



A Study on Interest in Co-Curricular Activities, Social Maturity, and School Adjustment to the Academic Achievement of Secondary School Students

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ABSTRACT:

This study examines how social maturity, school adjustment, and interest in Co-Curricular activities relate to one another and how they affect secondary school students' academic achievement in the Vijayapur district. Data were gathered from 646 students chosen by stratified random sampling using a descriptive survey methodology. These students represented a variety of demographics, including urban and rural areas, government and private schools, and Kannada and English-medium schools. The factors were measured using standardised instruments, including the School Adjustment Scale, the Social Maturity Scale, and the Interest in Co-Curricular Activities Scale. The results show notable variations among demographic groups. While the differences in school adjustment were not statistically significant, urban children showed greater interest in Co-Curricular activities and social maturity than their rural counterparts. Students attending private schools performed better in each of the three characteristics in contrast to pupils at government schools. In a similar vein, Students who were taught in English outperformed Kannada students in every category. Significant interaction effects between these characteristics and academic achievement were revealed by statistical analysis, which included independent t-tests. Notably, students who attended private schools and learned English demonstrated better academic achievement, which was associated with increased social maturity, engagement in Co-Curricular activities, and school adaptability. These findings highlight how crucial it is to promote social growth, co-curricular involvement, and successful school adaption techniques to improve academic results. In order to create focused interventions that support holistic development and fair educational opportunities across a range of demographic circumstances, educators and policymakers should take note of the study's important implications.

Keywords: Co-Curricular Activities, Social Maturity, School Adjustment, Academic Achievement, Secondary School Students.

1. INTRODUCTION-

This study examines the relationship between secondary school students' academic achievement and co-curricular activities, social maturity, and school adjustment. This chapter outlines the research strategy and methodological framework after the second chapter's thorough literature review. Operational definitions,

study variables, objectives, hypotheses, sample and demographic details, data collection instruments, statistical methods, and limits are important elements.

2. Statement of the Problem-

The study is titled: "A STUDY ON INTEREST IN CO-CURRICULAR ACTIVITIES, SOCIAL MATURITY, AND SCHOOL ADJUSTMENT IN RELATION TO THE ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS."

3. Objectives of the Study-

3.1- To compare urban and rural secondary school students' interest in co-curricular activities, social maturity, and school adjustment.

3.2- To examine the differences between government and private secondary school students' interest in co-curricular activities, social maturity, and school adjustment.

3.3- To investigate the differences in interest in co-curricular activities, social maturity, and school adjustment between Kannada and English medium secondary school students.

3.4- To analyze gender differences in secondary school students' interest in co-curricular activities, social maturity, and school adjustment.

4. Literature Review-

Smith, A. J., and Brown, T. L. (2020). In order to ascertain the beneficial impacts of Co-Curricular activities on students' academic achievement and social maturity, this study examined a number of research publications. It concluded that regular participation enhances problem-solving skills, teamwork, and emotional regulation, contributing to overall student success. P. K. Johnson (2019). This research explored the role of social maturity in easing school adjustment among secondary students. Findings revealed that students with higher social maturity exhibited better peer relationships, higher self-esteem, and improved academic achievement. Clark, R., & Wilson, M. (2018). The authors examined how Co-Curricular activities influence school adjustment and academic achievement. The study highlighted that active participation leads to better time management and reduced stress levels, indirectly boosting academic success. Martinez, H., & Gomez, S. L. (2017). This study concentrated on how crucial it is for parents and teachers to work together to encourage involvement in Co-Curricular activities. It was discovered that collaborative efforts greatly improved academic and social outcomes by raising student participation. Cooper, D., and Taylor, J. M. (2021). The long-term impacts of Co-Curricular involvement on life skills and professional preparedness were evaluated in this longitudinal study. According to the findings, students who participated in Co-Curricular activities while in school showed greater flexibility, leadership, and career success in the future.

5. Operational Definitions-

Co-Curricular Activities: Organized co-curricular activities such as clubs, sports, and the arts, that enhance academic learning.

Social Maturity: the capacity to successfully manage relationships and participate in social interactions in a suitable manner.

School Adjustment: the method by which pupils adjust to and manage the classroom setting.

6. Variables Considered

- **Dependent Variable:** Academic achievement of secondary school students.
- **Independent Variables:** Interest in co-curricular activities, social maturity, and school adjustment.
- **Moderator Variables:** Location, type of school management, medium of instruction, and gender.

7. Population and Sample

Using stratified random sampling, 646 secondary school pupils from the Vijayapur district make up the population. Students from both urban and rural locations, government and private schools, Kannada and English-medium institutions, and both sexes are included in the sample.

8. Methodology

The descriptive survey method was used. Seeking approval from school administrators and using Kannada and English-language tools were part of the data collection process. Accurate data collection was ensured by methodical instructions and clarifications.

9. Hypotheses

9.1- There is no significant difference between urban and rural secondary school students Interest in co-curricular activities Social maturity And School adjustment.

9.2- There is no significant difference between government and private secondary school students Interest in co-curricular activities Social maturity And School adjustment.

9.3- There is no significant difference between Kannada and English medium secondary school students' Interest in co-curricular activities Social maturity And School adjustment.

9.4- There is no significant difference between boys' and girls' secondary school students' Interest in co-curricular activities Social maturity And School adjustment.

10. Tools Used

Variable	Tool	Developer	Description
Co-curricular activities	Interest in Co-Curricular Activities Scale	Researcher	82 items, 8 dimensions
Social maturity	Social Maturity Scale	Dr. Nalini Rao	90 items, 9 dimensions
School adjustment	School Adjustment Scale	Dr. Sureshka Sarsani	80 items, 10 dimensions

11. Tool Development: Interest in Co-Curricular Activities Scale

Planning: Students' interests in co-curricular activities were revealed through interactions with them. Academic, leisure, social development, picnic, physical, cultural, civic, and arts and crafts were the eight aspects into which these interests were divided.

Item Preparation: 85 items were initially developed, later refined to 82 after expert review.

Reliability and Validity: A reliability coefficient showing internal consistency was obtained from a pilot test with 100 pupils. Tetrachoric correlation and expert ratings were used to prove validity.

Scoring Method: A 5-point Likert scale was used to score the items, which were separated into positive and negative comments. Higher scores indicated a greater interest in Co Curricular activities; values ranged from 82 to 410.

12. Data Collection Procedure-

Data was gathered from schools across several talukas in the Vijayapur district, both urban and rural. Tools were used in a methodical manner, and to guarantee accuracy and clarity, instructions were given in both Kannada and English.

13. Data Analysis-

13.1- Null Hypothesis: There is no significant difference between urban and rural secondary school students with

- Interest in co-curricular activities
- Social maturity
- School adjustment

Alternative Hypothesis: There is a significant difference between urban and rural secondary school students with

- Interest in co-curricular activities
- Social maturity
- School adjustment

To test the above null hypothesis, the two sample independent t test was performed and the results are presented in the following table.

Table 1 : Outcome of two sample independent t test with n, mean, SD, SE and t-value between urban and rural secondary school students with Interest in co-curricular activities, Social maturity and School adjustment scores:

Variables	Location	n	Mean	SD	SE	t-value	P-value
Interest in co-curricular activities	Urban	310	294.56	43.71	2.48	2.9057	0.0038,S
	Rural	336	284.10	47.44	2.59		
Social maturity	Urban	310	193.19	50.37	2.86	2.4181	0.0159,S
	Rural	336	184.26	43.42	2.37		
School adjustment	Urban	310	194.61	56.89	3.23	1.0020	0.3167,NS
	Rural	336	190.35	51.12	2.79		

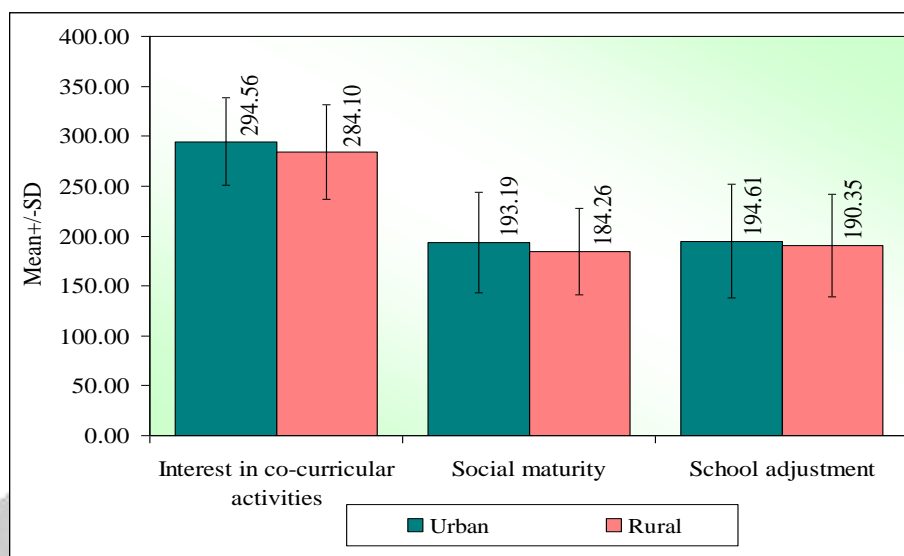


Figure: Comparison between students of urban and rural secondary schools with Interest in co-curricular activities, Social maturity and School adjustment scores.

Null Hypothesis: There is no significant difference between students of government and private secondary schools with

- Interest in co-curricular activities
- Social maturity
- School adjustment

Alternative Hypothesis: There is a significant difference between students of government and private secondary schools with

- Interest in co-curricular activities
- Social maturity
- School adjustment

To test the above null hypothesis, the two sample independent t test was performed and the results are presented in the following table.

Table 2: Outcome of two sample independent t test with n, mean, SD, SE and t-value between students of government and private secondary schools with Interest in co-curricular activities, Social maturity and School adjustment scores :

Variables	Managements	n	Mean	SD	SE	t-value	P-value
Interest in co-curricular activities	Government	323	285.71	47.23	2.63	-1.9628	0.0500,S
	Private	323	292.54	44.44	2.47		
Social maturity	Government	323	178.77	37.67	2.10	-5.3917	0.0001,S
	Private	323	198.32	53.15	2.96		
School adjustment	Government	323	182.12	44.13	2.46	-4.9265	0.0001,S
	Private	323	202.67	60.62	3.37		

The results in the table clearly indicate that-

- ❖ At the 5% significant level with 644 degrees of freedom, the computed t-value of 1.9628 surpasses the crucial t-value of 1.9600 when comparing the interest in Co Curricular activities scores of secondary school students from government and private schools. Consequently, the alternative hypothesis is accepted and the null hypothesis is rejected. This indicates that secondary school pupils attending government and private schools differ significantly in their interest in Co Curricular activities ($p=0.0500$). Students attending private secondary schools demonstrated a considerably higher level of interest in co-curricular activities (292.54 ± 44.44) than those attending government secondary schools (285.71 ± 47.23).
- ❖ At the five percent significant level, the computed t-value of 5.3917 surpasses the critical t-value of 1.9600 when social maturity scores from government and private secondary school pupils are compared. The social maturity scores of students attending private secondary schools were significantly higher (198.32 ± 53.15) than those of students attending government secondary schools (178.77 ± 37.67).
- ❖ At the 5% significant level with 644 degrees of freedom, the computed t-value of 4.9265 surpasses the critical t-value of 1.9600 when comparing the school adjustment scores of secondary school students attending government and private schools. Consequently, the alternative hypothesis is accepted and the null hypothesis is rejected. This indicates that pupils attending government secondary schools and private schools have significantly different school adjustment scores ($p=0.0001$). In particular, compared to government secondary schools (182.12 ± 44.13), pupils at government secondary schools have significantly higher school adjustment scores (202.67 ± 60.62). Interest in Co-Curricular activities as measured by mean and standard deviation Social maturity and ratings related to school adjustment.

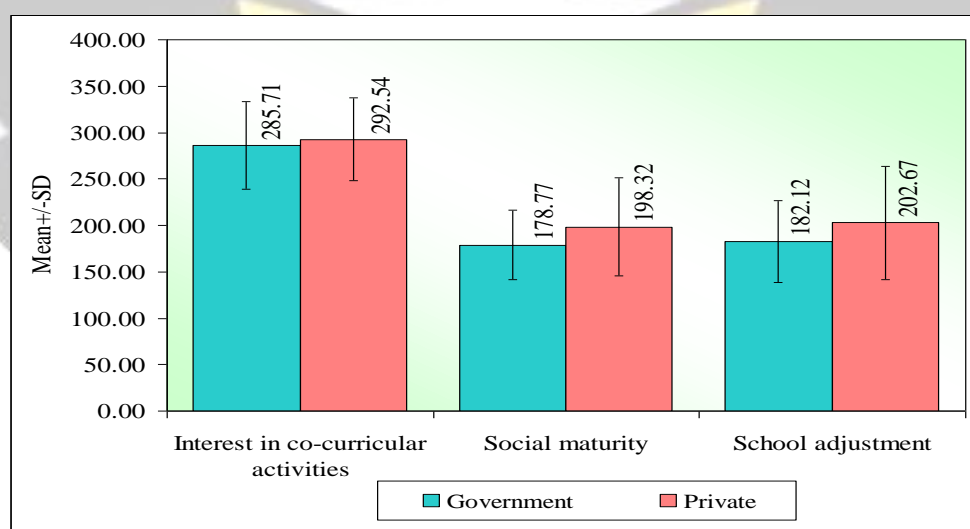


Figure: Comparison between students of government and private secondary schools with Interest in co-curricular activities, Social maturity and School adjustment scores.

Null Hypothesis: There is no significant difference between Kannada medium and English medium students of secondary schools with

- Interest in co-curricular activities
- Social maturity
- School adjustment

Alternative Hypothesis: There is a significant difference between Kannada medium and English medium students of secondary schools with

- Interest in co-curricular activities
- Social maturity
- School Adjustment

To evaluate the null hypothesis, a two-sample independent t-test was conducted, and the results are summarized in the following table.

Table 3: Outcome of two sample independent t-test with n, mean, SD, SE and t-value between Kannada medium and English medium students of secondary schools with Interest in co-curricular activities, Social maturity and School adjustment scores:

Variables	Medium of study	n	Mean	SD	SE	t-value	P-value
Interest in co-curricular activities	Kannada medium	329	284.09	46.45	2.56	-2.8500	0.0045,S
	English medium	317	294.34	44.90	2.52		
Social maturity	Kannada medium	329	183.17	43.94	2.42	-2.9726	0.0031,S
	English medium	317	194.12	49.55	2.78		
School adjustment	Government	329	187.27	51.05	2.81	-2.4682	0.0138,S
	Private	317	197.71	56.42	3.17		

The results in the table clearly indicate that

- ❖ When comparing the interest in Co Curricular activities scores of secondary school students from Kannada and English medium schools, the computed t-value of 2.8500 is greater than the threshold t-value of 1.9600 at the 5% significant level with 644 degrees of freedom. Consequently, the alternative hypothesis is accepted and the null hypothesis is rejected. This indicates that students in secondary schools that use Kannada and those that use English have significantly different interest in Co Curricular activities ($p=0.0045$). In particular, Kannada-medium secondary school students (284.09 ± 46.45) showed considerably less interest in co-curricular activities than English-medium secondary school students (294.34 ± 44.90).
- ❖ The computed t-value of 2.9726 surpasses the threshold t-value when social maturity ratings from secondary school pupils attending Kannada and English medium schools are compared. of 1.9600 with 644 degrees of freedom at the 5% significance level. Consequently, the alternative hypothesis is accepted and the null hypothesis is rejected. This indicates that children attending secondary schools that use Kannada and English have significantly different social maturity scores ($p=0.0031$). In

particular, students in Kannada-medium secondary schools scored far lower on social maturity (183.17 ± 43.94) than students in English-medium secondary schools (194.12 ± 49.55).

- ❖ At the 5% significant level with 644 degrees of freedom, the computed t-value of 2.4682 surpasses the critical t-value of 1.9600 when comparing school adjustment scores between students in Kannada- and English-medium secondary schools. Consequently, the alternative hypothesis is accepted and the null hypothesis is rejected. This indicates a notable distinction. differences in school adjustment ratings between secondary school pupils attending Kannada and English-medium schools ($p=0.0138$). In particular, compared to students in English-medium secondary schools (197.71 ± 56.42), children in English-medium secondary schools (187.27 ± 51.05) have significantly lower school adjustment scores. The following figure shows the mean and standard deviation of the social maturity, school adjustment, and interest in Co-Curricular activities scores for secondary school students attending Kannada and English-medium schools.

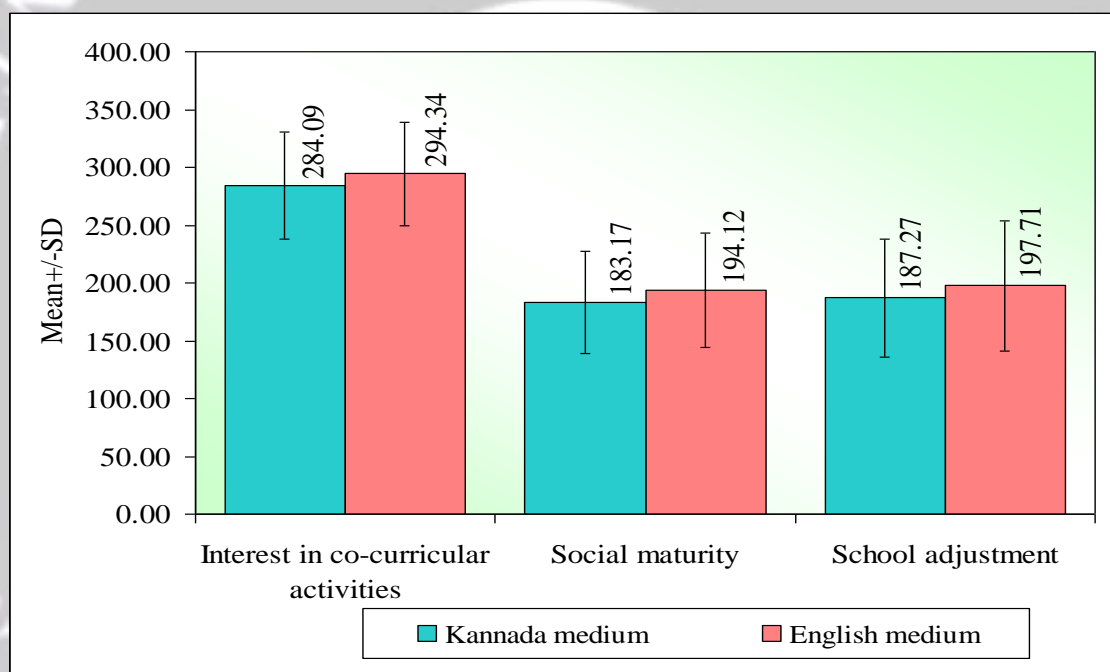


Figure: Comparison between Kannada medium and English medium students of secondary schools with Interest in co-curricular activities, Social maturity and School adjustment scores

Null Hypothesis: There is no significant difference between Boy and girl students of secondary schools with

- Interest in co-curricular activities
- Social maturity
- School adjustment

Alternative Hypothesis: There is a significant difference between boy and girl students of secondary schools with

- Interest in co-curricular activities
- Social maturity
- School Adjustment

To evaluate the null hypothesis, a two-sample independent t-test was conducted, and the results are summarized in the following table.

Table 4: Outcome of two sample independent t-test with n, mean, SD, SE and t-value between boy and girl students of secondary schools with Interest in co-curricular activities, Social maturity and School adjustment scores:

Variables	Gender	n	Mean	SD	SE	t-value	P-value
Interest in co-curricular activities	Boys	318	285.06	46.29	2.60	-2.2169	0.0270,S
	Girls	328	293.05	45.33	2.50		
Social maturity	Boys	318	179.69	40.17	2.25	-4.7900	0.0001,S
	Girls	328	197.13	51.51	2.84		
School adjustment	Boys	318	184.33	47.77	2.68	-3.7764	0.0002,S
	Girls	328	200.21	58.38	3.22		

The results in the table clearly indicate that

- ❖ At the 5% significant level with 644 degrees of freedom, the computed t-value of 2.2169 surpasses the crucial t-value of 1.9600 when comparing the interest in Co Curricular activities scores of male and female secondary school students. Consequently, the alternative hypothesis is accepted and the null hypothesis is rejected. This indicates that there is a significant difference ($p=0.0270$) in the interest in Co Curricular activities between secondary school boys and girls. In particular, secondary school boys (285.06 ± 46.29) showed a considerably lower level of interest in co-curricular activities than did secondary school girls (293.05 ± 45.33).
- ❖ When comparing the social maturity scores of secondary school boys and girls, the computed t-value of 4.7900 is greater than the critical t-value of 1.9600 at the 5% significant level. There are 644 degrees of freedom. Consequently, the alternative hypothesis is accepted and the null hypothesis is rejected. This indicates that there is a substantial difference ($p=0.0001$) in the social maturity ratings of secondary school boys and girls. In particular, the social maturity ratings of secondary school boys (179.69 ± 40.17) were substantially lower than those of secondary school girls (197.13 ± 51.51).
- ❖ At the 5% significant level with 644 degrees of freedom, the computed t-value of 3.7764 surpasses the essential t-value of 1.9600 when comparing school adjustment scores between secondary school boys and girls. Consequently, the alternative hypothesis is accepted and the null hypothesis is rejected. This indicates that secondary school boys and girls have significantly different school adjustment scores ($p=0.0002$). In particular, Compared to secondary school girls (200.21 ± 58.38), secondary school girls (184.33 ± 47.77) have significantly worse school adjustment scores. The following figure shows the mean and standard deviation of the social maturity, school adjustment, and interest in Co Curricular activities scores for both male and female secondary school pupils.

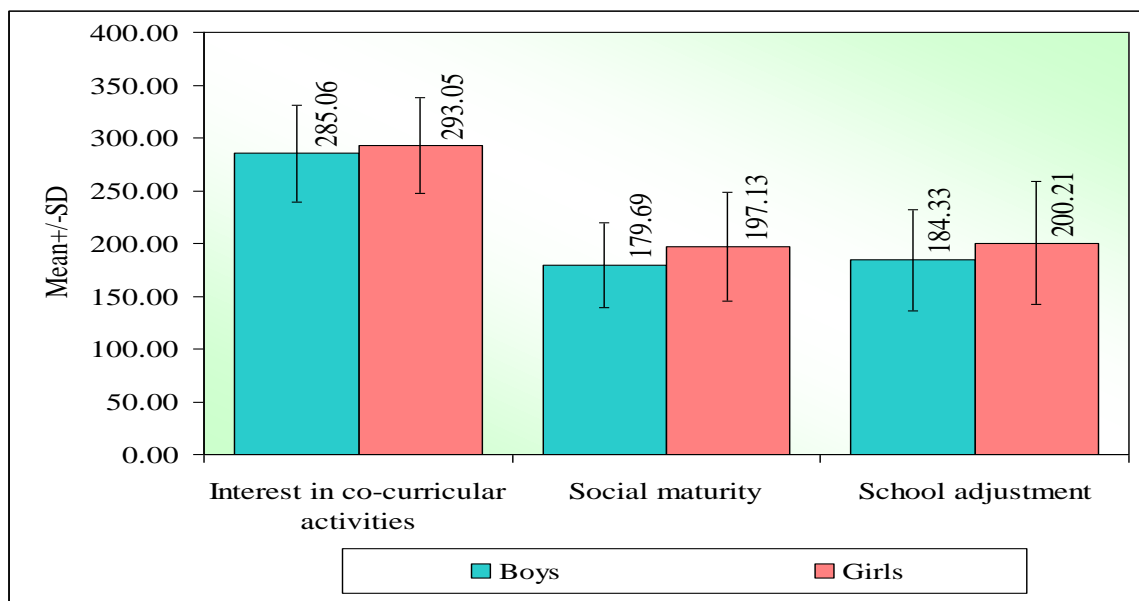


Figure: Comparison between Kannada medium and English medium students of secondary schools with academic achievement scores.

14. Educational Implications-

- Holistic Educational Approach:** Integrate co-curricular activities into the academic curriculum to foster environments that promote social maturity, school adjustment, and enhanced academic achievement.
- Targeted Interventions:** Implement mentoring programs, counseling services, and workshops to support students struggling with social maturity or school adjustment, thereby improving academic outcomes.
- Collaboration between Educators and Parents:** Strengthen cooperation between educators and parents to encourage student participation in co-curricular activities, reinforcing social engagement and adjustment skills.
- Policy Development:** Advocate for policies that prioritize co-curricular engagement as a component of educational success, ensuring equitable access to resources for all students.
- Professional Development for Educators:** Offer training programs for educators to understand the importance of co-curricular activities and social skills, enabling them to create supportive classroom environments that enhance academic achievement.

15. Suggestions for Further Research

- Longitudinal Studies:** Analyze the long-term effects of social maturity and interest in Co-Curricular activities on academic achievement.
- Comparative Studies:** Examine how students who participate in different kinds of Co-Curricular activities (such as clubs, athletics, and the arts) differ in their academic achievement.
- Diverse Populations:** Examine how cultural, socioeconomic, and geographic variables affect the connections among academic achievement, social maturity, and Co-Curricular involvement.

4. **Intervention Studies:** Create initiatives to increase Co-Curricular activity involvement among students and assess how they affect their general well-being and academic achievement.
5. **Qualitative Research:** Hold focus groups or interviews to find out how students feel about Co-Curricular activities affecting their academic achievement and social development.
6. **Parental and Teacher Influence:** Research how parents and teachers may promote interest for co-curricular activities and fostering social development.
7. **Mental Health Considerations:** Examine how social maturity, school adjustment, co-curricular participation, and mental health outcomes are related.
8. **Technology Impact:** Examine how social maturity and academic achievement are impacted by digital involvement and online Co-Curricular activities.
9. **International Research:** Examine how social maturity and Co-Curricular activities affect academic achievement in various educational systems and cultural environments.
10. **Pay Attention to Particular Demographics:** Analyze how Co-Curricular activities affect the academic achievement of particular populations, such as gifted kids, students with impairments, or students from minority backgrounds.

16. Discussion

The study emphasizes how crucial Co-Curricular activities are for improving adolescents' academic achievement, social maturity, and school adaptability. Better social and emotional skills are fostered by participation in these activities, which improves academic achievement. The results highlight how social maturity and school adjustment act as mediators of academic achievement, and how important it is for parents and teachers to work together to promote student involvement in Co-Curricular activities. It is advised that students who are having difficulties with adjustment or maturity receive targeted interventions such as workshops, counselling, and mentoring. The cross-sectional design, which restricts causality, and a sample that could not accurately reflect a range of backgrounds are among the limitations. For a more thorough understanding, future studies should concentrate on qualitative insights, particular Co-Curricular activities, and longitudinal investigations.

17. Conclusion

The study emphasizes the necessity of a comprehensive educational framework that incorporates Co-Curricular activities into coursework. These activities improve academic achievement by promoting social maturity and school adaptability. To provide equal chances for every student, cooperation between educators, parents, and legislators is essential. These advantages can be maximized with more study and focused interventions, which will assist students' overall growth.

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