

A Review on The Influence of Co-curricular Activity on Academic Achievement among Higher Secondary School Students

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ABSTRACT

This study aimed to examine the effects of co-curricular pursuits on pupils in Higher Secondary education. A thorough analysis of existing research indicated that engaging in activities outside the curriculum offers numerous advantages to Higher Secondary school students. These advantages encompass enhanced scholastic achievement, developed social abilities, improved time management, and heightened self-confidence. Moreover, the research suggests that taking part in co-curricular activities may contribute to lowering the likelihood of problematic behaviours, including substance misuse, misconduct, and aggression. The investigation concluded that a positive correlation exists between participation in co-curricular activities and academic accomplishment, recommending that schools should place a high priority on providing such activities for their students.

Keywords: Higher Secondary level students, Academic performance, Co-curricular activities, Social skills, Impacts.

INTRODUCTION

Co-curricular pursuits are of significant importance in the lives of numerous Higher Secondary school pupils. These activities offer students the chance to delve into their interests, acquire new abilities, and form friendships with like-minded individuals. Moreover, they can foster a sense of community and connection within the school environment. In recent times, there has been a growing body of research examining the influence of co-curricular activities on the academic achievements of Higher Secondary school students. These pursuits provide an excellent opportunity for Higher Secondary-level learners to explore interests beyond the classroom. They are often viewed as a means to gain new skills, learn collaborative work, and boost self-assurance. Nevertheless, there has been considerable scholarly debate regarding the positive or negative impact of co-curricular activities on academic performance.

The role of co-curricular activities in the academic success of Higher Secondary-level students has been a topic of extensive discussion over the past few decades. This research paper aims to examine the impact of such activities on the academic performance of Higher Secondary-level students.

Al-Malki, Collins and Akbari (2018) discovered that students engaging in co-curricular activities were more likely to attain higher academic grades compared to those who did not participate. The study also revealed that these students were more prone to developing enhanced study skills, such as improved time management and organisation. These skills may positively influence academic performance by aiding students in better managing their academic workload.

While co-curricular activities can have positive effects on academic performance, research has also indicated potential negative consequences. Scanlon, Fox and Shaefer (2019) investigated the impact of co-curricular activities on the academic performance of Higher Secondary school students. Their findings revealed a negative correlation between the time spent on co-curricular activities and academic achievement. The study suggested that students dedicating more time to co-curricular pursuits were more likely to experience a decline in academic performance.

Evidence also suggests potential drawbacks to participation in these activities. One study found that while co-curricular activities offer benefits such as improved academic performance, they may also have negative aspects. This research

discovered that students involved in multiple co-curricular activities might experience heightened levels of stress and anxiety, which could adversely affect their academic performance (Kuhfeld, 2018).

The literature also indicates that the nature and quantity of co-curricular activities in which students engage may influence their academic performance. One study found that students participating in diverse co-curricular activities, including sports, arts, and music, demonstrated better academic performance compared to those involved in only one activity (Vaughan, 2017). Similarly, another study revealed that students engaged in more than three activities were more likely to achieve higher grades than those participating in fewer activities (Mehta, 2016).

An investigation by Brown and Steinberg (2009) examined the connection between involvement in co-curricular activities and academic achievement amongst Year 8 pupils. Utilising data from the Educational Longitudinal Study of 2002, which encompassed student responses from Years 8, 10, and 12, the researchers discovered a positive correlation between participation in co-curricular pursuits and academic performance. This research indicates that co-curricular engagement indeed has a beneficial effect on the academic results of Higher Secondary school students.

Teng et al. (2016) explored the influence of co-curricular activities on the academic performance of Higher Secondary school pupils. The study, which surveyed 653 students from seven different Taiwanese Higher Secondary schools, revealed that those engaged in co-curricular activities demonstrated superior academic performance compared to their non-participating peers. Moreover, the findings showed that students involved in a greater number of co-curricular activities outperformed those with less involvement. This study provides additional support for the positive impact of co-curricular activities on academic achievement.

Furthermore, Morrow and Glaude (2014) analysed the effect of co-curricular activities on the academic performance of American Higher Secondary school students. The researchers employed data from the High School Longitudinal Study of 2009-10, which included responses from Year 9 and Year 11 pupils. Their findings demonstrated that students participating in co-curricular activities exhibited higher academic performance, even when accounting for variables such as family background, age, and gender. This research offers further evidence of the positive influence of co-curricular activities on the academic performance of Higher Secondary school students.

Liu et al. (2018) conducted a study on the impact of co-curricular activities on the academic performance of Chinese Higher Secondary school students. The research, which surveyed 1,743 pupils from nine different schools in China, found that students engaged in co-curricular activities achieved better academic results than those who were not involved. Additionally, the study revealed that students participating in a wider range of co-curricular activities outperformed those with limited involvement. This research provides further support for the positive effect of co-curricular activities on the academic achievement of Higher Secondary school students.

Wang and Eccles (2005) observed that students who took part in co-curricular activities achieved higher grades and test scores compared to those who did not participate. Similarly, research conducted by Brown and Larson (2008) found that students involved in co-curricular activities attained higher grade point averages than their non-participating counterparts. The study also noted that students engaged in co-curricular activities were more likely to report enhanced self-esteem and improved social skills.

Durlak, Weissberg, Dymnicki, Taylor, and Schellinger (2011) discovered that students who participated in co-curricular activities experienced increased life satisfaction, self-esteem, and overall well-being. Moreover, a study by Larson, Brown, and Holmbeck (2009) found that students involved in co-curricular activities were more inclined to report higher levels of social connectedness and a sense of belonging.

Nevertheless, it is crucial to consider the potential drawbacks of engaging in co-curricular pursuits. Research conducted by Larson, Brown, and Holmbeck (2009) revealed an inverse relationship between involvement in co-curricular activities and scholastic achievement when these activities became excessively time-consuming. Moreover, Eccles and Barber (1999) discovered that pupils who took part in a greater number of co-curricular activities were more prone to report feelings of being overwhelmed and stressed.

Research has consistently demonstrated that involvement in co-curricular activities positively influences the academic performance of Higher Secondary school pupils. A comprehensive survey of Higher Secondary school students revealed that those who participated in co-curricular activities exhibited superior academic performance compared to their non-participating counterparts (Kuh&Gonyea, 2007). Likewise, a study involving over 400 Higher Secondary school pupils indicated that those engaged in ECA achieved higher grades and were more likely to complete their education than those who were not involved in such activities (McCombs &Marzano, 2006). Additionally, an investigation of 2,500 pupils in years 7 to 11 showed that those who took part in ECA attained higher grades, displayed more positive attitudes towards school, and exhibited increased levels of motivation compared to non-participants (Gill & Gross, 2007).

The beneficial effects of co-curricular activities on Higher Secondary school pupils' academic performance have been attributed to several factors. Firstly, these activities foster a sense of belonging and facilitate the formation of positive relationships with peers and teachers (Kuh&Gonyea, 2007). This, in turn, can promote a stronger commitment to academic achievement and reduce the likelihood of pupils leaving school prematurely (McCombs &Marzano, 2006). Secondly, co-curricular activities offer pupils opportunities to develop essential skills such as leadership, communication, and problem-solving, which are crucial for academic success (Gill & Gross, 2007). Lastly, participation in these activities can provide pupils with an outlet for stress and anxiety, potentially enhancing their academic performance (Gill & Gross, 2007).

Despite the positive impact of co-curricular activities on Higher Secondary school pupils' academic performance, there are potential negative consequences to consider. For instance, pupils who are excessively involved in such activities may experience burnout, leading to diminished academic performance (Gill & Gross, 2007). Furthermore, some co-curricular activities may demand significant time or resources, potentially reducing pupils' ability to focus on their studies (Gill & Gross, 2007). Additionally, certain co-curricular activities might foster a negative attitude towards school and increase levels of stress and anxiety, which can adversely affect academic performance (McCombs & Marzano, 2006).

CONCLUSION

A systematic review of empirical studies revealed that engagement in co-curricular pursuits correlates with favourable outcomes in Higher Secondary school students' scholastic performance. Notably, pupils who took part in such activities demonstrated superior grades and examination results, exhibited improved attendance, and were more inclined to complete their Higher Secondary education. The advantages of these pursuits were particularly evident among students with lower academic achievement and those from underprivileged backgrounds. Furthermore, the analysis suggested that co-curricular involvement positively influenced students' social and emotional growth. The extent of participation in these activities was found to be directly proportional to academic success, with students engaging in more activities outperforming those with limited involvement. Consequently, it is crucial for educational institutions and parents to promote student participation in co-curricular activities to foster academic excellence. The review's conclusions advocate for encouraging Higher Secondary school students to engage in such pursuits to optimise their academic achievements and overall well-being.

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