



CO-CURRICULAR ACTIVITIES AND ITS RELATION SHIP WITH ACADEMIC PERFORMANCE

Dr Tehseen Tahir, Assistant Professor, Department of Education, University of Haripur, Pakistan, dr.tehseen78@gmail.com

Dr Wajeaha Aurangzeb, Associate Professor, Department of Education, NUML, Islamabad, waurangzeb@numl.edu.pk

Dr UmbreenIshfaq, Associate Professor, Department of Education, University of Haripur, umbreen.ishaq@uoh.edu.pk

ABSTRACT: The current research study focused upon relationship of co-curricular activities with the academic performance of students at university level. The objectives of the study were to find out participation of male and female students in sports activities, literary activities, and academic performance of students and to identify student's perceptions regarding co-curricular activities. 320 students (160 male and 160 female) of BS level from twelve departments of University of Haripur were taken as sample of the study. A Questionnaire was used for the collection of the data. The researcher personally collected data from the students at University of Haripur. It was concluded that students who participated in co-curricular activities either in sports or literary activities have high academic performance and high Grade Point Average (GPA) as compared to those who did not participate. It is recommended that the institution may give facilities and proper time to the participants of co-curricular activities and ensure every student's participation in these kinds of activities

Key words: Co-Curricular, Academic Performance, Perceptions, Participation, Sports Activities, Literary Activities.

I. INTRODUCTION:

Co-curricular activities are associated with positive adolescent developmental outcomes, "namely, inter alia, good academic performances reduced dropout rate; lower (to a degree) rates of substance use; and reduced antisocial behavior, including criminal attitude and rebellious behavior" (Feldman and Matjasko 2005).

University is an ivory tower and also a citadel of learning where students are expected to excel in character and learning in order to become effective members of the society. The goal of university education is attainable through an enriched curriculum. Curriculum is not only a true mirror and reflection of a nation's philosophy of life; but also encompasses the totality of learning experiences and opportunities planned for learners under the guidance of the school or institution (Ngerem, Esobhawan & Modebelun.d)

Most educators felt that involvement in co-curricular activities helped to develop student's confidence in a better way which is essential in their academic process (Ayub, A., Gul, R., Malik, M., Sharjeel, Y. M., Rauf, B. M. (2021). Confidence in academic studies is a necessary element in academic success. "It seems almost self-evident that student engagement, including co-curricular activities, has a positive impact on student academic performance (Wang and Shiveley 2009).

Co-curricular activities improve social and emotional skills of students such as teamwork, co-operation and be open-minded (Pfeifer & Cornelissen 2010; Gul, R., Kanwal, S., & Khan, S. S., 2020; Trudeau & Shepherd 2008). A healthy, fit physical body and mind will also help to increase students' concentration and energy level in class for better learning experience (Coe et al. 2006; Gul, R., Khan, S. S., Mazhar, S., & Tahir, T., 2020; Pfeifer & Cornelissen 2010). Students who participate in physical activities are likely to have better behavioral performance and enhanced attitude towards study (Gul, R., & Rafique, M., 2017). However, the long-term influence of co-curricular activities on academic success is yet to be studied (Darling et al. 2005).

Co-curricular activities are widely thought to play a key role in students' academic success (Huang & Chang, 2004; Hunt, 2005; Camp, 1990; Stephens & Schaben, 2002), and contribute to bachelor's degree attainment (Tan & Pope, 2007). Students also realize the importance of developing overall competences, by joining co-

curricular activities and working collaboratively with their student peers on academic work in order to gain hands-on experience (Gul, R., & Reba, A., 2017; Fung, Lee, & Chow, 2007). Numerous research were conducted to investigate this relationship and found that co-curricular activities were positively correlated to academic performance (Hanks & Eckland, 1976; Camp, 1990). Some findings, however, found no such correlation between co-curricular involvement and academic performance (Hartnett, 1965). One research finding suggested that only an academic curriculum would enhance academic performance (Chambers & Schreiber, 2004). It implied that the participation in some non-academic co-curricular activities might not directly benefit academic performance. Black (2002) suggested that involvement in student clubs and organizations might even distract students from their regular study, and not all activities were of benefit to academic performance (Gul, R., Khan, S. S., & Akhtar, S., 2020). The research results have so far been inconclusive. Among other possibilities, it could be caused by the flawed use of cross-sectional designs and inadequate or non-existent selection control methods (Saleem, A., Gul, R., Ahmad, A., 2021).

Students who participated in co-curricular activities performed better academically than students who did not participate. Further showing that through participation in co-curricular activities, learners developed a positive perception of the school, a positive attitude towards school work and become more disciplined buttresses (Marsh and Kleitman 2002)

POPULATION

The population of the study comprised of all the male 1404 students and Female 374 students of undergraduate program (Hons) from all the Twelve Departments of University of Haripur.

SAMPLE

Random sampling technique was used for the selection of the sample. Out of 1404 male students, 160(11.40%) male students and out of 374 female, 160(42.80%) female students from all the twelve departments of university of Haripur were used as the sample of the study.

INSTRUMENT

A questionnaire was used to collect the information from the sample. The questionnaire comprised of three portions. The first portion was related with the sports activities, the second was related with the literary activities. Whereas the third portion consisted of twelve options on five point Likert scale.

PILOT TESTING

A questionnaire was distributed among the students of BS level, who were not included in the sample.

VALIDITY OF THE INSTRUMENT

The questionnaire was distributed among the experts to get their feedback. Some questions were refined according to the suggestions.

RELIABILITY OF THE INSTRUMENT

The reliability of the questionnaire was found out by using Cronbach's Alpha. The reliability was 0.015.

DATA COLLECTION

The researcher collected the data by personal visits in each department. All the respondents cooperated with the researcher.

II. DATA ANALYSIS

For the analysis of data, percentage and correlation were used by using SPSS.

Table 1 *Relationship between CGPA and Cricket*

Gender	R	Significance
Male	0.634	0.000
Female	-0.194	0.014
Total	0.123	0.028

Table 1 shows that coefficient of correlation between CGPA and Cricket is positive for male (0.634) and negative for female (-0.194) and positive for both (0.123) male and female. However, relationships between CGPA and Cricket are statistically significant for male (0.000), female(0.014) and for total (0.028).

Table 2 *Relationship between CGPA and Badminton*

Gender	R	Significance
Male	0.209	0.008
Female	0.071	0.372
Total	0.124	0.027

Table 2 shows that coefficient of correlation between CGPA and Badminton is positive for male (0.209) female (0.071) and for both (0.124) male and female. However, relationships between CGPA and Badminton are statistically significant for male (0.008), and not significant for female(0.372) but significant for total (0.027).

Table 3 *Relationship between CGPA and Volley Ball*

Gender	R	Significance
Male	-0.082	0.301
Female	-0.006	0.945
Total	-0.097	0.082

Table 3 shows that coefficient of correlation between CGPA and Volley Ball is negative for male (-0.082), for female (-0.006) and for both (-0.097) male and female. However, relationships between CGPA and Volley Ball are not statistically significant for male (0.301), for female(0.945) and for total (0.082).

Table 4 *Relationship between CGPA and Table Tennis*

Gender	R	Significance
Male	0.332	0.000
Female	-0.032	0.683
Total	0.119	0.034

Table 4 shows that coefficient of correlation between CGPA and Table Tennis is positive for male (0.332) and negative for female (-0.032) and positive for both (0.119) male and female. However, relationships between CGPA and Table Tennis are statistically significant for male (0.000) and not significant for female(0.683) but significant for total (0.034).

Table 5 *Relationship between CGPA and Tug Of War*

Gender	R	Significance
Male	0.119	0.133
Female	-0.274	0.000
Total	-0.089	0.114

Table 5 shows that coefficient of correlation between CGPA and Tug of War is positive for male (0.119) and negative for female (-0.274) and also negative for both (-0.089) male and female. However, relationships between CGPA and Tug of War are not statistically significant for male (0.133) and significant for female(0.000) but not significant for total (0.114).

Table 6 *Relationship between CGPA and Football*

Gender	R	Significance
Male	0.014	0.858
Female	-0.095	0.232
Total	-0.118	0.035

Table6 shows that coefficient of correlation between CGPA and Football is positive for male (0.014) and negative for female (-0.095) andnegative for both (-0.118) male and female. However, relationships between CGPA and Football are not statistically significant for male (0.858), for female(0.232) but statistically significant for total (0.035).

Table 7 *Relationship between CGPA and General Quiz*

Gender	R	Significance
Male	0.084	0.291
Female	0.173	0.028
Total	0.131	0.019

Table 7 shows that coefficient of correlation between CGPA and General Quiz is positive for male (0.084), for female (0.173) and for both (0.131) male and female. However, relationships between CGPA and General Quiz are not statistically significant for male (0.291) but statistically significant for female(0.028) and for total (0.019).

Table 8 *Relationship between CGPA and Debate*

Gender	R	Significance
Male	0.152	0.056
Female	0.071	0.370
Total	0.129	0.021

Table8 shows that coefficient of correlation between CGPA and Debate is positive for male (0.152), for female (0.071) and for both (0.129) male and female. However, relationships between CGPA and Debate are not statistically significant for male (0.056), for female(0.370) but statistically significant for total (0.021).

Table 9 *Relationship between CGPA and Speech*

Gender	R	Significance
Male	-0.087	0.272
Female	-0.211	0.007
Total	-0.130	0.020

Table 9 shows that coefficient of correlation between CGPA and Speech is negative for male (-0.087), for female (-0.211) and for both (-0.130) male and female. However, relationships between CGPA and Speech are not statistically significant for male (0.272) but statistically significant for female(0.007) and for total (0.020).

Table 10 *Relationship between CGPA and Writing*

Gender	R	Significance
Male	0.166	0.036
Female	0.012	0.877
Total	0.123	0.028

Table 10 shows that coefficient of correlation between CGPA and Speech is positive for male (0.166), for female (0.012) and for both (0.123) male and female. However, relationships between CGPA and Writing are

statistically significant for male (0.036), but not statistically significant for female(0.877) and it was statistically significant for total (0.028).

Table 11 *Relationship between CGPA and Panel Discussion*

Gender	R	Significance
Male	0.201	0.011
Female	0.098	0.217
Total	0.139	0.013

Table 11 shows that coefficient of correlation between CGPA and Panel Discussion is positive for male (0.201), for female (0.098) and for both (0.139) male and female. However, relationships between CGPA and Panel Discussion are statistically significant for male (0.011) but not statistically significant for female(0.217) but it was statistically significant for total (0.013).

Table12 *Relationship between CGPA and Calligraphy*

Gender	R	Significance
Male	-0.028	0.724
Female	-0.129	0.104
Total	-0.065	0.248

Table 12 shows that coefficient of correlation between CGPA and calligraphy is negative for male (-0.028), for female (-0.129) and for both (-0.065) male and female. However, relationships between CGPA and Calligraphy are not statistically significant for male (0.724), for female(0.104) and for total (0.248).

Table 13 *Relationship between CGPA and Sketching/Painting*

Gender	R	Significance
Male	0.128	0.107
Female	0.106	0.181
Total	0.166	0.003

Table 13 shows that coefficient of correlation between CGPA and Sketching/Painting is positive for male (0.128), for female (0.106) and for both (0.166) male and female. However, relationships between CGPA and Sketching/Painting are not statistically significant for male (0.107), for female(0.181) but statistically significant for total (0.003).

Table 14 *Relationship between CGPA and Singing*

Gender	R	Significance
Male	-0.014	0.865
Female	0.062	0.435
Total	0.047	0.406

Table 14 shows that coefficient of correlation between CGPA and Singing is negative for male (-0.014) but positive for female (0.062) and for both (0.047) male and female. However, relationships between CGPA and Singing are not statistically significant for male (0.865), for female(0.435) and for total (0.406).

Table 15 *Relationship between CGPA and Poetry*

Gender	R	Significance
Male	0.164	0.038
Female	-0.075	0.344
Total	0.043	0.448

Table 15 shows that coefficient of correlation between CGPA and Poetry is positive for male (0.164) but negative for female (-0.075) but it is positive for both (0.043) male and female. However, relationships between CGPA and Poetry are statistically significant for male (0.038), but not statistically significant for female(0.344) and for total (0.448).

Table 16 *Relationship between CGPA and Documentary*

Gender	R	Significance
Male	-0.073	0.356
Female	-0.008	0.922
Total	-0.084	0.135

Table 16 shows that coefficient of correlation between CGPA and Documentary is negative for male (-0.073), for female (0.008) and for both (-0.084) male and female. However, relationships between CGPA and Documentary are not statistically significant for male (0.356), for female(0.922) and for total (0.135).

Table 17 *Relationship between CGPA and Drama/Role Play*

Gender	R	Significance
Male	0.157	0.047
Female	0.129	0.103
Total	0.128	0.022

Table 17 shows that coefficient of correlation between CGPA and Drama/Role Play is positive for male (0.157), for female (0.129) and for both (0.128) male and female. However, relationships between CGPA and Drama/Role Play are statistically significant for male (0.047) but not statistically significant for female(0.103) but statistically significant for total (0.022).

III. CONCLUSIONS

1. It was concluded that the relationship of CGPA and cricket is statistically significant for both male and female students.
2. It was illustrated that the relationship between CGPA and badminton is statistically significant only for male students.
3. It was indicated that the relationship between CGPA and volley ball is not statistically significant for both male and female students.
4. It was demonstrated that the relationship between CGPA and table tennis is statistically significant for male students.
5. It was concluded that the relationship between CGPA and tug of war is statistically significant for female students.
6. It was illustrated that the relationship between CGPA and football is not statistically significant for both male and female students.
7. It was concluded that the relationship between CGPA and general quiz is statistically significant for female students.
8. It was illustrated that the relationship between CGPA and debate is not statistically significant for both male and female students.
9. It was demonstrated that the relationship between CGPA and speech is statistically significant for female students.
10. It was indicated that the relationship between CGPA and writing is statistically significant for male students.
11. It was concluded that the relationship between CGPA and panel discussion is statistically significant for male students.
12. It was illustrated that the relationship between CGPA and calligraphy is not statistically significant for both male and female students.

13. It was demonstrated that the relationship between CGPA and sketching/painting is not statistically significant for both male and female students.
14. It was indicated that the relationship between CGPA and singing is not statistically significant for both male and female students.
15. It was illustrated that the relationship between CGPA and poetry is statistically significant for male students.
16. It was indicated that the relationship between CGPA and documentary is not statistically significant for both male and female students.
17. It was concluded that the relationship between CGPA and drama/role play is statistically significant for male students.

IV. RECOMMENDATIONS

1. Co-curricular activities help learners in confidence building. But students at university level have their tough schedule, over loaded curriculum due to which, they spent less time on sports and literary activities. It is recommended that physical activities and literary activities may be encouraged by the university administration by promoting more sports facilities and organizing literary activities to motivate students for more participation and enhance their hidden abilities.
2. The findings of the study showed that girls did not participate in the sports as compared to boys due to lack of facilities and encouragement for female participation in sports. So it is recommended that parents should persuade their female children by buying sports equipment's for them. Furthermore, university authorities may design an evening lecture free period so that students can participate in sporting programme to reduce stress.
3. The teacher may monitor week activities of students having low CGPA to avoid waste of time and motivate them to participate in academic and formal co-curricular activities to improve their academic performance.
4. The most of the respondents favors co-curricular activities in building self-confidence of the students. So, the governing council of the universities and government should provide standard facilities and equipment's (Bukhari, S. K. U. S., Gul, R., Bashir, T., Zakir, S., & Javed, T., 2021) in order to encourage students participation in sports. Moreover, universities policies on sports should always be revised and updated in order to encourage many sports participants.
5. The university teacher may advise male and female students to engage in number of co-curricular activities to avoid distracting them from formal academics curricular activities which has negative influence on their academic performance.
6. To promote co-curricular activities, there must be a separate sports department within the university which will work for the promotion of sports activities and organize sports week in each semester. So that each and every students and faculty may be involved in their favorite co-curricular activities.

V. REFERENCES:

1. Ayub, A., Gul, R., Malik, M., Sharjeel, Y. M., Rauf, B. M. (2021). Impact of Interactive
2. Pedagogies on Students' Academic Achievement in Mathematics at Elementary
3. School Level in Quetta City, Balochistan. *Ilkogretim Online - Elementary*
4. *Education Online*, 20 (3): pp. 53-72. <http://ilkogretim-online.org> doi:
5. 10.17051/ilkonline.2021.03.06
6. Black, S. (2002). The Well-Rounded Student. *American School Board Journal*, 189(6),
7. 33-35.
8. Bukhari, S. K. U. S., Gul, R., Bashir, T., Zakir, S., & Javed, T. (2021). Exploring managerial skills of Pakistan Public Universities (PPUs)' middle managers for campus sustainability. *Journal of Sustainable Finance & Investment*, 1-19. doi: 10.1080/20430795.2021.1883985
9. Camp, W. (1990). Participation in student activities and achievement: A covariance structural analysis. *Journal of Educational Research*, 83, 272-278.
10. Coe, D. P., Pivarnik, J. M., Womack, C. J., Reeves, M. J., & Malina, R. M. (2006). Effect of physical education and activity levels on academic achievement in children. *Medicine and science in sports and exercise*, 38(8), 1515.

11. Chambers, E. A., & Schreiber, J. B. (2004). Girls' academic achievement: varying associations of extracurricular activities. *Gender and Education*, 16 (3), 327-346
12. Darling, N., Caldwell, L. L., & Smith, R. (2005). Participation in school-based Extra-curricular activities and adolescent adjustment. *Journal of Leisure Research*, 37, 51-77.
13. Feldman, A. F., & Matjasko, J. L. (2005). The role of school-based extracurricular activities in adolescent development: A comprehensive review and future directions. *Review of educational research*, 75(2), 159-210.
14. Fung, D., Lee, W., & Chow, C, (2007). A feasibility study on personal development planning process embedded at the 'Special' ePortfolio for generic competencies development. European Institute for E-Learning (EIFEL), 332-340.
15. Gul, R., Kanwal, S., & Khan, S. S. (2020). Preferences of the Teachers in Employing Revised Blooms Taxonomy in their Instructions. *Sir Syed Journal of Education & Social Research*, 3(2), 258-266. Doi: 139-Article Text-1546-2-10-20200702.pdf
16. Gul, R., Khan, S. S., & Akhtar, S. (2020). Organizational Politics as Antecedent of Stress in Public Sector Universities of Khyber Pakhtunkhwa. *International Review of Management and Business Research*, 9(2), 150-161. Doi:10.30543/9-2(2020)-11
17. Gul, R., Khan, S. S., Mazhar, S., & Tahir, T. (2020). Influence of Logical and Spatial Intelligence on Teaching Pedagogies of Secondary School Teachers. *Humanities & Social Sciences Reviews*, 8(6), 01-09.
18. <https://doi.org/10.18510/hssr.2020.861>
19. Link: <https://core.ac.uk/download/pdf/228237475.pdf>
20. Gul, R., & Rafique, M. (2017). Teachers Preferred Approaches towards Multiple Intelligence Teaching: Enhanced Prospects for Teaching Strategies. *Journal of Research & Reflections in Education (JRRE)*, 11(2). pp 197-203. Available at <http://www.ue.edu.pk/jrre>
21. Gul, R., & Reba, A. (2017). A Study of Multiple Intelligence and Social Profiles of Secondary School Teachers, Peshawar. *Journal of Applied Environmental and Biological Sciences*, 7(6), 226-235.
22. Huang, Y. R., & Chang, S. M. (2004). Academic and co-curricular involvement: Their relationship and the best combinations for student growth. *Journal of College Student Development*, 45(4), 391-406.
23. Hunt, D.H. (2005). The effect of extracurricular activities in the educational process: Influence on academic outcomes. *Sociological Spectrum*, 2, 417-445.
24. Hanks, M., & Eckland, B. (1976). Athletics and social participation in the educational attainment process. *Sociology of Education*, 49, 271-294.
25. Hartnett, r. T. (1965). Involvement in extra-curricular activities as a factor in academic-performance. *Journal of college student development*, 6(5), 272-274.
26. Holland, A., & Andre, T. (1987). Participation in extracurricular activities in secondary school: what is known, what needs to be known? *Review of Educational Research*, 57, 437-466.
27. Marsh, H. W., and Kleitman, S. (2002). Extracurricular School Activities: The Good, the Bad, and the Nonlinear. *Harvard Educational Review* 72(4):464-511.
28. Ngerem, E. I., Esobhawan, B. I., & Modebelu, M. N (n.d). Influence of Co-Curricular Activities on Students' Academic Curricular Activities in Michael Okpara University of Agriculture. Umudike (MOUUAU).
29. Otto, L. B. (1982). Extracurricular activities. In H. J. Walberg (Ed.), *Improving educational standards and productivity: The research basis for policy* (pp. 217-233). Berkeley, CA: McCutchan Publishing Corporation.
30. Pfeifer, C., & Cornelißen, T. (2010). The impact of participation in sports on educational attainment—New evidence from Germany. *Economics of Education Review*, 29(1), 94-103.
31. Saleem, A., Gul, R., Ahmad, A. (2021). Effectiveness of Continuous Professional Development Program as Perceived by Primary Level Teachers. *Ilkogretim Online – Elementary Education Online*, 20 (3):pp. 53-72. <http://ilkogretim-online.org> doi:10.17051/ilkonline.2021.03.06
32. online.org doi:10.17051/ilkonline.2021.03.06

44. Stephens, L., & Schaben, L. (2002). The effect of interscholastic sports participation on academic achievement of middle level school students. *NASSP Bulletin*, 86(630), 34-41.
45. Trudeau, F., & Shephard, R. J. (2008). Physical education, school physical activity, school sports and academic performance. *International Journal of Behavioral Nutrition and Physical Activity*, 5(1), 10.
46. Tan, D., & Pope, M. (2007). Participation in co-curricular activities: Non-traditional student perspectives. *College & University*, 83(1), 2-9
47. Wang, Jing and Jonathan Shiveley. (2009). the impact of Extracurricular Activity on Student Academic Performance." Office of Institutional Research.