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Impact of Involvement in CCA's on Academic achievement of secondary school pupil-A Study

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ABSTRACT

This Study aim was to know Impact of involvement in CCA's on academic achievements of school students in Districtkamareddy. The research is experimental, pre-test Post–test nonequivalent group design was selected forthis purpose. In this study, an achievement test formative assessment scores aretaken. two equal groups were divided (n=30) of 9class students those considered as experimental and control group. The experimental or treatment group was involved in cca's programme and the another group did not involve in any activity. The treatment group for twelve weeks daily involved in activities for forty minutes. after twelve weeks the another test administered. The before and after test scores of both the groups taken as data for this study. To analysis the data mean, standard deviation and t-test were used. Data Analysis disclosed that, experimental group performance was better than controlled group. Hence its conclude that cca's can contribute for improving academic achievement.

1. Introduction

Holistic Development of child means developing the total personality of the pupil and to bring out all their potential capacities and talents. Therefore, new approaches of education emphasize on holistic development of the child. The procedure of education is continuous and womb to tomb. strive that can be separated into parts; curricular and co-curricular activities. *co-curricular activities play a vital role in children's life so it will never be underestimated in any progressive education system. However, the strain on academic accomplishment in retrograde education systems tends to overshadow the place of co-curricular activities.*

Co-curricular Activities

Co-curricular activities are described as those activities that enhance and enrich the regular curriculum during school period. They are also quote to as extra academic activities, extra-class, and pupil activities (Tan & Pope, 2007). Despite the lack of a definite term, Co-curricular activities seem more student-centered than the regular study. Co-curricular activities facilitate to develop the all-round personality of the child to face the undismayed task and troubled world of future. These activities for school's students are a way to make sociable, civilized, and to develop leadership qualities or skills and self-discipline confidence.

Academic achievement

Academic achievement has dependably been a significant point and fundamental focus of instructive research regardless of differed proclamation about the point of education. Academic development of the students is the essential concern and therefore the most vital goal of education. Not that other side of educational objectives is to be neglected but the actual fact remains that academic achievement is the unique responsibility of all educational institutions. Which are built up to advance a healthy academic improvement of youngster. Academic achievement of a child is so far considered to be influential partly by his ability to adjust to his surroundings, partially by his special skills, intelligence and aptitude that are indispensable segments of his personality and partially by the intensity of drives and motives that functions as the effective force for his activities. In this manner, academic achievement alludes to the level of dimension of accomplishment and that of capability earned in some particular territory with respect to educational and scholastic work.

Achievement is mostly utilized in sense of "ability to do, capability to do or tendency to do" Academic achievement is usually assessed by the standardized teacher made test.

2. Objectives of the study:

1. To compare the boy's Experimental Group and Control Group pretest mean score of Academic Achievement.
2. To compare. the boy's Experimental Group and Control Group posttest mean score of Academic Achievement
3. To compare the girl's Experimental Group and Control Group pretest mean score of Academic Achievement.
4. To compare the girl's Experimental Group and Control Group posttest mean score of Academic Achievement.
5. To compare thestudent'sExperimental Group and Control Group pretest mean score of Academic Achievement.
6. To compare the girl's Experimental Group and Control Group posttest mean score of Academic Achievement.

3. Hypotheses:

1. There will be no significant difference between the boy's Experimental Group and Control Group pretest mean score of Academic Achievement.
2. There will be no significant difference between the boy's Experimental Group and Control Group posttest mean score of Academic Achievement.

3. There will be no significant difference between the girl's Experimental Group and Control Group pretest mean score of Academic Achievement
4. There will be no significant difference between the girl's Experimental Group and Control Group posttest mean score of Academic Achievement
5. There will be no significant difference between the student's Experimental Group and Control Group pretest mean score of Academic Achievement
6. There will be no significant difference between the student's Experimental Group and Control Group posttest mean score of Academic Achievement

4. Variables:

1. Independent variable: Co-Curricular Activities
2. Dependent variable: Academic Achievement.

5. Research Methodology

The study aimed to know impact of involvement inco-curricular activities on achievement of school students. The selection of appropriate design for this research was the basic step in this research. The study is quasi experimental, for this experiment pre-test post-test non-equivalent group design was considered an appropriate research design.

Sampling

To conduct this experiment, government school having appropriate conditions was selected in District Kamareddy. From selected school 60 understudies of ninth class were isolated into two groups using random sampling technique. In sample school one group was regarded as experimental and other as control group. Thus the total population for this research was 60.

Tool for Data Collection

1. 1.Academic Achievement: For pre-test (formative Assesment-3) and for post-test (formative assessment-4) scores are taken.
2. 2.Co-curricular activities programme: For treatment researcher developed a co-curricular activities programme.

This programme was develop for a 12 weeks. in these 12 weeks' experimental group is engaged in co-curricular activities for 40 minutes daily. After treatment, the post-test was conducted to both the groups. before and after-test scores of students taken as data for this research.

Statistical techniques:

Mean score, standard deviation and t–test.

6. Results and discussion

Hypothesis 1: There will be no significant difference between the boy's Experimental Group and Control Group pretest mean score of Academic Achievement

Table 1: Comparison of pretest mean scores of academic achievements of both the groups of boys

Groups	N	Mean	SD	t value	Level of Significance
Experimental	8	99.75	14.68	1.36	NS
Control	8	88.37	18.43		

*< 0.05

From table 1, The above table shows the mean scores of Pre-Test Academic Achievement of Experimental and Control Group is 99.75 and 88.37respectively. The calculated t-value is 1.36, which is not significant. Hence, the null hypothesis is accepted. Therefore, it might be presumed that that both the group are alike and equal with reference to their academic achievement before subjected to experimentation.

Hypothesis 2: There will be no significant difference between the boy's Experimental Group and Control Group posttest mean score of Academic Achievement.

Table 2: Comparison of after test mean scores of academic achievements of both the groups of boys

Groups	N	Mean	SD	t value	Level of Significance
Experimental	8	107.625	11.90	2.46	Significant at
Control	8	89.75	16.69		0.05

*>0.05

From table 2, The above table shows the mean scores of after-Test Academic achievement of Experimental Group and Control Group is 107.62 and 89.75 respectively. The calculated t-value is 2.46, which is significant at 0.05. Hence, the null hypothesis is rejected. Therefore, it might be presumed that the experimental group shows better academic achievement than the other group after subjected to experimentation.

Hypothesis 3: There is no significant difference between the mean score of Pre-Test Academic Achievement of Experimental Group and Control Group of girls.

Table 3: Comparison of pretest mean scores of academic achievements of experimental and control groups of girls

Groups	N	Mean	SD	t value	Level of Significance
Experimental	22	94.31	15.69	0.138	NS
Control	22	94.95	14.68		

*< 0.05

From table 3,The above table shows the mean scores of Pre-Test Academic achievement of Experimental Group and Control Group is 94.31 and 94.95 respectively. The calculated t-value is 0.138, which is not significant. Hence, the null hypothesis is accepted.Therefore, it might be presumed that the experimental and control group are alike and equal with reference to their academic achievement before subjected to experimentation.

Hypothesis 4: There is no significant difference between the mean score of Pre-Test Academic Achievement of Experimental Group and Control Group of girls

Table 4: Comparison of posttest mean scores of academic achievements of experimental and control groups of girls

Groups	N	Mean	SD	t value	Level of Significance
Experimental	22	105.77	10.46	2.99	Significant at
Control	22	94.5	14.23		0.01 & 0.05

*> 0.01 & 0.05

From table 4, The above table shows the mean scores of Post-Test Academic achievement of Experimental Group and Control Group is 105.77 and 94.5 respectively. The calculated t-value is 3.91, which is significant at both the level. Hence, the null hypothesis is rejected. Therefore, it might be presumed that that the experimental group shows better academic achievement than the control group after subjected to experimentation.

Hypothesis5: There is no significant difference between the mean score of Pre-Test Academic Achievement of Experimental Group and Control Group of students.

Table 5: Comparison of pretest mean scores of academic achievements of experimental and control groups of secondary school students

Groups	N	Mean	SD	t value	Level of Significance
Experimental	30	95.76	15.37	0.63	NS
Control	30	93.2	15.71		

*< 0.05

From table 5, The above table shows the mean scores of Pre-Test Academic achievement of Experimental Group and Control Group is 95.76 and 93.20 respectively. The calculated t-value is 0.63, which is not significant. Hence, the null hypothesis is accepted. Therefore, it might be presumed that the experimental and control group are alike and equal with reference to their academic achievement before subjected to experimentation.

Hypothesis6: There is no significant difference between the mean score of Pre-Test Academic Achievement of Experimental Group and Control Group of students

Table 6: Comparison of posttest mean scores of academic achievements of experimental and control groups of secondary school students

Groups	N	Mean	SD	t value	Level of Significance
Experimental	30	106.26	10.68	3.91	Significant at
control	30	93.23	14.78		0.01 & 0.05

*> 0.01 & 0.05

From table 6, The above table shows the mean scores of Post-Test Academic Performance of Experimental Group and Control Group is 106.26 and 93.23 respectively. The calculated t-value is 3.91, which is significant at both the level. Hence, the null hypothesis is rejected. Therefore, it might be presumed that that the experimental group shows better academic achievement than the control group after subjected to experimentation.

7. Summary of the findings

The students who belong to the experimental group significantly have better academic achievement than those students who belong to the control group. consequently, involvement in o-curricular activities help the students to wind up dynamic learners and enhance their academic achievement.

8. Conclusion

The present study investigated the impact of involvement in cca'son academic achievement of school students. The results show that the test bunch that occupied with co-curricular exercises was performed superior indicate that the other group in academic achievement. It can be concluded that the academic achievement will enhanced more effectively by providing and involving in co-curricular activities, this kind of activities may help assist and motivate students to learn.

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