Benefit of Co-curricular

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ABSTRACT

Service learning is a method of teaching where students apply their academic skills and knowledge to address real-life needs in their own communities. Service learning is a pedagogical strategy that facilitates a student's growth in academics, social maturity, critical thinking, and communication, collaboration, and leadership skills. This educational opportunity possesses enormous potential to move higher education in the direction of civic involvement by taking the classroom into the community. Student experienced stronger positive effects on critical thinking, degree plans, sense of control over their own academic success, and preference for higher-order cognitive tasks.

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Introduction

Co-curricular activities are school sponsored activities or clubs that are another part of the educational process that exist outside the realm of credit-driven courses, internships, or other field-based practicum. [5]. Giles and Eyler's (1999) seminal study of programs that linked academic study with service acknowledged the value of co-cur-ricular learning and, in defining service-learning, also mentioned "noncourse-based programs that include a reflective component and learning goals" (p. 5). [6]. Service learning is a method of teaching where students apply their academic skills and knowledge to address real-life needs in their own communities. Service learning is a pedagogical strategy that facilitates a student's growth in academics, social maturity, critical thinking, communication, collaboration, and leadership skills (Meyer, Hofschire, & Billing, 2004). This educational opportunity possesses enormous potential to move higher education in the direction of civic involvement by taking the classroom into the community. [5]. As such, the utilization of asport management club to engage students in service learning can assist in the achievement of valuable outcomes for the students, the faculty, the university as a whole, and the community at large. [5]. Other institutions have argued that "co-curricular" should include academic-related activities, such as service-learning and research opportunities, since they provide opportunities for skill and competency development. [2]. Parkhouse (2001) identified two types of experiential learning activities: non-discrete and discrete. Non-discrete activities are extensions or components of a specific academic course or program. Southall et al. (2003) identified several non-discrete applications in sport management such as field projects, field trips, interviews, site visits, and role play activities. Discrete activities are self-contained and constitute a separate entity from the traditional on-campus educational setting. Discrete learning within the sport industry setting allows sport management students to make the connection between cognitive classroom theories and concrete sport management experiences. Examples of discrete learning experiences

include cooperative education, field study, internships, and service learning programs (Parkhouse, 2001), inside [5]. Astin's (1999) theory of involvement demonstrates the importance of student time and energy in order to achieve intended learning and development [2]. Queck Chin Hwee (1994), claim that sports involvement would affect learning due to its taken more time. [3]. Therefore, it become challanging to who's loved cocurriculum to upholding cocurricular was not such a waste activities or wasting time. Student involvement refers to the quantity and quality of the physical and psychological energy that students invest in the college experience. Such involvement takes many forms, such as absorption in academic work, participation in extracurricular activities, and interaction with faculty and other institutional personnel. According to the theory, the greater the student's involvement in college, the greater will be the amount of student learning and personal development. (p. 528-529) [2].

Cocurricular clubs formed around various academic majors is a common element within undergraduate education [5]. Clubs have the capacity to underpin the goal of teaching students to be responsible via the implementation of learning opportunities that develop character, critical thinking, social skills, and talents (National Association of Secondary School Principals, 1996). [5]. Other criteria that some institutions include are a minimum time commitment, paid vs.unpaid activities, and attachment to the institution. [2]. The purpose of this research is to create a framework categorizing how specific types of student involvement – such as engagement in the arts, athletics, or student government organizations – can impact competency development in undergraduate engineering students [4]. The perceived differences included but were not limited to ethnicity, race, religion, culture, physical ability, and social class [6].

Some of these co-curricular involvements included participation in campus-wide activities, departmental activities, student clubs, serving on committees, and designing activities for clubs or departments. [1].

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The challenge of "bridging the gaps between academic, administrative and support programs" (McInnis, 2003, p. 13) [7]. The cocurricular club program can be viewed as a training ground for participation in fundamentally similar organizations such as professionals (Hlebowitsh & Wraga, 1998). [5]. As Tinto (2009) has recently observed, "student success does not arise by chance. It is the result of an intentional, structured, and proactive set of strategies that are coherent and systematic in nature and carefully aligned to the same goal" (p. 10). [7]. Student leaders developed skills in the delegation of work responsibilities under the guidance of faculty mentors in the areas of marketing, community outreach, fundraising, sponsorship, public relations, creative services, operations, and registration [5]. Once we came in from the periphery to examine the potential of the curriculum as an organiser, it became clear that what was required was an articulation of the favourable pedagogical "conditions, opportunities and expectations" (Coates, 2005, p. 26) to enable equitable learning engagement to occur in the first year, via the mechanism of curricular and co-curricular integration [7]. In particular, student involvement theory links the amount of time and energy a student spends on the collegiate experience to persistence (Astin, 1984) [1]. Around a decade ago, commencing students' at QUT relied on an ad hoc collection of siloed and often covert experiences offered by dedicated but isolated academic and/or professional staff. Based on (i) the foundation of institutional support for and commitment to an FYEP, (ii) an integration of FYE policies and associated practices and (iii) the involvement of an ever-increasing number of dedicated academic and professional staff, this has evolved and matured into a situation where QUT now has an environment which provides the potential for commencing students to achieve engagement, timely access to support and the development of a strong sense of belonging. [7]. This is made possible by the bringing together of co-curricular and curricular strategies into an intentionally designed and broadly conceptualised curriculum; one which is implemented through the shared knowledge and skills of partnered academic and professional staff in an institutional environment that is committed to an optimal first year experience both at the policy and practice levels. [7].

Multi-campus studies have demonstrated that college-based, curricular service-learning contributes to academic, civic, and personal outcomes [6]. The mtre involved college students are in the academic and social aspects of campus life, the more they benefit in terms of learning and personal development (Huang & Chang, 2004). [1]. Fischer (2007) found that through interactions in the social and academic realms, students either reaffirm or reevaluate their initial goals and commitments. [1]. Engagement in activities that extend beyond the classroom. This is premised upon the belief that engagement yields a more robust and holistic academic experience, contributing to student satisfaction, retention, persistence, and experience [2].

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). [8]. Students who participated in one or more service-learning classes and community service experiences which were enhanced by opportunities for reflective dialogue were more likely to evidence personal and academic growth that lasted through the end of the senior year than were students who participated only in academic service-learning (p. 41– 42). [6].

Astin's (1977) study of college students found that those students who devote much more time and effort to academic pursuits tend to become isolated from their peers, therefore showing below average changes in personalities and behaviors [1]. Without this integration, students feel at odds with the institution and isolated [2]. 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). [8]. Unifrom movement units became imporrtant manpower voluntary that given big impact to the country [3]. Christopher (1998) reported that sports develop manners and sense of justice among school students and provide an opportunity of practice in playground 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. [8]. co-curricular involvement requires an extra time commitment, therefore first-generation students who want to finish college quickly or work while attending college may choose not to participate in these activities. [1]. Co-curricular activities can also involve additional costs, which can hinder first-generation students from participating, especially if finances are a cocern. [1].

However, Huang and Chang (2004) found a positive relationship between academic and co-curricular involvement. Therefore, when involvement in co-curricular activities increases, there is a corresponding increase in academic involvement [1]. Alexander Astin's (1984) research indicated there is a positive correlation between students' co-curricular involvement and their college success. [1]. When researching college experiences and outcomes, Pascarella et al. (2004) found that first-generation students who participated in extracurricular involvement experienced stronger positive effects on critical thinking, degree plans, sense of control over their own academic success, and preference for higher-order cognitive tasks [1]. Furco (2002) found significant differences between service and service-learning participants and nonparticipants on all measures of ethics, with far more positive ratings for those who participate in service or service-learning. [5].

Sport industry practitioners have noted that a student's field experience is the most important part of their academic training (Petersen & Pierce, 2009). Through this type of experience, theory and practice are fused by bestowing students with knowledge, critical thinking skills, and expertise before sending them out into the industry (Cuneen & Parks, 1997). [5]. A primary concern is the amount of time spent on out-of-class activities and the effect it has on academics. Some faculty members believe spending too much time on co-curricular activities means students do not spend the required time needed to study and complete homework [1]. Student's success is enhanced when they are wholly integrated into the institution, echoing Tinto's argument (1987) that the more integrated the student is with the fabric of the institution, the more likely they are to persist until degree completion [2].

Co-curricular activities have significant impact on personality development secondary school students. [8]. The results obtained by the study reveal that co-curricular activities play a significant role in personality development of secondary school students [8]. Co-curricular activities provide a chance to students for utilizing his potentials [8]. According Donahoo (2008), concept of student holictic development focused to perspective student oriented included the need of intelectual, physical dan spiritual.

In others words, by using the 4C concept frame which is 'culture, curriculum, cocurriculum, and community' to ensure student holistic development is steadfast holistic and student centered. [3].

Student skill development through cocurricular involvement Fisher, M. D. R. (2014). While many curricular programs can help engineering undergraduates to develop these skills and attributes, co-curricular activities also present a unique opportunity for students to develop these "professional" learning outcomes and other "soft" skills related to engineering education and practice, Fisher, D.R. (2013). Fisher, M. D. R. (2014). shown positive impacts for students in terms of both "hard" and "soft" skill development Fisher, M. D. R. (2014). benefits of involvement external to achieving ABET Outcomes, including leadership development and personal support, a component of involvement especially important for female students in male-dominated engineering fields, Dalrymple, O., & Evangelou, D. (2006). Fisher, M. D. R. (2014). Students report that they develop skills in leadership, communication, and project planning, as well as an increased resolve to pursue a degree in engineering,Coyle, E.J., Jamieson, L.H., & Oakes, W.C. (2005). Fisher, M. D. R. (2014). Students also benefited from operating within a realistic community sport setting; the activities and skills developed directly relate to what many students will face in their future internships or careers. For example, students worked in small functional groups led by a student who also served as a member of the sport administration club executive board. Judge et. Al. (2011). The co-curricular setting also provided the opportunity for freshman and other underclassman to become directly involved in the event operations for multiple years and allowed upperclassman the opportunity to assume leadership roles within the event. Judge et. Al. (2011). The students also benefited from the highly interactive roles with key leaders including the advising professors, the administrators within the university athletic department, and educational and civic leaders in the community Judge et. Al. (2011).

Teaching event management skills to future sport administrators is the professors' primary concern as the Chase Charlie Races event is designed to help the students to apply the managerial concepts they learn in a variety of sport administration courses. [5]. Although currently applied within a sport management setting, this methodology could have broad applications across many disciplines seeking to impact their communities in the areas of fitness and wellness, and to combat the growing trend of obesity [5]. In the face of the growing childhood obesity epidemic, parents and educators in the county were asking for more health awareness and resources in support of youth development efforts. Therefore, community events or programs, which provide opportunities for physical activity, can be very beneficial to maintaining an active lifestyle for children and adults (Pauline & Pauline, 2007). [5]. 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. [8].

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. [8]. Coaching, reflection, retreats, classes, participatory meetings, and informal dialogue are intended to help students make sense of their experiences, and ultimately to develop critical, systemic understandings of the world anchored in compassionate approaches to human need. [6]. In addition to research on the impacts of community service and international developmentoriented projects on engineering undergraduates, scholarship also exists on the impacts of other involvement types – such as entrepreneurship or leadership development programming – on undergraduate engineers [4]. The BSP's best practices and model of desired college student development in co-curricular programs (Hoy, 2006) align well with other models of developmental outcomes and best practices of higher education (Kuh, Kinzie, Schuh, & Whitt, 2005; Keeling, 2004; Pascarella, Wolniak, Cruce, & Blaich, 2004; Astin et al., 2000; Chickering & Gamson, 1987). [6]. To spark students' interest in self-exploration and self-awareness, universities and colleges across Canada are stating in a clear and vocal way, that the student experience should extend beyond the classroom, and that co-curricular experiences are important [2]. Through these activities, students in the Clark School of Engineering have developed over 150 companies in recent years, allowing them to gain valuable teamwork and management skills required of leaders in the entrepreneurial realm, Barbe, D.F., Magids, S.A., & Thornton, K.S. (2003). [4].

Students who lack sufficient interaction with others on campus or have negative experiences may decide to depart the university as a result of this reevaluation. [1]. Equipping students with hands-on experience is imperative to preparing students for success in the field. When hands-on experiences can add value for the faculty sponsors, the university, and community in addition to the students, then the impact of the program is magnified. [5]. As a voluntary co-curricular based experience, the level of motivation and ownership for the student organizers was very high, and likely much greater than if mandated via a course-based project; therefore, the level of engagement and positive learning outcomes were enhanced [5]. Students additionally benefitted from the project by leveraging this "real world" experience into a resume enhancement, as several students in the program said this experiential service-learning project was added as a prominent entry to their resumes. [5].

Therefore, it become challanging to who's loved cocurriculum to upholding cocurricular was not such a waste activities or wasting time. [3].

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