

EFFECTS OF CO-CURRICULAR ACTIVITIES ON STUDENTS BEHAVIOR

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ABSTRACT

Co-curricular activities are considered to be the most valuable and effective part of any educational institution. As education is not merely to memorize facts and figures but it involves the achievement and learning of different types of skills and all-around development of the students which enable the individuals to be active and efficient citizens of the society. This research was carried out to analyze the teachers' perception of the student's participation in co-curricular activities and their effects on their behavior. The objectives of the study were to (a) Identify the confidence level of the students (b) Check the personality development of the student (c) Examine the social interaction of the students. The population of the study was teachers of 2 Islamabad Model Colleges and Model schools for girls of G/10 sectors of Islamabad. A sample of 80 teachers was selected through a simple random sampling technique. The design of the study was quantitative research. A questionnaire was designed to collect data that was comprised of close-ended questions. Data were collected by personal visits. Data analysis was done by calculating mean score and percentage which shows that co-curricular activities positively affect the behavior of the students. The study recommended that teachers may motivate students to participate in co-curricular activities to make them active in the classroom and social life.

Keywords: co-curricular activities, confidence level, personality development, social interaction, speech improvements

INTRODUCTION

Human resources and human capital are key in shaping the success and development of any country (Ab Ghani et al., 2020). The education system of the country closely relates to the human capital and human resources because education

aims to produce citizens who are beneficial for the society and equipped with required skills that are helpful for them in their daily life routine and at their workplace (Singh, 2017) Co-curricular activities are important to develop and equip

students with the required skills(Glass et al., 2017). The goal of co-curricular activities in school is to develop different types of skills for example; leadership skills, communication skills, confidence building, shaping personality, grooming, other related skills(Vera & Queroda, 2020). Due to co-curricular activities students' confidence and self-reliance level is increased(Sharma & Khatoon, n.d.). Co-curriculum activities are helpful in the development of mind and personality-related skills that include intellect, emotions, societal, moral, aesthetics, creative thinking, enthusiasm, energy, and positive thinking(Ashfaq et al., n.d.). Co-curricular activities are those activities that are performed by students inside or outside of the educational institutions. Institutions should design and plan activities that are relevant to the institution's needs and the needs of society(Birungi et al., 2021). The purpose of this study was to explore the effects of co-curricular activities on the confidence level of the students and the personality development of the student. Furthermore, the study was also conducted to examine the effects of co-curricular activities on the social interaction of the students as well as on the speech improvements of the students. Researcher developed research questions based on objectives of the study. Co-curricular activities enhance and strengthen students' knowledge and skills (Balyer & Gunduz, 2012). In the absence of these activities, students will be lack in different aspects of mind and personality(Mulrooney, 2017). Without co-curriculum activities, students' moral, aesthetic, spiritual, physical, and mental growth will be negatively affected. Students' communication skills, cooperation, adjustment improves and their language barrier decreases due to taking part in co-curriculum activities (Millunchick & Zhou, 2020).

Nowadays aim and goal of any educational institution is not merely to entrust course-related concepts and does not stick to content and knowledge delivery only but now these are much more for example; students can play their role in different domains of practical and daily life routine to make the environment more productive, combined, disciplined and

organized(IMUNYA, 2020). Co-curricular activities educate learners and individuals for better well-being and better citizenship. By incorporating co-curricular activities in educational institutions, there would be great support to acquire and achieve skills related to the actual curriculum(Zada, 2021). Co-curricular activities enable students to achieve curriculum-related skills more proficiently. In this way, students learning becomes more authentic and meaningful (Yapin et al., 2017). Co-curricular activities are not part of the curriculum but these are important and meaningful for students in terms of their development and adjustment to the environment as they have to survive and live in a competitive world(Wong & Leung, 2018). Activities that took place or were planned outside of the classroom enhance the potentialities of the students in different prospects (Yaacob & Haron, 2013). According to liberal educationists' co-curricular activities are central and essential for continuous improvements of students their learning. To know about the effectiveness of co-curriculum activities for students as well as for actual curriculum may help educational stakeholders to design and implement a better and effective environment for all students; for the success of the institution and whole education system. Therefore, this study aimed to analyze the effects of co-curricular activities on students' behavior.

Significance of the Study

This study will be significant for students, as they will come to know how co-curricular activities are beneficial for them to live a successful life. The study will also be significant for teachers, as they will learn how to achieve the best results when students participate in co-curricular activities. The study may be beneficial for the administration, as they will know what type of co-curricular activities should be planned and organize to maximize students' achievement and the institution's reputation. This study will also be helping future researchers in this area of research.

LITERATURE REVIEW

Co-curricular activities are all those planned activities that are conducted outside the boundaries of the classroom. These activities are informal and monitored and observed by the related staff of the institution. Co-curricular activities enable the students to refresh, enhance, reinforce and make their learned skills and concepts more effective and worthy. In this way, co-curricular activities facilitate actual curricular activities that students learn in an actual classroom setting (Garcia, 2010). Co-curricular activities have different aspects, processes, and features. These activities are helpful in the overall development of the child from all aspects of for example; personality development, cognitive development, moral development aesthetic, social development, emotional development, development, and holistic development. Co-curricular activities enrich teaching techniques with more effective and goal-oriented. Co-curricular activities are those activities that are conducted inside or outside of the educational institutions to enhance the experience and learning of the students. These activities may be conducted in the form of clubs, associations, organizations, conferences and seminars, sports, cultural activities, debates competitions, quiz competitions, and many more (Siddiky, 2019). Co-curricular activities are essential for educational institutions. Co-curricular activities are also essential for accomplishing the goals of the actual curriculum that are imparted to students in an actual classroom setting. Co-curricular activities should be properly planned before conduction; without proper planning of the co-curricular activities, their potential benefits may be unachieved.

Types of Co-Curricular Activities

There are different types of activities that may be arranged and planned in any institution. The first type is academic co-curricular activities. Book fairs, institutional magazines; in which students and teachers creatively and analytical write on different related topics, which enhance the creative and analytical skills of the students, poetry competitions, competitions of different writings, debates competitions, educational exhibitions, and charts making competitions.

Another form of co-curricular activity (Bashir et al., 2012) is leisure activities. These type of activities includes model making skills, gathering of different types of coins, gathering of stamps, cultural activities in museum and gardening activities. The third type of co-curricular activity includes social activities. these types of activities comprised of counseling and guiding students in their daily day-to-day problems, participation in different committees of the institution for example; the school union committee. The fourth type of activity is recreational activities. These activities include study tours to different historical, geographical, and famous places and buildings. The fifth type of activities includes physical co-curricular activities for example different types of sports and games and P.T. Sixth type of co-curricular activities include cultural activities for example; dance of different cultures, an exhibition of different cultures by dressing up according to that specific culture, singing Folk songs and cooking dishes of each culture. Another type of activity is moral and value-related co-curricular activities. these include camping and providing first aid, activities for a neat and clean environment, and enjoying & celebrating special occasions. Last but not least co-curricular activities are art and crafts-related activities. This type of activity comprised cooking competitions, decoration of different types of flowers, photographs, sewing, knitting competition, poster making, calligraphy, and clay modeling (Kisango, 2016).

Functions of Co-Curricular Activities

Co-curricular activities serve different functions in educational institutions. Co-curricular activities strengthen students' learning and their skills. These activities enhance the abilities of the students to work more efficiently and effectively. Students show the best performance if they participate in different types of co-curricular activities (Ashfaq, 2021). By participating in students learn about the values in ethical and academic co-curricular activities. Co-curricular activities work as a supplement for the achievement of learning objectives of both types, of course, may these are elective or compulsory. These activities impart students with skills and

experiences that are not possible only through teaching-learning in the classroom. For example, participation in dance, singing songs, participation in student union councils, participation in different sports and leisure time activities enhance students' social, emotional & individual skills and effects learning processes.

Benefits of Participating In Co-Curricular Activities

Co-curricular activities are beneficial in different aspects. These activities enhance and promote the skills of students that students are supposed to have after completion of their studies. In a way, these activities support the actual curriculum in achieving the desired results related to cognitive, affective, and psychomotor domains. In educational institutions, many courses are included for better up bring and better development of students and include different types of skills to be learned by students. co-curricular activities facilitate students with all skills to be achieved and acquired (Reaves et al., 2010). Most of the institutions offer co-curricular activities after school timings as well. This is because students may not remain weak in actual classroom learning. Some institutions offer teachers' sponsored activities that took place outside of the classrooms. These activities include reading, magic, managing, organizing, knitting, and painting (Kariyana et al., 2012). By participating in co-curricular activities a sense of ownership and respect developed in students towards the institution. Moreover, a sense of responsibility is developed in students through co-curricular activities. Further, these activities enhance students' self-control while dealing with societal issues and enhance positive attitudes (Darling et al., 2005). Co-curricular activities bring positive and potential changes in individuals. These activities enable students to behave and develop a sense of leadership, sense of citizenship, sense of the unique and outstanding individual in the society. Co-curricular activities bring a positive association between participating in various forms of physical activities and positive self-perception (Daley & Leahy, 2003). Students' performance and achievement levels increased in the

classroom due to participating in co-curricular activities. co-curricular activities affect grades, test scores, attendance, and personality development positively (Wilson, 2009). By participating in co-curricular activities leadership skills, teamwork abilities, cooperation, communication skills, confidence level, and problem-solving are developed and enhanced in students. Students' behavior problems can be solved if they participate in co-curricular activities.

Holistic Development

Co-curricular activities are helpful in the development of all aspects of personality for example; cognitive development, emotional development, societal development, physical development, ethical development, enhance analytical skills, and psychomotor development. Hence these activities are helpful in the overall and all-around development of the child (Stirling & Kerr, 2015). It is necessary for the development of the child that co-curricular and curricular activities should be planned in institutions or outside the institutions.

Intellectual Development

By participating in co-curricular activities students develop and enhance their cognitive skills. For example; positive thinking skills develop in students. Students take every situation and criticism positively. Co-curricular activities enable students to solve problems in daily life situations. Moreover, these activities help individuals in emotional development (Bergen-Cico & Viscomi, 2012). Education should be according to societal needs. As the need of the society is the proper development of the child from all aspects. Students should not be lack in any aspect of their development instead they should acquire and equip with all required skills that enable them to be noble & effective citizens and play their best possible role in society. The institution can fulfill this need by planning co-curricular activities for students (Stirling & Kerr, 2015). Co-curricular activities enhance and develop the critical thinking of the students. these activities are helpful for students in the development of maturity or enable students to be

mature and enable them to think practically. Co-curricular activities enhance the motivation level of the students for every task to be performed inside or outside of the school premises.

Increase Student's Social and Academic Development

Co-curricular activities enhance and increase the achievement level of the students, although they are not directly assessed and evaluated. Students who participate in these activities show the best performance in the class and their achievements and results are more positive in comparison to those students who do not participate in co-curricular activities. Co-curricular activities enable students to best perform in society. These students can handle societal problems more quickly and effectively (Balyer & Gunduz, 2012). Co-curricular activities make the institutional environment more appealing and peaceful that enables the students to develop motivation to come to school on daily basis. This factor may help in reducing absenteeism

Co-Curricular Activities Enhanced the Competencies of Students

Co-curricular activities play a significant role in the development of students' competencies and skills. Students become less shy and more confident by participating in these activities. Students' communication skills developed. They can communicate with each other, with teachers, and other members of society with more confidence and effectively (Mehmood et al., 2012). Co-curricular activities enhance students' creativity, analytical skills, problem-solving skills, and critical thinking. Students learn to manage their tasks on time and they don't make delays in any task whether the task is related to the school or relates to a daily life situation. Students become more organized and practical by participating in co-curricular activities. The institution should ensure that every individual should participate in co-curricular activities so that each individual becomes more proficient and play their best role in the development of the institution's reputation and performance. An institution should know about individuals' interests and potentials so that co-curricular

activities should be planned according to their interests and demands. For this purpose, parents' teacher meetings should be planned in the institution. Through this activity parents and teachers negotiate about the students' potentials and weak areas and make some arrangements and reach some conclusions (Sitra & Sasidhar, 2005). Co-curricular activities resolve the behavior problems of the students. By participating in co-curricular activities students learn the concept of patience and come to know that each student has their worth. They learn to respect their peers, teachers, and parents (Bashir et al., 2012). Co-curricular activities enhance the responsibility skills of the students. Students actively perform every task with responsibility. On the successful completion of different tasks, they are awarded different rewards. The process of rewards on achievement and best performance make students proud and enhance the students' motivational level to achieve other tasks with more potentials and with more determination.

Administrative and Leadership Skills

Co-curricular activities align the acquired knowledge and experiences. Co-curricular activities help combine different parts of learning that are scattered in academic life as well as in real-life situations (*Developing Leadership Qualities in Environmental Sustainability through University Co-Curricular Activities | Emerald Insight*, n.d.). Co-curricular activities enhance and develop administrative skills in the students. Students participate in students' unions and manage all related problems and work by. These types of activities enable students to take part in different administration fields where they can handle all related problems with expertise (Gallien & Hikes, 2005). Co-curricular activities develop different organizing, planning, monitoring, and initiating skills in students via advisory groups. In advisory groups advisory unit is developed where the relationship between students & teachers and students & institution become more effective. Co-curricular activities develop leadership skills in students. In these activities, students take charge of different tasks and handle different problems of the team members. In this way, students learn how to be a

leader and how to solve the problems of subordinates in a real organization (Yapin et al., 2017). Co-curricular activities should be monitored daily so that effective and accurate leadership skills could be developed in students.

Co-Curricular Activities Help To Release the Stress of an Individual

Co-curricular activities help minimize and decrease the stress of the students as students face many types of issues and hurdles in their academic and daily life situations that may lead to anxiety and a low level of confidence. Co-curricular activities enable students to put and utilize their energies in positive directions to solve their problems that may be harmful and obstacles to achieve their life goals. Students' involvement in these types of activities would be a great advantage to maximize the potentials of the individual and get rid of day-to-day problems (WASAL, 2014). As now a day's burden of books and high level of expectations and demands from the parents, teachers, and society is enhanced which affect the students and students become depressed and nervous. Co-curricular activities help individuals to overcome depression and stress and enable the students to fulfill the demands and expectations of society and other stakeholders.

RESULTS

Data regarding the study were collected through questionnaires and personal visits by the researcher. Data analysis was done by calculating mean, frequency, and percentage.

RESEARCH METHODOLOGY

Research Design

It was quantitative research. The design of the study was descriptive in nature and a survey method was adopted to collect the data. Before conducting the survey proper permissions were taken from the respondents and prior appointments were taken and the purpose of the study was intimated to the respondents of the study. Confidentiality of the responses was assured to them. To examine the effects of co-curricular activities on student's behavior, a close-ended questionnaire comprised of a five-point rating scale was used as a data collection tool. Co-curriculum activities were independent variables and students' behavior was the dependent variable.

Population and Sample of the Study

The population of the study was teachers of 2 IMCG and 2 IMSG G/10 sectors of Islamabad. A sample of 80 teachers was selected through a simple random sampling technique.

Instrumentation

A questionnaire comprised of a five-point rating scale was developed. The questionnaire consisted of close-ended questions and 20 statements were used.

Table 1
Effects of co-curricular activities on students' behavior and academic achievement

Statements	S.D	D	N	A	S.A	Total	Mean
	%/F	%/F	%/F	%/F	%/F	%/F	
Students' confidence level	(0%) 0	(0%) 0	(7.5%)6	(40%) 32	(52.5%) 42	(100%) 80	4.45
Students, social interaction	(0%) 0	(0%) 0	(10%)8	(58.75%) 47	(31.25%) 45	(100%) 80	4.21
Enhancement in motivational level	(0%) 0	(3.75%) 3	(12.5%) 10	(61.25%) 49	(22.5%) 18	(100%) 80	4.02
Enhancement in academic grades	(6.25%) 5	(16.25%) 13	(18.75%) 15	(45%) 36	(13.75%) 11	(100%) 80	3.45
Students, become regular at school	(1.25%) 1	(10%) 8	(13.75%) 11	(50%) 40	(25%) 20	(100%) 80	3.87
Students, decision making skills	(3.75%) 3	(2.5%) 2	(18.75%) 15	(55.25%) 45	(18.75%) 15	(100%) 80	3.83
Students, become goal oriented	(0%) 0	(8.75%) 7	(20%) 16	(52.5%) 42	(18.75%) 15	(100%) 80	3.81
Decrease students, hesitation level	(3.75%) 3	(5%) 4	(12.5%) 10	(42.5%) 34	(36.25%) 29	(100%) 80	4.02

Enhancement in students, IQ level	(8.75%) 7	(6.25%) 5	(20%) 16	(36.25%) 29	(28.75%) 23	(100%) 80	3.7
Improve management skills of students	(3.75%) 3	(2.5%) 2	(10%) 8	(56.25%) 45	(27.5%) 22	(100%) 80	4.01
Improvements in leadership qualities	(1.25%) 1	(6.25%) 5	(13.75%) 11	(45%) 36	(33.75%) 27	(100%) 80	4.03
Enhancement in teamwork skills	(0%) 0	(6.25%) 5	(7.5%) 6	(50%) 40	(36.25%) 29	(100%) 80	4.16
Better performance	(2.5%) 2	(23.75%) 19	(18.75%) 15	(42.5%) 34	(12.5%) 10	(100%) 80	3.38
Development of positive perception towards school	(0%) 0	(0%) 0	(16.25%) 13	(58.75%) 47	(25%) 20	(100%) 80	4.08
Development of self esteem	(0%) 0	(5%) 4	(16.25%) 13	(56.25%) 45	(22.5%) 18	(100%) 80	3.96
Increase students, connection towards school	(0%) 0	(6.25%) 4	(12.5%) 14	(57.5%) 44	(23.75%) 18	(100%) 80	3.95
Student become regular at school	(0%) 0	(6.25%) 5	(12.5%) 10	(57.5%) 46	(23.75%) 19	(100%) 80	3.98
Development of sense of responsibility	(1.25%) 1	(7.5%) 6	(12.5%) 10	(47.5%) 48	(31.25%) 25	(100%) 80	4
Development of creativity	(0%) 0	(8.75%) 7	(12.5%) 10	(50%) 40	(28.75%) 23	(100%) 80	3.98
Development of sympathetic attitude	(1.25%) 1	(3.75%) 3	(15%) 12	(51.25%) 49	(18.75%) 15	(100%) 80	3.92

Findings show that 52% of respondents answered that they are strongly agreed with the statement that Co-curriculum activities enhance students' confidence level. The mean of this statement is 4.45. 58 % of respondents were agreed with the statement that students become socially interactive by taking part in Co-curriculum activities. The mean of this statement is 4.21. 61% of respondents agreed with the statement that students' motivational level increases by participating in co-curricular activities. The mean of the statement is 4.02.

Findings show that 45% of respondents agreed to the statement that students' academic grades increase by participating in co-curricular activities. The mean of this statement is 3.45. 50% of respondents answered that students become more regular by participating in co-curricular activities. The mean of this statement is 3.87. 55% of respondents answered that co-curricular activities influence students' decision-making. The mean of this statement is 3.83. 52% of respondents answered that students become goal-oriented by participating in co-curricular activities. The mean of this statement is 3.81.

Findings depict that 42% of respondents answered that students talk without hesitation by participating in co-curricular activities. The mean of this statement is 4.02. 36% of respondents answered that students' I.Q level increases by participating in co-curricular activities. The mean of this statement is 3.7. 56% of respondents answered that student's management skills improve by participating in co-curricular

activities. The mean of this statement is 4.01. 45% of respondents answered that leadership quality improves by participating in co-curricular activities. The mean of this statement is 4.03.

Findings reveal that 50% of respondents answered that student's teamwork improves by participating in co-curricular activities. The mean of this statement is 4.16. 42% of respondents answered that students perform better academically by participating in co-curricular activities. The mean of this statement is 3.38. 58% of respondents answered that positive perception towards school by participating in co-curricular activities. The mean of this statement is 4.08. 56% of respondents answered they strongly agree with the statement that self-esteem is built in students by participating in co-curricular activities. The mean of this statement is 3.96.

Findings show that 57% of respondents answered that they are strongly agreed with the statement that student's connection increases towards school by their participation in co-curricular activities. The mean of this statement is 3.95. 57% of respondents answered that they are strongly agreed with the statement that students attend school more regularly by participating in co-curricular activities. The mean of this statement is 3.98. 47% of respondents answered that they are strongly agreed with the statement that a sense of responsibility develops in students by participation in co-curricular activities. The mean of this statement is 4.

Findings reveal that 50% of respondents answered that they are strongly agreed with the statement that creativity develops in students by participating in co-curricular activities. The mean of this statement is 3.98. 51% of respondents answered that they are strongly agreed with the statement that a sympathetic attitude develops in students by participating in co-curricular activities. The mean of this statement is 3.92.

DISCUSSION

Co-curricular activities are important to develop and equip students with the required skills. The goal of co-curricular activities in school is to develop different types of skills for example; leadership skills, communication skills, confidence building, shaping personality, grooming, other related skills. Due to co-curricular activities students' confidence and self-reliance level is increased. Co-curriculum activities are helpful in the development of mind and personality-related skills that include intellect, emotions, societal, moral, aesthetics, creative thinking, enthusiasm, energy, and positive thinking. Because of the above statements we can understand the importance of Co-curricular activities. The major objectives of the study were to analyze the effects of co-curricular on students' behavior. The study found that co-curricular activities increased the confidence level of the students. Students become more socially interactive. Students become more motivated, regular at school, and goal-oriented. Students improve their communication skills. Students learn the management of different activities and increase their leadership qualities. Students develop team spirit and learn how to work with the team. Student can build up their self-esteem and increase connection towards the school. Students develop a sense of responsibility. Co-curricular activities influence the behavior of the students socially and intellectually. Students are more confident to communicate with others mostly with teachers. Co-curricular activities influence the personality of the students. Results of the present study are in line with the findings of studies conducted by Bayer & Gunduz, 2012), (Bashir et al., 2012), (Mehmood et al., 2012), (Sitra & Sasidhar, 2005), (Wilson, 2009) and (Daley & Leahy, 2003). The results of these studies are discussed one by one in the following paragraphs.

The result of the present study was similar to the results of a study conducted by Daley & Leahy (2003). They conducted a study involving 126 randomly selected children who were 8 or 9 years old, who participated in physical extracurricular activities. All of these participants were involved in some form of physical extracurricular activity organized by the school at least once per week either during lunchtime or after school hours. The second group consisted of 63 additional children who did not participate in physical activities. Those who had regular physical activity positively perceived themselves. What the researchers found was a positive association between participation in various forms of physical activity and positive self-perception. The present study also bears similarity with Sitra & Sasidhar's (2005) research. The researcher analyzed the teachers' perception of the correlation between the participation of students in co-curriculum and their competency skills. Four main competencies were identified namely communication skill, cognitive skill, self-management skill, and academic excellence, and tests were carried out based on these four skills. The study results showed that those students who actively participate in co-curricular activities are found to be more competent.

The present study is somehow similar to the study conducted by Balyer & Gunduz (2012). They conducted the study to discover if co-curricular affect students' social and academic developments. Results revealed that co-curricular activities increased students' both social and academic achievements. The present study is also similar to the study conducted by Bashir et al. (2012). The researcher conducted the study to examine the effect of co-curricular activities on the academic achievements of secondary school students in District Abbottabad. The research was experimental; pre-test Post-test equivalent group design was selected for this purpose. Results showed that experimental groups showed better performance than controlled groups. Moreover, the results of the study indicated that co-curricular activities can contribute to enhancing the academic achievements of secondary school students. The study results are also similar to the study conducted by Wilson (2009). The purpose of the study was to document how being involved in extra-curricular activities can influence development

in academics, social skills, and high school completion. Results of the study showed that students who participate in extracurricular activities generally benefit from the many opportunities afforded them. Those who participate in out-of-school activities often have higher grade point averages, a decrease in absenteeism, and increased connectedness to the school. The result of the present study is similar to the results of a study conducted by Mehmood et al. (2012). The study was designed to find out the impact of co-curricular activities on the personality development of Secondary School Students. The study was designed to measure 7 personality traits of secondary school students. Each trait was measured with the help of 5 items. Based on data analysis, it was found that co-curricular activities have a significant impact on selected personality traits.

CONCLUSIONS

Based on the study findings it can be concluded that most of the teachers agreed that co-curricular activities increased the confidence level of the students. By participating in co-curricular activities students become more socially interactive. Students become more motivated through co-curricular activities. Students can take part in different activities like sports and debates. Students become more regular at school. Students become goal-oriented through participating in co-curricular activities. Students improve their communication skills through participating in co-curricular activities. Students learn the management of different activities and increase their leadership qualities. Students develop team spirit and learn how to work with the team. Through co-curricular activities student can build up their self-esteem and increase connection towards the school. Students become more regular at school. Students develop a sense of responsibility due to co-curricular activities. Co-curricular activities develop creativity in students. Most of the students develop their sympathetic attitude. Co-curricular activities influence the behavior of the students socially and intellectually. Students are more confident to communicate with others mostly with teachers. Co-curricular activities influence the personality of the students; they become more loyal, punctual, and active. In sports and different activities, students learn about discipline, learn about

management and leadership and learn about teamwork.

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