

Impact of Co-curricular Activities on Personality Development of Secondary School Students

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Abstract

The study was designed to find out the impact of co-curricular activities on personality development of Secondary School Students. The objectives of the study were to find out the impact of co-curricular activities on developing confidence, honesty, sociability, sympathetic attitude, sense of responsibility, social obligation and adaptation among secondary school students. The study was delimited to sports, oratories, debates, scouting, girl guiding and athletics. The secondary school students of district Attock were population of the study. A sample of 480 students was selected randomly from 24 secondary schools. A likert type questionnaire having 35 items was developed. The study was designed to measure 7 personality traits of secondary school students. Each trait was measured with the help of 5 items. The data were analyzed by using inferential statistical models. Hypotheses were tested by Pearson product correlation and t-test. On the basis of data analysis, it was found that co-curricular activities have significant impact on selected personality traits.

The function of education is to guide and control the formation of habit and character on the part of the individual as well as to develop his capacities and powers, so that he will become an efficient member of society (Maribeth1990). Education is, then, the great mean of controlling habit and character in complex social group. It is the basic need of every society. The society uses school as its agent of socialization. The curriculum is devised to provide desirable attitudes and experiences among youth.

Broadly speaking curriculum is the blue print or a plan of the school that includes list of experiences for the learners. It is a way to achieve the ends of education. Moreover, the curriculum lays the basis for increasing the ability of as many of an individual as possible to become active participating adult (Thomas and Morrison 1995).

Active participation means that student learns some real skills and knowledge, which allows him to take part in adding to the general social good and also gains the basis for making judgment about undesirable social directions. This segment of education is well thought-out as personality development (Leslie1992). School and society are inter-related. School provides manpower to society keeping in view its needs and demands (Christopher 1998). Society needs mentally and physically healthy persons having qualities like creativity, hard work and honesty. Such qualities need training and practice. Textbook alone cannot develop such qualities. These qualities also acquire co-curricular activities as well. Co-curricular activities are, therefore, a series of activities related with the school program, which help to bring out all round development of the students, outside the subjects for examination schedule.

Statement of the Problem

The problem under investigation was to find out the impact of co-curricular activities on developing self-confidence, honesty, adaptation, sociability, sympathetic attitude, social obligation and sense of responsibility among secondary school students.

Objectives of the Study

The following were the objectives of the study:

- To find out the relationship of co-curricular activities with developing Self-confidence, Honesty , Adaptation, Sociability, Sympathetic attitude, Social obligation and sense of responsibility among secondary school students.
- To find out the impact of co-curricular activities on developing, Self-confidence, Honesty , Adaptation, Sociability, Sympathetic attitude, Social obligation and sense of responsibility among secondary school students.

Delimitations of the Study

The study was delimited to following activities:

1. Sports, oratories, debates, scouting, girl guiding and athletics
2. The researcher tried to investigate the following aspects of students' personality:

Self-confidence, honesty, adaptation, sociability, sympathetic attitude, social obligation and sense of responsibility

Hypotheses

1. There is no significant relationship of co-curricular activities with developing Self-confidence, Honesty , Adaptation, Sociability, Sympathetic attitude, Social obligation and sense of responsibility among secondary school students.
2. There is no significant impact of co-curricular activities on developing Self-confidence, Honesty, Adaptation, Sociability, Sympathetic attitude, Social obligation and sense of responsibility among secondary school students.

Sample

The sample was consisted of 480 students of 24 secondary schools of district Attock.

Instrument development

There was no instrument available for data collection, so researcher, by consulting the experts, developed a questionnaire containing 40 items. Study aimed at to measure 7 personality traits of secondary school students. The questionnaire was developed by keeping in view these traits. Each trait was measured with the help of 5 to 6 items.

Self-confidence trait was measured with following items.

1. If you are given a chance to speak in some gathering.
 - a) You will not speak
 - b) You will speak only a few words
 - c) You will speak fluently and confidently

Co-curricular activities were measured by binary items. Such as:

- I. Have you ever participated in debates? Yes/ No
- II. Have you ever participated in oratories? Yes/ No
- III. Do you play football/ hockey/ cricket/ any other event? Yes/No
- IV. Do you participate in athletics? Yes/No
- V. Have you ever participated in Scouting/ Girl guiding? Yes/No

Instrument validation

The questionnaire was administered to 20 students, members of same population but excluded from the sample. After data collection, by item analysis, its validity was found. 5 items were rejected and 35 items were selected for data collection.

Data collection and Analysis

Data were collected by administering the questionnaire to the sample. The questionnaire was developed by keeping in view the 7 major domains of the study. Each domain was covered by 5 items. Each item was consisted of 3 responses. Response No.1 was assigned the value of 1, Response No.2 was assigned the value of 2 and Response No.3 was assigned the value of 3. For example item No.1 is given below.

- 1. If you are given a chance to speak in some gathering.
 - a) You will not speak
 - b) You will speak only a few words
 - c) You will speak fluently and confidently

The above item was analyzed as:

Response “a” was given value of 1; response “b” was given value of 2, and response “c” was given value of 3.

Co-curricular activities were measured by five items. Each item was assigned the value of 4. Student who responded as “Yes” to 3 items was given value of 12, student who responded as “No” to 4 items was given value of 4. In this way co-curricular activities were measured.

There were 2 null hypotheses. Each hypothesis was analyzed at 0.05 α . Pearson correlation was applied on data and with the help of table value, correlation between variables was found. For finding out the impact of co-curricular activities on personality development and on academic achievements, t test was applied.

For application of t-test sample was divided into two groups. Students, who scored 5 or above in co-curricular activities, were placed in participant group and students, who scored 4 or below were placed in non-participant group. By using this strategy data analysis was completed.

The following statistics were applied for the analysis of data: Mean, standard deviation, variance, correlation and t-test

Data of Male Sample Non-participant Group

Personality Traits	Mean	Std. Deviation	Variance
Adaptation	4.4167	.6492	.421
Self Confidence	4.5556	.8765	.768
Honesty	4.4722	.7741	.599
Sociability	4.8056	.7491	.561
Sympathetic Attitude	4.8333	1.0556	1.114
Social Obligation	4.3333	.6325	.400
Sense of Responsibility	4.7500	.6036	.364

Data of Male SampleParticipant Group

Personality Traits	Mean	Std. Deviation	Variance
Adaptation	8.5294	2.4159	5.837
Self Confidence	9.0343	1.9712	3.886
Honesty	9.3578	2.0158	4.063
Sociability	9.0294	2.2806	5.201
Sympathetic Attitude	8.8627	1.6522	2.730
Social Obligation	8.6765	1.8710	3.501
Sense of Responsibility	8.7696	1.9069	3.636

Data of Female SampleNon-participant Group

Personality Traits	Mean	Std. Deviation	Variance
Adaptation	6.9800	2.1805	4.755
Self Confidence	7.4600	1.9295	3.723
Honesty	6.6800	2.1327	4.549
Sociability	6.7600	2.3436	5.492
Sympathetic Attitude	6.0200	2.0848	4.347
Social Obligation	6.4200	2.0612	4.249
Sense of Responsibility	7.1200	2.3874	5.700

Data of Female SampleParticipant Group

Personality Traits	Mean	Std. Deviation	Variance
Adaptation	8.4737	2.3809	5.669
Self Confidence	9.0737	1.7980	3.233
Honesty	8.6789	1.9779	3.912
Sociability	8.9526	2.1289	4.532
Sympathetic Attitude	8.9263	1.7381	3.021
Social Obligation	8.5632	1.9228	3.697
Sense of Responsibility	8.5368	2.0820	4.335

Correlation coefficient between co-curricular activities and personality variables of female sample

Variables	Co-curricular Activities*
Adaptation	0.252
Self Confidence	0.339
Honesty	0.376
Sociability	0.380
Sympathetic Attitude	0.547
Social Obligation	0.409
Sense of Responsibility	0.260

*correlation Significant at $\alpha=0.01$ **Correlation coefficient between co-curricular activities and personality variables of male sample**

Variables	Co-curricular Activities*
Adaptation	0.549
Self Confidence	0.655
Honesty	0.681
Sociability	0.580
Sympathetic Attitude	0.675
Social Obligation	0.666
Sense of Responsibility	0.630

*correlation Significant at $\alpha=0.01$

Mean difference between Participant and Non-participant groups on personality traits for male sample

Personality Traits	Mean		t-value*
	Participant	Non-participant	
Adaptation	8.53	4.41	10.15
Self Confidence	9.03	4.55	13.39
Honesty	9.35	4.47	14.32
Sociability	9.03	4.8	11.01
Sympathetic Attitude	4.86	4.83	14.14
Social Obligation	8.68	4.33	13.79
Sense of Responsibility	8.77	4.75	12.52

*p< .0001

Mean difference between Participant and Non-participant groups on personality traits for female sample

Personality Traits	Mean		t-value
	Participant	Non-participant	
Adaptation	8.47	6.98	4.01***
Self Confidence	9.07	7.46	5.56***
Honesty	8.68	6.68	6.25***
Sociability	8.95	6.76	6.33***
Sympathetic Attitude	8.93	6.02	10.09***
Social Obligation	8.56	6.42	6.89***
Sense of Responsibility	8.54	7.12	4.15***

***p<.0001 *p< .1

Findings

Following results have been obtained from the analysis of data.
The data from female sample reveals that:

Correlation between co-curricular activities and adaptation is 0.252, which is significant at $\alpha=0.01$. Correlation between co-curricular activities and self-confidence is 0.339, which is significant at $\alpha=0.01$. Correlation between co-curricular activities and honesty is 0.376, which is significant at $\alpha=0.01$. Correlation between co-curricular activities and sociability is 0.380, which is significant at $\alpha=0.01$. Correlation between co-curricular activities and sympathetic attitude is 0.547, which is significant at $\alpha=0.01$. Correlation between co-curricular activities and social obligation is 0.409, which is significant at $\alpha=0.01$. Correlation between co-curricular activities and sense of responsibility is 0.260, which is significant at $\alpha=0.01$.

Following results were obtained by applying Correlation coefficient between co-curricular activities and all variables of male sample

Correlation between co-curricular activities and adaptation is 0.549, which is significant at $\alpha=0.01$. Correlation between co-curricular activities and self-confidence is 0.655, which is significant at $\alpha=0.01$. Correlation between co-curricular activities and honesty is 0.681, which is significant at $\alpha=0.01$. Correlation between co-curricular activities and sociability is 0.580, which is significant at $\alpha=0.01$. Correlation between co-curricular activities and sympathetic attitude is 0.675, which is significant at $\alpha=0.01$. Correlation between co-curricular activities and social obligation is 0.666, which is significant at $\alpha=0.01$. Correlation between co-curricular activities and sense of responsibility is 0.630, which is significant at $\alpha=0.01$.

T-test was applied on male sample for finding out mean difference between Participant and Non-participant groups on personality traits. The data revealed that mean difference between co-curricular activities and

Adaptation is significant (t = 10.15)

Self Confidence is significant (t = 13.39)

Honesty is significant (t = 14.32)

Sociability is significant (t = 11.01)

Sympathetic Attitude is significant ($t = 14.14$)

Social Obligation is significant ($t = 13.79$)

Sense of Responsibility is significant ($t = 12.52$)

Achievement Score is significant ($t = 5.88$)

T-test was applied on female sample for finding out mean difference between Participant and Non-participant groups on personality traits. The data revealed that mean difference between co-curricular activities and

Adaptation is significant ($t = 4.01$)

Self Confidence is significant ($t = 5.56$)

Honesty is significant ($t = 6.25$)

Sociability is significant ($t = 6.33$)

Sympathetic Attitude is significant ($t = 10.09$)

Social Obligation is significant ($t = 6.89$)

Sense of Responsibility is significant ($t = 4.15$)

Achievement Score is significant ($t = 1.75$)

Conclusions

Following conclusions can be drawn from the findings of the study:

Co-curricular activities have stronger relationship with developing adaptation, self-confidence, honesty, sociability, sympathetic attitude, social obligation, sense of responsibility among male secondary school students than female secondary school students.

Co-curricular activities have stronger impact on developing adaptation, self-confidence, honesty, sociability, sympathetic attitude, social obligation, sense of responsibility among male secondary school students than female secondary school students.

Co-curricular activities have significant impact on personality development secondary school students.

Discussion

The results obtained by the study reveal that co-curricular activities play a significant role in personality development of secondary school students. These activities are unavoidable for achieving curricular objectives. Educational aims, goals and objectives are achieved by the curriculum. Modern concept of curriculum is broader than of past. Now-a-days all activities which are provided by any institution, inside or outside the school, are part of curriculum. Co-curricular activities provide a chance to students for utilizing his potentials. Study also reveals that educational institutions are well aware of about importance of these activities and are managing these activities. The result show that student are availing the opportunities of enjoying these activities in society also.

Correlation between co-curricular activities and personality traits reveals a strong relationship. The mean difference also shows that participant group and non-participant have significant difference and t-test has verified this difference. The results of study support the findings of Maribeth (1990), Leslie(1992) , Thomas and Morrison (1995). They reported the relationship of athletics with personality traits. This study has verified their findings

Christopher (1998) reported that sports develop manners and sense of justice among school students and provide an opportunity of practice in play ground and in social life. The results of the study show that the students who participate in co-curricular activities behave differently from those who don't participate in these activities.

There is another possibility that participators may have these qualities due to their home environment. Their parents may have these qualities and participators have acquired from them. The possibility of social environment cannot be ignored.

The non-participator group has not showed these qualities at wide range. Their mean scores, correlation coefficients and mean difference values are comparatively low. Are all deficiencies among them due to their non-participation in co-curricular activities? It may not be true. The possibility of company cannot be neglected. It may be influence of their fellow beings that they showed poor performance in achievements tests.

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