



## PARA-ACADEMIC ACTIVITIES IN HIGHER SECONDARY STUDENTS

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### Abstract

**Background:** The purpose of this study is to explore the Para-academic activities in higher secondary students.

**Method :** The final tool with 36 statements was prepared in English and Tamil (**Dimensions of the Tool :** Academic Development - 1 to 6 statements, Interest Development - 7 to 15 statements, Attitude Development - 16 to 20 statements, Social Development - 21 to 27 statements, Health and hygiene Development - 28 to 36 statements). The scoring procedure for the tool with the score Yes 1 point, No 0 point. The minimum score for the tool is 0 and maximum score of the tool is 36. Data were analyzed through using SPSS (Statistical Package for Social Sciences) Version 20 by means of Differential Analysis.

### Results

1. There is no significant difference between the higher secondary students' Para-academic activities with respect to their Gender.
2. There is significant difference between the higher secondary students' Para-academic activities with respect to their Locality of the school.
3. There is no significant difference among the higher secondary students' Para-academic activities with respect to their Fathers' Education Level.
4. There is no significant difference among the higher secondary students' Para-academic activities with respect to their Mothers' Education Level.

**Conclusion:** The recent study aims to investigate the level of Para-academic Activities, in light of some variables in Thiruvannamalai.

**Keywords:** Para-academic activities, higher secondary students, SPSS.



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## Introduction

Para-academic activities are individuals' activities that supplement the instruction-education process. For example, organizing of clubs is one of the Para-academic activities. Like-wise, attending science and social science fairs are also Para-academic activities in the training of science or common. Science or common quiz activity is also a Para-academic

activity, which supplements the instruction-education process. Para-academic activity has a vital character in the teaching of science.

Para-academic activities are at present considered to be an intrinsic part of the education that makes an effort in secondary schools. Till today, these are called extracurricular activities. But at present, these have been recognized as a division of regular curriculum for the complete education of the students. In fact, curricular and Para-academic activities are now considered complementary to each other, equally deserving equal weight and emphasize in the whole program of the secondary schools.

### **Operational definition**

Para-academic activities are at present considered to be a basic piece of the education try in a secondary school. Till just these were call extracurricular activities. But at present, these are known as a piece of usual program for the whole education of the students. Curricular and Para-academic activities are at present considered complementary to every other, both deserving the same mass and emphasis in the whole program of the secondary schools. Such Para-academic activities are “visit to Museum, zoo and arithmetic, computer, art and social fair and exhibitions, field trips toward the past and biological places, coins exposition, scientific hobby, art and social club”.

### **Significance of the study**

Developing beyonderic traits at school level is a new emerging concept which helps the students to extend their skill and enhance their caliber in the ground of vocational profession and academic chambers. Thus the significance of the study lies in this line of perspective to explore more information on beyonders and their Para-academic activities.

Instruction must be imparted in a motivating and pleasing manner so that the students may sense that higher secondary school is a place where present education takes place by learning and doing. We make out that without doing there is refusal in learning and no acquisition, no development and no formation of character and it can simply be practiced if we introduce different Para-academic activities and provide the students with a field full of fun – cum – educational potentiality. The students among extra things lengthy for summer holidays to get help from the dry and dreary school life. This is more intensified by the roasting heat of the summer. Now we shall think the possibility of having a bracing school environment and see that if the students still long for summer holidays.

Knowledge and learning are certainly of worth but they must be acquired as a result of involved activity, since it is only then they can develop into a vital part of the students’

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intelligence and personality and power his behaviour. The secondary education charge observed that secondary schools have to be changed into an activity school because activity has an overpowering appeal for every normal child.

Science clubs potentially contribute more to the achievement of creating interest.

The Para-academic activities educate the students' citizenship from side to side experiences and insights that tend to leadership, fellowship, cooperation and independent action of the students.

These activities develop spirituality and morality also in pupils. This is universal testimony of the teachers, the principals and the administrators.

They provide opportunity for satisfying the gregarious urge of children and youth. These activities provide social conduct laboratory of vital significance. The activities like students' council, clubs, societies and dramatics etc., serve to satisfy gregarious urge of the pupils.

These activities encourage moral and spiritual development, which is the basic to all other educational activities. "For every ounce of moral experience is worth of a batter of ethical teaching". Para-academic activities furnish untold chance for the inculcation of moral standards.

These activities provide all rounded community development for the students. They widen students' contacts. The students' broaden their contacts with other students and they learn new ideas and habits of doing things. Para-academic activities can help the process of maturing through field trips, excursion, etc.

Beyonderic pupils have special, specific skills and some traits to do extremely well in their work, and they involve in Para-academic activities and they motivate themselves in all aspect of educational activities. Hence, the investigator has chosen this study to learn to what extent beyonderic traits and Para-academic activities contribute towards academic achievement.

### **Studies on Para-Academic Activities**

**Hassan and Raghunath (2012)** has conducted a study on, "Para-Academic Activities in the Teaching of Biological Science in Secondary Schools" This study found that male and female teachers hold similar opinions towards Para-academic Activities.

### **Objectives**

1. To find out whether there is any significant difference in the Para-academic Activities higher secondary students' with respect to their Gender.

2. To find out whether there is any significant difference in the Para-academic Activities higher secondary students' with respect to their Locality of the school ,
3. To find out whether there is any significant difference in the Para-academic Activities higher secondary students' with respect to their fathers' Education Level.
4. To find out whether there is any significant difference in the Para-academic Activities higher secondary students with respect to their Mothers' Education Level.

### **Hypotheses**

1. There is no significant difference between the higher secondary students' Para-academic Activities with respect to their Gender.
2. There is no significant difference between the higher secondary students' Para-academic Activities with respect to their Locality of the school.
3. There is no significant difference among the higher secondary students' Para-academic Activities with respect to their Fathers' Education Level.
4. There is no significant difference among the higher secondary students' Para-academic Activities with respect to their Mothers' Education Level.

### **Method of the study**

The investigator has adopted Normative Survey method for the study. The investigator has adopted stratified random sampling technique for collection of Data from the Sample. The sample chosen from three type of schools namely, Government, Aided and Private higher secondary schools.

### **Population, Sample and Sampling Procedure of the study**

Population refers to any set of particular set of human beings or of non-human entities such as objects, instructive institutions, time unit, biological areas, prices of products etc. Some statisticians call it universe. The piece of the universe to which a researcher has access is called the population. The target population for the present study comprises of higher secondary school student of Thiruvannamalai district.

A sample is a little piece of a population selected for the study and analysis. Stratified random sampling method was followed to select nine hundred ninety three higher secondary school students.

### **Tool used in the study**

Para-academic activities tools (It has been constructed and validated by the investigator and guide).

**Analysis and Interpretation of Data**

**NULL HYPOTHESIS NO: 1**

There is no significant difference between the higher secondary students' Para-academic Activities with respect to their Gender.

**Table No: 1 Mean Difference In The Para-Academic Acti Vities Beteen Male And Female – Gender**

Sub - Sample	Category	N	Mean	S.D	t value	P - Value	Significant at the 0.05 level
Gender	Male	507	22.931	4.510	1.651	0.099	NS
	Female	486	23.389	4.220			

# NS – Not Significant

From the above table it is clear that the calculated ‘p’ value is greater than at 0.05 level of significance. Hence **the null hypothesis**, “There is no significant difference among the higher secondary students’ Para-academic Activities with respect to their Gender” is **accepted**.

As a result, there is no significant difference among the higher secondary students, Para-academic Activities with respect to their Gender.

**NULL HYPOTHESIS NO: 2**

There is no significant difference between the higher secondary students’ Para-academic Activities with respect to their Locality of the school.

**Table No: 2 Mean Difference In The Beteen Para-Academic Acti Vities Rural And Urban – Locality Of The School**

Sub-Sample	Category	N	Mean	S.D	t value	P - Value	Significant at the 0.05 level
Locality of the school	Rural	464	23.897	4.157	5.064	0.000	S
	Urban	529	22.505	4.460			

\* S – Significant

From the above table it is clear that the calculated 'p' value is lesser than at the 0.05 level of significance. Hence **the null hypothesis**, "There is no significant difference among the higher secondary students Para-academic Activities with respect to their Locality of the school" **is rejected**.

As a result, there is significant difference among the higher secondary students Para-academic Activities with respect to their Locality of the school.

**NULL HYPOTHESIS NO: 3**

There is no significant difference among the higher secondary students' Para-academic Activities with respect to their Fathers' Education Level.

**Table No: 3 Mean Difference In The Para-Academic Activities Illiterate, School Education And Higher Education – Fathers' Education Level**

Sub Variable	Source of variation	Sum of Squares	Df	Mean Square	F - ratios	P - Value	Significant at the 0.05 level
Fathers' Education Level	Between Groups	7.150	2	3.575	0.187	0.830	NS
	Within Groups	18972.967	990	19.165			
	Total	18980.117	992				

\*NS – Not Significant

From the above table it is clear that the calculated 'p' value is greater than at the 0.05 level of significance. Hence **the null hypothesis**, "There is no significant difference among the higher secondary students' Para-academic Activities with respect to their Fathers' Education Level" **is accepted**.

As a result, there is no significant difference among the higher secondary students' Para-academic Activities with respect to their Fathers' Education Level.

**NULL HYPOTHESIS NO: 4**

There is no significant difference among the higher secondary students' Para-academic Activities with respect to their Mothers' Education Level.

**Table No: 4 Mean Difference In The Para-Academic Activities Illiterate, School Education And Higher Education – Mothers’ Education Level**

Sub Variable	Source of variation	Sum of Squares	Df	Mean Square	F - ratio	P - Value	Significant at the 0.05 level
Mothers’ Education Level	Between Groups	28.212	2	14.106	0.737	0.479	NS
	Within Groups	18951.904	990	19.143			
	Total	18980.117	992				

\*NS – Not Significant

From the above table it is clear that the calculated ‘p’ value is greater than at the 0.05 level of significance. Hence **the null hypothesis**, “There is no significant difference among the higher secondary students’ Para-academic Activities with respect to their Mother’s Education Level” **is accepted**.

As a result, there is no significant difference among the higher secondary students’ Para-academic Activities with respect to their Mother’s Education Level.

#### **Implications of the study**

The higher secondary students are in a state of flux in their adolescence stage. They should develop an understanding of academic achievement and the family members should provide all sorts of support to their studies. At the school, they need to be encouraged to visit library and read more books, programmes on meditation and yoga which could enable them to concentrate on studies, on the plus one and plus two stage is so important for a student. The teachers must encourage the students by organizing many academic and Para-academic programmes to involve the students and to develop interest in the subject and thus make them to academically perform effectively.

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