



# Impact of Co-Curricular Activities on Curricular Activities of Students' at the Secondary Level

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Main theme of the current study was to identify the impact of co-curricular activities on academic successes or achievements. This study also explores that either these students are supported by their family members or parents in taking part in these activities. In addition, the current study also investigates the association between the overall performance of the students with co-curricular activities. Besides, the present also ascertains the co-curricular offered by the sampled school. For this purpose, data were collected from the 12 students of a university public school through a questionnaire. The data was analyzed in frequency, percentage, and diagrams. Inferences have been derived from the study findings. Major findings of the present study shows that almost all of the participant students are participating in co-curricular activities willingly. Teachers are also encouraging the students as it has a very positive impact on the student's physical and mental health. The provision of equal opportunity in co-curricular activities in line with students' interests on the school level with the help of a trained teacher to carry out such kinds of activities is some of the recommendations made on study findings.

**Key Words:** *curricular, co-curricular, secondary school*



## Introduction

The term education is rooted out from the Latin word educate or education which refers to train or enhancing one capability as well as nourishing a human being. In other words, intellectual growth in human personality and the development of cognitive skills are closely associated with education. Besides the development of the nation is subjected to good education. Several empirical studies pointed out that one of the most important roles of education is to bring positive alteration in the behavior of the child along with shaping his/her personality that is alien to social norms and had a positive impact on the community. Besides, the growth and development of any nation rely on the quality of education available there (McGrath, 2012; Shuaibu, 2016; Tikly & Barrett, 2011).

One of the famous sayings of Napoleon also vividly show the importance of education while saying that *“You give me educated mothers I will give you leaders of the nation”*. Likewise, Aristotle also stated that *“Education is a process necessary for the creation of sound mind is a sound body”*. Besides, Dewy defines *“education is a process of living though continuous reconstruction of experience”*.

However, the contemporary perspective of education primarily focuses on the holistic development of the child. In addition, such approaches emphasized growth that is in harmony with the child’s body and mind. It is a natural phenomenon that a child is supposed to be active, both mentally as well as physically. Particularly, in the case when his/her physical and intellectual qualities are the major stimulants or ingredients of their personality. Thus, activities, instead of courses of study, may be incorporated into the educational system and are referred to as co-curricular activities. While defining co-curricular activities number of the educationalist stated that it simply refers to those activities which are not immediately connected to the established curriculum of various school courses but are equally necessary, if not more important, for the child's healthy development (Noddings, 2015, Daniyal, et al., 2012; Tan & Pope, 2007). In simple words, activities including sports, scouting, debates, different projects, literacy societies, athletics, etc are some of the co-curricular activities equally important for physical, social, and psychological development. Notwithstanding, one of the basic and important aims of the abovementioned activities are to train child mind, groom their personality, and develop personality traits (Mehmood, Hussain, Khalid, & Azam 2012; Mancha & Ahmad, 2016). Moreover, in educational institutions teaching activities are closely associated with co-curricular activities and are all concomitant to teaching activity in academic institutions with the sole aim that practical application of classroom teaching in real-life activity. However, if we read out the prior study pertaining to the basic aim of education was only restricted to curriculum subjects while other activities including social or physical were considered as extras, due to which academically weak students were deprived of sports activities or any functions that leads to indifference. Besides, such activities were not monitored nor properly supervised. Though, the concept regarding education



has changed now. The main theme of modern education was the all-around development of children including psychologically, spiritually, vocationally as well as socially. The aforementioned activities are considered for enhancing positive attitudes and healthy habits among students. Keeping in view its significance in the field of education these activities were renamed as co-curricular activities and made it as one an integral part of the school curriculum. Likewise, in Pakistan, national educational policies also give equal importance to co-curricular activities in their academics which are discussed in detail in the forthcoming paragraphs (Singh, 2017; Saleem, 2008; Sultana, 2012; & Sultana, 2017).

### **National Educational Policies**

Physical activities like sports and games are said to promote positive social traits including fair play, teamwork, tenacity, and survival. In the past, our schools and colleges have served as the birthplace of athletes and sportswomen for a purpose. Physical education is supposed to be acknowledged as essential in all schools because the overall growth i.e. minds and intellects of the children and youth properly will develop when they have sound, strong bodies in which to mature (National Educational Policy 1959).

In addition to general education and college Physical education, sports, and sociocultural activities are acknowledged as crucial components in the all-around personality development of a person. Furthermore, the National Education Policy of (1978), these extracurricular activities are effective ways to foster democratic leadership, discipline, national integration, patriotism, and global understanding.

Sports, games, and physical education will be acknowledged as high-priority areas in the educational sector. Moreover, in the National Education Policy of (1992), physical education would be a requirement of the daily schedule in schools and institutions.

The holistic development of people is prioritized in the modern conception of education. An essential component of education focused on health and physical fitness is physical education, with a focus on games and sports. Along with other educational disciplines, it also promotes social, emotional, and mental development. As a result, physical education is crucial for personality development (National Education Policy 1998).

### **Advantages of Co-Curricular Activities**

Afridi (1991) has listed the following advantages

#### **The Physical Advantages**

There are many co-curricular activities such as games, athletics, scouting, and thinking which



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provide healthy channels for the development of the pupils.

### **Academic Activities**

Co-curricular activities provide practical experience in the academic growth of the child. Many activities, i.e., excursions, library, debates, etc add to the mental growth of the child.

### **The Social Values**

The activities, which are mostly cooperative in nature, are called social values like cooperation, mutual help, understanding, fellowship, tolerance and sharing, responsibilities, etc. Pupils acquire group loyalty through group activity.

### **The Aesthetic Values**

Drawing, painting, decoration, toy making, clay modeling, and preparation of charts and modes develop aesthetic sensibility in children.

### **The Recreational Values**

Students who are encouraged, to participate in arts, symposiums, debates, discussions, exhibitions, games and sports, and other hobbies can learn the methods and means of utilizing their leisure through recreational activities.

### **Statement of the Problem**

A major aim of the current empirical work is to assess the impact of co-curricular activities on the curricular activities of male students at the secondary level in University Public Schools. Thus the present was designed under the following objectives;

### **Objectives of the Study**

1. To ascertain the positive effects of co-curricular activities on the academic achievements
2. To explore the role of parents in supporting their children in participating in these activities.
3. To measure the overall performance of the students affected by co-curricular activities.
4. To know about facilities pertaining to co-curricular activities available in the sampled

### **Significance of the Study**

The present work will explore the range of involvement of boys in co-curricular activities at the secondary level. It will classify the level of interest of boys in the specific type of co-curricular activity and also show their interest in the most commonly preferred activities. This study will also highlight the infrastructural support available for organizing the co-curricular activities for male students in the school.

## Methods and Procedure of the Study

The nature of the study was descriptive. Keeping in view the objectives of the study structured questionnaire Primary data about the above-mentioned objectives was collected from 12 sampled students through a questionnaire in University Public School. Collected data was analyzed in frequency and percentage.

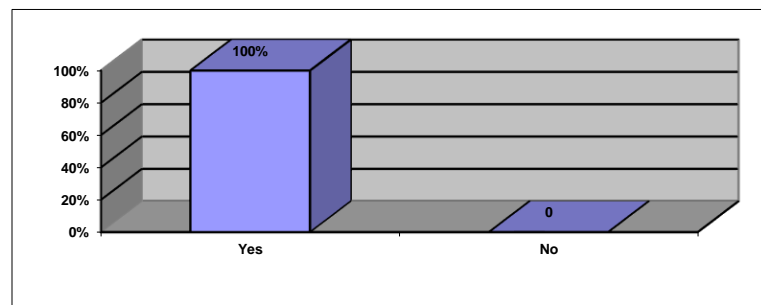
## Analysis of Data

### Physical Facilities

**Table# 1: Shows proper provision of school facilities**

Respondents	Yes	%Age	No	%Age
12	12	100%	0	0%

**Figure-1**



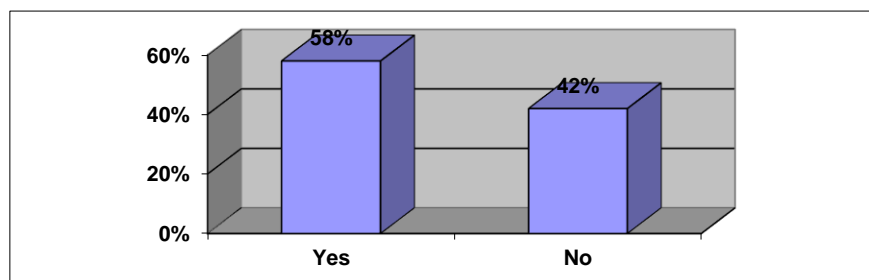
### Analysis

The result shows that schools provide 100% physical facilities to the students While celebrating co-curricular activities day

**Table-2: Show the proper celebration of co- curricular day in school**

Respondents	Yes	%Age	No	%Age
12	7	58%	5	42%

**Figure-2**



### Analysis

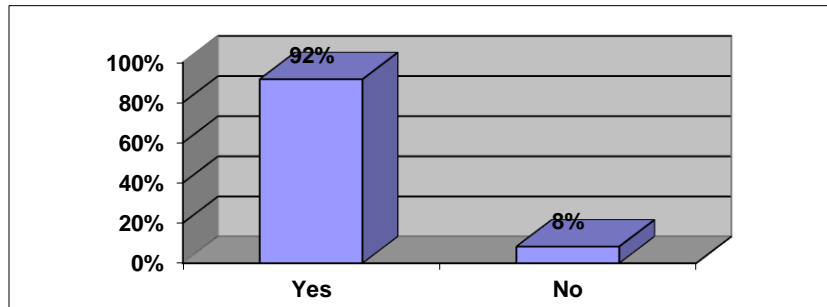
The data in the table shows that 58% of schools are properly celebrating co-curricular activities day while 41.6% do not conduct such activities.

### Academic Achievements

**Table-3: Shows the provision of different types of activities**

Respondents	Yes	%Age	No	%Age
12	11	91.6%	1	8.3%

**Figure-3**



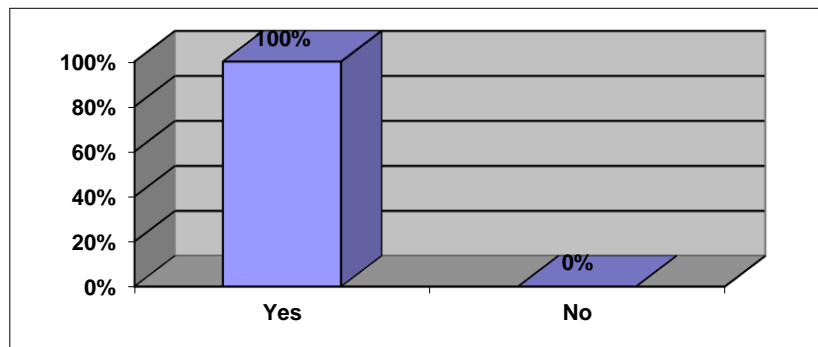
### Analysis

Table-3 indicates that 91.6 % schools are providing different types of activities and 8.3% do not provide such activities.

**Table-4: The table shows that students willingly participate in Co-curricular activities**

Respondents	Yes	%Age	No	%Age
12	12	100%	0	0%

**Figure-4**



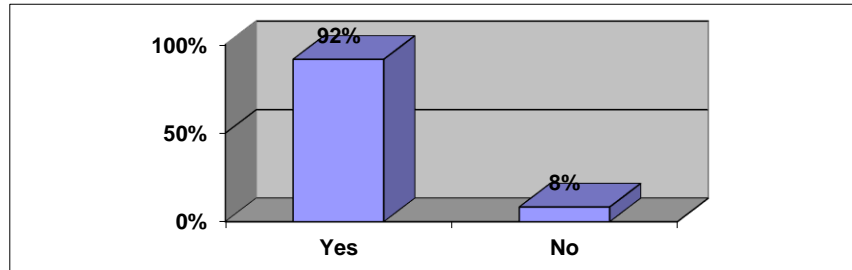
### Analysis

Table-4 shows that 100% students willingly participate in co-curricular activities.

**Table-5: Maximum number of students' participation in co curricular activities**

Respondents	Yes	%Age	No	%Age
12	11	91.6%	1	8.3%

**Figure-5**



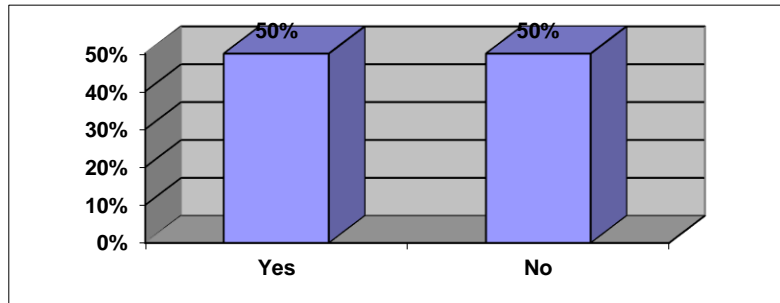
**Analysis**

The above table-5 and figure shows that 91.6% students participated in co curricular activities and 8.3% did take not interest.

**Table-6: Intelligent students are participating in co- curricular activities**

Respondents	Yes	%Age	No	%Age
12	6	50%	6	50%

**Figure-6**



**Analysis**

It is clear from the analysis of the data that 50% of bright students and 50% of low-achiever participate in co-curricular activities. This table shows a balance between both levels.

**Table-7: disclosed the positive impact of co-curricular activities on the academic performance of the sampled students**

Respondents	Yes	%Age	No	%Age
12	11	91.6%	1	8.3%

**Figure-7**

**Analysis**

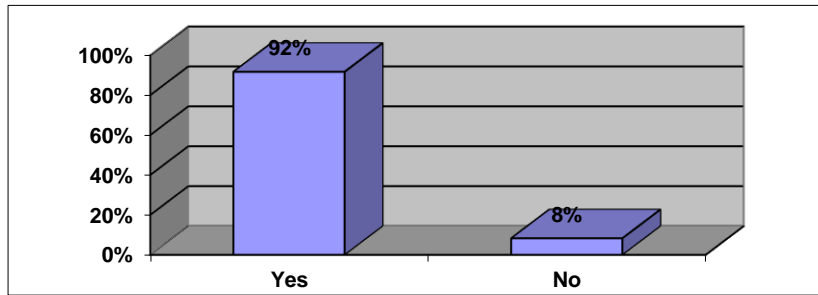
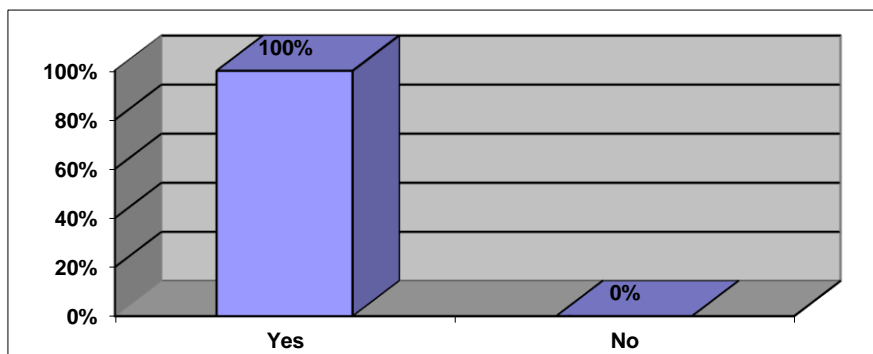


Table-7 shows that 91.6% of students are positively affected in their academic performance by participation in co-curricular activities while 8.3% students are not affected positively.

**Table-8: Shows the positive effect of co-curricular activities on students' physical and mental growth**

Respondents	Yes	%Age	No	%Age
12	12	100%	0	0%

**Figure-8**



**Analysis**

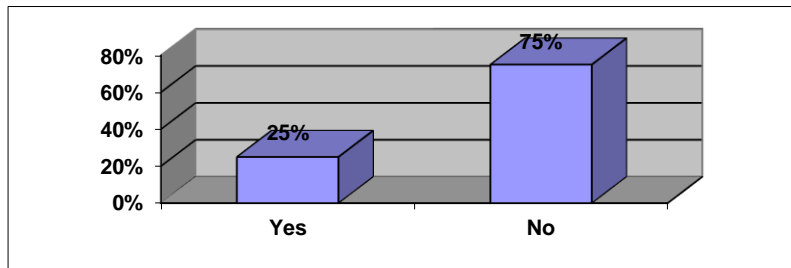
Table-8 shows a 100% positive effect of co-curricular activities on student physical and mental growth.



**Table-9: Shows avoidance of co-curricular activities in school**

Respondents	Yes	%Age	No	%Age
12	3	25%	9	75%

**Figure-9**



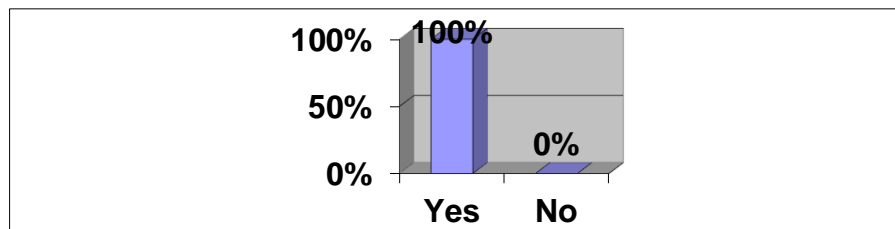
**Analysis**

Table-9 shows that 75% of the schools are conducting co-curricular activities in school while 25% of schools avoid co-curricular activities.

**Table-10: Shows the subject teacher (science) encourages the participation of students in co-curricular activities**

Respondents	Yes	%Age	No	%Age
12	12	100%	0	0%

**Figure-10**



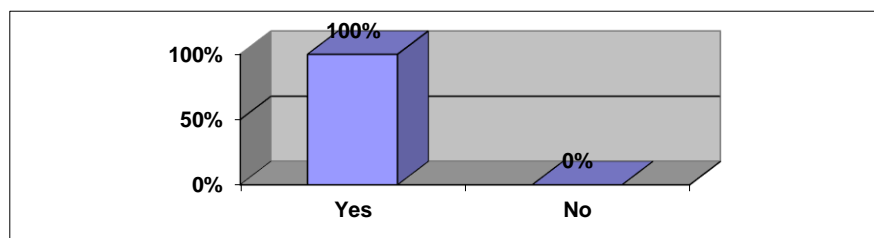
**Analysis**

The data in the table shows that 75% of subject teachers especially science teachers are encouraging participation in co-curricular activities only 25% discourage them.

**Table-11: Shows the social impact of co-curricular activities on students in social life.**

Respondents	Yes	%Age	No	%Age
12	12	100%	0	0%

**Figure-11**



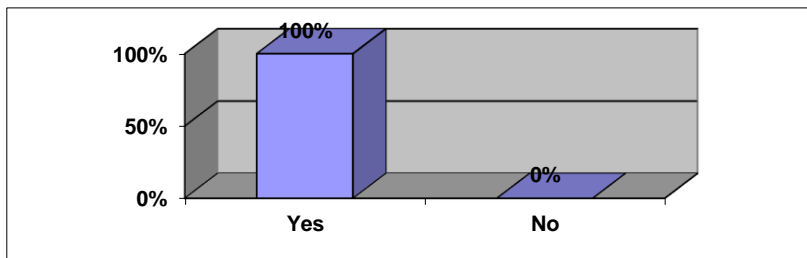
**Analysis**

The above table shows that 100% of the respondents are of the view that co-curricular activities have a very outstanding social impact on the life of the students.

**Table-12: Shows that the students who participate in such activities are more confident.**

Respondents	Yes	%Age	No	%Age
12	12	100%	0	0%

**Figure-12**



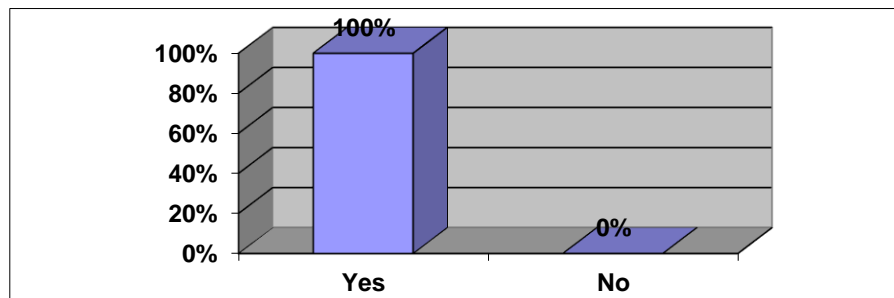
**Analysis**

The above table shows that all the participants (100 %) opined that the behavior of the students who participated in co-curricular activities was more confident.

**Table-13: Shows that the students who take part in co-curricular activities have the potential for social adjustment**

Respondents	Yes	%Age	No	%Age
12	12	100%	0	0%

**Figure-13**



**Analysis**

Social adjustment was more higher among those students who were frequently participating in these activities.

**Conclusion & Recommendations**

Based on the aforementioned analysis of data the following conclusion has been drawn. It has been revealed that physical facilities are available for co-curricular activities in the school. The study also explored that the sample respondents are willingly participating but also supported by their families to actively engage in these activities. In addition, the study further revealed that co-curricular activities are positively associated with academic performance. The student's physical and mental health is developed by co-curricular activities. Besides these activities have a



positive effect on the personalities of students. The confidence level is significantly surged by co-curricular activities stated by almost all of the students. Likewise, social skills in students are positively triggered by these activities. In other words, the impact of these activities is positively associated with student's performance in academics and sports.

### **Recommendations**

1. It is suggested that learning institutions include co-curricular activities into their academic curriculum to deliver a well-rounded learning involvement for their students.
2. It is necessary that the co-curricular activities are assisted by qualified and capable educators.
3. It is a prerequisite that equal opportunities are provided to all students to take part in such co-curricular activities.
4. The educational institution must guarantee that all the basic facilities for conducting these activities are made available to the students.
5. Co-curricular activities should be assigned to the students based on their interests and abilities to endorse their participation. Studies have shown that students who participate in such activities are more socially clever.
6. It is important that all co-curricular performances are given equal importance, whether they comprise physical exercises such as sports or mental exercises like debates and quizzes.
7. Students should be incentivized for their performance in these activities to encourage their prolonged participation.
8. All co-curricular activities must be organized in obedience with the guidelines set by the school.
9. The educational institution should maintain an audio-visual record of all co-curricular activities held on the premises.
10. The supervisors of these activities should be selected based on their abilities and qualifications.
11. All co-curricular activities must be intended out exactly to ensure their smooth performance.
12. All struggles associated with such activities must be conducted in a peaceful and encouraging environment.



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