

**CHAPTER - II**

**REVIEW OF RELATED**

**LITERATURE AND RESEARCH**

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# **REVIEW OF RELATED LITERATURE AND RESEARCH**

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## CHAPTER – II

### REVIEW OF RELATED LITERATURE AND RESEARCH

#### Introduction

Every research problem is an out come of some other earlier research in the same area. So it is necessary to every researcher to take account of other researches having done in the same area; or some other researches which relates directly or indirectly to the present research. So the researcher has to review related literature and researches. Every research project should be based on all the relevant thinking and research that has preceded it. When completed it becomes part of the accumulated knowledge in the field and so contributes to the thinking and research that follows.

“Parading a long list of unnoted studies relating to the problems is ineffective and inappropriate only those studies that are plainly relevant competently executed and clearly reported should be included.”

(John Best, 1982, P.41)

“The review of the literature promotes a greater understanding of the problem and its crucial aspects and ensures the avoidance of unnecessary duplication.”

(Muley Op. Cit. 112)

#### Importance of Review of Related Literature And Researches

Each and every step of the research needs review of related literature and Researches.

- For understanding the need of research.
- Formulating the statement of problem.

- Determining objectives of the research.
- Understanding the scope and delimitations of the research.
- Understanding the plan, procedure, sample, sampling design and tools of the research.
- Understanding the importance of the research

In this way review of related literature and researches are very much important which makes the very root of the research strong and clear.

## **Review of Related Literature**

The International Dictionary of Education (1977) has defined co-curricular activities as “Activities sponsored or recognized by a school or college, which are not part of the academic curriculum but are acknowledged to be an essential part of the life of an educational institution.”

While addressing, counseling needs of gifted students Peterson and Jean Sunde at professional school counseling stated that “students who excel academically and in co-curricular activities who appear socially and emotionally well balanced and whose families are educated and economically comfortable may need no less counseling attention than those who do not have socioeconomic advantages or who perform less well in school.

“NSS caters to those whose inclination leads them to community service.”

-[http://www.Pickering Colledy](http://www.PickeringColledy).

‘The Hindu’ news paper dated 28.07.05 stated that “It is important for educational institutions to strike a right balance between academic and co-curricular activities for it has a bearing on how the careers of students are shaped.”

“Recognizing the value of co-curricular activities in education process and desire to respect community traditions the ‘Shabby county Board of Education’ approves the continuation of extracurricular activities. These activities shall be however carefully controlled to ascertain that they contribute to student growth.”

<http://www.shcbyed.k12,al.us /about-our>

“Co-curricular activities plays important role in students life. They are encouraged to explore personal interests through a wide range of activation. Through their participation in co-curricular activities students learn to work as a team gain understanding and respect for other peoples needs and most of all to give their time effort and energy along the way they develop self confidence, discover new talents and create lasting friendship.”

In “Games for language learning” A Handbook for language Teachers; Andrew Wright, David Betteridge and Michael Buckby state “we believe that the general language which can be used to organize and to comment on game is as rich in its potential for learning as the specific language of any particular game”.

In the article “fostering (Pro) active language learning through Moo” Lesley Shield, Lawrence B. Davies, Markus J. Weininger State that “Moo (Multi-User Domain object oriented) based activities should be used to develop language learning skills.

According to J. Josephson (UK), N. Lazaro, G. Rabio, C.R. Ortiz. and S. Tsvetandu-“one particular type of game that has not been explored in detail for educational purpose is the Alternative Reality Game (ARG), a form of interactive dements to all a story that may be affected by participants ideas for actions, ARG helps to support the teaching and learning of modern foreign languages by European secondary school children.”

Review of some literature related to co-curricular activities in general and with references to languages in particular shows that co-curricular activities are part and parcel of education; they are useful in all round development of students.

## **Review of Related Researches**

### **• Researches Undertaken in India**

**Chandra H. and Bhan C. (1970)**, Conducted a survey of “physical Education in High and Higher Secondary Schools in Hariyana”, State Institute of Education Karnal: had the following objectives: 1) to obtain a first hand picture of the existing conditions in high and higher secondary schools for imparting physical education. 2) to ascertain the position of such activities as gymnastics and hiking, which particularly aimed at creating in children a love for open air and healthy way of living and also developing in them a spirit of adventure and cheerful disposition. 3) to ascertain the position of existing facilities with regard to the organization of health services in schools. 4) to determine those specific difficulties that stood in the way of organizing programmes of physical Education in school. 5) to find out the efforts were being made by the educational institutions to determine the health and physical status of children in the light of national/international standards as evolved in the National Physical Efficiency (NFE) Test and 6) to explore whether the educational institutions located at the same place could have some improved common programmes of organizing health and physical education activities by pooling their resources.

The study was confined to 314 high and higher secondary schools of Haryana. A questionnaire consisting of thirty-five questions was constructed for collecting data.

The major findings of the research were as follows: 1) There was no provision of trained regular staff in government and private schools. 2) A major portion of expenditure on physical education was on refreshment to teams and payment of TA and DA to players and Teachers. 3) Health and physical education activities mainly consisted of various games organized after school hours. 4) Most of the boys participated in school tournaments. 5) There was no provision for health and physical examination of children in government schools. 6) Stress on academic achievement, shortage of funds and equipments, inadequate playgrounds, lack of provision for school dispensary common difficulties in organizing programmes for physical education. 7) Trained and efficient staff, adequate playgrounds more funds, films on health and precaution, midday meals, regular refreshment, refresher courses, sports of physical education teacher, health records, more periods for physical education were the opinions expressed by the teachers.

**Almedia (1974)**; for his M.Ed. level study on "The position of co-curricular activities in 50 secondary schools of Goa."

The sample consisted of 50 Headmasters who were administered a questionnaire and were also interviewed. A total number of 20 co-curricular activities were considered for the study.

The findings were as follows: 1) Most of the schools gave importance to sports and games, excursions, picnics, dramatics, debates and elocution competition. In comparison very few schools offered music, sewing subject wise clubs and publications 2) Most activities were conducted during school hours because students and

teacher are unwilling to come for practice after school hours. 3) Seventy five percent of the students participated in sports and games, excursions, picnics, dramatics, debates and elocution competition. 4) Ninety six percent of the school prepared programme for co-curricular activities. 5) Eighty percent of Headmasters took some measures to train their teachers to conduct different activities. 6) Appointments of teachers were made taking into consideration teachers ability to conduct co-curricular activities. 8) It was disappointing to note that only 40 percent of the schools evaluated pupils performance in co-curricular activities. 9) Paucity of funds, inadequate time at their disposal and lack of equipment were the main difficulties faced by the Headmasters in organizing various co-curricular activities.

**N.N. Sawant (1984);** for his Ph.D. level study on “A critical study of the co-curricular activities in secondary schools in Satara District” had the following objectives: 1) To know the various types of co-curricular activities organized in urban as well as rural schools. 2) To know the principles underlying in conducting co-curricular activities. 3) To know how they are planned implemented financed and evaluated in schools. 4) To know how useful they are in developing the abilities and the personality of the pupils. 5) To find out the difficulties in conducting the co-curricular activities in secondary schools. 6) To suggest the remedies, to remove the difficulties in conducting co-curricular activities in secondary schools. The findings of the study were as follows: 1) The co-curricular activities conducted in the schools were goal oriented, the schools attempted to achieve the goals. 2) In most of the schools Principal, Head master or supervisor looks after the co-curricular activities. 3) H.M., Supervisor and principal of all 50 schools are



academically well qualified. 4) In 20 out of 50 schools are special trained teachers. 5) Many have various committees in order to run co-curricular activities.

**Veeraswami B.M. (1983)**; for his Ph.D. level study on "The effect of play festival program on Elementary school children" had the following objective: 1) To examine the effect of play festival activities on physical fitness, academic achievement rhythmic sense and personal and social traits of children studying in the elementary schools.

The study was divided into two phases survey and experimentation for this 500 fifth grade children from 13 non-participating school of Tamil-Nadu were chosen as sample. The participating schools were those who had participated in the play festival programmes in the two previous years of the conduct of the study for this study following tools were used 1) North Caroling Physical Fitness Battery 1971, 2) School quarterly tests. 3) Rating scale for measuring rhythmic sense and 4) an inventory of measuring the awareness and 5) observance of desirable personal and social traits.

For experimentation randomized design was used. The 't' test and 'f' test are used for analysis of data.

The findings of the study were as follows: 1) Improvement was found in all the boys and girls 2) Participation improved academic achievement in both boys and girls. 3) Participation brought significant improvement in the rhythmic factor. 4) This improvement in case of girls was greater than that of boys 5) As a result of participation the boys and girls improved in social qualities. 6) Girls showed greater improvement than boys with regard to leadership self control and school norms through their participation in play festival.

The result of the experimental study revealed that 1) Exposed to three consecutive annual play festivals brought physical fitness, rhythmic sense academic achievement, social and personal traits, than in those children who participated in the play festival of one year.

**Bhagabati (1987);** made an investigation into “The co-curricular activities organized by the secondary schools of Assam and its relevance to physical, social, emotional aspects of Adolescent Girls and boys”.

The findings of their study were as follows : 1) The number of teachers trained to organize co-curricular activities and the number of deputed or trained teachers to conduct N.C.C. Girl guide and Scout activities. 2) The prevailing conditions of co-curricular activities in secondary schools of Assam were very disappointing. 3) The existing number of co-curricular activities were not sufficient. 4) co-curricular activities played an important role in the adjustment of physical, emotional, mental and social aspects of adolescents. 5) Students participating in social as well as co-curricular activities were better adjusted than those who avoided or did not participate in them. 6) The subject of co-curricular activities was trailing far behind general education in terms of position. Funds allotted for co-curricular activities were very poor. 7) Teachers-in-charge of games and sports wholeheartedly supported the co-curricular activities programme.

**Satrusalhya (1991);** studied “The implementation of co-curricular activities in the secondary schools of Cuttack District”. The objectives of the study were as follows: 1) To study the provision of co-curricular activity in the secondary schools of Cuttack District. 2) To study the influence of co-curricular activity in developing healthy attitudes among the secondary school pupils. 3) To study the role of co-curricular activity in helping the students to take up

responsibilities when they become adults. 4) To find out the causes of non-implementation of co-curricular activity.

The random sampling method was used to select 100 schools out of a total of 843 in the Cuttack District of Orissa. From these schools 500 teachers and 3,000 students were selected randomly for the study. Questionnaire and personal group interviews were used in the process of collecting data.

The major findings of the study were as follows: 1) There was difference in interest towards co-curricular activity between boys and girls. 2) The provision for co-curricular activity available to the children was too insignificant to fulfill their adolescent needs. 3) Though there existed provision for various types of co-curricular activity, very few activities were actually implemented. 4) The present over-crowding in school was also responsible for meager pupil participation. 5) Equal and adequate financial and technical assistance for implementing all co-curricular activities was not provided.

**Priya Kemal (1997)**; for her M.Ed. level study on “A Study of the Relationship between co-curricular activities and Scholastic Achievement of secondary school students” had the following objectives: 1) to investigate into the types of co-curricular activities pursued by secondary school pupils. 2) To identify the various types of activities offered in schools 3) to find out students opinion regarding the relevance of participating in co-curricular activities. 4) to find out whether participation in co-curricular activities has affected their academic achievement. 5) To find out the reasons behind non-participation in co-curricular activities by some secondary school pupils.

The study was based on the data given by 450 secondary school students of Trivandrum district. The investigator used the questionnaire and depth interview for the collection of data.

The findings of the study were as follows: 1) There is no significant difference between boys and girls with respect to academic achievement 2) There is significant difference between urban and rural students with respect to academic achievement. 3) Majority of students (83%) participate in co-curricular activities and only 39.3% did not participate. 4) Majority of students 56.8% are of opinion that co-curricular activities are not given adequate importance in the curriculum and 5) Majority of students (92.2%) stressed for the integration of co-curricular activities with co-curricular activities in the curriculum.

**Jayachandran Nair, K. (2000);** for his M.Ed. level study on "Opinion of prospective Teachers towards co-curricular activities" had the following objectives: 1) To measure the opinion of prospective teachers towards co-curricular activities. 2) To examine whether there is any difference between male and female prospective teachers towards co-curricular activities. 2) To find out whether there is any difference between rural and urban prospective teachers towards co-curricular activities. 4) To find out whether there is any difference between arts and science prospective teachers towards co-curricular activities.

The sample consisted of 400 prospective teachers studying in four teacher training colleges affiliated to Manonmaniam Sundaranar University. The tool used for the collection of data was a standardized questionnaire.

The major findings were as follows: 1) The prospective teachers have favourable opinion towards co-curricular activities. 2)

Sex has influence on the opinion of prospective teachers towards co-curricular activities. 3) Locality has no influence on the opinion of prospective educational qualification has no influence on the opinion of prospective teachers towards co-curricular activities. 5) Subject of study has influence on the opinion of prospective teachers towards co-curricular activities.

Allan J. Abreo (2003); for his Ph.D. level study on “Co-curricular activities in different types of secondary schools of Goa : A study” had following objectives: 1) To find out the various co-curricular activities conducted in different secondary schools in Goa. 2) To study the difference if any in the number and types of co-curricular activities conducted in different types of secondary schools 3) to find out the facilities available in different types of secondary schools to organize various co-curricular activities. 4) To study the extent to which the secondary school teachers are trained to conduct various co-curricular activities. 5) To find out the percentage of students participating in different co-curricular activities in different types of schools. 6) To study the extent of students participation in different co-curricular activities. 7) To find out the difficulties, if any, faced the secondary schools in Goa to conduct various co-curricular activities. 8) To study the attitude of students towards co-curricular activities in relation to types of schools, locale and gender. 9) To study the influence of co-curricular activities on academic achievement students.

For this study survey method was used and questionnaire, chalkiest, attitude scale, rating scale, self-concept questionnaire, inventory and interview and observation these tools were used to collect data.

The major findings of the study were as follows: 1) The co-curricular activities conducted in most of the secondary schools in Goa are very 'inadequate'. 2) Types of schools makes a difference so far as the organization of different types of co-curricular activities is concerned. 3) Urban schools are better than the rural schools in conducting different activities. 4) Most of the secondary schools are poorly equipped to conduct various co-curricular activities effectively. 5) Except in Physical Education, yoga and fine art, most of the schools do not have teachers trained in the other co-curricular activities. 6) The percentage of students participation in different indoor and outdoor games is very low. 7) Participation in co-curricular activities by the students contribute for better academic achievement. 8) The problems faced by the schools in conducting co-curricular activities include dearth of funds lack of adequate infrastructure facilities, lack of interest and indifferent attitudes of school management, principals, teachers and parents; improve scheduling of co-curricular activities in the school time-table.

**G.N. Sunith Kumar, (2006);** for his Ph.D. level study on "Values of co-curricular activities as perceived by Higher Secondary Students" had the objectives as follows: 1) To study the preference for co-curricular activities by higher secondary students. 2) To study the level of value perception of co-curricular activities in total and with regard to the dimensions by the higher secondary students 3) To study the level of personality traits of higher secondary students namely, self-discloser 4) To study the level of academic achievement of higher secondary students. 5) To study the difference among the higher secondary students in their preference of co-curricular activities. 6) To study the difference among the higher secondary

students in their personality traits. 7) To study the differences among the higher secondary students in their academic achievement.

For this study survey method was used – A sample of 1000 higher secondary students was selected randomly. Checklist, Value Perception Scale, Self-Esteem Inventory, Self-Disclosure Inventory, these tools were used to collect the data.

The major findings of the study were as follows: 1) Higher secondary students have higher value perception of the co-curricular activities. 2) Selected personality characteristics of the higher secondary students are also found to be high. 3) The level of academic achievement of these students is found to be low. 4) Perceived values of co-curricular activities have not exercised significant influence on the academic achievement of the students. 5) Perceived values of co-curricular activities have significantly exercised influence on the personality traits of the students. 6) Strengthening of the values of co-curricular activities would definitely develop the all round development of the students.

### **Researches Undertaken in Abroad**

The National Educational Longitudinal (NELS) (1992); studied “Student engagement and achievement in American secondary schools” their results revealed that : 1) about four of every five seniors said they participated in at least one- co-curricular activity. 2) Although a range of co-curricular activities was available to almost all students, students differed markedly in their choice of activities. 3) Sports (either individual or team) had the widest participation involving 42% of seniors followed by performing arts and academic clubs. 4) Honor societies, publications and student government, which by definition have more limited membership than

other activities, each still drew 16 to 18 percent of seniors. 5) Students of low socio-Economic status (SES) were less likely to participate in activities than were high SES students. 6) Almost three-quarters of low SES students participated in at least one activity, compared with 87 percent of high SES students.

**Educational Planning and Research Division, Ministry of Education, Malaysia, Kuala Lumpur: EPRD (1992);** studied “The implementation of co-curricular activities in primary schools the perception and participation of headmasters, senior assistants, afternoon supervisors, co-curricular teachers and students”.

The study was carried out in to states using questionnaires. The samples included headmasters, supervisors, sports secretaries, teachers, students and co-ordinators of uniformed bodies, societies and clubs.

The findings of the study were as follows: 1) Fifty percentage of the sample schools did not have adequate facilities to conduct co-curricular activities. 2) Only 9 out of the 40 listed co-curricular activities were carried out in most sample schools. 3) More than 50 percent of the headmasters and senior assistants indicated that factors such as physical facilities, teachers finance, school location, transportation, allocation of time and parent co-operation influenced the implementation of co-curricular activities.

**Coladarci and Cobb (1996);** studied ‘A study of high school co-curricular participation.’ had the main objective as follows:1) To investigate factors that prompted kids to join school clubs and sports teams.

The study includes sample of 6,000 students –half from small schools and half form large schools.



The findings of the study were as follows: 1) School size makes a big difference; larger schools usually offer more co-curricular activities than small school. 2) Student participation rates are proportionately higher in small schools. 3) This small school advantage was consistently found in schools with fewer than 800 students and remained constant for all activities. 4) Small school size also affects the amount of time students spent on co-curricular activities. 5) Time spent is an important indicator of student's commitment to their activities. 6) No basis for concern "that time students spend on co-curricular programs detracts from their academic learning. 7) The effects of co-curricular participation of students appear to be positive but modest.

**Barden (2002)**, studied "The discipline referrals, grade point averages, absences and dropout status of students, participated in extracurricular activities and there did not participate in extracurricular activities."

A proportional stratified systematic sample of 600 students from a medium size district in Georgia was utilized in this study.

The findings of the study were as follows: 1) Differences existed between two groups. 2) When placed into two groups, participation and no participation differences were also noted. 3) ANOVA results revealed statistically significant differences in discipline referrals, grade point averages and attendance between the participation and non-participation groups. 4) All other analysis between the two groups and the five groups were statistically significant. 5) Although 14 of the is dropouts did not participate in any extracurricular activity.

**Callow, Calyton (2005)**; studied "How Adolescent Boys who play Travel Hockey Perceive Their Experiences influencing self-

esteem.” The major objective of the study was as follows: 1) to determine how boys who play travel hockey perceive their experiences influencing self-esteem.

In this study three boy’s adolescent aged minor hockey travel teams to identify experiences that influenced their levels of self-esteem. Primary sources included a review of relevant self-esteem literature, the response to Harter’s self-perception profile for children (SPPC) and interview responses from research participates.

The major results of the study were as follows:1) The SPPC and the interview process identified several areas where their experiences affected their self-esteem. 2) Social acceptance, athletic competence, coaching, parents, and team try-outs were the significant factors identified by the travel hockey players as affected by their hockey experience.

**Catran, Janel R. (2005);** studied “Self-esteem building program for youth sports competators”. The main objective of the study was as follows: 1) The development of a program designed to assist youth athletes to maximize the benefits to self-esteem experienced by participation in sports and experiencing team cohesion. The findings of the study were as follows: 1) It provided a detailed history of youth athletics, discuss the potential benefits and determents to mental health and physical health associated with being involved with youth sports from childhood and evaluate the factors that may influence the effect of such sports participation. 2) This study finally presented a novel program based on research linking the development of team cohesion to building positive self esteem.

**Mount, Mandy K. (2005);** studied “Exploring the Role of Self-disclosure and playfulness in adult Attachment Relationship.”

This study utilized attachment theory as a framework for investigating aspects of relationship adjustment and emotional exploration including self-disclosure and playfulness, in the romantic relationships of adults. The findings of the study were as follows :

- 1) Avoidant attachment was valence of self-disclosure while anxious attachment was negatively related to the intent, honesty, depth amount and valance of self- disclosure while anxious attachment was positively related to the depth of self-disclose.
- 2) Additional regression analyses determined that avoidant attachment was also negatively related to playfulness with ones partner.
- 3) People in better-adjusted relationships tended to be more playful with their partners on a more consistent basis and reported greater honesty, depth and amount of self-disclosure relative to those in less well-adjusted relationships.

## **Conclusion**

The review of related researches revealed that most of the studies focused on co-curricular activities generally; their implementation, facilities for co-curricular activities; relationship between co-curricular activities and academic achievement and some personality traits. The tools like checklist, personality questionnaire, self esteem scales, cognitive ability test, and interviews were used. Mostly survey method was used to collect data. Most of the studies adopted random sampling method and the samples selected were the school students, undergraduate students, student teachers, school teachers, principals etc. Percentage , Mean, 't' test 'f' test, correlation analysis, Regression analysis etc. were the statistical analysis used, in the studies reviewed.

All the review mentioned above studied co-curricular activities in general and with reference to some personality traits; but there is not a single study which studied co-curricular activities with special reference to languages. So to fill the gap in researcher has decided to study the co-curricular activities conducted in schools with special reference to language.