

A Study on Effects of Co-Curricular Activities on Academic Achievements of Secondary

School Students in District Quetta

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Abstract



The study was conducted to examine the effect of Co-Curricular-Activities on the Academic-achievement of Secondary School Students in District Quetta. The purpose of this study is to find out how much boys and girls have an interest and participation in Co-Curricular-Activities. The study is Exploratory and the author used Pearson Correlation to explore the relation between Co-Curricular-Activities and Academic Achievement. Co-Curricular-Activities are the Independent Variable and Academic-achievement is the Dependent Variable of this study. The population of this study is all of the Secondary Schools of District Quetta. The researcher selected the sample of 386 (191 Boys and 195 Girls) secondary school students of grade 10th from 10 different secondary schools in Zarghoon Town, Quetta. The author of the study used the Stratified random sampling technique and carried out the Questionnaire Survey method to examine the relationship between Co-Curricular-Activities with Academic-Achievements using the Class 9th annual examination of Balochistan Board, Quetta. The analysis of the data in this study revealed that boy students were more active in Co-Curricular-Activities at the secondary level. The Pearson Correlation value indicates that Co-Curricular-Activities have a positive link with academic improvement.

Keywords: Co-curricular Activities, Academic Achievement

Introduction

Co-Curricular-Activities are considered an essential factor in the education system all over the world. It helps the pupils in mental development as well as physical development. So, logically many researchers are agreed that Co-Curricular-Activities can enhance the academic improvements as well as physical development of the students. Many experts and educationists admit that education is not only to be engaged in cognitive learning (mind) but also to be engaged overall including mind, heart, and body. In a study by (Fox, & Sease, 2019) conducted in the United States on Pharm D Students of the university, the study compared engaged students to non-engaged students in Co-Curricular-Activities. The findings revealed that engaged students had higher CGPA.

The study was conducted by Sami and Irfan (2020) in Punjab, Pakistan on 400 students from different colleges of Punjab. The authors of this study concluded that Co-Curricular-Activities are also helpful for Government Institutions because Participation in Co-Curricular-Activities creates awareness, and good verbal and communication skills, improves mental and physical skills as well as improvements in Academic Performance. The author further recommends in their study that government should provide all the necessary resources to all the educational institutions so that the growth of all the students may be groomed positively.

Co-Curricular activity is considered a crucial part of the modern education system in schools and colleges. The study by Paul, and Baskey (2012) found a positive link between Co-Curricular-Activities and improvements in academics as well as interpersonal competencies. The study further commented that these activities not only make them strong physically but also make them good in academic improvements.

The dictionary of "Gyanunlimited.com/2437 define that Co-Curricular-Activities are those activities that enable to complement and supplement the main school-related activities. These are the key activities that refine the personalities of students and enable them to improve in academic grades.

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Several researchers conducted a study about the effect and link between Academic-Achievements and Co-Curricular-Activities. Large numbers of researchers established a positive connection between these two variables. On the other side, still many parents and even teachers think that participation of secondary school students in these activities may lead to negative growth in academic-Achievements. They argued that engagement in Co-Curricular-Activities makes them disturbed which could sacrifice their study time on these activities, family and friends time, sleep disturbances, low-class participation, psychological pressure, stress, and anxiety.

The researcher sought to determine the connection and link between Co-curricular-activities and academic achievements. This research would help the parents and teachers to have updated information and point of view about the significance and importance of Co-Curricular-Activities on student academic achievements. This makes them fully aware of the impact of involvement in school Co-Curricular-Activities on academic-Achievements. In addition, this study determines the connection between Co-Curricular-Activities and academic improvements improving/worsening in academic routine, and grades in standard examinations.

Problem Statement:

There are several schools in the capital city (Quetta) of Balochistan who has well-maintained and state-of-the-art sports facilities, playgrounds, and indoor and outdoor facilities in schools. They regularly conduct the Co-Curricular-Activities, sports-athletic activities and routine schedule of outdoor and indoor activities, they consider these activities as an important factor in their academic calendar.

It's also a matter of fact that due to the highly populated city only the old schools have wide area and open space for sports and Co-Curricular-Activities. In district Quetta, there are several schools are located which have no space for Co-Curricular-Activities and playgrounds. Some schools even have no space for morning assembly they arrange their daily activities and morning assembly in classrooms, which indicates that there is no importance of co-curricular, indoor, and outdoor activities.

Participation in Co-Curricular-Activities is still debatable among Administration, Teachers, School heads, Parents, and Students. Several stakeholders which are mentioned above argue that participation and engagement in Co-Curricular-Activities cannot lead to improvements in Academics. They think that it is an extra burden on students during their academic calendar and due to the tight schedule of these activities and studies at the same time which may lead to stiffness, depression, physiological & psychological problem, and failure in academics. It is also a matter of fact that some parents still think and have the perception that girls students should not be a part of any Co-Curricular-Activities, they have nothing to do with activities as this factor purely belongs to boys students. Alternatively, some girl students avoid being a part of Co-Curricular-Activities due to strict restrictions by the family. On the other side, many researchers and stakeholders argue that in the modern education system the impact and effect of Co-Curricular-Activities are very positive and they can bring positive change in study and academic-Achievements.

There is no research conducted in the past in Secondary Schools of District Quetta to explore the link of Academic-Achievements and Co-curricular-activities. As a result, this research would unveil the relationship between the Co-Curricular-Activities and Academic Achievements. Which would help all stakeholders to Plan, Implement, and allocate of budget for Co-Curricular-Activities in the light of recommendations given by the author of this study.

Research Objective

- To measure comparison between Boy Students and girl students in CCA.

Literature Review

A Correlational Study was conducted by Batool, and Ahmad (2020) in the City of Lahore, Pakistan. The Population of the study was all the boys and girls students of Lahore Colleges. Data was collected through the instrument and the Cronbach Alpha test was used to test the reliability of the instrument. Pearson Correlation test was used to find out the link between the Co-Curricular-Activities and academic-Achievements. The findings of the study show that there is a moderate link between Co-Curricular-Activities and Academic-Achievements. The authors further argued that Participation in Co-Curricular-Activities is very necessary for students' positive growth in all ways.

In Study of Messo et al. (2019) in government and private schools of Tandojam District Hyderabad, Pakistan. The author took 80 students as a participatory group in Co-Curricular-Activities

and 80 students as non-participatory in Co-Curricular-Activities groups from 10 different boys and girls schools. The authors of the study used the pre-test and post-test methods to find out the difference between these students. The study revealed that in the participatory group who were involved in activities, those students have better grades and improvement in academics as compared to the control group. The authors further argued that academic activities are very essential in the overall growth of the students and their study also concluded that there is a strong link among academic-Achievements and Co-Curricular-Activities

A Study conducted by Ritchie (2018) in the northeastern area of America, the reached revealed involvement in activities can enhance improvements in the learning process. The author of the study further reveals that data of regressions analysis shows that participatory students in Co-Curricular-Activities have improvements in GPA.

Another study was conducted by (Rathore, et al., 2018) in Lahore. The authors of the study took thirty schools and colleges in Lahore, the authors took 636 secondary and higher secondary students, and surveyed the 10th and 12th class examination grades and class attendance. The authors of the study used multiple regressions and unveil the findings that there is a positive between the two variables. The researcher further argued that there was an academic enhancement in terms of class division and class attendance in the participatory group.

The study of Bashir and Hussain (2012) was conducted in the district of Abbottabad. This study was experimental in nature, the authors took 200 students as a sample of grade 10th. The authors of the study divided these students into two sections and labeled them as “Participatory Group” and “Non-Participatory Group”. The authors daily examined and observed the Participatory group in Co-Curricular-Activities for 40 minutes and the “Non-Participatory Group” were remain inactive. The researcher conducted Pre-test and Post-test after 12 weeks and compared the grade on the English and Match Subject tests. The findings of the study revealed that the "Participatory Group" have higher grades in these two subjects and marks as compared to the "Non-Participatory Group". The authors concluded that these Activities have a significant link with improvements in the academics of the students.

In a study of (Daniyal, et al., 2012) in Bahawalpur University, Pakistan. The sample of this study was 500 students in the BS section. The purpose of this study was to unveil the relationship between students' academic achievement and Co-Curricular-Activities. The findings of the study revealed that participation of students in indoor-outdoor, literary, festivals, and sports activities can enhance positive improvements in studies and grades.

Research Methodology

The research design of this study is Explanatory and measured the link between Co-Curricular-Activities and Students' Academic-Achievements and cross-sectional survey method. Pearson Correlation Test was conducted to find out the relationship between variables. The independent variable is Co-Curricular-Activities and Students' academic Achievements are the dependent variable. The author of the study considered the Zarghoon Town area of District Quetta. The population of the study was all the Secondary School Students of District Quetta. The author selected the 10 government secondary schools (05 boys and 05 girls) which represent 11.36% of the overall population of the school. In addition, the researcher selected the sample of 386 students (191 boys students and 195 girls students) in grade 10th which represents 6.32% of the overall population of 6198 students. The author visited 10 different schools in District Quetta and special permission was taken from the District Education Officer, Quetta. Ethical consideration was adopted and students and schools were assured that their data will be only used for research. The author of this study is more interested to gather data on a broader and more in-depth scale for the effective result of the research, so the researcher took 11.7 % of the sample from the overall population.

Following are the details of a sample taken from the overall population:

Table: 01

	Total Population	Sample		Boys		Girls	
		F	%	F	%	F	%
Students	6198	386	6.23%	191	06%	195	6.5%
Schools	88	10	12%	05	13%	05	10.2%

Source: (BEMIS) (School Census 2016-2017)

The above table shows that the author of the study took 386 students out of 6198 students which is 6.23% of the overall population. The author selected 10 schools from a total of 88 schools which is 12% of the overall population.

Data Analysis

Following is the analysis of the data of the study. The following data explains the level of interest of secondary school students in Co-Curricular-Activities in terms of gender. The researcher went studied the different questionnaires of different authors who conducted the related study in other areas of the world. After the detailed analysis and piloting testing the author finalized the questionnaire.

Table: 02

Demographics

Students Gender	Frequency	Percentage
Boys Students	191	49.0
Girls Students	195	51.0
Total	386	100.0

Above table highlights that the majority of the respondents were girls which is 51% of the total population.

Table: 03

Age of the Respondents

Students Age	Frequency	Percentage
15-16 Years	267	68.5
17 and Above	120	30.5
Total	386	100

The above table shows that the majority of the respondents were between the age of 15-16 years which is 68.5% of the total population.

Table: 04

9th class results

Status of Students	Frequency	Percent
Pass	317	82.1
Fail	69	17.9
Total	386	100

The above table shows that (82.1 %) of respondents passed their 9th Class of Balochistan Board, Quetta.

Table: 05

Respondents Division in 9th Class

Division	F	%
1 st	97	24.9
2 nd	166	42.6
3 rd	56	14.4
Fail	67	18.1
Total	386	100

The above table indicated that the majority of the students have secured the 2nd division in their 9th class exam. Whereas, the number of 3rd division is less as compared to 1st division and fail students.

Table: 05

Engagement in Co-Curricular-Activities

Sr	Statement	Yes		No	
		F	%	F	%
1	Have you ever been engaged in any Co-Curricular-Activities in school?	264	67.7	122	32.3

Above table highlights that 67.7% of students were engaged in School Co-Curricular-Activities.

Table: 06

Value of Pearson Correlation

Variables	r	p-value
Percentage in last exam	.54	0.000

Participation in CCAs

Table 06 highlights that there is a positive link between Co-Curricular-Activities and Students Academic-Achievements ($r = .54$) and the p -value is (0.000) i.e. $<.05$, which indicates a positive relationship.

Table: 07

Gender-wise Student's Engagement in Co-Curricular-Activities

		Students Gender	
Have you ever engaged in any Co-Curricular activities in your school?	Boys	Mean	4.12
	Girls	Mean	3.98

Above table highlights that Boys students have higher interest and engagement in Co-Curricular-Activities as compared to Girls Students.

Findings of the Study

After a detailed analysis of the data, the researcher made some findings that the success ratio of the students in the 9th class is very impressive. The majority of the students (43%) have secured 2nd Division in their exam and only 25% of the student's secured 1st division. The study revealed that Co-Curricular-Activities have a positive effect on student's academic achievements. The study further revealed that boy students have higher interest and participation in Co-Curricular-Activities. Therefore, the research question of the author that boy students have higher interest than girls students were right. Lack of participation was seen in Dance and Singing Activities in the analysis of data. Surprisingly, Science Exhibition activities were ignored in the selected schools.

Discussion

In today's modern world educationists from all over the world highly emphasized participation in Co-Curricular-Activities. It plays an important role in developing the students in a positive direction. The author of the study agreed with the finding of (Holland & Andre, 1987) that Co-Curricular-Activities can enhance students' academics.

This study is aligned with the findings (Streb, A. G., 2009; Ajoke, A. R., Shapii, A. B., & Hassan, M. K. (2015); Adeyemo, S. A. (2010); Fujita, K., 2006; Chudgar, A., Chandra, M., Iyengar, R., & Shanker, R. (2015); Moriana, J. A., Alós, F., Alcalá, R., Pino, M. J., Herruzo, J., & Ruiz, R., 2006) which revealed that Co-Curricular-Activities have a positive link with students academics improvement.

Recommendations:

The author of the study suggests that this study must be replicated in other areas of Balochistan by considering the same variables. The researcher recommends that special training sessions and workshops should be arranged for the school teachers and parents to brief them about the positive and significant relation between Co-Curricular-Activities with Academic-Achievements. The author of the study further suggests that curriculum experts should include activities in different subjects which must be related to Co-Curricular-Activities. The researcher further recommends that a special study should be conducted that why the girls' participation is low in Co-Curricular-Activities as compared to boys students. The author further suggests that the Secondary Education Department, Govt of Balochistan must ensure the conduct of Sports Week and Co-Curricular Activities in schools through their monitoring system for better results in achieving the target of quality education in the province.

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