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A Study of Effect of Co-curricular Activities in Students of Government and Private School at Secondary Level

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ABSTRACT

This document presents a study on the impact of co-curricular activities on students from Government and private schools at the secondary level. Pupils were selected from four public schools and four private schools in Raipur city. In the current research study, samples were chosen using the simple random sampling technique. The research was conducted on a sample of 160 students, selected through simple random sampling from 8 schools in Raipur. The sample consisted of 80 students from 4 Government high schools and 80 students from 4 private high schools, accurately representing the population's proportion. The results indicate a noteworthy correlation between gender and responses (less than 20 hours, 20-30 hours, 30-40 hours, and more than 40 hours) related to the question: "How many hours do you dedicate to non-academic activities each week?" A notable link exists between gender and the responses (library, dormitory, classroom, and not fixed) to the inquiry: "Where do you frequently spend your leisure time?" A significant connection was also observed between gender and the responses (surfing the internet, engaging in sports, shopping, and others) to the question "What activities do you typically engage in during your co-curricular time?" Furthermore a notable relationship was found between gender and responses (often, generally, sometimes, and never) to the inquiry "How frequently do you typically engage in co-curricular activities?" Finally a strong correlation exists between gender and responses (broaden the knowledge, enhance practical skills, expand networking contacts, and others) to the question : "What is the primary reason for participating in these activities?"

KEY WORDS

Co-curricular Activities, Government and Private School Effect, Secondary Level.

INTRODUCTION

Co-curricular activities fuel your learning by stimulating creative thought, improving your social and organizational skills, developing your interests and talents, and offering you the chance to switch off and do something you really enjoy. Co-curricular activities help students study more effectively and find and develop their inherent capabilities, such as creativity, public speaking, and leadership abilities. These activities allow the students to think of original solutions to problems or questions, which enrich their learning experience. Co-curricular activities are meant to bring social skills, intellectual skills, moral values, personality progress, and character appeal to students. It includes athletics, cultural events, Library activities, science lab activities, classroom activities, creative arts, meditation, etc. Co-Curricular activities in school have helped students to enhance communication skills, expression skills, public speaking and sense of belongingness. These activities help overall personality development in students. Co-Curricular activities make students proactive and get them prepared for future adventures.

Importance of Co-curricular Activities

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 for 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 Fadel have premised 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”. Holistic development essentially means intellectual, physical, emotional, and social development, which can be achieved only through proper education. Therefore, education plays a fundamental role in holistic development. Co-curricular activities help develop students’ holistic development and assist in developing critical skills and abilities to be successful and happy in 21st Century life and workplaces. Therefore, the importance of co-curricular activities is immense during school and college education.

Research Work Done Previously

Shaikh Rezwana Rahman, Md. Asfiul Islam, Pritidhrita Paul Akash, Masuma Parvin, Nazmun Nessa Moon, Fernaz Narin Nur (2021). Effects of co-curricular activities on student’s academic performance by machine learning. The study project named “Effects of Co-Curricular Activities on Student’s Academic Performance through Machine Learning” examines the effect of co-curricular activities on a student’s academic performance. The purpose of this study is to determine the relationship between extracurricular activities and student performance. Co-curricular activities are extracurricular activities that support and enhance the academic or core curriculum. They are a vital component of educational institutions’ attempts to help students develop their personalities and improve classroom learning. However, a significant proportion of pupils in Bangladesh do not participate in such activities. One of the primary reasons is because many believe these activities would jeopardize a student’s academic performance. This study’s objective is to ascertain the actual effect of co-curricular activities on pupils. It was discovered that there is a positive correlation between co-curricular activities and academic performance using Logistic Regression using Python and Google Colab.

Ananya Singh (2017) has conducted a study on effect of Co-Curricular Activities on Academic Achievement of Students. Development of child’s body and mind demand proper nurturing of its physical and intellectual qualities as few of the major determinants of his personality. Therefore, modern approaches of education emphasize on all round development of the child. The process of education is not something static or one time measure rather, continuous and lifelong endeavour that can be divided in two parts; curricular activities and co-curricular activities. Co curricular activities, as the name implies, are those, not directly

related with the prescribed curriculum and include; sports, athletics, scouting, cubing, various hobbies, excursions literary societies, dramatics, debates etc. to bring social and physical adjustments in the child. The study concluded that in wholesome the overall effect of co-curricular activities on the student's academic performance and personality development is positive. And it complements the academic activities in attainment of education's main goal of bringing change in student's behavior.

Statement of the Problem

“A Study of Effect of Co-Curricular Activities in Students of Government and Private Schools at Secondary Level.”

Operational Definition of the Terminologies

Co-curricular Activity: Co-curricular activities facilitate the development of various domains of mind and personality such as intellectual development, emotional development, social development and aesthetic development.

Secondary School: Secondary schools are often called High school. It includes class IX and X, where the children are of 14 to 16 years.

Objective of the Study

- The present study was based on comparison of co-curricular activities in Government and private schools.
- To find out various co-curricular activities organized in Government and private school.
- To compare the students interest towards Co-curricular activities organized in Government and private schools.
- To compare the organization of co-curricular activities in Government and private schools
- To find out the effect of co-curricular activities in developing moral values in students of Government and private schools.
- To find out the effect and nature of participation of students in co-curricular activities.
- To find out how far the students are motivated in participating in co-curricular activities.

Hypothesis of the Study

- H₀₁** There is no significance difference in the awareness of co-curricular activities between Government and Private high schools.
- H₀₂** There is no significance difference in the organization of CCA programs for physical development between Government and Private high schools.
- H₀₃** There is no significance difference in the organization of CCA programs for literary and academic development between Government and Private high schools.
- H₀₄** There is no significance difference in the organization of CCA programs for aesthetic and cultural development between Government and Private high schools.
- H₀₄** There is no significance difference in the organization of CCA programs for social welfare activities between Government and Private high schools.
- H₀₅** There is no significance difference in the organization of CCA programs for civic development between Government and Private high schools.

Delimitation of the Study

1. Students of four Government schools and four private schools of Raipur city.
2. Due to limited resources, time and certain limitation, the present study is delimited to taking four Government and four private schools of Raipur city.

3. Under this heading the scope of this study for educational institution and community is discussed.

Research Methodology

In the present research survey method is used to gather the data.

Population

A population is the entire group that you want to draw conclusions about. A sample is the specific group that you will collect data from. The size of the sample is always less than the total size of the population. In research, a population doesn't always refer to people. All the Government and private schools of Raipur City of Chhattisgarh State constituted the population for the present research study.

Sampling Method

In the present research study samples are selected with the help of simple random sampling method. The study was conducted on sample of 160 students selected through simple random sampling for 8 schools of Raipur.

The sample comprised of 80 students from 4 Government high schools and 80 students from 4 Private high schools as the true representatives proportion of the population.

Variables

Independent variables: Co-curricular activities.

Dependent variables: Students of Government schools and private schools.

Tools

In this research researcher was used questionnaire, which is used to enquire the opinions and attitudes of Government and Private high Schools towards co-curricular activities programmes.

Statistical Analysis

Statistical analysis is the collection and interpretation of data in order to uncover patterns and trends. It is a component of data analytics. Statistical analysis can be used in situations like gathering research interpretations, statistical modeling or designing surveys and studies. In the present research study descriptive statistics and t-tests are employed to draw the results.

Analytical Interpretation of Responses Received from the Students

1. How many hours do you spare your time other than academic activities per week?

Table 1: Descriptive statistics showing the results of the responses (Less than 20 hours, 20-30 Hours, 30-40 Hours and More than 40 Hours) of the question "How many hours do you have ate spare time per week?" responded by students of Government and Private Schools of Raipur District

			How many hours do you spare your time				Total
			Less than 20 hours	20-30 Hours	30-40 Hours	More than 40 Hours	
Government and Private Schools	Government Schools	Observed Frequency	31	24	17	8	80
		Expected Frequency	29.5	24.0	18.0	8.5	80.0
		% within Type of Schools	38.8%	30.0%	21.3%	10.0%	100.0%

		% within Type of Schools	38.8%	30.0%	21.3%	10.0%	100.0%
		% within Responses	52.5%	50.0%	47.2%	47.1%	50.0%
		% of Total	19.4%	15.0%	10.6%	5.0%	50.0%
	Private Schools	Observed Frequency	28	24	19	9	80
		Expected Frequency	29.5	24.0	18	8.5	80
		% within Type of Schools	35.0%	30.0%	23.8%	11.3%	100.0%
		% within Responses	47.5%	50.0%	52.8%	52.9%	50.0%
		% of Total	17.5%	15.0%	11.9%	5.6%	50.0%
		Observed Frequency	59	48	36	17	160
		Expected Frequency	59.0	48.0	36.0	17.0	160.0
Total		% within Type of Schools	36.9%	30.0%	22.5%	10.6%	100.0%
		% within Responses	100%	100.0%	100.0%	100.0%	100.0%
		% of Total	36.9%	30.0%	22.5%	10.6%	100.0%

Table 1 shows association between types of schools i.e. Government and private schools and responses in relation to the response of “How many hours do you spare your time other than academic activities per week?” In relation to Government schools, the observed frequency has been found 31, 24, 17 and 8 respectively for Less than 20 hours, 20-30 Hours, 30-40 Hours and More than 40 Hours. The expected frequency has been found 29.0, 24.0, 18.0 and 8.5 respectively for Less than 20 hours, 20-30 Hours, 30-40 Hours and More than 40 Hours. Percentage within types of schools has been found 38.8%, 30.0%, 21.3% and 10.0% respectively for Less than 20 hours, 20-30 Hours, 30-40 Hours and More than 40 Hours. Percentage within responses has been found 52.5%, 50.0%, 47.2% and 47.1% respectively for Less than 20 hours, 20-30 Hours, 30-40 Hours and More than 40 Hours. In relation to private schools, the observed frequency has been found 28, 24, 19 and 9 respectively for Less than 20 hours, 20-30 Hours, 30 40 Hours and More than 40 Hours. The expected frequency has been found 29.5, 24.0, 18.0 and 8.5 respectively for Less than 20 hours, 20-30 Hours, 30-40 Hours and More than 40 Hours. Percentage within types of schools has been found 35.0%, 30.0%, 23.8% and 11.3% respectively for Less than 20 hours, 20-30 Hours, 30-40 Hours and More than 40 Hours. Percentage within responses has been found 47.5%, 50.0%, 52.8% and 52.9% respectively for Less than 20 hours, 20-30 Hours, 30-40 Hours and More than 40 Hours. In case of total the observed frequency has been found 59, 48, 36 and 17 respectively for Less than 20 hours, 20-30 Hours, 30-40 Hours and More than 40 Hours. The expected frequency has been found 59.0, 48.0, 36.0 and 17.0 respectively for Less than 20 hours, 20-30 Hours, 30-40 Hours and More than 40 Hours. Percentage within types of schools has been found 36.9%, 30.0%, 22.5% and 10.6% respectively for Less than 20 hours, 20-30 Hours, 30-40 Hours and More than 40 Hours.

Percentage within responses has been found 100.0%, 100.0%, 100.0% and 100.0% respectively for Less than 20 hours, 20-30 Hours, 30-40 Hours and More than 40 Hours.

Table 2: Chi-Square Tests showing the results of the responses (Less than 20 hours, 20-30 Hours, 30-40 Hours and More than 40 Hours) of the question “How many hours do you spare your time other than academic activities per week?” responded by students of Government and Private Schools of Raipur

District			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	.322*	3	.956
Likelihood Ratio	.323	3	.956
Linear-by-Linear Association	.300	1	.584
N of Valid Cases	160		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 8.50.

Table 2 shows the chi-square results related to the observed chi-square value of .322 at 3 degree of freedom is found significant at 0.05 level of significance. This proves that there is a significant association between gender and responses (Less than 20 hours, 20-30 Hours, 30-40 Hours and More than 40 Hours) pertaining to the question “How many hours do you spare your time other than academic activities per week?”

2. Where do you often go at your spare time?

Table 3: Descriptive statistics showing the results of the responses (Library, Dormitory, Classroom and Not Fixed) of the question “Where do you often go at your spare time?” responded by students of Government and Private Schools of Raipur District

			Where do you often go at your spare time?				Total
			Library	Dormitory	Classroom	Not Fixed	
Government and Private Schools	Government Schools	Observed Frequency	18	34	16	12	80
		Expected Frequenc	17.0	37.5	14.5	11.0	80.0
		% within Type of Schools	22.5%	42.5%	20.0%	15.0%	100.0%
		% within Responses	52.9%	45.3%	55.2%	54.5%	50.0%
		% of Total	11.3%	21.3%	10.0%	7.5%	50.0%
	Private Schools	Observed Frequency	16	41	13	10	80
		Expected Frequenc	17.0	37.5	14.5	11.0	80.0
		% within Type of Schools	20.0%	51.2%	16.3%	12.5%	100.0%
		% within Responses	47.1%	54.7%	44.8%	45.5%	50.0%
		% of Total	10.0%	25.6%	8.1%	6.3%	50.0%
Total		Observed Frequency	34	75	29	22	160
		Expected	34.0	75.0	29.0	22.0	160.0

	Frequenc					
	% within Type of Schools	21.3%	46.9%	18.1%	13.8%	100.0%
	% within Responses	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total	21.3%	46.9%	18.1%	13.8%	100.0%

Table 3 shows association between types of schools i.e. Government and private schools and responses in relation to the response of “Where do you often go at your spare time?” In relation to Government schools, the observed frequency has been found 18, 34, 16 and 12 respectively for Library, Dormitory, Classroom and Not Fixed. The expected frequency has been found 17.0, 37.5, 14.5 and 11.0 respectively for Library, Dormitory, Classroom and Not Fixed. Percentage within types of schools has been found 22.5%, 42.5%, 20.0% and 15.0% respectively for Library, Dormitory, Classroom and Not Fixed. Percentage within responses has been found 52.9%, 45.3%, 55.2% and 54.5% respectively for Library, Dormitory, Classroom and Not Fixed. In relation to private schools, the observed frequency has been found 16, 41, 13 and 10 respectively for Library, Dormitory, Classroom and Not Fixed. The expected frequency has been found 17.0, 35.0, 14.5 and 11.0 respectively for Library, Dormitory, Classroom and Not Fixed. Percentage within types of schools has been found 20.0%, 51.2%, 16.3% and 12.5% respectively for Library, Dormitory, Classroom and Not Fixed. Percentage within responses has been found 47.1%, 47.1%, 54.7%, 44.8% and 45.5% respectively for Library, Dormitory, Classroom and Not Fixed. In case of total the observed frequency has been found 34, 75, 29 and 22 respectively for Library, Dormitory, Classroom and Not Fixed. The expected frequency has been found 34.0, 75.0, 29.0 and 22.0 respectively for Library, Dormitory, Classroom and Not Fixed. Percentage within types of schools has been found 21.3%, 46.9%, 18.1% and 13.8% respectively for Library, Dormitory, Classroom and Not Fixed. Percentage within responses has been found 100.0%, 100.0%, 100.0%, and 100.0% respectively for Library, Dormitory, Classroom and Not Fixed.

Table 4: Chi-Square Tests showing the results of the responses (Library, Dormitory, Classroom and Not Fixed) of the question “Where do you often go at your spare time?” responded by students of Government and Private Schools of Raipur District

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	1.263*	3	.138
Likelihood Ratio	1.265	3	.737
Linear-by-Linear Association	.176	1	.375
N of Valid Cases	160		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 11.

Table 4 shows the chi-square results related to the observed chi-square value of 1.263 at 3 degree of freedom is found significant at 0.05 level of significance. This proves that there is a significant association between gender and responses (Library, Dormitory, Classroom and Not Fixed) pertaining to the question “Where do you often go at your spare time?”

3. What do you usually do in your co-curricular time?

Table 5: Descriptive statistics showing the results of the responses (Surf on the internet, Do some sports, Do shopping and Others) of the question “What do you usually do in your co-curricular time?” responded by students of Government and Private Schools of Raipur District

		What do you usually do in your Co-curricular time?				Total
		Surf on the internet	Do some sports	Do shopping	Others	
Government Schools	Observed Frequency	28	39	9	4	80
	Expected Frequenc	29.0	38.5	8.0	4.5	80.0
	% within Type of Schools	35.0%	48.8%	11.3%	5.0%	100.0%
	% within Responses	48.3%	50.6%	56.3%	44.4%	50.0%
	% of Total	17.5%	24.4%	5.6%	2.5%	50.0%
Private Schools	Observed Frequency	30	38	7	5	80
	Expected Frequenc	29.0	38.5	8.0	4.5	80.0
	% within Type of Schools	37.5%	47.5%	8.8%	6.3%	100.0%
	% within Responses	51.7%	49.4%	43.8%	55.6%	50.0%
	% of Total	18.8%	23.8%	4.4%	3.1%	50.0%
	Observed Frequency	58	77	16	9	160
	Expected Frequenc	58.0	77.0	16.0	9.0	160.0
	% within Type of Schools	36.3%	48.1%	10.0%	5.6%	100.0%
	% within Responses	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total	36.3%	48.1%	10.0%	5.6%	100.0%

Table 5 shows association between types of schools i.e. Government and private schools and responses in relation to the response of “What do you usually do in your co-curricular time?” In relation to Government schools, the observed frequency has been found 28, 39, 9 and 4 respectively for Surf on the internet, Do some sports, Do shopping and Others. The expected frequency has been found 29.0, 38.5, 8.0 and 4.5 respectively for Surf on the internet, Do some sports, Do shopping and Others. Percentage within types of schools has been found 35.0%, 48.8%, 11.3% and 5.0% respectively for Surf on the internet, Do some sports, Do shopping and Others. Percentage within responses has been found 48.3%, 50.6%, 56.3% and 44.4% respectively for Surf on the internet, Do some sports, Do shopping and Others. In relation to private schools, the observed frequency has been found 30, 38, 7 and 5 respectively for Surf on the internet, Do some sports, Do shopping and Others. The expected frequency has been found 29.0, 38.5, 8.0 and 4.5 respectively for Surf on the internet, Do some sports, Do shopping and Others. Percentage within types of schools has been found 37.5%, 47.5%, 8.8% and 6.3% respectively for Surf on the internet, Do some sports, Do shopping and Others.

Percentage within responses has been found 51.7%, 49.4%, 43.8% and 55.6% respectively for Surf on the internet, Do some sports, Do shopping and Others. In case of total the observed frequency has been found 58, 77, 16 and 9 respectively for Surf on the internet, Do some sports, Do shopping and Others. The expected frequency has been found 58.0, 77.0, 16.0 and 9.0 respectively for Surf on the internet, Do some sports, Do shopping and Others. Percentage within types of schools has been found 36.3% 48.1%, 10.0% and 5.6% respectively for Surf on the internet, Do some sports, Do shopping and Others. Percentage within responses has been found 100.0%, 100.0%, 100.0%, and 100.0% respectively for Surf on the internet, Do some sports, Do shopping and Others.

Table 6: Chi-Square Tests showing the results of the responses (Surf on the internet, Do some sports, Do shopping and Others) of the question “What do you usually do in your co-curricular time?” responded by students of Government and Private Schools of Raipur District

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	.443*	3	.931
Likelihood Ratio	.444	3	.931
Linear-by-Linear Association	.037	1	.847
N of Valid Cases	160		
a. 0 cells (25.0%) have expected count less than 5. The minimum expected count is 4.50.			

Table 6 shows the chi-square results related to the observed chi-square value of .443 at 3 degree of freedom is found significant at 0.05 level of significance. This proves that there is a significant association between gender and responses (Surf on the internet, Do some sports, Do shopping and Others) pertaining to the question “What do you usually do in your co-curricular time?”

4. How often do you usually participate in co-curricular activities?

Table 7: Descriptive statistics showing the results of the responses (Often, General, Sometimes and Never) of the question “How often do you usually participate in co-curricular activities?” responded by students of Government and Private Schools of Raipur District

			How often do you usually participate in Co-curricular activities?					Total
			Library	Dormitory	Classroom	Not Fixed	11.00	
Government and Private Schools	Government Schools	Observed Frequency	40	25	7	7	1	80
		Expected Frequenc	36.5	28.0	7.5	6.0	2.0	80.0

		% within Type of Schools	50.0%	31.3%	8.8%	8.8%	1.3%	100.0%
		% within Responses	54.8%	44.6%	46.7%	58.3%	25.0%	50.0%
		% of Total	25.0%	15.6%	4.4%	4.4%	0.6%	50.0%
	Private Schools	Observed Frequency	33	31	8	5	3	80
		Expected Frequenc	36.5	28.0	7.5	6.0	2.0	80.0
		% within Type of Schools	41.3%	38.8%	10.0%	6.3%	3.8%	100.0%
		% within Responses	45.2%	55.4%	53.3%	41.7%	75.0%	50.0%
		% of Total	20.6%	19.4%	5.0%	3.1%	1.9%	50.0%
Total		Observed Frequency	73	56	15	12	4	160
		Expected Frequenc	73.0	56.0	15.0	12.0	4.0	160.0
		% within Type of Schools	45.6%	35.0%	9.4%	7.5%	2.5%	100.0%
		% within Responses	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
		% of Total	45.6%	35.0%	9.4%	7.5%	2.5%	100.0%

Table 7 shows association between types of schools i.e. Government and private schools and responses in relation to the response of “How often do you usually participate in co-curricular activities?” In relation to Government schools, the observed frequency has been found 40, 25, 7 and 7 respectively for Often, General, Sometimes and Never. The expected frequency has been found 36.5, 28.0, 7.5 and 6.0 respectively for Often, General, Sometimes and Never. Percentage within types of schools has been found 50.0%, 31.3% 8.8% and 8.8% respectively for Often, General, Sometimes and Never. Percentage within responses has been found 54.8%, 44.6%, 46.7% and 58.3% respectively for Often, General, Sometimes and Never. In relation to private schools, the observed frequency has been found 33, 31, 8 and 5 respectively for Often, General, Sometimes and Never. The expected frequency has been found 36.5, 28.0, 7.5 and 6.0 respectively for Often, General, Sometimes and Never. Percentage within types of schools has been found 41.3%, 38.8%, 10.0% and 6.3% respectively for Often, General, Sometimes and Never. Percentage within responses has been found 45.2%, 55.4%, 53.3% and 41.7% respectively for Often, General, Sometimes and Never. In case of total the observed frequency has been found 73, 56, 15 and 12 respectively for Often, General, Sometimes and Never.

The expected frequency has been found 73.0 56.0, 15.0 and 12.0 respectively for Often, General, Sometimes and Never. Percentage within types of schools has been found 45.6%, 35.0%, 9.4% and 7.5% respectively for Often, General, Sometimes and Never. Percentage within responses has been found 100.0%, 100.0%, 100.0%, and 100.0% respectively for Often, General, Sometimes and Never.

Table 8: Chi-Square Tests showing the results of the responses (Often, General, Sometimes and Never) of the question “How often do you usually participate in co-curricular activities?” responded by students of Government and Private Schools of Raipur District

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	2.714*	3	.607
Likelihood Ratio	2.764	3	.598
Linear-by-Linear Association	1.046	1	.307
N of Valid Cases	160		

a. 0 cells (20.0%) have expected count less than 5. The minimum expected count is 2.00.

Table 8 shows the chi-square results related to the observed chi-square value of 2.714 at 3 degree of freedom is found significant at 0.05 level of significance. This proves that there is a significant association between gender and responses (Often, General, Sometimes and Never) pertaining to the question “How often do you usually participate in co-curricular activities?”

Finding

1. There is a significant association between gender and responses (Less than 20 hours, 20-30 Hours, 30-40 Hours and More than 40 Hours) pertaining to the question “How many hours do you spare your time other than academic activities per week?”
2. There is a significant association between gender and responses (Library, Dormitory, Classroom and Not Fixed) pertaining to the question “Where do you often go at your spare time?”
3. There is a significant association between gender and responses (Surf on the internet, Do some sports, Do shopping and Others) pertaining to the question “What do you usually do in your co-curricular time?”
4. There is a significant association between gender and responses (Often, General, Sometimes and Never) pertaining to the question “How often do you usually participate in co-curricular activities?”
5. There is a significant association between gender and responses (Broaden the knowledge, Improve the practical ability, Expand the network relationship and Others) pertaining to the question “What is the main purpose to attend these activities?”

Suggestions

Essential skills and values that you can develop through co-curricular activities are:

1. **Logical and Analytical Thinking:** Analyzing reasons behind events and situations.
2. **Critical Thinking:** That is examining concepts, ideas as well as problems and issues.
3. **Creative Thinking:** In other words, thinking of newer ways to solve problems; visualization; thinking of new ideas.
4. **Problem-solving Skills:** For instance, solving problems utilizing various concepts, solutions, etc.
5. **Leadership Skills:** For instance, taking initiatives and responsibilities; influencing others in working for a good purpose; setting goals; motivating others to work towards goals; taking accountability
6. **Social Skills:** Includes collaboration; teamwork; building good relationships with others
7. **Emotional Skills:** Understanding your strengths and weaknesses; controlling your emotions as well as empathy for others.
8. **Communication Skill:** Includes the power of expression, listening to others, public speaking etc.
9. **Technology Skills:** Using various computer software and apps to get things done
10. **Social Values:** In other words, respecting differences among individuals, respecting others’ values and culture.
11. **Ethical Values:** For example, maintaining ethics in public life; good moral values etc.
12. **Recreational Values:** Understanding the importance of leisure and recreation; participating in leisure and recreational activities.

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