

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

Dr. Abdul Nasir Kiazai  
Director Institute of Education and Research UOB, Quetta.

Saleh Muhammad  
MPhil scholar Institute of Education and Research UOB, Quetta.

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## Abstract

The study was conducted to examine the effect of Co-Curricular-Activities on Academic-achievement of Secondary School Students in District Quetta. The purpose of this study is find out that how much boys and girls have interest and participation in Co-Curricular-Activities. The study is Exploratory in nature and author used the Pearson Correlation to explore the relation between Co-Curricular-Activities and Academic Achievement. Co-Curricular-Activities is the Independent Variable and Academic-achievement as Dependent Variable of this study. The population of this study is all the Secondary Schools of District Quetta. The researcher selected the sample of 386 (191 Boys and 195 Girls) secondary school students of grade 10<sup>th</sup> from 10 different secondary schools of 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 of Co-Curricular-Activities with Academic-Achievements using the Class 9<sup>th</sup> annual examination of Balochsitan Board, Quetta. The analysis of the data in this study revealed that boy's students were more active in Co-Curricular-Activities in secondary level. The Pearson Correlation value indicates that Co-Curricular-Activities has positive link with academics improvement.

**Keywords:** Co-curricular Activities, Achievements, Students, Quetta, Academic, Indicate, Improvement

## INTRODUCTION

Co-Curricular-Activities is consider an essential factor in the education system all over the world. It help the pupils in mental development as well as physical development. So, logically the many researchers are agreed that Co-Curricular-Activities can enhance the academic improvements as well as physical development of the students. Many experts and educationist admit that education is not the only to be engaged in cognitive learning (mind) but also to be engaged in overall including mind, heart and body. A Study of (Fox, L. M., & Sease, J. M. 2019) conducted in United States on Pharm D Students of the university, the study compared the engaged students than non-engaged students in Co-Curricular-Activities. The

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findings revealed that engaged students had higher CGPA.

The study conducted by Sami, A., & Irfan, A. (2020) in Punjab, Pakistan on 400 students of different colleges of Punjab. The authors of this study concluded that Co-Curricular-Activities also helpful for Government Institutions because Participation in Co-Curricular-Activities creates awareness, 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 in a positive way.

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

In dictionary of "Gyanunlimited.com/2437" define that Co-Curricular-Activities are those activities which 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.

There are number of researchers who conducted study about the effect and link between Academic-Achievements and Co-Curricular-Activities. Large numbers of researchers established the positive connection among 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 make 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 the link of Co-curricular-activities and academic-achievements. This research would help the parents and teachers to have the updated information and point of view about the significance and importance of Co-Curricular-Activities on student academic-achievements. Which make them to fully be aware of the impact of involvement in school Co-Curricular-Activities on academic-Achievements. In addition, this study determine the connection of Co-Curricular-Activities and academic improvements improving/worsen in academic routine and their grades in standard examination.

**Problem Statement:**

There are numbers of schools in the capital city (Quetta) of Balochsitan who has well maintained and state of the art sports facilities, playgrounds, indoor and outdoor facilities in schools. They regularly conducts the Co-Curricular-Activities, sports-athletic activities and routine schedule of outdoor and indoor activities, they consider these activities as an

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important factor of their academic calendar.

It's also a matter of fact that due to 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 according to them.

The participation in Co-Curricular-Activities is still debatable among Administration, Teachers, School Head, Parents and Students. The number of 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 tight schedule of these activities and studies in a 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 thinks and have perception that girls students should not be the part of any Co-Curricular-Activities, they have nothing to do with activities as this factor is purely belongs to boys students. Alternatively, some girl's student avoid to be a part of Co-Curricular-Activities due to strict restrictions by the family. On the other side, many researchers and stakeholders argue that in modern educations system the impact and effect of Co-Curricular-Activities is very positive and it 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 definitely unveil the relationship among the Co-Curricular-Activities and academic-Achievements. Which would help the all stakeholders to Plan, Implement and allocation of budget for Co-Curricular-Activities in the light of recommendations given by the author of this study.

### **Literature Review**

A Correlational Study was conducted by "Batoool, A., & Ahmad, S. (2020)" in City Lahore, Pakistan. The Population of the study were all the boys and girls students of Lahore Colleges. Data was collected through the instrument and Cronbach Alpha test was used to test the reliability of instrument. Pearson Correlation test was used to find out the link among the Co-Curricular-Activities and academic-Achievements. The findings of the study shown that there is moderate link between Co-Curricular-Activities and Academic-Achievements. The author's furthers argued that Participation in Co-Curricular-Activities is very necessary for students positive growth in all way.

In Study of "Messo, M. S., Messa, S. K., & Mesa, K. F. (2019)" in government and private schools of Tandojam District Hyderabad, Pakistan. The author took 80 students as participatory group in Co-Curricular-Activities and 80 students as non-participatory in Co-Curricular-Activities group from 10 different boys and girls schools. The authors of the study used the pre-test and post-test method to find out the difference between these students. The study

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revealed that participatory group who were involved in activities, those students have better grades and improvement in academics as compare to 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 strong link among academic-Achievements and Co-Curricular-Activities

A Study conducted by “Ritchie, G. M. (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 shown that participatory students in Co-Curricular-Activities have improvements in GPA.

Another study conducted by “(Rathore, K., Chaudhry, A. Q., & Azad, M. 2018)” in Lahore. The authors of the study took thirty schools and colleges of Lahore, the authors took 636 secondary and higher secondary students and surveyed the 10<sup>th</sup> and 12<sup>th</sup> class examination grades and class attendance. The authors of the study used multiple regressions and unveil the findings that there is positive between the two variables. Researcher further argued that there were academic enhancement in term of class division and class attendance in participatory in participatory group.

The study of “Bashir, Z., & Hussain, S (2012)” conducted in district Abbottabad. This study was experimental in nature, the authors took 200 students as sample of grade 10<sup>th</sup>. The authors of the study divided these students in two sections and labled 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 of 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 compare to “Non-Participatory Group”. The authors concluded that these Activities have significant link with improvements in academics of the students.

In a study of “(Daniyal, M., Nawaz, T., Hassan, A., & Mubeen, I., 2012)” in Bahawalpur University, Pakistan. The sample of this study was 500 students of 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 Objective**

- Boy Students are comparatively more interested in CCA than Girl Students.

#### **Research methodology**

The research design of this study in Exploratory and explored 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

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independent variable is Co-Curricular-Activities and Students academic-Achievements is 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 represents 11.36% of overall population of school. In addition the researcher selected the sample of 386 students (191 boys' students and 195 girl's students) of grade 10<sup>th</sup> which represents the 6.32% of overall population of 6198 students. The author visited 10 different schools of 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 are more interested to gather data in broader and in-depth scale for the effective result of the research, so the researcher took 11.7 % of the sample from overall population.

Following are the details of sample taken from overall population:

**Table: 01**

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

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

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

**DATA ANYLYSIS**

Following are the analysis of the data of study. The following data explains about the level interest of secondary school students in Co-Curricular-Activities in term of gender. The researcher went studied the different questionnaires of different authors who conducted the related study in other area of the world. After the detail 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 majority of the respondents were girls which is 51% of the total population.

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**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

Above table shows that that majority of the respondents were in the age between 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

Above table shows that (82.1 %) respondents passed their 9<sup>th</sup> Class of Balochsitan Board, Quetta.

**Table: 05**

Respondents Division in 9<sup>th</sup> Class

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

Above table indicated that majority of the students have secured the 2<sup>nd</sup> division in their 9<sup>th</sup> class exam. Whereas, the number of 3<sup>rd</sup> division is less as compare to 1<sup>st</sup> division and fail students.

**Table: 05**

Engagement in Co-Curricular-Activities

Sr	Statement	Yes		No	
		F	%	F	%

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1	Have you ever been engaged in any Co-Curricular-Activities in school?	264	67.7	122	32.3
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Above table highlights that 67.7% students were engaged in School Co-Curricular-Activities.

**Table: 06**

Value of Pearson Correlation

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

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**

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

Gender wise Students Engagement in Co-Curricular-Activities

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

**Findings of the Study**

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

**Discussion**

In today's modern world the educationists from all over the world highly emphasized on participation in Co-Curricular-Activities. It play 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 student's 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 positive link with students academics

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improvement.

**Recommendations:**

The author of the study suggests that this study must be replicate in other areas of Balochistan by considering 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 significant relation of Co-Curricular-Activities with Academic-Achievements. The author of the study further suggest that curriculum experts should include the activities in different subjects which must be related with 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 compare to boys students. The author further suggests that 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 province.

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