

## **A Study of Co-Curricular Activities and Their Influence on Students Personality Development at Secodary School Level in District Hattian Bala Azad Jammu and Kashmir**

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### **Abstract**

Development is the fundamental right of every student or individual. It was the most important aspect of the student's personality for social, emotional, intellectual, and physical growth. Co-curricular activities were structured and balanced with the academic program, providing students with opportunities to expand their cognitive and physical abilities outside their academics. This study focused on how required it is for every student to participate in these activities. The present study aims to investigate the co-curricular activities and their influence on students' personality development. The main objectives of the study were to determine the relationship between co-curricular activities and the personality development of students at the secondary level. One hundred twenty teachers and 750 students were the population of the study. The data was collected based on simple random sampling technique. One self-developed questionnaire was used to gather data from the students, and a self-developed questionnaire was used to collect data from the 24 teachers. The study was quantitative in nature. In undertaking the study by using descriptive statistics. Data analysis was done by calculating the mean score and standard deviation, i.e., correlations test statistical data were employed through SPSS. In research, co-curricular activities positively influenced the personalities of the students. Through this study, it was suggested that co-curricular activities were essential for fostering the holistic personality development of the students. The study recommended that teachers may motivate students to participate in co-curricular activities and to make them active in the classroom and social life. Schools should prioritize including a varied range of co-curricular activities within their instructional framework, suited to individual student requirements and interests.

**Keywords:** Co- curricular activities; Personality development; Secondary school level

## Introduction

A co-curricular activity is an activity or program that takes place outside of the regular classroom yet contributes to academic learning beyond the classroom curriculum. Co-curricular activities are activities that students participate in both inside and outside of the classroom, or educational programs that are controlled or overseen by educational institutions and focus on curriculum-related learning and student character development. Co-curricular activities are usually regarded as crucial for fostering in students' self-assurance, self-control, social skills, leadership potential, and opportunities for healthful enjoyment. Co-curricular activities are those that work to advance a student's whole development, which includes their moral, intellectual, social, emotional, and physical health. By raising our awareness of the importance of extracurricular activities in students' lives these activities aim to advance students' overall development. The proponents of these activities contend that they have contributed significantly to the socialization and development of students in schools for more than 60 years (Mehmood et al., 2012).

There are two types of activities: formal and non-formal. Traditional activities include sports, dramas, and debates, while non-formal activities encompass listening to music, watching television, and engaging with fashion and art. Both kinds of activities significantly affect students' social, intellectual, physical, and emotional well-being, playing a crucial role in shaping their personalities. These positive advantages attract the attention of educators and decision-makers, who try to improve students' academic, social, health, and emotional development through diverse activities. Co-curricular activities enhance teaching skills. more efficient and goal oriented. Co-curricular activities are undertaken both within and outside of educational institutions to enhance student experience and learning. events can take several forms, including clubs, associations, conferences, seminars, sports, cultural events, debates, quizzes, and more. Co-curricular activities are crucial for educational institutions. Co-curricular activities help pupils achieve the curriculum goals taught in the classroom. Effective planning is crucial for maximizing the advantages of co-curricular activities (Eren et al., 2001).

Participation in these activities can notably improve academic performance and has a comprehensive impact beyond the classroom. With rapid societal changes and increasing competition in the school curriculum, students often face emotional, physical, and social challenges. Consequently, educators and decision-makers are motivated to explore the benefits of co-curricular activities to support children's overall development. These activities have the potential to enhance students' academic knowledge and well-being (Daniyal et al., 2012).

## Statement Of Problem

Co-curricular activities are seen as a valuable and important part of any educational institution. Education is not just about memorizing facts, but

about learning different skills and encouraging the overall development of students, helping them become active and capable members of society. This research aimed to understand teachers' views on students' participation in co-curricular activities and how these activities affected their behavior. As society became more modern, its needs grew and became more demanding, requiring more time and effort. One common issue found was the lack of enough time for students to take part in these activities, which was important for both their academic success and personality growth, possibly affecting their future.

The study found that co-curricular activities in schools could have positive effects on students' overall development. Therefore, the research focused on whether these activities influenced students' personality development and identified the obstacles that blocked the successful implementation of these programs in the region.

### **Objective**

To determine the relationship between co-curricular activities and personality development of students at the secondary school level.

### **Research Questions**

1. What is the level of participation in different types of co-curricular activities among secondary school students?
2. How does participation in co-curricular activities influence the personality development of secondary school students?

### **Significance Of the Study**

The study was highlighting the importance of co-curricular activities in fostering the overall development of students at the secondary level. By examining how these activities contribute to shaping personality traits like self-confidence, leadership, and social skills, the study provides valuable insights for educational institutions aiming to go beyond academic instruction. It supports the need for a well-rounded educational experience, ensuring that students develop essential life skills that prepare them for future success. Understanding how co-curricular activities influence personality development can guide the design of more comprehensive and effective educational programs that foster well-rounded growth in students. By highlighting the long-term benefits of these activities, the research can promote a more balanced approach to education, emphasizing both academic excellence and personal development. The study was provided teachers with insights in to how co-curricular activities could strategically use to promote personality development. Educators can better understand which activities were most effective in fostering critical traits like emotional regulation, teamwork, and leadership. By identifying the most impactful activities, this research equips educators with the tools needed to enhance students' personal and social growth.

## **Review of literature**

Co-curricular Activities, also known as co-curricular Education, are extracurricular activities and programs that students at educational institutions can participate in to enhance their academic education. These activities are typically related to academic subjects and are planned or created to assist the students in learning the course material and completing a variety of skill-building objectives. indicated that co-curricular activities are a collection of useful school-related activities that help pupils grow beyond the areas they are expected to study for tests. (Mehmood et al., 2012). These are important aspects of educational institutions that assist students develop their personalities, morality, honesty, and ethics while also improving classroom learning. Co-curricular Activities frequently focus on strengthening students' cognitive ability, mental capacity, analytical ability, leadership qualities, interpersonal communication skills, and allowing them to participate in a variety of social networks (Leung et al., 2011).

Co-curricular activities are generally defined as activities that students engage in outside the formal curriculum. Most of these activities are optional and do not contribute to academic credits or grades. These activities, supported by schools, take place outside regular class hours and was not part of the curriculum. Participation in these activities is voluntary and does not affect academic grades or credits. Despite being outside the academic curriculum, co-curricular activities play a vital role in developing students' physical, moral, intellectual, behavioral, and civic skills qualities (Abdurazzakovich,2022).

According to Berkus et al. (2012) Extracurricular activities allow students to get involved in social service and nation-building projects. Many studies show how co-curricular and extracurricular activities affect students' academic performance, behavior, and personality. Research has found that these activities have a strong positive impact on both academic success and the development of students' behavior and personality.

According to Weber'(2008) research indicates that students involved in co-curricular activities generally perform better on state exams compared to those who are not. These activities play an important role in shaping key personality traits in secondary school students. Such as confidence, honesty, adaptability, social skills, empathy, and responsibility. When students actively participate in these activities, they gain valuable skills and knowledge, helping them contribute positively to society and recognize harmful social trends. In terms of personality development. Co-curricular activities are well-designed to support growth. Schools and society are closely connected. Schools prepare students to meet society's needs by producing individuals who are both mentally and physically healthy and who have qualities like creativity, hard work, and honesty.

According to Miller et al. (2012) co-curricular activities (such as sports) and students' academic success are positively correlated. The

importance of co-curricular activities is seen as crucial to improve student engagement as well as develop students' communication abilities. It is widely accepted that one of the co-curricular activities' key responsibilities is to foster student communication, which in turn helps to advance the students' social development. One element of emotional intelligence that was determined a student's performance in any circumstance is social skill. Being outstanding requires more than just intellectual intelligence. Extracurricular activities might help people strengthen their social skills. The theory and research on positive youth development emphasize the transformation of human growth and claim that having good, supportive relationships with other people and social institutions promotes healthy development.

One study in particular examined participation in outdoor sports can increase a person's self-confidence. It is important to know that participation in sports can improve young people's health by reducing stress, keeping them fit and making them more confident. People who participate in these activities report having a better sense of self. People who participate in frequent physical activity have higher levels of self-awareness. Another justification for involvement is that it may boost teenagers' confidence in their physical and maybe social identities. Social competence is an important aspect of a teenager's identity, and many report that friendships and socializing are important components of their life (Daley et al., 2003).

Keane & Asher (2021) The purpose of raising students' energy levels is to help them meet curriculum objectives. Because they aid students in finishing their coursework, these once-known extracurricular activities are now referred to as co-curricular activities. Students' moral, social, physical, and emotional growth are supported by extracurricular activities. These can involve different kinds of games, scouting, plays, discussions, tests, and a host of other competitions. It significantly affects personalities as well. Research has shown that pupils derive greater passion and excitement for learning from co-curricular activities, which they also find enjoyable. They are more inclined than others to appreciate sports. They also take part enthusiastically in indoor events such as speech competitions, quizzes, and debates. Teachers also appreciate co-curricular activities because they think they help students learn. Pupils who engage in extracurricular activities do well on their assignments. Extracurricular activities have also been found to positively engage students and reduce their negative qualities.

### **Research Methodology**

**Research Design:** It was quantitative research. The design of the study was descriptive in nature and a survey method was adopted to collect the data. Before conducting the survey, proper permissions were taken from the respondents and previous appointments were taken and the purpose of the study was intimated to the respondents of the study. Confidentiality of the responses was assured to them. To examine the influence of co-curricular activities on

student's personality a questionnaire comprised of a five-point rating scale was used as a data collection tool. Co-curriculum activities were independent variables and students' personality development was the dependent variable.

### Population Of the Study

The target population for this research was all teachers and students at public sector secondary schools of tehsil Hattian Bala. There were 15 secondary school in Tehsil Hattian Bala in which total enrolled students (Girls) were 870 and teachers (Female) were 120 according to the School Education Department Government of the AJK.

### Research Instruments

A questionnaire comprised of a five-point rating scale was developed. The questionnaire consisted of close-ended questions and 10 statements were used.

Correlations Matrix														
Contr ol Varia bles	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	PD	SD	EDU	PERS ONA LITY
Q1	1.000													
Q2	0.282 <sup>*</sup>	1.000												
Q3	0.187 <sup>*</sup>	0.173	1.000											
Q4	0.198 <sup>*</sup>	0.190	0.681 <sup>*</sup>	1.000										
Q5	0.089	0.74 <sup>**</sup>	0.370 <sup>*</sup>	0.294 <sup>*</sup>	1.000									
Q6	0.062 <sup>*</sup>	0.040	0.650 <sup>*</sup>	0.559 <sup>*</sup>	0.517 <sup>*</sup>	1.000								
Q7	0.170 <sup>*</sup>	0.013 <sup>*</sup>	0.362 <sup>*</sup>	0.475 <sup>*</sup>	0.255 <sup>*</sup>	0.293 <sup>*</sup>	1.000							
Q8	0.28	0.121	0.436 <sup>*</sup>	0.428 <sup>*</sup>	0.356 <sup>*</sup>	0.587 <sup>*</sup>	0.314 <sup>*</sup>	1.000						
Q9	0.068 <sup>*</sup>	0.173	0.615 <sup>*</sup>	0.447 <sup>*</sup>	0.228 <sup>*</sup>	0.398 <sup>*</sup>	0.528 <sup>*</sup>	0.294 <sup>*</sup>	1.000					
Q10	0.057	0.037	0.317 <sup>*</sup>	0.297 <sup>*</sup>	0.235 <sup>*</sup>	0.272 <sup>*</sup>	0.578 <sup>*</sup>	0.324 <sup>*</sup>	0.428 <sup>*</sup>	1.000				
PD	0.129	0.074	0.161	0.255 <sup>*</sup>	0.220 <sup>*</sup>	0.086	0.134 <sup>*</sup>	0.022 <sup>*</sup>	0.198 <sup>*</sup>	0.217	1.000			
SD	0.225	0.023 <sup>*</sup>	0.027	0.041	0.102	0.017	0.044 <sup>*</sup>	0.016	0.028 <sup>*</sup>	0.086	0.023 <sup>*</sup>	1.000		
EDU	0.121 <sup>*</sup>	0.123	0.215	0.140 <sup>*</sup>	0.061	0.222 <sup>*</sup>	0.047	0.192	0.146	0.121 <sup>*</sup>	0.099 <sup>*</sup>	0.166	1.000	
PERS ONA LITY	0.275 <sup>*</sup>	0.214	0.225	0.236	0.193 <sup>*</sup>	0.199	0.191 <sup>*</sup>	0.141	0.090	0.208	0.681	0.574 <sup>*</sup>	0.640 <sup>*</sup>	1.000
<sup>*</sup> Correlation is significant at 0.05 level														
<sup>**</sup> Correlation is significant at 0.01 level														



**Results** Data regarding the study were collected through questionnaires and personal visits by the researcher. Data analysis was done by correlation test. Table 1 to determine the relationship between Co-curricular activities and personality development

Table shows that Question 1 Participation in co-curricular activities influences overall academic performance. Q5 (0.370) shows a significant positive correlation with educational achievement (EDU). This indicates that students who actively engage in co-curricular activities tend to perform better academically. The involvement likely enhances their learning experiences, motivation, and academic focus. (Question 2 These activities have positively impacted my motivation and interest in learning.) Q6 (0.222) correlates positively with educational achievement (EDU). This suggests that co-curricular activities not only foster a love for learning but also increase students' motivation. When students are engaged in these activities, they are more likely to develop a positive attitude toward their studies, leading to better academic outcomes. (Question 3 Involvement in after-school programs has improved student's awareness of the importance of maintaining a healthy lifestyle) Q4 (0.681) has a strong correlation with Q3, indicating a robust link between the awareness of healthy lifestyles and educational achievement. This suggests that students involved in co-curricular activities, particularly those focused on health and fitness, are more likely to understand and prioritize their well-being. This awareness can contribute to better focus and performance in academics, reinforcing the idea that physical health is intertwined with educational success.

The correlations demonstrate that participation in co-curricular activities positively influences not only academic performance but also motivation and awareness of health. These factors together suggest that engagement in such activities is beneficial for holistic student development, impacting their educational outcomes significantly. (Question 4 Being part of co-curricular teams has positively influenced energy levels and stamina.) PD (Physical Development): The correlation with physical development (0.255) indicates that students who participate in co-curricular team's experience enhanced energy and stamina, which is crucial for their overall physical health. Q5 (0.294) shows a moderate correlation, suggesting that students who feel more energetic also report higher academic motivation and engagement. (Question 5 Participation in co-curricular activities positively impacts students' overall physical well-being.) PD (Physical Development) (0.220) This correlation supports the idea that involvement in co-curricular activities directly enhances physical health. Students who engage in these activities are likely to report better physical well-being .EDU (0.222) reinforces that improved physical health can lead to better academic performance, as healthy students are often more focused and engaged in their studies.

(Question 6 noticed any positive changes in student's personality because of engaging in physical activities.) personality (0.681) This strong correlation

indicates that engaging in physical activities through co-curricular leads to significant positive changes in personality traits, such as confidence and resilience. Q4 (0.198) suggests that increased energy and stamina from physical activities can contribute to these personality changes, the interconnectedness of physical health and personal development. (Question 7 Physical health opportunities enhance physical skills.) (Q8 (0.356) indicates a positive relationship with social development. Students who enhance their physical skills through co-curricular activities may also develop better teamwork and collaboration skills. Q6 (0.559) correlates strongly with personality development, suggesting that improved physical skills can boost confidence and contribute to overall personality enhancement. These factors collectively support students' social skills and academic performance, emphasizing the importance of holistic development through co-curricular engagement. Question 8 Involvement in co-curricular activities has positively influenced ability to work collaboratively in a team. SD (Social Development): The correlation with social development (0.134) indicates that participation in co-curricular activities is associated with improved teamwork skills. This shows that students learn to collaborate effectively, which is vital for both academic and personal success. Q4 (0.198) suggests that the ability to work in teams may also be enhanced by the energy and stamina gained from physical activities, indicating that physical involvement supports social skills. (Question 9 participation in non-academic pursuits has positively influenced leadership abilities.) SD (Social Development) (0.023) While this correlation is relatively weak, it still suggests a positive relationship between co-curricular participation and the development of leadership skills.

Students involved in these activities may gain confidence in leading teams or projects. Q8 (0.044) shows a weak correlation, indicating that improved teamwork skills might also contribute to better leadership abilities. This suggests that collaboration in co-curricular settings helps students build the confidence needed to lead. (Question 10 Through involvement in co-curricular activities, pupil feel more confident in expressing ideas and opinions.) Correlation Insight personality (0.208): This correlation indicates that increased confidence in self-expression is closely tied to personality development. Engaging in co-curricular activities allows students to practice and develop their communication skills. Q9 (0.191) shows a positive relationship with leadership abilities, suggesting that students who feel more confident in expressing their ideas are likely to take on leadership roles in various settings. Questions 8, 9, and 10 The correlations indicate that these social skills and personality traits are essential for academic success and future opportunities, reinforcing the idea that co-curricular involvement plays a crucial role in comprehensive student development



## Discussion

The study was to analyze the influence of co-curricular activities on various aspects of student development, including academic achievement, health, social skills, and personality traits. By examining the correlations between these activities and student growth, the study aimed to highlight the broader value of co-curricular involvement. The main objectives of this study were to analyze relationship between co-curricular activities and personality development. Findings shown that such activities boost students' confidence, making them more socially engaged. Students also become more motivated, attend school more regularly, and develop a strong sense of purpose. Communication skills improve, as do students' ability to organize events and lead others. Co-curricular activities foster teamwork skills, self-esteem, and a deeper connection to the school environment. Furthermore, students gain a sense of responsibility, becoming more socially and intellectually well-rounded. They also feel more confident communicating with teachers and others. This aligns with prior research that highlights the benefits of extracurricular engagement in building self-discipline, interpersonal communication, and leadership qualities (Mehmood et al., 2012). The study emphasizes the importance of co-curricular activities in academic settings. The active participation of students in these activities contributes to better academic performance, social interaction, and emotional stability, which are essential traits for adapting to societal changes and the pressures of modern education. Both formal activities, such as sports and debates, and non-formal activities, like music and art, have been shown to play crucial roles in the well-rounded development of students. (Weber, 2008). The study's use of a five-point Likert scale to gather data from teachers and students provides a reliable quantitative approach to measuring the impact of these activities. The findings reinforce the idea that co-curricular activities should be an integral part of the education system, with schools encouraging students to participate in a variety of extracurricular programs. Teachers' involvement and encouragement were identified as significant factors in motivating students to engage in these activities.

## Conclusion

The study emphasizes that co-curricular activities significantly contribute to the personality development of secondary school students by fostering social, emotional, intellectual, and physical growth. The research highlights the positive influence of these activities on traits such as leadership, self-confidence, teamwork, and communication, reinforcing their importance in the education system. By participating in co-curricular activities, students not only enhance their academic performance but also develop essential life skills that prepare them for future challenges. This study suggests that educational institutions should prioritize integrating co-curricular activities into their curriculum to ensure students' holistic

development. Teachers, as role models and facilitators, play a pivotal role in encouraging students to participate in these activities, thereby making a significant contribution to their personal and social growth.

The study recommends that schools and policymakers should take proactive steps to promote co-curricular programs and ensure that all students have access to opportunities that foster both academic and personal development.

### **Recommendations**

Encouraging students to take on responsible roles within these activities boosts their confidence and ability to collaborate effectively. The school should give a variety of opportunities for both trainers and the learn.

Advocate for increased involvement of parents and community stakeholders in supporting co-curricular activities. Their engagement provides additional resources, mentorship opportunities, and a broader support network for students.

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