

INVESTIGATING THE ATTITUDE OF STUDENTS TOWARDS CO-CURRICULAR ACTIVITIES IN SECONDARY SCHOOLS OF PUNJAB

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Abstract

This study investigated the students' attitudes towards co-curricular activities in public secondary schools. The study used quantitative and descriptive survey research methods. The Public Secondary school students from District Bahawalnagar made up the study's population. The random sampling method was applied in the study. The 15 schools were for male students and 15 were for female students through the modification of online questionnaires for 421 students in randomly selected public secondary schools in District Bahawalnagar. A self-made questionnaire consists of 15 items was developed and used Google platform for collecting the data online. A pilot study and expert opinion were used to evaluate validity. By using Cronbach's alpha, reliability was examined with the use of a Google form, and data was gathered. The data obtained were analyzed using descriptive statements and various simple statistical tools such as excel computer software to analyze the frequency, percentage, mean standard deviation, cross-tabulation, t-test, etc. The data were tabulated and analyzed using the SPSS version 22. In short, the study shows evidence that the students' gender and locality-wise attitudes is positive towards co-curricular activities in schools. Hence, the planning, implementation and evaluation of the co-curricular programs should be a priority in the education curriculum.

Keywords: Co-Curricular activities; students' attitude; secondary schools

1. Introduction

As we all know, the education objective has broadened, according to Akhtar (2021). Learning is linked to multiple aspects of the child's psyche, such as intellectual growth, social development, character formation, aesthetic improvement, cultural development, and so on. Curriculum activities alone will not suffice to attain this goal. Co-curricular activities are required in this case. We engage in these activities to complement our learning outside of the classroom. Co-curricular activities are described as learning by doing or education by practice. Academic and extracurricular activities must coexist for education to be successful. Each of these factors must work together for an individual to develop fully.

According to Singh (2017), Attitude "An attitude is a specific way of thinking about something. It thus entails a level shift in behavior in scenarios involving anything, whether 2234 individual" Furthermore, a mind-set is a propensity of preparedness to react in a prearranged fashion to related stimuli" Therefore in analysis, an attitude refers to students' attitudes regarding co-curricular events at their institutions.

Campbell (1968) asserts that attitude is essential since it affects a participant's willingness to engage in academic learning (p. 456). A person's attitude towards a certain quality, such as a situation, a person, or an action, according to Safrit and Wood (1995), is their perception of that quality (p.23). It is clear that it is crucial to identify children's preferences for and aversions towards extracurricular activities, as well as any potential reasons behind these emotions; this information is important for future teachers to know. "students's attitudes are developed and expressed as actions in a social environment; it comprises other persons who are already

accessible or who are not there in the social laws that described the categories towards which we are or are not belong," claims Ryan, Fleming, and Maina (2003).

Ryan, Fleming, and Maina (2003) assert that teachers, trainers, and others "must evaluate attitude every day as they access and analyze the capacity of students" as justification for the significance of students' attitudes towards co-curricular programs (p.28). "The school would be monotonous and the instructors would be machines without co-curricular activities. Education is biased, and students are bookworms." According to Mohanty (1990), the following are some prominent recent learning theorists' and others' definitions of co-curricular activities.

According to the International Education Dictionary (1977), activities supported or acknowledged by an institution or college that are not related to the course of study but are recognized as a vital component of an educational department's life. Co-curricular activities include sports, school bands, student publications, and other extracurricular activities.

It may also be described as 'Co-curricular,' which refers to activities outside the normal programmed of study. These activities occur outside of ordinary work tasks, such as extracurricular activities.

According to Aggarwal (2000), as previously said, co-curricular events, as well as the Co-curricular, were mostly organized outside school time, even though they are not as important to the school's activities as academic work. According to Bhatia (1996), "co-curricular activities can be defined as activities undertaken to boost classroom learning as well as supplementary activities both inside and outside of the curriculum to enhance the child's personality".

Slathia (2015) claims that there was a time when co-curricular activities, formerly known as extracurricular activities, were popular. These were viewed as time wasters and "Extra" slideshows. Co-curricular activities are those that are planned by educational institutions all around the world for students. They encouraged a variety of events that all school students were expected to attend in addition to the high-caliber study program. Students could be inspired by these.

Co-curricular activities, according to Naithani (2020), are suitable for accomplishing life goals. With co-curricular activities, students participate in a variety of cultural functions that assist in socializing, consciousness, and ego. Participation in play allows for the development of a positive sense of self. Field visits and tours, for example, introduce pupils to the culture, traditions, and events of other countries. It fosters collaboration and peace in society by instilling feelings of concord. Students must interact with a variety of people and develop their ability to adapt while working in the field. Working as a team develops a sense of community because many co-curricular activities encourage children to participate in groups. As mentioned by Akhtar (2021) Co-curricular events have a broad scope to contribute to the cultural, social, and aesthetic growth of the student and are conducted after school time.

Trivedi (2014) declared that the purpose of this research is to develop and test a valid attitude test. Throughout the attitude test, secondary and higher students were free to express their opinions. Interviews with parents, instructors, and students were done by the scholars to prepare the tool. Moreover, it aids in defending the attitude scale. Participants provided frank and positive responses during data collection, which enabled me to obtain a valid conclusion for my study.

S.K (2022) According to reports, the main goal of these activities in educational settings is to develop students' personalities and characters while also developing their minds in ways that may aid or facilitate their academic success. Over time, it was discovered that the majority of government schools were placing more focus on academics than necessary to increase the

proportion of pass candidates, win awards and rankings, and develop students' skills and character.

2. Statement of the Problem

According to Aileen Villalobos (2016), extracurricular activities are crucial for preparing pupils for life after high school. Students are enthusiastic about extracurricular activities. It shapes kids' conduct and helps them develop into vivacious members of society, but regrettably, Pakistan does not place enough value on extracurricular activities. Even if it isn't on the regular basis. This study looks into how secondary school pupils in District Bahawalnagar feel about co-curricular activities. The goal of this study is to examine secondary school students' attitudes regarding extracurricular activities. As this is the case, the issue is titled "A Study on the Attitude of Secondary School Students Toward Co-curricular Activities in District Bahawalnagar."

According to Prakash (March 2008) It has been noted that co-curricular activities are consistently viewed as inferior to academic papers at all tiers of Indian education, notably in the state of Andhra Pradesh, as is demonstrated by the number of students participating in co-curricular and extra-curricular activities from school level to graduate, post-graduate, professional, or vocational level of our educational system. So, despite the possibility of investigating the complete gamut of the academic Indian education system in particular and the region of Andhra Pradesh in particular, the current study focuses primarily on the mindsets and involvement in the Co-curricular program of high school students. The research focuses exclusively on the topics of student views regarding co-curricular events, co-curricular activity involvement, and the relationship between the two. Even though co-curricular activities foster not only intellectual growth but also personality growth and mental expansion in all spheres of life, including the physical, biological, mental, ethical, social, artistic, emotional, and cultural, students can satisfy their internal desires and liquefy their inner thirst for various interests by selecting and engaging in a variety of activities, and it has been repeatedly stressed that these are vitally important. Thus, this topic was chosen for the study.

3. Objectives of the Study

The study was carried out to meet the following study objectives:

1. Examine the association between the attitudes and co-curricular activities gender-wise at the secondary level in district Bahawalnagar, Punjab, Pakistan.
2. Analyze the difference in attitude towards co-curricular activities area-wise.

4. Basic Research Questions

In the study the following questions were included research objectives:

1. What is the association between the attitude of secondary school students and Co-curricular activities gender-wise?
2. What is the difference in attitude towards Co-curricular activities area-wise?

5. Significance of the Study

This study would be important since it offers details that parents, the general public, educators, students, and the school administration may use to assess if co-curricular activities have had a good impact on people's attitudes. These outcomes of the study would be applied to inform the development of additional feedback approaches by school administrators to improve students' learning in both co-curricular and curricular activities. The findings of the study ought to give other academics interested in this topic pause.

6. Research Methodology

In this chapter, all aspects relevant to population, sample and sampling techniques, and tool development were shortly described. In the end data collecting and data analysis methodologies were reflected comprehensively.

Population of the Study

According to SIS website all male and female students (46581) of public secondary schools' level in district Bahawalnagar comprised the population of the study (Punjab, 2023).

Sample of the Study

There are five Tehsils of District Bahawalnagar. From each tehsil 6 schools (3 boys+3 girls) were selected by applying random sampling technique. From each school 15 students were selected conveniently. The study's sample was drawn from thirty public secondary schools in District Bahawalnagar Punjab.

Tool of the Research

An adopted Questionnaire used for the collection of data.

Data Collection

The data of the study were gathered by the researcher via a Google forms questionnaire. The researcher sent the questionnaires via Google form to the selected schools. Data were collected from February 2022 to May 2022. In some schools, before visiting the schools, the researcher sent the questionnaires through mail to teaching staff to help the students. Questionnaires were distributed among 550 students.

Data Analysis

For the collection of data, the researcher used Mean, S.D, cross-tabulation, and t-test for analyzing the data. The researcher recording all returned responses to questionnaires by using SPSS 22 software and was analyze the data through descriptive statistics.

Delimitations of the Study

The research was delimited to only the Public Secondary School of District Bahawalnagar.

Defines and Explanations of key Terms

This is supposed to make it easier for readers to deduce various word usage and meanings. Attitude- "a positive or negative feeling effect associated with a specific Psychological object" (colliers Encyclopedia 1975; 11:203).

7. Results

Table 1 Co-Curricular Activities Give Me Happiness

Scale	<i>f</i>	%	<i>Mean</i>	<i>S.D.</i>
SDA DA UD8		1.9		
A SA	1	0.2		
Total	26	6.2		
	240	57.0	4.22	0.74
	146	34.7		
	421	100.0		

Table 1 shows that majority of students (57.0%) agrees that Co-curricular activities give them happiness while 0.2% only disagree with the statement. While the Mean value was at 4.22

and S. D 0.74.

Table 2 Co-Curricular Activities Make Life Interesting.

Scale	f	%	Mean	S.D.
SDA DA UD A8		1.9		
SA	14	3.3		
Total	17	4.0		
	236	56.1	4.18	0.81
	146	34.7		
	421	100.0		

Table 2 demonstrates that the mostly of respondents (56.1%) Agree with the statement that Co-curricular activities make life interesting. While a few respondents 1.9% strongly disagrees with given statement. The mean value was measured at 4.18 and S.D was 0.81.

Table 3 Participation in Co-Curricular Activities Reduces Tension in the Examination

Scale	f	%	Mean	S.D.
SDA DA UD16		3.8		
A SA	23	5.5		
Total	53	12.6		
	218	51.8	3.91	0.97
	111	26.4		
	421	100.0		

Table 3 notices that the major part of the students 51.8 % has accepted the statement that Participation in co-curricular activities reduces tension in examinations. Whereas, only 3.8% students strongly disagree of the statement. The mean value was calculated at 3.91 and S.D was 0.97.

Table 4 Co-Curricular Activities Develop A Competitive Spirit

Scale	f	%	Mean	S.D.
SDA DA UD A5		1.2		
SA	4	1.0		
Total	15	3.6		
	237	56.3	4.29	0.69
	160	38.0		
	421	100.0		

Table 4 reveals that a majority of the students 56.3 % approve of the statement of Co-curricular activities develop competitive spirit, only 1.0% are Disagree with the statement. While the Mean was counted as 4.29 and S.D was 0.69.

Table 5 Co-Curricular Activities Develop Discipline Etc.

Scale	<i>f</i>	%	<i>Mean</i>	<i>S.D.</i>
SDA DA UD7		1.7		
A SA	13	3.1		
Total	22	5.2		
	222	52.7	4.21	0.81
	157	37.3		
	421	100.0		

Table 5 represents that most respondents (52.7%) approve of the statement that Co-curricular activities develop discipline etc. Whereas, 1.7% respondents strongly rejected the statement. The mean value was calculated at 4.21 and S.D was 0.81.

Table 6 Participation in Co-Curricular Activities Develops a Friendship

Scale	<i>f</i>	%	<i>Mean</i>	<i>S.D.</i>
SDA DA UD A7		1.7		
SA	13	3.1		
Total	21	5.0		
	232	55.1	4.19	0.80
	148	35.2		
	421	100.0		

Table 6 observes that an immense part (55.1%) of respondents agrees to the statement that Participation in co-curricular activities develops a friendship at secondary schools level. Whereas hardly a few respondents (1.7%) were strongly disagrees with the statement. The mean value was 4.19 and S.D was 0.80.

Table 7 Co-Curricular Activities Are A Waste Of Time And Money

Scale	<i>f</i>	%	<i>Mean</i>	<i>S.D.</i>
SDA DA UD98		23.3		
A SA	106	25.2		
Total	59	14.0		
	110	26.1	2.77	1.36
	48	11.4		
	421	100.0		

Table 7 reveals that (26.1%) respondents are agrees and, only (23.3%) disallow the above statement Co-curricular activities are wastage of time and money, while 14.0% remain undefined. While the Mean value was counted at 2.77 and S.D was 1.36.

Table 8 Participation in Co-Curricular Activities Helps in Recognizing Special Abilities

Table 8 shows that most of the students (59.1%) are agrees with the statement of

Scale	f	%	Mean	S.D.	Participa tion in co- curricula r activitie s helps in recogniz ing special
SDA DA UD6		1.4			
A SA	9	2.1			
Total	21	5.0			
	249	59.1	4.19	0.74	
	136	32.3			
	421	100.0			

abilities however hardly 1.4% strongly disagrees to the statement. The mean value was measured at 4.19 and S.D was 0.74.

Table 9 Participation in Co-Curricular Activities Develops a Rivalry

Scale	f	%	Mean	S.D.
SDA DA UD A103		24.5		
SA	121	28.7		
Total	54	12.8		
	101	24.0	2.66	1.34
	42	10.0		
	421	100.0		

Table 9 illustrates that the majority of stakeholders (28.7% and 24.0%) deny the statement and only (10.0% and 24.5 %) allow the statement that Participation in co-curricular activities develops a rivalry at school level. The mean value was calculated at 2.66 and S.D was 1.34.

Table 10 Co-Curricular Activities Help To Understand the Cultural Heritage of the Country

Scale	f	%	Mean	S.D.
SDA DA UD A7		1.7		
SA	16	3.8		
Total	44	10.5		
	244	58.0	4.03	.82

110	26.1
421	100.0

Table 10 show that a massive part (84.1 %) of the population acknowledge the statement that Co-curricular activities help to understand the cultural heritage of the country at secondary school level, while the remaining small portion of the populace was undefined and refused the above statement. The mean value was measured at 4.03 and S.D was .82.

Table 11 Co-Curricular Activities Instill Patriotism

Scale	<i>f</i>	%	<i>Mean</i>	<i>S.D.</i>
SDA DA UD A1		0.2		
SA	14	3.3		
Total	23	5.5		
	216	51.3	4.27	0.73
	167	39.7		
	421	100.0		

Table 11 describes that mostly (39.8% 51.3%) of students accept that Co-curricular activities instill patriotism while the minority (3.3% and 0.2%) are rejected the statement. The mean value was calculated at 4.27 and S.D was 0.73.

Table 12 Participation in Co-Curricular Activities Develops Team Spirit

Scale	<i>f</i>	%	<i>Mean</i>	<i>S.D.</i>
SDA DA UD A SA4		1.0		
Total	9	2.1		
	20	4.8		
	241	57.2	4.23	0.72
	147	34.9		
	421	100.0		

Table 12 observed that the majority of students have a positive attitude towards the statement that Participation in co-curricular activities develops team spirit while only 1.0% strongly disagrees with the statement. The mean value was calculated at 4.23 and S.D was 0.72.

Table 13 Co-Curricular Activities Develop Creativity

Scale	<i>f</i>	%	<i>Mean</i>	<i>S.D.</i>
SDA DA UD A SA 5		1.2		
Total	2	0.5		

18	4.3		
251	59.6	4.26	0.67
145	34.4		
421	100.0		

Table 13 examines that 59.6% of respondents approve the statement that Co- curricular activities develop creativity while 0.5% disagree with the statement. This statement was measured with a Mean of 4.26 and S.D was 0.67.

Table 14 Co-Curricular Activities Reduce Interest In Studies

Scale	f	%	Mean	S.D.
SDA DA UD A SA	60	14.3		
Total	91	21.6		
	50	11.9		
	153	36.3	3.18	1.32
	67	15.9		
	421	100.0		

Table 14 indicates that (15.9% and 36.3%) of respondents are accepted the statement that of Co-curricular activities reduce interest in studies and (21.6% and 14.3%) of respondents are disapproved the statement. While the Mean was counted as 3.18 and S.D was 1.32.

Table 15 Co-Curricular Activities Develop Punctuality

Scale	f	%	Mean	S.D.
SDA DA UD A5		1.2		
SA	9	2.1		
Total	27	6.4		
	239	56.8	4.19	0.74
	141	33.5		
	421	100.0		

Table 15 illustrates that 56.8% of respondents are agree that Co-curricular activities develop punctuality at secondary school level while a small portion 1.2% strongly disagree with the statement. The mean was counted 4.19 and S.D was 0.74.

8. Discussion

Based on the findings, we proceed with a discussion of the primary characteristics of students' attitudes, illustrating how these aspects impact students' success in co-curricular programmes.

The findings show that the gender and locality wise students' attitudes in terms of readiness, knowledge and commitment towards co-curricular activities are at high levels. It

reflects that the students support and like the co-curricular programs at schools. Essentially, this data supports William's (2002) contention that engaging in co-curricular activities enhances students' life on campus and promotes holistic development among learners.

The findings also demonstrated that student engagement in the activities was not only to teach them to be responsible and fulfilled human beings, but also to build character, critical thinking, social competencies, and abilities, as stated in the goals of the co-curricular programmes. (Siti Hajar Ismail, 2007). Furthermore, education stakeholders urged that co-curricular programmes be included in the qualifying standards for admission to public institutions (Education in Malaysia, 2013). As parents and stakeholders understand the benefits of co-curricular activities for kids, the emphasis on co-curricular activities should be reinforced. Many people agreed that students should not be judged just on academic success, but also on activities that contribute to the development of well-rounded individuals. (Chi et al, 2011).

With the growing acceptance of co-curricular events as part of the educational curriculum, the education community revealed their intention to improve the structure and content of the co-curricular in the following areas include the following: co-curricular activities programs and learning system, student involvement and interest. If higher education officials intended to increase co-curricular activities, they could emphasise students' interests and their choice of activities within their surroundings. (Yasmin Haji Othman, 2009).

In short, the study shows evidence that the students' gender and locality-wise attitudes is positive towards co-curricular activities in schools. Hence, the planning, implementation and evaluation of the co-curricular events should be a main concern in the education curriculum.

9. Conclusion

Based on the findings, it is apparent that students' attitudes towards co-curricular activities are positive in general. They show high level of willingness to carry out tasks in co-curricular activities. They demonstrated an sufficient level of skills and knowledge in running the co-curricular activities. Most significantly, the high level of loyalty they reflect had significant contribution towards the students' performance in co-curricular activities. The findings add to the growing body of study on co-curricular events implementation and improvement specifically around the theme of its relation towards developing a more holistic character. Future study is needed to examine how co-curricular programs secure a better development for an individual especially at the schools level. The ways the students perform is influenced by the teachers' attitudes towards the co-curricular activities. This is found to be an essential side of the existing co-curricular program development. Thus, it can be concluded that students' co-curricular activities should be highlight in the planning, implementing and evaluation of curriculum development.

10. Recommendations

Based on the above conclusions, the researcher recommends the following

1. Co-curricular activities should be included in the normal classroom curriculum.
2. Teachers should devote enough time to encouraging kids to join in co-curricular activities.
3. Parents should assist their children in developing their skills.
4. Artistic activities should be given top priority in the curriculum.
5. Each college should build a distinct wing to improve co-curricular activities.
6. These co-curricular activities should be incorporated into the curriculum beginning with the primary grades.

11. Suggestions for Further Study

1. A comparable study using upper college and university students as a sample can be conducted.
2. A research on the attitudes of parents and instructors regarding extracurricular activities can be conducted.
3. A comparison study of academic achievement and engagement in extracurricular activities can be conducted.
4. A comparison of academic accomplishment between students who participate in co-curricular activities and those who do not contribute in co-curricular activities may be conducted.

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