

ROLE OF CO-CURRICULAR ACTIVITIES IN STUDENTS' EDUCATIONAL PERFORMANCE AND THEIR CHARACTER BUILDING: A TEACHERS PERSPECTIVE

Muhammad Saleem¹, Shoukat Ali², Ahmad Shah Shinwari³, Shabbir Ahmad⁴, Aqeela Saghir⁵,
Aysha Karamat⁶, Muhammad Asghar⁷, Gulfam Hassan^{*8}, Rizwan Abbas Nasimi⁹

^{1,2,5,6,7,8,9} Institute of Agricultural Extension Education and Rural Development, University of Agriculture
Faisalabad

³Department of Agricultural Economics and Extension, Nangarhar University, Jalalabad, Nangarhar,
Afghanistan

⁴University of Agriculture Faisalabad, Sub Campus Burewala, Punjab Pakistan

Corresponding Author: *g.h.gullz@gmail.com

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ABSTRACT

Co-curricular and extracurricular activities pertain to outdoor programs conducted outside the conventional classroom setting. These activities, organized in group settings, play a pivotal role in enhancing students' learning experiences and bolstering overall academic performance. Recognizing the significance of co-curricular activities, a study titled "Role of Co-Curriculum Activities in Educational Performance and Character Building of Students from Teacher Perspective" was conducted in Shakargarh. To achieve the study's objectives, a questionnaire was prepared as the data collection instrument. A total of 120 respondents were randomly selected from eight schools, with 15 respondents chosen randomly from each school. The collected data underwent analysis using the Statistical Package for Social Science (SPSS). The findings revealed that non-physical activities such as reading, Naats, and debates were ranked among the top three, while physical activities like cricket, handball, and football were identified as the top three physical activities. According to the study, co-curricular activities contribute to character building, enhance physical health, and positively impact the academic learning of students.

Keywords: Co-curricular, Performance, Character Building, Education

INTRODUCTION

Education is the activity of promoting study, or the gaining of understanding, expertise, worth, faiths, and styles. "Education" has been originated from two Latin words Educare (Educere) and Educatum. "Educare" it means that to teach or shape. It further shows out that to educate or to drawing out or to bring out, drive from inside to outside. The word "Educatum" indicates the action taking of educating. It propels brightness on the philosophy also exercise of instructing. Learning in the broad feeling is a long-lasting procedure. It is started with the childbed of a baby and finish with his end of life. It is ongoing process. Progression is a constitution of life.

Learning is a wider idea which transcends the classroom within the boundary. Education is not restricted to the lecture room exclusively; it is also not confined to a specific duration of life. Schooling is a long-term technique and occurs from start to end. During life one goes on training to modify individuality to the growing way of existence. Development is the basic code of human living. Constant activity of progress and evolution is life thus progress is also a long-life activity (Kumar and Ahmad 2008).

Co-curricular Activities:

Co-curricular /Extra-curricular activities are called outdoor programs that are organized also conducted outside the classroom that is most beneficial for students leaning and improves the performance of pupils for getting the knowledge and experience. The students will be able for commanding and coaching at over groups and creates a sense of brotherhood and also keep away from bad habits (Dhanmeher, 2014). Education totally depends on the progress and growth of the child. Such types of schooling are a mixture of curriculum and extra-outdoor activities (CCA). Previously co-curricular activities are called as extra-curricular activities (ECA). Such kinds of activities helping in the educational study practice especially activities that give chances to learn and enhance expertise through participation in these activities. These activities and events may be arranged by administration or staff or by students themselves, but there have a specific mission behind these activities for achieving goals and outcomes. Extra class rooms activities help in enhancing social skills within the fellow's group (Eccles and Templeton, 2002).

A central part of the educational life is co-curricular activities. These activities funded and arranged by an institute that is not valuable for the educational syllabus although sports, games are considered as a necessary part of an academic learning and for growth and development of the learners in institutions. Co-curricular activities played a role for promoting a relationship among pupils and teachers are good and also it is important for studies about physical, sociological, spiritual and intellectual development of the students. These activities helpful for students to learn more through participation in co-curricular activities. Teacher's also learns from students through mutual cooperation with students and they corporate with others of their concepts and company (Cowley, 2005; Ahmad, 2006).

These activities also related with learning that is conducted outdoor the classroom. Activities are helpful for teaching to pupils in the form of inner, authority, collaboration, control, also self-assurances through such types of activities. Through involvement in these activities gives expertise and mastery to handling difficulties and makes easier life for happiness. Those who participate in extracurricular activities they are more responsible

and confident for handling an problems and taking a solutions of hurdles and through interaction with one another by participating in such types of activities that gives positive results for students learning and for character building also encourage students to taking decision on the basis of experience and independency in decision making and it develops habits of students for learning and taking responsibilities. That is why it is necessary for individuals to participate in outside the classroom activities to enhance social competence among individuals which is fruitful for future (Mancha and Ahmad, 2016).

Outdoor activities which are performed and organized in groups activities which is more progressive in nature rather than schooling including education and instructions that is helpful for pupils to experience the ideas, information and knowledge and improve skills and worth of education that getting in the school. It develops the personality of child's internally physically and psychologically (Samad et al., 2017). Co-curricular activities help in academic performance it develops positive attitude in students also improves leadership skill in students and have good effect on behavior. It maintains physical and mental health. It increases competition among students affect the study timing. These help in developing a sense of cooperation (Paul and Baskey, 2012).

Literacy level in Pakistan: Academic index of Pakistan are quite unfortunately low, even though fixed advancement has been observed throughout last not many years. At current situation, concerning one third elementary going age children are not going to institute, 42% people (age more than 10) are uneducated. Extensive disparity remains in education signs regarding to provinces or region, place (urban and rural) and gender males and females. At Governmental level that is around one fourth women of age more than fifteen years cannot study, also they did not know how to read and write and 35% girls are not going to school. Gender inequality list in instance of involvement in elementary level is (0.82). It is approximated that over (6.7 million) kids are not attending the school, and more of them (62%) are girls (Mahmood et al., 2015).

Girls' registration in elementary and high schooling has upgrade at the last periods, it unmoving stand down from boys, with outstanding rural and urban

also with regional distinction. Girls in village's areas don't join primary institute that is near about 50%, more than 75% do not appear at high institutes. Entry percentage in rural regions of boys at one as well as the other primary and secondary level are near to 7% particular greater than of girls, a changing that is fast pass from sight in urban areas. Although rural areas in Punjab province also in Khyber Pakhtunkhwa were promoting girls' secondary enrolment at a fast moving than in the past (with enrolments at almost 30% and 23% respectively), rural Sindh is almost still, due to leveling registration rate at 10% (Sathar et al.,2013).

In the Report Human development, Pakistan is placed at 136th ranked due to its 49.9% community reached under the rationale of education. The withdraw is surprisingly very up at the elementary level; therefore, that is showed by the Data Center of UNESCO, that 33.8% girls and 47.18% in boys could pass through the most initial level of learning. We perhaps ultimate all over the depth actuality that in the 6th largest country at the earth have no entrance in the fundamental learning even, for progress and success in the country educational level of Pakistan should be better, it is only feasible through making principles, rules and regulation and implementing them on the nation (Sitra and Sasidhar, 2012).

Need for the project:

The current study setup perceives that pupils proceed to school for extensive with friendly development. It goals at the evolution in nature of young one and institute can supply options to them to learn it and for first-hand participation. The study would be beneficial for the board of education that the co-curricular can provide is better preparation for life in a society where an individual may change career several times in their life. Actually, the standard of learning center dependent on to them all educational practices provided to the students for learning. To fulfill these reasons, variety of all educative skills can be comprised in the educational institute schemes, which can provide an extensive, joyful and routine life of the adults and improves performance of child's. This research would be beneficial for policy makers that they create new policy according to the desires of the students. These consist of co-curricular, extracurricular moreover outdoor instructional knowledge inside or outside the

classroom. White and Zahid (2012) announce those extra classroom acts are interlinked with intellectual achievement, which also moderates of wrong manners and dropouts. Although, learning further based on such the extent of the correlation is frequently small and incompatible, this is all depending on the types of doings. Consequently, the present research is planned to see "Role of Co-Curriculum Activities in Educational Performance and Character building of Students from Teacher Perspective".

OBJECTIVES:

- To explore the socio-economic characters of the respondents
- To identify co-curricular activities performed by students
- To check the perception of respondents regarding co-curricular activities impact on character building of the students

Delimitations:

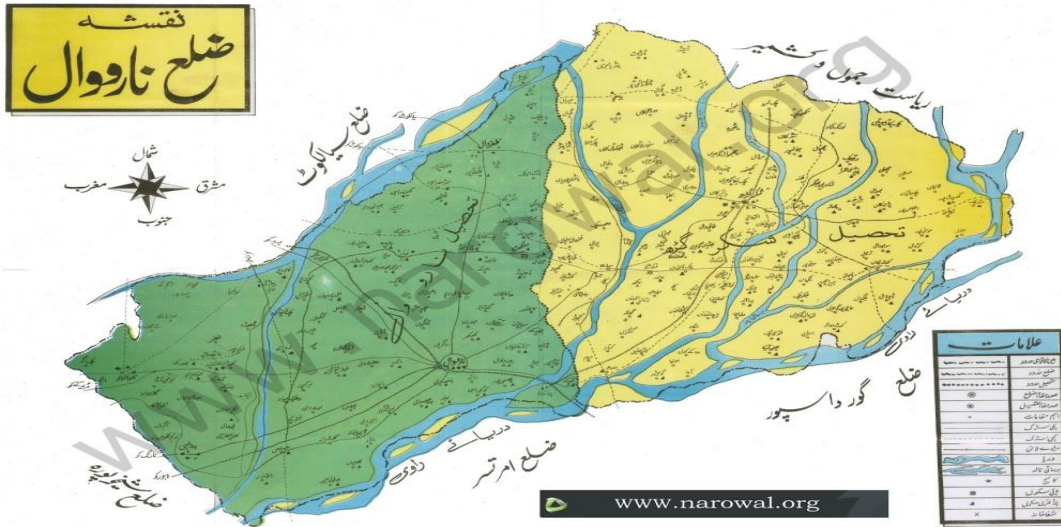
- Research was conducted in Tehsil Shakargarh
- Out of total population 120 respondents have been selected
- Major problem was the transport because due to random number of schools.
- Due to suspicious nature teachers takes more time for understanding and explaining of research problem and purpose of the study.
- Some respondents give information voluntarily but some denies to give information.
- Major gap between the researcher and the respondents is the understanding the problem, but researcher tried best to manage the problem.
- Due to English language many respondents try to avoid to fill the questionnaire so Urdu language is use to fill up the form according to research purpose during data collection.
- Transport problem is main issue for mine in data collection
- Attitude of respondent cause problems in data collection

METHODOLOGY:

The materials and methods give a route to inquiry how to complete the procedure of collection, analyzing and discussion of data. The aim of the

study was the “Role of Co-curricular Activities in Educational Learning and Character Building of Students from Teacher Perspective”. The present study was organized in tehsil Shakargarh.

Population:



Shakargarh the capital of Tehsil Shakargarh, it is a city in the north-east of District Narowal, Punjab, Pakistan. It borders Jammu to the north and Sialkot to the west. The city is located at 32°16'0N 75°10'0E and it is situated at the west bank of the Ravi River. The tehsil is administratively subdivided into 35 Union Councils, three of which form the tehsil capital Shakargarh. Shakargarh was only tehsil of district Gurdaspur which was included in Pakistan at the time of the independence of Pakistan in 1947.

Sample:

Out of whole population 8 schools were selected and out of 8 schools, 15 respondents were chosen through simple random sampling technique from each school thus it make the sample size of 120 respondents.

Data Collection:

1. Preparation of questionnaire

A questionnaire was prepared to collect data from the respondents. To check its validity the questionnaire was pre-tested on 3 schools from Tehsil Shakargarh. The questionnaire was finalized after making necessary amendments (by adding and erasing some

District Narowal has three tehsils i.e Narowal, Shakargarh and Zafarwal. I was selected Tehsil Shakargarh for the respective study. A total girl’s high school in tehsil Shakargarh is 31. All schools is considered as a population through simple random sampling techniques.

Area of study:

doubted questions) in the light of pre testing experience.

2. Collection of data

The respondents were approached at their school and data was collected in a very friendly and amicable way. Although the questionnaire was prepared in English also speak in Urdu for better understanding to make it easy to communicate and the required data was obtained with maximum accuracy.

After collection of data through questionnaire, it was entered into a sheet using Statical package for social sciences.

3. Analysis of data

The collected data were coded and fed to the computer for analysis. Statistical Package for Social Sciences (SPSS) was used for analysis of the data and computed simple percentage.

RESULT AND DISCUSSIONS

Demographic Characteristics of the Respondents

Demographic attributes i.e. respondents age, gender, qualification, job experience, marital status and income of respondents have various effects on their attitude and way of living in their life.

These attributes played a most valuable role in regulate their approach for acceptance of rejection of innovations (Abrea, 2015).

Table 1: Socio-economic traits of the respondents are discussed below.

Age of the respondents			Gender of the respondents		
Age	<i>f</i>	%	Gender	<i>f</i>	%
25-34	53	44.2	Male	30	25
35-46	26	21.7	Female	90	75
46-50	25	20.8			
>50 years	16	13.3			
Teaching Experience			Income of the respondents		
Experience	<i>f</i>	%	Income	<i>f</i>	%
≥5 years	29	24.2	≥20,000	1	.8
≥5-15 years	39	32.5	≥20-30000	16	13.3
≥15-25 years	30	25.0	≥30-40000	40	33.3
≥25-35 years	22	18.3	≥40-50000	37	30.8
			≥50-60000	26	21.7
Qualification of respondents			Marital Status		
Qualification	<i>f</i>	%	Status	<i>f</i>	%
Up to Matric	3	2.5	Married	105	87.5
Up to graduation	17	14.2	Unmarried	15	12.5
Above graduation	100	83.3			

According to table 1, approximately half of the respondents (44.2%) fall within the age range of 25-34 years. Additionally, one-fifth (21.7%) of the respondents are aged between 35-46 years, while slightly less than one-fifth (20.8%) fall within the age range of 46-50 years. Less than one-sixth (13.3%) of the respondents are above 50 years of age. According to the data, nearly 75% of the total respondents are females, and the remaining 25% are males. Concerning teaching experience, about one-fourth (24.2%) of the respondents have more than 5 years of teaching experience, one-third (32.5%) have more than 15 years, another one-third (25.0%) have more

than 25 years, and less than one-fourth (18.3%) have more than 35 years of experience. In terms of income distribution, a small percentage (.8%) of respondents reported an income of up to 20,000, while just over one-sixth (13.3%) have an income between 20,000 to 30,000 rupees. Approximately one-third (33.3%) of respondents have an income between 30,000 to 40,000, and 30.8% have an income between 40,000 to 50,000. Furthermore, 21.7% of the respondents reported an income exceeding 50,000 rupees. The majority of respondents (87.5%) are married, while 12.5% are unmarried.

Table 2: Activities performed by the students

Non-Physical Activities	W.Score	Mean	SD	RO
Reading	518	4.31	1.14	1
Naat	484	4.03	1.30	2
Debates	483	4.02	0.99	3
Painting	471	3.92	0.94	4
Essay writing	452	3.76	1.12	5
Qiraat	443	3.69	0.93	6
Story writing	436	3.63	1.03	7
Folk dance	411	3.42	0.92	8
Celebration of festival	407	3.39	0.97	9
Drawing	394	3.28	1.20	10
Photography	150	1.25	1.26	11
Physical Activities				
Cricket	364	3.03	1.26	1
Handball	357	2.97	0.98	2
Football	350	2.91	1.02	3
Basket ball	293	2.44	1.16	4
Hockey	281	2.34	1.17	5
Tennis	279	2.32	1.36	6
Boxing	236	1.96	1.66	7
Karate	225	1.87	1.65	8
Wrestling	196	1.63	1.28	9

Table shows the Non-Physical and Physical activities performed by the respondents and these activities were ranked on the basis of weighted score. Among the Non-Physical activities reading of books was liked and performed by the respondent most of the time, moreover, Naats and Debates were ranked at second and third on the basis of weighted score. While drawing and Photography were liked and performed by least of the respondents, therefore these activities ranked at the last position 10th and 11th position as they have minimum value of weighted score 394 and 150 respectively.

In addition to non-physical activities, students in every educational institute also expressed their interest in and engagement with physical activities. According to the respondents' feedback, cricket obtained the highest weighted score of 364, securing the top position among sports activities. Following closely were handball, football, and basketball, ranking at 2nd, 3rd, and 4th positions with weighted scores of 357, 350, and 293, respectively. Conversely, karate and wrestling occupied the last positions as they received the least weighted scores among other activities.

Table 3: Effects of co-curricular activities on students' learning and character building

Character building	WS	Mean	SD	RO
Exposure of new activities	250	2.08	1.22	1
Greater opportunities	230	1.91	1.21	2
Keep away from bad habits	227	1.89	1.19	3
Sense of responsibility	220	1.83	1.17	4
Develop specialized skill improve	209	1.74	1.14	5

Over all personality develop	202	1.68	1.09	6
Strengthen self confidence	200	1.66	1.14	7
Develop leadership skill	195	1.62	1.09	8

Good character is a crucial aspect of leading a reputable and fulfilling life, and individuals strive to cultivate it. Recognizing the significance of character development, an assessment was conducted to determine the impact of co-curricular activities on this aspect of personal growth. The respondents overwhelmingly supported the notion that co-curricular activities play a vital role in learning essential life skills such as patience. This consensus was reflected in the ranking, with co-curricular activities securing the first position and attaining the maximum weighted score of 250.

Furthermore, respondents acknowledged that these activities provide valuable opportunities in their daily routines. Ranked at the second position, students expressed that engaging in co-curricular

activities not only equips them with new skills but also facilitates the establishment of connections with representatives from various organizations. This, in turn, proves beneficial for future job prospects.

Additionally, students highlighted the multifaceted positive effects of co-curricular activities. These activities were seen as instrumental in steering individuals away from developing undesirable habits, fostering a sense of responsibility, honing special skills, shaping personality, and instilling self-confidence and leadership qualities. In essence, co-curricular activities were recognized by students as not only contributing to personal growth but also as valuable experiences that have a positive impact on various aspects of life.

Table 4: Effects of co-curricular activities on students’ academic learning

Educational learning	W Score	Mean	SD	RO
Help in developing a sense of cooperation	252	2.10	1.05	1
It Improve cultural virtue within the fellows	250	2.08	0.92	2
Important for physical development	247	2.05	1.19	3
Maintain physical and mental health	246	2.05	1.03	4
Lead to community spirit	238	1.98	0.82	5
Develop patience	237	1.97	0.86	6
Help to improve socialization	233	1.94	1.03	7
Affect the study timing	225	1.87	0.97	8
Help in academic performance	224	1.86	1.30	9
Give more recognition for the worth	224	1.86	0.92	10
Useful in moral training	223	1.85	1.07	11
Increase competition	221	1.84	1.01	12
Create a sense of brotherhood	218	1.81	0.97	13
Develop positive attitude	209	1.74	1.21	14
Increase confidence	196	1.63	1.07	15
Have a good effect on behavior	192	1.60	0.93	16

Presented in the table are the effects of co-curricular activities on educational learning as reported by the respondents. The majority of participants highlighted that engaging in co-curricular activities fosters cooperation and teamwork among participants,

earning the top position with a maximum weighted score of 250. Additionally, these activities contribute to the enhancement of cultural virtues, providing participants with opportunities to interact with people from diverse cultures and languages. This

aspect was strongly supported by the majority of respondents, as indicated by the weighted score of 250. Furthermore, participants involved in co-curricular activities benefit physically, with the development of the body and strengthened muscles securing the 3rd position on the table with a weighted score of 247. The role of these activities in promoting

mental health was also acknowledged, ranking 4th with a weighted score of 246. Co-curricular activities were found to have positive effects on participants' attitudes, confidence levels, and behavior, as reported by some respondents. However, these factors were ranked at the lower end of the table, with weighted scores of 209, 196, and 192, respectively.

Table 5: Importance of physical extra-curricular activities in student’s life.

Benefits of activities in students life	WS	Mean	SD	RO
Growth and development	520	4.33	1.16	1
Sources of pleasure	503	4.19	1.37	2
Train the mind in many virtues	497	4.14	1.15	3
Team spirit	486	4.05	1.18	4
Teach the players disciplines	482	4.01	1.27	5
They develop pluck and patience	448	3.73	1.11	6
They learn to be fair to their opponents	421	3.50	1.37	7
Learn to organize things	421	3.50	1.23	8

The co-curricular activities also offer numerous benefits in students' lives. When asked about the advantages of these activities in their daily routines, the majority of respondents highlighted that these activities contribute significantly to the growth and development of students. This growth and development manifest in various aspects, including physical health and mental well-being. This effect ranked first, with the highest weighted score (520). It is a common observation that co-curricular activities often involve competition, leading to victories and defeats for the teams involved. Consequently, these activities play a crucial role in mood development, and this factor secured the second position, supported by the second-highest weighted score. Respondents also emphasized that co-curricular activities serve as a valuable source of learning about diverse cultures, fostering team spirit, instilling discipline, cultivating patience, and teaching participants how to be fair with their opponents. Additionally, students acquire organizational skills that extend beyond the activity itself and become applicable in various aspects of their lives.

DISCUSSION:

According to Daniya et al. (2012), students who spend more time in extracurricular activities tend to achieve higher grades. Similarly, Acquah & Partey (2014) suggested that in Ghana, students engaged in co-curricular activities have opportunities for improvement in academic performance, physical fitness, and social and cognitive development. They recommended incorporating co-curricular activities into school timetables to prevent students from engaging in negative habits.

Mehmood et al. (2012) reported that in Pakistan, co-curricular activities play a crucial role in personality development and the utilization of students' potential. Schools arranging such activities enable students to benefit not only within the school but also outside. Iqbal et al. (2019) concluded from a study in Fata, Pakistan, that co-curricular activities are directly proportional to physical and mental health, promoting overall well-being. Therefore, they suggested regular arrangements of such activities in educational institutes.

A case study in Abbottabad, Pakistan (Bashir and Hussain, 2012) demonstrated that curricular activities contribute to both mental and physical

development, aiding students in learning lessons more easily due to their strong mentality and memorizing power. Mishra and Aithal's study in India (2023) highlighted the significant roles of both extracurricular and curricular activities in confidence development, knowledge improvement, and skill enhancement.

In Pakistan, Sami and Irfan's study (2020) established a positive relationship between co-curricular activities and academic achievement, indicating that students who participate in such activities secure higher grades compared to those who don't. Ghani et al.'s study in Malaysia (2020) on "Participation in Co-Curriculum Activities and Students' Leadership Skills" revealed a significant relationship between active participation in co-curricular activities and the development of leadership skills.

Contrastingly, a study in Iceland (Buckley and Lee, 2021) found that some respondents perceived extracurricular activities as potential causes of tension, especially during exams. However, 15% of respondents acknowledged positive impacts, including increased self-confidence and the development of teamwork habits among participants. A study in India (Sing, 2017) reported that co-curricular activities have positive effects on academic performance, aid in achieving educational goals, positively influence students' behavior, increase knowledge, and foster a competitive spirit. The findings in the discussion section align with the present study, suggesting that these activities not only develop good habits and increase mental abilities but also contribute to securing good grades in exams. The primary reason is that students engaged in sports and other activities remain active and fresh, handling difficult tasks more efficiently due to their quick and sharp minds.

CONCLUSION

From the above findings, one can conclude that extracurricular and co-curricular activities consistently prove helpful in enhancing the abilities of students and making them strong both physically and mentally. These activities also effectively contribute to improving their lifestyle and teach them manners in both living and interacting with others. Similarly, they impart new virtues during games and interactions with people from different regions and

cultures. Co-curricular activities play a significant role in developing teamwork habits, instilling a spirit of cooperation, and fostering harmony and brotherhood among participants. In a nutshell, these activities contribute to the improvement of every aspect of the participants' lives.

Recommendations:

- Educational institutes should actively incorporate co-curricular activities into their regular schedules. This includes both extracurricular and curricular activities, ensuring a balanced approach that enhances students' physical, mental, and social well-being.
- Co-curricular activities should be seamlessly integrated into the timetable of schools. This ensures that students have regular opportunities to participate in these activities, fostering holistic development.
- Co-curricular activities should be designed to encourage interactions between students from diverse regions and cultures. This promotes understanding, tolerance, and the acquisition of new virtues through shared experiences.
- Educational authorities should regularly monitor the implementation of co-curricular activities to ensure their effectiveness. Additionally, providing necessary support and resources for these activities can further enhance their impact on students.

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