

ROLE OF CO-CURRICULAR ACTIVITIES IN STUDENTS' DEVELOPMENT

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Abstract

This study attempted to explore and identify factors that help to promote students' efficiency in co-curricular activities in Khyber Pakhtunkhwa, Pakistan. The sample consisted of 60 principals/headmasters of schools from all the boys' high schools of Peshawar City, which included 52 principals from private and 8 from public schools respectively. 120 teachers two from each sample school from both public and private sectors (16 teachers from public and 104 teachers from private schools). Of those 60 schools, a sample of 1200 students was selected, including 160 students from public and 1040 students from private schools. Three separate opinionnaires were used to gather data from principals, teachers and students. The opinionnaires contained items and statements which were structured around eliciting responses from principals, teachers and students about factors that contributed to students' efficiency. The interviews based on 10 items/statements which were held with 120 parents whose children were in 10th class of the sampled schools. The data were analyzed both quantitatively and qualitatively. In order to be logical and scientific in approach, the analysis was further made meaningful with the application of statistical measures. The data obtained from principals', teachers' and students' revealed a number of areas and factors that contributed to the students' development.

Keywords: Community, Efficiency, Factors, Opinionnaires, Parents, Public and Private, Principals, Relationship, Students, Teachers.

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Introduction

Schools is a social organization by uprightness of the way that the principal, the teachers and the students have normal intrigue engaged with the school-based exercises for which they arrange their efforts for the welfare of the students. The goals of the schools should be detailed on the premise of shared endeavors of those framing an organization.

Co-curricular exercises advance energy, essentialness, constructive considering and solidarity which thus, add to identity improvement. Co-curricular exercises encourage the improvement of different spaces of psyche and identity, for example, scholarly advancement, emotional development, social improvement, moral advancement and aesthetic development.

Community demand quality education for their kids. The educational system ought to guarantee all-encompassing improvement of a youngster. He ought not just have one aptitude required for joining a calling but instead he ought to be furnished with an individual from abilities that empower him take helpful individual from society, so he assume his part successfully in the improvement of his nation. Effective schools meet the desires of stakeholders in education. Both students and teachers at such schools endeavor to meet the desires cravings of society, while teachers and students at the less effective schools don't experience such turmoil.

In a magnificent school, the population including, among others, the key, the teachers and the taught have a common cause. For them work has an essentialness and life is work. Both teachers and students have viable connections and they finish their distinctive assignments in time with a soul that demonstrates their eagerness for accomplishment of the expressed goals of the school. Their individual and aggregate achievements are promptly perceived. The perfection of viable schools don't exclusively radiate from a solitary factor of high resolve, or of students' high accomplishments, or high pass rate however it is the net consequence of all these and the net result of all these and more.

Literature Review

According to Balls (2008) the particular commitment of good schools is amazing educating and realizing, which enable youngsters to create certainty, to find out about cooperation, authority, obligation, and effective connections. As a vital community resource, schools could offer more extensive open doors for youngsters and their families to partake in sports and social exercises. Great schools have a comprehension of the youngster. They are places that could distinguish and address developing issues before they end up plainly genuine.

As indicated by the National Education Policy (2009) of Government of Pakistan training frameworks empower students to advance their hidden talents and skills, encouraging them to assume their compelling parts in the improvement of society. Education ought to inject in them the soul of patriotism and assemble their character, quality of tolerance, social equity, majority rules system with a specific end goal to know their way of life and history. They ought to be very much aware of the ideology of Pakistan.

Terezinda (2006) has investigated in a gathering called Teaching and Learning Research Program (TLRP) in featured the most vital reason for learning and announced that it was to make a man ready to unfold his inner qualities. While, then again, expected teachers to remember past information of the student. The investigation additionally detailed that teachers ought to perform different activities in the class with a specific end goal to make the environment of the class healthy by talking about and tackling the student's social and emotional issues by which an teacher can make the learning successful.

As indicated by Iqbal (2014) amazing schools are perceived by the accompanying attributes:

- Significant work.
- Fruitful interaction amongst teachers and students.
- The securing of perfection in school is not reliant upon singular exertion whether it is on part of school or student; yet an aggregate attempt prompts accomplishment.

- The society's higher foresights are met through the best accomplishments of these schools.
- Having strong culture and clear sense of purpose are two main approaches.
- Regarding accomplishment of fundamental targets of school, teachers and other staff are given fitting point.

According to Pollard and James (2006) advancing the learning and accomplishment of students is the fundamental point of school instruction. Educating is the fundamental method for accomplishing this. Instructing and realizing are what at last make distinction in the brain of the student, and along these lines influences learning, abilities, mentalities and the limit of youngsters to add to contemporary social orders.

Ahmad (2011) has recorded number of estimations of curricular activities like educational value, mental esteems, improvement of social esteems, and advancement of urban esteems, physical development esteems, recreational esteems and social esteems.

Elmore (2003) recorded that knowing the correct thing to do was the central problem of school improvement. Considering schools responsible for their execution relied upon having individuals in schools with the learning, aptitude, and judgment to make the enhancements that would build students' performance.

Khan (2014) cited Cotton (2003) and recognized the accompanying classes of vitals' conduct that emphatically influenced the reliant factors of students' accomplishment, students' states of mind, students' conduct, teachers' attitudes, their practices', and dropout rates.

- Self-certainty, responsibility, and persistence
- Positive and steady atmosphere
- Parent and community outreach and contribution

Robert J. Marzano quoted Hanson (2001: 641):

Schools likewise have their own unique cultures that are molded around specific blend of qualities, beliefs,

and feelings. These school cultures underscore what is of fundamental significance to them as they endeavor to build up their insight base in a specific direction, for example, creating extraordinary football groups, high SAT scores, trained classrooms and talented auto mechanics, or sending children to school who originate from internal city urban schools. In spite of the fact that the way of life of a school is not visible to the human eye, its ancient rarities and images reflect particular social needs.

As indicated by Tooley and Howes (1999) great schools had the accompanying qualities:

- They had few for all time excluded children, demonstrating exclusive requirements of order and discipline;
- They attempted considerable endeavors for additional curricular exercises including sports, the arts, voluntary activities and after-school exercises.

As per Covington (1992) students were motivated to draw in themselves in scholastic undertakings from both external and internal perspectives. Distinctive speculations gave some direction with respect to approaches to motivate students by means of external sources. One system was to give students criticism with respect as far as anyone is concerned pick up. At the point when students saw that they had advanced in the obtaining of information or expertise, they tended to expand their level of effort and engagement paying little mind to their relative standing compared with other students. Another external way to deal with inspiration was to include students in game like task that concentrated on scholarly substance, because games and game like exercises were innately fascinating.

Teddlie (1989) and his colleagues specified that an indispensable piece of compelling classroom was that all staff expected the most elevated amount of conduct and accomplishment from students. Armor (1976) for the most part bolstered parental inclusion however it was demoralized in specific settings. It could have positive effect when parents assisted school trips, classrooms yet negative when no Parent Teacher Associations were made. Parent's immediate association could influence

school-based co-curricular activities in the accompanying ways:

- synchronizing school and home activities on students;
- diminishing class size as taught by going about as unpaid teacher assistants;
- raising assets for the school;
- helping with homework for school students;
- feeding back data on student progress and problems to the school;
- liaising with their children's' individual teachers.

Importance and Benefits of Co-curricular Activities

As indicated by Williams (2017), the significance of co-curricular exercises throughout students' life can't be just articulated. In any case, a portion of the prime points of interest:

- *Co-curricular exercises are made for meeting the students' necessities and covering an extensive variety of their gifts and capacities.*
- *These exercises develop interests in the students and offer a comparable chance to each understudy for taking part.*
- *These exercises enhance students' learning knowledge and enable them to recognize and build up their inward abilities like imaginative aptitudes, administration qualities and so on.*
- *Co-curricular exercises offer the students a chance of intuition abnormally and getting the inventive thoughts of their own with the assistance of a facilitator.*
- *These exercises enable the students to build up an advanced learning knowledge by offering them a chance of deduction in better approaches for unraveling an issue or noting an inquiry.*
- *Students should set aside out time for accomplishing more than just contemplating and co-curricular exercises offer them a chance of unwinding, invigorating and blending essentially with others.*
- *These exercises make the students prepared essentially for their future.*
- *The essential educational modules instructs and educates the child with respect to scholarly speculations while co-curricular exercises enable the child to apply what he/she has learnt for honing in his/her down to earth life.*
- *These exercises help build up the kid's getting a handle on power and offer an opportunity to the students for working in groups and along these lines create solidarity in him/her.*

• *Most of the co-curricular exercises are physically dynamic and get the students out their work areas for experimenting with new things for all intents and purposes.*

St Columba Anglican School³ has a broad cocurricular program in academic, cultural, recreational, charity, community and sporting exercises. Training at St Columba includes the inside and out improvement of the understudy as a contributing individual from society. Its key personal attributes are:

- *Loyalty and responsibility regarding the School, students and staff*
 - *Strong initiative qualities*
 - *Initiative and demonstrated capacity to work in a group*
 - *Discretion*
 - *Self-motivation and the capacity to propel others*
 - *An enthusiasm for accomplishing the absolute best in training*
 - *High-level relational aptitudes and demonstrated capacity to work cooperatively*
 - *Well-developed aptitudes of time administration and association including the capacity to work to due dates and the capacity to get ready for short-term and longer-term vital results*
 - *Exceptional critical thinking aptitudes and the capacity to intercede and resolve matters with guardians, students, staff and the more extensive group.*
 - *Be completely cognizant of the need to work outside typical school hours as required.*
 - *Exemplary abilities of correspondence with staff, students and guardians*
 - *Well-developed relational, composed and oral relational abilities fitting to a scope of settings*
 - *Commitment to accomplishing best practice*
 - *Positive and adaptable state of mind*
- Gyanunlimited⁴ enrolled the accompanying significance and advantages*

³<http://www.scas.nsw.edu.au/assets/downloads/CocurricularSportCoordinatorandActivitesRoleDescription.pdf>

⁴<http://www.gyanunlimited.com/education/co-curricular-activities-meaning-definition-examples-importance-benefits/2437/>

of co-curricular exercises:

- *Co-curricular exercises fortify playing, acting, singing, recitation, talking and describing in students.*
- *Activities like cooperation in games debates about, music, drama, and so forth, help in accomplishing overall functioning of education.*
- *It empowers the students to express themselves freely through debates.*
- *Games and Sports help to be fit and energetic to the child.*
- *Helps to build up the spirit of healthy competition.*
- *These exercises manage students how to sort out and display an action, how to create abilities, how to co-work and co-ordinate in various circumstances every one of these aides in leadership qualities.*
- *It gives the roads of socialization, self-distinguishing proof and self-evaluation when the child interacts with coordinators, fellow participants, teachers, and individuals outside the school during cultural activity.*
- *Inculcate the qualities to regards other's view and feeling.*
- *It settles on you idealize in decision making.*
- *It builds up a feeling of belongingness.*
- *Co-curricular exercises give inspiration to learning.*
- *Co-curricular exercises build up the qualities like physical, mental, Ethical, scholarly, community, social, aesthetic, social recreational and disciplinary values.*

Parental Involvement in useful ranges demonstrated better for schools though visits to class to complain or criticize only for reprimanding did not deliver positive outcomes. It was noted from review of literature that study's inclusion in school clubs, social orders and so forth advanced esteems, commitment and responsibility. Giving students responsibility regarding their work had positive outcomes. The essence of the review of the previously mentioned studies came down to demonstrate that there was positive relationship in different school activities and every one of them on the whole enhanced school adequacy.

Methodology

It was a descriptive study comprising of three opinionnaires through which information was gathered from principals/headmasters, teachers, and students. A close-ended interview plan was utilized to gather

information from parents. It endeavored to distinguish elements of co-curricular exercises which help advancing productivity in 60 boys' public and private high schools. For principals/headmasters, an opinionnaires containing 60 items/statements was handled to 60 members. Another opinionnaires was given to 120 sampled teachers that contained 20 items/statements. The information from the sampled 1200 students was accumulated utilizing an opinionnaires containing 20 items/statements. The meetings containing 10 items/statements were held with 120 parents whose children were in tenth class of the examined schools. Their reactions got were measured and investigated for drawing derivations and results. Information gathered from principals', teachers' and students' were factually broke down utilizing Krushkal Wallis test, through Minitab to explore in depth the experiences of principals and teachers and perspectives of students with respect to school effectiveness.

Research Questions

The accompanying key questions were examined in the study:

1. Which co-curricular activities help to advance productivity of students in boys' public and private high schools?
2. How co-curricular activities are useful in enhancing/producing students' balanced Personality?
3. To what degree these activities are being applied in school system and how they contribute to school effectiveness?

Results and Discussion

The findings show that the perception of the greater part, of principals' and teachers' were lined up with those elements and process those promote proficiency of students in schools by the utilization of different co-curricular activities. The students' desires were in accordance with the statements provided that they needed their schools to help their learning with curricular and co-curricular activities by giving each conceivable help and motivation among the students and producing a caring and nurturing environment aimed at overall development of students' personality. Parents stressed that organizing co-curricular activities like games, dramas, speeches, debates, and other healthy competitions in disciplined way to a large extent, only promoted the school environment.

Analysis of Principals’ Responses

The reactions acquired from 60 principals on the premise of opinionnaire with respect to factors creating effectiveness in schools through co-curricular activities were subjected to statistical analysis by utilizing a non-parametric test, i-e-Krushkal Wallis test, through Minitab to test the similarities in the principals' responses. The principal responses about related subjects with five choices (Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D), Strongly Disagree (SD)) are given in Table 1

Table 1: Principals’ responses about Co-curricular activities for School Effectiveness

S. No.	School Effectiveness	SA	A	UD	D	SD
1	Have you applying co-curricular activities in your school	26	20	4	10	0
2	You are satisfied with co-curricular activities in your school	26	20	4	10	0
3	Proper monitoring of progress of student compels the students and creates compet among them.	36	22	0	2	0
4	Curricular and co-curricular programs of school promote sustainable commitment to educational outcomes, which are not restricted to test scores only.	36	22	0	2	0
5	Teachers supervise co-curricular activities of students.	32	26	2	0	0

A look at the principals' responses in Table 1 above demonstrates that, for most statements, almost all the respondents reacted positively to the given statements i.e. they expressed themselves by "agreeing" and 'strongly agreeing' with the statements. For statement 1 and 2, most

respondents agreed or strongly agreed that co-curricular exercises were there in their schools. Four respondents ticked 'undecided'. Ten respondents ticked 'disagree'. For statements 3 and 4, most respondents agreed or strongly agreed that there was appropriate checking of co-curricular activities. Curricular and co-curricular programs of school promoted reasonable commitment to educational outcomes, which were not limited to test scores only 2 respondents were against the statement. For statement 5, most respondents agreed or strongly agreed that teachers manage co-curricular exercises of students'. Just two respondents have ticked "undecided" which might be expected the inaccessibility of such kind of activities in that school or area.

Testing of Statistical Hypothesis of Principals’ Responses

The responses of principals were tested through Krushkal Wallis to see whether their responses were the same or not about various questions. Null hypothesis for this purpose was "the responses of all principals were the same at the average". The results got through Minitab are given in Table 2.

Table 2: Testing of Statistical Hypothesis of Principals’ Responses

S. No.	Statements	N	Median	Ave Rank
1	Have you applying co-curricular activities in your school	5	10.0	166.3
2	You are satisfied with co-curricular activities in school	5	10.0	166.3
3	Proper monitoring of progress of students compels the students and creates competition among them.	5	2.0	150.5
4	Curricular and co-curricular programs of school promote sustainable commitment to educational outcomes, which are not restricted to test scores only.	5	2.0	150.5
5	Teachers supervise co-curricular activities of students.	5	2.0	151.2

H = 3.75

DF = 59

P = 1.000

H = 4.25 DF = 59 P = 1.000 (adjusted for ties)
 From above mentioned p-value, it revealed that the statistical hypothesis of the study was insignificant. Conclusively, the responses of all the principals were the same at the average.

Analysis of Teachers’ Responses

The responses acquired from 120 teachers on the basis of opinionnaire with respect to factors making viability in schools through co-curricular activities were subjected to statistical analysis by utilizing a non-parametric test, i-e-Krushkal Wallis test, through Minitab to test the similarities in the teachers’ responses. The teachers’ responses about related subjects with five choices (Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D), Strongly Disagree (SD)) are given in Table 3.

Table 3: Teachers’ Responses about Co-curricular activities for School Effectiveness

S. No.	School Effectiveness	SA	A	UD	D	SD
1	Co-curricular activities are being held in your school	12	54	26	18	10
2	You are satisfied personally with co-curricular activities in your school	12	54	26	18	10
3	You are properly educating students through curricular activities	24	64	26	4	2
4	Curricular and co-curricular programs of school promote sustainable commitment to educational outcomes.	44	58	6	8	4
5	You are supervising co-curricular activities in your school.	64	42	8	2	4

A look at the teachers' responses in Table 3 above shows that, for most explanations, every one of the respondents reacted positively to the given statements i.e. they conveyed what needs be by "agreeing" and 'strongly agreeing' with the statements. For statements 1 and 2, most respondents

(66 out of 120) agreed or strongly agreed that co-curricular activities are being held in their schools. Twenty six respondents ticked "undecided" while eighteen ticked "disagree" and ten ticked 'strongly disagree'. There might be no utilization of such kind of exercises or no facilities there because of which teachers are not satisfied personally with co-curricular activities in their school. For statements 3, 4 and 5, most respondents agreed or strongly agreed that students are being appropriately instructed through co-curricular activities. Curricular and co-curricular programs of school elevate feasible commitment to educational outcomes and teachers are regulating co-curricular activities in their schools. Twenty six teachers in statement no: 3 ticked 'undecided'. They don't know that co-curricular activities are educating students. While in statement- 4 six teachers ticked "undecided" eight "disagree" and four 'strongly disagreed' that curricular and co-curricular programs of school promote practical responsibility regarding instructive results. For statement 5 eight respondents ticked 'undecided', two "disagree" while four 'strongly disagreed' that they are directing co-curricular exercises in their schools.

Table 4: Testing of Statistical Hypothesis of Teachers’ Responses

S. N.	Statements	N	Median	Ave Rank
1	Co-curricular activities are being held in your school	5	18.0	59.8
2	You are satisfied personally with co-curricular activities in your school	5	18.0	59.8
3	You are properly educating students through co-curricular activities	5	24.0	53.4
4	Curricular and co-curricular programs of school promote sustainable commitment to educational outcomes	5	8.0	56.1
5	You are supervising co-curricular activities in your school.	5	8.0	51.9

H = 3.81 DF = 19 P = 1.000

H = 3.90 DF = 19 P = 1.000 (adjusted for ties)

From above mentioned p-value, it revealed that the statistical hypothesis of the study was insignificant. Conclusively, the responses of all teachers were the same at the average.

Table 5: Students' Responses about Co-curricular activities for School Effectiveness

S. No.	School Effectiveness	SA	A	UD	D	SD
1	Co-curricular activities are being held in your school	412	402	154	94	138
2	You are satisfied personally with co-curricular activities in your school	486	474	44	112	84
3	You are taking part in co-curricular activities held in your school.	382	418	138	100	162
4	You are being educating through co-curricular activities.	386	504	70	120	120
5	Are these activities wasting your learning time.	102	140	90	414	454

An examination of students' responses in Table 5 showed that for most statements, almost all the respondents answered positively to the given proclamations. They expressed themselves by "agreeing" and 'strongly agreeing' with the statements. For statement 1 and 2, most respondents "agreed" or 'strongly agreed' that co-curricular exercises were held in their schools. One hundred and fifty four and forty four respondents have ticked "undecided" while ninety four and one hundred and twelve ticked "disagree" and one hundred and thirty eight and eighty four ticked 'strongly disagree' There might be no use of such kind of exercises or no facilities because of which teachers were not satisfied personally with co-curricular exercises in their schools. For statements 3 and 4, most respondents "agreed" or 'strongly agreed' that students took part in co-curricular exercises held in their schools and they were being taught through co-curricular exercises. Respondents who ticked "undecided" were one hundred and thirty eight and seventy, disagree respondents were hundred and one hundred and twenty while 'strongly disagree' one hundred and sixty two and 120, they were either not certain or were not

participating in such sort of exercises and were the view that students are not educating with such kind of exercises. For statement 5 most respondents "disagreed" and 'strongly disagreed' those co-curricular exercises are wastage of learning time, ninety respondents have ticked undecided possibly they were not sure or 102 respondents "agreed" and 140 'strongly agreed' with the statement that co-curricular exercises are wasting students learning time.

Table 6: Testing of Statistical Hypothesis of Students’ Responses

S. No.	Statements	N	Median	Ave Rank
1	Co-curricular activities are being held in your school	5	154	106.6
2	You are satisfied personally with co-curricular activities in your school	5	112	94.8
3	You are taking part in co-curricular activities held in your school.	5	162	108.4
4	You are being educating through co-curricular activities.	5	120	98.6
5	Are these activities wasting your learning time.	5	140	102.6

H = 3.12 DF = 19 P = 1.000

H = 3.15 DF = 19 P = 1.000 (adjusted for ties)

From above mentioned p-value it revealed that the statistical hypothesis of the study was insignificant. Conclusively, the responses of all students were the same at the average.

Crux of Parents’ Interviews

Many parents considered co-curricular activities extremely valuable for their youngsters. Healthy competitions and co-curricular activities ought to be given significance because of which students learnt a lot. While a few parents thought of them as wastage of time as they were concerned more about results just as it was for the most part trusted that those schools were fruitful where most students had better gains as compared

with other schools. Majority parents viewed co-curricular activities as great outcomes, healthy curricular and co-curricular exercises, arranging activities including dramatizations, speeches, debates, games and other healthy competition in disciplined way, to a large extent, promoted the school environment and community involvement.

Conclusions

The discoveries uncovered that various elements add to class viability. Interpretation of the principals', teachers' and students' responses and interviews of parents uncovered that school adequacy comprised of multidimensional factors, for example, high staff morale, students' academic achievement, high pass rates, proper curricula and well-trained teachers. It went to the light that better relationship amongst principal and teachers and between teachers themselves enhanced school climate, staff morale, and public trust in schooling. Arranging various healthy exercises for better learning of students must be required. For students' advancement there ought to be healthy competitions like inter school competition, debates, study tours, blood donor societies, parents' visits and other community involvement.

To parents great outcomes were imperative since they were the ultimate outcome of the school efforts. Other factors for advancing viability in schools incorporated (a) Efficient and dutiful administration. (b) Devoted and well-trained teaching staff. (c) Conducive condition for learning. (d) Parents' intervention. (e) Participation of community. (f) Needed facilities for students.

In Pakistani educational system, majority of co-curricular exercises are not being applied because of less education and narrow mindedness as some people think of it as wastage of time and some parents are worried about their children's' results as it was generally believed that those schools were effective where most students had better gains as compared to schools where emphasis is laid on co-curricular exercises. Another enormous issue in such manner is lack of assets and other related facilities because in some schools they were insufficient either in budgetary assets or HR or they have no grounds and other related facilities. A few schools particularly private schools have no play

grounds and they are attempting their best to show only good results to parents. Another issue is lawfulness circumstance because of which parents are hesitant to allow their wards to take part in such type of activities.

Similarly, curricular and co-curricular programs of school promote sustainable commitment to educational outcomes. Effective principals discuss with the teachers the areas that need improvement. Effective principals identify administrative issues and take essential corrective measures. Arranging co-curricular exercises in schools form essential learning and recreational segments of school activities, and students expect their continuation and variety. When an appropriate environment is given to students, it also leads to cooperation of students among themselves; thereby leading to effective learning experiences for students. All these contributing factors lead to ensuring that students stay in school, come well motivated and are able to devote their time and energy for ensuring maximum learning.

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