IMPACT OF CO-CURRICULAR ACTIVITIES ON STUDENTS' ACADEMIC ACHIEVEMENT AT SECONDARY SCHOOL LEVEL IN SOUTHERN DISTRICTS OF KHYBER PAKHTUNKHWA

[1]Nasir Ali, [2]Muhammad Ayaz [2]Rahmat Ullah Shah, [3]Abdul Basit Khan,[4]Tanveer Ahmad, [6]Gul Andaz Khan

[1,2,3,]Institute of Education & Research, University of Science & Technology, Bannu, Khyber Pakhtunkhwa, Pakistan. [4]Qurtuba University of Science & Information Technology Peshawar

[1]nasirmrl682@gmail.com, Institute of Education and Research, Lakki sub campus, UST, Bannu

[2]drayaz786@gmail.com, Institute of Education and Research, UST, Bannu

[3] rahmatullahshah@gmail.com, Institute of Education and Research, UST, Bannu

[4] abdulba30@gmail.com, Institute of Education and Research, UST, Bannu

[5] tanveer.dawar@yahoo.com, Qurtuba University of Science & Information Technology Peshawar

[6]Gulandaz313@gmail.com, Institute of Education and Research, UST, Bannu

ABSTRACT: *Activities which develop the child mentally, physically, socially, morally and emotionally are known as co-curricular activities. For examples debates, speeches, games, drawing and painting etc.The study was descriptive in nature. The population of the study consisted of all 10th class students of Govt. High Schools in Southern districts of Khyber Pakhtunkhwa. Seven hundred respondents were selected as sample from the selected Govt. High Schools in Southern districts. Respondents were selected by* using *simple random sampling technique. The study was delimited to only 10th class students of 12 schools (6 male and 6 female Govt. High Schools (GHS) in Southern districts in which 352 were male and 348 were female students. The main purpose of the study was to identify the impact of co-curricular activities' on students' academic achievement at secondary school level in southern districts of Khyber Pakhtunkhwa. Data was collected through dichotomous questionnaire having (YES, NO) option in order to get the responses of the respondents easily. Data was properly analyzed through SPSS (Version 16.0). The size of sample was taken according to John Curry (1984) formula. Percentage, frequency and linear regression were used for data analysis. Both the results and discussion visibly shows that co-Curricular activities have positive impact on students' academic achievement at secondary school level in southern districts of Khyber Pakhtunkhwa. The study concluded that co-curricular activities have great influence on students' academic achievement at secondary school level in southern districts of Khyber Pakhtunkhwa.*

Key Words: Co-curricular activities, students, academic achievement, secondary schools

INTRODUCTION

Co-curricular activities are those which help in balanced personality of children. In the earlier period people use the term "Extra-Curricular Activity". But now a day the term "Extra" is not use because it means something "unnecessary". The aim of education is the overall development of a child. A child needs mental, physical, social, moral and emotional development. We cannot overcome all these requirements only with books reading. To accomplish all these requirements of a child we have to provide them different type of co-curricular activities. That is why those activities which help in the mental, physical, social, moral and emotional development of a child are known as co-curricular activities. For example debates, spots, scout etc.,[5].Co-curricular activities have two types that is formal and non-formal activities. The formal activities consists of sports, dramas or debate competition etc., the non-formal activities are listening, music or watching television etc. Study has shown that both formal and non-formal activities have great influence on students' academic achievement [4].

Conducting of co-curricular activities in school has positive effect on students' performance [5]. Current study on the impact of sport activities on the students' performance show inconsistency in the results [6].Co-curricular activities become or enable the children to show positive interaction among the society [15]. The conclusion of the study shows that taking part in co-curricular activities are not related to the students' educational achievements, moreover this research also showed that taking part in such activities in secondary school level does not improves the academic performance of the students [6].

Longitudinal studies on sports have investigated that involvement in co-curricular activities has fruitful effects on students test score and grades [7].

Co-curricular activities designed by schools commonly emphasize on the advancement of academic achievements as well as to provide social and emotional enrichment [10].

Extracurricular activities can involve sports, clubs, debate, drama, school publications, student council, and other social events. Normally, these activities are not included in the formal curriculum and students who participate in extracurricular activities do not commonly gain any grade for it. However, these activities eventually provide real-world experiences that are not included in the formal course of study. Through these programs, students learn how to employ the knowledge they have learned in the classroom to real world scenarios. The positive effects commonly include positive behavior, better grades, school completion, positive aspects to become successful adults, and a social aspect. These positive benefits therefore attract the interest of educators and policy makers who search for ways to enrich students' academic, social, and emotional enrichment development [10,12].

All of these activities can lead to a positive impact on participating students' academic achievements. The effect that co-curricular activities have on students is all-around in their benefits even beyond the classroom [10].Higher

engagement rates in co-curricular activities lead to a significant positive effect on student achievement [9]. Co-curricular activities help students to advance their new knowledge and skills as well as to educate them against developing unhealthy activities during their leisure time [11]. It is investigated that co-curricular activities lead to a decrease in academic stress and tension, which ultimately leads to an increase in productivity in their learning [8]. It is reported that co-curricular activities are associated with academic achievement, which also lowers rates of antisocial behavior and dropouts. However, studies also reported that the magnitude of the relationship is often small and inconsistent, depending on the types of activities [14]. Diminishing, returns of participation in co-curricular activities when students become involved in several at one time. Because of the importance of the issue, differences in outcomes and lack of experimental studies to determine the effect of co-curricular activities offered by public organization [13]. The purpose of school to teach only the basics of reading, writing and arithmetic, or is the purpose to mold the whole child and to support a student's mental, physical, and social well-being [2].

Promoters of co-curricular activities believe that co-curricular activities "have played a critical role in civic and social education in the American high school for more than 60 years". Participation in sports builds up students' personality, adjustment in the society, good manners and sense of justice among school students and provides an opportunity to practice in playground and in social life [16]. The results of the study show that the students who participate in co-curricular activities behave differently from those who don't participate in these activities [1]. Co-curricular activities bring motivation in students as teacher makes some questions, answers and roles for debates to get the start the process. The listeners want to get the ability as the other students doing [3]. Recent studies on the impact of the sports activities on the studies produced the results which seem to be inconsistent [6].

When stating some of the benefits of participating in extracurricular activities, some believe that this leads to positive youth development. What exactly is positive youth development? The positive youth development as encompassing five constructs: (1) competence in academic, social, and vocational areas; (2) confidence; (3) connection to family, community, and peers; (4) character; and (5) caring and compassion (cited in Roth, 2000). These are also known as the *Five Cs* of positive attributesfor youth [7].

RESEARCH METHODOLOGY

Research Design

The study was descriptive in nature; the researcher used survey method for the collection of related information from the Government secondary schools students and teachers in southern districts of Khyber Pakhtunkhwa by using two self-developed questionnaires. One questionnaire was used for students which were translated into Urdu in order to understand the statements easily used by the researcher and the second was used for teachers.

Population of the Study

Population of the study was consisted of all students and teachers of Government Secondary Schools in Southern Districts of Khyber Pakhtunkhwa Pakistan.

Sample size and Sampling Technique

The sample of the study was consisted of 700 respondents, in which 500 were male and female students and 200 were teachers of twelve (12) secondary schools of district Bannu and Lakki Marwat shown in the table below. According to John Curry sample size rule of thumb, the researcher selected the respondents through simple random sampling technique.

Table1: Respondents in Form of Sample

DISTRICT BANNU						DISTRICT LAKKI MARWAT					
Boys Schools	**Respondents**		**Girls Schools**	**Respondents**		**Boys Schools**	**Respondents**		**Girls Schools**	**Respondents**	
	Stu.s	Teach.s		Stu.s	Teach.s		Stu.s	Teach.s		Stu.s	Teach.s
03	125	52	03	125	48	03	125	52	03	125	48

John Curry formula was used to determine the size of the sample**.**

Sample Size Rule of Thumb

10-100 100%
101-1000 10%
1001-5000 5%

Source:

Curry, J. (1984). Professor of Educational Research, North Texas State University; Sample Size Rule of Thumb;*Populations and Sampling*,7-4.

5001-100003%
10000 + 1%

Data Analysis

Data was properly analyzed by using Statistical Package for Social Sciences (SPSS version 16.0). During data analysis descriptive statistic (percentage & frequency) was used to identify the basic facilities related to students' academic achievement at secondary school level in Southern districts of Khyber Pakhtunkhwa and linear regression was used to know the impact of the identified facilities on student' academic achievement at secondary school level in Southern districts of Khyber Pakhtunkhwa.

Measurement Scale

Dichotomous scale, having options "Yes", "No"carry values of 1 and 2 respectively was used to measure the views of respondents. The scale is shown in the table below:

Table 2: Design of Scale used for Data Collection

Version	Yes	No
Numerical Value	1	2

Pilot Study

Pilot Study known as practicability study as well, is considered to be vital part of anexcellentresearch design. The main purpose of this study is to validate the questionnaire through pre-testing before conducting a complete research. In the present study, the validity evidence of the data collection instrument was cumulated through a pilot study. For the purpose of validity initial draft of the questionnaire was administered to 11 experts i.e. 07 educationists,2 psychologists and 2 linguists etc. The experts suggestedsome corrections, changes or modification in the phrases, wordings or conceptions of the questions. Final draft of the questionnaire was developed on the basis of valuable suggestions made by the experts during the development of the tool.

For the purpose of reliability the questionnaire was administered to 60 respondents (10th class students). Chronbac Alpha formula was used for assessing the reliability of the study. Those items were dropped whose item-total correlation was .25 or less than .25. As a result, 11 items were dropped from the scale. Retained items were 30. Obtained Chronbac Alpha was .893.

RESULTS AND DISCUSSION

The following table shows that co-curricular activities have positive impact on students' academic achievements at Secondary School level in Southern Districts of Khyber Pakhtunkhwa.

Table 3: Linear regression model showing influence of the mentioned variables

Dependent Variable	Independent variables (Predictor)	Respondents	R	R Square	Df	F-value	P-value	Beta Score	Sig
Academic achievement	Co curricular Activities	Students	.624(a)	.389	1498-499	317.243	.000(a)	-.624	.000
		Teachers	.307(a)	.094	1198 199	20.606	.000(a)	-.307	.000

p> .05 shows insignificance and*p*< .05 shows significant

In table 3 according tothe views ofrespondents*p*-value .000(a) listed in column eight has been found significant at Beta score -.624 in Column nine .The value of R square .389 is the explained variance, which is actually the square of multiple R (.624a) ^{2}and demonstrate a correlation of independent variable or predictor (co-curricular activities) with the dependent variable (Academic achievement). In sixth (df) column of the table, upper value (1) indicates the number of independent variable (s) and the lower value cites the total number of complete responses for all the variables in the equation (N-K-1= number of respondents- number of independent variables-1) i.e. {(500-1-1}= (498). F-value produced in the seventh column (317.243) has been found significant at.000 level of significance. The above statistics show the rejection of H_o, which means that there is positive relation between co curricular activities and students' academic achievement. While in the same table teachers' responses indicates that P-value .000(a) listed in column eight has been found significant at Beta score -.307in Column nine .The value of R square .094 is the explained variance, which is actually the square of multiple R (.307a) ^{2} and demonstrate a correlation of independent variable or predictor (co-curricular activities) with the dependent variable (Academic achievement). In sixth (df) column of the table, upper value (1) indicates the number of independent variable (s) and the lower value cites the total number of complete responses for all the variables in the equation (N-K-1= number of respondents- number of independent variables-1) i.e. {(200-1-1}= (198). F-value produced in the seventh column (20.606) has been found significant at.000 level of significance. The above description reject H_o, which means co-curricular activities have effect on students' academic achievement. According to the above analysis there is no significance difference between students' and teachers' views regarding co-curricular activities. Therefore it is suggested that co-curricular activities have a great impact on students' academic achievement.

Table 4: Responses regarding impact of Co curricular activities on students' academic achievement in Southern Districts

Respondents		Yes	No	Total
Students	**Freq**	355	145	500
	%age	70	30	100
Teachers	**Freq**	139	61	200
	%age	68	32	100

Table 4 shows the views of the respondents about the impact of co-curricular activities on students' academic achievement. It denotes that the total numbers of the respondents are 700(100%) male female. Among these 500 were students (male, female)and 200 are teachers (male, female). 355(70%) views revealed "Yes" while 145 views of respondents which is 30% show negative response regarding impact of Co curricular activities on students' academic achievement in Southern Districts of Khyber Pakhtunkhwa. In the same table 139 views of respondents which is 68% of the present sample, revealed "Yes" and 61(32%) of the respondents marked "No" about the impact of Co curricular

activities on students' academic achievement in Southern Districts of Khyber Pakhtunkhwa.

CONCLUSIONS

As table 4 shows that majority views of respondents denotes that co-curricular activities have great effect on students, academic achievements at secondary school level in southern districts of Khyber Pakhtunkhwa. Similarly the result and analysis of table 3 also indicates that there is positive relation between co-curricular activities and students' academic achievement at secondary school level in southern districts of Khyber Pakhtunkhwa.

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