

A Study on Effects of Co-Curricular Activities on Academic Achievements of Secondary School Students in District Quetta:

By

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Abstract:

This study aims to investigate the relationship of Co-Curricular Activities and Students Academic Achievements of Secondary School Students of Quetta. The discussion in this study is based on Austin's theory of Student Involvement (1984). The study has two main variables i.e. Co-Curricular Activities as an independent variable and Students' Academic Achievements as dependent variable. The population of this study consist of Secondary School Students of district Quetta. The sample of this study was 386 (191 Boys and 195 Girls) students of grade X from 10 (05 Boys and 05 Girls) Secondary Schools of Zarghoon Town, Quetta. Stratified random sampling technique was used and Self-constructed questionnaire consisting six portions was administrated to assess their Co-Curricular Activities Engagement and Academic Achievements through their marks scored in grade IX exams of Balochistan Board of Intermediate and Secondary Education (BBISE). The findings of the study revealed that there is a positive relation with Co-Curricular Activities (Mean= 3.8995 and S. Deviation= .39602) and Students Academic Achievements (Mean= 3.9437 and S. Deviation= .81920) with $r = .54$, $p \leq .05$, $N=386$.

Keywords: Co-Curricular Activities (CCA), Students' Academic Achievements (SSA), Student Engagement, Participatory Group and Non-Participatory Group.

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Introduction:

In Modern Education System, Educationists consider CCA as significant segment of curriculum in secondary schools. CCA increased capabilities in students to show their inner and physical skills through participation in academic calendar, due to which they become more motivated in order to contribute in positive learning process and having better relationships with teachers and colleagues “(Darling, N., Caldwell, L. L., & Smith, R) (2005)”.

The study of “Chudgar, A., Chandra, M., Iyengar, R., & Shanker, R (2015)” reveals that who were students performed better in Mathematics Subject those participated in CCA as compare to those who did not enrolled in such activities. The study recommended that in Educational system physical and co-curricular tasks should be designed for the school students to participate in it that enhanced their learning skills. The study also recommended that Grace Marks should be awarded to those pupils who participate in co-curricular tasks.

While, some researchers also revealed that there may be negative impact on students due to overloaded schedule of CCA and some other aspects. This concept is debatable since long among researchers that which activities are good for students’ academic growth and which are not. Broh, (2002) stated in his longitudinal study that student participation in sports activities doesn’t improve their grades and academic performance. The researcher further argued that participation in sports activates doesn’t guarantee in good grades, but this may be possible that only good learners have taken part in sports activities which resulted good grades.

Many Public Schools in Quetta city have not yet had the facilities of CCA. While some schools have managed the schedule to conduct the CCA programs in their academic calendar and also have impressive play grounds, indoor and outdoor games facilities. Still Parents think that involvement in co-curricular and other physical activities may waste the students’ time and due to overburden schedule of these activities that may result in poor class participation, emotional and psychological problems, tiredness, stiffness, sleep problems, depression and anxiety. There has not been conducted any studies regarding this issue in District Quetta. So, therefore the researcher felt the inevitable need to conduct the study “The Relationship of CCA and SAA of Secondary School Students in District Quetta”.

The findings of this study will also be serviceable for School Administrators, Teachers and Coaches to design special activities that are positively associated with academic achievements, and students will be fully informed about those activities which would play a key role in

enhancing their inner capabilities and improving academic performances. This study will help parents and students to decide which physical activities are linked positively with academic achievements that reveal a well informed and up to dated information to the stakeholders of the education system.

Main objective of the current study is to find out the Correlation between CCA and Academic Achievements of Secondary School Students in Quetta.

A study conducted in northeastern states of United States of America and result stated that CCA involvement polish the learning of secondary school students of northeastern states. The regression of analysis of the study found out that GPA got improved in those students who took part in CCA (Ritchie, G. M. 2018).

Daniyal et al., 2012 carried out study on 500 students of University of Bahawalpur, Pakistan to find out the connection between academic CCA with academic achievements and revealed that involvement in sports, other literary activities and indoor festivals has positive association with academic achievements and further revealed that even habit of watching TV has some considerable link with academic achievements. This study further stated that academic achievements rely on activities where University of Bahawalpur students were eagerly involved.

“Leung, C. H., Ng, C. W. R., & Chan, P. O. E (2011)” examined the effect of CCA on student academic achievements. A no of 575 degree students of the Associate Degree Foundation Program of Hong Kong were selected as sample. Findings of the study revealed that student’s cognitive learning effectiveness was not enhanced by participation in CCA.

Streb, A. G (2009) conducted a study on 492 graduating students apropos their engagement in four years’ participation in after-school program, GPA and Achievements Test were used to observe the relationship of participation in CCA. Different Statistical test were conducted in this study like ANOVA, a second ANOVA and Two Pearson correlations. Study reveals that there was significant correlation between academic achievements and CCA. It further highlights that engagement in excessive time in CCA may effect dismissive relationship with academic achievement.

The theoretical framework for this study is found in the Student Development Theory of Alexander W. Astin.

Research Methodology:

The method of this study is Exploratory and cross sectional survey was the research design and this study explored the relationship between CCA with SAA. The area of this study was Zarghoon town schools of district Quetta.

This study is Exploratory in nature and the research design is based on cross-sectional survey design method. The population of this study was Secondary School Students of District Quetta. The sample of this study was 386 (191 boys and 195 girls) out of 6198 students of grade X from 10 Schools (05 Boys and 05 Girls) out of 83 Government based Secondary Schools of Quetta District. Two-step sampling technique was adopted in this study, at first stratified random sampling technique was used and 10 schools were selected from the Zarghoon Town Stratum, as Zarghoon town population is much bigger than Chilton town. In addition, Zarghoon town is more diversified having different socio-economic background, multi-lingual, multi-cultural and combination of rural and urban features both as compared to Chilton town. At second step, convenient sampling was adopted to collect the data from 10 different schools of Zarghoon town District Quetta.

Results and Discussion:

According to *Balochistan Education Management Information System (School Census 2016-2017)* there were 6198 students enrolled in 88 Secondary Schools in Quetta

The researcher took 386 students which was the (6.23%) of total population and 10 schools which is similarly (12%) of total population with 191 Boys (06%) and 195 girls (6.5%) respectively.

In this Study sample was 191 (49.0 %) boy students and 195 (51.0 %) girl students. It means that the majority of the respondents is girl students with 267 (68.5 %) respondents were of 15-16 years of age and 120 (30.5 %) respondents were of 17 years or above. It means that majority of the respondents (68.5 %) were 15-16 years of age. The researcher finds out in the study that 317 (82.1 %) students successfully qualified for X grade in the annual exam of 9th(BBISE) Quetta and 69 (17.9%) students were failed in the 9th BBISE exam. It means that majority (82.1 %) of the students had qualified IX exam successfully.

Table No. 1

Mean and Standard Deviation of student's over all Co-Curricular Activities of the respondents.

	N	Mean
Std. Deviation		
Co-Curricular Activities	386	3.8995
.39602		

Table 1 with the *Mean* and *Standard Deviation* ($M = 3.8995$ $SD = .36902$) shows that majority of the students experienced that CCA has positive effect on their studies and its leads to positive impact on their Academic Achievements.

Table No. 2

Mean and Standard Deviation of student's over all Academic Achievements and Class Learning of the respondents.

	N	Mean
Std. Deviation		
Academic Achievements	386	3.94
.81920		

Table 2with the *Mean* and *Standard Deviation* ($M = 3.94$ $SD = .81920$) of the secondary school students of district Quetta responses for Academic Achievements. The result shows that majority of the students' engagement in CCA led to positive growth in Academic Achievements.

Table No. 3

Mean and Standard Deviation of student's over all Academic Personality dynamics and Class Behavior.

	N	Mean
Std. Deviation		
Personality Dynamics and Class Behavior	386	3.8977
.81552		

Table with the *Mean* and *Standard Deviation* ($M = 3.8977$ $SD = .81552$) of the secondary school students of district Quetta responses for Personality Dynamics and Class Behavior. The result shows that majority of the students experienced that CCA had positive effect on their Personality Dynamics and it led to positive impact on their Class Behavior in various factors and dynamics.

Table No. 4

Pearson Correlation among Academic Achievement, Personality Dynamics and Engagement in Co-Curricular Activities

		AA*	PD**	Engagement* **
AA*	Pearson Correlation	1	0.776	0.536
	Sig. (2-tailed)		0	0
PD**	Pearson Correlation	0.776	1	0.512
	Sig. (2-tailed)	0		0
Engagement* **	Pearson Correlation	0.536	0.512	1
	Sig. (2-tailed)	0	0	

AA* = Academic Achievements

PD** = Personality Dynamics

Engagement*** = Engagement in Co-Curricular Activities

Table 4 shows that there is a positive relationship ($r=0.77$, $p=0.05$) between Academic Achievement and Personality Dynamics and Academic Achievement and Engagement ($r= 0.54$, $p=0.05$) in Co-Curricular Activities. The researcher made the conclusion with reference to above calculated values via SPSS, that there is a strong relationship between Academic Achievements, Personality Dynamics and Co-Curricular Activities because the coefficient value lies between ± 0.50 and ± 1 .

Conclusion and Recommendations:

Findings of this study also support the result of (Daniyal, M., Nawaz, T., Hassan, A., & Mubeen, I., 2012) which was conducted in University of Bahawalpur, Pakistan. Which asserted that participation in the CCA improve the academic performance of the students and has positive relation between Co-Curricular Activities and Academic Achievements.

Students were highly active in CCA with 68 % engagement level and it has been observed great improvements in study, class assignments, and standard examination through active participation in CCA and students had improvement in Cognitive, Affective and Psychomotor skills.

Based on the finding of this study, it is recommended that Curriculum designers and teachers should be given awareness about the positive effects of CCA, so that they can design the curriculum and implement according to the student's interests. Beside this, Teachers and Parents should be given awareness about the latest studies regarding CCA involvement that these activities result in positive improvements in academic achievements.

Moreover, the secondary schools' administration should also be guided and trained in such a way that they work to enhance the pupils' engagement in co-curricular activities at their schools.

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