


Function of sports and co-curricular activities on academic achievement in secondary schools students in ex-Fata Pakistan

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ABSTRACT

The study was designed to estimate the function of sports and co-curricular activities (CCA) on academic achievement among secondary schools students innately merged districts in khyber Pakhtunkhwa Province ex Federally Administrative Tribal Areas (FATA). A sample size of 200 subjects was chosen from 10 high schools in the Frontier Region Kohat (FR Kohat). A questionnaire of five points likert scale after in quest of due authorization from heads of institutions was used to reach to the in facet of the recognizable truth. Arithmetical technique Mean, Percentage and Standard Deviation were run to inspect the collected records. The pollster analyze the link of sports and co-curricular contribution and its optimistic role to enhance educational performances of secondary schools students as to increase grade point average GPA. Sports and Co-curricular activities have optimistic outcome on students' management. Those student who chip in in co-curricular activities show good performance. When learners execute these activities fruitfully and appropriately they are awarded for their first-class concert and manners and thus they take conceit on their achievement. Due to these achievement, they haul off additional, they gain improved self-confidence, poise and self-honor. Finally it was concluded that involvement in sports and co-curricular activities have an imperative result on students accomplishment score and other related activities. They achieve higher GPAs higher score in colleges admittance trial, better turnout, squat failure tariff and good physical condition performance. Furthermore schools are faced budget problems. Most of heads of institutions are not interested in sports and co-curricular activities. Most of teachers and parents consider these activities as wastage of time. Facilities are not available for students. Stuents play on their own risk because proper security are not available for partakers. Students need proper nutrition but unfortunately balance diet not available for them.

Keyword: Sports; co-curricular; academic achievement

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INTRODUCTION

Sports and co-curricular activities (CCA) in school as well help students to decide their concealed talent. There are many students who are unidentified of their talent because they do not get revealed to sports and co-curricular activities in their schools. Sports and (CCA) help them to get the eagerness to want the field in which they are good in. There are many earners who are not very razor-sharp in studies or who have a subterranean penchant towards books but are good sports. In such cases, involvement in (CCA) helps them to hit upon a display place for themselves job (Khargharia, 2011). Identifying the implication of make ease of use scholastic actions that pick up and expand student experience as an critical piece of the program as well as in front of the ordinary didactic day, the School commission help the growth of (CCA) programs in accord with the policy familiar by the School division (Zheinjay, 2011).

According to Zehner (2011) kept students accept top GPAs and extra compliment hours than produce learner on the intact. 36.8% of all learners obtain both 15 or more

credit and a 3.0 or elevated semester GPA. Active learners perform greater still when SAT score, didactic principal and other aspect are prohibited. Vigorous students usual Grade Point Average go over the usual GPA for all students at every SAT phase. Those students who participate in sports and (CCA) middling Grade Point Average go over the average Grade Point Average for all learners in every below graduate position cataloging and mainly colleges.

Sports and co-curricular activities been found to be interconnected not only academic performance but also other procedures of student improvement. A case-study exploring the stimulus for and contentment achieved by 127 college students partake in a summer-camp co-curricular activity from 2011 to 2014 found that student partaking in co-curricular activities played an influential role in subjects' routine in a subject within their chief (Rohm, Chang, & Park, 2016).

According to the United States Department of Education National Center for Education Statistics (NCES) and the National Catholic Education Association (NCEA), the commencement rate for Catholic secondary school students is Ninety nine percent as compare to eighty three point three percent for public high schools (McDonald & Schultz', 2016). These upshot more inveterate the achievement of students attendance Catholic high schools. In mutually reading and math, the fraction of capable and superior students was privileged for Catholic school than for public school learners. While a momentous issue secretarial for these difference is the victorious finishing point of center courses for graduation, it seem that a more wide-ranging come up to amplification these difference must explore how sports and co-curricular activities support the foundation syllabus. Exploratory the importance of sports and co-curricular chipping in would afford insights a propos the significance of agenda offerings in carry of the academic hub curriculum. Providing out-of-class actions is agreeable for the nation's upcoming in that in can facilitate in upward an excellent community (Riazameen, 2013). Furthermore, research has recommended that these sports and CCA not only fabricate good citizens but also promote academic success (Franchino, 2001). A study conduct in South Africa solicited data from both private and public schools. It found that educators felt that chipping in was advantageous in several ways, counting promote academic success, with 92.5% of the educator approving that learners should acutely chip in in sports and (CCA) (Kariyana, Maphosa, & Mapuranga, 2012). In a study that scrutinized the connection between students' partaking in school-based co-curricular actions and their accomplishment in physics in Nigeria, Adeyemo found that high school students who participated in sports and (CCA) verified momentous improvement in physics (Adeyemo, 2010). Adeyemo accomplished that "the value of sports and (CCA) should be highly emphasize" and that these activities "influence student grades" (Adeyemo, 2010). Similarly, a study of school possessions and student triumph in bucolic India found that schools with more (CCA) produced children that perform improved in mathematics than schools with fewer actions (Chudgar, Chandra, Iyengar, & Shanker, 2015). This study utilize a 60-item gadget and data from 88 government schools and 2,072 students. The research conclusion from this study contribute to the scope of the abovementioned research by Pascarella and Terenzini (2008) concerning the optimistic authority on student rendezvous (Bergen-Cico & Viscomi, 2012). Small or no data subsist concerning this correlation in the Catholic high school inhabitants. Additionally eighty five opint seven of Catholic high school graduates attend a four-year college (McDonald & Schultz, 2016), but the research regarding ACCAP and its probable contact on learner learning is limited in this outlook. Given the noteworthy asset in these program it would be important to know whether

there is a optimistic contact on the part of ACCA programs on academic results. The pretender contend that he had a legitimate right to become married and that the exploit the school had taken aligned with him was a infringement of his municipal liberty. The court expressly held that “sports ans co-curricular activities are an fundamental and flattering part of the total school program” (Sohn, 2012).

It was resoluted that those learners who participate in these activities had higher self-perceptions, a superior indulgent of their leadership, and better GPAs. The Chilton School District had a affluent history of hold up for a wide range of sports and (CCA). Studies have been conduct that “hold up the common theme that chipping in in sprts and (CCA) does connect to superior student accomplishment” (Sonnabend, 2012). Sonnabend maintain that those students who partake in sports and co-curricular activities have less absenteeism, minor loafer rates, less penalizing issues, and high again average GPAs than their peers who do not take part. This school district, however positioned in Wisconsin, has some 24 similarity to the inhabitants that will be studied here in terms of demographics and monetary data. Sports and (CCA) offer more chances to lengthen employability balance it is optimistically but external the curriculum but poise it. The value of sports and co-curricular activities to help out students to overpass the gap between the appreciative and its applications is documented (Khargharia, 2020).

RESEARCH METHODS

The composed information classified and tabularized through SPSS (Statistical packages of social sciences version 15), t-test and central tendency were used. While testing research preposition fundamental numerical process along with arithmetic technique were applied for preliminary and secondary data. For rapid analysis diagram, compound bar were used to make possible the study. A self-Administrated questionnaire was designed to achieve the research objectives. The questionnaire was composed of 15 items which were rated on five point Likert scales i.e., “Strongly Disagree”. “Partially disagree” “Neither Agree Nor Disagree”. Partially Agree”. “Strongly Agree”.

Population of the Study

All the students studying at secondary level in different Government and Public High Schools of Frontier Region of Kohat (Sub Division Dara) (FATA) organized population of the study.

Sample of the study

Sample of the study were 200 students from different high schools for boys of Frontier Region Kohat.

Table 1. Detail of Schools

No	Name of School	Population	Sample Size
1	GHS Bosti Khel FR Kohat	167	20
2	GHS Sheraki FR Kohat	183	20
3	GHS Sheen Dand FR Kohat	159	20
4	GHS Turkey Ismaeel FR Kohat	175	20
5	GHS Zarghon Khel FR Kohat	198	20
6	GHS Ara Khel FR Kohat	180	20
7	Oxford Public School FR Koht	176	20
8	Al Noor Public School FR Kohat	169	20
9	Comprehensive Public School FR Kohat	171	20

No	Name of School	Population	Sample Size
10	The City Public School FR Kohat	153	20
Grand Total		1731	200

Tools for Data Collection

A total of 200 questionnaires were administered to respondents. 200 usable questionnaires were returned. Total response rate was 100 %.

Table 2. Detail Demographic Detail of the Respondents

Class-wise Distribution of the Respondents			
9th Class		10th Class	
100		100	
50%		50%	
Age-wise Distribution of the Respondents			
14-15		15-16	16-17
97		96	7
Respondents' Status Regarding Government and Private School			
Government		Private	
120		80	
9th Class teachers		10th Class Teachers	
15		15	
Total		30	

Data Analysis

Descriptive statistics such as central tendency measurement of dispersion mean percentage and standard deviation were utilized to describe the data. Questionnaire were rated of five point likert scale raising from strongly disagree to strongly agree. The collected data were summarized and analyzed using descriptive and inferential statistics. Descriptive statistics i.e., percentage, mean, standard deviation were applied. Inferential statistics i.e., t-test was applied to investigate the difference between the 9th grade students and 10th grade students.

RESEARCH RESULT

1. Sports and Co-Curricular Activities Help in Academic Performances

Table 1. Sport and Co-Curricular Activities Help in Academic Performances

No. of Respondents (n)	Strongly disagree	Partially Disagree	Neither agree nor disagree	Partially agree	Strongly agree	Mod	Std: Dev
200	Frequency	1	27	8	58	106	5 1.06
	Percentage	1	14	4	29	53	

Table 1 indicate that 53 % students strongly agreed that participating in sports and (CCA) help in academic performances while 29% partially agreed 14% students partially disagreed and 4% neither agreed nor disagreed and 1% strongly disagreed.

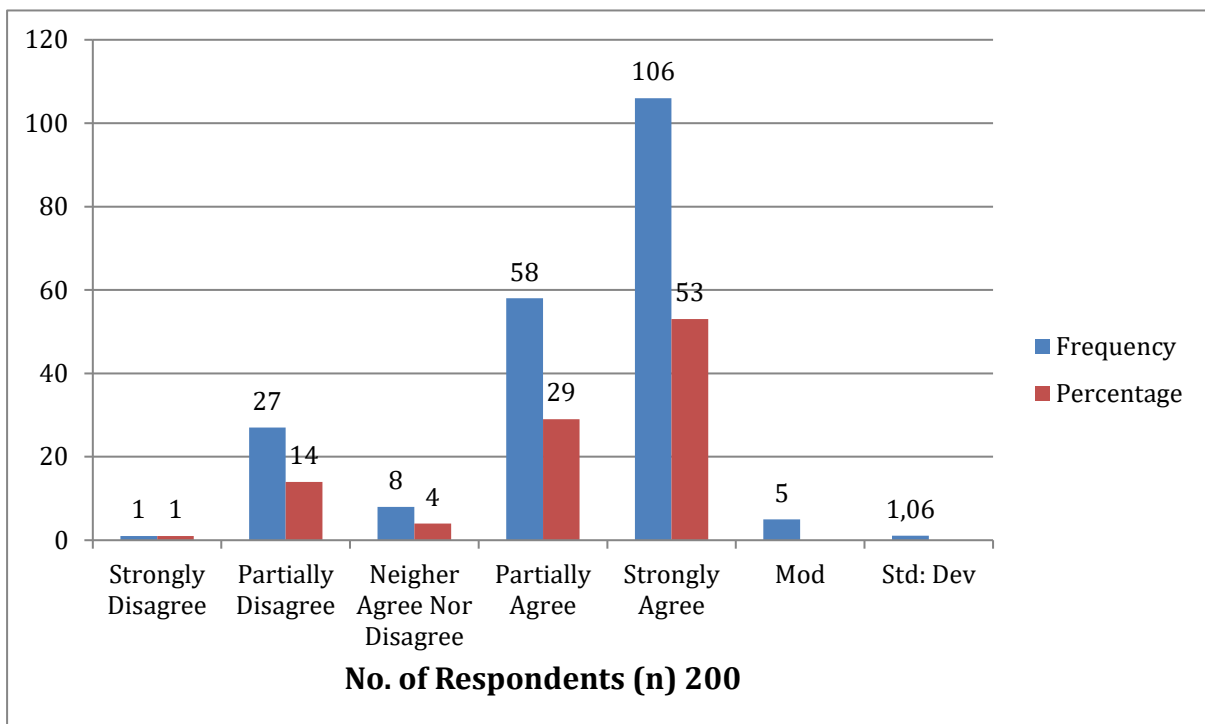
Table 2. Co-Curricular Activities Help in Academic Performances

Class	N	Mean	Std. Dev:	T	Df	Sig. (2-tailed)	Mean Diff.	Std. Err. Diff.
9th Class	100	4.26	1.021	.74	198	.463	.110	.150
10th Class	100	4.15	1.095					

Source: Self-Survey-2014-15

Table 2 shows that estimated assessment of t was acquired to be 0.74 which is Statistically not important ($P > 0.05$) as it is a smaller amount than the chart worth of t at 0.05 stage of reliance. Explanatory and inferential scrutiny reveals that both students of 9th (Mean=4.26, SD= 1.021) and 10th (Mean=4.15, SD=1.095) classes strongly agreed that co-curricular activities help in academic performances.

Graph 1. Co-curricular activities help in academic performances



Source: Self-Survey-2014-15

2. Sports and Co-Curricular Activities Explore Hidden Potentials of Students

Table 3. Sport and Co-Curricular Activities Explore Hidden Potentials of Students

No. of Respondents (n)	Strongly Disagree	Partially disagree	Neither agree nor Disagree	Partially agree	Strongly agree	Mod	Std: Dev
200	Frequency	1	28	2	62	107	1.05
	Percentage	1	14	1	31	54	

Source: Self-Survey-2014-15

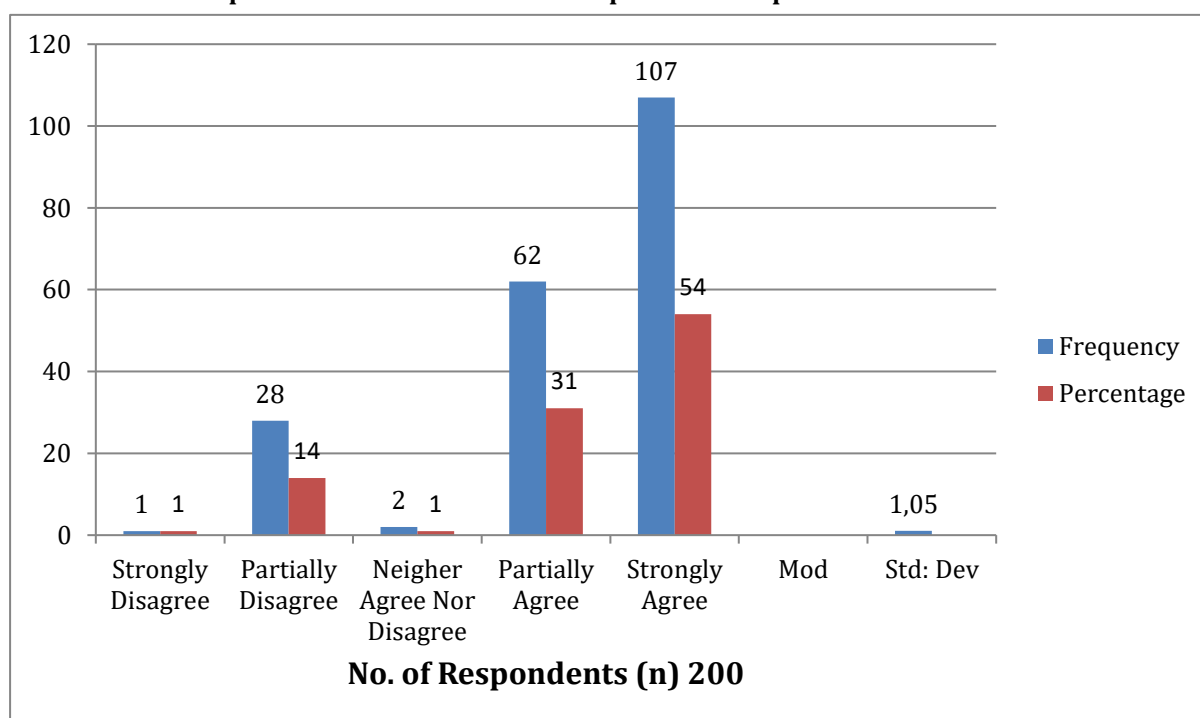
Table 3 shows that 54 % students strongly agreed that participating in Sports and (CCA) explore secret potentials of students. while 31% partially agreed 14% students partially disagreed 1% neither agreed nor disagreed and 1 % strongly disagreed.

Table 4. Co-Curricular Activities Explore Hidden Potentials of Students

Class	N	Mean	Std. Dev:	T	df	Sig. (2-tailed)	Mean Diff.	Std. Err. Diff.
9th Class	100	4.28	1.036	.67	198	.502	.100	.149
10th Class	100	4.18	1.067					

Source: Self-Survey-2014-15

Table 4 reveals that estimated assessment of t was acquired to be 0.67 which is Statistically not imperative ($P > 0.05$) as it is a smaller amount than the chart worth of t at 0.05 stage of reliance. Explanatory and inferential scrutiny reveals that both students of 9th (Mean=4.28, SD= 1.036) and 10th (Mean=4.16, SD=1.067) classes strongly agreed that Co-curricular activities explore hidden potentials of students.

Graph 2. Co-curricular activities explore hidden potentials of students

Source: Self-Survey-2014-15

DISCUSSION

The results shows that majority of students are agree that participating in sports and co-curricular activities increase academic performances of secondary schools students, enhance GPA rate and explore hidden potentials of the students. The results also shows that a very small number of students are disagree about benefits of sports and co-curricular activities. It is further added that those students who do not participate in sports and CCA are unaware about positive impacts of sports and CCA.

Zehner (2011) stated that kept students accept top GPAs and extra compliment hours than produce learner on the intact. 36.8% of all learners obtain both 15 or more credit and a 3.0 or elevated semester GPA. Active learners perform greater still when SAT score, didactic principal and other aspect are prohibited. In a research Ahmad (2011) has listed number of values of opportunities for children and their families to take part in curricular activities like educational value, psychological sports and cultural activities. Good schools have an values, development of social values, development of understanding of the child. Khan (2014) was

able to identify that schools accountable for Government of Pakistan education systems enable their performance depended on having people in schools students to promote their hidden talents and skills, with the knowledge, skill and judgment to make the facilitating them to play their effective roles in the improvements that would increase students' performance development of society. Education should infuse in them. In a research [Khan \(2014\)](#) further quoted [Blase and Blase \(1999\)](#) reported Importance and Benefits of Co-Curricular Activities: that highly effective principals were in classrooms.

In a study [Bergen-Cico and Viscomi \(2012\)](#) identified 60-item gadget and data from 88 government schools and 2,072 students. The research conclusion from this study contribute to the scope of the abovementioned research by [Pascarella and Terenzini \(2008\)](#) concerning the optimistic authority on student assignment. [McDonald and Schultz \(2016\)](#) were able to know that small or no data subsist concerning this correlation in the Catholic high school inhabitants. Additionally eighty five opint seven of Catholic high school graduates attend a four-year college but the research regarding ACCAP and its probable contact on learner learning is limited in this outlook.

CONCLUSION

Based on numerical examination and conclusion, it was come to light that sports and co-curricular activities play very important role to augment grade point average of students because they are interested in schools classes and they are also interested in there's study as in quize competitions students learn thousands of questions and answers. Those students who participated in sports and co curricular activities they have awarded sports certificates and easy for them to get admission in colleges or universities. Finally it was concluded that,

1. Schools are faced budget problems.
2. Most of heads of institutions are not interested in sports and co-curricular activities.
3. Most of teachers and parents consider these activities as wastage of time.
4. facilities are not available for students.
5. Stuents play on their own risk because proper security are not available for partekers.
6. Students need proper nutrition but unfortunately balance diet not available for them.
7. There is no media coverage for those activities in FATA.

Recommendation and Suggestions

In clarification of the winding up of our study the following commendation were made:

1. Proper budget may be specified for sports .
2. All educationists may sustain these activities .
3. Proper security may be provide for partakers.
4. Schools may convey just right time for such trial in their daily schedule.
5. Parents may be convinced to allow theirs children's to participate in co-curricular activities.
6. Proper nutrition may be bequeath for sportsman's.
7. Media may be prearranged full coverage for these activities in Ex-FATA.

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