RESEARCH ARTICLE

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A Study of the Role of Curricular and Co-curricular Activities in the Development of Academic and Social Skills of Elementary School Students

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Abstract

The main aim of the present study was identify the role of curricular and co-curricular activities in the development of academic and social skills of elementary school students. A descriptive Survey method was used in the study because the researcher's aim was to find out the role of a particular scenario. A number of 60 students studying in elementary classes of government and private schools. Investigator developed a five-point Likert scale to measure respondents' academic and social skills and was administered on the selected sample. The scale consisted of 20 items on five-point rating scale. Eleven items were on academic skills, whereas 9 statements were on social skills. The further scale had 18 positive statements and 2 negative statements. This study offered insight that how curricular and co-curricular activities have a remarkable contribution in the development of academic and social skills which is beneficial for elementary school students to gain success in life. After calculating the data, the results revealed that the majority of the students agreed that there is a role of curricular and co-curricular activities in the development of academic and social skills. More importantly, after applying the t-test it revealed that there is no significant difference among the skills development of both genders, students studying in private and government school and students belonging to nuclear or joint families.

Keywords: Curricular and Co-curricular Activities, Academic Skills, Social Skills

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Introduction

Education is not just an exchange of information between an educator and a learner but it is the main ingredient in the recipe of life. It makes a person's life luxurious and pleasant. Additionally, it helps in reshaping the personality of the human being. Moreover, because of education, only we can differentiate human from plants and animals.

In India, education is also one of the fundamental rights, which guarantees education and provides opportunities to every citizen without discrimination based on gender, colour, caste, creed, age or religion. Keeping in mind the importance of education, government of India launched many schemes like- Sarva Shiksha Abhiyan, Mid-Day Meal Scheme, Right to Education Act and many more.

Knowledge helps in clearing all the obstacles in the way of success. It will provide numerous opportunities to the individual for his development without many challenges. Development refers to the action of improvement in anything. Earlier only material things were taken in account as physical capital but with the change in time, slowly education is also considered as essential element for the economy, which is known as human capital. Education investment is considered the safest investment and a person gets the best in return.

A country faces many problems from poverty to employment to corruption or unequal distribution of wealth. If one, try to find out the reason of all these problems then it could be illiteracy of the citizens. On this account, educated voters are the need of an hour. Political parties cannot mislead educated voters. The voters know their duty and can fulfill that correctly. The voters will be able to know who the right leader is for them. Illiterate citizens were not able to differentiate between right and wrong leaders. The parties can easily buy them with some incentives so that they can win elections.

Personality development is not just one's physical looks or it is not only about the grades of a person he/she has scored. It is the mix of all the characteristics of a person as a whole. His likes, dislikes, strengths, weakness, style, how is he getting ready, his speaking style every little thing that is associated with him. Education is own of the tool which teaches a person what to eat and in what proportion, what is right or wrong, how to speak or present yourself. Education is the source for the formation of our principles and values.

The dream of every nation is to see its nation develop which will complete when the citizens will be well educated and use their knowledge towards national development. In the words of Jawaharlal Nehru, "Children are like buds in a garden and should be carefully and lovingly nurtured, as they are the future of the nation and the citizens of tomorrow". Keeping this thought in mind, the

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designers of curriculum should design such a curriculum, which will contribute in their holistic development.

Curriculum is the sum total of all the subjects during the course of study additionally, it include all the values, learning experiences that are aimed to achieve in the course of time for the holistic development of students.

We consider an ideal school where teacher enters in the classroom, and starts giving his/her lecture and on the other side students copy those points and terms in their notebooks, followed by a lengthy homework. In such a way all the periods and day comes to end. After school, students attend their coaching class. Further, at the end of the session, end term examination takes place. The students who can mug up all the concepts are passed with flying colours whereas those who failed to do so are considered dull students. In this whole process, students play the role of passive listeners we need to make them active in the classroom.

NCF 2005 also emphasized on learning beyond textbooks. It states that apart from lecture method teachers should also choose other ways to deliver their lessons. In which students are themselves doing some activity. When students learn through different methods, they will be very eager to know what they will learn in the next session. It will also make students curious.

Curricular activities require no ability criteria for students to be involved in curricular activities. All the students are eligible to participate in it. Hence, no sorting is required for the same. Curricular activities include debates, seminars, poetry recitation, etc. whereas co-curricular activities open the doors for Intra School and inter-school, competition. These competitions give chance to students to represent their schools. As a result, they get recognition and can build their network. Co-curricular activities include art & craft, yoga, literary club, role-play, etc. Co-curricular activities open the doors for inter and intra school activities and competitions. This gives students a chance to get recognition and build their network. The school is not just the building. In fact it has all the values that needs to have in student's life and will help him/her in their future life.

Few researchers namely Karthikeyan (2011); Sangma & Sengbey O (2012); Jain (2016); Jagpat & D.S. (2017) also suggested that all the students who were related to these activities have improved their scores as these activities widen their horizons. All curricular activities work as a cherry on the cake concerning classroom lectures. So that students can becomes active members by entirely participating in the classroom. These activities take the students out from the four walls and assists in effective learning. Craft (2012) revealed that the pupil who are the part of these kind clubs have achieved more than the students who are not the part. Rathore, K. et al. (2018) concluded that there exist a positive relationship between exam performance of the pupils and their participation in co-curricular activities.

Objectives

The following objectives have been studied in the present study:

- To study the role of curricular and co-curricular activities in developing academic and social skills.
- To compare the academic skills between boys and girls.
- To compare the social skills between boys and girls.
- To compare the academic skills of the students of private and government schools.
- To compare the social skills of the students of private and government schools.
- To compare the academic skills of children living in joint and nuclear family.
- To compare the social skills of children living in joint and nuclear family.

Hypothesis

The following hypothesis have be formulated and statistically tested

- There is no significant difference in the academic skill development of boys and girls.
- There is no significant difference in the social skill development of boys and girls.
- There is no significant difference in the academic skill development of students of private and government schools.
- There is no significant difference in the social skill development of students of private and government schools.
- There is no significant difference in the academic skill development of children living in joint and nuclear family.
- There is no significant difference in the social skill development of children living in joint and nuclear family.

Methodology

A descriptive Survey method was used in the study as the aim was to find out the role of a particular scenario. A number of 60 students studying in elementary classes of government and private schools. Investigator developed a five-point Likert scale and then administered on the selected sample. The scale consisted of 20 statements on five point rating scale. 11 items were on academic skills, whereas 9 statements were on social skills. Further scale had 18 positive statements and 2 negative statements.

Analysis

Objective 1: To study the role of curricular and co-curricular activities in developing academic and social skills.

Table 1 indicates that the mean score on academic skills of boys and girls is 40.8 and 42.05, respectively & standard deviation is 5.31361 and 4.718106, respectively. Students studying in any private

Table 1: Comparison of academic and social skills among different genders, schools and families.

	Academic Skills			*Social Skills*		
	N	*Mean*	*SD*	*N*	*Mean*	*SD*
Boys	36	40.8	5.313612967	36	42.7	6.052357762
Girls	24	42.05	4.718106221	24	44.3	5.458937626
Private School	36	40.5	5.837073631	26	43	6.5538066
Government School	24	41.76	4.61230239	24	43.72	5.4200246
Joint Family	21	40.8	5.313612967	21	42.7	6.052357762
Nuclear family	39	40.92857143	5.422371843	39	42.64285714	6.255156603

Table 2: Comparison of academic skills between boys and girls.

Variable	*Compared Groups*	*N*	*Mean*	*SD*	*df*	*T-test*	*Result*
Academic Skill	Boys	36	40.8	5.313612967	58	0.099762072	No significant difference
	Girls	24	42.05	4.718106221			

Table 3: Comparison of social skills between boys and girls.

Variable	*Compared Groups*	*N*	*Mean*	*SD*	*df*	*t-test*	*Result*
Social Skill	Boys	36	42.7	6.05235776	58	0.199764797	No significant difference
	Girls	24	44.3	5.45893762			

Table 4: Comparison of academic skills between students of private and government school.

Variable	*Compared Groups*	*N*	*Mean*	*SD*	*df*	*t-test*	*Result*
Academic Skill	Private School	36	40.5	5.837073631	58	0.946639936	No significant difference
	Government School	24	41.76	4.61230239			

Table 5: Comparison of social skills between students of private and government school.

Variable	*Compared Groups*	*N*	*Mean*	*SD*	*df*	*t-test*	*Result*
Social Skill	Private School	36	43	6.5538066	58	0.460458	No significant difference
	Government School	24	43.72	5.4200246			

and government school are 40.5 and 41.76, respectively & standard deviation is 5.83707 and 4.6123, respectively and the students living in joint and nuclear family is 40.8 and 40.9 & standard deviation is 5.31361 and 5.4223, respectively.

This table also indicates that the mean score on social skills of boys and girls is 42.7 and 44.3, respectively & standard deviation is 6.0523577 and 5.45893, respectively. Students who are studying in any private and government school is 43 and 43.72 respectively & standard deviation is 6.55380 and 5.420024 respectively and the students who are living in joint and nuclear family is 42.7 and 42.642 & standard deviation is 6.0523577 and 6.25515, respectively.

This table represents the consolidated report of all the data analysed by the researcher.

Objective 2: To compare the academic skills between boys and girls

Table 2 reveals that the mean score of academic skill of boys and girls is 40.8 and 42.05, respectively, which is not very diverse. Thus, it shows that the development of academic skill is not based on gender; it is more or less similar. Further, this table shows the standard deviation obtained by two groups in academic skill, which is 5.31 and 4.17, respectively. Moreover, may be seen from Table 2 that the value of 't' is found to be not significant. The statistically calculated t-value is 0.099762072, which is lower than the table value at 0.05. Therefore, the null hypothesis that there is no significant difference between the academic skills of boys and girls is accepted. Academic skill is more or less same between boys and girls. Hence, it can be concluded that there is no distinction in the academic skill development of both genders.

Objective 3: To compare the social skills between boys and girls

Table 3 indicates that the mean score of social skill of boys and girls is 42.7 and 44.3 respectively, which is not very diverse. Thus, it shows that academic skill development is not based on gender; it is more or less similar. Further, this table shows the standard deviation obtained by two groups in academic skill, which is 6.05 and 5.45, respectively. Moreover, may be seen from the Table 3 that the value of 't' is found to be not significant. The statistically calculated t-value is 0.199764797, which is lower than the table value at 0.05 level. Therefore, the null hypothesis that there is no significant difference between the social skills of boys and girls is accepted. Social skill is more or less same between boys and girls. Hence, it can be concluded that there is no distinction in the social skill development of both the genders.

Objective 4: To compare the academic skills between the students of private and government schools.

Table 4 reveals that the mean score of academic skill of students in private and government school is 40.5 and 41.76 respectively, which is not very diverse. Thus, it shows that the development of academic skill is not based on school type; it is more or less similar. Further, this table shows the standard deviation obtained by two groups in academic skill, which is 5.83 and 4.61, respectively. Moreover, may be seen from the Table 4 that the value of 't' is found to be not significant. The statistically calculated t-value is 0.946639936, which is lower than the table value at 0.05. Therefore, the null hypothesis that there is no significant difference between the academic skill of students in private and government students is accepted. Hence, it can be concluded that there is no distinction in the development of private school students' academic skill compared to government school students.

Objective 5: To compare the social skills between the students of private and government schools.

Table 5 indicates that the mean score of social skill of students in private and government school is 43 and 43.72 respectively, which is not very diverse. Thus, it shows that the development of academic skill is not based on school type; it is more or less similar. Further, this table shows the standard deviation obtained by two groups in academic skill, which is 6.55 and 5.42 respectively. Moreover, may be seen from the Table 5 that the value of 't' is found to be not significant. Statistically calculated t-value is 0.460458, which is lower than the table value at 0.05 level. Therefore, the null hypothesis that there is no significant difference between the social skill of students in private and government students get accepted. Hence, it can be concluded that there is no distinction in the development of private school students' academic skill compared to government school students.

Table 6: Comparison of academic skills between children living in joint and nuclear family.

Variable	*Compared Groups*	*N*	*Mean*	*SD*	*df*	*t-test*	*Result*
Academic Skill	Joint Family	21	40.8	5.313612967	58	0.587076	No significant difference
	Nuclear Family	39	40.92857143	5.422371843			

Table 7: Comparison of social skills between children living in joint and nuclear family.

Variable	*Compared Groups*	*N*	*Mean*	*SD*	*df*	*t-test*	*Result*
Social Skill	Joint Family	21	42.7	6.052357762	58	0.223517	No significant difference
	Nuclear Family	39	42.64285714	6.255156603			

Objective 6: To compare the academic skills of children living in joint and nuclear family.

Table 6 indicates that the mean score of academic skill of students living in joint and nuclear family is 40.8 and 40.92, respectively, which is not very diverse. Thus, it shows that the development of academic skill is not based on family type, it is more or less similar. Further, this table shows the standard deviation obtained by two groups in academic skill, which is 5.31 and 5.42, respectively. Moreover, may be seen from Table 6 that the value of 't' is found to be not significant. The statistically calculated t-value is 0.587076, which is lower than the table value at 0.05. Therefore, the null hypothesis that there is no significant difference between the academic skills of students living in joint and nuclear families is accepted. Hence, it can be concluded that there is no distinction in the development of joint-family students' academic skill compared to nuclear family students.

Objective7: To compare the social skills of children living in joint and nuclear family.

Table 7 indicates that the mean score of social skill of students living in joint and nuclear family is 42.7 and 42.64 respectively, which is not very diverse. Thus, it shows that academic skill development is not based on family type; it is more or less similar. Further, this table shows the standard deviation obtained by two groups in academic skill, which is 6.05 and 42.64, respectively. Moreover, may be seen from Table 7 that the value of 't' is found to be not significant. The statistically calculated t-value is 0.223517, which is lower than the table value at 0.05 level. Therefore, the null hypothesis that there is no significant difference between the social skill of students living in joint and nuclear family get accepted. Hence, it can be concluded that there is no distinction in the development of joint family students' social skill compared to nuclear family students.

Discussion of the results and Conclusion

Curricular and Co-Curricular Activities and Academic Skills

Many researchers have studied role of curricular and co-curricular activities and it is drawn out by them that there is a positive impact of these activities on the development of academic skills.

It is significant in my study that there is no significant difference in the academic development of boys and girls. Karthikeyan (2011) studied that there is a positive impact of extracurricular activities on the academic achievement of ninth-grade students. Ahmad (2020) also studied that co-curricular activities are essential for academic achievement even during studying in college. Similarly, Rahman et al. (2021) revealed a positive association between co-curricular activities and their academic skill development.

The findings of the present study are contradictory by the study of Dikshit and Kumar (2017). They concluded that academic achievement is not changed by organizing and conducting co-curricular activities for secondary school students.

Curricular and Co-Curricular Activities and Social Skills

In the present study, it is found out that there is no difference in the development of social skills through curricular and co-curricular activities where the student is a boy or a girl, belongs of private school or government school, or lives in joint or nuclear family. The present study's findings contradict Rani (2016), who found that co-curricular activities are even helpful in the development of social skills of children with intellectual disability. Mancha & Ahmad (2016) also studied that co-curricular activities have benefited students in the development of on social skills.

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