

ROLE OF CO-CURRICULAR ACTIVITIES CREATING QUALITIES OF LEADERSHIP AMONG SECONDARY SCHOOLS STUDENTS IN EX FATA

Muhammad Ashfaq, Adeel Ahmed Khan and Nisar Ahmed Khaskheli

ABSTRACT

The study was designed to evaluate the role of co-curricular activities (CCA) creating qualities of leadership among secondary schools students in F.R Kohat (Sub Division Dara) ex Federally Administrative Tribal Areas (FATA). The function of this study was to discover the leadership ability in students consider they learned through sports and co-curricular activities and to validate how those skill are used in the institute to resolve whether those skills enhance the leadership experience of students. The results of this study provide information which can assist learner dealings partakers who are looking for conduct to help learner make the correlation linking the co-curricular and curricular leadership experience.

A sample size of 200 subjects was chosen from 10 high schools in the Frontier Region Kohat on the root of opportunity sampling method. A questionnaire of five points Likert Scale after in quest of due authorization from Principals and Head Masters was used to reach to the in detail of the observable fact. Numerical techniques Mean, Percentage and Standard Deviation were run to examine the composed data. The investigator analyzes the connection between co-curricular involvement and its positive role creating qualities of leadership among secondary school students.

Research also reveals that CCA create self confidence among students and makes students more popular. Culmination from this study endow with confirmation of the worth of co-curricular leadership training and its contact on curricular experience.

Finally it was concluded that many students who were engaged in sports and co-curricular activities also reported being engaged in leadership positions within their team, club, or organization serving in lead roles such as, captain of a sport team. It was also came in knowledge that those students who participated in these activities are bold and they are ready to face any type of challenge in future.

It is further added that current prime minister of Pakistan Imran Khan was a sportsman and also leded Pakistan's cricket team and won world cricket cup in 1992.

Key Words: Co-curricular activities, Leadership.

Introduction

The major motive of sports and co-curricular activities (CCA)

is to set up students for future to handle many assignment and to develop a shrewdness of collabo-

ration supervision, timekeeping, self-assurance, cutthroat courage, team spirit and also to guarantee a encouraging atmosphere for the development of their creative talents.

According to the Merriam-Webster's Collegiate Dictionary (1993) co-curricular means all knowledge and understanding that takes place out of the classroom and outside the extended academic participation of the student. Kouzes and Posner "define leadership as the act of organize others to crave to great exertion for public need".

CCA includes Qirat, Naat, Art, Music, Drama, Quiz, Speech, NCC, Scout association, annual functions and sports competitions etc. which help in developing qualities of leadership among students.

Literature Review

Dworkin et al. (2003) indicate co curricular experiences lead to youngsters who are more exciting sensitively and cognitively and will be more concerned in bring about private change. In another study meant to observe how adolescence learned

life talents due to their chipping in on a institute soccer team the researchers pragmatic little direct teaching of the life talents identified which were proposal respect and teamwork / leadership. Tink, Mandigo, and Fox (2008) reported players habitually were creators of their personal experiences that maintain the increase of these talent.

Buttressed by Jensen (2006), it is "very noticeable that the man mind is highly experience-reliant. That indicates that the life you go ahead manipulates your brain on some occasion for the better. In light of Jensen's research and findings, one could arrange positive experiences gained from involvement in extracurricular and co-curricular activities would alter the brain positively, thus molding an individual and their leadership capabilities and overall leadership potential. He also assert: Every kid s common sense is highly spongy, highly tricky building with greater than loads relations (known as synapses) previously in place at birth. Over 100 billion compartment are pending the doubts of life perceptive to choose whether be living develop or pass away.

Common senses will generate fresh neurons, drop neurons, build relationships, and go down further relations all pedestal on our experience.

Singe's (1990) literature on the importance of individual learning and its impact learning organizations can provide further underpinnings to support arguments that the more active one becomes in extracurricular and preparatory activities the better equipped one will become. In light of this research, other logical conclusions could be made. Busing in co-curricular activities advantage the member by supplying prosperous and gorgeous familiarities resulting in good influences to their psychological, communal and communicative well-being, which the entire impact headship abilities upcoming education improvement and potential.

Barnett and Weber (2008) studied supposed compensation of kids taking part in different types of CCA. Their cost demonstrated the enormous greater part of mothers whose kids joined in entertaining actions believed there were important positive

advantages communicate to the improvement of character features both in phrases of personal and in how one take care of others.

Both student athletes and managerial influential have to effort with teammates to be dedicated to attain a general dream, set up a general use, locate team ambitions anthem to implement their accusation. According to investigators of managerial headship these are all significant constituents essential for successful headship (Lencioni, 2002; Yukl, 2006). Consequently, the transference of the important skills from athletics and /or other youth activities to leadership behavior is one that would be a natural tendency for any organizational leader who has previously participated in developmental programs such as sports or other CCA. Despite what some consider being a commonsense approach to integrating teaming components into leadership, Katzenbach and Smith (1993b) found otherwise when they wrote what they called their commonsense findings of teams. They mentioned: People basically do not relate what they already recognize

about teams in a regulation way and thereby overlook the team presentation potential before them.

They challenged, and even urged their readers to see for themselves that teams can make a significant difference in organizational performance and therefore was important for understanding and applying leadership strategies.

Maxwell (1993) also referred to what he called the academic head, one that has seen headship modeled the majority of their life has educated headship through training and has had self-discipline to be a great leader, indicating all three qualities were learned. Leadership appointment and exposure opportunities through involvement in teams or other co-curricular activities are applicable and transferable to organizational leadership. Kinlaw (1993) spent numerous years studying, researching, and writing about teams and their performance and how his work on teams affects managing performance. He included a model for superior teams which grew out of his five-year study

on teams and their performance; he then wrote a second book on continuous improvement and measurement for total quality which provided a rationale for team centered continuous improvement processes. His first two books dealt with the total development and work of teams, but his next book focused on a specific aspect of the life and work of teams along with a focus on their team meetings. Because of the importance of team building, later focused on aspects of team building and development which can be applicable both in organizational leadership as well as in the sports arena. He focused on short and long term strategies needed to improve team performance which included areas such as mending interpersonal problems, being concerned with resources, structures, and long-term team processes, and creating opportunities for continued improvement. To summarize, strategies and skills for enhancing team performance can be taught learned, and then applied into leadership behaviors.

Wiese-Bjornstal (2009) found many positive benefits related with physical activity contexts.

They defined the contexts they examined to take account of planned game activities, including school physical learning, entertaining activities, motor talent improvement programs, dance, recess, and other energetic transportation activities. They found many positive outcomes associated with these youth development programs and referred to the benefits gained as external and internal assets. Additionally, they emphasized effective youth development programs provide personal and living talents enlargement, constructive adult, peer, and society dealings, and provide a psychosomatic environment paying attention on learning, master, and independence maintain. They further explained the assets gained by defining life skills through three main components which included acquisition of interpersonal, self-management and goal setting skills. He declared that leadership can be learned through encouragement and strong-minded training, and that only a few leadership skills are natural in nature. physical activity contexts, important adult role models construct dissimilarity in the superiority of childhoods' experiences and

individual talent improvement. Sports and CCA are connected with partakers who account superior self-confidence, identified ability, satisfaction, and self-strong-minded inspiration, and maintained bodily actions partaking". Consequently, like coaches, a leader needs to analyze situations and make decisions using a variety offenses, as defined by Bolman and Deal (2003), and be able to think about leading organizations using metaphors, as described by Morgan (1997).

Research indicated best practices of teachers that distinguish their lessons in the classroom for the various needs of their students, based on their readiness, learning profiles and interests (Tomlinson & Eidson, 2003). Similar behaviors are needed for leadership. Coaches know and understand that participants in sport are clearly at various skill levels and have a gathering of responsive coaching styles. Lencioni (2002) attentive on the setting of building a team in his book and leadership development tools, particularly through his developed framework, identified as the "five dysfunctions of

a team". Therefore, lectured five serious workings of leading teams to avoid team dysfunction. To build unity among team members, leaders should shape trust and self-confidence among team members, manage conflict and confrontation, bring about team commitment as it applies to purpose, common goals and the team mission, attain team responsibility, and devote attention to results.

Covered by Katzenbach and Smith (1993b) is the importance of teaming by founding a common goal, idea, and launching interdependence among team members. As in participating in or leading extracurricular activities, using teaming policies is similarly important for educational leaders to use when managing people. Taking a different approach with leadership or organizations, Bruffee (1999) focused his manuscript on the cooperative learning situation and how it affects higher education, interdependence, and the authority of knowledge. Even though his book did not attention on team building directly, his point of developing a common language can be naturally applied to tea-

ming and leading organizations. His concept of launching common language can be easily transferred and utilized when developing high performing teams.

Bass (1985, 1998) described transformational leadership as a leader who motivates followers by making them more aware of the status of task outcomes, bringing followers to excel their possess self-centeredness for the on the whole well-being of the association or team. Organizations that boost teamwork and teamwork cultivate environments for success. Hackman and Johnson (2000) explained, "Support and teamwork are important to allow teams to role easily. An open, sincere surroundings in which team members faith and reverence one another supports joint effort" This idea is buttressed by In an article on leadership in groups and teams, they declared key basics of team interaction contain communication as being an important characteristic of the group.

Objectives of the study.

To inspect relationship between co-curricular activities and qualities of leadership among secondary school students.

Hypotheses of the Study.

Co-curricular activities has close relationship with leadership qualities among secondary school students.

METHODOLOGY:

The composed facts classified and tabulate through SPSS (Statistical packages of social sciences version15), t-test and central tendency were used. While testing research proposition basic statistical method along with statistical technique were applied for initial and secondary data. For quick analysis graph, multiple bar and diagram were used to facilitate the study. A self-Administered 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 (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.

Tools for Data Collection:

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

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 liket 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.

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	
9 th Class teachers	10 th Class Teachers	
15	15	

Table- 1 Co- curricular activities create self-confidence among students.

No. of Respondents (n)		Strongly Disagree	Partially Disagree	Neither agree Nor Disagree	Partially Agree	Strongly agree	Mod	Std: Dev
200	Frequency	2	24	6	62	106	5	1.04
	Percentage	1	12	3	31	53		

Source: Self-Survey-2014-15

Table-1: Demonstrate that 53 % students strongly agreed that co-curricular activities create self confidence among students while 31% partially agreed 12% students partially disagreed 3% neither agreed nor disagreed and 1% strongly disagreed.

Table- 2 Co- curricular activities create self-confidence among students.

Class	N	Mean	Std. Dev:	T	Df	Sig. (2-tailed)	Mean Diff.	Std. Err. Diff.
9th Class	100	4.29	1.008	.82	198	.416	.120	.147
10th Class	100	4.17	1.074					

Source: Self-Survey-2014-15

Table-2: show that expected estimation of t was acquire to be 0.82 which is statistically non-significant ($P>0.05$) as it is a lesser sum than the chart importance of t at 0.05 stage of reliance. Further explanatory and inferential examination reveal that both students of 9th (Mean=4.29, SD= 1.008) and 10th (Mean=4.17, SD=1.074) classes strongly agreed that co-curricular activities create self confidence among students.

Table- 3 Co- curricular activities develop qualities of leadership among students.

No. of Respondents (n)		Strongly Disagree	Partially Disagree	Neither Agree Nor disagree	Partially Agree	Strongly Agree	Mod	Std: Dev
200	Frequency	1	22	14	57	106	5	1.02
	Percentage	1	11	7	29	53		

Source: Self-Survey-2014-15

Table-3: show that 53 % students strongly agreed that co- curricular activities develop qualities of leadership among students. While 29% partially agreed 11% students partially disagreed and 7% neither agreed nor disagreed and 1% strongly disagreed.

Table-4 Co-curricular activities develop qualities of leadership among students.

Class	N	Mean	Std. Dev:	T	Df	Sig. (2-tailed)	Mean Diff.	Std. Err. Diff.
9th Class	100	4.32	.931	.66	198	.188	.190	.144
10th Class	100	4.13	1.098					

Source: Self-Survey-2014-15

Table-4: show that expected assessment of t was acquired to be .66 which is statistically not important ($p>0.05$) as it is a minor quantity than the chart value of t at 0.05 stage of reliance. Illuminating and inferential examination reveals that both students of 9th (Mean=4.32, SD= 0.931) and 10th (Mean=4.13, SD=1.098) classes strongly agreed that co-curricular activities develop qualities of leadership among students

Table-5 Co-curricular activities make students more popular.

No. of Respondents (n)		Strongly disagree	Partially disagree	Neither Agree Nor Disagree	Partially Agree	Strongly Agree	Mod	Std: Dev
200	Frequency	0	27	8	58	107		1.03
	Percentage	0	14	4	29	54		

Source: Self-Survey-2014-15

Table-7: Demonstrate that 54% students strongly agreed that Co-curricular activities make students more popular while 29% partially agreed 14% students partially disagreed and 4% neither agreed nor disagreed.

Table-6 Co-curricular activities make students more popular.

Class	N	Mean	Std. Dev:	T	Df	Sig. (2-tailed)	Mean Diff.	Std. Err. Diff.
9th Class	100	4.31	.971	.67	198	.246	.170	.146
10th Class	100	4.14	1.092					

Source: Self-Survey-2014-15

Table-8: Explain that expected consideration of t was acquire to be .67 which is statistically not imperative ($P > 0.05$) as it is a smaller amount than the chart worth of t at 0.05 phase of reliance. Clarifying and inferential study reveals that both students of 9th (Mean=4.31, SD= 0.971) and 10th

Mean=4.14, SD=1.092) classes strongly agreed that co-curricular activities make students more popular.

Conclusions

Based on statistical scrutiny and findings, it was come to light that co-curricular activities play an essential role creating qualities of leadership among secondary schools students. Research also reveals that CCA create self confidence among students and makes students more popular. 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.

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. Students play on their own risk because proper security are not available for them. Students need proper nutrition but unfortunately balance diet not available for them.

It is further added that current prime minister of Pakistan Imran Khan was a sportsman and also leaded Pakistan's cricket team and won world cricket cup in 1992.

Recommendation and Suggestions

In illumination of the conclusion of our study the following recommendation were made:

1. Staff may be trained to use more leadership-friendly instructional models in upper level classes.
2. The administration may expansion school funding and all-ocate a specific amount for each cocurricular activity.
3. Student dealings practitioners and Staff should begin to exte-nd precise program which merge curricular and co-curricular leadership.
4. Institutes may convey perfect time for such events in their time tables.
5. There would be competent instructor for these events.
6. School boys must be given equivalent chances to join in such trial.
7. PETs cooperate a crucial role promote CCA on schools level.
8. Parents should be affirmative about CCA in schools and push their kids to join these activities.
9. Frequently school's CCA may be carry out in the school.
10. Defense must be afford for student and teacher.

REFERENCES

- Brannen, J. (Ed). (1992). *Mixing methods: Qualitative and quantitative research*. Aldershot, UK: Avebury-Ashgate.
- Balon, D. G. (2003). Asian Pacific American leadership development. In *Leadership Insights and Applications Series #14*. College Park, MD: National Clearinghouse for Leadership Programs.
- Bruffee, K. A. Sharing our toys: Cooperative learning versus collaborative learning. *Change*, 27, 12-18.
- Dworkin, J., Larson, R., & Hansen, D. (2003). Adolescents' accounts of growth experiences in youth activities. *Journal of Youth and Adolescence*, 32(1), 17-26.
- Evans, N., Forney, D., & Guido-DiBrito, F. (1998). Student development in college:
- Kinlaw, D. C. (1993). *Team-managed facilitation: critical skills for developing self sufficient teams*. San Diego, CA: Pfeiffer & Company.
- Katzenbach, J. R., & Smith, D. K. (1993a). The discipline of teams. *Harvard Business Review*, 71(2), 111-120.
- Katzenbach, J. R., & Smith, D. K. (1993b). The wisdom of teams. New York: Harvard Business School.
- Kumar, A. (2004) Status of Co-Curricular and Extra-Curricular Activities in Primary Schools of Nepal: Problems and Prospects, Research Centre for Educational Innovation and Development Tribhuvan University Balkhu, Kathmandu, Nepal.
- Kouzes, J. M., & Posner, B. Z. (1993). *Leadership practices inventory (LPI)*.
- Lencioni, P. (2002). *The five dysfunctions of a team: A leadership fable*. San Francisco, CA: Jossey-Bass. 49 World Health Organization, "Fact Sheet No.317 Cardiovascular Diseases" (February 2007), online: WHO, <<http://www.who.int/mediacentre/factsheets/fs317/en/index.html>>. [WHO, "FactsNo.317"]. Louise Burke & Vicki Deakin (2006). *Book on (Clinical sports Nutrition 3rd Edition)*.
- Lincoln, Y., & Guba, E., (1985). *Naturalistic inquiry*. Beverly Hills, CA: SAGE Publications.
- Merriam-Webster. *Webster's Third New International Dictionary* (3rd ed.). Springfield, Massachusetts: Merriam-Webster, Incorporated (1993).
- Maxwell, J. C. (1993). *Developing the leader within you*. Nashville, TN: Thomas Nelson.
- Maxwell, J. C. (1998). *The 21 irrefutable laws of leadership: Follow them and people will follow you*. Nashville, TN: Thomas Nelson.

- Maxwell, J. C. (1999). *The 21 indispensable qualities of a leader: Becoming the person others will want to follow*. Nashville, TN: Thomas Nelson.
- Maxwell, J. C. (2002b). *Leadership 101: Follow what every leader needs to know*. Nashville, TN: Thomas Nelson.
- Senge, P. M. (1990). The leader's new work: Building learning organizations. *Sloan Management Review*, 32(1), 7.
- Tink, L. N., Mandigo, J. L., & Fox, K. R. (2008). Do youth learn life skills through their involvement in high school sport? A case study. *Canadian Journal of Education*, 32(2), 281-304.
- Winston, B., Bonney, W., Miller, T., & Dagley, J. (2008). Promoting student development. Through intentionally structured groups. San Francisco: Jossey- Bass. Zeidner
- Weiss, M. R., & Wiese-Bjornstal, D. M. (2009). Promoting positive youth development through physical activity [Electronic Version]. *President's Council on Physical Fitness and Sports Research Digest*, 10, 1-8.