



# Impact of Co-curricular Activities on Emotional Intelligence and Value Patterns of Secondary School Students

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**Abstract :** *Co-curricular activities refer to all those activities that are conducted in the schools in addition to the curricular activities but for which no grade is given. Co-curricular activities facilitate the development of various aspects mind and personality such as intellectual development, emotional development, social development, moral development and aesthetic development. Creativity, enthusiasm, positive thinking, tolerance and perseverance are some of the facets of personality development and outcomes of co-curricular*

*activities. The present study focused on determining the impact of co-curricular activities on two significant personality traits of secondary school students, viz., emotional intelligence and value patterns. It was conducted on 103 secondary school students selected by incidental sampling technique. These students belonged to different schools affiliated to Central Board of Secondary Education (CBSE) and Council of Indian School Certificate Examinations (CISCE). The study was conducted in the Patna district of Bihar with the help of three different tools, Emotional Intelligence Inventory (EII), Study of Value Tests (SVT) and a questionnaire on Participation in Co-curricular activities (PCCA). The findings revealed that there is a significant impact of co-curricular activities on the emotional intelligence and value patterns of secondary school students. The finding also highlighted the significant correlation between emotional intelligence and value patterns of secondary school students.*

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**Key words:** *Co-curricular activities, Emotional Intelligence, Value Patterns, Secondary School Students.*

## **Introduction:**

The function of education is to guide and control the formation of habits and character of individuals along with developing their capacities and powers, so that they become efficient members of their society. Education is, thus, the great means to control habit and character in complex social groups. It is the basic need of every society. To gratify this need, the society uses schools as its basic agent of socialization. The curriculum adopted in schools then become the device to inculcate desirable attitudes and experiences among youth. Modern education aims at wholesome development of children. In fact all round development is the key purpose of education. Today when a child comes to school, he comes in his totality and so education should help him develop his total personality. In this regard, educational experiences provided to him should not only include formal knowledge to help him develop intellectually and mentally but also consist of programmes and activities to cater to his social, physical and spiritual development (Winston, Bonney, Miller & Dagley 2008). Facione, Sanchez & Facione (1995) said “we conceive of the school curriculum as the totality of learning experiences that the school provides for the pupils through all the manifold activities, in the school or outside, that are covered on under its supervision.” These manifold activities include not only curriculum-centred activities but also other co-curricular activities. Co-curricular pursuits are integral to the educational programme and whether or not they carry academic credit, they have justifiable links to regular courses and to the purpose of school education. As enunciated in the Final Report on Quality in School Education for Quality Council of India, New Delhi, co-curricular activities are those activities which are in addition to classroom instruction and do not result in a grade or credit.

The co-curricular activities are enforced for all students whenever they are acting as a representative of the school (e.g. practices, games, trips, camps and tours, etc.). Students who participate in these co-curricular activities have the chance to excel individually, be part of a group, and gain real life lessons about the importance of team work, responsibility, commitment and hard work. Co-curricular activities are an extension of, not a diversion from a good educational programme and support the academic mission of the school.

In Indian school education system, we can trace the concept of co-curricular activities in our ancient literatures. Ancient Indian scriptures such as the Vedas, Upanishads, Yoga Vashistha, Ramayana and Mahabharata, all inform us about the Gurukul system of education where co-curricular activities like cleaning the ashramas, collecting wood, wrestling, archery, milking the cows, cooking, warfare activities etc. were quite common. The Kothari Commission (1964-1966) also suggested compulsory social or national services as co-curricular activities. In keeping with the recommendations of the various Commissions on Education, National Policies on Education and National Curricular Frameworks, co-curricular activities have become an integral part of the Indian School Education System. They are important at all levels of education for the holistic development of the students.

By the time the learners complete their secondary education, they are in the prime of their adolescence - a very crucial phase of one's life. It is during this time that the learners start asserting their identity, taking their own decisions, distancing them from their parents and showing a strong preference for privacy. Hence the experiences acquired during this phase, the unfurling of their potentialities amidst the social environment to which they are exposed significantly affect their

emotions, values and behavioural patterns. Since the various domains of development are interlinked and have a bearing on the overall personality, co-curricular activities have major impact on these adolescent learners. In this context Wagner (1999) found in his study that co-curricular activities encourage personal accomplishments and the development of interpersonal skills. Adolescents who participate in these activities have opportunities to assume meaningful roles and responsibilities. The sense of efficacy gained by the students from these experiences can be an important protective factor for those growing up under adverse circumstances. Not only this Daniyal, Nawaz, Hassan & Mubeen (2012) conducted a study and observed that involvement in the co-curricular activities produces its effect on academic performance of the students. The study revealed that the participation of students in any kind of sports, dramatic and other literary activities positively affects their academic performance. Besides, Upadhyaya (2013) stated that emotional intelligence can also be inculcated through various co-curricular activities because it provides support to overcome frustration, stress and anxiety and to maintain their motivation for learning. Before this Mehmood, Hussain, Khalid & Azam (2012) conducted a study that showed the significant impact of co-curricular activities on developing confidence, honesty, sociability, sympathetic attitude, sense of responsibility, social obligation and adaption among secondary school students.

The enormous literature on the importance of co-curricular activities and their impact on the various aspects of personality traits of school goers motivated the researchers to undertake this study to ascertain the impact of co-curricular activities on two important dimensions of personality, i.e., the emotional intelligence and the values of secondary

school students. Further, they decided to conduct this study on the selected schools affiliated to the Central Board of Secondary Education (CBSE) and the Council for the Indian School Certificate Examinations (CISCE). Both these boards are major boards in India affiliating a number of secondary and senior secondary schools and more or less follow a similar pattern of education, though there might be significant differences in some areas. Schools affiliated to State Board (here, Bihar School Examination Board, i.e. BSEB) were not taken in the study as there are separate schools affiliated to BSEB offering elementary education and secondary education, hence they did not serve the purpose of the study where information about the continuous participation of students in co-curricular activities was needed from Class VI to Class X. The study was conducted under the formal title of '**Impact of Co-curricular Activities on Emotional Intelligence and Value Patterns of Secondary School Students**'.

**Operational definitions of the important terms of the study :**

The operational definitions of important technical terms have been given below :

1. **Secondary School Students** : The students enrolled in secondary classes, viz., Class IX and Class X have been referred to as Secondary School Students. In the study, only the students studying in St. Michael's High School, Kendriya Vidyalaya Sanghathan (Bailey Road), Don Bosco Academy and St. Paul's High School, i.e., four private schools of Patna affiliated to CBSE and CISCE during the session 2014-2015 have been considered.
2. **Co-Curricular Activities (CCAs)** : In this study CCAs refer to literary activities (like debates, extempore, speech, quiz, essay

writing and similar activities), cultural activities (like dramatics, dance, music-vocal and instrumental), art and craft, sports activities and athletic events that are conducted in schools along with the curricular activities for secondary level students. The participation of students in such activities has been measured by summing the number of times the students of Class IX and Class X participated in the above mentioned activities from Class VI to their present class.

3. **Emotional Intelligence (EI)** : Here, EI has been measured in respect of four areas namely, Intra-personal Awareness (knowing about one's own emotions), Inter-personal Awareness (knowing about others emotions), Intra-personal Management (managing one's own emotions) and Inter-personal Management (managing others emotions) on a 3-point scale, viz., yes, can't say, no.
4. **Value Patterns (VP)** : It refers to preferences exhibited by the students of Class IX and Class X to four types of values, viz., Theoretical Value (with the chief aim to order and systematize knowledge), Economic Value (with interest in what is practically useful), Aesthetic Value (with the chief interest in artistic episodes of life), Social Value (the highest value is love for people; theoretical, economic and aesthetic attitudes are cold and inhuman), Political Value (the chief interest is in Power) and Religious Value (highest value may be called unity; the cosmos is comprehended as a whole).

### **Objectives of the study :**

The objectives of the study were as given below:

1. To gather information about the participation of secondary school students in co-curricular activities.
2. To find out the impact of co-curricular activities on emotional intelligence of the secondary school students.
3. To find out the impact of co-curricular activities on value patterns of secondary school students.
4. To determine the correlation between emotional intelligence and value patterns of secondary school students.

### **Null hypotheses :**

The first objective was concerned with fact finding from the students of Class IX and Class X. Hence, no hypothesis was framed and the formulation of this objective was governed by the following assumption:

***The information about the participation of secondary school students in co-curricular activities can be obtained directly from the students of Class IX and Class X through a set of questions.***

The null hypotheses corresponding to the second, third and objectives were :

- H<sub>02</sub> There is no significant impact of co-curricular activities on emotional intelligence of the secondary school students.***
- H<sub>03</sub> There is no significant impact of co-curricular activities on value patterns of the secondary school students.***
- H<sub>04</sub> There is no significant correlation between emotional intelligence and value patterns of the secondary school students.***

**Method :**

**Design of the study :** Descriptive Sample Survey Method was employed to study and compare the variables under study. In descriptive sample survey method, data is collected from the sample keeping the conditions as they exist and on the basis of the analysis of data, inference is drawn about the population parameters.

**Variables of the study :** In the present study the independent variable was co-curricular activities whose impact was studied on the two dependent variables – emotional intelligence and value patterns. These three constituted the main variables of the study.

**Population of the study :** The secondary school students studying in Class IX and Class X of Patna constituted the population frame of the study.

**Sample of the study :** 200 students of CBSE and CISCE schools of Patna constituted the sample of study. The sample was selected by incidental sampling technique because the schools and participants were selected on the basis of their ease of availability. Data was collected from those students who voluntarily chose to be the participants of the study. However in the process of editing and organizing data and creating uniformity among the participants so as to reduce the error variance, many participants were dropped and the size of the sample finally selected for data analysis was 103.

**Tools of the study :**

For the particular study three different questionnaires were chosen whose details are as given below:

- 1. An adapted version of Emotional Intelligence Inventory (EII) of Dr. S. K. Mangal and Mrs. Shubhra Mangal :** The original EII consists of 100 items equally distributed in four areas, viz.,

Intra-personal Awareness, Inter-personal Awareness, Intra-personal Management and Inter-personal Management administered on 2200 students 16+years age. The Split half reliability was reported to be 0.89. In the adapted version of EII, only 20 items were taken from the main Inventory, 5 in each of the above mentioned areas. Some items were modified to suit the nature of the students of Class IX and Class X. The Split half reliability calculated for the adapted version of EII was found to be 0.78, which was lower than the original inventory but high enough for the Inventory to be used. The items were scored on 3 point scale, viz., Yes, Can't Say, No. The total scores obtained were converted to z scores and five categories were determined as given below:

**Table 1: Classification of Emotional Intelligence in terms of Categories**

Sl. No.	Description	Range of raw scores	Range of z scores
1.	Very Good	55 and above	+1.8 and above
2.	Good	50 - 55	+0.6 - +1.8
3.	Average	46 - 50	-0.6 - +0.6
4.	Poor	41 - 46	-0.6 - -1.8
5.	Very Poor	41 and below	-1.8 and below

- 2. An adapted version of Study of Values Test (SVT) of Dr. R. K. Ojha and Dr. Mahesh Bhargava :** The adapted version of SVT had two parts – first part consists of 7 items with two alternative answers and second part consists of 5 items with four alternative answers. In all there are 12 statements with 34 alternative answers, such that roughly 5 alternative answers belong each of the six

values, viz., Theoretical, Economic, Aesthetic, Social, Political and Moral. The items were chosen keeping in consideration the nature of school students, in this context some of the statements were modified for school students. The Split half reliability for each of the six values : Theoretical, Economic, Aesthetic, Social, Political and Moral was calculated to be 0.74, 0.76, 0.72, 0.77, 0.75 and 0.79 respectively. The items in Part-I have two-alternatives in each question and that of Part-II have four-alternatives in each questions. The students had to show their preference on these alternatives. The total scores obtained were converted to z scores and seven categories were determined as given below:

**Table 2: Classification of Values in terms of Categories**

Sl. No.	Description	Range of raw scores	Range of z scores
1.	Excellent Values	85 and above	+2.0 and above
2.	Very High Values	79 - 85	+2.0 × +1.25
3.	High Values	73 - 79	+1.25 - +0.50
4.	Average level Values	66 - 73	+0.50 - -0.50
5.	Poor Values	60 - 66	-0.50 - -1.25
6.	Very Poor Values	55 - 60	-1.25 – -2.0
7.	Extremely Poor Values	55 and below	-2.0 and below

**3. A questionnaire for Participation in Co-curricular activities (PCCA) :** The questionnaire has 5 items to seek information from the students of Class IX and Class X regarding their participation in CCAs like Literary Activities like debates, extempore, speech, quiz, essay writing and similar activities, Cultural Activities like dramatics, dance, music-vocal and instrumental, Art and Craft and Sports Activities and Athletic Events from Class VI onwards. The frequency of

participation in different classes was summated to determine the total score of each individual. The score of students was determined by summing the number of times they participated in Co-curricular activities from Class VI upwards. The total scores obtained were converted to z scores and three categories determined.

**Table 3: Classification of Participation in Co-curricular Activities in terms of Categories**

Sl. No.	Description	Range of raw scores	Range of z scores
1.	High Participation	28 and above	+1.0 and above
2.	Average Participation	8 - 28	+1.0 × -1.0
3.	Low Participation	8 and below	-1.0 and below

**Statistical techniques used in the study :**

Though incidental sampling technique was used to draw the needed sample, yet parametric statistics like t-test and F-test (for ANOVA) were selected for analysis as these are quite robust tests and the distribution of variables like Emotional Intelligence, Value Patterns and Co-curricular Activities followed the normal curve with skewness and kurtosis within the accepted ranges (Table 4).

**Table 4 : Descriptive Statistics**

Variables	N	Mean	Std.	Skewness Deviation	
Emotional Intelligence	103	47.26	3.600	-0.363	0.287
Value Patterns	103	69.69	7.665	-1.356	4.127
Co-curricular Activities	103	17.45	9.944	1.096	2.103

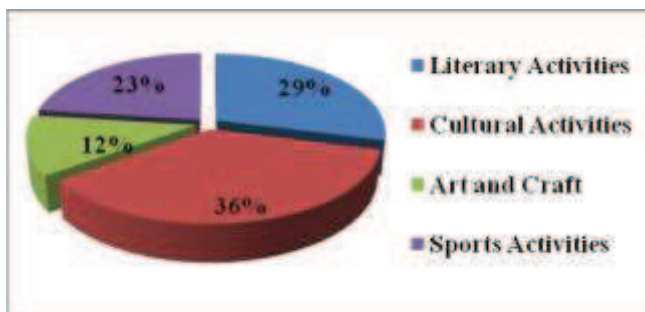
The above table shows the mean, standard deviation, skewness and kurtosis for the different variables of the study and suggests that parametric statistics could be used for analyzing the data pertaining to the study.

**Analysis and interpretation:**

**Participation of secondary school students in co-curricular activities :** The first objective of the study was to gather information about the participation of secondary school

**students in Co-curricular activities.** To achieve this objective, direct responses of the students were taken on the questionnaire ‘Participation in Co-curricular Activities’. The result of the analysis has been presented in form of a pie-chart given below:

**Figure 1: Participation in Co-curricular Activities**



As it is evident in the sectors of the pie-chart in Figure 4.1.1, the maximum participation of the secondary students was in Cultural Activities (36%), followed by Literary Activities (29%), Sports Activities (23%) and the lowest participation was in Art and Craft (just 12%). The Pie-chart also puts a question mark on the participation of students in Sports Activities. The low percentage of participation in Co-curricular activities may be due to the fact that Art and Craft form a part of Curricular Activities that are mandatory for the students and other than that less opportunities may be available to the students to participate in these activities as a part of Co-curricular Activities. The pie-chart also indicates that participation in Sports Activities needs to be enhanced as physical health and fitness is very important for school goers, especially the secondary level students. Such activities not only strengthen the bones and muscles but also provide constructive channels to the huge energy possessed by the secondary school students, i.e., the adolescents. Physical development serves as the foundation of other domains of development like mental, emotional,

social and moral. In this regard Christopher (1998) reported that sports build up conduct and sense of righteousness among school students and presents an opportunity of practice in play ground and in social life. Broh (2002) stated that involvement in sports activities enhances students’ development and social bond among them, their parents, and schools, and all these factors produce positive impact on their performance in studies.

Table 5 indicates the participation of secondary school students in three different categories, low participation, average participation and high participation.

**Table 5: Different levels of Participation in Co-curricular Activities (in %)**

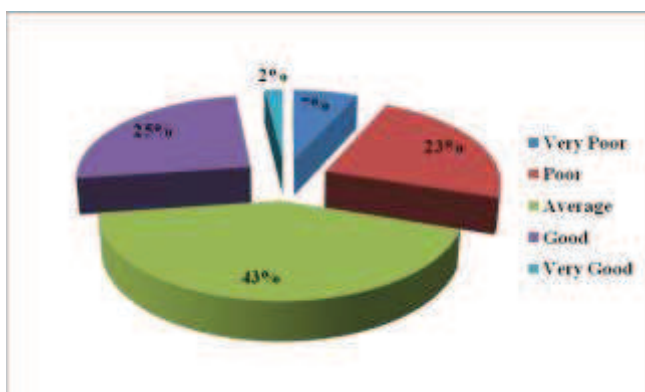
Low participation	Average Participation	High Participation
9	79	12

The above table reveals that most of the secondary school students (approximately 80%) exhibited average level of participation in the co-curricular activities from Class VI onwards. This participation needs to be increased as co-curricular activities not only relate to out of books personality traits but also have a bearing on the academic achievement of students. In this context Marsh & Kleitman (2002) stated that most of the co-curricular activities construct and enhance academic performance of the students although they do not have direct relationship with their academic subjects. A research conducted in United States of America showed that the students who actively contribute in the co-curricular activities got Grade Point Average (GPA) of 3.0 or more as compared to those who were not involved in co-curricular activities (Stephens & Schaben 2002). There are other studies also that support these findings.

### Impact of co-curricular activities on emotional intelligence of the secondary school students

The emotional intelligence of the secondary school students has been shown in the pie-chart given in Figure 2.

**Figure 2 : Emotional Intelligence of Secondary School Students**



The above pie-chart exhibits that 43% of the secondary school students had average level of intelligence, 25% had good and 23% had poor level of emotional intelligence. 2% of them had very good level of emotional intelligence while 7% had very poor level of emotional intelligence.

The second objective of the study was to find out the impact of co-curricular activities on emotional intelligence of the secondary school students. The corresponding null hypothesis that was framed for statistical testing was:

**H<sub>02</sub> There is no significant impact of co-curricular activities on emotional intelligence of the secondary school students.**

In order to statistically test the above null hypothesis ANOVA was performed. The result is as given in Table 6.

**Table 6: Impact of Co-curricular Activities on Emotional Intelligence**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	370.113	2	185.056	<b>19.443</b>	.000
Within Groups	951.810	100	9.518		
Total	1321.922	102			

Table 6 shows that F-value is highly significant. Hence the Null hypothesis H<sub>02</sub> stands rejected and it can be inferred that there is a real difference among the students with low, average and high levels of participation in co-curricular activities as far as their emotional intelligence is concerned. The observed difference is not due to the chance errors and we may say that 'participation in co-curricular activities has a significant impact on the emotional intelligence of students'.

Since F-test was significant, t-tests were performed to have a detailed account of the impact of co-curricular activities and the results have been summarized in the following three tables:

**Table 7 : t-test to Observe Difference between Emotional Intelligence of Students with Low and Average levels of Participation in Co-curricular Activities**

Specification	N	Mean	Standard Deviation	t-value	df	Significance
Low Participation	14	44.14	4.055	<b>3.30</b>	<b>89</b>	<b>0.001</b>
Average participation	77	47.14	2.941			

**Table 8 : t-test to Observe Difference between Emotional Intelligence of Students with Average and High levels of Participation in Co-curricular Activities**

Specification	N	Mean	Standard Deviation	t-value	df	Significance
Average Participation	77	47.14	2.941	<b>5.00</b>	<b>87</b>	<b>0.000</b>
High participation	12	51.67	2.708			



**Table 9 : t-test to Observe Difference between Emotional Intelligence of Students with Low and High levels of Participation in Co-curricular Activities**

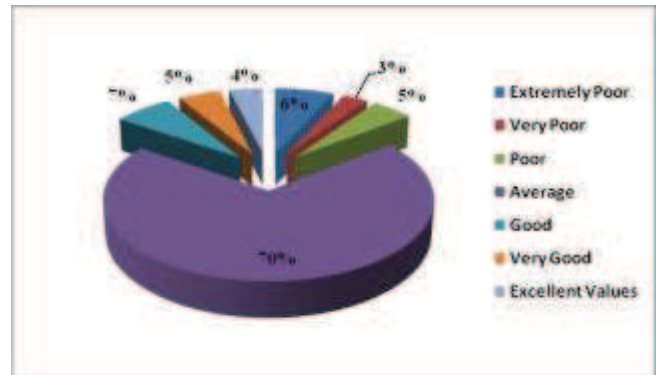
Specification	N	Mean	Standard Deviation	t-value	df	Significance
Low Participation	14	44.14	4.005	5.46	24	0.000
High participation	12	51.67	2.708			

Thus, all the Tables, 7, 8 and 9 confirm that that the emotional intelligence of secondary school students depends on participation in co-curricular activities. The mean of emotional intelligence of high participatory group was significantly more than that of low and average participatory groups suggesting that they had higher level of emotional intelligence than the other two groups. This is in congruence with the findings of Mehmood, Hussain, Khalid & Azam (2012), who contended that co-curricular activities play a significant role in the development of personality of secondary school students. The findings are further corroborated by the studies conducted by Maribeth (1990), Leslie (1992), Thomas & Morrison (1995) that verified the relationship between co-curricular activities with the personality traits. Thus it can be concluded that active participation in co-curricular activities may increase the emotional intelligence of secondary school students.

**Impact of co-curricular activities on value patterns of the secondary school students**

The value patterns of the secondary school students have been shown in the pie-chart given in Figure 3.

**Figure 3 : Value Patterns of Secondary School Students**



The Pie-chart in Figure 3 clearly depicts that 70% of the secondary school students had average level of values and 3% to 7% of them had values ranging from extremely poor to excellent level of values. However, seeing the high percentage, we may infer that the participants of the study had more or less average level of values, neither poor nor good. In a similar study conducted by Natasha (2013), she found that adolescents have different value patterns. It may be because they are conscious of all these values in their lives for social approval and for developing proper self concept. However since adolescents are affected by social influences, their value patterns change. In this context co-curricular activities help in the inculcation of different values and having high value patterns.

The third objective of the study was to find out the impact of co-curricular activities on value patterns of the secondary school students. The corresponding null hypothesis was:

**H<sub>03</sub> There is no significant impact of co-curricular activities on value patterns of the secondary school students.**

In order to statistically test the above null hypothesis ANOVA was performed. The result is as given in Table 10.

**Table 10: Impact of Co-curricular Activities on Value Patterns**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2402.753	2	1201.377	33.471	.000
Within Groups	3589.305	100	35.893		
Total	5992.058	102	-		

Table 10 shows that F-value is highly significant. Hence the Null hypothesis  $H_0$  stands rejected and it is interpreted that there is a true difference among the students with low, average and high levels of participation in co-curricular activities as far as their value patterns are concerned. The observed difference between the three categories of low, average and high participation cannot be ascribed to the chance errors and we may say that ‘participation in co-curricular activities impacts significantly the value patterns of students’.

Since F-test was significant, t-tests were performed to have a detailed account of the impact of co-curricular activities and the results have been summarized in the following three tables:

**Table 11 : t-test to Observe Difference between Value Patterns of Students with Low and Average levels of Participation in Co-curricular Activities**

Specification	N	Mean	Standard Deviation	t-value	df	Significance
Low Participation	14	59.50	7.978	6.13	89	0.000
Average Participation	77	70.17	5.578			

**Table 12 : t-test to Observe Difference between Value Patterns of Students with Average and High levels of Participation in Co-curricular Activities**

Specification	N	Mean	Standard Deviation	t-value	df	Significance
Average Participation	77	70.17	5.578	4.76	87	0.000
High Participation	12	78.50	6.71			

**Table 13 : test to Observe Difference between Value Patterns of Students with Low and High levels of Participation in Co-curricular Activities**

Specification	N	Mean	Standard Deviation	t-value	df	Significance
Low Participation	14	59.50	7.978	6.76	24	0.000
High Participation	12	78.50	6.71			

Tables, 11, 12 and 13 confirm that the value patterns of secondary school students are impacted by participation in co-curricular activities. The mean of value patterns of students increases as they participate in co-curricular activities, so we can infer that the students with higher level of participation in co-curricular activities show higher value patterns. This is corroborated by the findings of Klesse & D’Onofrio (2010) who found that co-curricular activities help the students in forming a network of their peer with similar interests and talents. Students who participate in co-curricular activities excel individually, are accepted in their groups and gain real life lessons about the importance of teamwork, responsibility, commitment and hard work, i.e., the different values

**Correlation between emotional intelligence and value patterns of secondary school students**

The fourth objective of the study was to determine the correlation between emotional intelligence and value patterns of secondary school students. The null hypothesis framed in this regard was:

$H_0$  There is no significant correlation between emotional intelligence and value patterns of the secondary school students.

Pearson linear correlation was calculated in order to test the proposed null hypothesis and the value of correlation so obtained was tested for significance. The results have been presented in Table 14.

**Table 14 : Correlation between Emotional Intelligence and Value Patterns**

		Emotional Intelligence	Value Patterns
<b>Emotional Intelligence</b>	Pearson Correlation	1	0.344
	Sig. (2-tailed)		.000
	N	103	103
<b>Value Patterns</b>	Pearson Correlation	0.344	1
	Sig. (2-tailed)	.000	
	N	103	103

**Correlation significant at 0.05 level of significance**

Table 14 indicates that there is a real correlation between emotional intelligence and value patterns of secondary school students. Hence the null hypothesis ( $H_0$ ) is rejected and the research hypothesis is accepted.

It may be inferred that secondary level students who have good emotional intelligence show high value patterns, i.e. they understand the significance of different values in life situations for themselves, for others and are also able to manage them for different acts. The students with poor emotional intelligence have low values in them. This indicates that somewhere they are not able to comprehend the significance of values in their lives. The researchers did not come across any significant study analyzing the relation or association between emotional intelligence and value patterns. As such the significant relationship as it has emerged in the study necessitates specific studies interrogating the relationship between the two variables.

**Conclusion :**

Education means all round drawing out the best in the individuals. Every school should make adequate provisions for co-curricular activities along with the curricular activities for holistic development of the students. Co-curricular activities significantly impact upon emotional intelligence and value patterns of secondary

school students. Hence, different types of co-curricular activities should be organized from time to time catering to the interest and abilities of all the students. Due emphasis should be given to cultural activities, literary activities, games and sports and art and craft related activities. Teachers must encourage all the students to participate in these activities to develop in them the ability to use, understand, and manage emotions in positive ways to relieve stress, communicate effectively, empathize with others, overcome challenges, and defuse conflicts. Value patterns of secondary schools students who are in their adolescence change rapidly. Hence they should be provided with value classes so that they may be able to understand the different values. Also during the provision of co-curricular activities, they should be given ample opportunities to express, lead, co-operate and compete with others, so that the participation affects their value system and helps them to possess high value patterns. All this would help in promoting proper development of students and enable them to contribute significantly to the development of their society and nation as responsible and balanced citizens in future.

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