



IMPACT OF CO-CURRICULAR ACTIVITIES ON ACADEMIC PERFORMANCE AND PERSONALITY DEVELOPMENT OF COLLEGE STUDENTS.

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ABSTRACT

An ideal institution gives to students the scope and the spirit of healthy competition — to excel at all levels. Classwork and the homework given by teachers have their academic importance; in this also one who excels wins the praise and appreciation from the teachers. But academic distinctions alone do not fulfil all the purpose for which the educational institution exists.

In order to develop the children body and mind demand proper nurturing of its physical and intellectual qualities as few of the major determinants of his personality. Therefore, modern educational methods emphasize on overall development of the students. Educational process is not a static concept or one-time procedure, rather it is a continuous and long term process that is diversified as curricular or academic activities or co-curricular and non-academic activities. Co-curricular activities are those, that are not directly related with the prescribed curriculum. It includes, dramatic, debates, sports, fine arts, literary activities, gaming activities, that helps in holistic development of the students. Nowadays, colleges organize cultural fests, talent hunts, college fests to keep the students engaged and learn to get exposure of public and management activities.

This study is an initial attempt to understand perspectives of students to understand whether they support the fact that co-curricular activities are equally important for assessing student's overall performance. Evaluation of university student's only on the basis of written exams doesn't always becomes reliable. The study also tries to understand whether student support the idea of modification in the pattern of exam. The study can be helpful to decision makers of educational institution, and make their decision in assessing today's students and developing them.

KEY WORDS: Personality Development, Academic Performance, Co-curricular Activities, Credits for Participation in activities (CGA), Students Welfare.

INTRODUCTION:

In the 21st century, the world is changing fast. Therefore, the conventional education curriculum, which was developed in the early 20th century, has to pave the way to a new kind of education and learning. In the book 21st century skills: Learning for life in our times, the authors Bernie Trilling and Charles Federal have claimed that “the world has changed so fundamentally in the last few decades that the roles of learning and education in day-to-day living have also changed forever”

Also, in the book five minds for the future, the author Howard Gardner has outlined five specific mental abilities which will help one to be successful and happy. The mental abilities or minds as written by Howard Gardner are – The disciplinary mind (Expertise in various subjects), the synthesizing mind (Ability to integrate concepts from different disciplines to solve a problem), The creative mind (Ability to think creatively to solve problems), The respectful mind (Appreciation of the diversity in individuals), And the ethical mind (Fulfilling one’s duties and responsibilities in the society as a citizen).

These concepts emphasize that in the 21st century education and learning must surpass the four walls of a classroom. So, the core aim of education and learning should be to foster holistic development. However, the importance of co-curricular activities cannot be overlooked in fostering holistic development.

Co-curricular Activities are non - academic activities that students participate in. It is also known as extra- curricular activities. They are a great means of enhancing social interaction, healthy recreation, leadership, self - discipline and self - confidence. Co-curricular Activities are held outside of curriculum hours and the activities undertaken depend on the nature of the activity. Co-curricular refers to activities, programs and learning experiences that complement. in some way, what students are learning in school or college i.e. experiences that are connected to or mirror the academic curriculum.

Co-curricular activities in school and colleges helps to enhance the overall personality of the students. These prepare them to take challenges head up and also enables them to think critically and creatively. Furthermore, experiences and skills acquired through these co- curricular activities make students proactive and prepared for their future endeavors.

The academic performance of students is also linked with the involvement in such activities. Students who are keen towards extra-curricular activities are much more engaged in school or college timings, have better exam grades and motivation towards education. Various studies have shown that students pursuing their hobbies achieve better results in their studies. Similarly, their academic performance increases as they learn to balance their extracurricular activities with their academic pursuits. They also

understand how to manage their time efficiently and also increases their interest in schools and colleges. Therefore, it is essential to understand the importance of co-curricular activities in improving academic performance. When theoretical curriculum and co-curricular activities are integrated together, then the chances of learning more and exploring more about the strengths, interest and abilities becomes higher. Therein lies the importance of co-curricular activities which are supplementary to the theoretical curriculum.

It is true that much of the intellectual development of an individual happens to a great extent in the classroom itself. But, various other aspects of the personality Such as emotional development and social skills development happen through co-curricular activities to a large extent. These activities are vital because even though they are not a part of the core curriculum, they play a very crucial role in giving young students the ability to shape up their lives. The school activities have to be designed purposefully to give an apt mix of student's participation in academics and also to create a chance for all round development. The importance of extracurricular activities cannot be ignored.

Benefits of co-curricular activities on personality development



Source: i_dream_career

Co-curricular activities benefits students in many ways such as by improving motor skills, developing problem solving skills, encourages self-confidence and expression, encourages creativity, acceptance of others, increased concentration, improve language skills, teaches empathy, develops public speaking abilities, improve social awareness, encourages sustainable life choices, teaches coordination, builds strength, improves relaxes and the overall health. It also provides opportunity to apply their knowledge and skill develop new abilities and interests, and strengthen their social and organizational skills. Additionally, it is said that participation in such activities provide pupils with a competitive advantage on their resume. Therefore, most of the colleges in Mumbai Have made it mandatory for students to participate in extracurricular activities to gain credit points which will be later added to the total marks of the students. The decision has shown a positive effect on student's participation and thereby Improving their personality and soft skills.

Co-curricular activities develop the all-round personality of the students and prepares them to face the Unflinching task and tempestuous world of future. Exposure and experience gained through many of these activities help during internships and other school sponsored work programs. The aim of non-academic activities is to make the students fit for the corporate and future time leading to develop a sense of maturity competitive Spirit, co-operation, leadership, punctuality, team spirit.

LITERATURE REVIEW

A review of the research suggests bountiful reasons for engagement of students towards these programs and activities.

They encourage peer interaction. **McNeal (1995)** highlighted that extracurricular participation provides students with access to a more elite stratum of the student's population and expose the students to peer who have been attitude towards school or college.

They provide structure and challenge. **Mahoney (2000)**, who extended the work of **Posner and Vandell (1999)** to focus on teens in after-school activities, determined that effective youth activity programs are highly organized and encourage increasingly complex skill building for participants.

Ananya Singh's (2017) study article that determine the overall effect of co-curricular activities on student's academic performance and personality development. The outcome seemed favorable. The study report demonstrated how co-curricular activities enhance students' academic pursuits. It revealed that females participate in co-curricular activities at a greater rate than boys. Furthermore, it is shown that females are obtaining better grades in all subjects.

Chi-Hung, Chi Wing Raymond Ng, and Po On Ella Chan (2011) proposed a research paper titled "Can Co-Curricular Activities Improve Students' Learning Effectiveness. An Application to Sub-Degree Students in Hong Kong" to determine whether co-curricular activities can improve students' learning effectiveness and if they have a positive effect on students' academic performance. However, they discovered that co-curricular activities had little impact on students' learning efficiency.

Ahmad, Rahman, Ali M, Rahman, and Al-Azad (2009) completed a study paper to determine the student's involvement in co-curricular activities and academic performance at a specific medical institution. Males excelled in outdoor sports and photography groups, while girls excelled at indoor sports, debate, and other cultural activities.

Research by McLure and McLure (2000) supports the notion of a positive relationship between out-of-class science accomplishments and in-class science achievement. Students who have the opportunity to participate in experiential, science-related extracurricular activities in a nonthreatening environment feel competent, particularly when adults are available to offer suggestions, support student inquiry, and

provide enrichment activities. A budding interest in science stimulates further academic coursework in science, which in turn can lead to students acquiring even greater science knowledge, skills, and interest.

According to Mac Gaw, Piper, and Evans (1992) highlighted that school community is expressed a Believe that one of the key outcomes of Students personality development is the participation in extracurricular activities. Co-curricular activities may provide an opportunity for students to develop personal and social skills as well as positive self-concept, self-discipline and confidence, self-worth.

Finns (1989) conducted a study focusing on identification off participatory behaviour as a measure of student's engagement with colleges. They argued that young people's level of autonomy and their opportunity for participation in Co-curricular activities increases with age and that many students participate in such activities both in addition to and sometimes instead of the formal curriculum. Participation in such activities promotes a sense of engagement with colleges, and the overall development of the students.

In a study by **Thomas and Morrison (1995)** stated that curriculum is the blueprint or a plan of the college that includes list of experience for the learners. It is a way to achieve wisdom of education. Additionally, the curriculum lays the basic foundation for increasing the ability of as many students as possible to become an active participating adult. Active participation means that student learns actual skills and knowledge which allows them to take part in adding to the general social goods and also gain basis for making judgement about undesirable social directions.

According to **Brown, Cosby, Kee, & Worden (1999)** claimed that the extra-curricular activities have some sort of effect on student's academic performance. However, the issue of whether they benefit or hinder is unknown. Regular physical activity may influence the cognitive development by increasing the blood flow entering arousal and associate neuron- hormonal balance, changing nutritional status, are promoting the growth of internal health connections.

Ponter (1999) studied that there is a strong positive relationship between participation in music and the academic performance of an individual. They suggested that music should be considered as the fundamental to the curriculum as mathematics and reading. Additionally, they stated that mild music may increase the focus and concentration of the individual.

Simon (2001) analysis reveal that regardless of student's background and prior achievement, volunteering and home learning activities positively influences student grades. They also examine the factors influencing students' academic achievement and many activities were found to have a significant influence such as literary events, Projects, assignments, editorials analysis and many more.

RESEARCH GAP

The available literature suggests that Co-curricular activities develop student's personality as well their academic performance.

As there are very few number of studies available on which Co-curricular activity are mostly preferred by the students for Self-development. Also, what is the major reason behind opting out of participation in co-curricular activities. Whether these format should be accepted by the institutions while analyzing the overall marks on a student in under graduation and post- graduation level.

NEED FOR STUDY

Studies suggest that co-curricular activities have immense importance for the overall development or holistic development of each and every student because it brings holistic and sustainable growth in their life. Study reveals that co-curricular activities install moral values among student, leadership quality, teamwork and also prepares them for goals and challenges in their life. Co-curricular activities are an essential part of student's life and helps in enhancing learning process of students at colleges. These activities are meant to bring social skills, intellectual skills, moral values personality progress and character appeal in students. Hence it becomes very important to assess student's perception towards these activities.

RESEARCH OBJECTIVES

1. To analyze the impact of co-curricular activities on student's personality development.
2. To understand the relation between student's academic performance and co-curricular activities.
3. To analyze student's perception towards co-curricular activities.
4. To understand what is the major reason for student's participation.
5. To identify whether students should also be assessed on the basis of participating in these activities. i.e. replacement of internal exams in universities with assignments, projects, and case studies.

RESEARCH HYPOTHESIS

The purpose of this study is to determine whether or not the activities held by the universities or colleges have an effect on their academic performance or the personality of the students:

1. There is no need to replace the internal written exams with the projects, seminars, case studies, and assignment.
2. There is no need to make mandatory credit points for participation in extra-curricular activities.

RESEARCH DESIGN

Sampling Unit: The sample is collected from convenient population. The students are from Mumbai Suburbs and Thane city. They are pursuing graduation and post- graduation.

Sampling Size: The size of the sample has been taken as 100. Whereas 70 responses have been selected for further studies as they found to be accurate.

Sampling Technique: Convenience Sampling has been followed to gather primary data. There has been a list of questionnaire prepared by the researcher and circulated among the students to collect the information.

LIMITATIONS OF THE STUDY

1. The study will be restricted to undergraduates and post-graduates.
2. The study will be restricted to Mumbai Suburbs and Thane city.

RESEARCH METHODOLOGY

This research is an exploratory research. The study aims to compare the perception of students towards co-curricular activities and to study the impact of co-curricular activities on student's academics performance and personality development.

Primary data has been gathered through preparing a sample questionnaire and circulated among the students. The tool used is simple structured questionnaire to collect quantitative data.

Secondary data has been collected from analyzing various research papers, thesis and internet websites. A detailed review has been conducted from all the available material.

DATA ANALYSIS

Total number of Respondents - 70

Age Group	Below 18	19 - 21	22 - 24	Total
Total	18	46	6	70

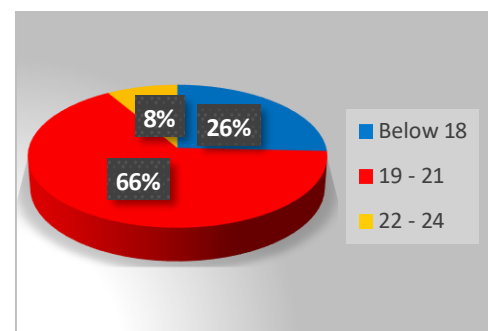
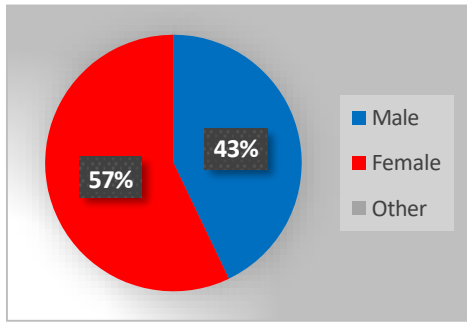


Fig. 1.1 Age Group

i. **Analysis:** According to Fig. 1.1, the highest number of respondents belongs to the age group of 19-21 (66.7%), followed by below 18 (25.7%) and lastly 22-24 (8.6%).



Gender	Male	Female	Others	Total
Total	30	40	-	70

Fig. 1.2 Gender

ii. **Analysis:** According to fig. 1.2, there are 43% male respondents and 57% female respondents.

Course	UG	PG	Total
Total	64	6	70

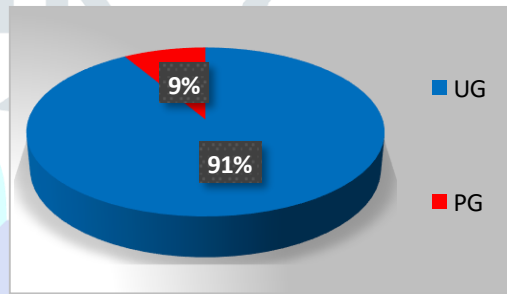
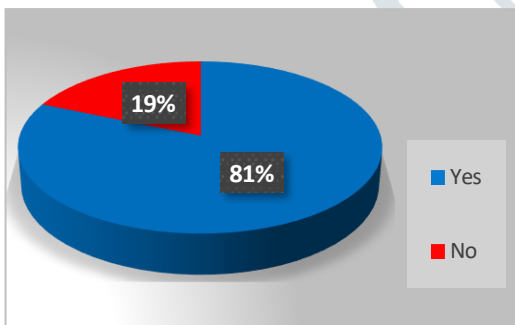


Fig. 1.3 Pursued Courses

iii. **Analysis:** According to fig. 1.3, 91% respondents are undergraduates (UG) and 9% respondents are post graduates (PG).



Participation in co-curricular activities	Yes	No	Total
Total	57	13	70

Fig. 1.4 Participate in Co-Curricular Activities

iv. **Analysis:** According to fig. 1.4, 81% students actively participate in the activities whereas 19% students do not participate in any extra-curricular activities. There is a significant participation in these activities.

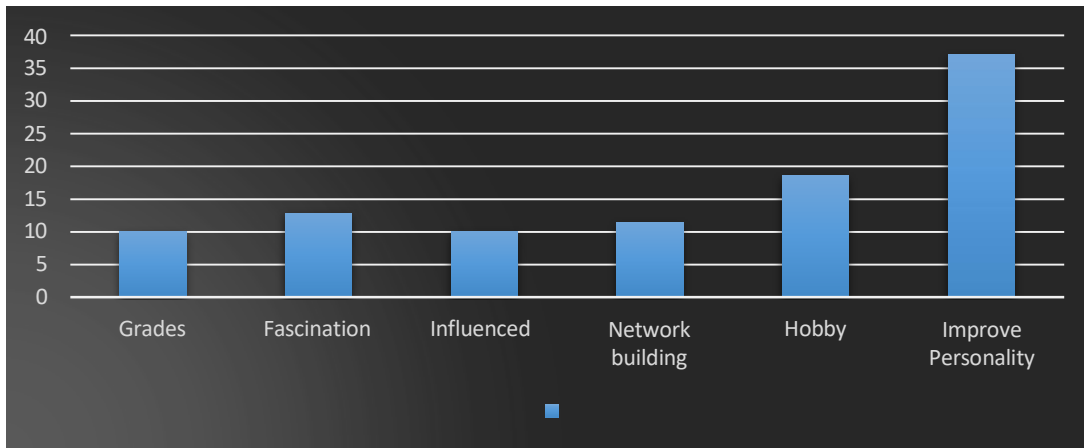


Fig. 1.5 Activities preferred by students

Reason	Grades	Fascinating	Influence	Build Network	Hobby	Improve personality	Total
Total	7	9	7	8	13	26	70

v. **Analysis:** According to Fig.1.5, the most preferred objective behind participating in co-curricular activity is to improve the personality development followed by hobby and fascination. Very few get influenced by other students to participate in these activities. 10% students participate because of mandatory credit points. Maximum students participate in order to work on their personality followed by hobby.

Reason	Total
Academic Stress	14
Introvert	29
Unsure of Interest	20
Fear of Losing	3
No Opportunity	5
Total	70

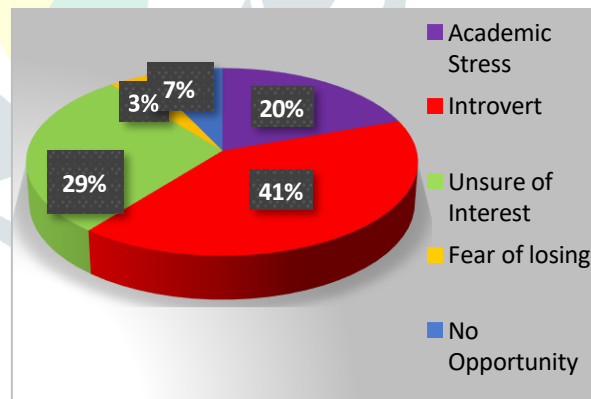


Fig.1.6 Reasons for not Participating

vi. **Analysis:** According to Fig.1.6, 41% students are introvert, 20% have academic stress, 29% students are not sure of their interests, 3% have fear of losing up and 7% do not find opportunity that is why they opt out.

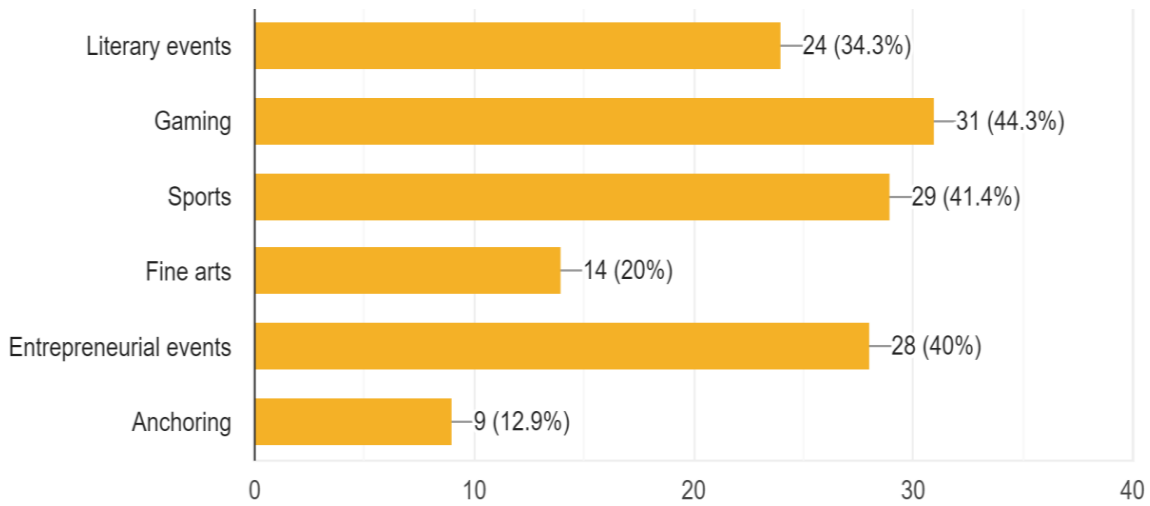
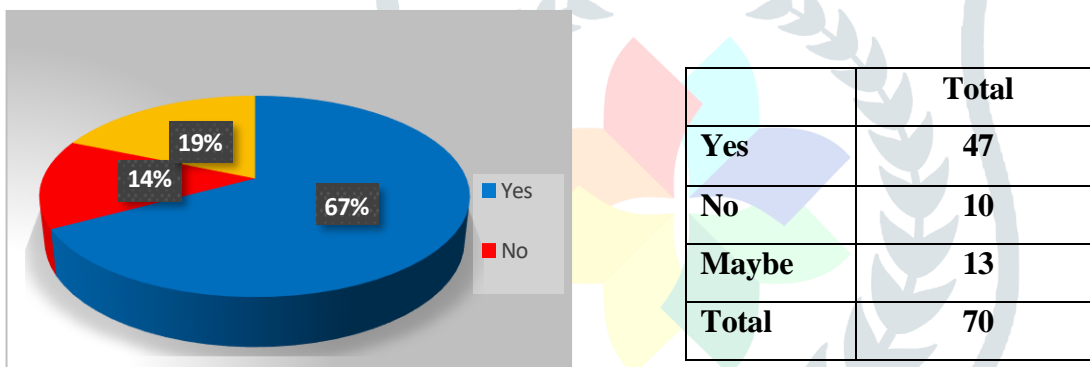


Fig. 1.7 Preferred Event Category

vii. **Analysis:** According to Fig.1.7, maximum students finds gaming events to be interesting, followed by sports and entrepreneurial activities. Some people finds literary events interesting. Few people participate in fine arts and anchoring. Gaming and literary events are mostly preferred by students according to data collected.



	Total
Yes	47
No	10
Maybe	13
Total	70

Fig. 1.8 Co-curricular activities are more important than academics

viii. **Analysis:** According to Fig.1.8, 67% students believe that co-curricular activities can build strong persona than academic curriculum. However, 14% students do not agree to the statement. Also, 19% students are unsure of it. Maximum students believe curricular activities are more important than studies. However, factual data states both extra- curricular activities and academics needs to be balanced.

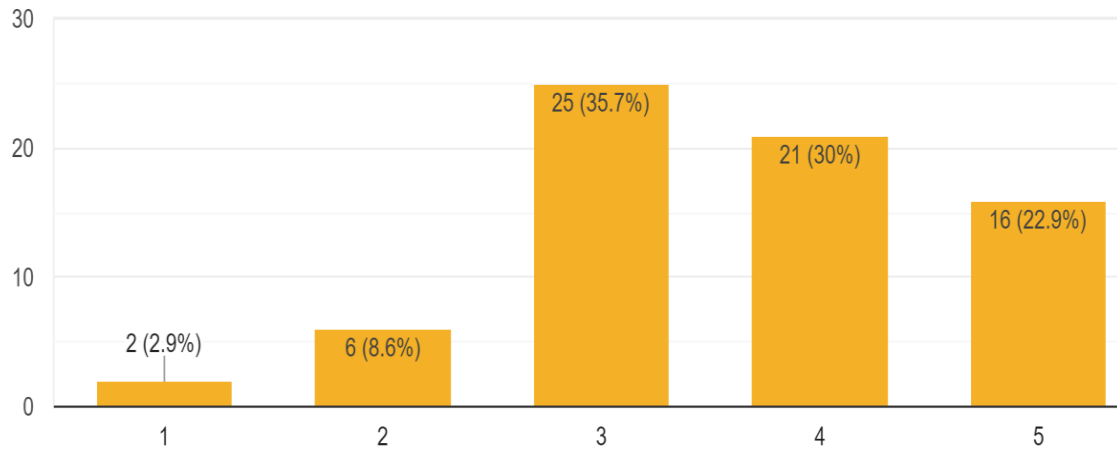


Fig. 1.9 One who participates in co-curricular activities only they can excel in life. (1- strongly agree, 2- agree, 3- neutral, 4-disagree, 5- strongly disagree)

ix. According to above figure, 2 students strongly agree with the given statement that only those can excel in life who participates in co-curricular activities; whereas 16 students strongly disagreeing with the statement. 25 students have a neutral opinion. Maximum students support that not only those students excel who participates in the activities, they believe, it only provides exposure of public and audience that helps in building personality stronger

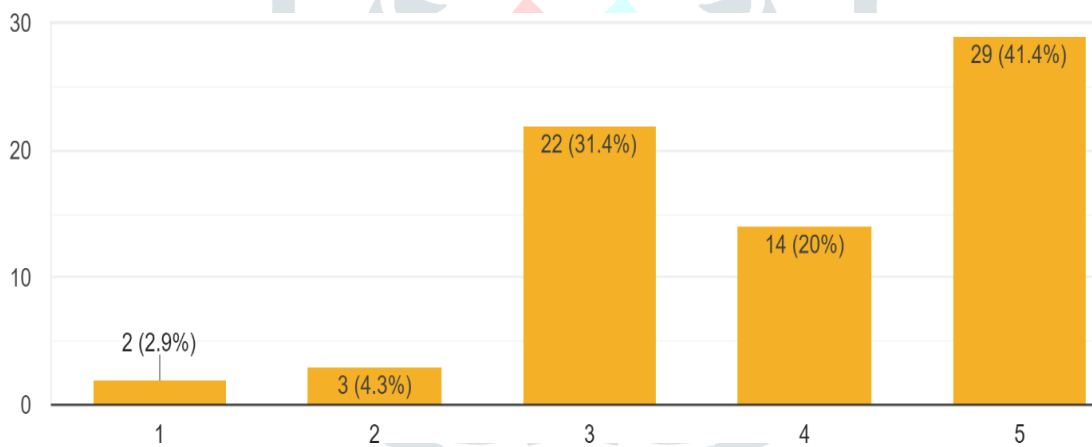


Fig. 1.10 Who do not participate in any event cannot excel in life (1-strongly agree, 2- agree, 3- neutral, 4-disagree, 5- strongly disagree)

x. According to above figure, 2 students strongly agree with the given statement that those students who does not participate in any of the activity cannot excel in life; whereas 29 students strongly disagreeing with the statement. 22 students have a neutral opinion. Maximum students seemed to be disagreed with the statement because excellency depends on the knowledge and exposure and how an individual perceives it.

	For	Against	Total
Total	63	7	70

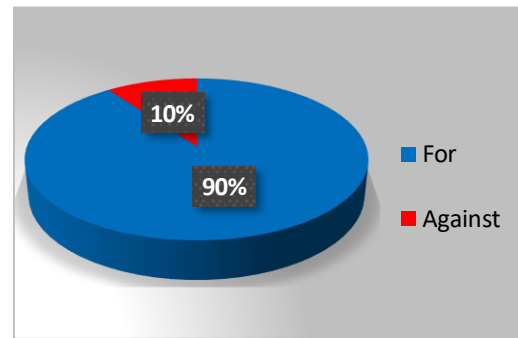
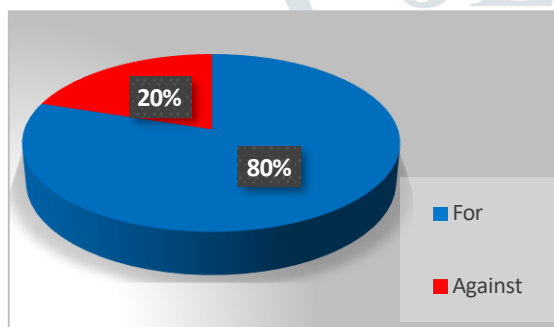


Fig. 1.11 Stand for making grades or credits mandatory to promote student's participation in co-curricular activities.

- xi. **Analysis:** According to Fig.1.11, 90% students are supporting the facts that credits or grades should be compulsorily assigned for participating in such activities as they help in improving the personality of the students. Whereas 10% students are disagreeing with the statement. As credit marks need to be made mandatory; in order to earn credit points one, have to participate in these activities.



	For	Against	Total
Total	56	20	70

Fig. 1.12 Stand for replacing the internal exams with practical Assignments, Case Studies, Projects, etc. Which are relevant to co-curricular motives.

- xii. According to fig. 1.12, 80% students supports that the internal exam should be replaced with the case studies, assignments, projects rather than written theory exams. Whereas 20% students are against this method of evaluating student's performance. It can be understood that maximum students want a change in paper pattern.

CONCLUSION

As students should be given more and more opportunities to explore their interests and abilities. In order to instil the 'all-rounder' factor in students, co-curricular activities in colleges are being integrated into the academic curriculum in colleges across several countries in the world. Also, the importance of co-curricular activities in the integrative college curriculum is being appreciated.

Moreover, the rewards of co-curricular activities in colleges have been researched pretty well and it is now ascertained that students who participate in these activities show better academic results, stronger relationships in colleges and are more likely to lead a healthy and active lifestyle.

Furthermore, students also feel a sense of belonging towards college and have higher self-esteem by participating in structured activities like music, dance, performing arts, etc. In addition to this, students become more motivated to perform better in their academics. This also makes the students feel happier, healthier and involved. So, this establishes the importance of co-curricular activities clearly.

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