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**THE IMPACT OF CO-CURRICULAR ACTIVITIES  
ON STUDENTS' LEADERSHIP SKILLS AND  
DECISION MAKING IN PRIVATE ELEMENTARY  
SCHOOLS IN KARACHI DISTRICT EAST**

**Alexander. A. R. D'Souza**

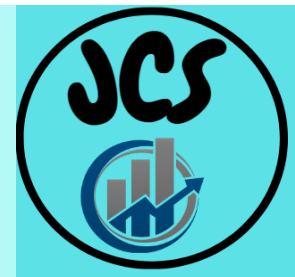
**Dr. Fayyaz Ahmed Shaheen**



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## The Impact of Co-Curricular Activities on Students' Leadership Skills and Decision-Making in Private Elementary Schools in Karachi District East

**Alexander. A. R. D'Souza**  
Ph.D Scholar, Hamdard  
University.

[alexander.souza@hamdard.edu.pk](mailto:alexander.souza@hamdard.edu.pk)

**Dr Fayyaz Ahmed Shaheen**  
Faculty of Social Sciences  
and Humanities, Hamdard  
University.

[Fayyaz.shaheen@handard.edu.pk](mailto:Fayyaz.shaheen@handard.edu.pk)

### *Abstract*

This paper aims to study the effect of co-curricular sports on students' selection-making and leadership competencies in essential faculties in Karachi. Co-curricular activities play a massive function within the holistic improvement of school students, beyond their academic curriculum. By participating in activities such as sports activities, arts, clubs, and network carrier, students can decorate their decision-making capabilities and expand their leadership abilities. The researcher used survey design and the population was heterogeneous and consisted of elementary students of elementary private schools established in Karachi East. An overall of 60 samples have been selected by using simple random sampling, which consisted of 30 male and 30 female students. The research instrument had been advanced and administered to acquire the information, demographic facts and questionnaire for school students. Data collected was analyzed through inferential data by using Excel Sheet Formula. There were 2 hypotheses designed and examined through Independent T-test, correlation and Linear Regression. The findings of the research indicated that there is a significance difference between co-curricular activities and leadership skills and decision making amongst the students' academic achievement. In the light of the findings, it was concluded that this research will offer precious insights into the benefits of co-curricular activities and their contribution to the growth of the students. Therefore, it is endorsed to create as many possibilities for the students so that the unfold of co-curricular sports can take area in advance from the primary level in order that as they expand the leadership abilities and proper decision-making developments can become the ambassadors in their schools, society and community.



**Keywords:** Impact, Co-curricular Activities, Leadership Skills, Decision making, Private Elementary Schools in Karachi

## **Introduction**

The impact of co-curricular sports in recent times play an critical position amongst students instructional achievement whether or not that may be Indoor or Outdoor Sports, each create an effect in the students' talents in exceptional components whether that can be mindset, physical, cognition, social development, leadership role and decision-making abilities inside the discipline of training and psychology.

Haque, M. (2020) emphasized that "Engagement in co-curricular sports complements students' capability to make knowledgeable selections by means of fostering self-attention, purpose-setting and trouble solving talents.

Some researchers argue that taking part in co-curricular sports which include sports activities crew, music groups and volunteer organizations can assist to increase leadership abilities and decision-making skills. The proponents of this argument propose that co-curricular sports offer opportunities for college students to practice communicate, teamwork, and hassle-fixing capabilities.

Maqbool, S., & Salam, S. (2019) stated that "Co-curricular sports had been found to persuade to definitely students' selection-making talents, as they provide possibilities for energetic mastering, hassle-solving and crucial wondering".

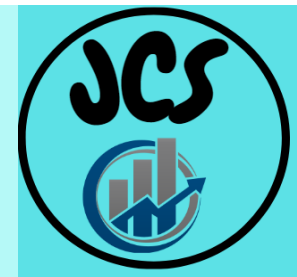
For instance, collaborating in a sports crew can teach students a way to work collaboratively to reap a not unusual goal, even as volunteering for a community employer can assist students expand empathy and knowledge for various perspectives.

Moreover, co-curricular sports may additionally offer possibilities for school students to tackle management roles, together with serving as a crew captain or organizing a volunteer occasion.

These reviews can help school students to expand self-assurance, obligation and strategic wondering skills which are crucial for powerful management and choice-making.

Arefin, R. S., & Akter, F. (2018) remarked that "Participation in co-curricular activities cultivates leadership skills among simple school students through promoting teamwork, communication and choice-making in real-existence context."

On the opposite hand, critics of this argument advise that the impact of co-curricular activities on leadership and decision-making can be overstated. They argue that the various competencies evolved through those



activities are precise to the hobby itself and won't transfer to different domain names.

Al Saqri, M. N., & Al-Shidhani, R. A. (2020) supported that "Co-curricular sports make contributions to the improvement of management skills in elementary school students by supplying systems for working towards choice-making, duty and effective communication."

Furthermore, a few research indicates that the impact of co-curricular sports on management and decision can be prompted by means of elements which include the kind of interest, the excellent of the training or supervision and the person traits of the pupil. Therefore, it could be hard to generalize about the impact of co-curricular sports on leadership and decision making capabilities.

Ozturk, O., & Ozturk, H. (2017) exclaimed that "Participating in co-curricular sports promotes the improvement of selection-making and management abilities in elementary school students, permitting them to become extra confident, accountable, and adaptable people."

Overall, even as the impact of co-curricular activities on leadership and decision-making talents is still a topic of debate, it is clean that those sports offer valuable possibilities for school students to increase a variety of abilities and skills that may be useful in many one-of-a-kind areas of existence.

## **Background and Significance**

Co-curricular activities embody a wide variety of extracurricular sports that scholars take part in along their academic curriculum. These activities can include sports activities, clubs, arts, community carrier, and extra. In latest years, there was growing reputation of the significance of co-curricular sports within the holistic improvement of students. Beyond academic studying, these activities provide opportunities for school students to decorate their selection-making and management skills.

Karachi, being the most important metropolis in Pakistan and a hub of tutorial institutions, gives a rich landscape for exploring the effect of co-curricular sports on school students' decision-making and leadership abilities in simple schools. Elementary training forms the foundation of a pupil's educational journey, and nurturing their decision-making and leadership talents during this level may have lengthy-lasting superb results.

Understanding the effect of co-curricular activities on students' choice-making and leadership abilities in primary schools in Karachi holds numerous large implications:



## **Holistic Development**

Co-curricular activities have the capability to make contributions substantially to the holistic development of school students. By carrying out these activities, college students can expand abilities past the traditional educational area, inclusive of vital questioning, trouble-solving, teamwork, communicate, and resilience.

## **Academic Success**

Strong decision-making and leadership abilities are critical for instructional fulfillment. Students who possess those capabilities are better equipped to deal with instructional challenges, set dreams, manipulate time successfully, and make knowledgeable selections about their learning pathways.

## **Future Readiness**

Decision-making and leadership competencies are essential for achievement in destiny endeavors, which includes higher schooling, careers, and private life. Developing these abilities at an early age can definitely impact students' preparedness for destiny demanding situations and duties

## **Social and Emotional Well-being**

Co-curricular activities offer a platform for school kids to discover their pastimes, construct self-confidence, develop social connections, and advantage a feel of belonging in the school network. These factors contribute to their ordinary social and emotional well-being.

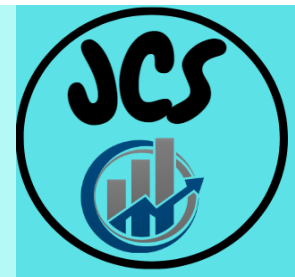
## **Educational Policy and Practice**

Understanding the effect of co-curricular activities on selection-making and leadership competencies can tell educational policies and practices in Karachi. It can manual curriculum development, instructor education, and the integration of co-curricular activities into the faculty machine, main to an extra complete and balanced method to education.

## **Educational Policy and Practice**

Understanding the impact of co-curricular sports on selection-making and leadership competencies can inform academic guidelines and practices in Karachi. It can manual curriculum development, teacher education, and the mixing of co-curricular activities into the faculty device, main to a greater comprehensive and balanced method to education.

Investigating the effect of co-curricular activities on school students' selection-making and management competencies in primary schools in Karachi can contribute treasured insights to instructional stakeholders, including directors, teachers, parents and policymakers. It can assist optimize the academic enjoy for students and sell their holistic increase,



getting ready them for future fulfillment in instructional, private, and professional spheres.

## Objectives

### a) General Objective

- The general objective of this study is to examine the impact of co-curricular activities on students' decision-making and leadership skills in elementary schools in Karachi.

### b) Specific Objectives

- To assess the current status and extent of co-curricular activities in elementary schools in Karachi.
- To examine the relationship between participation in co-curricular activities and students' decision-making skills.
- To investigate the relationship between participation in co-curricular activities and students' leadership skills.
- To identify the specific co-curricular activities that have the most significant impact on students' decision-making and leadership skills.
- To explore any gender differences in the impact of co-curricular activities on students' decision-making and leadership skills.
- To investigate the perceptions and experiences of teachers and students regarding the influence of co-curricular activities on decision making and leadership skills.
- To provide recommendations for enhancing the integration and effectiveness of co-curricular activities in developing students' decision-making and leadership skills in elementary schools in Karachi.

## Research Hypothesis

The following hypothesis are for the study:

- Ho: There is no significant difference between co-curricular activities and leadership, decision making skills of students' academic achievement in private elementary schools.
- H<sub>1</sub>: There is a significant difference between co-curricular activities and leadership, decision making skills of students' in the academic achievement in private elementary schools.

## Literature Review:

### Co-curricular Activities and Character Development

Co-curricular activities refer to activities that complement the academic curriculum and provide students with opportunities to engage in various non-academic pursuits. These activities include sports, arts, clubs, community service, and more.



Engaging in extracurricular activities has a significant role in the development of adolescents' character. According to Blomfield and Barber (2009), students who engage in extracurricular activities report greater levels of self-concept and self-worth. Additionally, they have the chance to explore their own interests and skills and weaknesses (Fredricks & Eccles, 2008). This is particularly crucial during the adolescent stage of self-discovery (Knifesend & Graham, 2012). Encouraging students' self-concept and character development will boost their confidence, which will motivate them to feel comfortable being different from one another. Although they are frequently assessed and practiced outside of the classroom, many of the character-building abilities associated with extracurricular activities are necessary in the workplace (Lipscomb, 2007).

Students first acquire time management abilities (Burgessess, 2013). They get the ability to set priorities and manage their time well. Second, students develop leadership abilities that will help them succeed in post-secondary education and as lifetime careers (Barnettett, 2008). Students with leadership abilities are more likely to become managers or leaders and make more money overall than those without (Lipscomb, 2007). Third, students pick up the ability to take constructive criticism—a skill necessary for both intellectual and personal growth—from McKeyane (2013). In conclusion, studies show that students possess greater levels of resilience (Fredricks & Eccles, 2008) and self-confidence (Strapp & Farr, 2010). Students who participate in extracurricular activities develop time management, leadership, resilience, self-confidence, and the capacity to take constructive criticism—all of which are critical elements of character development.

### **The Role of Decision Making in Students Success**

Decision making is a crucial skill that plays a vital role in students success. It involves the ability to analyze information, evaluate alternatives, and choose the most appropriate course of action. Effective decision making empowers students to navigate challenges, set and achieve goals, and adapt to changing circumstances.

While engaging in extracurricular activities that support their academic progress, adolescents develop their talents. Initially, students get the ability to follow directions by playing structured games. In order to achieve a desired result, they learn to pay attention to instructions and implement them. Second, students gain an understanding of the value of persistence and motivation through structured activities (Fredricks, 2011). They understand that achieving objectives frequently necessitates concentration and diligence. Third, according to Wormington, Hartlong Corpus, and Anderson (2012), students acquire problem-solving and goal-setting skills. Participating



in extracurricular activities helps students develop abilities that translate to academic performance, including persistence, motivation, problem solving, following directions, and goal setting.

Co-curricular activities provide students with practical situations where they can practice decision making, enabling them to develop critical thinking, judgment, and accountability (Maqbool & Salam, 2019).

### **Group Activities and Building Peer Relationship**

Leadership skills are essential for students to succeed in education and beyond. These skills encompass the ability to communicate effectively, collaborate with others, inspire and influence peers, take initiative, and make ethical decisions.

For students' social development, extracurricular activity participation is beneficial. Participating in group activities helps to develop the teamwork and communication skills that are essential for success in the workplace and other future endeavors. Students are always searching for a stronger sense of community (Knifesend & Graham, 2012). As stated by Schulruf (2010) on page 595, being a member of extracurricular activities is crucial for "providing acceleration to the relationships and networks that influence positive outcomes for students." Group activities give students the chance to connect with people who share their interests and objectives, which will increase their motivation to devote a considerable amount of time to an activity that also increases enjoyment.

Furthermore, extracurricular activities give students the chance to interact with supportive social networks that help them make better decisions in life (Veldz & Shakib, 2013). Participating in extracurricular activities gives students the chance to connect with supportive adults in addition to fostering relationships with one another (Fredricks, 2011). For students who do not have adult direction and support in their lives, having a mentor is essential.

### **Previous Studies on Co-Curricular Activities, Decision Making, and Leadership Skills**

Several studies have investigated the relationship between co-curricular activities, decision making, and leadership skills. For instance, a study by Arefin and Akter (2018) found that participation in co-curricular activities positively influences leadership development in elementary school students. Another study by Haque (2020) indicated that co-curricular activities contribute to the enhancement of decision-making skills among elementary school students.

Moreover, Ozturk and Ozturk (2017) highlighted the effects of co-curricular activities on the decision-making and leadership skills of elementary school students. These studies provide valuable insights into the





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positive impact of co-curricular activities on students' decision-making abilities and leadership development.

Overall, the literature supports the notion that co-curricular activities have a positive influence on students development, including decision making and leadership skills. Engaging in such activities allows students to practice decision making, fosters their leadership abilities and prepares them for future success in various aspects of life.

## **Methodology**

### **Research Design**

The researcher used a questionnaire to gather information from students about how co-curricular activities improved their leadership and decision-making abilities at the Private Elementary Schools in Karachi District East. The overall research design was quantitative research method.

### **Research Instruments**

In the Private Elementary Schools in Karachi District East, a questionnaire was employed as a research tool to gather participant perspectives about the contribution of extracurricular activities to the development of leadership and decision-making abilities. Alexander A.R. D'Souza was the one who created this survey. The Likert scale, developed, which consisted of five points: strongly agree (5 points) to strongly disagree (1 point). The questionnaire was divided into three sections: the first included the respondents' demographic information; the second contained statements regarding several co-factors related to leadership capabilities; and the third and final section dealt with decision-making abilities.

### **Population**

The study's population consisted of students enrolled in four (4) District East schools in Karachi belonging to Catholic Board of Education which included St. Patrick's High School, St. Joseph's Convent High School, St. Patrick's Girls' High School, and St. Paul's Eng. High School.

### **Sampling**

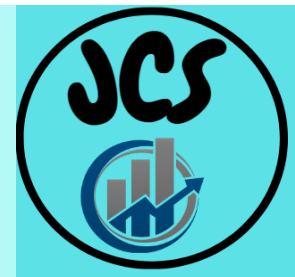
Stratified Random sampling was the sampling technique employed in this study to select 60 pupils from the aforementioned Karachi Districts East schools.

### **Data Collection Methods**

### **Data Analysis Techniques**

Data was gathered via an online Google Form questionnaire, and SPSS was used for statistical analysis.

The researcher employed several data analysis techniques, including the Cronbach's Alpha Reliability Test, an Independent T-test on gender to



determine differences, a correlation analysis to determine whether Leadership Skills and Decision Making were correlated, and a linear regression analysis to determine the relationship between the independent and dependent variables, i.e., Leadership Skills and Decision Making.

The mean and standard deviations were calculated for the demographic data in descriptive statistics. Inferential statistics were used to determine the differences between male and female students using independent sample t-tests, and the effects of co-curricular activities, leadership, and decision-making abilities in Karachi District East private elementary schools were determined using linear regression and correlation analysis.

The purpose of the pilot test was to verify the scale's consistency and validity. Expert opinions confirmed the validity of the information. The Cronbach's Alpha coefficient was computed to evaluate the questionnaire's reliability.

The detail of the reliability test has been given below:

**Table 1: Reliability Test**

<b>Reliability Statistics</b>	
<b>Cronbach's Alpha</b>	<b>No. of Items</b>
<b>0.973</b>	<b>10</b>

Ten questions concerning extracurricular activities, leadership, and decision-making abilities were included in the questionnaire. The reliability index had a statistically significant value of 0.973. The questionnaires' return rate was 100 percent. Following data collection, analysis of the data was done and it was placed into an Excel spreadsheet.

### **Research Questions**

1. Is there a significant impact between co-curricular activities and leadership skills on students' academic achievement?
2. Is there a significant impact between co-curricular activities and decision making skills on students' academic achievement?

### **Data Analysis**

A detailed description of data analysis is as under:

#### **Demographic Information of Students.**

**Table 2**

<b>Variables</b>	<b>Demographic</b>	<b>Percent</b>	<b>Mean</b>	<b>Standard Deviation</b>
<b>Gender</b>	<b>Male</b>	<b>50%</b>	<b>1.40</b>	<b>0.4940</b>
	<b>Female</b>	<b>50%</b>		
<b>Control Group</b>	<b>Private</b>	<b>100%</b>		
	<b>Public</b>	<b>Nil</b>		



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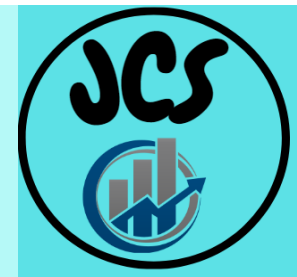
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			1.00	0.0000
Age	11 Years	31.7%		
	12 Years	33.3%		
	13 Years	16.7%		
	14 Years	18.3%		
			2.033	0.8018
Grade	6 <sup>th</sup> .	30.0%		
	7 <sup>th</sup> .	36.7%		
	8 <sup>th</sup> .	33.3%		
			7.033	0.8018
Games/Indoor	Table Tennis	20.0%		
	Tennis	13.3%		
	Chess	15.0%		
	Scrabble	20.0%		
	Badminton	15.0%		
	Ludo	16.7%		
			3.4667	1.7512
Fine Arts	Art/Drawing	15.0%		
	Music	20.0%		
	Poetry	15.0%		
	Dance	11.7%		
	Singing	11.7%		
	Cooking	11.7%		
	Knitting	15.0%		
			3.8000	2.0650
Debates	Speeches	13.3%		
	Elocution	16.7%		
	Discussions	15.0%		
	Hamd	25.0%		
	Naat	13.3%		
	Recitation	16.7%		
			3.5833	1.6395
Result of Prev. Class				
	100% to 91%	11.7%		
	90% to 81 %	33.3%		
	80% to 71 %	21.7%		
	70% to 61 %	11.7%		
	61% to 50 %	11.7%		

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50 % and Below      10.0%  
3.0833    1.5215

**Table 2** shows the demographic information of students of Karachi East.

A t-test for independent samples was utilized to examine how leadership qualities and extracurricular activities affected male and female students' decision-making.

Ho: There is no significant difference between co-curricular activities and leadership, decision making skills of students' academic achievement in private elementary schools.

H<sub>1</sub>: There is a significant difference between co-curricular activities and leadership, decision making skills of students' in the academic achievement in private elementary schools.

**Table 3**

**F-Test Two-Sample for Variances**

	Male	Female
Mean	33.43333	44.56667
Variance	197.4954	21.84023
Observations	30	30
Df	29	29
F	9.042735	
P(F<=f) one-tail	3.14E-08	
F Critical one-tail	1.860811	

In Table 3, since the variances were not equal, while computing F-Test therefore the Null Hypothesis was rejected i.e. ( $V_1 \neq V_2$ ), where one-tail t-test was (3.14E-08) and hence T-Test of Two Sample was applied using Unequal variances was applied to test for the hypothesis.

**Table 4**

**T-Test: Two-Sample Assuming Unequal Variances**

	Male	Female
Mean	33.43333	44.56667
Variance	197.4954	21.84023
Observations	30	30
Hypothesized Mean Difference	0	
Df	35	
t Stat	-4.11748	
P(T<=t) one-tail	0.000111	




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t Critical one-tail	1.689572
P(T<=t) two-tail	0.000222
t Critical two-tail	2.030108

---

The null hypothesis was rejected in Table 4 following the application of the T-Test for Two-Sample Assuming Unequal Variances, as it was discovered that there is a significant difference between students' academic achievement in private elementary schools and their involvement in extracurricular activities and their leadership and decision-making skills (0.0001) and (0.0002), respectively.

**Table 5**

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<b>Male</b>		<b>Female</b>	
Mean	33.43333	Mean	44.56667
Standard Error	2.565771	Standard Error	0.853234
Median	35	Median	46.5
Mode	50	Mode	46
Standard Deviation	14.05331	Standard Deviation	4.673353
Sample Variance	197.4954	Sample Variance	21.84023
Kurtosis	-1.41164	Kurtosis	-1.42178
Skewness	-0.30416	Skewness	-0.51805
Range	40	Range	13
Minimum	10	Minimum	37
Maximum	50	Maximum	50
Sum	1003	Sum	1337
Count	30	Count	30

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**In Table 5**, in the descriptive statistics the value of Kurtosis for both male and female students is in the range from -2 to +2 shows that the data is normal and good, whereas for skewness the range is from -1 to +1 also signifies that the data is normal.

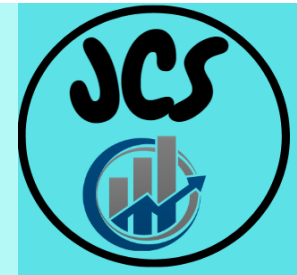
The Correlation for the analysis of the impact of leadership skills and decision making skills among male and female students with respect to leadership skills and decision making was analyzed.

**Table 6**

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	<b>Leadership Skills</b>	<b>Decision Making</b>
Leadership Skills	1	
Decision Making	0.964485644	1

---



In **Table 6**, it has been found that there is strong correlation between Leadership Skills and Decision making skills, which is 96.4%.

**Linear Regression** was analyzed, in order to find the impact between co-curricular activities and leadership, decision making skills among male and female students.

Ho: There is no significant impact of leadership skills and decision making skills of students' academic achievement in private elementary schools.

H<sub>1</sub>: There is a significant impact of leadership skills and decision making skills of students' academic achievement in private elementary schools.

**Table 7**

<i>Regression Statistics</i>	
Multiple R	0.96448564
R Square	0.93023256
Adjusted R Square	0.92902967
Standard Error	1.4383899
Observations	60

In Table 7, it has been found that, the value of correlation (R = 96.4 %), co-efficient of determination (R<sup>2</sup> = 93.0%) shows that the model is a very fit and effective one.

**Table 8**

ANOVA					
	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>Significance F</i>
Regression	1	1600	1600	773.333	3.15826E-35
Residual	58	120	2.06896	3	
Total	59	1720	6		
	<i>Coefficients</i>	<i>Standard Error</i>	<i>t Stat</i>	<i>P-value</i>	
Intercept	3	0.604580219	4.96212	6.44E-06	
Decision Making	0.8	0.028767798	27.8088	3.16E-35	

We can easily foresee the relationship between leadership skill and decision making since in Table 8, the intercept (y) value for leadership skills is 3 and the value for decision making is 0.8. Thus, the significance value (3.15826E-35) indicates that the linear regression



model demonstrates the relationship between the dependent variable (decision making) and the independent variable (leadership skills). The model's high effectiveness is further supported by the values of correlation ( $R = 94.6\%$ ) and coefficient of determination ( $R^2 = 93.0\%$ ), all of which point to the rejection of the null hypothesis. Consequently, there is a strong correlation between students' academic achievement in private elementary schools and their leadership and decision-making abilities.

## **Discussion, Results, Conclusion, Implications for More Study, and Suggestions**

### **Discussion**

- i. The results of the data analysis showed that extracurricular activities in Karachi's elementary schools improved students' ability to make decisions. Students who actively engaged in co-curricular activities showed improved skills in information analysis, alternative evaluation, and decision-making. Through real-life scenarios that required critical thinking and problem-solving, these activities gave them the opportunity to practise decision-making in a useful and experienced way. The results are consistent with other research that highlights the importance of extracurricular activities in fostering decision-making abilities. (Maqbool & Salam, 2019; Johnson et al., 2020). The results indicated a significant positive impact of co-curricular activities on students' leadership skills. Students who engaged in co-curricular activities showed improved communication, collaboration, and initiative-taking abilities. These activities provided them with opportunities to lead, work in teams, and develop their leadership competencies. The findings align with previous research highlighting the role of co-curricular activities in fostering leadership skills among students (Arefin & Akter, 2018; Haque, 2020.)
- ii. When comparing the results by gender, no significant differences were observed in the impact of co-curricular activities on students' decision-making and leadership skills. Both male and female students benefited similarly from participation in co-curricular activities. This finding suggests that co-curricular activities have an inclusive impact on students' skill development, and decision making skills as well.
- iii. An analysis of the data across different co-curricular activities revealed variations in the impact on students' decision-making and leadership skills. Certain activities, such as debate clubs or student government, were found to have a particularly strong impact on decision-making and leadership skills due to their emphasis on critical thinking, public speaking, and decision-making processes. On the other hand, sports



activities promoted teamwork, collaboration, and leadership in a different context. These findings highlight the importance of considering the specific co-curricular activities offered and their potential impact on students' skill development.

## Results

- 1) The results of the current study demonstrate the significant influence that extracurricular activities have on students' academic achievement in private elementary schools in terms of leadership and decision-making abilities.
- 2) By analyzing the statistical data through (Independent Sample T-test), the researcher has found that the Null Hypothesis was rejected which implies that there's a significant difference between co-curricular activities and leadership, decision making skills among students' (male and female) academic achievement in private elementary schools.
- 3) Additionally, 96.4% of students, both male and female, showed a strong association between decision-making and leadership skills.
- 4) There is a significant difference in the leadership and decision-making skills of students' academic achievement in private elementary schools, as demonstrated by the results of Linear Regression, which show that dependent variables, i.e., Leadership Skills and Decision Making, and independent variable Co-curricular Activities, have a value of correlation ( $R = 96.4\%$ ), co-efficient of determination ( $R^2 = 0.930$ ), and Anova (0.000). These results indicate that the model is very effective and the null hypothesis was rejected.
- 5) The Null Hypothesis, however, has been rejected overall based on the aforementioned data and discussions, demonstrating that there is a significant influence between the leadership and decision-making abilities of students' academic achievement in private educational institutions.

## Implications for More Study:

The findings of this study have several implications for elementary schools in Karachi. It is crucial for schools to recognize the value of co-curricular activities in fostering students' decision-making and leadership skills. Schools should provide a diverse range of activities that cater to different interests and abilities, ensuring that students have ample opportunities to develop these essential skills.

- 1) To enhance the impact of co-curricular activities on students' decision-making and leadership skills, several recommendations can be made. Schools should focus on promoting active student engagement in these activities, providing adequate resources and support to facilitate



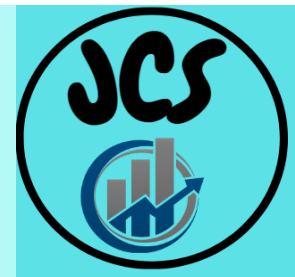


meaningful participation. Additionally, incorporating reflection and debriefing sessions within the activities can help students connect their experiences to decision-making and leadership processes. Collaboration among teachers, students, and parents can further strengthen the integration and effectiveness of co-curricular activities.

- 2) Subsequent investigations in this field may investigate supplementary variables that could potentially alter the influence of extracurricular activities on students' decision-making and leadership abilities. This might involve looking into the advice and support that teachers provide, the influence of certain activity structures, or the effects of various cultural contexts. Research with a longitudinal design can also shed light on the long-term consequences of extracurricular activities for students' skill development.

### **Suggestions**

- 1) Extracurricular activities support students in developing their confidence. However, because of their demanding schedules and dense curricula, students at the elementary level spend less time participating in extracurricular activities like sports and reading. In order to inspire students to participate more and develop their hidden abilities, it is advised that the school administration support both literary and physical activities by advocating for more sports facilities and planning literary events.
- 2) The study's conclusions demonstrated that, in contrast to males, girls did not participate in athletics since there were insufficient facilities and incentives for them. Therefore, it is advised that parents should acquire sports equipment for their female children in order to persuade them. In addition, administrators may decide to create a free evening lecture period so that students can engage in stress-relieving sports. In order to save time and encourage students with low grades to engage in formal extracurricular activities and academic pursuits, teachers can keep an eye on their weekly activities.
- 3) The majority of respondents support extracurricular activities as a means of helping students develop a sense of self-confidence. Thus, standard facilities and equipment should be provided by the government and school governing councils in order to promote students' engagement in sports. In order to inspire a large number of sports players, school regulations regarding sports should also be regularly updated and improved.
- 4) In order to prevent them from becoming distracted from official academic extracurricular activities, which can have a detrimental



impact on their academic performance, school teachers may encourage minority and female students to participate in a variety of co-curricular activities.

In order to encourage extracurricular activities, the school has to establish a distinct sports department that will try to promote extracurricular activities and plan sports week once a term to enable every student and teacher to participate in their preferred extracurricular activities.

## **Conclusion**

As a result, this study showed how co-curricular activities improve students' leadership and decision-making abilities in Karachi's elementary schools. These kinds of activities are really important for nurturing. Therefore, it is impossible to overstate the significance of co-curricular activities, even as students should be given an increasing number of opportunities to explore their interests and abilities. Co-curricular activities are being incorporated into the academic curriculum in schools all over the world in an effort to give students the "all-rounder" quality.

Furthermore, it is acknowledged that co-curricular activities play a significant role in the integrative school curriculum. Furthermore, the benefits of co-curricular activities in schools have been thoroughly studied, and it has been determined that students who engage in these activities have better academic outcomes, greater school relationships, and a higher likelihood of leading active and healthy lifestyles.

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## Appendix A

### THE IMPACT OF CO-CURRICULAR ACTIVITIES ON STUDENTS' DECISION MAKING AND LEADERSHIP SKILLS OF ELEMENTARY SCHOOLS IN KARACHI DISTRICT EAST

#### Section A: Particulars of a Respondent (Please select the correct option)

Name (Optional): \_\_\_\_\_

School/Organization: \_\_\_\_\_

<b>Gender</b> Male <input type="checkbox"/> Female <input type="checkbox"/>		<b>Control</b> Private <input type="checkbox"/> Public <input type="checkbox"/>	
<b>Age</b> 11 Year <input type="checkbox"/> 12 Year <input type="checkbox"/> 13 Year <input type="checkbox"/> 14 Years <input type="checkbox"/> 15 Years <input type="checkbox"/>			
<b>Grade</b> 6 <sup>th</sup> . <input type="checkbox"/> 7 <sup>th</sup> . <input type="checkbox"/> 8 <sup>th</sup> . <input type="checkbox"/>			
<b>Games</b> T. Tennis <input type="checkbox"/> Tennis <input type="checkbox"/> Chess <input type="checkbox"/> Scrabble <input type="checkbox"/> Badminton <input type="checkbox"/> Ludo <input type="checkbox"/>			
<b>Fine Arts</b> Art <input type="checkbox"/> Music <input type="checkbox"/> Poetry <input type="checkbox"/> Dance <input type="checkbox"/> Singing <input type="checkbox"/> Cooking <input type="checkbox"/> Knitting <input type="checkbox"/>			
<b>Debates</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			
<b>Previous Academic Result</b> 100 to 91% <input type="checkbox"/> 90 to 81 % <input type="checkbox"/> 80 to 71 % <input type="checkbox"/> 70 to 61% <input type="checkbox"/> 60 and Below <input type="checkbox"/>			



## **Section B: Students' Leadership Skills during Co-Curricular Activities** **Co-Curricular Activities**

Co-curricular Activities are defined as the activities that enable to supplement and complement the curricular or main syllabi activities. These are a very important part and parcel of educational institutions to develop the students' personality as well as to strengthen classroom learning.

### **Leadership Skills**

Leadership skills are the strengths and abilities individuals demonstrate that help to oversee processes, guide initiatives and steer their employees toward the achievement of goals.

Read the given statements carefully; think well how they describe your beliefs about students' and behavior towards co-curricular activities in schools.

Select the option that suits your belief most appropriately.

SA = Strongly Agree                      A= Agree      U= Uncertain                      D= Disagree

SD = Strongly Disagree

S#	Statement	SA	A	U	D	SD
1.	I am able to communicate effectively with others.					
2.	I am able to inspire and motivate others to achieve their goals.					
3.	I am able to make decisions in a timely and effective manner.					
4.	I am able to work collaboratively with others towards a common goal.					
5.	I am able to take initiative and lead by example.					

## **Section C: Students' Decision Making during Co-Curricular Activities**

### **Decision Making**

Decision making is the process of making choices by identifying a decision, gathering information, and assessing alternative resolutions. Using a step-by-step decision-making process can help you make more deliberate, thoughtful decisions by organizing relevant information and defining alternatives.

Read the given statements carefully; think well how they describe your beliefs about students' decision making during co-curricular activities in the school.

Select the option that suits your belief most appropriately.

SA = Strongly Agree                      A= Agree      U= Uncertain                      D= Disagree



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SD = Strongly Disagree

S#	Statement	SA	A	U	D	SD
1.	I am able to identify different options when making a decision.					
2.	I consider the potential consequences of my decisions.					
3.	I seek out information to help me make decisions.					
4.	I am able to weigh the pros and cons of different options.					
5.	I am confident in my ability to make good decisions.					