



THE LEADING ROLE OF TEACHER IN CURRICULAR AND CO-CURRICULAR ACTIVITIES AND ITS EFFECT ON STUDENTS' PERFORMANCE

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Abstract

Teachers are the source of inspiration and the role of teacher is beyond teaching in the classroom. The idea to mix curricular and co-curricular activities is to make student professional, having positive influence in their academics as well as personal and professional life. The researcher conducted the study to obtain its objective regarding the leading role of secondary school teachers of Lahore in curricular and co-curricular activities and their effect on students' performance, promoting academic and technical skills in students through curricular and co-curricular activities. In order to conduct the study causal-comparative research design was used by the researcher. A questionnaire of five point Likert scale was used to collect data from the teacher of private and public secondary schools of one Tehsil of Lahore, Pakistan. Simple random sampling technique was used and both male and female teachers of public and private secondary schools were given equal chance so as every individual in the population was open to be accessed. It was concluded that curricular and co-curricular activities encourage teachers as in leading role and, students openly discuss their academic problems with teachers to have better performance. Whereas, harmony among the teacher and students exists while interacting in the class during academic activities whereas, most of the students are shy and in fear to interact in co-curricular activities. A strong leadership of teacher in the class or outside the class make students better leader. Teachers think students having the most involvement in co-curricular activities have high social skills whereas; students who are not interested to be involved in co-curricular activities have high academic achievement.

Keywords: Curricular and Co-Curricular Activities, Teacher Roll, Students Performance, Leadership Skills

Introduction

The concept of curricular and co-curricular activities in teaching is not a new phenomenon, but it has modified itself with the drastic changes coming in the field of teaching; complementing the regular curriculum with flexible learning environment. Innovations are always supported by the leaders, and they always encourage experimentation, working with new ideas that promote sustainable development. As teacher in a leading role plays a pivotal role by sustaining student success by infusing curricular and co-curricular activities.

Teachers do prefer curriculum having a broader spectrum that incorporates curricular and co-curricular activities that enables the students to compete at national and international level. The notion of students' academic performance can be daunting for the teacher's productive teaching skills. So, for the teachers it is important to know that how they should infuse curricular and co-curricular activities, and how they can impart themselves from traditional teaching as identifying themselves as a mentor, and leader for their students.

Instructional strategies used by teachers are helping students become more independent and tactical learners. When students use these instructional strategies learning becomes more effective. These strategies not only stimulate student knowledge, but also help them to focus, concentrate and blending information for understanding and remembering. (Williams and Haertel, E., et al. 2007)

Teacher leadership is a process to lead change in students as they are future to better society. In any institutes teachers are assumed to have leadership role varying in responsibility and authority from institute to institute, but having a common purpose of enabling students in their academic achievement. Teachers leading role incorporate the content of class activities and to which teaching method to be used in supporting students academically in a course (Campbell et al., 2019).

The collaboration of curricular and co-curricular activities reflects role of teacher being bidirectional, enhancing their knowledge, leadership perspective, skills, and practical teaching

strategies. To strengthen the leading role of teacher which has been broken down into categories such as collaboration, communication, content of knowledge, and brainstorming. The important component of student success which requires teachers to be in decisions making and leading role which affect student performance (Smith, 1999).

Educational leadership has always been hierarchal conception positioning power authority to school administration not acknowledging the role of teachers as leaders. Student's performances in their academic or professional attire directly or indirectly reflect the leadership of the teacher in the class. Curricular and co-curricular activities are believed to be useful for student's development such as improvement in academic achievement. The vital development of the student's learning ability depends on the environment which involves critical thinking, collaborations, and analytical skills. Students' academic performance is a dynamic phenomenon as there are number of factors that affect students' performance varying from student to student and one of the specific factors is teacher attitude towards students (Frankham, 2017).

Curriculum in Pakistan is more entitled towards curricular activities (those activities that are part of curriculum) rather than co-curricular activities (learning activities that are usually complementing curriculum) and the amalgamation of curricular and co-curricular activities facilitate the students as well as teachers towards development of various domains such as moral, intellectual, emotional, social and aesthetic development.

The major objective of this research is; to identify the leading role of secondary school teachers Lahore in curricular and co-curricular activities and their effects students' performance and promotion of technical skills in students through curricular and co-curricular activities.

Literature review

Modern day teachers have always been finding ways to take learning beyond the four walls of class. The dynamic to achieve the holistic development in students and offering them not only curricular, but also co-curricular activity to empower them in their academics and beyond. The achievements of students have never been a solo affair the contributions and leadership role of teacher has always played a significant role. To enhance the process of learning and crippling the traditional ways of teachers have been amalgamating curricular and co-curricular activities for a positive change in curriculum. Importance and benefits of curricular and co-curricular cannot be denied and students actively participating have a huge impact on them. The human mind is nourished by knowledge, and physical activity keeps the body in excellent form. Both physical health and knowledge are inevitable for youngsters to be successful in their lives. The students require an environment that provides them with opportunities to take part in different programs. Community and schools should give them opportunities to perform different activities both in and out of school that may help the students to shape up their personality and behavior (Rathore et al., 2018).

A co-curricular activity is an outdoor activity which can be explained as tasks played outside of the classroom. These activities strengthen and augment classroom curriculum in some ways. These tasks are performed as a complementary learning and are not graded and do not have any academic credit. Some of the examples of co-curricular activities may include school sports teams, drama productions, talent shows, National Honor Society, mock trials, student council, math clubs, chess clubs, writing competitions, spelling bees, debates and school newspapers (Sarkar, 2020). Educational leadership is a form of relationship process related with working of teachers, students, parents and society; leading towards improvement and betterment of student as well as reconstruction of the society, thus this effective leadership can be linked with student development and performance. Therefore, effective leadership and motivating strategies ensure student overall achievement (Leithwood et al 1999, p. 8).

Background of Co-Curricular and curricular Activities

A particular initial philosophy of co-curricular programs state that people should or if possible move out of curricular programs and go back to curricular programs to enhance them. Finally, people, involving educators, started to see the advantage of co-curricular activities. But it took some time to habituate them. Before 1900, the educators were cynical about partaking in extracurricular programs. They believed that schools should only focus on closely defined academic results. Non-academic

programs were considered as being mainly recreational and hence were damaging for academic achievements and as a result, were discouraged (Singh, 2017).

The start of co-curricular activities began in 1920's, when the Student Personal Movement professionals came up with the idea of recording the experiences of students. In 1970's, Robert Brown consolidated this idea of recording student experiences and over these years, student events profession has changed and developed but some professionals have continued the concept that student's development can be improved by recording they're outside the classroom experiences (Biddix & Schwartz, 2012).

The need of institutions to modify developmental outcomes slowdown the universal understanding which create an issue in co-curricular activities. The progress of personality and academic development in student learning is to be expanded by the policy maker; which included evaluations, where students could also check their progress time over time. Student developmental process has expanded itself into professional and communicational affairs shifting from traditional learning to logical approach in providing holistic education (Brown & Citrin, 1977).

Impact of Curricular and Co-Curricular Activities

It is important to note that there is a little but a key difference between extracurricular and co-curricular activities. Co-curricular activities have some connection to academic learning and school, whereas, extracurricular activities are outside of this domain and do not have any link with academic learning. The activities that take place in the outer domain of educational setting and do not impart any experience or directions to augment the curriculum of school. Some of the examples are music classes which are not linked with the school, church related activities, Boy Scouts or Girl Scouts, competitions of martial arts or dance recitals. However, some of the extra-curricular activities are considered as co-curricular activities and vice versa. The implementation of activities outside the curriculum designed enable the improvement of knowledge, well-being and skill accretion of the student in domains like practical competence, cognitive complexity, decision making, ethics, problem-solving, intrapersonal development, teamwork, citizenship, humanitarianism, leadership and competence (Kuh, 2001).

Research shows that co-curricular activity participations that supplement the curricular education of students, improves the all-round student experience (Beltman & Schaeben, 2012). Research also shows that these activities participation helps in improvement of areas like self-efficacy, support feelings, satisfaction, academic performance, institutional challenge, retention, good intellectual engagement, better understanding of others, practical skills attainment and extended perception of spirituality (Daniyal et al., 2012; Kilpatrick and Wilburn, 2010).

The Experimental Learning Theory of Kolb (1984) classify learning as a procedure where creation of knowledge is done through experience transformation. Model given by Kolb in 1984 consists of four steps of better learning which are:

- Solid experiences.
- Thoughtful observations.
- Abstract conceptualizations.
- Experimentations.

This model is frequently used to form transformational learning chances by designing the effective circumstances for leaning, by connecting the experience of real-world with intended outcomes of learning and stabilizing all four modes of learning which are also called purposive experiences (Evans et al., 2010; Kolb et al., 2001). "The world has changed so fundamentally in the last few decades that the roles of learning and education in day-to-day living have also changed forever".

Book named Five Minds for the Future by Howard Gardner, has pointed out five particular mental abilities which can enable a person to be happy and successful. The mental abilities stated by him are,

- The Synthesizing Mind (the ability to incorporate ideas from variety of domains to solve an issue),
- The Disciplinary Mind (proficiency in different subjects),
- The Creating Mind (having a potential of thinking creatively to solve different problems),
- The Ethical Mind (as a citizen, the fulfillment of one's responsibilities and duties in the society)
- The Respectful Mind (valuing the diverseness in individuals).

These concepts highlight the importance of making the learning and education system to excel a classroom's four walls. Therefore, the core goal of learning and education should be to nurture holistic development.

Role of Teachers in Co-Curricular Programs

In order to organize and execute co-curricular programs, the teachers have to be able to perform multi-tasks efficiently. First of all, the school or institute has to initiate and motivate the inclusion of co-curricular activities in regular curriculum of students and then the teachers have to be strict and punctual about the implementation of these activities. In the introduction and execution of these activities a teacher can act as a leader, planner, innovator, organizer, director, advisor, manager, motivator, recorder, coordinator or communicator. Teacher leadership may be broadly defined as a professional commitment and a process which influences people to take joint actions toward changes and improved practices that enable achievement of shared educational goals and benefit the common good. (Forster, 1997, p. 88)

During the implementation of co-curricular programs, a teacher faces a lot of issues ranging from execution to participation of students. However, a teacher should not become discouraged and fulfill his/her duty and assignment with responsibility and also by consulting one's school administrators (Chalageri and Yarriswami 2018).

Co-curricular activities help and encourage the learner to develop and accomplish inter personal skills. The students who always remain ambitious to take part in such kind of activities (CCAs) have had excellent opportunities for performing responsible role within the society. From these experiences, students gain sense of efficacy which proves an important protective factor in future (Wagner, 1999 & Muzaffar et al, 2016).

- A second strand in this domain related to the development of educator capacity through professional development, with sub-domains focused on:
- The adequacy, influence, and value of a large number of different teacher professional development opportunities, including training linked to standards generally, specific curriculum programs, instructional strategies, the use of data to inform instruction, and non-instructional issues.
- The frequency of teacher participation in coaching and modeling activities.
- The extent to which principals gave their district credit for providing teacher professional development opportunities.
- Principals perceptions on the extent to which their district provided them with professional development, and the value they ascribed to their experiences. Finally, several other sub-domains explored included:
- The principal's perceptions about the district's success in building and maintaining a strong teaching staff.
- The principal's capacity to evaluate teacher performance (Williams ,2007).

Teacher leadership is concerned with teachers helping teachers so that teachers can, in turn, better help students. Teacher leadership is helping teachers work together to establish and achieve the goals and objectives of the school (Pellicer & Anderson, 1995, p. 22).

Role of a Teacher in the Organization of Co-Curricular Programs

Role of teachers is very crucial in the achievement of co-curricular activities criteria. Researchers have pointed out that in order for teachers to perform their work productively and efficiently, they have to be content with their jobs. The teachers are also required to provide affective holistic development of students besides teaching them regular subjects and the administrators should attempt to increase performance of teachers both in co-curricular and curricular activities. The teachers enthusiastically participate and teach co-curricular activities to students when they are motivated. This provides them with a chance to utilize their talents train the learners effectively (Muema et al., 2019).

- The teacher should be a good planner and administrator so that all activities and programs could be performed orderly and regularly all through the year.
- The teacher should fulfill his/her duty of being unbiased and providing an equal opportunity to each student for performing these co-curricular activities.

- The teacher should make ways and provide as much more opportunities to students to perform and to excel in these activities.
- The teacher should be creative and come up with innovative ideas for students so that they will be inspired and motivated to become creative and enjoy the particular activity.
- The organization skills of a teacher must be good so that the students can experience these activities to its finest.
- The teacher should also act as a coordinator, motivator, influencer and advisor so that students can get maximum learning and experience from co-curricular activities (Chalageri and Yarriswami 2018).

Rewards are a strong form of satisfaction which can be executed on short-term basis. It is stated by some authors that prompting teachers who are directly associated with sports and other co-curricular programs, to a status like director, department head etc. can really prove to be a motivating factor for them to perform more productively. Motivated teachers are proven to be able to produce well-rounded students (Kamunjeru et al., 2012).

Many researchers have been working on the strategy of reduction of workload discovered that most teachers or instructors are pretty occupied by workload and decide to drop some of the co-curricular programs. Some of the strategies to reduce the workload as per teachers' recommendation were to lesser the time for co-curricular activities or to drop out some of the activities. The learning in education system overloads the teachers and students with a large number of lectures. The teachers tend to take more interest in co-curricular activities if they have light burden of work (Ingvarson et al., 2005).

Various strategies introduced and implemented by instructor for maximum learning and achievements are explained as under:

Methodology

Research design is the planning, structuring of the ideas and strategy of investigation created to obtain answers to research questions in a logical way that solve the research problems (Kerlinger, 2015).

The researcher used causal-comparative research design to identify cause and effect of the relationship between dependent and independent value. The researcher's goal is to discover the teacher's leading position in curricular and co-curricular activities, as well as its impact on students' performance, through a descriptive study. Quantitative data is gathered via a questionnaire that was created by the researcher. The survey was conducted in Lahore including both male and female teachers of public and private secondary schools. The research under consideration is quantitative in nature. Quantitative method is the process of collecting data through numerical analysis using polls, survey, and questionnaires (Cresswell, 2013).

The target population of the study was secondary school teacher of Raiwind Tehsil, District Lahore. There are 374 private schools and 165 government schools in the Raiwind Tehsil of District Lahore. The study targeted 12 schools, taking sample of 150 secondary school teachers including male and female from 6 public and 6 private schools of Raiwind tehsil, Lahore. The reason behind the case is not possible to cover the entire district of Lahore in a short period of time, according to Raiwind Tehsil.

In order to conduct this study, researcher used simple random sampling technique. Simple random selection is method of drawing the sample of people for your study from a population making statistical conclusion and estimating the characteristics of the whole population (Peter Marshall, 2002, p.33). The data was collected from the teachers of Lahore. Researcher took sample from 150 secondary school teachers including male and female of 12 different schools including private and public sectors.

Analysis and interpretation

To answer the question regarding government finances for co-curricular activities and teacher training for enhancing student performance.

Frequency and Percentage of Responses

Response	Frequency	Percentage	Cumulative Percentage
Strongly Disagree	41	20.1	27.3
Disagree	48	23.5	59.3
Moderate	19	9.3	72.0
Agree	17	8.3	83.3
Strongly Agree	25	12.3	100
Total	150		

Table 1 indicates that most of the respondents responded disagree (23.5%), some responded strongly disagree (20.1%), some responded strongly agree (12.3%) while some of the respondent responded with moderate (9.3%) and while only few responded with agree (8.3%) that they government finances for co-curricular activities and teacher training for enhancing students' performance efficiently. The frequency distribution on the response base of the respondents responded mostly disagree (48), some responded strongly disagree (41) some responded moderate (19), some responded while only few respondents responded with agree (17).

To address the question about curricular and co-curricular activities encourage teacher as in a leading role below are the results

Frequency and Percentage of Responses

Response	Frequency	Percentage	Cumulative Percentage
Disagree	7	3.4	4.7
Moderate	31	15.2	25.3
Agree	74	36.3	74.7
Strongly Agree	38	18.6	100
Total	150		

Table 2 indicates that most of the respondents responded agree (36.3%), some responded strongly agree (18.6%) some responded moderate (15.2%) some of the respondent responded with disagree (3.4%) while none responded with strongly disagree (18.6%) that they think curricular and co-curricular activities encourage teachers as in leading role. The frequency distribution on the response base of the respondents responded agree (74), some responded strongly agree (38) some responded moderate (31) some of the respondent responded with disagree (7) while none responded with strongly disagree.

To know about if harmony exists among the teacher and student when interacting in the class during academic activities below are the results.

Frequency and Percentage of Responses

Response	Frequency	Percentage	Cumulative Percentage
Strongly Disagree	23	11.3	15.3
Disagree	44	21.6	44.7
Moderate	12	5.9	52.7
Agree	27	13.2	70.7
Strongly Agree	44	21.6	100
Total	150		

Table 3 indicates that most of the respondents responded strongly agree (21.6%), some responded disagree (21.6%) some responded agree (13.2%) some of the respondent responded with strongly disagree (11.3%) only few responded with moderate (5.9%) that there is harmony among the teacher and students when interacting in the class during academic activities. The frequency distribution on the sector base of the respondents responded strongly agree (44), some responded

disagree (44) some responded agree (27) some of the respondent responded with strongly disagree (23) only few responded with moderate (12).

Frequency and Percentage of Responses (shy and in fear to interact in co-curricular activities)

Response	Frequency	Percentage	Cumulative Percentage
Strongly Disagree	14	6.9	9.3
Disagree	52	25.5	44.0
Moderate	35	17.2	67.3
Agree	25	12.3	84.0
Strongly Agree	24	11.8	100
Total	150		

Table 4 indicates that most of the respondents responded disagree (25.5%), some responded moderate (17.2%) some responded agree (12.3%) some of the respondent responded with strongly agree (11.8%) while few responded with strongly disagree (6.9%) that they think most students are shy and in fear to interact in co-curricular activities. The frequency distribution on the response base of the respondents responded disagree (52), some responded moderate (35) some responded agree (25) some of the respondent responded with strongly agree (24) while few responded with strongly disagree (14). *Frequency and Percentage of Responses (about strong leadership of teacher in and outside class make students better)*

Response	Frequency	Percentage	Cumulative Percentage
Strongly Disagree	6	2.9	4.0
Disagree	15	7.4	14.0
Moderate	24	11.8	30.0
Agree	54	26.5	66.0
Strongly Agree	51	25.0	100
Total	150		

Table 5 indicates that most of the respondents responded agree (26.5%), some responded strongly agree (25%) some responded moderate (11.8%) some of the respondent responded with disagree (7.4) while few responded with strongly disagree (2.9) that strong leadership of teacher in the class or outside the class make students better leader. The frequency distribution on the response base of the respondents responded agree (54), some responded strongly agree (51) some responded moderate (24) some of the respondent responded with disagree (15) while few responded with strongly disagree (6)

Frequency and Percentage of Responses (student having the most involvement in co-curricular activities have high social skills)

Response	Frequency	Percentage	Cumulative Percentage
Strongly Disagree	12	5.9	8.0
Disagree	27	13.2	26.0
Moderate	28	13.7	44.7
Agree	52	25.5	79.3
Strongly Agree	31	15.2	100
Total	150		

Table 4.19 indicates that most of the respondents responded agree (25.5%), some responded strongly agree (15.2%) and some responded moderate (13.7%) some of the respondent responded with disagree (13.2%) while few responded with strongly disagree (5.9%) that they think students having the most involvement in co-curricular activities have high social skills. The frequency distribution on the response base of the respondents responded agree (31) some responded strongly agree (22.1) and some responded moderate (28) some of the respondent responded with disagree (27) while few responded with strongly disagree (12)

Conclusion

Results shows that, curricular and co-curricular activities encourage teachers as in leading role and, students openly discuss their academic problems with teachers to have better performance. Whereas, harmony among the teacher and students exists while interacting in the class during academic activities whereas, most of the students are shy and in fear to interact in co-curricular activities. A strong leadership of teacher in the class or outside the class make students better leader. Teachers think students having the most involvement in co-curricular activities have high social skills whereas; students who are not interested to be involved in co-curricular activities have high academic achievement.

Recommendations or Way forward

In order to have better students' performance teacher training programs should be encouraged by the schools and management. Management should implement number of strategies and policies for teacher training programs. Rewards and promotional incentives should be organized for the teachers encouraging them to perform better in curricular and co-curricular activities. Government and school's management should allocate a proper budget for the not only teacher trainings programs, but also for organizing different curricular and co-curricular activities. Schools should endorse co-education and make students learn how to interact with opposite gender. Teachers and school management should make policies or activities for the shy students and giving them opportunity to express themselves. Policy makers should develop a dynamic curriculum, ending rote learning and cramming. Curriculum having curricular and co-curricular activities that should be put in place in order to have better impact not only on teachers but also students.

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