupation.

4. There is no significant difference in the preference for co-curricular activities by the higher secondary students with reference to their mother’s occupation.
Section - II: Difference in the Value Perception of Co-curricular Activities

1. There is no significant difference in the values of co-curricular activities as perceived by higher secondary students with regard to background variables excepting between government and private school students. Private school students have higher value perception of co-curricular activities than the government school students.

2. Significant differences are noticed in the perceived values of co-curricular activities among the higher secondary students with regard to school nature, group of study, and father education. Co-education school students have higher value perception of co-curricular activities than the boys’ and girls’ school students. Similarly, arts group students have higher value perception of co-curricular activities than the science and vocational group students.

3. Significant differences are not noticed in the perceived values of co-curricular activities among the higher secondary students excepting with regard to mother’s education. Students of mothers engaged in business have higher value perception of co-curricular activities than the other categories.

4. Higher secondary students do not differ significantly in their perception of educational values of co-curricular activities with regard to their background activities with regard to their background variables excepting between government and private school students, and English and Tamil medium students have higher value perception of co-curricular activities than that of the government and Tamil medium students.

5. Significant differences are noticed in the perception of psychological values of co-curricular activities with regard to school category, medium of study and their nativity. Students of private schools, English medium students, and town nativity have higher psychological value perception than the government school, Tamil medium and village nativity students.

6. Female students, private school students and English medium students have higher social value perception of co-curricular activities than the female, government school and Tamil medium students.

7. Students of rural schools, female students and village students have higher civic value perception of co-curricular activities than the urban school, male and town students.
8. Female students and students of joint families have higher cultural value perception of co-curricular activities than the male, and nuclear family students.

Section - III: Difference in Academic Achievement

1. Significant differences are not noticed in the academic achievement of higher secondary students with regard to school category and type of family.
2. However, English medium students have higher academic achievement than the Tamil medium students. Male students and students of town areas have higher academic achievement than that of female and village area students.
3. There are significant differences in the academic achievement among the higher secondary students with regard to school nature, educational district, group of study, parental education and parental occupation.
4. Students of boys' schools have higher academic achievement than the girls' and co-educational school students. Students of Kuzhithurai educational district have higher academic achievement than the students of Nagercoil and Thuckalay educational districts. Students of vocational groups have higher academic achievement than the students of arts and science group students. Students of employed parents have higher academic achievement than other categories of students.

Section - IV: Difference in Personality Traits

1. With respect to self-esteem, no significant differences are noticed among the higher secondary students with respect to school locality, school category, medium of instruction, sex, nativity, type of family, group of study, school nature and parental education.
2. Significant differences are noticed between male and female students in their independence. Female students have higher independence than the male students. Arts group students have higher independence than the science and vocational group students and students of Nagercoil educational district have higher independence than the students of Thuckalay and Kuzhithurai educational districts.
3. Self-acceptance of village area students is lower than that of the town area students. Self-acceptance of the students of employed mothers is higher than that of other categories of students.
4. As far as self-disclosure is concerned, no significant differences are found among the higher secondary students.

PART – III: FINDINGS FROM CORRELATION ANALYSIS

Correlation between Value Perception of Co-curricular Activities and Academic Achievement

1. There is no significant relationship between values of co-curricular activities as perceived by the higher secondary students and their Academic Achievement.
2. There is significant relationship between values of co-curricular activities as perceived by higher secondary students of illiterate fathers, fathers studied up to 5th, mothers studied up to 10th, unemployed fathers, coolie and business mothers and their academic achievement.

Correlation between Educational Values and Academic Achievement

1. No significant relationship is found between educational values as perceived by the higher secondary students and their Academic Achievement.
2. Significant relationship is observed between educational values as perceived by higher secondary students of rural, girl’s and co-education schools, village area, female sex, Thuckalay district, science group, illiterate fathers and fathers studied up to 5th, 8th and 10th, illiterate mothers and mothers studied up to 8th and 10th, coolie and unemployed fathers and coolie mothers and their academic achievement.

Correlation between Psychological Values and Academic Achievement

1. There is no significant relationship established between psychological values as perceived by the higher secondary students and their Academic Achievement.
2. No significant relationship is found between psychological values as perceived by the higher secondary students and their Academic Achievement with regard to their background variables except for those of girl’s school and coolie mothers.

Correlation between Social Values and Academic Achievement

1. Significant relationship is not found between social values as perceived by the higher secondary students and their academic achievement.
2. There is no significant relationship between social values as perceived by higher secondary students and their Academic Achievement with regard to their background variables except for those of co-education schools, illiterate fathers, fathers studied upto 8th and coolie and business mothers.

**Correlation between Civic Values and Academic Achievement**

1. There is no significant relationship between civic values as perceived by the higher secondary students and their academic achievement.
2. There is significant relationship between civic values as perceived by students of private schools, town area, co-education schools, illiterate, coolie and business fathers and their academic achievement.

**Correlation between Recreational Values and Academic Achievement**

1. Significant relationship is not established between recreational values as perceived by the higher secondary students and their academic achievement.
2. There is significant relationship between recreational values as perceived by higher secondary students and their Academic Achievement with regard to their background variables except for those of fathers studied upto 5th, unemployed fathers and business mothers and their academic achievement.

**Correlation between Cultural Values and Academic Achievement**

1. There is no significant relationship between cultural values as perceived by the higher secondary students and their academic achievement.
2. Significant relationships are found between cultural values as perceived by students of co-education schools, fathers studied upto 10th, illiterate mothers and mothers studied upto 10th, coolie and business mothers and their academic achievement.

**Correlation between Value Perception of Co-curricular Activities and Personality Traits**

There is significant relationship between the values of co-curricular activities as perceived by higher secondary students and their personality traits such as self-esteem, independence, self-acceptance and self-disclosure.
Correlation between Educational Values and Personality Traits

There is significant relationship between educational values as perceived by higher secondary students and their personality traits like self-esteem, independence, self-acceptance and self-disclosure.

Correlation between Psychological Values and Personality Traits

Significant relationship is observed between psychological values as perceived by higher secondary students and the personality traits like self-esteem, independence, self-acceptance and self-disclosure.

Correlation between Social Values and Personality Traits

There is significant relationship between the social values as perceived by higher secondary students and their personality traits such as self-esteem, independence, self-acceptance and self-disclosure.

Correlation between Civic Values and Personality Traits

There is no significant relationship between civic values as perceived by higher secondary students and their personality trait like self-acceptance. But, significant relationship is noticed between civic values as perceived by higher secondary students and their personality traits like self-esteem, independence and self-disclosure.

Correlation between Recreational Values and Personality Traits

There is significant relationship between the recreational values as perceived by higher secondary students and their personality traits such as self-esteem, independence, self-acceptance and self-disclosure.

Correlation between Cultural Values and Personality Traits

There is significant relationship between cultural values as perceived by higher secondary students and their personality traits like self-esteem, independence, self-acceptance and self-disclosure.
Relationship between Personality Traits and Academic Achievement

There is significant relationship between personality traits like independence and self-acceptance and their academic achievement. However, no significant relationship is found between personality traits like self-esteem and self-disclosure and their academic achievement.

5.01. INTERPRETATIONS

Perceptions of Values of Co-curricular Activities

The present investigation clearly shows that higher secondary students, who are in their later adolescent stage, have most preference for music (aesthetic and cultural activities), games (physical developmental activities and picnic, outdoor activities). They have least preference for painting (aesthetic and cultural activities), debate and discussion (literary activities), students' council (civic development activities).

Preference for co-curricular activities by higher secondary students is exhibited in figure 5.01. Lack of preference for activities like debate and discussion and students' council may be attributed to students' failure to understand the importance of debate or lack of motivation to students on the part of the teacher about this activity. Similarly, participation in students' council may not have any direct bearing on the academic achievement of students, which is given top most priority of both students and teachers.

Female students have higher value perception of co-curricular activities than their male counterparts. This finding brings out the fact that discrimination in terms of sex has become more or less disappeared that girls have started benefiting from the equality of opportunities made available in the form of co-curricular activities.

Again English medium students have higher value perception of co-curricular activities than the Tamil medium students. It is a known fact that in countries like India parents who are economically well off and enjoying sound social status educate their wards through English medium. These students are properly motivated at home by their parents about their participation in curricular as well as co-curricular activities. Even teachers handling these students pay special attention to them in schools. On the other hand, students educated through Tamil medium are less motivated at home as well as
school regarding their participation in these activities. As a result, they do not seem to have understood the values of these activities very much.

Students hailing from village areas have higher value perception of the co-curricular activities than their counterparts from towns. Normally, students from village areas easily mingle with others, are free from shyness and reservation. They do not have adjustment problems. The above stated qualities may be found missing in the students from town areas. Too much importance may be given to pure academic activities by these students would have made them have low value perception of these activities.

Arts group students have higher value perception of co-curricular activities than the science and vocational groups. Arts group students in schools are exposed to a variety of programmes, whereas science group students are confined to serious study and laboratory work. They do not seem to show much interest in co-curricular activities. Similarly, vocational group students are more involved in practical activities pertaining to their suggestions of study.

Co-education school students have higher value perception of co-curricular activities than the boys and girls school students. Adolescent period is considered to be a period of attraction between the opposite sexes. Both boys and girls put together in co-educational schools try to attract each other through seeking recognition, appraisal and appreciation for their talents exhibited in these activities.

Private school students have higher value perception of co-curricular activities than the government school students. In government schools, both students and teachers are not very serious about the organization of co-curricular activities when compared with private schools. Private school authorities are very particular about boosting the image of their schools by students talents exhibited and rewarded through varied co-curricular activities. The showcases that decorate the headmaster’s / principal’s room with cups, shields and medals in a clear evidence for this.

The findings related to the value perception of co-curricular activities in the light of educational, psychological, social, civic, recreation and cultural values seem to be high. This clearly indicates the role played by the co-curricular activities in shaping an individual by satisfying the educational potential, psychological values in which the male
students dominate. The reason for female dominance in all these values may be due to their studious nature, enthusiasm, competitive spirit and interest in participation in these activities. Male students excel the female students in their perception of psychological values. On the other hand, one may feel disturbed to note that the male students have low perception of social values. This clearly indicates male students’ lack of team spirit, unity and co-operation, mass media like periodicals, T.V., movies, web sites etc would have drawn the interest of the male students very much.

Tamil medium students lead over the English medium students in their recreational values. Mother tongue being their medium they spare time to read, write and talk part in other co-curricular activities. On the other hand, English medium students seem to give too much importance to academic activities and they often spare time for their recreation.

The present investigation shows the students from village areas seem to have given more importance to civic, cultural and recreational values than the students of town areas. Science students lag behind in their perception of social values of co-curricular activities. This is natural that they give more importance to procedures and principles. As a result, they would have given secondary importance to social values.

The students of mothers doing coolie work have low perception of educational values. Such students often mingle with students of their economic status. They do not get opportunities to read news papers, articles, journals etc. They often use the mass media for their educational enrichment. Mothers belonging to this category are little bothered about the education of their wards. This would have reflected in these students’ perception of educational values.

The parents of nuclear families give much importance to the education of their children. They spare more money, and time in educating their wards. In addition, these students spend their time in some hobbies and activities that help them for bright future. They also have developed a sense of responsibility for the society by mingling with the other families in their locality and in the community. Thus, they take a lead in their perception of educational and recreational values over the students of joint families.
On the other hand, the students of joint families dominate in civic, psychological and cultural values. When individuals of two generations mingle with each other, lessons of adjustment, obedience, co-operation, social norms, responsibility, duty etc are possible. This is what happens in joint families.

**Personality Traits**

The present investigation shows that the higher secondary students have high self-esteem, self-acceptance, independence and self-disclosure. Kanyakumari district is educationally forward and people here are generally highly motivated and these factors would have helped the higher secondary students posses high self-esteem, independence, self-acceptance and self-disclosure.

Adolescence is a period of new experiences, new responsibilities and new relationship with adults as well as peers. Culturally, this is a period of transition from the dependency of the childhood to the relative independency of the adulthood. But to our surprise, the male students are less independent than the female students though they have reached the adolescent period. Female students wish to stand on their own legs. Equality of opportunities in varied forms seem to have been properly utilized by them. They are capable of taking decisions on their own without much relying on others.

It is evident from the study that the higher secondary students of English medium have self-acceptance at a low level. The reason behind this may be that the students of English medium mostly come from those families which are economically and socially forward in the society. They try to dominate other students. Thus, they do not seem to realise where they are and how they are.

Independence and self-acceptance of the students of village areas is found to be low. Given the circumstances at home, these students may rely more on their parents for a number of things and be less aware of their real status of affairs in them. Students of vocational groups have low level of independence and self-acceptance of the science group students is low. The level of independence for boys' school students and government school students is found to be low. Self-acceptance for private school students and co-education school students is found to be low.
Personality traits namely self-esteem, independence, self-acceptance and self-disclosure have been developed to desired levels in the students of joint families. Joint families provide favourable climate for the development of these traits. Interpersonal relationships at home, elder’s advice, sharing of responsibility etc would have helped the students acquire these traits at higher levels.

**Academic Achievement**

As far as academic achievement of the higher secondary students is concerned, the percentage of students falling under low level of academic achievement is higher than the high level of academic achievement. A majority of students are at the average level of academic achievement. As the higher secondary stage is a very crucial stage in the educational ladder of a student with regard to higher course of study either academic, technical or professional, these students may be motivated to work hard and score more marks in the final examination that would help them for entry into a course of their choice and taste.

**Co-curricular Activities, Personality Traits and Academic Achievement**

Results show that values of co-curricular activities do not have any direct bearing on the academic achievement of the higher secondary students in total. However, educational values seem to have exerted influence on the academic achievement of the students included in the present study. Similarly, civic values also seem to have influenced the academic achievement of the students.

Personality traits such as independence and self-acceptance seem to have affected the academic achievement of the higher secondary students. However, personality traits such as self-esteem and self-disclosure have not significantly influenced the academic achievement of the higher secondary students.

Positive relationship has been observed between the values of co-curricular activities as perceived by the higher secondary students and their personality traits namely independence, self-esteem, self-acceptance and self-disclosure. This means high levels of personality traits have resulted in higher value perception of co-curricular activities.
5.02. RECOMMENDATIONS

1. Over emphasis on the academic work rather than organizing suitable co-curricular activities can make the whole educational system prove futile. Hence, it is advisable to give due weightage to programmes like debate, discussion and students' council that are least preferred by the students. Steps may be taken by the teachers for the incorporation of debates and discussions in dealing with subject content and students participation may be ensured. Formation of students' council and is periodical meetings will definitely develop citizenship qualities in the students.

2. It is a welcome trend that students have high level value perception of co-curricular activities. It means students have realized the importance of the values of co-curricular activities. This necessitates the need for provision of opportunities to the students for participation in these activities. Even weightage can be given in the form of marks or grades in students' mark sheets.

3. It is interesting to note that the female students have surpassed the male students in their value perception of co-curricular activities. Efforts may be taken to identify the factors that block the male students in having proper perception of the co-curricular activities such as questionnaire, interview and informal chats would yield to desired results.

4. Tamil medium students have low value perception of co-curricular activities. These students may be given orientation about the importance of curricular activities in the school life of the students. If needed participation of students in a minimum number of co-curricular activities during an academic year may be made obligatory for them.

5. Students from town areas do not seem to have realized the values of co-curricular activities, class teachers and subject teachers may identify the factors behind this phenomenon and ensure students’ participation in these activities.

6. Both science and vocational group students do not seem to have shown seriousness in co-curricular activities. These students may be apprised about the values of co-curricular activities through special addresses.

7. Teachers can take special efforts in motivating the students of boys and girls schools and government schools to take part in as many co-curricular activities as possible. Organization of healthy competitions of varied types can be of great help in this regard.
8. Independence and self-acceptance of the village area students are found to be low. Independence of vocational group students and boys' school and government school students is also found to be low. Private school students and co-education school students have low level of self-acceptance. All the selected personality traits are very much needed for the wholesome development of the students. Guest lecturers or seminars and workshops may be organized for further enhancement of these traits in the higher secondary students.

9. For enhancement of the academic achievement of the higher secondary students, teachers may employ student-centred methods and techniques such as guided discussion, seminar, paper presentation etc. Teachers also can take extra classes on holidays and beyond school hours. Periodical tests and constructive feedback would definitely enhance the academic achievement of the students. Classroom environment must be made open and conducive by promoting cordial relationship between teachers and students.

10. Till now, teachers are not specifically trained for effective organization of co-curricular activities. Hence, some in-service training programmes with special focus on modalities of organization of co-curricular activities may be conducted to the teachers in service.

5.03. SUGGESTIONS FOR FURTHER STUDIES

In the light of the present investigation undertaken, the investigator would like to suggest the following for further researches.

1. Preference for Co-curricular Activities by Matric and Non-matric Higher Secondary Students in relation to their Personality Characteristics

2. Factors of Students' Participation in Co-curricular Activities at the Higher Secondary and College Levels

3. Impact of Personality Characteristics on Students' Participation in Co-curricular Activities at the High School Level

4. Problems encountered by Teachers in the Effective Organization of Co-curricular Activities in Professional Colleges

5. Problems of Students Participation in Co-curricular Activities in Arts and Science and Professional Colleges
5.04. CONCLUSION

Higher secondary students have higher value perception of the co-curricular activities. Selected personality characteristics of the higher secondary students are also found to be high. But, the level of academic achievement of these students is found to be low. Perceived values of co-curricular activities have not exerted significant influence on the academic achievement of the students. Perceived values of co-curricular activities have significantly exerted influence on the personality traits of the students. It is inferred that strengthening of the values of co-curricular activities would definitely develop the all-round development of the students.