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A Survey of Secondary School Students in Lahore, Pakistan on the Relationship Between Co-Curricular Activities and Personality Development

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Abstract

In today's modern era, students must excel in academics and beyond. To nurture their personalities for the challenges of the current world, it's crucial for students to participate in co-curricular activities for holistic development for it, a study was conducted to get deep knowledge about co-curricular activities and personality development. Descriptive correlational research was conducted; a multi-stage random sampling technique; a quantitative survey encompassing 300 female and 300 male students was selected. Incorporated two closed-ended questionnaires. Mann Whitney U test was utilized to analyze the difference between students' participation in co-curricular activities and personality development on the basis of gender. Eta test was used to explore the possible correlation between co-curricular activities and personality development. It revealed a positive significant relation between co-curricular activities and personality development of secondary school students. Results provided implications for educational administrators, teachers, students, parents, and government for implementing co-curricular activities in the schools.

Keywords: *Personality Development, Co-Curricular Activities, Secondary Schools' Students.*

1. Introduction and Literature Review

Co-curricular activities have permitted the students to build many competencies such as social interface skill, community speaking skills, performance skills, and coordinating skills. These activities would also accelerate brainpower development, knowledge attainment, mental fitness, physical fitness, and personality development of students which leads to the overall dynamic development of students (Siddiky, 2019). Co-curricular activities play a crucial role in the educational institutions, contributing to the cultivation of students' personality development, moral values, ethical understanding, and integrity, thereby strengthen the instruction well-educated in the classroom settings (Singh, 2017). As per the analysis of Vos et al. (2018) study, co-curricular activities embrace programs and educational

experience on the far side the traditional classroom settings, serving as valuable complements to that those inside the classroom**.** According to the study of Allen et al. (2015), students who abstained from participating in several co-curricular activities experiences an impact on their whole personality development stages. Engaging students actively in different co-curricular activities, and pursuits both mentally and physically aspects of personality that were determined to stimulate complimentary modification in students, at the same time contributing to the qualifying of the steadiness of their personalities.

As per the findings of Rafiullah et al. (2017), students who are engaged in different co-curricular activities expedited the modification of cooperation, affection regulation in students, and social connections, distinguishing them from those who were not participating in activities. Kamarasan (2017) characterized personality development as the physical process of a structured design of cognition and behaviors that execute an individual distinctive. This cognitive process unfolds through ongoing actions between adjustment and a set of transmitted attributes that shape a person's global and academic experiences. Small schools in Pakistan inside the community, especially those inadequate vacation spots have largely overlooked the implication of co-curricular activities. Students studying in government-owned schools in Punjab reinforce significant theoretical tasks, with an accent on demanding learning schedules targeted at better exam operation. This demanding routing has the prospective to result to students' personal prosperity, possibly regulate their whole demonstration in examinations (Rathore et al. 2018).

It was found in the study of Khan and Iqbal (2014), that co-curricular activities boost desire, group atmosphere, and supportive thought process, and moreover, they enhance aptitude and ability in return contributing to personality development of students. In addition, co-curricular activities interpolate the procession of various features of individual personality and psychological functions, also encompassing social, moral, emotional, rational, and aesthetic modification.

Siddiky's investigate in 2019 that by taking participation in co-curricular activities raises students' personality development, nurtures attributes such as temperament, motivation, self-confidence, sociability, and competition. Likewise, Laborde et al. (2015) highlighted that students' engagement in different co-curricular activities shows a crucial function in heightening their personality building. Likewise, Karunakar (2020) study demonstrated that involvement in co-curricular activities modifies students to educate necessary ethical beliefs connected to various religions, cultures, and events of both national and worldwide significance, in addition to implant subject areas and school life motive.

Worldwide, extensive research and inquiry by research scholars have interpreted the significance of co-curricular activities that have been recognized for their beneficial outcome on students' academic performance, personality and the polish of various skills (Ahmed et al., 2015; Annu & Sunita, 2015; Brandfon, 2018; Daniyal et al., 2012; Dhanmeher, 2014; Ismail et al, 2016; Ivaniushina & Zapletina, 2015; Ivanova et al, 2017; Kumar & Selvaraju, 2014; Mehmood et al, 2012; Nghia, 2017; Siddiky, 2019; Singh, 2017; Yahya et al., 2019).

The emergence of the Big Five Personality Theory in the early 1990s was acclaim as a expected remedy for the absence of distributed framework. This conception is characterized as an extensive model for assessing an individual's personality (Costa and McCrae, 2008; Goldberg, 1992; John et al., 2008). The concept was expanded beyond an inclusive component known as "OCEAN" namely Openness, Conscientiousness, Extra-version, Agreeableness, and Neuroticism. The OCEAN model incorporates

attributes that may be adjacent to modify students' personality attributes, potentially shaping their aspirations for experience and self concept (Yahya et al., 2019). In summarizing the of Kumar and Selvaraju (2014) research, it says that certain activity like cultural activities, service groups, sports and games, arts and craft, cultural activities, educational tour, and, student's association were significantly enhances the individuals' personality mental alertness, self-confidence, verbal mannerism, appearance, gesticulation, leadership skills, and stability of thought in a constructive mode.

In the studies conducted by Dhanmeher (2014) and Mehmood et al. (2012), it was discovered that co-curricular activities exhibit a more robust and statistical correlation with the refinement of particular personality attributes relating to integrity, adaptability, sympathetic attitude, sociability, self-confidence, social obligation, and a sense of responsibility surrounded by students in both secondary schools and colleges as well. Between different beliefs of higher secondary school students' personality attributes and co-curricular activities, Kumar and Arockiasamy (2012) studied the correlation and found a remarkable correlation between the two variables. From the study of Yahya et al. (2019), it was come to the conclusion students should enhance their personalities through their involvement in co-curricular activities. Thus, this can be determined that a correlation exists between students' engagement in co-curricular activities and the development of their personalities.

If we talk about the Pakistan context, limited research has been conducted to investigate the correlation between students' participation in co-curricular activities and their personality development at the higher secondary school level. It was observed in the study of Ismail et al. (2016) that co-curricular activities have a favorable influence on the development of different attributes of students' personalities across various universities in Pakistan. Moreover, individuals who are engaged in different co-curricular activities demonstrated the ability to instigate cooperation, social links, and affective conception (Rafiullah et al., 2017). Although engaging in co-curricular activities could potentially contribute positively to the development of students' physical, moral, personal, and social skills. Insufficient research has been conducted on the impact of these activities correlate with student personality development in secondary level schools and what needs to be done to systematize these activities appropriately. Hence, the study is of great importance to Pakistan and other similar countries.

2. Objectives of the Study

The study aimed to attain four specific objectives:

1. Investigate the extent of students' participation in co-curricular activities at the secondary school level.
2. Find out the degree of personality development among secondary school students.
3. Examine the correlation between co-curricular activities and personality development in secondary schools.
4. Analyze differences in students' participation in co-curricular activities and their personality development at the secondary school level, considering demographic variables such as gender.

For each objective, a set of corresponding research questions was formulated.

3. Theoretical Framework and Conceptual Framework of the Study

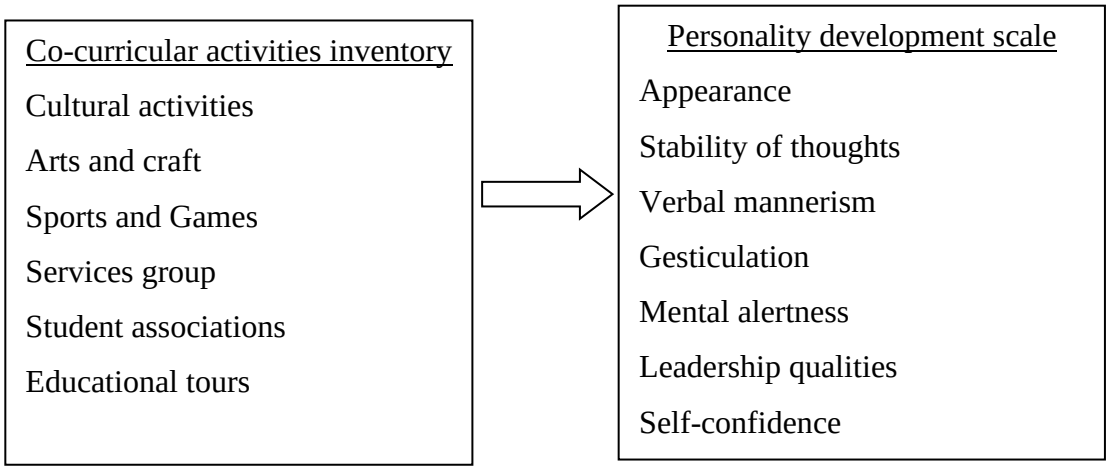
The Big Five personality traits represent an extensive framework comprising five basic attributes engaged to distinguish individual personalities. This model serves as a comprehensive and expeditious

classification of personality (Costa &McCrae, 2008; Goldberg, 1992). The Big Five dimensions and their connected attributes are elaborately connected to facets of personality that have the potency to result in the behaviors and outcomes of emerging generations influencing the overall situation of life (Yahya et all., 2019).

In addition to the theoretical orientations of the study, the conceptual model of the research considered six factors of co-curricular activities: sports and games (cricket, football, tennis, basketball, hockey, etc.), service groups (cleanliness week, green day, recycling program, Red Cross blood donations, etc.), cultural activities (parades, fancy dress show, debates, exhibition, dramatics, etc.), arts and craft (painting, drawing, cutting, sewing, card board craft, craft with sticks, decorations, etc.), students association (science society, scouts club, awareness rallies, social welfare society, etc.), and educational tour (museum/ zoo, hill stations, historical places, etc.) —as independent variables to predict the dependent variable personality development with regard to gesticulation, appearance, stability of thoughts, verbal mannerism, leadership skills, self-confidence, and mental alertness.

Figure 1

Conceptual Framework of the Study



4. Method

4.1.Research Design

In order to examine the relation between co-curricular activities and the personality development of students at secondary school level in Lahore, a quantitative method and cross-sectional survey were chosen.

4.2.Participants and Sample

Survey participants were selected from the target population of Lahore District. There were total 333 Public secondary schools (353,382 students) of Lahore District. As a sample, 15 female secondary schools and 15 male secondary schools were randomly selected from total 120 Public secondary schools (19,457 students) of Lahore City (Tehsil). Twenty students from each public secondary school were chosen randomly for participation in this study for a total of 600 evenly matched by gender participants.

4.3.Sampling- Frame

The sampling frame is presented in below figure.

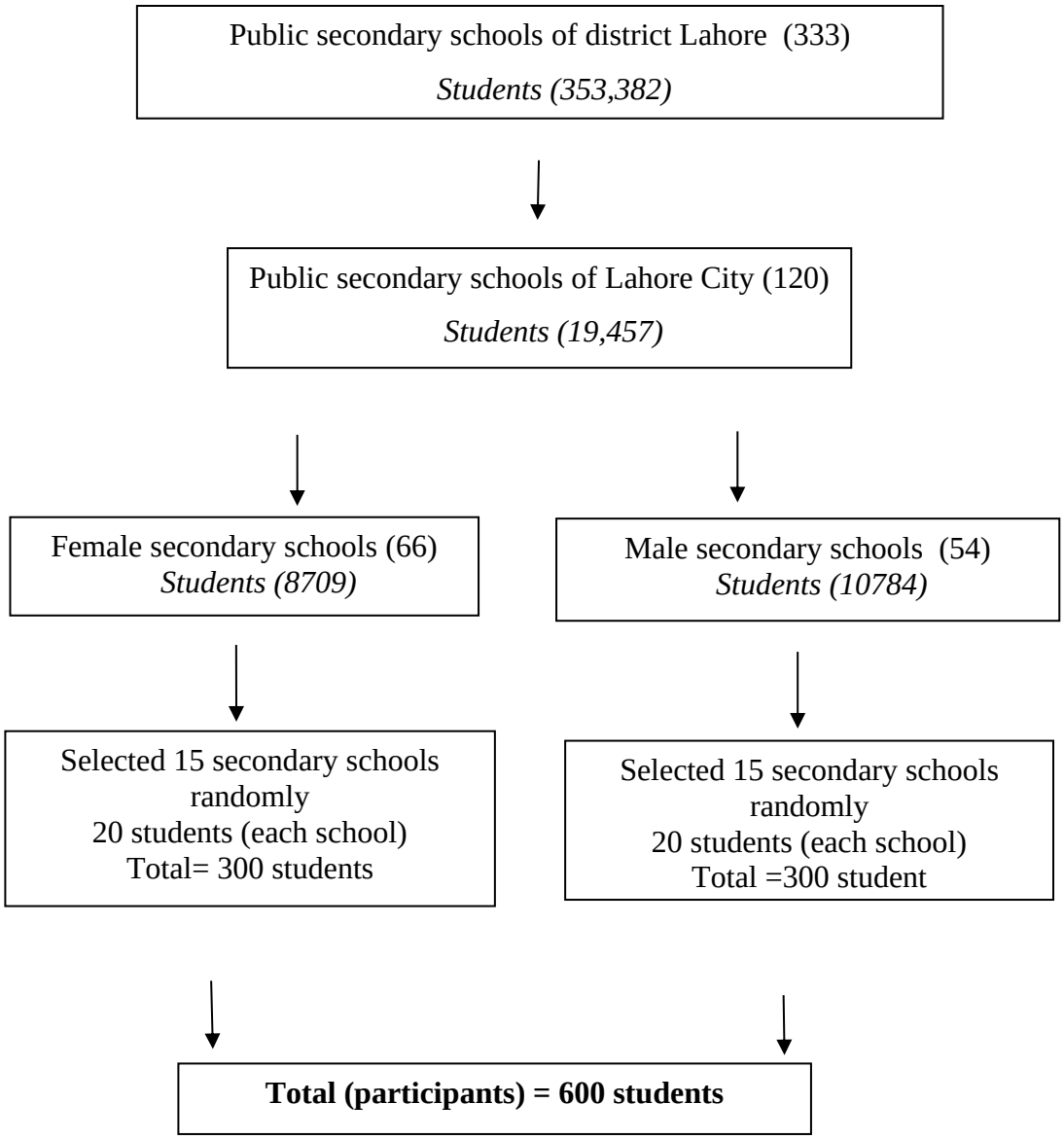


Fig. Sampling

Source- Official Website of School Education Department, https://schools.punjab.gov.pk/

4.4.Sampling Technique

The sample was chosen using a multi-stage random sampling technique. In the initial stage, 15 male and 15 female public secondary schools, encompassing 9th and 10th grades, were randomly selected through lottery method to ensure and unbiased sample size. Total 300 male and 300 female students

were randomly selected. At the second stage, 20 students from each school from 9th and 10th grades were randomly selected through the lottery method. In lottery method, researcher assigned a random sequential number to each participant in the population which acted as an identity number of students and then selected sample by running a random number generator.

4.5.Instrumentation

5. **Data collection from the respondents involved the adaptation of two closed- ended questionnaires:**

1. Co-Curricular Activities Inventory

The extent of students' participation in different co-curricular activities utilized the Co-curricular Activities Inventory, developed by Kumar (2014), who reported a reliability coefficient of .82. Although different co-curricular activities prevalent in schools, by selection the researcher centered on six activities, establishing them as dimensions for this study. These dimensions include: arts and crafts, sports and games, educational tours, cultural activities, student's association, and service groups.

2. Personality Development Scale

Secondly, to evaluate the degree of students' personality, a five-point Likert type scale developed by Kumar (2014) was employed, with a reported reliability coefficient of .79. the tool, customized by the researcher, centered on seven dimensions of personality development: gesticulation, mental alertness, appearance, verbal mannerism, self-confidence, stability of thoughts, and leadership qualities.

Additionally, both instruments were translated into Urdu for the convenience of the secondary school students.

5.1.Pilot Testing the Instruments

Two instruments underwent a pilot testing a sample of 60 participants not enclosed in the main study. Based on the proper analysis of inter-item correlation, a few items were rephrased. Internal consistency of the items was estimated using reliability measure such as Cronbach's alpha an Split Half.

For Co-curricular Activities Inventory tool, a Split Half reliability coefficient was calculated to be .62 for the first part and .70 for the second part.Similarly, the Spearman- Brown Coefficient was computed to be.75. The Personality Development Scale tool possessed a reliability of .80. Both instruments were considered valid, effectively aligning with the purpose and objectives of the study,

5.2.Scoring Procedure

The study employed two closed- ended questionnaires, both presenting statements. The Co-curricular activities Inventory instrument used a dichotomous scale,assigning weights of 2 for "Yes" and 1 for "No". Meanwhile, the Personality Development Scale employed a Likert- type five responses option, with weights assigned as follows: *Strongly Agree* (5), *Agree* (4), *Neutral* (3), *Disagree* (2), and *Strongly Disagree (*1). To rationalize expected response set biases like acquiescence bias, negative items on both scales were reversed in the data file. Generally, in the Co-curricular Activities Inventory: item 05 and 29 were notes as reversed, and in Personality Development Scale: item 03, 18, and 30 were reversed in the recording.

5.3.Collection of Data

Investigator personally gathers data from the students in public secondary schools through questionnaires administered by the researcher at the school after appropriate permissions were obtained. Researcher was available to answer questions and offer explanation as needed. All ethical considerations were met throughout data collection. The period of data collection was more than one month.

5.4.Reliability of Research Instrument

To calculate the dependability of measurement instrument, one can utilize both Cronbach's Alpha and Split-Half on actual data set. The Split-Half reliability of the co-curricular activities inventory was .65 and Cronbach alpha reliability of the personality development scale was .77.

5.5.Data Analysis and Interpretation

Both descriptive and inferential statistical analysis were put in to analyze the data. Measures such as mean and standard deviation were computed and Eta test was used to calculate the strength of association (correlation) between a Nominal dependent variable and an Interval scaled independent variable. Mann Whitney U was utilized to investigate the disparity in secondary school students' participation in co-curricular activities and its correlation with their personality development, generally in relation to the demographic variable of gender.

6. Results

The total participants were evenly distributed across male and female gender (female N = 300, 50%; male N = 300, 50%).

Research Question No. 1

What is the extent of students' participation in co-curricular activities at the secondary school level.

Table 1

Feedback of Students regarding their participation in Co-curricular Activities

Item	Yes		No	
	F	%	F	5
1. I wish to participate in individual sports event.	466	77.7	134	22.3
2. I have taken part in team activities such as football, tennis, basketball, cricket etc.	347	57.8	253	42.2
3. I have participated in a race.	316	52.7	284	47.3
4. I have interest in taking participation in sports entirely due to the insistence and encouragement of my teachers and friends.	255	42.5	345	57.5

5. I don't participate in any sports because of my health.	128	21.3	472	78.7
6. I have served first aid.	314	52.3	286	47.7
7. I was a member of the Red Cross.	109	18.2	491	81.8
8. I have participated in the scouts/ guides team.	169	28.2	431	71.8
9. I have taken part in neatness/cleanness week.	377	62.8	223	37.2
10. I have participated in events organized for blood donation.	53	8.8	547	91.2
11. I have participated in initiatives focused on tree plantation.	292	48.7	308	51.3
12. I have participated in a fancy-dress show.	195	32.5	405	67.5
13. I have performed momentous character in various stage production like dramas and skits etc.	180	30.0	420	70.0
14. I have encouraged by my school teachers and parents to involve in different competitions.	516	86.0	84	14.0
15. I have been engage in coordinating several school exhibitions.	303	50.5	297	49.5
16. I can draw pictures well.	389	64.8	211	35.2
17. I posses the ability to create decorative and artistic materials.	213	35.5	387	64.5
18. I can modify different practical items using recycled materials.	241	40.2	359	59.8
19. I have taken part in the formulation of various classroom models or charts.	416	69.3	184	30.7
20. I have received training in crafting soap and creating various baskets for use in my home.	159	26.5	441	73.5
21. I have adorned the classroom using variety of color papers.	385	64.2	215	35.8
22. I regularly attend morning assembly.	498	83.0	102	17.0
23. I am a member of a student association.	419	69.8	181	30.2
24. I have served as a classroom monitor.	371	61.8	229	38.2
25. I have led the students in awareness rallies.	305	50.8	295	49.2
26. I like to go on educational tour.	547	91.2	53	8.8
27. I have visited important historical places during educational tours.	339	56.5	261	43.5
28. I have explored several museums and zoo, gaining valued collection in the process.	547	91.2	53	8.8
29. I don't like to go to hill stations on a tour.	437	72.8	163	27.2
30. Although I am eager to embark on an educational tour, I refrain from doing so due to my financial situation.	269	44.8	331	55.2

Table 1 describes the result of responses of students about participation in co-curricular activities. Data was collected on 30 different statements with a dichotomous scale.

Table 2

Percentage of Students' Responses (Dimension Wise) About Level of their involvement in Co-curricular Activities (N = 600)

Dimension	%
Sports and Games	50.4
Service Groups	42.0
Cultural Activities	39.8
Arts and Craft	60.1
Students Association	53.1
Educational Tour	71.3

Table 2 represents the activities asked in the questionnaire are merged in certain factors. This table reflects the percentage of students engagement in different co-curricular activities. The highest participation rate is determined in educational tours, with 71.3%, while the lowest level is noted in cultural activities, standing at 39.8%.

Research Question No. 2

What is the degree of personality development among secondary school students.

Table 3

Students' Feedback regarding their Personality development

Item		*M*	Median	*SD*
1.	People appreciate awareness of my style	4.25	4	0.86
2.	I consistently pay close attention to my choice of clothing.	4.50	5	0.81
3.	According to my friends, I seem attractive during my stage performances.	3.33	3	1.20
4.	I do not comprehend the clothing of athletes, corresponding to jerseys, skirts, and tops as inappropriate.	2.24	2	1.25
5.	My speaking skills stand out in meetings or gatherings,	3.51	4	1.25
6.	I have an authoritative voice that influences and directs others.	3.65	4	1.12

7.	My speaking skills make it easy to make friends.	4.15	4	0.97
8.	Prior to lead off any project, I habitually analyzes its advantages and disadvantages.	4.28	5	1.02
9.	When calling someone, I point out with my finger.	2.78	3	1.38
10.	I convey my emotions through facial expressions.	3.65	4	1.22
11.	I can easily communicate messages through my gestures.	3.53	4	1.25
12.	According to my friends, I possesses a strong memory.	4.15	4	0.97
13.	I articulate only what I mean to convey.	4.41	5	0.92
14.	I employ my plans fittingly and at the seasonable moment.	4.20	4	0.90
15.	I make a cordial effort to execute my allegiance to others.	4.56	5	0.65
16.	I am determined and steady in my selection.	4.28	5	0.95
17.	I consistently advocate for righteous deeds.	4.50	5	0.81
18.	I endure without taking a break until I finish my task,	1.96	2	1.01
19.	I strive to provide my intense effort to emerge victorious in the competitions where I take on the role of a leader.	4.30	5	0.96
20.	I conform my thoughts in accordance with the evolving demands of time.	3.94	4	1.07
21.	My peers are well conscious that I am involved to completing the work.	4.27	4	0.91
22.	I am possesses proficiency in formulating winning strategies.	3.89	4	1.06
23.	I have confidence in my abilities to achieve anything.	4.42	5	0.83
24.	I consistently follow up to the rules of every competition.	4.04	4	1.03
25.	I value feedback on my performance.	4.17	4	0.94
26.	I honor the perspectives of my whole team and pursue collaborative actions with them.	4.33	5	0.91
27.	I believe that involvement in competition holds more importance than the outcome of losing or winning.	4.35	5	1.03
28.	I am aware of both my weaknesses and strengths.	4.43	5	0.86

29. I dominate mental strength.	4.26	5	0.98
30. I consistently hold my good behavior, unaffected by extraneous consequences.	1.68	1	1.01

Table 3 describes the result responses of students about their personality development on 30 statements. Overall, the cut off score for all positive items was taken at mean score above 3.0. All positive items showed mean score above 3.0 which means that significant level of personality development of students existed.

Table 4

Average and variability (expressed through standard deviation) of students' personality development dimension (N = 600)

Dimension	*M*	Median	*SD*
Appearance	3.58	2.75	0.51
Verbal Mannerism	3.77	3.66	0.76
Gesticulation	3.31	3.33	0.88
Mental Alertness	4.26	2.25	0.65
Stability of Thoughts	3.92	4	0.44
Leadership Qualities	4.10	4.2	0.65
Self Confidence	3.83	4	0.45

Table 4 presents the statements related to personality development are merged into the factors of personality development construct. The mean score of all factors was above 3.0 which mean that there existed a positive personality development of students. The mental alertness factor (M = 4.26, SD = 0.65) was reported the most by the respondents and that was followed by leadership qualities (M= 4.10, SD= 0.65) while gesticulation (M = 3.31, SD = 0.88) was reported the least.

6.1.Inferential Statistics

To calculate the strength of association (correlation), the Eta statistic for the strength of association between different co-curricular activities and personality development was used.

Research Question No. 3

Is there any relation between students' participation in co-curricular activities and their personality development in secondary school?

Table 5

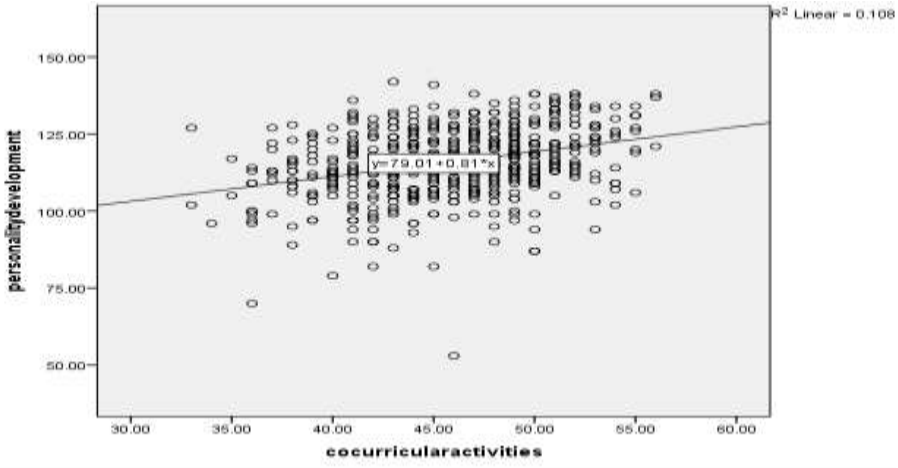
Directional Measure for Co-curricular Activities and Personality Development

			Value	*p*
Nominal by Interval	Eta	Co-curricular activities	.547	.000
		Personality Development	.402	

Table 5 defines the Eta correlation using SPSS. There is a statistically significant and moderate association (r = .402, *p* = .000) between co-curricular activities and personality development.

Figure 2

Scatter Plot of the Association



Research Question No. 4

Is there any difference in students' participation in co-curricular activities and their personality development at the secondary school level, considering demographic variables such as gender?

Table 6

Mann Whitney U Test Results Regarding the Co-curricular Activities and students' personality development Variables Based along Gender of Respondents

Two Variables	Gender	*N*	*Mean Rank*	*Sum of Ranks*	*U*	*p*
Co-Curricular Activities	Male	300	268.74	80620.50		
	Female	300	332.27	99679.50	-4.498	.000
Personality Development	Male	300	266.13	79840.00		
	Female	300	334.87	100460	-4.858	.000

Table 6 illustrates the results after applying Mann-Whitney U test was conducted to examine the

relation between different co-curricular activities and personality development variables based on gender. The result showed a significant difference between perspectives of male and female respondents regarding co-curricular activities. Generally, it was revealed that female students possessed higher participation levels in co-curricular activities compared to their male counterparts. Additionally, a significant disparity was known in the perspective of male and female respondents concerning personality development. It was found that female students of secondary school level showed significantly higher mean rank scores than male respondents.

Table 7

Mann Whitney U Test Results for Personality Development Indicators Based on Gender of Respondents

Indicators	Gender	*N*	*Mean Rank*	*Sum of Ranks*	*U*	*p*
Appearance	Male	300	266.72	80015.00	-4.830	.000
	Female	300	334.28	100285.0		
Verbal Mannerism	Male	300	271.24	81372.00	-4.170	.000
	Female	300	329.76	98928.00		
Gesticulation	Male	300	291.87	87559.50	-1.229	.219
	Female	300	309.14	92740.50		
Mental Alertness	Male	300	277.83	83350.00	-3.237	.001
	Female	300	323.17	96950.00		
Stability of Thoughts	Male	300	280.91	84273.50	-2.793	.005
	Female	300	320.09	96026.50		
Leadership Qualities	Male	300	285.14	85542.50	-2.181	.029
	Female	300	315.86	94757.50		
Self Confidence	Male	300	267.28	80184.50	-4.769	.000
	Female	300	333.72	100115.50		

In Table 7, applying the Mann Whitney U test on the dimensions of personality traits with respect to gender, showed a positive significant difference in the factors of verbal mannerism, appearance, self-confidence, stability of thoughts, leadership qualities, and mental alertness. In all these factors, female mean rank score was significantly higher than the mean rank score of male respondents. No statistically significant difference was found in factor Gesticulation.

7. Discussion

This research aimed to investigate the potential correlation between co-curricular activities and public secondary school students' personality development in Lahore. The findings indicate that co-curricular activities play a significant role in students personality development. Descriptive results from the study proposed that a majority of public secondary school students participate in different co-curricular activities actively, correlating with reinforced attributes in their personality development. The objectives of this study were met through the research questions.

Through statistical analysis and research findings, it has been revealed that co-curricular activities play an important role in raising a well-balanced personality (Iqbal et al., 2019; Mehmood et al., 2012; Yahya et al., 2019). Particularly, sports and games contribute to the development of conduct and a sense of judicature among school students, offering them possibilities for both physical activities on the grounds and social fundamental interaction. Attractive participation in different co-curricular activities motivate students to tap into their full potential. Educational institutions acknowledge the implication of these activities and passively manage and pull off them. Students avail the opportunities of enjoying and participating in different co-curricular activities in society also (Mehmood et al., 2012). Research showed that the students involvement in co-curricular activities has a potential to enhance students' social development by assisting their proficiency in public speaking skills, shaping competencies, presentations skills as well as assisting their personality development. Study asserted that participation in different co-curricular activities could modify students' personality development by inculcation of different qualities such as confidence, focus, social interaction (Siddiky, 2019).

The findings of the study revealed that the extent of students' participation in co-curricular activities among public secondary schools is moderate. The majority of the secondary school students are interested in taking participation to different educational tours. An educational tour is an activity which needs financial support from the students or from the administration or from both. This finding is verified by the result of findings of the studies by several researches (Ismail et al., 2016; Kumar & Selvaraju, 2014). In yet another study, Mansour et al. (2016) established a connection between the involvement of teenage grownups in various forms of creative and performing arts, drama, film, visual arts, dance performances and self-perspective.

Results showed that the extent of students personality development of students of public secondary is moderate. Female respondents displayed higher mean rank rating as compare to male secondary school students in appearance and self confidence. Mental alertness refer to the performance of the system majority of the secondary school students scored higher as compared to others in self-confidence, appearance, mental alertness, and then in leadership qualities. Students naturally have the tendency to lead other, and better in solving problems and comprehending the events and learning. This finding is endorsed by the results given by numerous investigators (Allen et al., 2015; Kumar & Selvaraju, 2014; Rafiullah et al., 2017; Singh, 2017). It has been found so far that the co-curricular activities have deep involvement with the students' behavioral or personality development (Siddiky, 2019).

Additionally, the correlation between co-curricular activities and students personality traits indicates a statistically significant and moderate relation and this finding is corroborated by the results of the studies of many researchers (Cariaga & Molina, 2016; Garg & Sam, 2020; Ghani et al., 2020; Ismail et al., 2016; Ivanova et al., 2017; Kumar, 2014; Laborde et al., 2015; Nghia, 2017; Siddiky, 2020; Yahya et al., 2019).

Result revealed that the female students endorse higher scores in the dimension of appearance. In Pakistani context, the females are religiously and culturally encouraged to consciously care about their appearance. This could be a element contributing to strengthen development of the appearance of female respondents in public secondary schools that is reinforced by the findings of the study (Kamarasan, 2017).

Engaging in different co-curricular activities permit students to develop diverse skills,with a particular intensity building (Siddiky, 2019), which they can later on employ to their learning and social

interactions. Activities such as dramatic art, athletic competition, and student organizations bestow valuable instruction in self- discipline through training, grooming, and support (Yahya et al., 2019).

A fundamental number of co-curricular activities remain underutilized due to constricted consciousness and narrow orientation. In certain societies, there is a perception that engaging in these activities is a waste of time, and some parents explicitly concerned about their children's outcomes as there was an average belief that schools were considered prosperous when a higher number of students achieved superior academic results, in contrast to schools that placed greater stress on co-curricular activities implementation.

8. Conclusions and Recommendations

Seminars, workshops, and various initiatives for awareness of recreational activities should be organized to create consciousness for learners, instructors, and parents in schools as well as to encourage the significance and rewards of involvement in different co-curricular activities. Administration and management teams of the public secondary school administration should secure sufficient financial resources for all departments and institutes to alleviate the proper establishment of such non-academic activities for both male and female students. This will promote behavior, mental health, and support diverse learners The government should take the initiate to explicate and employ suitable plan of action for the comprehensive modification of co-curricular activities program. Every school ought to establish cricket, basketball, tennis, and football clubs to foster broader enthusiasm and engagement in different games and sports activities among secondary school students.

Teacher educators should identify the students who are lacking in verbal mannerism, leadership qualities, gesticulation, appearance, stability of thought, and self-confidence to encourage them to participate in various co-curricular activities. This may assist the learners to improve the lacking of personalty dimensions. As educational tour needs adequate funding, proper financial support from the aided administration and parents are necessary to improve the participation in educational tours activities. Environment and evolution is intimately intertwined, therefore, it is pivotal to abolish various environment clubs or quality clubs to insure consciousness and promote constructive attitudes towards the conservation of nature among students. To develop innovative ideas and to promote presentation skills, improve mental alertness in students and enhance leadership qualities in them. Prize competitions, exhibitions, and science clubs should be established in public secondary school students.

Future researchers could compare academic records of students with co-curricular participation for secondary school. To investigate independent learning projects that develop critical thinking skills and nurture important personal values and attributes such as social connection, mental flexibility, sympathy and respect for others would also be fascinating.

Relying solely on cross-sectional students is insufficient; longitudinal research is also essential for the student's participation in co-curricular activities with long-term adult success will explore the real picture. Schools could examine a longitudinal procedure of observing engagement of students in different co-curricular activities to regulate how it obstructed the participant prospect vocations and openings for advance studentships and learning. By tracking students post- high school to ascertain their employment outcomes realization and had used their leadership skills developed through co-curricular activities, investigators might observe that these achievements created social- networking opportunities for certified employment.

In future research, it would be worthwhile to explore diversity issues related to involvement in different co-curricular activities. There would be a proper system that will make sure that every student avails balanced possibilities to participate in co-curricular activities. Extensive research is needed to determine a constructive plan of action for a win-win approach in motivating students of public secondary schools in Lahore. As school supervisors progressively proponents for all students, it is crucial to ensure that every student of school has an equivalent approach and opportunities for leadership and team spirit. A study may be conducted to investigate different issues and problems faced by teachers in organizing different non-academic activities in secondary schools. The introduction of a possible grading system for implementation and involvement of students in different co-curricular activities by secondary schools and colleges may also be studied.

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