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“An Exploratory Study on the Impact of Co-Curricular Activities on Academic Achievements of Secondary School Students in District Pishin”

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KEY WORDS

Academic Achievements (AA), Co-Curricular Activities (AA), Balochistan Board of Intermediate and Secondary Education, Quetta (BBISE).

ABSTRACT

This study explored the relationship between Co-Curricular Activities and Academic Achievements of Secondary School Students of District Pishin. This study based on the theory about the engagement of students in Co-Curricular activities, which is called “Austin’s Theory of Students Involvement (1984)”. The Independent variable of the study was Co-Curricular Activities and the Dependent variable was Students Academic Achievements. All the Secondary School Students of District Pishin were the Population of this study. The author took the sample of 289 (154 Boys and 135 Girls) students of Class 10th (05 Girls and 05 Boys) Secondary Schools of District Pishin. The author used Stratified random sampling technique in the study and used Questionnaire Survey method consist of 06 main portions to explore the relationship between Academic Achievements and Co-curricular Activities through their grade scored in Class 9th in annual examination of Balochistan Board of Intermediate and Secondary Education, Quetta (BBISE). The study revealed that there is a strong positive relation between Co-curricular Activities (Mean= 3.7886 and S. Deviation= .38124) and Academic Achievements (Mean= 3.8724 and S. Deviation= .82540) with $r=.79$, $p\leq.05$, $N=289$. It is concluded that Co-Curricular Activities play key role in Academic Achievements in Secondary School Level. The Secondary School Students who engaged in Co-Curricular Activities they have good Academic Performance as compare to non-engaged students in Co-Curricular Activities.

Introduction

Many researchers admit that education is not the only cognitive learning; it is the overall growth including physical and affective skills as well. So, it is logical for researchers to interfere that education is the growth of overall body including mind, heart and body. A Co-curricular activity holds an integral part of any education system, especially in school and colleges. Paul, P. K., & Baskey, S. K. (2012) reveals in their study that Co-Curricular activities are very important for students for their positive mental, emotional and physical growth. It makes them more emotionally strong and played vital role in academic achievements.

The study of (Stephens & Schaben, 2002) revealed that students in the United States of America has more improvements in academic grades and majority of the students secured (CGPA) of 3.0 who has actively engaged in co-curricular activities. The researcher further revealed in his study that those students who were actively involved in co-curricular activities they performed very well in academic calendar in terms of GPA improvement, class participation and relation with class mates.

In study of “Chudgar, A., Chandra, M., Iyengar, R., & Shanker, R (2015)” revealed that those students who were engaged in extra and co-curricular activities they had good grades in math subject as compare to those who didn’t participate in extra and co-curricular activities. The researchers further recommended in the study that special program of extra and co-curricular activities should be designed in school, colleges and universities. The researcher further argued that special grace marks should be introduced for those

students who participate in co-curricular activities.

Whereas, the number of studies also revealed that extra and co-curricular activities may have negative relation with academic performance due to tight schedule of studies pressure and other aspects. The concept of negative relation of academic performance and extra and co-curricular activities is debatable; the study of Broh, (2002) explained in his study that there was no link found between academic achievements and co-curricular activities in his longitudinal study. The researcher also claims that participation in co-curricular activities has no guarantee in academic improvements; the study further stated that it is also possible that only good learner participated in co-curricular activities which reflect their good grades.

Problem Statement:

In District Pishin there are number of Schools who has playgrounds, sport playing facilities and physical resources. Whereas, there are also some Schools who has not the state of the art facilities of co-curricular activities. There are Schools who have specially sports week, sports month and routine schedule of co-curricular activities while the some colleges have not given importance to this aspect. As a result, many Educators, School Heads and Parents still that that engagements in extra and co-curricular activities may have negative impact on their academic achievements and performance, because they think that these activities may tight their regular schedule more and as a result they may have psychological problems, sleep disturbances, stress and stiffness. There are no study conducted on district Pishin Government Secondary Schools to find out the

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relationship of academic achievements and co-curricular activities. So, this research would explore the relationship of academic achievements relationship and co-curricular activities which help the stakeholders in future specially the Secondary Education Department and Higher Technical Education Department, Government of Balochistan to plan the policies regarding extra and co-curricular activities as well as allocation of special budget and facilities to the Government Schools of District Pishin.

Objectives of the Research:

- To find out the relation between Co-Curricular Activities and Academic Achievements of Government Secondary Schools of District Pishin.
- To develop the suggestion for future policy implication.

Literature Review:

A Study conducted by [Ritchie, G. M. \(2018\)](#) in the north-eastern state of United State of America, the author of the researched examined that engagement in academic Co-curricular activities improvement in learning of students. The researcher further argued that regression analysis of his study showed that GPA improvement was evidence in those students who were engaged in Co-curricular activities.

Another study conducted in Lahore regarding the relationship of co-curricular activities and student’s academic achievements in thirty schools and colleges. The author of the study took 636 metric and inters students and examined the 10th and 12th class attendance and grades. The researcher used multiple regressions and revealed the result that there is significant relation between students’ academic

achievements with co-curricular activities and tasks. Study further provides evidence that there were improvements in grades and students attendance percentage in participation group as compare to non-participation group. [“\(Rathore, K., Chaudhry, A. Q., & Azad, M. 2018\)”](#).

[“Bashir, Z., & Hussain, S \(2012\)”](#) conducted experimental study in Abbotabad District based on 10th class of 200 students as sample. These 200 students were divided in to two main groups named as “Experimental group” and “Controlled group”. The authors of this study observed daily 40 minutes co-curricular activities and the controlled group were remained inactive. After 12 weeks the researchers conducted Pre-test and Post-test and examined the marks in Math and English test, the results revealed that the participatory group students performed well in above mentioned subjects as compare to controlled group. The researches made conclusion that co-curricular activities has major positive relation with academic performance of the students.

In study of [“\(Daniyal, M., Nawaz, T., Hassan, A., & Mubeen, I, 2012\)”](#) conducted Bahawalpur, Pakistan. The researchers of the study took 500 undergraduate students of University of Bahawalpur. The aim of their study was to discover the connection between Co-curricular activities and student academic achievements. The study revealed that in student’s engagements in literary festivals, indoor and outdoor activities and sports has positive connection with academic achievements and improvements in grades.

One more study conducted in Hong Kong by [“Leung, C. H., Ng, C. W. R., & Chan, P. O. E \(2011\)”](#) on 575 students of Associate Degree Programs. The researcher

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of this study revealed that improvements were seen in the students learning and GPA who were actively engaged in Co-curricular activities. The study further explained that there were high learning improvements in the mid of study calendar and low learning improvement in studies at the end of study calendar.

Research Design:

This research would investigate the link between Co-curricular activities and tasks with Academic Performance of Secondary School Students of District Pishin. The nature of this research is Exploratory and author of this research used Pearson Correlation test to find out the relationship between Academic Achievement and Co-Curricular Activities.

Variables of the Study:

The variable of this study is divided as Independent Variable and Dependent Variable. Co-Curricular Activities is the Independent Variable and Students Academic Achievement is Dependent Variable. The t-test was adopted to explore the differences between variables.

Population, Sample Size and Sampling Technique:

The population of this study are Secondary School Students of District Pishin. The author of this study taken the sample of 289 Secondary School students of IX students of 10 different schools with 05 girls and boys each. The number of boy’s students from Secondary Schools were 154 and girls were 135 out of 2474 Secondary Schools of District Pishin. The respondent’s rate of questionnaire was 93% and administered personally. The t-test was

adopted to explore the differences between variables.

The distribution of candidates was the following.

1. Table 3.1

	TP*	S*		Boys		Girls	
		F	%	F	%	F	%
Students	2474	289	11.7%	154	6.2%	135	5.4%
Schools	58 (39 Boys, 19 Girls)	10	17.2%	05	13%	05	26%

3.5 Instrument:

The author of the study used the self-made questionnaire based on the theme of the study. The questionnaire was divided into six portions, first section was based on demographics, second portion consist on dichotomous responses based on Co-curricular activities and engagements, third portion was based indoor facilities of Co-curricular activities, fourth portion was based outdoor facilities, fifth and sixth portions was based on Likert scale responses which was used to explore the perspectives of students towards Co-curricular activities and academic achievements of the secondary school students.

Table 1
Reliability of Instrument

Value of Cronbach's Alpha	Total No. of Items
.7023	39

The value of the Cronbach’s Alpha in the table is .7023, which shows good consistency reliability for this scale and

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sample. The value of Cronbach’s Alpha more than .6 is acceptable.

Results and Discussion
Table of Demographics

*Gender	*Frequency	*Percentage
Male	154	53.0
Female	135	47.0
Total	289	100.0

Above table shows that there are 154 (53%) are boys student and 135 (47%) are girls students. Which mean that majority of the students is boy students.

Respondents Age.

(Age of the students)	f	%
15-16 Years	200	69.2
17 and Above	89	30.8
Total	289	100

Table shows that 200 (69.2 %) students are age of 15-16 years and 89 (30.8) students are of 17 and above age. Which indicates that majority of the respondents (69.2 %) are between 15 to 16 years.

Students’ 9th Class Result

Students Division	f	%
Pass Students	232	80.3
Fail Students	57	19.7
Total Students	289	100

Table indicates that 232 (80.3 %) students pass their 9th examination successfully for 10th class in their annual Balochistan Board of Intermediate and

Secondary Education Examination. In addition 57 (19.7 %) students were failed in annual examination of Class 9th. Which shows that majority of the students (80.3 %) have successfully pass their 9th class exam.

Students’ response for the Student Engagement in Co-Curricular Activities.

Sr	Statement	Yes		No	
		F	%	F	%
1	Did you participate in Co-Curricular Activities in School?	201	69.6	88	30.4

Above table highlights that 201 (69.6 %) respondents confirmed that they were engaged in Co-curricular Activities and 88 (30.4 %) respondents admit that there were never been engaged in Co-curricular Activities in School. Majority of the respondents (67.7 %) were engaged in Co-curricular Activities in School.

Respondents over all Mean and Standard Deviation Co-Curricular Activities Engagement

	N	\bar{X}	σ
Co-Curricular Activities Engagement	289	3.7886	1.0124

Above table indicates that (\bar{x} = 3.7886) and (σ = 1.0124) of the Secondary School Students of District Pishin responses for engagements in Co-curricular Activities. The table shows that large number of students were engaged in school co-curricular activities program.

Respondents' \bar{X} and σ of overall Academic Performance and Class Conduct.

	N	\bar{X}	σ
Academic Achievements	289	3.872	1.040

Above table highlights that ($\bar{x} = 3.872$) and ($\sigma = 1.040$) of the Secondary School Students of District Pishin responses for Improvements in Academic, Class Activities and Behaviour. The table indicates that respondents have positive impact on their studies and class learning.

Pearson Correlation among Academic Achievement and Engagement in Co-Curricular Activities of Student Variables r p-value.

Variables	r	p-value
Percentage in last exam	.79	0.000
Participation in CCAs		

Above table indicated that there is a strong relationship between Co-curricular Activities and Students Academic Achievements of the Secondary School Students of District Pishin ($r = .79$) and the p -value is (0.000) i.e. $<.05$, which indicated a strong relationship between Co-curricular Activities and Students Academic Achievements.

Findings of the Study:

The major findings of the study are given below:

- The ratio of passing students in their 9th Annual BBISE Examination is above average.

- The secondary students of District Pishin has achieved 28.4 % secured 1st division and 36 % students secured 2nd division in 9th annual examination.
- The students of district Pishin engagement in Co-curricular activities are 69.6 %.
- The study further revealed that students were more interested in indoor co-curricular activities then out door co-curricular activities.
- It was also observed in the statistical data that students were less interested in Singing and Dance Competitions with 65.7 %. The author reached to conclusion that cultural and social restriction were the main reasons behind this less interest in singing and dance competitions activities.
- The district Pishin Secondary Schools have 79 % proper sports week schedule and daily time table Co-curricular schedule as well.
- The study further reveals that Debate Competition activity is very popular among boys and Class Decoration Competitions activity is commonly practiced in girls' schools of District Pishin.
- The author of the study also discovered that Cricket and Football was those activities in which student's participation is comparatively lesser to other indoor Co-curricular activities.
- District Pishin has the edge over to District Quetta in terms of having sports playground and indoor activities setups.
- The author of the study uncover in his study that 79.4 % school have never planned programs for Science

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Activities. Science Exhibition Competitions, Project Task and Task Based Assignments were completely ignored in majority of the Secondary Schools in District Pishin

- The Secondary schools of District Pishin were highly updated and informed about the benefits of Co-curricular activities advantages on their studies.
- Improvements was witnessed among all those secondary students who were the part of school Co-curricular activities program. They performed better in Board Exams, Class Assignments. The study revealed that there is a significant positive link ($r=0.8$, $p=0.05$) between Academic Achievements, Personality Dynamic and Engagement in Co-Curricular Activities ($r=0.57$, $p=0.05$).
- Students felt great progress in studies when they were engaged in Co-curricular activities of school. They felt great personality development, leadership traits, decision making and time management.
- The Secondary School Students felt the sense of responsibility, adjustment management when they were engaged in Co-Curricular Activities.
- The engaged students were more regular in terms of Attendance and Class Participation. They received great improvements in learning domains, like Cognitive, Psychomotor and Affective.
- Student had high interest in school Co-curricular activities program, their participation ratio were very high in Sports Week and Co-curricular programs. In addition, they improved

in communication skills, felt more sympathetic and consistent in learning.

- The District Pishin Boys Secondary School Students has further curiosity than Girls Students.

Recommendations:

The author of the study made following recommendations after the detailed analyzation of data and literature review.

- The author of this study recommends to new researcher that this research should be conducted in District Pishin by taking larger sample and include other far-flung areas as well. The author further recommends that this study should be conducted in other districts/division of Balochistan as well.
- Study should be conducted by considering Private Schools as well to investigate further the Co-curricular activities impact on private institution as well.
- The author of the study recommends that Proper Training, Orientation Sessions, Workshops should be conducted for the Teachers, School Head and Curriculum experts to understand and know the fully benefits of Co-curricular activities on Academic Achievements.
- The Secondary Education Department should plan a detailed blueprints of awareness sessions for the Parents, Teachers and School Heads about the benefits of engagement in Co-Curricular Activities on Students Academic Achievements and Professional Life.

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- Further research needs to be conducted that why majority of non-participatory students in Co-curricular activities were failed in 9th annual exam or Poor academic performance.
- Science Exhibitions, Projects, Home Assignments and Study tours are the key learning sources for students. Students learn more and more when they word pragmatically and practically. The author of the study uncovers that its very unfortunate that District Pishin Secondary Schools have no blueprints and not consistent to organize Science Exhibition, Projects and Home Assignments and Study tours for the students. The author recommends that science exhibition, projects, assignments and study tours should be arranged regularly for the effective learning of students in a more and advance way.
- Some outdoor activities like Cricket and Football should also be arranged in Secondary Schools, because students have higher interest in these games.
- The author of this study recommends a proper share/budget for allocation for sports to organize and conduct these activities in a smooth way. It has been observed that some schools spent the sports funds in furniture, buildings etc. The Secondary Education Department should direct all the School Head and Cluster Head that Sports and Co-curricular activities fund should be used only for sports activities in order to provide quality education and academic improvements.

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