
A Study on Extracurricular Activities for Students in Higher Secondary Schools to Foster their Holistic Development

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ABSTRACT

The study found that there is a considerable difference in parents' perceptions of extracurricular activities based on gender. Compared to boys, girls are more interested in extracurricular activities. When it comes to their involvement and enthusiasm in extracurricular activities, parents with higher levels of education perform better than parents without any formal education. Parents can still be made aware of the importance of extracurricular activities and the need for their children to have good mental health.

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Introduction

A new type of education that incorporates cognitive, psychomotor, and emotional learning is being made possible by the steady evolution of the function of core academic education in this century. Beyond the confines of the classroom, education is a vast idea. A child's overall growth is the primary goal of schooling. Education is the only way to attain holistic development, which includes intellectual, physical, emotional, social, and moral progress. Education is essential in forming people into intellectually mature, culturally diverse, and socially



conscious persons. Finding a balance between the curriculum, textbooks, extracurricular activities, and syllabus is crucial to achieving these goals.

The main areas of a child's development that are covered in the school curriculum are cognitive, affective, and psychomotor. Language, math, science, and social studies are among the subjects that mainly promote cognitive development. The development of the affective and psychomotor domains requires additional activities in addition to these academic topics. Co-scholastic activities are frequently used to describe activities like as games, athletics, the arts, music, and crafts. Co-scholastic activities, as opposed to "extracurricular activities," are essential to a child's cognitive and non-cognitive development and support their social skills, emotional intelligence, physical prowess, and creativity.

A person's mental, physical, social, emotional, and spiritual development are all integrated into the self-actualization and education process known as holistic development. Alternative educational approaches that are founded on more democratic and humanistic viewpoints might be referred to by this name. Its primary tenet is that one finds meaning and purpose in life through relating to the natural world, the community, and humanitarian principles. The overall perspective are predicated on the idea that the behavior of a system is determined by its constituent parts. Instead of concentrating only on a person's potential and prospects, this approach to growth aims to integrate and embrace several layers of experience and meaning. Bhatia⁵ (1996) "Extracurricular activities are those that are done both inside and outside of the classroom to help children develop their personalities and to enhance the learning that takes place in the classroom." Aggarwal² (2000) "Co-curricular and extracurricular activities were primarily planned after school hours, but they are not as essential to the school's operations as its curricular work." Habib Zahida (2012): The contemporary educational system acknowledges that children attend school in order to develop more fully and holistically. The purpose of this study was to investigate the function of extracurricular activities in government girls primary schools and community model schools.

Community Model Schools were established in 1994 as part of the Girls Primary Education Project (GPEP), which was supported by the Asian Development Bank. Their academic performance, extracurricular activities, and physical facilities were compared to those of Government Girls Primary Schools. Additionally, the results showed that community model schools outperformed Govt. Girls Primary Schools in terms of student achievement because of their well-run extracurricular activities and physical amenities. Due in large part to their well-run extracurricular activities, community model schools have often been shown to do better than government girls primary schools. According to Shobha



Dey (2012), parents ought to think the value of extracurricular and co-curricular activities and encourage their kids to participate in them. All they want is to stay at the top of the list, which will promote their schools and draw in more and more applicants. It's time for parents to understand the value of extracurricular and co-curricular activities and to support their kids in engaging in these worthwhile pursuits that support their overall growth. Rakhsi Saleem Ismat (2015):- Education serves the purpose of bringing about more desirable changes in children's conduct and personalities.

A child's physical development requires appropriate care, and his personality is influenced by a number of factors, including his intelligence. According to the study's findings, extracurricular activities generally have a favorable impact on students' academic achievement and personal growth. Additionally, it enhances intellectual pursuits in order to achieve education's primary objective of changing students' behavior. In her 2020 study, Sangeeta Naithani¹⁴ examined the function of co-curricular activities in higher secondary schools and discovered that they are crucial to students' general physical and mental growth in addition to serving as a source of refreshment. Parents and schools should support their children's involvement in extracurricular activities.

Formation of the problem:

Both boys and girls enrolled in higher secondary schools are the target audience for this study on extracurricular activities. The advancements in science and technology today require a world full of energetic individuals with a wide range of abilities. These days, non-academic pursuits that directly or indirectly help people have a significant impact on both a country's development and its citizens' social advancement.

Needs of the study

The only method to attain holistic development, or all-around development, of a person is to have a balanced growth of scholastic or academic and non-scholastic or non-academic portions in the formal, informal, and non-formal educational contexts in society. In the present day, when people must endure periods of excessive worry and stress, it is seen that these conditions can occasionally result in different forms of depression and even death. Additional activities for seniors in high school include ways to improve leadership, healthy enjoyment, self-discipline, self-confidence, and social engagement.



According to a study, these activities help children develop their moral principles, leadership skills, and teamwork while also preparing them to face greater difficulties and aspirations in life.

Objectives

The following are the study's goals:

1. To compare the holistic development of higher secondary school girls and boys.
2. To investigate how extracurricular activities affect CBSE students at the higher secondary level, both boys and girls.
3. To investigate how extracurricular activities affect ICSE pupils in higher secondary, both male and female.
4. To compare the Higher Secondary pupils in the CBSE and ICSE programs in terms of their holistic development.

Hypothesis

Students in senior high school can improve their hypothesis through additional activities:

For the study, the following hypothesis is developed:

1. **Ho1:** Through extracurricular activities at the upper secondary level, boys and girls are developing holistically.
2. **Ho2** - The effects of extracurricular activities on CBSE students at the upper secondary level varies for boys and females.
3. **Ho3:** The effects of extracurricular activities on ICSE pupils at the upper secondary level varies for males and girls.
4. **Ho4:** Senior secondary students from the CBSE and ICSE boards engage in extracurricular activities that promote holistic development.

Delimitations of the study:

The study is being conducted in the city of Lucknow, Uttar Pradesh. Only students from the ICSE and CBSE boards of higher secondary education will be able to participate



in this study. The study's responses will be restricted to Higher Secondary school students in the eleventh grade. Only 100 students will participate in the study, 50 of whom will be male and 50 of whom will be female pupils enrolled in higher secondary schools.

Research Methodology

The methodical solution of the problem is known as research methodology. The phases of fact-finding and analysis form the foundation of the research methodology. The current study aims to ascertain the impact of extracurricular activities on the non-academic development of senior secondary students in Lucknow.

Design of the study:

The survey method gathers data from many cases simultaneously. One significant kind of research is a survey. The collection and tabulation of data is not merely a clerical task. It has specific goals and a problem that is well-defined. It carries out planning, meticulous data analysis and interpretation, and logical and competent.

Population, sample and sampling technique:

Students in Lucknow City's 11th grade at Higher Secondary Schools make up the study's population. 200 11th graders, both boys and girls, from Higher Secondary schools in Lucknow city were chosen from four different schools across two boards (ICSE and CBSE) for this study. Simple random sampling was used to choose the students for the survey study.

The Details of the Sample

S.No	Student of class 11 TH		TOTAL
	BOYS	GIRLS	
1.	50	50	100
2.	50	50	100
TOTAL			200

Tool:

A tool based on extracurricular activities was created by the researcher specifically for this study in order to collect data.

Administration of the tool:

Information was gathered for the study by speaking with respondents directly. The instrument used to gather data from the study participants was a straightforward self-structured questionnaire consisting of closed-ended questions. In the questionnaire itself, respondents received the appropriate instructions.

Scoring

The self-created survey, which was based on extracurricular activities, was closed-ended and only offered the choices "yes" or "no." Students were required to check the box (P) in the questionnaire's designated space after selecting one of the two answers.

Statistical tool

Only when appropriate statistical tools, based on the study's needs, are employed are the results and conclusions of the investigation accurate. Consequently, the percentage is the statistical tool employed in this investigation.

Data analysis and interpretation

The process of organizing and summarizing data based on the study's goals and hypotheses is known as data analysis.

Table 1

Total Boys & Girls Students of Higher Secondary Level					
Boys			Girls		
N	Yes	No	N	Yes	No
100	73.24	26.76	100	72.30	27.70

On the basis of the above mentioned table 1, was formed, showing the data, Total 100 boys and girls were equally chosen in order to express their opinion on Holistic Development through active participation in extracurricular activities, out of which 73.24% of boys agreed to it and 26.76% boys do not believe for so. Whereas about girls in the same context then, 72.30% of the girls were seen taking interest in the extracurricular activities believing, that these activities are of great importance in the



Holistic Development of oneself. On the other hand only 27.70% of girls were not in the favor of extracurricular activities which were conducted in their schools.

Table 2

Total Boys & Girls CBSE Students of Higher Secondary Level					
Boys			Girls		
N	Yes	No	N	Yes	No
50	73.26	26.74	50	75.51	24.49

According to the data tabulation, 73.26% of boys in the CBSE board felt that the extracurricular activities offered at their school were very beneficial to them and helped them in many ways. The remaining 26.74% of males do not believe that extracurricular activities are that important to their life. In the case of female students, 75.51% firmly feel that the school curriculum is not the primary criterion for their entire growth. Extracurricular activities should be included to classroom instruction to support students' overall development and to help them explore the different aspects of their personalities. Just 24.49% of girls did not think the things listed above were true.

Table 3

Total Boys & Girls ICSE students of Higher secondary level					
Boys			Girls		
N	Yes	No	N	Yes	No
50	72.24	27.76	50	68.93	31.04

The aforementioned data shows that 72.24% of boys participated in extracurricular activities, but 27.76% of boys felt that these activities were not very beneficial to their growth. According to 72.24% of boys, this is when many teenagers are attempting to figure out how they fit into the senior secondary school social structure. Just 68.93% of girls in the senior secondary ICSE board were observed to be similar to the extracurricular activities that were happening at their school. They think that the things they participate in in class have an impact on every facet of life.

Table 4

Total CBSE & ICSE Senior secondary school students



CBSE			ICSE		
N	Boys/Girls (Yes)	Boys/Girls (No)	N	Boys/Girls (Yes)	Boys/Girls (No)
50	74.06	25.94	50	70.97	29.03

According to the table above, students in higher secondary schools from the CBSE board have developed by 74.06%, while students from the ICSE board have only developed by 25.94%. According to CBSE schools, education is the holistic development of a child's natural abilities, and they provide every student with as many opportunities as they can to engage in a range of extracurricular activities. When it comes to their belief that extracurricular activities aid in their holistic development, students in Higher Secondary at ICSE schools do not have the same level of belief as those in CBSE schools. However, the research shows that even these extracurricular activities have a significant impact on the lives of ICSE schoolchildren (70.97% over 29.03%).

Conclusion

According to the study's results, both boys and girls firmly think that extracurricular activities are important. Even while their advantages might not be immediately obvious, they end up being very beneficial over time. Extracurricular activities contribute significantly to skill enhancement, sensory development, self-presentation, and the acquisition of life skills.

Additionally, the study shows that pupils from Higher Secondary schools associated with the CBSE place a greater emphasis on holistic development than their ICSE counterparts. The CBSE system gives more weight to extracurricular activities, even though both the ICSE and CBSE boards support active learning and learning by doing.

Students from Higher Secondary schools connected with the CBSE place a greater emphasis on holistic development than their ICSE counterparts, the report also shows. While active learning and learning by experimentation and experience are encouraged by both the CBSE and ICSE boards, the CBSE system gives more weight to extracurricular activities.

Educational implications

The study's conclusions have ramifications for how college student teachers handle extracurricular activities. These recommended practice implications for student affairs, administrators, and faculty members are provided by this study. Organizations like the National Council of Education and Research



and Training, State Council of Education Research and Training, and others should encourage researchers to conduct thorough surveys in order to obtain a comprehensive picture of the availability of extracurricular activities. Pupils are eager to participate in extracurricular activities. but there are many gaps in their organization. This kind of survey will make it easier to identify the need for schools to organize extracurricular activities.

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