

Study on impact of co-curriculum Activities on Students Academic Performance (A Case Study of District Mastung)

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Abstract

The study was conducted to explore the impact of co-curricular activities on student's academic performance in district Mastung. The purpose of the study to figure out whether or not co-curricular activities affect students' academics. The research study was quantitative in nature and researcher used correlation coefficient design to examine the relationship between CCAs and students academic performance. All Government secondary schools of district Mastung encircled for the population. The author selected sample of 200(100 boys and 100 girls) students of district Mastung. The researcher applied simple random sampling technique and used survey questionnaire method to figure out the relationship of CCAs and students academic performance at secondary level. The analysis of the data showed a remarkable positive correlation among CCAs and student's academics. Specially, those students improve the most who participated in debates competition, quiz competition, essay writing, science exhibition, art, calligraphy, games and athletes. This research study also disclosed that CCAs improve student's logical thinking, problem solving and time management skills. The findings indicate that combining CCAs into the curriculum can be a constructive strategy to enhance student's academics. Recommendations are made for policy makers, curriculum developers and educators to prioritise CCAs and come up with opportunities for young learners to participate in curricular pursuits.

Keywords: Co-curricular activities, academic performance, District Mastung, Balochistan.

INTRODUCTION

The youth needs both knowledge and physical exercise to proceed in life. Physical fitness and knowledge are required for youth to flourish in their lives. Gradually, the young ones could face a number of issues including substance abuse, rude behavior, violence, absenteeism from school and dropout from school. These enormous issues may affect the teachers, parents and the entire learning environment. In order to fight the said issues, the school, community, parents and teachers need to work together. (Dryfoos, 1990; Werner and Smith, 1992) the young learners, require an environment where they can indulge in multiple activities and grow up in their lives. Thus, by providing them with different opportunities, school and the community can help the learners to mould their character and personality. Participation of learners in various activities can be an easy way to change their lives. (Holland and Andre, 1987). Co-

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curricular activities have great importance in students academics but unfortunately these activities has never been given much importance in Pakistan. Little investigative measures has been taken to check the positive or negative impacts of co-curricular activities in academics. Moreover, lack of playgrounds in schools has further neglected the importance of such activities in students' character building and lives. Schools just focus on the complex syllabus so as to improve student's outcomes in the examination. As a result, the students are over-burdened. Consequently, students are effected mentally, and this most often leads to their bad performance in the exams. Majority of schools are fail to provide better environment for co-curricular activities, in the meanwhile some schools are still offering co-curricular activities to their students. Yet, more need to be done in this connection.

This research will explore the involvement of CCAs along with student's exam performance at secondary level. It intends to focus only on the co-curricular activities and academics. This research study will not concern the other factors like involvement in various work-related activities to meet study expenses which could affect the performance of the students.

Co-curricular activities (CCAs)

Co-curricular activities (CCAs) deal with those programs and activities that complement the curricular activities of the students in educational institutions. These activities are normally associated with academic matters, and designed to aid the learners to have a superior understanding of the course. Lunenburg and Ornstien (2008) schools offered different activities to their learners and have no additional marks and grades in their examination are considered Co-curriculum activities or (CCAs). Schools offered different opportunities to their students to participate in such meaningful activities. Barbieri (2009) these activities shaped the students personality and behavior. Eccles (2003) Co-curricular activities (CCAs) mould an individual's personality and bring holistic changes in their social life. Lunenburg (2010) co-curricular activities (CCAs) provide conducive environment for learning but these activities are not taught from subjects regularly. Better grade and GPAs of the students can be improved through involvement in such activities. Fredricks & Eccles (2006) students can enhance their motivation towards education and improve their test score through participating in various non-class room activities. Reeves (2008) students who take part in CCAs can perform even better in exam than those students who did not participate at all. Morrissey (2005) CCAs can improve learner's social life, self confidence, character building and academics. There are many activities for students to engage, but it is important to figure out that which activity benefits them the most. Everson Millsap (2005) engagement in co-curricular activities (CCAs) are perhaps the best finding that schools can offer his learners to develop their skills. Therefore, it is very important for institutions to understand its prominence and arrange such meaningful activities regularly.

Schools offer numerous co-curricular activities (CCAs) for their students to improve their quality of education but what actually does this mean? As Eccles (2003) reported that involvement in different activities in school may enhance learner's participation and test performance. The engagement in such activities may reduce behavioral issues and bring improvement in their exam performance. That's way students willing to take part in such distinctive activities to enhance their interpersonal and social skills. In addition to this, learners get the more participation in non-class room activities and get the better exam performance. Leahy and Daley (2003) suggested

that cognition of the learners can be enhanced by being engaged in literary activities. Consequently their self-confidence and self-esteem will be better than non participating ones.

Caldwell, Darling and Smith (2005) found that engagement of learners in CCAs can boost up the test score, increase attendance and minimize the dropout ratio. The positive impact of CCAs is not specific to literary activities but games and athletes are also part of CCAs. Marsh (1992) learners who participated in non-class room activities, benefited in their exam performance. The CCAs usually aimed to enhance learners mental ability, analytical ability, intellectual ability, interpersonal and intra personal skills. Thus the CCAs are such activities that complement the main syllabi activities. These activates are very crucial fragments of academic institutions to develop the students' self-confidence, self-esteem, integrity, morality and ethics, and invigorate the classroom environment.

Objectives of the study

The researcher will be conducted to:

1. Determine the relationship between co-curricular activities and students academics performance.
2. Investigate the effectiveness of co-curricular activities on students result.

Problem Statement:

Though co-curricular activities have great importance in increasing students' academic experience, but there is a deficiency of research on their influence on academic performance in the context of District Mastung Balochistan. Limited resources and infrastructure of District Mastung, may disturb the effectiveness of co-curricular activities in supporting students' academic achievements. In addition, the current literature displays the effectiveness of co-curricular activities (CCAs) in improving student outcomes and investigate factors that impact their success.

Significance of the study

The current research paper will be very helpful for educational institutions (schools, colleges and universities) to recognize the positive impact of co-curricular activities on students' academic performance. Likewise, the current research will also be very helpful for teachers, principals and administrators of the educational institutions to engage the students in co-curricular activities within academic environment. Furthermore, the current study will be quite helpful for the students to participate in co-curricular activities to enhance their confidence, self-esteem and quality of education. Last but not least, the finding of this research will also be very helpful for ministry of education to understand the importance of co-curricular activities and it will compel the higher authorities to arrange such meaningful activities around the country annually, and will convince the curriculum developer to include more and more activities in curriculum.

LITERATURE REVIEW

In academic world there are several literatures regarding the impacts of co-curricular activities (CCAs) on students' academic performance. It has been ascertained until now that the co-curricular activities (CCAs) have strong relationship with the learners' academic performance. Weber (2008) assessed that students who participated in co-

curricular activities (CCAs) performed better in their academics than students who do not take part in such meaningful activities. Wilson (2009) figured out that learners who participated in co-curricular activities (CCAs) have greater GPAs, an increase in connectedness and decrease in absenteeism from school. Mehmood (2012) put forward that curricular activities (CCAs) have crucial role in students' personality development, self-confidence at secondary level. Daniyal (2012) found that co-curricular activities (CCAs) particularly with regard various games and athletes enhance students academic and maintain their physical health. Jamal (2012) found that students who took part in CCAs, improved their interpersonal and intrapersonal skills. Bashir and Javed (2012) conducted an experimental research in order to insure that weather co-curricular activities (CCAs) have an effect on students results at secondary level. Their study demonstrated that co-curricular activities (CCAs) could assist in students results at secondary level. Johnson (2013) also suggested that literary activities and athletes have positive effect on students GPAs and grade points. Dhanmeher (2014) figured out that CCAs have positive impact on students personality development and behaviour at secondary level. Avnaiushina and Zapletina (2015) have been found that co-curricular activities (CCAs) have stronger relationship with student's grades, test scores and GPAs. They also put forward that co-curricular activities (CCAs) assisted to develop students social and personal skills in Russia. Each and every selected co-curricular activities (CCAs) have diverse impact, on the development of the competence and interpersonal skills of the students. Singh and Mishra (2015) found that co-curricular activities (CCAs), specially music,dance, debate, quiz, sports and yoga have significant relationship with students academic performance at secondary level. They observed that students who involved in co-curricular activities (CCAs) having better grade, higher educational attainment and having a higher self-concept. Villalobos (2016) figured out that co-curricular activities (CCAs) helped the learners to regulate their time effectively and increase their academic performance. Freeman (2017) suggested that co-curricular activities (CCAs) have positive impact on students' academic performance specially GPAs. Ritchie (2018) found that co curricular activities (CCAs) enhance students test score, GPAs at Catholic high school. Hence, it may be stated that the co-curricular activities CCAs have strong influence not only student's academic performance but also their social development. Whereas, CCAs have positive influence on learners academics, but there has not been still appropriate volume of studies as to how CCAs impact on the students' academic performance at secondary level. Hence, this study has great value not only in schools but also in the academia.

RESEARCH METHODOLOGY

This study aimed to assess and analyze the impact of co-curricular activities (CCAs) on learners' academic performance at secondary level. The choice for satisfactory design of this study was the basic step. The researcher viewed the different factors impacting on external and internal validity of design. Therefore, Correlational research design was considered as a suitable design for this study. There were 40 (21 male and 19 female) government high schools in district Mastung. It was very difficult to collect data from students of all high schools of district Mastung. Therefore, the researcher decided to apply simple random sampling for data collection from concern institutes. In order to proceed this study twenty(10 male and 10 female) schools were selected for this research. It was also challenging for the researcher to collect data from all students of concern institute .for this reason, the researcher randomly selected just 10 students of

each school. Researcher selected both who participated in co-curricular activities (CCAs) and vice versa.

Population and Sampling

District Mastung has 40 high schools owned by government of Balochistan. All the secondary schools in district Mastung were constituted as part of this research study. It is not possible to collect data from all the students studying in high schools of district Mastung by dint of time and financial constraints. Therefore, the researcher decided to apply simple random sampling for data collection. Through simple random sampling the researcher collected data from two hundred (100 male and 100 female) students of district Mastung.

Data analysis

The data was collected through questionnaire. The questionnaire included two portions; the first portion related to independent variable i.e. sports and literary activities. The second portion related to students academic performance. The data were statistically assessed and analyzed through SPSS by using Correlation design to investigate and explore the relationship between co-curricular activities and students academic performance at Secondary level in district Mastung, Balochistan, Pakistan. The author personally visited each selected school to collect primary data. The secondary data collected from abstract and research reports.

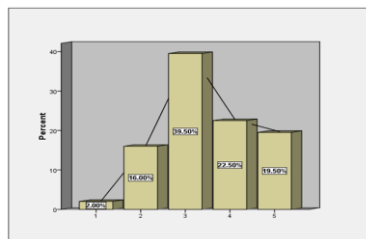
Respondents profile:

Table 1: Co-curriculum activities can help a student to develop Leadership skills.

		Frequency	Percent	Valid Percent
Valid	Strongly Disagree	4	2.0	2.0
	Disagree	32	16.0	16.0
	Neutral	79	39.5	39.5
	Agree	45	22.5	22.5
	Strongly agree	39	19.5	19.5
	Total	200	100.0	100.0

Explanation:

The investigation explores how students perceive co curricular activities as influencing their development as leaders. The available response options, which are ranked from 1 to 5, represent a variety of viewpoints of how these activities impact the growth of leadership abilities.



Strongly disagree (2.0%):

Those who strongly disagree with the concept contend that leadership skills are not truly developed through co curricular activities. They may argue that other strategies work better for fostering leadership traits.

Disagree (16.0%):

Those in disagreement contend that co curricular activities have little impact on students' growth as leaders. They might think that formal education or alternative routes are better at developing these abilities.

Neutral (39.5%):

The neutral response suggests that there isn't a consensus about the question of whether co curricular activities actually aid in the development of leadership skills. Individuals in this category could not be certain or believe that the influence varies widely based on a range of circumstances.

Agree (22.5%):

Those who agree acknowledge a considerable correlation between co-curricular activities and the development of leadership traits, albeit perhaps not as strongly as those who strongly agree. They understand that co curricular activities can play a part in helping someone develop their leadership skills.

Strongly agree (19.5%):

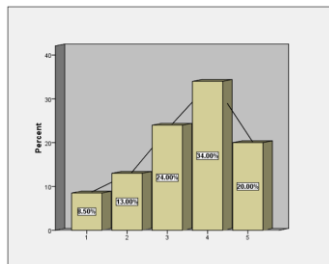
People in this category are adamant about the value of co curricular activities in assisting children in growing into capable leaders. They most likely see participation in these activities as a beneficial means of refining the interpersonal, teamwork, and judgment skills required for effective leadership.

Table 2: Co-curricular activities can help you to learn test more quickly.

		Frequency	Percent	Valid Percent
Valid	Strongly disagree	17	8.5	8.5
	Disagree	26	13.0	13.0
	Neutral	48	24.0	24.0
	Agree	68	34.0	34.0
	Strongly agree	40	20.0	20.0
	Total	200	100.0	100.0

Explanation:

The question asks how co-curricular activities are thought to affect how quickly test-taking material is learned. The response options, which are ranked from 1 to 5, offer a variety of perspectives on how well co curricular activities accelerate test-taking learning.



Strongly disagree (8.5%):

Respondents who strongly disagree are adamant that co curricular activities have no bearing on how quickly pupils learn material for exams. They may assert that there is no link between these exercises and academic success or the efficacy of learning.

Disagree (13.0%):

Those who disagree with the notion contend that co curricular activities don't really speed up test preparation. They can contend that concentrated academic preparation or more conventional study techniques are superior for learning relevant to tests.

Neutral (24.0%):

The answer that is neutral suggests that opinions on whether co curricular activities have an impact on students' speed in learning for exams are not entirely settled. Individuals in this category may not know for sure or believe that the correlation between co curricular activities and learning speed varies too much.

Agree (34.0%):

Respondents in the agree category indicated that there is a favorable correlation between fast test-taking learning and co curricular activities. Though less enthusiastically than the strongly agree group, they acknowledge the possible benefits of a well-rounded education in fostering quicker comprehension of academic topics.

Strongly agree (20.0%):

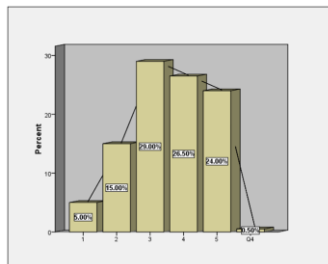
Those who strongly agree believe that co curricular activities can significantly speed up test-taking learning. It might be argued that these kinds of exercises enhance the cognitive and time management skills necessary for successful learning.

Table 3: Co-Curricular Activities help the students in problem solving and learning related Issues.

		Frequency	Percent	Valid Percent
Valid	Strongly Disagree	10	5.0	5.0
	Disagree	30	15.0	15.0
	Neutral	58	29.0	29.0
	Agree	53	26.5	26.5
	Strongly agree	48	24.0	24.0
	Total	200	100.0	100.0

Explanation

This inquiry explores how students perceive Co-Curricular Activities (CCAs) to affect their problem-solving and learning-related skills. The response choices, represented as percentages, show the range of perspectives regarding the possible impact of CCAs in these areas.



Strongly disagree (5.0%): Strong opponents of the idea contend that co curricular activities have no appreciable impact on students' ability to solve problems or deal with learning-related difficulties. They can argue that the majority of attention should be focused on formal educational approaches.

Disagree (15.0%):

The respondents that fall into the disagree category think that Co-Curricular Activities don't make a significant difference in helping students solve problems or deal with learning-related concerns. They could believe that more traditional academic approaches are a better way to acquire these talents.

Neutral (29.0%):

The neutral response suggests that there isn't a firm position on whether co-curricular activities significantly affect learning-related problems and problem-solving skills. People in this group might not know for sure or think that students' experiences with CCAs vary greatly.

Agree (26.5%):

Those who concur acknowledge the positive correlation between Co-Curricular Activities and the development of problem-solving and learning-related issue resolution skills. Their opinions are not as strong as those of the strongly agree group, but they nevertheless admit that CCAs might be useful in helping to develop these key skills.

Strongly agree (24.0%):

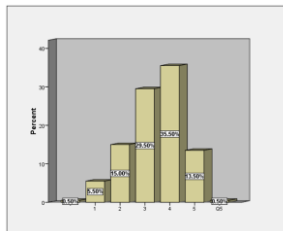
Respondents who strongly agreed assert that involvement in co curricular activities significantly enhances pupils' ability to solve problems and deal with learning-related difficulties. They most likely believe that participating in these activities provides them with practical experience that aids in the development of effective problem-solving

Table 4: Co-curricular activities make the students regular in school attendance.

		Frequency	Percent	Valid Percent
Valid		1	.5	.5
	Strongly Disagree	11	5.5	5.5
	Disagree	30	15.0	15.0
	Neutral	59	29.5	29.5
	Agree	71	35.5	35.5
	Strongly agree	27	13.5	13.5
	Total	200	100.0	100.0

Explanation

This study investigates how students believe co-curricular activities (CCAs) impact their attendance at school on a regular basis. The range of opinions on whether or not CCA participation affects student attendance patterns is reflected in the response percentages..



Strongly disagree (5.5%):

Respondents who vehemently disagree strongly insist that co curricular activities have little to no effect on students' regular attendance habits. They could believe that factors like intrinsic motivation or classroom participation have a bigger impact on attendance.

Disagree (15.0%):

The people who disagree think that co curricular activities don't really help students become regular attendees at school. They can contend that variables unrelated to CCAs have a greater impact on attendance trends.

Neutral (29.5%):

The vague answer begs the question of whether co curricular involvement affects students' attendance patterns on a regular basis. Individuals in this category may be unsure or believe that there are additional factors influencing the correlation between CCAs and attendance.

Disagree (35.5%):

Those who concur with this assertion admit that there is a favorable correlation between participating in co curricular activities and attending class regularly. Though they are not as enthusiastic as the strongly agree group, they do accept the potential advantage of CCAs in creating a sense of dedication and enthusiasm that leads to consistent attendance.

Strongly agree (13.5%):

Those who fall into the "strongly agree" category really think that co curricular activities are important in helping pupils become regular attendees at school. They probably observe a clear relationship between regular attendance likelihood and active participation in CCAs.

CONCLUSION AND FINDINGS:

A wide range of perspectives on how co-curricular activities affect students' lives are shown by the survey. The beneficial effects of co curricular activities on one's physical and emotional well-being, potential for future employment, socialization skills, cognitive development, affective capacities, and psychomotor skills are overwhelmingly agreed upon by respondents. They consider these pursuits as promoting self-expression, character development, and personal progress in addition to conventional schooling. On the other hand, individuals who strongly Agree or Agree contest the idea that extracurricular activities should come first and prefer that CCAs along with academic endeavors should be prioritized. They voice doubts about how these activities affect important facets of students' development and argue for more targeted funding for more conventional learning goals. Neutral replies emphasize the issue's complexity and point to the need for further in-depth conversations and research to fully comprehend the range of experiences and viewpoints around co curricular activity. There is still disagreement over whether schools should offer a wide range of co curricular activities, promote participation from everyone, or set aside more funding to give priority to these programs. It is a difficult endeavor that necessitates careful evaluation of the many requirements and goals of students to strike a balance between the advantages of a well-rounded education and the possible difficulties of resource allocation.

In conclusion, the range of viewpoints regarding how co-curricular activities affect students' lives emphasizes the significance of ongoing discussion and careful consideration while establishing the educational environment for students' overall development.

Recommendations:

Integration of co curricular Activities into the Academic Curriculum:

Academic institutions like schools ought to consider including a few co curricular activities in the official curriculum. One way to reinforce the idea that extracurricular activities help students advance academically overall could be to incorporate skills relevant to co curricular activities into subject-specific courses.

Comprehensive Assessment of Co-curricular Contributions:

Creating a framework to recognize and assess the impact of co curricular activities on academic success could provide a more nuanced viewpoint. This can involve tracking participation in specific activities in connection to academic achievement, providing data-driven insights into possible correlations, and facilitating more informed choices about the inclusion or exclusion of co curricular activities.

Programs for structured leadership development that are integrated into co curricular activities can be developed and implemented by educational institutions. These programs should focus on providing students with opportunities to take on leadership responsibilities, get mentoring, and engage in reflective activities in order to enhance their leadership skills.

Adding Leadership Components to Academic Programs:

Consider adding components of leadership to the formal academic curriculum. This may mean organizing recreational and academic activities to provide a more all-encompassing approach to skill development, or it may mean introducing classes or assignments that concentrate especially on developing leadership attributes.

Organized Reflection: Include Co-Curricular Activities with Organized Reflection.

It is important to actively encourage students to reflect on how their participation in CCAs has equipped them with the skills necessary to address challenges and get beyond barriers related to their education. Through this reflective practice, the skills from CCAs can be transferred to academic problem-solving more successfully.

Integrate Problem-Solving Modules with CCAs:

Incorporate clear-cut problem-solving activities or modules into co curricular programs. These modules were designed with current events in mind to promote the development of analytical and critical thinking skills. This model ensures that problem-solving skills are intentionally refined through co curricular engagement, hence improving traditional instructional approaches.

Co curricular Activities Alignment with Academic Goals:

Ensure that co curricular pursuits support learning goals. Include enjoyable activities that complement the educational curriculum. When students see that there is a direct connection between CCAs and their overall education, their commitment to attending class regularly may be positively impacted.

Rewards and Acknowledgment:

Provide a system of incentives and acknowledgment for students who participate actively in co curricular activities. This could come in the kind of certificates, prizes, or

acknowledgement during school assemblies. Since they see it as an opportunity to actively participate in these enriching activities, students may attend class more regularly if they feel that they are being acknowledged for their participation in CCAs.

Academic Performance Acknowledgment in co curricular Activities:

Provide a system for rewarding academic success in the context of co curricular activities. Rewarding kids who thrive academically and actively participate in CCAs is one method to accomplish this. By highlighting the advantages of both co curricular activities and academic accomplishment, this acknowledgement may inspire kids to successfully manage both.

CCAs Wellness Programs:

Integrate wellness-promoting activities into co curriculums. Include activities that promote stress management, physical fitness, and mental health awareness. By consciously including these components into CCAs, academic institutions can provide a more comprehensive approach to student welfare.

Professional Guidance and Counseling:

Provide professional guidance and counseling within the bounds of co curricular activities. Trained counselors can support students in overcoming challenges and developing mental resilience. Training in stress management and coping mechanisms can also be introduced to CCAs to enhance the mental health component of the program.

CCAs' Skill-Building Workshops:

As part of co curricular activities, educational institutions may provide workshops for skill development. These seminars could focus on specific abilities, like digital literacy, project management, or people skills, that are highly valued in a variety of industries. This ensures that students learn practical skills that are in line with what employers will need from them in the future.

Social Skills Workshops in CCAs:

Incorporate programs for developing social skills into co curricular activities. These discussions may cover cooperation, effective communication, and dispute resolution. Providing students with helpful tools and guidance can help them become more adept at navigating social settings.

Incorporate the Elements of Cognitive Development:

Include components of structured cognitive growth in co curricular pursuits. Assign tasks that are specifically designed to improve cognitive abilities. Examples of these are transdisciplinary projects, problem-solving challenges, and critical thinking exercises. Thanks to this deliberate integration, students will surely have opportunity to improve their cognitive talents in the context of CCAs.

Promote Inclusive and Supportive Environments: a. Create an inclusive and supportive environment for co-curricular activities. Foster a culture of cooperation, empathy, and respect to foster an atmosphere where kids feel comfortable voicing their opinions and thoughts. Encouraging positive social interactions among students in CCAs improves their overall affective wellbeing.

Training Sessions for Targeted Psychomotor Skills:

Incorporate specialized seminars into co-curricular activities with the express goal of assisting students in developing their psychomotor skills. Exercises that improve balance, coordination, fine or gross motor skills, and other relevant talents may be included in these seminars. Education professionals may ensure that students have intentional opportunities to enhance their psychomotor skills by providing targeted skill-building activities.

Collaboration with the Physical Education Department:

Work together to incorporate structured physical training components into Co-Curricular Activities. By working together, we can make sure that the development of psychomotor skills is in line with accepted physical education concepts, giving children a comprehensive approach to improving their physical capabilities.

Encourage cooperative alliances:

Encourage cooperative collaborations to improve co-curricular opportunities with nearby associations and community groups. By bringing in extra resources, knowledge, and a range of experiences, these collaborations can improve the co-curricular environment without just using internal resources. Students' access to a wider variety of activities can be increased through collaborative efforts.

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