

Impact of Co-Curricular Activities on Student's Social Skills at Secondary Level

Sana Shafiq¹

Rida zanab²

sanashafiqbajwa@gmail.com

¹Department of Education, University of Narowal, Pakistan

Abstract

Co-curricular activities support individual complete growth while assisting pupils in managing stress. A student can develop social skills through extracurricular activities by engaging with others either individually or in groups. The study's objectives are: To explore the effects of co-curricular activities on student social skills and to evaluate the relationship between co-curricular activities and students' social skills. The quantitative research design was adopted, and a descriptive method was used for the research study. The population of the study was District Narowal and District Sialkot. In this study researcher used a multistage sampling technique. In the first phase through convenient sampling research select (30) female secondary schools from District Narowal and (40) from District Sialkot. In the second step researcher used a simple random sampling technique and selected (3) teachers from each school. The total sample of the study (210) was female secondary school teachers from District Narowal and District Sialkot. A questionnaire was used as a data collection tool. Pearson correlation tests were used to analyze the data. The study's results that 62% of teachers gave positive feedback from the co-curricular activities to improve grades and it leads to the effectiveness of the school environment. The majority of the respondents 72% agreed that the co-curricular activities make students more innovative.

Keywords: Co-curricular, Social Skills, Growth, Extracurricular Activities, Individual,

Introduction

Particularly in the present era, where people must go through phases of worry and despair, this can occasionally lead to different types of depression and even fatalities. In these situations, each person's involvement in the curriculum is important since extracurricular activities create various forms of stress and worry. Programs or activities outside of the classroom that are overseen and supported by universities and that offer learning curricula and advice on character development are referred to as co-curricular activities (Ghani et al., 2020).

Activities relating to the curriculum are optional, not included by the college or school curriculum, not graded, and not given credit. In other words, through setting up formal clubs, organizations, and organizations, activities are carried out either inside or outside the school or college building. Student groups, sports teams, and organizations that engage in cultural activities are all considered co-curricular activities (Lang, 2021).

Co-curricular activities are programs that help students develop their work skills both individually and collectively. As they enter the workforce, employers always look

for graduates with work skills, such as the capacity to solve problems, work in teams, and overcome diversity. From the definition of co-curricular activities given above, it can be inferred that co-curricular activities are extracurricular pursuits that support co-curricular pursuits and serve as a means of regulating students' behavior (National Research Council 2009).

Co-curricular activities make the school atmosphere vibrant, enabling both students and teachers to recognize students' true interests and develop them into a variety of talents and positive character traits. Herbert Spencer believed that a child possesses a great deal of inner strength, which is a natural talent in and of itself. This strength or force needs to be directed in the proper direction. This is the reason why academic work and intellectual pursuits are now seen as complementary. These exercises are crucial for cultivating a sense of cooperation, discipline in everyday activities, action, patience, rotation, dedication, teamwork, and others, as well as making effective use of free time (Medicine et al., 2019).

Another type of education provided outside of the classroom is co-curricular activities. Students will learn spirituality, leadership, teamwork, and self-confidence through extracurricular activities. Taking part in these activities can help you develop important teamwork skills and good lifestyle habits. The development of pupils into productive citizens can be facilitated by integrated academic activities that also foster racial integration, excellent morals, independence, hard effort, discipline, and loyalty to the law (Wee Eng Hoe, 1994). As

a result, extracurricular activities allow students to cultivate interpersonal skills that will benefit their future employment prospects (Cooper & Elton-Chalcraft, 2022).

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The education and school system did not immediately notice the effects of the CCAs. Academics and psychologists gradually realized that curriculum activities had a significant impact on students' morals and academic performance. Co-curricular activities were once seen as a kind of fun; thus, they couldn't be promoted to save students' time that could have been spent on academics (Leicht et al., 2018).

Educational institutions currently hold a strong notion that these activities shape different facets of children's personalities, including social development, behavioral development, and cognitive skills (Dwivedi et al., 2023). The findings of numerous studies have supported the notion that acceptance of academic activities and

students' academic achievement are positively correlated (Kapoor et al., 2017).

Study on the effect of co-curricular activities on student performance, the findings demonstrate that these activities enhance students' traits like aspiration for higher education, greater satisfaction with their schools and teachers, higher health satisfaction, lower self-esteem, and less use of drugs and alcohol, as well as their academic performance (Grant, 2022). Grant (2022) reaffirmed the link between extracurricular (sports) activities and academic achievement among students.

The need for integrated academic activities is acknowledged in order to improve student engagement and develop students' communication abilities. The idea is that one of the main responsibilities of curriculum activities is to increase social development in students by enhancing interpersonal communication. The emotional intelligence that will determine pupils' well-being in any circumstance includes interpersonal skills. To be exceptionally good, a person needs more than just intelligence. Co-curricular pursuits can aid in social skill development (Dwivedi et al., 2023).

Academic Progress

Academic progress and learner achievement are major concerns for all educational institutions, including schools. All over the world, schools serve as primary environments for developing future leaders. Around the world, schools are typically required to provide students with both a core academic curriculum and extra co-curricular activities, with the former serving as the

main cause for both latter's survival (Stewart et al., 2022).

However, this is because, for many young people, involvement in extracurricular activities serves as a crucial socializing experience (Amaral & De Vries, 2020). Even though a sizable portion of this free time is spent on unstructured activities, involvement in co-curricular activities has been found to be a useful use of this time, offering a variety of chances for growth and development (Snowe, 2020).

Additionally, current scholarship asserts that involvement in extracurricular activities appears to have favorable benefits on several academic achievement markers, including academic performance, self-concept, and school perception (Zuccaro, 2019). The involvement in sports was associated with reduced levels of alcohol consumption. However, contrary to popular belief, sports activity may have a detrimental impact on both girls and boys when it comes to risk behaviors, including substance abuse, alcohol and drug usage, and other types of delinquent conduct (Hirschi, 2017).

We need to interact with others to demonstrate our social abilities; thus, extracurricular activities may be the best choice for doing so since they make gatherings easier. Co-curricular activities can be used to foster behaviors that cannot be instilled through academic or curricular activities. Ten children with mild intellectual disabilities were chosen from the DCMR Special School (Developmental Centre for Mentally Retarded) (Lerner, 2021) investigation into the usefulness of role play in the development of communication skills in children. A single group design with pre-

and post-tests was adopted. The findings indicated that children with mild mental impairment benefit significantly from the role-playing technique when it comes to improving their communication abilities (Dwivedi et al., 2023b).

One element of emotional intelligence that will determine a student's performance in any auction is social skills. Being outstanding requires more than just intellectual intelligence. It will also enable them to reveal their latent talents effortlessly and to be fearless in accepting the challenge. To communicate and connect with their environment, they require social skills. Co-curricular activities are significant because they serve as a crucial barometer for achieving the national education policy goal of fostering harmony among students of different racial backgrounds, in line with the opinion of Che Aziz and Aminuddin (2002), which stated that co-curricular activities can foster the spirit of service, cooperation, and mutual aid that are essential elements in creating a harmonious society (Ahmad et al., 2020).

Research Methodology

In the current study, the researcher used a quantitative research approach. The descriptive survey method was used in this study for data collection. The population of this research was the female secondary school teachers of District Sialkot and District Narowal. The researcher used a multistage sampling strategy in this research study. In the first phase, through convenient sampling researcher selected (30) female secondary schools from District Narowal and (40) from District Sialkot. In the second step researcher used a simple random

sampling technique and selected (3) teachers from each school. The total sample of the study (210) was female secondary school teachers from District Narowal and Sialkot. The researcher used a multistage sampling technique. In the 1st phase, through the convenience sampling technique, select two Districts, Narowal and Sialkot, from the Gujranwala division. In 2nd phase, the researcher used a simple random technique to select 70 schools and 210 teachers.

After the literature review researcher constructed the questionnaire under the guidance of the supervisor. The questionnaire was composed of two sections. Section I was made up of 5 demographic information, whereas Section II was composed of 35 statements of the three objectives of the study. Section II was further subdivided into two parts; 1st part is made up of 18 statements to assess how co-curricular activities affect students' social skills, while the other part is made up of 17 statements to assess how co-curricular activities affect how well the school environment works. The questionnaire with 35 statements structured on a five-point Likert scale asking participants for their input.

The researcher conducted pilot testing to find issues, such as queries that were misunderstood, directions that were misunderstood, and others. Due to the huge sample size, pilot testing was carried out to screen the questionnaire since it was crucial to pre-test the questionnaire. Thirty questionnaires were distributed to collect the data, and university professionals made up the sample. Simple random sampling was used for pilot testing.

After getting observations from experts, the researcher visited a university and discussed with experts about the questionnaire. We eliminated 12 statements from the questionnaire and made the required changes. With the kind guidance of the experts, the final questionnaire was carefully examined and approved. The questionnaire was retyped and constructed into its hard form to obtain the required response.

The reliability of the questionnaire items used in the study was examined using SPSS software. There were 35 statements of average quality chosen. At the same time, the most difficult and simple elements weren't included in the final list. Thirty

teachers were given the research tool to use. The value of Cronbach's alpha coefficient was found to be 0.821 for the structured questionnaire.

Data Analysis

Data was collected through a survey form arranged in MS Excel format and then analyzed by using SPSS software for the statistical analysis and performing different tests on it for the outcome of the collected data. Data collected from the participants was quantitative in nature, and it was analyzed through descriptive statistics.

In descriptive statistics, Pearson correlation is calculated.

Correlations Results

Stat ement1	1																		
Statement2	.520**	1																	
Statement3	.471**	.378**	1																
Statement4	.433**	.436**	.236**	1															
Statement5	.331**	.370**	.462**	.268**	1														
Statement6	.373**	.355**	.325**	.454**	.265**	1													
Statement7	.340**	.319**	.378**	.276**	.367**	.170*	1												
Statement8	.283**	.300**	.237**	.364**	.109	.364**	.131	1											
Statement9	.325**	.308**	.347**	.298**	.259**	.203**	.329**	.055	1										
Statement10	.375**	.367**	.246**	.334**	.292**	.365**	.224**	.218**	.271**	1									
Statement11	1																		
Statement12	.355**	1																	
Statement13	.515**	.321**	1																
Statement14	.152*	.340**	.300**	1															
Statement15	.322**	.275**	.350**	.225**	1														
Statement16	.335**	.278**	.276**	.253**	.247**	1													
Statement17	.377**	.265**	.291**	.304**	.308**	.227**	1												
Statement18	.305**	.338**	.197**	.197**	.269**	.208**	.251**	1											

Statement19	.422**	.232**	.324**	.207**	.278**	.139*	.453**	.316**	1	
Statement20	.382**	.317**	.341**	.270**	.383**	.350**	.279**	.321**	.237**	1
Statement21	1									
Statement22	.271**	1								
Statement23	.240**	.139*	1							
Statement24	.332**	.305**	.306**	1						
Statement25	.262**	.236**	.244**	.221**	1					
Statement26	.308**	.298**	.291**	.344**	.364**	1				
Statement27	.208**	.231**	.139*	.348**	.359**	.172*	1			
Statement28	.243**	.330**	.332**	.317**	.266**	.363**	.280**	1		
Statement29	.276**	.230**	.246**	.300**	.378**	.261**	.253**	.254**	1	
Statement30	.315**	.270**	.267**	.400**	.270**	.296**	.156*	.349**	.251**	1
Statement31	1									
Statement32	.259**	1								
Statement33	.324**	.279**	1							
Statement34	.267**	.278**	.146*	1						
Statement35	.301**	.226**	.376**	.174*	1					

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

The correlation coefficient (r) value between co-curricular activities and students' social skills is .520**, which shows the high relationship between both variables. The P value is <0.01, which means the relationship is statically significant. So, we can say that co-curricular activities and students' social skills are related to each other.

Findings

The majority of respondents, about 70%, agreed that co-curricular activities develop social skills in students. The study exposed that 62% of teachers gave positive feedback that Co-curricular activities improve grades and lead to the effectiveness of the school environment". The majority of the

respondents, 72%, agreed that co-curricular activities make students more innovative. The study found that 67% of respondents responded positively about "Through co-curricular activities, students have attachment with school."

Conclusion

Extracurricular activity participation has been found to have a variety of positive effects on student attainment and performance. Students acquire valuable skills related to the hidden curriculum of extracurricular activities through participation in those activities. Students gain knowledge of collaboration, commitment, time management, and how to establish a good rapport with peers, professors, coaches, parents, and community

members. All of the student's endeavors, including academic accomplishment, are guided by these attributes. Schools do not need to stop offering extracurricular activities since doing so would lower student achievement.

Recommendations

The study's conclusion offered the chance to consider how to further this research or advance this topic in the future. To analyze more administrators and other variables, a larger sample size of administrators is suggested for future research. In this study, a small sample of public school administrators gave the data. Due to this restriction, the sample size was insufficient to compare and analyze the several levels at which the administrator serves. Future studies might interview participants at various phases of their lives, comparing their responses to those of participants who participated in extracurricular and co-curricular activities to those who did not, and compare their learning. This would include using a qualitative technique.

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