

EFFECT OF CO-CURRICULAR AND EXTRA-CURRICULAR ACTIVITIES ON STUDENTS' PERFORMANCE: A CASE STUDY OF ISLAMIA COLLEGE PESHAWAR

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ABSTRACT

Education plays a vital role in the development of a nation. The favorable outcomes of educational institutes are best judged by the performance of their students. There are different factors which influence the academic performance of the students, such as availability of qualified teachers, study hours and internet facilities etc. The current study has been conducted to investigate the effect of extra-curricular activities on students' performance. The data was collected from 254 students of Islamia College, Peshawar. Data was analyzed by Statistical Software for Social Sciences (SPSS) version 25. Both descriptive and inferential statistics were used to analyze the collected data. For descriptive analysis the percentages of various categories of the variables have been calculated and interpreted. For inferential analysis of the collected data, the Chi-Square test for independence was used. The results indicate that gender and area type are significant while the rest of factors like use of internet, home-based activities part-time job and attending seminar etc. are found to have insignificant effects on students' performance.

Key words: Extra-curricular activities, Students' performance, Descriptive analysis, inferential analysis, Chi-Square test

INTRODUCTION

Education is the most important factor for the development of human civilization. Education provides the nation with human powers promotes national unity and sensitizes public opinion. A country needs different types of human powers such as engineers, teachers, administrative officials, economists, judges and other technical hands. Education gives the nation those educated hands. If people are educated, they can understand their duties and their rights. To elevate human society, everyone should be able to understand others. If people can understand each other, they will be united. Therefore, education can promote national unity. In another to increase the level of awareness of society. It

makes all people aware. They will not follow the ancient tradition of the dead and the evils. Educated people can reform society. They can understand what is wrong and what is right. They can keep good traditions. Education greatly increases human prosperity.

1.2 Education System in Pakistan

The education system of Pakistan is comprised of 303,446 institutions and is facilitating 47,491,260 students with the help of 1,723,790 teachers. The system is composed of 191,065 public institutions and 112,381 private institutions. The public sector is serving 27.69 million students to complete their education

while the remaining 19.80 million students are getting education in private sector. There are 37% of private educational institutions serving or facilitating 42% of students which indicates slightly higher per-institution enrollment ratio in the private sector compared to the public sector. In the last decade, we have witnessed increased public interest and trust in the private sector, with the result that the share of private sector is increasing gradually. In Pakistan, education system consist of pre-primary, primary, middle, high school, higher- secondary, bachelor, master and M.Phil./PhD level.

1.2.1 Pre-primary Education

Pre-primary education is the building block of a child's elementary education. It lays down the basic foundation of the all-round educational development of the child. Internationally, it is recommended that every child must be provided with pre-primary education so that they will be prepared to face the later stages of education. In Pakistan, there are no separate pre-primary institutions in public sector. The total enrolment at pre-primary stage is 8.745 million. Public sector has an enrollment of 4.532 million (52%), whereas the private sector has 4.212 million (48%) enrolment. Since there is no separate allocation of teachers to the pre-primary level in the public sector, the number of teachers at preprimary level is not reported. Whereas the private sector has separate teachers for this level of education with 2,785 teachers.

1.2.2 Primary Education

Primary education is the most important step in the child's educational career. It can make or break the child's educational career. It is a crucial stage in a child's educational development and will shape the child into a learner, thinker and social being. According to National Education Management Information System (NEMIS), there are a total of 145,829 primary schools out of which 125,573 (86%) are in the public sector, compared to 20,256 (14%) of private sector. The primary stage of education in Pakistan enrolls 18.751 million students out of which 11.461 million (61%) are in public sector compared to 7.290 million (39%) of private sector. Out of the total enrolment at primary stage, 10.471 million (55%) are boys and 8.280 million (45%) are girls.

The total number of primary teachers are 422,797 of which 324,561 (77%) are in public sector, compared to 98,236 (23%) of private sector.

1.2.3 Middle and High Education

In present-day Pakistan, middle schools were formed in the early twentieth century. The middle schools function as the educational bridge between primary and secondary schools. Middle schools include grades six through eight. According to National Education Management Information System (NEMIS), there are 45,680 middle schools out of which 16,862 (37%) are in public sector, compared to 28,818 (63%) of private sector. At present, 6.445 million students are enrolled in grade VI-VIII. Out of these, 4.039 million (63%) are in public sector, compared to 2.403 million (37%) of private sector. The total boys enrolment at middle stage is 3.647 million, whereas, the girls enrolment is 2.798 million. The total number of teachers at middle level is 394,231 out of which 139,191 teachers are performing their duties in public sector. The remaining 255,040 teachers are serving in private schools. There are 123,936 (31%) male teachers and 270,295 (69%) female teachers. The education system of Pakistan contains 31,740 high schools. Out of these, 12,732 schools are in the public sector, whereas 19,008 are in private sector. The total enrolment at secondary level is 3.437 million, of which 2.227 million (65%) is in public sector, compared to, 1.209 million (35%) of private sector. The total boys' enrolment at high stage is 1.961 million (57%), whereas the girls' enrolment is 1.475 million (43%). The total teachers at secondary level are 529,520 out of which 232,883 (44%) are in public and 296,637 (57%) are in private sector. There are 211,528 (40%) male teachers and 317,992 (60%) female teachers at this level.

1.2.4 Higher Secondary Education

There is 5,470 higher secondary schools/ inter colleges in Pakistan. The share of these institutions is about 02%. The share of public sector in higher secondary level of education is 34%, (1,865 institutions). On the other hand, 3,605 (66%) higher secondary institutions are working under private sector. The total enrolment at higher secondary schools/ inter colleges stage is 1.697 million out of which 1.325 Million (78%)

is in public sector, compared to 0.372 million (22%) of private sector. The total boys enrolment at higher secondary schools/ inter colleges is 1.022 million (60%), whereas, the girls enrolment is 0.674 million (40%). There are 123,061 teachers working in higher secondary schools/ inter colleges level of education in Pakistan. Out of these, 55,342 (45%) are working in the public and 67,719 (55%) are in the private sector. There are 56,533 (46%) male teachers and 66,528 (54%) are female teachers working at higher secondary level of education in Pakistan.

1.2.5 Degree Colleges Education Undergraduate

Education is post-secondary education up to the level of a bachelor's degree. In Pakistan, the graduation system is classified into two undergraduate and postgraduate systems. According to National Education Management Information System (NEMIS), 1,418 degree colleges are providing their services in Pakistan. Out of these, 1,259 (89%) are in public sector, whereas 159 (11%) are in private sector. The total enrolment at degree college stage in is 0.937 million. Out of these, 0.808 million (86%) are completing their degrees from public sector, whereas, rest of the 0.128 million (14%) students are in private sector.

1.2.6 Universities

A university is an institution of higher education and research which grants academic degrees in a variety of subjects. In addition to the two-year bachelor and two-year master programs, universities in Pakistan have recently started four-year bachelor programs leading to Bachelor of Science (BS) degree. After completion of BS degree, the universities also offer the MS /M.Phil./PhD programs. According to NEMIS, there are a total of 163 universities providing their services in both public and private sector of education. Out of these universities, 91 (56%) are working under umbrella of public sector, whereas 72 (44%) are working in private sector. The total enrolment in the universities, at post graduate stage, is 1.355 million. Out of this enrolment, 1.141 million (84%) students are enrolled in public universities, whereas, 0.214 million (16%) students are studying in private universities. Despite the fact that there are more universities in public sector, there are less students in these universities as compared to private sector. The

total male enrolment in the universities is 0.753 million (56%), whereas, the female enrolment is 0.602 million (44%). The total number of teachers in the universities are 83,375 out of which 66,532 (80%) are in public and 16,843 (20%) are in private sector.

1.3 Hurdles in Education

There are so many hurdles in education system which are discussed below.

1.3.1 Poverty

Poverty is most common factor that restricts the parents to enroll their children to schools. Instead, they prefer to enroll their children in madrassas where education is totally free. Urban areas were 9.3 percent, a large contrast from the 54.6 percent in the country's rural areas. In June 2016, the Ministry of Planning, Development and Reform reported that 39 percent of Pakistanis lived in multidimensional poverty. Pakistan's official Multidimensional Poverty Index revealed that national poverty rates fell from 59 to 39 percent in 2004 to 2015. Additionally, declining trends are shared at national as well as urban and rural areas. The largest percentage decline in poverty headcount was observed in the year 2013-14, when it dropped by 6.8 percentage points – with 6.2 percentage points decline in urban and 7.5 percentage points in rural areas.

1.3.2 Limited Funds

In Pakistan, the allocation of funds for education is very low. It is only 1.5 to 2.0 percent of the total GDP. It should be around 7% of the total GDP. In the 2017-18 budget, the government allocated Rs. 902.7 billion for education sector. As the budgeted amount in the previous year (2016-2017) was Rs. 776.1 billion, this shows an increase of 16.3 percent. However, the revised estimate for the previous year was Rs 622.1 billion, a 19.8 percent reduction in utilization. This was mainly the result of massive underutilization in Punjab and Sindh, 37.5 and 30.2 percent, respectively. Khyber-Pakhtunkhwa, Balochistan and the federal government utilized more than the budgeted allocation. As a percent of GDP, the allocation in the 2017-18 budget is 2.5 percent compared to 2.3 percent in the 2016-17 budget. It was 1.95 percent in the revised estimates of 2016-17. In view of this

performance, the budget target of 2.5 percent of GDP, not high international standard, seems optimistic.

1.3.2 Ratio of Gender Discrimination

The ratio of gender discrimination is a cause which is projecting the primary school ratio of boys and girls which is 10:4 respectively. For the last few years, there has been an increase in the growth of private schools which has badly affected the quality of education.

1.3.3 Language Barrier

Our students are also subject to very frequent changes in the medium of instruction. In the process, the best they can do is to learn to read one of the languages. Majority is unable to understand what is written in the text. They memorize the text and recopy it in examination, which kills the basic aim of education. Most of the students complete their matriculation from Urdu-medium institutions after which they get admission in colleges where English medium of instruction is mostly offered. It is difficult for students to learn their respective subjects in English medium. This language barrier also cause lack of confidence among students who got basic education in Urdu-medium. In colleges and universities, they meet the students who completed basic education from English medium schools with fluent English speaking skills. This leads to lack of confidence among the students who got early education from Urdu-medium institutes. Experts believe that students can learn very quickly in their mother language.

1.3.4 Lack of Guidance

In Pakistan, students face a lot of problems during their educational career. They are most unguided students in the world. Neither the parents due to their ignorance due to which they can't chose proper subject and proper filed nor the teacher due to lack of professionalism are able to guide them. The purpose of early education is to induce into the student an interest of education but children are taught by untrained teachers in their early stage, so they lose interest in education. The high expectation of families and the absence of guidance affect the ability of the students.

1.3.5 Communication Gap

There exist a lot of communication gap between students and teachers. Due to this gap, neither teachers nor the parents come to understand the students and as a result, they enforce upon them their own wishes. This enforcement badly affects the positive abilities of students.

1.4 Extra-Curricular Activities

Extra-curricular activities are those which fall outside the domain of the ordinary educational modules of college or university training, performed by students (Dacomde, 2014). The term extra-curricular activities refer to the activities that take place outside of the regular (compulsory) curriculum. These activities are voluntarily performed and students do not receive extra grades due to participation in these activities (Holloway, 1999). Massoni (2011) emphasized the beneficial outcome of extracurricular activities that includes positive behavior, learning or grade and ambition of understanding to approach their maturity in social life while having productive benefits. Furthermore, extra-curricular activities open the way to minimize the educational or academic anxiety and stress, which ultimately enhance the efficiency level of learning.

1.5 Objectives of the Study

To determine the relationship between involvement in co-curricular and extra-curricular and academic performance of the students, Gender-wise performance of the students who participate in the co-curricular and extra-curricular activities.

2. Literature Review

Many studies have been undertaken to determine the effect of co-curricular and extra-curricular activities on students' academic performance in various place some of the review of relevant studies are given below.

Al-Otaibi (1996) examined the impact of gender on students' performance and found that female students are better as compared to male students. He also found that the performance of female students did not change by academic levels while the performance of male students did

change in senior class than their peers in junior class.

Al-Khader (1996) found that there is a positive correlation between the high school ratio and GPA. He also found that the GPA of female students was higher than the male students, and the GPA for science group students was significantly higher as compared to arts group students.

Gerber (1996) found that extracurricular participation is positive to student performance and that participation in these types of activities promotes greater academic achievement. She also found that participation in school-related activities was more strongly associated with performance than was participation in activities outside of school.

Silliker and Jeffrey (1997) clarified that counselors are normally aware of and monitor, both extra-curricular activities and academic performance. Also, the students need to be aware of the modules of guidance, which involved: curriculum, guidance, individual planning, reactive services and system support. Extracurricular activity participation enables students to master new skills and discover different roles outside of the classroom setting.

A study conducted by Voorhis (2003) demonstrated that those students who reported more parental participation in connection with daily homework, do their homework and assignments regularly. The findings of the study support the effects of family participation in students' accomplishments in the middle grades.

Hansen et al. (2003) studied the developmental benefits of extra-curricular activities and suggested that extra-curricular activities provide students with six basic areas of learning experiences that may lead to optimistic academic performance. Extra-curricular activities participation supports the personal development of students by (1) facilitating identity development through trying out new experiences, (2) providing a context for developing personal initiative, (3) developing basic emotional and physical skills, (4) building social connections to others through developing teamwork and social skills, (5) promoting social relationships and (6) extending social networks with both peers and adults which are a source of social capital.

Daley and Leahy (2003) discussed how being involved in extra-curricular activities may actually increase self-perceptions. It is important to understand that participation in extracurricular activities may affect the mental well-being of students by decreasing stress, keeping fit and feeling overall better about their appearances. Those who were involved in extra-curricular activities reported significantly higher self-perceptions as compared to those who did not participate.

Pascarella and Terenzini (2005) suggested that there is a positive correlation between students' participation in social activities and academic achievement.

Darling et al. (2005) conducted a longitudinal study about extra-curricular activities and their effect on various characteristics of development, including academic performance. The study containing a list of 20 different extra-curricular activities was distributed among the students; they were examined to check which extra-curricular activities they participated in the current year. Demographic questions, such as gender, ethnicity and their favorite activity were asked in order to take the social factors and effects into account when calculating the results. The students were also asked what their academic goals were and to report their Grade Point Average (GPA). The findings showed that the students who participate in school-based extra-curricular activities had higher grades; higher academic goals and better academic attitudes than those who were not participate in extra-curricular activities.

Brown (2008) discussed the aids of students' participation in extracurricular activities and its effect on academic performance. He found that student participants in extracurricular activities had better grades, higher educational achievement, go to school more regularly and had higher self-concepts. He also found that the students who participate in extra-curricular also have been found to be less likely to use elements such as drugs and malt, less likely to drop out from school, misbehave at school and commit criminal acts.

According to Reeves (2008), there is a strong association between students' involvement in the extra-curricular activities and improved attendance, behavior and academic performance.

He also explained that all students who participate in some type of extra-curricular activities perform better than those students who are not participate.

Dumais (2009) conducted a study to explore the relationship between participation in extracurricular activities and academic performance such as mathematical achievement and academic goals and the disclosure of gender differences in the level of participation in extracurricular activities. The data was collected from 476 students through questionnaire. The findings indicated that the presence of gender differences in the level of participating in the extra-curricular activities is in favor of males in terms of the extra-curricular sports activities, while it is in favor of females in the extracurricular activities in terms of stage dramas and musical functions. There is a relationship among the participation in the extracurricular activities, mathematical achievement and the academic goals.

According to van Houdt (2009) those students who participate in extra-curricular activities have significantly higher GPA and significantly lower absenteeism in the class. Although these results are responsible across genders, societies and socio-economic levels. The findings show that differences do exist. Research has focused on the impact of extracurricular activities on academic performance. In addition to the higher grades, those students who participate regular in extra-curricular activities are found to be less absent from school as compared to those students who do not participate.

Burrows and McCormack (2011) recommended that extracurricular activities could be a significant contributor to a student's life balance. By taking a break from academic activities, students have the chance to be social, release energy and have fun. Further specific research is needed to check the theory that extra-curricular activities truly provide this balance, but it is possible these activities promote a balance that is vital to development and are important in maximizing academic performance.

Owoeye and Yara (2011) conducted a study in Kenya and they found that the availability of sufficient qualified teachers must have been a determinant for students' performance. However,

in Kenya, schools in the rural areas have performed better as compared to the schools in the urban areas.

Farooq et al. (2011) conducted a study to investigate different factors that affect the students' academic performance. They found that the socio-economic status and parental educational have significant effect on student performance. They also found that female students perform better as compared to male students.

Ogedebe (2012) conducted a study to find the level of usage of internet among Nigerian university students. The data was collected from students including both male and female. It was shown that the use of internet influences the academic performance of students.

Mushtaq and Khan (2012) conducted a study about the factors affecting the academic performance of students. They conducted research on communication, learning facility, family stress and proper guideline. They found that communication, proper guideline and learning facility has a positive effect on students' performance while family stress shows negative effect on students' performance.

Rafiq et al. (2013) conducted a study to examine the effect of parental involvement in the academic performance of their children. They found that parental involvement has significant effect in academic performance of their children.

Amin (2013) investigated the effect of TV watching on the academic performance of the students with reference to their socio-economic status. It was found that the heavy and low television viewers differ significant in their academic performance. It was also found that heavy and low viewers of TV on the basis of gender do not differ significantly with respect to academic performance.

Khan et al. (2013) conducted a study to find those factors which are responsible for the higher academic achievement of students. It was found that there are number cultural factors among others which help the students to protected higher position in their classes.

Shamsdin et al. (2014) conducted a study to investigate the effect of social extracurricular activities on academic performance in peninsular Malaysia. The data was collected from 150 students. The findings indicate that there is a

positive association between student performance and participation in extracurricular activities.

Bakoban et al. (2015) conducted a study to know the effect of extra-curricular activities on student’s GPA. The data was collected from 239 students. They found that participation in extra-curricular activities has positive effect on students’ GPA.

Honicke et al (2015) conducted a study to investigate the relationship between academic performance and academic self-efficacy. They found that there is moderate correlation between academic performance and academic self-efficacy.

Chan (2016) conducted a study on investigating the relationship between extracurricular activities, learning approach and academic outcomes. The data was collected from 131 students through questionnaire. The findings showed that there is a positive relationship between participation in extracurricular activities and learning approach. He also found that there is no direct relationship between extracurricular activities and academic performance.

Singh et al. (2016) conducted a study to investigate the factors affecting academic performance of students. The data was collected from 200 students by using simple random sampling. A multiple linear regression analysis was used. The findings indicate that communication skills, learning faculties and guidance from parents have statistically significant effect on students’ performance.

Tanner (2017) conducted a study on the effect of extracurricular activities on academic success. He found that participation in extracurricular activity has both positive and negative effect on student performance. He also found that there is positive and negative correlation between physical activity and academic performance of the students.

Abed et al. (2017) conducted a study to identify the different factors contributing academic performance. The data was collected through questionnaire. They found that female students performed better as compared to male students. They also found that married students’ significant had an academic achievement as compared to single.

Sabuj et al. (2018) conducted a study on the effect of extracurricular activities on students’ performance. The data was collected from 270 students by stratified random sampling. A linear regression model was used for analysis. The result indicates that there is negative but insignificant association between participation in extracurricular activities and students’ performance.

3. Methodology

3.1 Introduction

This chapter gives details of the methodology which has been used in the current study. This includes details about target population, sampling procedure, research instrument, statistical hypotheses and test statistic. The present research has been carried out to study the effect of co-curricular and extra-curricular activities that influences students’ performance. The survey was implemented in different departments of Islamia College, Peshawar. The study contains many variables like age, gender, area status, sports, home-based activities etc. which might have an effect on students’ performance.

3.2 Target Population

The target population consists of the students both, male and female, currently studying in Islamia College, Peshawar. There are 20 departments in Islamia College, Peshawar. The list of academic departments of Islamia College, Peshawar is given in the Table 3.1.

Table 3.1

S.No	Department Names	S.No	Department Names
1	Arabic	11	Economics
2	Botany	12	Electronics
3	Chemistry	13	English
4	Computer Science	14	Geography
5	Education	15	Islamic Theology

6	Management Science	16	Pak Studies
7	Mathematics	17	Statistics
8	Political science	18	Sharia & Law
9	Physics	19	Urdu
10	Psychology	20	Zoology

Sampling Procedure

From the above 20 academic departments of Islamia College, Peshawar, a sample of 6 departments was selected on

the basis of random number generated through calculator. The list of the 6 selected departments is given the Table 3.2.

Table 3.2

S.No.	Selected Departments
1	Department of Economics
2	Department of Education
3	Department of Sharia & Law
4	Department of Computer Science
5	Department of Zoology
6	Department of Arabic

3.1 Research Instrument

The data for the current study was collected through a well-designed questionnaire. The questionnaire contained a total of 19 questions about the research topic. Both open-end and close-end questions were included in the questionnaire. The researcher

visited the selected departments and distributed the questionnaires among the students. A total of 254 questionnaires were distributed among the students out of which 220 were filled and returned by the students. The researcher collected the questionnaires and thanked the respondents for providing information.

3.2 Statistical Hypotheses

The null and alternative hypotheses are given below.

H_0 : The variables are independent.

H_1 : The variables are dependent.

The null hypothesis was tested at 0.05 percent level of significance.

Table 3.2

S.No.	Selected Departments
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The null and alternative hypotheses are given below.

H₀ : The variables are independent.H₁ :

The variables are dependent.

The null hypothesis was tested at 0.05 percent level of significance.

3.3 Chi-Square Test

$$\chi^2 = \sum \frac{(O_i - E_i)^2}{E_i}$$

Where

χ^2 is the Chi-square statistic

O_i represents the observed frequency for category

E_i represents the expected frequency for category

The summation (\sum) is taken over all categories.

4. ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter gives the analysis and discussions of the study which is the most important part of the study. The study focuses on the effect of co-curricular and extra-curricular activities on students’ academic performance.

4.1 Descriptive Analysis

The results of the descriptive analysis are provided in the Table 4.1

Table 4.1 **Factors**

Variables	Responses	Frequencies	Percentages
Gender	Male	115	52.3
	Female	105	47.7
Area Status	Urban	92	41.8
	Rural	128	58.2
GPA	Less than 2	40	18.2
	2-3	84	38.2
	3-4	96	43.6
Extra-Curricular Activities	Yes	120	54.5
	No	100	45.5
Interest in Politics	Yes	85	38.6
	No	135	61.4
Watching TV	Yes	130	59.1
	No	90	40.9
Use of Internet	Yes	139	63.2
	No	81	36.8
Use of Social Media	Yes	134	60.9
	No	86	39.1
Reading Newspapers/Magazines	Yes	128	58.2
	No	92	41.8
Participation in Sports Activities	Yes	123	55.9
	No	97	44.1

Participation in Home- based Activities	Yes	101	45.9
	No	119	54.1
Calls/SMS for long Hours	Yes	130	59.1
	No	90	40.9
Part-time Job	Yes	123	55.9
	No	97	44.1
Playing games on	Yes	135	61.4
Computer/Mobile	No	85	38.6
Attending seminars/conference	No	107	48.6
		113	51.4
Proctorship/CRship influences students'performance	Yes	108	49.1
	No	112	50.9

The above table shows that out of 220 respondents, 115(52.3%) students are male and 105 (47.7%) students are female. Table 4.1 indicates that out of 220 students, 92(41.8%) students belong to urban areas and 128(58.2%) students belong to rural areas. It is clear that out of 220 respondents, 40(18.2%) students obtained GPA less than two, 84(38.2%) students obtained GPA 2 to 3 and 96(43.6%) students obtained GPA between 3 and 4. There are 120(54.5%) students who think that extra-curricular activities positively affect academic performance and there are 100(45.5%) students who think that extra-curricular activities do not positively affect academic performance. It is also clear that out of 220 students, 85(38.6%) students participate take interest in politics and 135(61.4%) students do not participate take interest in politics. Table 4.1 shows that out of 220 respondents, 130(59.1%) students think that watching TV influences students' performance and 90(40.9%) students think that watching TV does not influence students' performance. It is clear that out of 220 students, 139(63.2%) students think that use of internet influences students' performance and 81(36.8) students think that use of internet does not influence students' performance. There are 134(60.9%) students who think that use of social media influences students' performance and there are 86(39.1%) students who think that use of social media does not influence students' academic performance. Out of 220 students, 128(58.2%) students think that reading newspapers/magazines influences students' academic performance and 92(41.8) students

think that reading newspapers/magazines does not influence students 'performance. Table 4.1 shows that out of 220 students, 123(55.9%) students think that participation in sports activities influences students' performance and 97(44.1%) students think that participation in sports activities does not influence students' performance. There are 101(45.9%) students who think that participation in home-based activities influences students' performance and there are 119(54.1%) students who think that participation home-based activities does not influence academic performance of students. There are 130(59.1%) students who think that using phone for frequent calls/SMS influences students' performance and there are 90(40.1%) students who think that using phone for frequent calls/SMS does not influence students' performance. The above table indicates that out of 220 students, 123(55.9%) students think that part- time job is harmful for students and 97(44.1%) students think that part-time job is not harmful for students. It is also clear that out of 220 students, 135(61.4%) students think that playing games on computer/mobile influences students' performance and 85(38.6%) students think that playing games on computer/mobile does not influence students' performance. There are 107(48.6%) students who think that attending seminars/conferences influences students' performance and there are 113(51.4%) students who think that attending seminars/conferences does not influence students' performance. The above table shows that out of 220 students, 108(49.1%) students

think that proctorship and Class representative (CR) influences students' performance and 112(50.9%) students think that proctorship Class representative (CR) does not influence students' performance.

4.2 Inferential Analysis

For inferential analysis of the collected data, a chi-square test of independence was used.

The results of the chi-square tests are provided in Table 4.2 to 4.16.

Table 4.2 Gender vs GPA

Variable		GPA			Total	Chi-Square	P-value
		Less than 2	2-3	3-4			
Gender	Male	17	61	37	115	22.725	0.000
	Female	23	23	59	105		
Total		40	84	96	220		

The above table shows that out of 220 respondents, 17 male and 23 female students obtained GPA less than two, 61 male students and 23 female students obtained GPA 2 to 3. Further, 37 male and

59 female students obtained GPA 3 to 4. As p-value is less than 0.05, therefore, the null hypothesis is rejected which mean that there is association between academic performance and gender.

Table 4.3 Area Type vs GPA

Variable		GPA			Total	Chi-Square	P-value
		Less than 2	2-3	3-4			
Area Type	Urban	19	44	29	92	9.701	0.008
	Rural	21	40	67	128		
Total		40	84	96	220		

Table 4.3 indicates that out of 220 students, 19 students belonging to urban areas and 21 students belonging to rural areas obtained GPA less than two. Moreover, 44 students belonging to urban areas obtained GPA 2 to 3 and 40 students from rural areas obtained GPA between 2 and 3. Furthermore, 29 students belonging to urban areas obtained

GPA between 3 and 4, 67 students belonging to rural areas obtained GPA between 3 and 4. The p-value is less than 0.05, therefore, the null hypothesis is rejected which shows that there is association between area type and students' academic performance.

Table 4.4 Co-Curricular and Extra-curricular activities vs GPA

Variable		GPA			Total	Chi-Square	P-value
		Less than 2	2-3	3-4			
Extra-curricular activities positively affect academic performance.	Yes	15	49	56	120	5.729	0.057
	No	25	35	40	100		
Total		40	84	96	220		

The above table indicates that out of 220 respondents, 15 students who think that co-curricular and extra-curricular activities positively affect academic performance, obtained GPA less than two and 25 students

who think that co-curricular and extra-curricular activities do not affect academic performance, obtained GPA less than two. Moreover, 49 students who think that co-curricular and extra-curricular activities

positively affect students' performance, obtained GPA 2 to 3 and 35 students who think that co-curricular and extra-curricular activities do not affect students' studies, obtained GPA 2 to 3. Furthermore, 56 respondents who think that co-curricular and extra-curricular activities positively affect students' performance, obtained GPA 3 to 4 and 40 students who think that

co-curricular and extra-curricular activities do not positively affect students' performance, obtained GPA 3 to 4. As p-value is greater than 0.05, so, the null hypothesis is accepted. Therefore, it is concluded that there is no association between extra-curricular activities and academic performance.

Table 4.5 Participation in Politics vs GPA

Variable		GPA			Total	Chi-Square	P-value
		Less than 2	2-3	3-4			
Do you take interest/participate in politics?	Yes	15	37	33	85	1.795	0.408
	No	25	47	63	135		
Total		40	84	96	220		

Table 4.5 shows that out of 220 respondents, 15 students who take interest/participate in politics, obtained GPA less than two, 25 students' who do not participate in politics, obtained GPA less than two. Moreover, 37 students who participate in politics, obtained GPA 2 to 3, 47 students who do not participate in politics, obtained GPA 2 to 3. Furthermore,

33 students who participate in politics, obtained GPA 3 to 4 and 63 students who do not participate in politics, obtained GPA 3 to 4. As the p-value is greater than 0.05, so, the null hypothesis is accepted. Therefore, it is concluded that there is no association between academic performance and participation/taking interest in politics.

Table 4.6 Watching TV vs GPA

Variable		GPA			Total	Chi-Square	P-value
		Less than 2	2-3	3-4			
Watching TV influence the study of students.	Yes	23	55	52	130	2.422	0.298
	No	17	29	44	90		
Total		40	84	96	220		

The above table indicates that out of 220 respondents, 23 students who think that watching TV influences students' performance, obtained GPA less than two, 17 students who think that watching TV does not influence students' performance, obtained GPA less than two. Moreover, 55 students who think that watching TV influences students' performance, obtained GPA between 2 and 3, 29 students who think that watching TV does not influence

students' performance, obtained GPA 2 to 3. Further, 52 students who think that watching TV influences students' performance, obtained GPA 3 to 4 and 44 students who think that watching TV does not influence study of students, obtained GPA 3 to 4. As p-value is greater than 0.05, so, the null hypothesis is accepted. Therefore, it is concluded that there is no association between TV watching and students' performance.

Table 4.7 Use of Internet

Variable		GPA			Total	Chi-Square	P-value
		Less than 2	2-3	3-4			
Use of internet influences the study of students?	Yes	22	51	66	139	2.650	0.266
	No	18	33	30	81		
Total		40	84	96	220		

The above table shows that out of 220 respondents, 22 students who think that use of internet influences students' performance, obtained GPA less than two and 18 students who think that use of internet does not influence students' performance, obtained GPA less than two. Moreover, 51 students think that use of internet influences the study of students, obtained GPA 2 to 3 and 33 students who think that use of internet does not influence

students' performance, obtained GPA 2 to 3. Furthermore, 66 students who think that use of internet influences students' performance, obtained GPA 3 to 4 and 30 students who think that use of internet does not influence students' performance, obtained GPA 3 to 4. As p-value is greater than 0.05, so, the null hypothesis is accepted. Therefore, it is concluded that there is no association between use of internet and academic performance.

Table 4.9 Reading Newspapers/Magazines vs GPA

Variable		GPA			Total	Chi-Square	P-value
		Less than 2	2-3	3-4			
Reading newspapers/magazines influences the performance of student.	Yes	19	54	55	128	3.193	0.203
	No	21	30	41	92		
Total		40	84	96	220		

Table 4.10 Participation in Sports Activities vs GPA

Variable		GPA			Total	Chi-Square	P-value
		Less than 2	2-3	3-4			
Participation in sports activities affect the study of students.	Yes	18	48	57	123	2.451	0.294
	No	22	36	39	97		
Total		40	84	96	220		

The above table shows that out of 220 respondents, 18 students who think that participation in sports activities influences students' performance, obtained GPA less than two and 22 students who think that participation in sports activities does not affect students' studies, obtained GPA less than two. Moreover, 48 students who think that participation in sports activities

influences students' performance, obtained GPA 2 to 3 and 36 students who think that participation in sports activities does not influence students' academic performance, obtained GPA 2 to 3. Furthermore, 57 students who think that participation in sports activities influences students' performance, obtained GPA 3 to 4 and 39 students who think that sports activities does not influence students'

performance, obtained GPA 3 to 4. As p-value is greater than 0.05, so, the null hypothesis is accepted. Therefore, it is concluded that there

is no association between participation in sports activities and students' performance.

4.11 Table

Variable		GPA			Total	Chi-Square	P-value
		Less than 2	2-3	3-4			
Participation in home-based activities influences studies of the students.	Yes	20	39	42	101	0.459	0.795
	No	20	45	54	119		
Total		40	84	96	220		

Table 4.13 shows that out of 220 respondents, 23 students who think that part-time job is harmful for students, obtained GPA less than two and 17 students who think that part-time is not harmful for students, obtained GPA less than two. Moreover, 44 students who think that part-time job is harmful for students, obtained GPA 2 to 3 and 40 students who think that part-time job is not harmful for students, obtained GPA 2 to 3. Furthermore,

56 students who think that part-time job students' performance, obtained GPA 3 to 4 and 54 students who think that home-based activities do not influence students' performance, obtained GPA 3 to 4. As p-value is greater than 0.05, so, the null hypothesis is accepted, Therefore, it is concluded that there is no association between students' performance and participation in home-based activities.

Table 4.12 Calls/SMS for long hours vs GPA

Variable		GPA			Total	Chi-Square	P-value
		Less than 2	2-3	3-4			
Calls/SMS for long hours influence students' performance.	Yes	21	50	59	130	0.948	0.623
	No	19	34	37	90		
Total		40	84	96	220		

Table 4.12 Calls/SMS for long hours vs GPA

Table 4.12 indicates that out of 220 respondents, 21 students who think that calls/SMS for long hours influence students' performance, obtained GPA less than two and 19 students who think that calls/SMS for long hours do not influence students' performance, obtained GPA less than two. Moreover, 50 students who think that calls/SMS for long hours influence students' studies, obtained GPA 2 to 3 and 34 students who think that calls/SMS for long hours do not influence

students' performance, obtained GPA 2 to 3. Further, 59 students who think that calls/SMS for long hours influence students' performance, obtained GPA 3 to 4 and 37 students who think that calls/SMS for long hours do not influence students' performance, obtained GPA 3 to 4. As p-value is greater than 0.05, so, the null hypothesis is accepted. Therefore, it is concluded that there is no association between academic performance and calls/SMS for long hours.

Table 4.13part-time job vs GPA

Variable		GPA			Total	Chi-Square	P-value
		Less than 2	2-3	3-4			
Doing part-time job is harmful for students.	Yes	23	44	56	123	0.694	0.707
	No	17	40	40	97		
Total		40	84	96	220		

is harmful for students, obtained GPA 3 to 4, 40 students who think that part-time job is not harmful for students, obtained GPA 3 to 4. As p-value is greater than 0.05, so, the

null hypothesis is accepted. Therefore, it is concluded that there is no association between academic performance and part-time job.

Table 4.14Games on Computer/Mobiles vs GPA

Variable		GPA			Total	Chi-Square	P-value
		Less than 2	2-3	3-4			
Playing games on computer/mobiles influence students' performance.	Yes	25	57	53	135	3.050	0.218
	No	15	27	43	85		
Total		40	84	96	220		

The above table indicates that out of 220 respondents, 25 students who think that playing games on computer/mobile influences students' performance, obtained GPA less than two and 15 students who think that playing games on computer/mobile does not influence students' studies, obtained GPA less than two. Moreover, 57 students who think that playing games on computer/mobile influences students' performance, obtained GPA 2 to 3 and 27 students who think that playing games on compute/mobile does not

influence students' performance, obtained GPA between 2 and 3. Furthermore, 53 students who think that playing games on computer/mobile influences students' performance, obtained GPA 3 to 4 and 43 students who think that playing games on computer/mobile does not influence students' performance, obtained GPA between 3 and 4. As p-value is greater than 0.05, so, the null hypothesis is accepted. Therefore, it is concluded that there is no association between the two variables.

Table 4.15Attending Seminars/Conferences vs GPA

Variable		GPA			Total	Chi-Square	P-value
		Less than 2	2-3	3-4			
Attending seminars/conference/general lecturers influences students' performance.	Yes	23	45	39	107	4.543	0.103
	No	17	39	57	113		
Total		40	84	96	220		

Table 4.15 Attending Seminars/Conferences vs GPA

The above table indicates that out of 220 respondents, 23 students who think that attending seminars/conferences influences students' performance, obtained GPA less than two and 17 students who think that attending seminars/conferences does not influence students' performance, obtained GPA less than two. Moreover, 45 students who think that attending seminars/conferences influences students' performance, obtained GPA between 2 and 3, 39 who think that attending

seminars/conferences does not influence students' performance, obtained GPA between 2 and 3. Furthermore, 39 students who think that attending seminars/conferences influences students' performance, obtained GPA 3 to 4 and 57 students think that attending seminars/conferences does not influence students' performance obtained GPA 3 to 4. As p-value is greater than 0.05, so, the null hypothesis is accepted, therefore, it is concluded that there is no association between students' performance and attending seminars/conferences.

Table 4.16 Proctorship/ Class representative (CR) Svs GPA

		GPA			Total	Chi-Square	P-value
		Less than 2	2-3	3-4			
Proctorship/ CR ship influences students' performance.	Yes	17	37	54	108	3.519	0.172
	No	23	47	42	112		
Total		40	84	96	220		

Table 4.16 shows that out of 220 respondents, 17 students who think that proctorship/Class representative influences students' performance, obtained GPA less than less two and 23 students who think that proctorship/Class representative (CR) does not influence students' performance, obtained GPA less than two. Moreover, 37 students who think that proctorship/Class representative (CR) influences students' performance, obtained GPA between 2 and 3, 47 students who think that proctorship/Class representative (CR)

does not influence students' performance, obtained GPA between 2 and 3. Furthermore, 54 students who think that proctorship/Class representative (CR) influences students' performance, obtained GPA between 3 and 4, 42 students who think that proctorship/Class representative does not influence students' performance, obtained GPA between 3 and 4. As the p-value is greater than 0.05, so, the null hypothesis is accepted. And there is no relationship between proctorship / Class representative (CR) which affect the study.

5. Conclusion

The present study was aimed at finding the effects of co-curricular and extra-curricular activities on the academic performance of students. The research is an empirical analysis of general opinion held widely about the influence of co-curricular and extra-curricular activities on students' academic performance. The general opinion is that activities other than academic activities like book-reading, discussions, debates, exams and class activities have no effects on students' performance. However, contrary to the public opinion, which is

based on irrational and ignorant outlook, the research arrives at the conclusion that academic performance is independent of co-curricular and extra-curricular activities. It is a conjecture that such activities retard the learning ability of students. Rather, such activities enhance the learning ability of students. Activities like use of internet, watching TV, reading newspaper, participating in seminars and group discussion offer diverse knowledge and first-hand experience of things to students. It has positive influence on the personality of students. These activities enhance the communication skills, interpersonal skills and confidence level

of students. All these skills are extremely important for the academic performance of the students.

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