

# **THE IMPACT OF CO-CURRICULAR ACTIVITIES ON THE OVERALL PERFORMANCE OF SECONDARY SCHOOL STUDENTS IN FATA**

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## **ABSTRACT**

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*The study was aimed to analyze the relationship of co-curricular activities with academic progress, personality development and leadership skills of Male Secondary School students of FATA. A sample size of 200 respondents was selected on the basis of random sampling technique. The study was delimited to Qirat, Naat, Sports, Scouting, Quiz and Speech contest. A questionnaire of five points Likert Scale after seeking due permission from Principals and Head Masters was used to reach to the in-depth of the phenomena. Statistical techniques Mean, Percentage and Standard Deviation were run to analyze the collected data. The researcher analyzed the relationship between co-curricular involvement and its positive impacts on students overall performances. Finally it was determined that co-curricular activities has a durable connection with physical and mental health, self-confidence, qualities of leadership, personality development, interpersonal relationship, personal hygiene, healthy behaviors and educational performances.*

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**Key words:** Co-curricular activities, Students, academic Performance development and leadership skills.

## **INTRODUCTION**

The significance of co-curricular activities (CCA) has been accepted a long time ago. The purpose of co-curricular activities in the education and the development of the child are yet to be realized in the true wisdom. The aim of modern education is to ensure a good health of children. In order to achieve these purposes, a number of educational experiences are to be practiced in school programmers

which may provide a peaceful and normal life. In this connection, educational experiences should not only be limited to formal knowledge which help him to develop intellectually and mentally but also give him a number of other experiences to develop him socially, physically and spiritually (Winston et al 2008).

Co-curricular involvement involves non-educational experience sponsor, sanctioned, or sup-

port by the college or university. Those experiences include, but are not restricted to, involvement in student organizations, intramurals, intercollegiate athletics, student government, leadership programs, and community service programs (Evans, Forney and Guido-DiBrito, 1998).

According to Kumar et al. (2004), that CCA hold a place of enormous significance in the education field for the overall progress of children growth. (CCA) are an extension of, not a distraction from, a good educational program maintain the educational assignment of the school. The sense of value student's gain from these experiences can be insignificant protecting factor for those growing up under unfavorable conditions (Wagner, 1999).

According to Arbuckle (1998), even with the most acceptable schoolroom conditions, students need a more direct opening for their tendencies which help in providing them independence and opportunities to express themselves outside the tight regulations of school programmers. The developmental position considers CCA are essential to the

whole development of the student in schools (Holland & Andre, 1987). Students who take part in co-curricular activities not only do better academically than students who do not but also build up other facets of their behaviors in the development. Pride, self-assurance, social teamwork, and management skill are just but at the minority of the cognitive factor that are affected. Co-curricular activities permit students to unify aspects of their educational learning into personal actions (Allison, 1979).

Dworkin et al. (2003) indicated CCA lead adolescents to a more charged emotionally and cognitively and will be more involved in bringing about personal changed. Tink, Mandigo, and Fox (2008) reported troupe in general were manufacturers of their personal experiences that hold up the improvement of these talents. There are many students who are not very sharp in studies or who have a deep inclination towards books but are good in dance or music or sports, etc. In such cases, involvement in co-curricular activities helps them to find a platform for themselves jobs. (Osatwo 2011).

Juan Antonio Morina, et al (2007) found that a group engaged in activities external the school day created better educational performance particularly those that take part in study interrelated activities and those that play a part in mixed activities (both sports and academic). Identifying the significance of make availability academic activities that improve and enlarge student experiences as an essential part of the curriculum as well as ahead of the normal educational day, the School Committee help the enlargement of co-curricular and extracurricular programs in agreement with the policies recognized by the School Department (Zhenjay, 2011).

Co-curricular activities give confidence individual undertakings and the improvement of interpersonal talents. The sagacity of usefulness students get significant defensive feature for those rising up under unfavorable situation (Wagner, 1999). Co-curricular activities play a significant role in today's secondary education plans (Holland & Andre, 1987). The improvement viewpoint regard as co-curricular activities essential to the total improvement of the student in

today's schools (Holland and Andre, 1987). Teachers who trust in the educational view point fall out that time spend away from the classroom reduces the student's probability for achievement. Marsh (1992) declared: that partaking in CCA is confidently related with many student features. Partaking is linked with higher levels of self-respect (Marsh, 1992; McNamara, 1985; Simeroth, 1987).

Kleitman (2002) too identified that students who take part in co-curricular activities got superior educationally than learners who did not take part. Broh (2002) naked that learners' take part in co-curricular activities in general is linked with get better grade point average, higher schooling aim, enlarged presence and abridged absenteeism. Sustaining the observation that reported advanced grades, Darling et al. (2005) accounted more positive outlook towards school and higher educational ambition.

### **Co-Curricular Activities and Leadership**

Maxwell (2005) declared that leadership can be learned through encouragement and strong-minded training, and that only a few leadership skills are natural

in nature. As indicated by Weiss and Wiese-Bjornstal (2009), in the physical activity contexts, important adult role models construct a dissimilarity in the superiority of childhoods' experiences and individual talent improvement. Weiss and Wiese-Bjornstal (2009) asserted studies consistently showed, "instructors and lecturers who supply larger frequency of performance conditional pay tribute to and in sequence response, joined with low disciplinary replies, are connected with partakers who account superior self-confidence, identified ability, satisfaction, and self strong minded inspiration, and maintained physical activity partaking". When discussing to instructors in an athletic program, one would lead and respond using various approaches as they understand the complicated situation. For example, one example might be a coach who entered into a program to start up and lead a team that was just put into place for the first year. Buttressed by Maxwell (1998) using an athletic analogy, "A leader has to understand the condition and identify automatically what cooperate to call" (p. 78). Whether in sports or in leadership, one needs to be able to

read the situation, identify the situation, and respond with the suitable actions. Later, Maxwell (1998) declared, "Natural capability and academic talents produce an clued-up awareness that makes headship matters jump out at leaders". Lencioni (2002) attentive on the setting of building a team in his book and leadership development tools, particularly through his developed framework, identified as the "five dysfunctions of a team". Therefore, Lencioni (2002) lectured five serious workings of leading teams to avoid team dysfunction. To build unity among team members, leaders should shape trust and self-confidence among team members, manage conflict and confrontation, bring about team commitment as it applies to purpose, common goals and the team mission, attain team responsibility, and devote attention to results.

Covered by Katzenbach and Smith (1993b) is the importance of teaming by founding a common goal, idea, and launching interdependence among team members. As in participating in or leading extracurricular activities, using teaming policies is similarly important for education.

nal leaders to use when managing people. Bruffee (1999) described common language as involving the participants into a "helpful procedure of acculturation". In order for such a process to occur, students first must learn to vest authority and trust in members in their transition group, then the whole group, and finally in themselves (Bruffee, 1999). Again, trust in relationships becomes an important factor in teams, regardless of whether or not they are extracurricular teams, co-curricular teams, or leadership teams of an organization. Through this trust and acculturation process as discussed by Bruffee (1999), the most powerful force was the impact the participants had on each other as they dialogued to become their own communal with their own language.

### **Impacts of Co-curricular Activities on Students Personality**

Improvement of sportsmanship and joint effort brings out a brilliant character progress in every child. (David, 2011). Co-curricular activities have well-built relationship with emergent version, self-assurance, goodness, hospitality, compassion-

nate thoughts, social charge, sagacity of conscientiousness among gentleman secondary school students than feminine secondary school students. Co-curricular activities have noteworthy effect on individuality improvement on secondary school students (Mehmood, 2012).

The current learning system knows that youngster comes to school for all-surrounding and superior improvement. Which have aspires at the improvement of the whole character of the youngster and for that school delivers occasions for familiarity. The point of learning is to carry modify in child performance and character in a more attractive form. Improvement of youngster's body and intelligence require appropriate development of its physical and academic qualities as little of the foremost ambition of his character. Therefore, current ideas of learning highlight on all surrounding development of the child. In adding up, game and physical activity can cause absolutely on unaffected students through an improvement in accomplishment and attainment (Sandford *et al.*, 2004). In some illustrations physical activity programmers have effe-

cted in minute improvements in some students" presence, presentation and outlook in school during curricular time (Loughborough Partnership/Institute of Youth Sport (Sandford *et al.*, 2004).

### **Objectives of the Study**

Following were the main objectives of the study.

1. To evaluate impacts of co-curricular activities on secondary school students' overall performances.
2. To investigate prevalence and motivation towards co-curricular activities among secondary school students.
3. To determine awareness among secondary school students about importance of co-curricular activities.

### **1.5 Hypotheses of the Study**

1. Co-curricular activities have positive impact on overall performances of secondary school students.
2. Students are reluctant to participate in co-curricular activities due to unavoidable circumstances of Frontier Region Kohat.
3. Students have less knowledge about importance of co-curricular activities.

### **METHODOLOGY:**

The collected data classified and tabulated through SPSS (Statistical packages of social sciences version 15), t-test and central tendency were used. While testing research proposition basic statistical method along with statistical technique were applied for initial and secondary data. For quick analysis graph, multiple bar and diagram were used to facilitate the study. A self-administered questionnaire was designed to achieve the research objectives. The questionnaire was composed of 15 items which were rated on five point Likert scales i.e., "Strongly Disagree", "Partially disagree", "Neither Agree Nor Disagree", "Partially Agree", "Strongly Agree".

### **3.4 Population of the Study:**

All the students studying at secondary level in different Government and Public High Schools of Frontier Region of Kohat organized population of the study.

### **3.5 Sample of the study:**

Sample of the study were 200 students from different high schools for boys of Frontier Region Kohat.

Sr. No.	Name of School	Population	Sample Size
1	GHS Bosti khel FR Kohat	167	20
2	GHS sheraki khel FR Kohat	183	20
3	GHS Sheen Dand khel FR Kohat	159	20
4	GHS Turkey Ismaeel khel FR Kohat	175	20
5	GHS Zarghon khel FR Kohat	198	20
6	GHS Ara khel FR Kohat	180	20
7	Oxford public School FR Kohat	176	20
8	Al Noor public School FR Kohat	169	20
9	Comprehensive public School FR Kohat	171	20
10	The City public School FR Kohat	153	20
	<b>Grand Total</b>	<b>1731</b>	<b>200</b>

### 3.6 Tools for Data Collection:

A total of 200 questionnaires were administered to respondents. 200 usable questionnaires were returned. Total response rate was 100%. The reason for high response rate was that the researcher where possible himself administered the questionnaire.

The data was divided into two phases. In first phase data was collected from 100 student through comprehensive questionnaire of five points likert scale after seeking due permission from Principals and Head Masters. Thus in second phase data was collected from further 100 students.

### 3.7 Data Analysis:

Descriptive statistics such as central tendency measurement of dispersion mean percentage and

standard deviation were utilized to describe the data. Questionnaire were rated of five point likert scale raising from strongly disagree to strongly agree.

The collected data were summarized and analyzed using descriptive and inferential statistics. Descriptive statistics i.e., percentage, mean, standard deviation were applied. Inferential statistics i.e., t-test was applied to investigate the difference between the 9<sup>th</sup> grade students and 10<sup>th</sup> grade students.

To establish association associate self-regulating model of t-test was used for all the assumptions. The important value of 0.05 was dignified as self-regulating variable.

### Participants' Responses to the Statements Regarding Co-curricular Activities

Statements	Participants' Responses (N = 200)						Mod	Std. Dev
		SD	DA	NAND	PA	SA		
Co-curricular activities help in academic performances.	Frequency	1	27	8	58	106	5	1.06
	Percent	1	14	4	29	53		
Co-curricular activities develop qualities of leadership among students.	Frequency	1	22	14	57	106	5	1.02
	Percent	1	11	7	29	53		
Co-curricular activities are helpful in promoting good personality.	Frequency	0	27	10	57	106	5	1.04
	Percent	0	14	5	29	53		

The table shows that 53% students strongly agreed that Co-curricular activities help in academic performances while 29% partially agreed 14% students partially disagreed and 4% neither agreed nor disagreed and 1% strongly disagreed.

53% students strongly agreed that co-curricular activities develop qualities of leadership among students. While 29% partially agreed 11% students partially disagree and 7% neither agreed nor disagreed and 1% strongly disagreed.

53% students strongly agreed that co-curricular activities are helpful in promoting good

personality. While 29% were partially agreed, 14% students partially disagreed and 5% neither agreed nor disagreed.

### 5.2 Conclusions

Based on statistical analysis and findings, it was come to light that co-curricular activities play a crucial role in the development of balanced personality. Co-curricular activities are directly proportional with physical and mental health. It was determined refresh burdened mind, sponsor good character, sponsor relational connection, have a positive effect on educational presentation, help guidance talents, support sense of teamwork, explore



unseen abilities of schoolboys, generate self-possession and qualities of leadership etc. among the students.

### **5.3. Recommendation and Suggestions**

In light of the conclusions of our study the following recommendations were made:

1. The government should upsurge school funding and allot a specific amount for each co-curricular activity.
2. School should deliver accurate periods for such events in their time tables.
3. There would be qualified coaches for these events and coaches tasked to run these events should have broadened formation almost such activities.
4. School boys must be given equivalent chances to join in such events.
5. The Schoolboys must be fortified and encouraged to join in such events as the assumption displays that the students taking part in co-curricular activities become communal and produce healthier hypothetical presentation, physical and psychological well-being, self-possession, potentials of management, character development, social connection, own sanitation, well conducts etc..
6. The government and the teachers and education officials should cooperate and put the relevant infrastructure in place to encourage students' participation in co-curricular activities.
7. The administration should train additional co-curricular teachers to authorize school boys grow the top preparation.
8. Physical education teachers play a vital role promoting co-curricular activities on schools level.
9. Parents should be positive about co-curricular activities in schools and encourage their children to participate in them.
10. Frequently school's game should be conduct in the school.
11. Safety must be provided for participants and teachers.
12. Sports day may be celebrated every year.

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