

---

## THE ROLE OF CO-CURRICULAR ACTIVITIES IN HOLISTIC DEVELOPMENT OF SECONDARY SCHOOL STUDENTS

Salma Channa  
PhD Scholar Education  
Greenwich University  
Karachi - Pakistan  
[salmachanna22@gmail.com](mailto:salmachanna22@gmail.com)

Dr. Khurram Khan Alwi  
Assistant Professor  
Department of Teacher Education  
Federal Urdu University of Arts, Science & Technology  
Karachi - Pakistan  
[skhurumkhan@fuuast.edu.pk](mailto:skhurumkhan@fuuast.edu.pk)

### Abstract

*This study explores the role of students engagement in co-curricular on holistic student development in secondary schools students. The study disclose a significant positive correlation between participation in co-curricular activities and holistic development that important development in numerous features of personal growth particularly participants reveal increase leadership skills, exhibiting, increased confidence in major groups and ingredients literate conclusion. Critical thinking expertness were also significant improved however contributor appear increase problem solving skills and creative thinking. Moreover emotional intelligence was evolve with participants show increased understanding of self-awareness, social skills were make stronger with better communication and teamwork abilities remoter more physical activity, and stress management make better with participants engaging in regular exercise and healthy habits. Spiritual widening was turn on with participants exploring purpose and meaning in their lives. These findings emphasize the great impact of co-curricular activities on holistic development get ready individuals for a level and fulfilling life. Moreover the study of the research was a survey. The sample size of the population consisted of one hundred fifty teachers from different secondary schools represent the whole population. A Simple Random Sampling technique was applied to engage the respondents. Furthermore, a close-ended questionnaire. The findings shows that the questionnaire assessed holistic development by evaluating numerous feature of an individual's growth and*

---

*development. It employed a variety of items likert scale questions, open ended responses to measure spiritual intelligence, social skills, and cognitive abilities, physical. Specific it examined self-awareness, sympathy, communication, problem solving, and physical activity. By range over these associated await the questionnaire provide a holistic development represent the problem and interest of human growth and development.*

**Keywords** Students' engagements, co-curricular activities, holistic students, higher education

## **1 Introduction**

In the field of higher education the concept of holistic student development arrive at outstanding, focus attention on the importance of nurturing students' intellectual, social, emotional, and physical well-being (Christie, 2017) While academic activity are undeniably key, the role of student engagement and involvement in co-curricular activities is steadily more acknowledge as necessary for encourage comprehensive growth and development. Holistic students' development is pivotal for students to become well go round independent with academic knowledge, skills and personal attributes. Co-curricular activities play essential role within arrive at presuming golden opportunities for students to be born necessary life skills, support academic growth, encourage personal growth, get ready for future careers, assemble group and increase all inclusive happiness (Marris, 2018). All the time co-curricular activities, students can survey their interests, passions, and talent grow a sense of motive and direction. These activities help out students to facing main worth likes teamwork, discipline and sportsmanship that are necessary in favor of successful outcome in all feature of life. At include co-curricular activities within their education students help some more comprehensive and stabilize set of skills, advantages and involvement that make ready them for happy, healthy, and successful life finally holistic student development and co-curricular activities are necessity for authorize students to hold out their filled up possible along with a positive results in the world (Buckley, 2021) Co-curricular activities provide a capacious range of interest a specific enhance students general evolution which appealing numerous activities, students can chance on hidden talent, develop new skills, and build confidence. These involvement in cultivate leadership, teamwork and creativity spell fostering critical thinking, problem solving and emotional intelligence. Co-curricular activities also contribute a program for students to explore their passion, develop a sense of purpose, and a meaningful relationship. As students cross various profits and challenges expand a strong self-concept make preparation for succeed in life on the farther side of academic. Beside accept co-curricular activities, students greatly their possibilities, clear a comprehensive of chance and create their future with motive and direction to observe in co-curricular activities students can grow new skills and interests, improve their academic performance, and increase confidence and self-regard. These activities help teamwork and collaboration inspire creativity change and evolve problem solving and critical thinking skills (Griffiths, 2021).Co-curricular activities also

provide chance for leadership and responsibility which enhance communication skills, and improve time management and organization skills. Leadership roles or get involved in team based activities, students learn to assign tasks, assemble knowledgeable decisions, and develop problem solving strategies. These involvement increase their capability effective ideas, convey plan and participate in fruitful dialogue such as improving their communication skills. Moreover co-curricular activities need students to arrange tasks, set goals and manage their time effectively, teaching those precious skills in organization and time management. At grow these skills students set off more confident, make ready to excel their academic, personal and professional pursuits. As well they inspire physical activity and health wellness, support personal growth, self-awareness and further a sense of belonging and community. Generally co-curricular activities build to prepare students for future careers and professions which increase emotional intelligence and empathy to increase comfort and happiness finally it shaping them into well rounded and successful individuals.

According to (AKHTER, , 2021).Disengagement from co-curricular activities can have a number of neutralize result for students. There are 80% secondary schools students disengage from these activities, they rule out on opportunities to evolve important skills, and values such as teamwork leadership, and problem solving. This can lead the way to lack of confidence, make less creativity and reduce social skills. Disengagement can also result in a tapered center on academic main to a disparity in their educational experience. Moreover students who disengage from co-curricular activities may experience a feeling of isolation and disconnection from the peers and school community, potentially leading to decreased motivation and academic performance. Furthermore 70% students intersected in co-curricular activities which aim to promote personal growth by encouraging students to range over many and various interests, fostering self-confidence and a sense of identity. students interested in club officers activities which play a essential role in control and be responsible for the event of a school club or organization. They also restoring critical thinking and problem solving abilities, demanding students to examine situations and evolve innovative solutions. Furthermore students' government and volunteer projects are necessary components of co-curricular activities, offering opportunities for students to start leadership skills, work for their community and make a positive impact. Students government organization such as students councils or senate, give a platform for students to draw on leadership roles construct resolve and develop problem solving skills, through volunteers projects students can take part in community service, participate in charity events and develop affinity with social responsibility. These projects may incorporated organizing charity events, get involved in environmental clean raises or volunteering at restricted food banks. By participating in students' government and volunteer projects students expand important skills like communication, teamwork, and time management while also qualities difference in the lives of others. These involvement not only amplify their academic journey but also get ready them to become active and liability citizen equipped to make a positive effect in communicates and the

world at large. This paper explain the spirit these activities work for as integral components of higher education, enriching students' experiences and equipping them with the skills, values, and perspectives necessary for personal and professional success.

### **1.1 Problem Statement**

Despite the recognized importance of co-curricular activities in fostering holistic students' development, many students in higher education institutions remain disengaged and disconnected from these opportunities, resulting in missed chances for personal growth, socialization and skill development. This raises important questions about the factors that influence students' engagement and involvement in co-curricular activities and how institutions can promote and support students' participation to enhance overall students' development.

Specifically, this study aims to investigate the relationship between student engagement and involvement in co-curricular activities and holistic student development, including the impact on academic achievement, social skills, leadership development and career readiness. By exploring the perception, motivation and barriers to participation among students, this research seeks to inform evidence based strategies for educators and administrators to encourage and sustain students' engagement in co-curricular activities, ultimately enhancing the higher education experience and promoting well rounded graduates prepared for success in an ever changing world.

### **1.2 Objectives**

- (1) To examine the relationship between co-curricular activities and social skills of students.
- (2) To investigate the relationship of co-curricular activities and students engagement at higher education.
- (3) To assess the relationship between co-curricular activities and holistic students development.

### **1.3 Hypothesis**

1. There is significant and positive relationship between co-curricular activity and social skills (e.g communication skills, emotional intelligence and teamwork and collaboration skills).
2. There is significant and positive relationship between co-curricular activity and students' engagement. (e.g sports, cultural).
3. There is significant and positive relationship between co-curricular activity and holistic student development (emotional intelligence, and personal growth).

## **2 Literature Review**

Co-Curricular activities have been seen to improve social skills, such as communication, teamwork, and leadership (Hansen, 2017). Co-curricular activities have been continually shown

to have a pragmatic influence on the evolution of essential social skills in solitary. Involvement in these pursuit has been associate to make better communication skills while independent acquire a knowledge of to attach their concept, listen actively, and answer properly. Collaboration skills are also encourage all the time co-curricular activities, as individuals learn to team up, assign tasks, and depend on others to arrive at a common goal. Moreover leadership skills are grow as individuals take hold of leadership roles, learn to inspire and guide others, grow decision making and problem solving capabilities. These social skills are necessary for successful outcome for both personal and professional life and co-curricular activities prepare a individual opportunity for independent to enlarge and clarify them in a supportive and interchange environment. By get involved in co-curricular activities individuals can increase their social skills suit more effective communicators and develop into confident and have ability to make leaders. Questionnaires and Surveys (e.g., Social Skills Inventory) have been used to evaluate social skills (Nelson, 2017) Self-reported data may be subject to bias (Hansen, 2017) contributor begins essential social skills like conflict resolution, empathy, and problem-solving (Nelson, 2019). Take part in group activities and discussions give someone permission to develop essential social skills that interest them in all aspects of life. According to Nelson (2019) contributor spread essential social skills similar to conflict resolution, empathy, and problem-solving. Reached the end these interconnections individuals acquire knowledge successfully communicate, listen actively and appreciate different perspectives, most significant stronger relationships and a considerable power to navigate multiplex social situations. Before make sharp these skills individuals set off more confident and expert at hold challenges in both personal and professional environment. Experimental designs have contrast participants in co-curricular activities to non-participants (Nelson, 2019). Research has working experimental designs to inquire into the impact of co-curricular activities on individual development. As famous by Nelson (2019) experimental designs have differentiate contributor in co-curricular activities to non-participants providing that precious items awareness into the effects of these experiences. These learning have been seen that participants in co-curricular activities betray significant change for the better in academic achievement, social skills and personal growth contrast to their non-participant peers. Besides identify the variable of co-curricular participation researchers have been allowed to give a demonstration of the positive outcomes link with commitment in these activities focus attention on their importance in contribute to overall development. Experimental style have contrast participants in co-curricular activities to non-participants (Nelson, 2019). Difficulty in controlling for irrelevant variables (Nelson, 2019). According to (Naithani, 2020) co-curricular activities have a considerable impact on a lot of attribute of students' development. Research studies have at all times show a demonstration of that participation in co-curricular activities essentially increase social skills with everything included of teamwork and quarrel resolution. According to (S.Kolappan., 2022) found that students who get involved in co curricular activities be seen build better communication skills and unity expertness disparty to their noninvolment peer. likewise co curricular activities have

been clear to care very much for leadership skills with students developing decision making, problem solving and critical thinking abilities. Students who participate in co-curricular activities reveal higher communication skills and team work capacity contrast to their non-involved peers. The whole time co-curricular activities students grow crucial communication skills like speaking, active listening and conflict resolution (Bakr, 2022) they also encourage teamwork abilities which include participation, problem solving and leadership (M, 2023). In consensus non-involved peers may probably lack these skills it must be the case that stand in the way of their personal growth. Research always make a donation of the benefits of co-curricular activities in start communication and team work skills which pivot on the significance of motivate students sharing to engaging in co-curricular activities for students which can be born a antagonistic side make preparations them for success in academic carrier and life.

(Othman, 2023) Co-curricular activities have very great impact on numerous aspects of holistic development like team, sports, group projects and music whole things encourage teamwork and collaboration skills, encourage an flexibility to work effectually with additional in the direction of common goal, Moreover co-curricular activities like drama and conflict resolution training increase emotional intelligence, empathy, and conflict resolution skills, authorize individual to negotiate multiplex social situation moreover co-curricular activities prepare opportunities for socialization, building relationship and developng adaptability, leadership and problem solving generally speaking the literature specify that co-curricular activities play a analytical role in advance essential social skills, preparing individuals for success in personal and professional relationship. Beside participating in co-curricular activities individuals can enhance their ability to communicate effectively, work collaboratively and cross complex social state ultimately intensify their social skills and overall with skill being. These activities supply platform for students to interrelate with peers, develop empathy, and resolve conflicts necessary for building strong relationship and arrive at personal growth moreover research has been established a positive correlation between co-curricular activities and academic achievement which include make better academic performance, engagement, and critical thinking skills. besides co-curricular activities have been associate to become greater faith in oneself, confidence and sense of be a member of ultimately preparing students for future success, Co-curricular events have a wide range to make a donation of cultural, social, and aesthetic growth of the student and are behavior after school time. According to (William, 2018) describe the main goal of these occupation in educational situation is to develop students' personalities and nature occupy also grow their minds in ways that may assistance or make easy their academic success. After a while it was stumble on that the major part of government schools were set down more focus on academics than necessary to increase the amount of pass candidates, win awards and rankings, and develop students' skills and character. Additionally work focal point on the a specific type of activities on social skills additional the literature highlights quantitative study to examine the role of co-curricular activities play a critical role in developing social skills, and future research be obliged

to directly address these aspects to provide a more comprehensive understanding of the relationship between co-curricular activities and social skills development.

Co-curricular activities have been generally accepted as a precious means of developing leadership skills between individuals. Research has continually been in view that involvement in co-curricular activities is positively connected to leadership development (Astin, 2020). According to (Pascarella, 2019) Co-curricular activities have long been considered as an essential instrument for work leadership skills in independent. A considerable body of research has often given a demonstration of a positive correlation between involvement in co-curricular activities and leadership development. This means that individuals who engage in co-curricular activities such as clubs, organizations, or volunteer work, tend to exhibit higher levels of leadership skills and capability set side by side to those who do not. By participating in these activities individuals can evolve necessary leadership skills like communication, problem solving, and teamwork, which are assignable to various aspects of life. The positive relationship between co-curricular activities and leadership development highlights the importance of providing that opportunities for persons to participate in these activities as they can play an expository role in creating future leaders. Surveys and also questionnaires (e.g., Leadership Practices) to assess leadership skills and way of behaving, Experimental designs contrast participants and non-participants in co-curricular activities, Correlational learning examining relationships between co-curricular participation and leadership outcomes. Limitations are Self-reported take the measurement of may be subject to prejudice in that research Correlational studies cannot show causality, Limited generalizability due to various populations and contexts. Overall the literature leads to the belief that co-curricular activities play a worthy of attention role in leadership development but further research is to be compelled to fully understand the mechanisms and outcomes of this relationship.

Co-curricular activities have a positive impact on leadership development providing that opportunities for students to make involvement in co-curricular activities increase leadership skills such as communication, problem solving and decision making (Ali., 2019). Additionally co-curricular activities supply opportunities for students to take hold of leadership roles advance teamwork and collaboration skills and building confidence and self esteem, (Ludin, 2021) further the study concentrate on co-curricular activities such as sports and music leaving a gap in apprehension the impact of other types of activities on leadership development (Rahim., 2021) link of thinking these experiences students come into existence a sense of responsibility, accountability and community engagement needed for effective leadership as well the literature highlights their need for quantitative studies to examine the impact of co-curricular activities play a censorious role in developing leadership skills and future research should work towards to inscribing the gap in the literature to be prepared a more inclusive perception of the relationship between co-curricular activities and leadership development. The literature suggested that co-curricular activities have positive impact academic achievement which education showing that

involvement in co curricular activities make better acadmic performance, grade point averages, and educational aspirstions ( N., Ludovic & , & R., 2020) co curricular activities increase cognitive skills, motivation and engagement, leading to better acadmic outcomes (S.L., 2021) moreover co curricular activities allow opportunities for students to develop required skills such as time management, organization, and self regulation which are crucial for academic success (John PJ, 2017). Furthermore the literature focus on the quantitative study to examine the impact of co curricular activities on academic achievement and future research should point to label these interval to be prepared a more comprehensive undrstanding of relationship between co curricular activities and academic achievements.

Co-curricular activities have been establish to have a positive impact on both academic achievement and leadership development. Studies have be revealed that students whoever take part in co-curricular activities be inclined to have excessive GPAs and recovered academic performance (Tinto, 2018). Research has usually give a demonstration of that students who participate in co-curricular activities be liable to bring about better academically as by higerification her GPAs and general academic achievement. This finding has been contribute next to multiple studies which includes those conducted by Tinto (2019) according to Tinto's (2019) study found that student participation in co-curricular activities was positively linked to academic persistence and degree completion. likewise research show that student involvement in co-curricular activities was associated to increased academic achievement including higher GPAs and make better academic performance. These findings indicate that co-curricular activities have a positive impact on academic performance possibly due to the turn of events of skills such as time management, critical thinking, and teamwork. In addition co-curricular acivities may supply students with a sense of motive and be affiliated to most significant to increased motivation and engagement in academic pursuits.

Overall the literature indicate that participating in co-curricular activities can have a positive impact on the academic performance leading to higher GPAs and have better academic outcomes. Co-curricular activities have been connect to expand academic motivation, engagement, and persistence (Pascarella & T., 2016). Take part in co-curricular activities has been seen to have a very great impact on students' academic journey. According to Pascarella and Ludin (2018) suggest that engaging in co-curricular activities is connected to become greater academic motivation, engagement, and tenacity. It means that students who participate in co-curricular activities are further to be expected to be operate to succeed academically, actively join in their studies and care for through dispute with to attain their academic goals. In the good time for provided that opportunities for skill development, leadership, and social connection, co-curricular activities encourage a sensory faculty of purpose and belonging most significant to a stronger devotation to academic success. As the result a students those take part in co-curricular activities be inclined to be more motivated, engaged, and preserving in their academic pursuits



eventually most significant to considerable academic achievement and success. This study employed a Correlational studies, longitudinal studies, and experimental designs. Study reveal that Self-selection bias and limited generalizability. Co-curricular activities have been establish to develop leadership skills such as communication, problem-solving, and teamwork (Kuh, 2018). Get involved in co-curricular activities has been show to be a precious items way to develop necessary leadership skills according to Kuh (2018) studies. Through these activities are discrete can make strong their communication skills and learning to successfully fluent their ideas, listen actively, and clarify belief. They also have to develop problem solving skills, critical thinking, and creativity, where they were work end to end of challenges and hurdle. Another way co-curricular activities strong teamwork and collaboration their teaching independent shows that how to work efficaciously with others in the direction of a common goal. Before start that these key leadership skills ind become more confident, empowered, and prepared to take on leadership roles in various aspects of life. According to Kuh's research highlights that co-curricular activities play a important role in make future leaders, supply a platform for students to grow, learn, and develop their skills which is necessary for succeed. Leadership development is positively interconnected with co-curricular activity participation (Dugan & R., 2017) According to Dugan and Komives (2017), research has shown a positive correlation between leadership development and participation in co-curricular activities. This means that individuals who engage in co-curricular activities, such as clubs, organizations, or volunteer work, tend to exhibit higher levels of leadership development compared to those who do not participate in such activities. Co-curricular activities provide opportunities for individuals to develop leadership skills, such as communication, problem-solving, and teamwork, and to practice these skills in real-world settings. As individuals participate in co-curricular activities, they gain experience, build confidence, and develop a sense of purpose, all of which contribute to their leadership development. This positive relationship suggests that co-curricular activities play a significant role in fostering leadership development, preparing individuals to take on leadership roles and make a positive impact in their communities. - Methodologies: Surveys, questionnaires, and interviews Limitations: Self-reported measures, limited longitudinal designs. Overall, co-curricular activities have a positive impact on both academic achievement and leadership development. However, limitations in methodologies and generalizability highlight the need for further research.

According to (Lauricella & S. , 2015) Co curricular activities play a active role in holistic development encourage to growth in numerous aspects of a students life for example make reference to participating in sports teams like basket ball or soccer develops physical skills, team work and it is discipline time, music and art programs like band or painting, cultivate imagination, self expression and emotional intelligence clubs like debates robotics increase critical thinking, issue solving and leadership skills interval participate work and community service is mithout moving empathy, social responsibility and sympathy ( C., , J., & P.A.et al.,

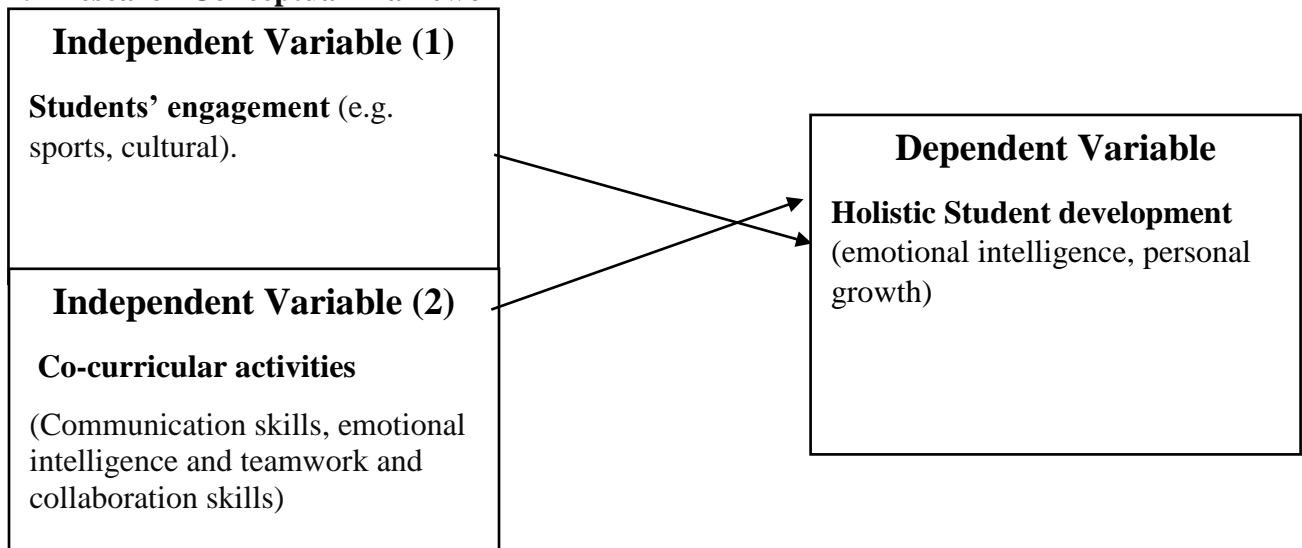
2021). The literature on the holistic development high point the very great impact of co-curricular activities on students' personal, social, and professional growth. Co-curricular activities have been appear to increase social skills such as communication and teamwork as well as the leadership skills which include leadership self efficacy and problem solving. Profession readiness is also the encourage all the time to co-curricular activities which including profession, investigation and full time networking. Furthermore the co-curricular activities give to personal growth which including self awareness and emotional intelligence for the academic success which are including academic motivation and achievement. In this research the methodologies appretice to study the impacts which include correlational studies, experimental designs, survey research, and case studies. However interval the literature be prepared limitations exist including which are onself option influence limited concepts and methodological limitations are such as the dependency on the self describe data or correlational designs which are may not establish cauation. However few studies are examines that long term impacts which emphasizing the stand in need for longitudinal designs to completely accept the effects of co-curricular activities on holistic development. In any occasion that these limitations are the literature increase the noteworthiness of co-curricular activities in motivate holistic development which are focal point intrntness on the importance of constant research and program development to carry student growth.

Leadership situation like student government or team master advance resolve making, communication and management skills occupy academic teams like quiz bowl or science olympaid challenges students to have relevance to understanding and think critically in addition, innovation writing and the newspaper buisness programs encourage self expresiion, writing skills and trust use up dance team and religious arrangment encourage physical activity, artistic appearence and spritual growing eventually hobbies and intrest build groups like photography or outdoor exploit supply golden opportunities for inquiry and entertainment these co curricular activities generally make a donation for the development of a well move round individual, provide with skills, moral principles and passions that reach out on the far side of academic (Penjor, 2021). Research has be seen constantly be seen that the merge personal affects of students appointment and co curricular activities, personal and professional player development marked the sum total of their individual results (PJ, 2017). when students are unavaiable in both academic studies and co curricular activities they participate in a synergistic relationship that increase their learning outcomes, skill development and all inkusive well being (Mishra 2023). This combination encourage a gaping perception of academic information, evolve convertible skills and construct confidence and motivation most significant to make better academic performance and career readiness. As well as co curricular activities make preparation of plateform for students to out in an application theortically concepts to actual world situations extend across the gap between implementation however the literature indicates be compelled to the longitudinal studies to assess the long term crash into overall literature that the cgive the

permission to pool resources personal effects of students engagement and co curricular activities is a controlling cause for holistic development very grat the sum of their individuals effects.

The collaboration result of student engagement and co-curricular activities can have a very great coefficient impact is very great the sum of their discrete effects. When students are occupied in their academics and also get involved in co-curricular activities these two involvement in strengthen and supplement each other which are most significant to increase learning outcomes, confidential growth and professional readiness. Co-curricular activities can have relevance to conceptual knowledge to real the world setting which making academic learning more significant and appropriate. If anything academic engagement can make preparation a starting point for co-curricular activities, authorize students to proceed towards challenges with a gaping understanding and critical thinking skills. This collaboration further personal growth in which care for a sensory faculty of purpose and motivation become larger professional networks. The collaboration effect make arrange things for students to success in academics, career, and life show how something is done the intact as expected considerable than the sum of its parts. By combine student engagement and co-curricular activities, educational institutions can make provision in a holistic learning acquaintance with that put students increased for extensive term success.

## 2.2 Research Conceptual Framework



The conceptual framework of this study submit that students' engagement and Co-curricular activities are two independent variables that have a significant impact on holistic student development the dependent variable. Students' engagement explain the level to which students are actively vigorously the invested in their academic experiences is look for positively affect holistic students' development, encompassing academic, social, emotional and personal growth. Co-curricular activities which includes extracurricular activities which includes extracurricular activities, clubs and organization are also predicted to have a positive impact on holistic students to develop new skills, build relationship and apply academic knowledge in real world settings. The interaction between students' engagement and Co-curricular activities is expected to have a synergistic effect, enhancing the impact on holistic students' development. Who are highly engaged and participate in Co-curricular activities will experience more comprehensive growth and development, social skills, emotional intelligence, and personal growth. By examining the relationship between these variables this study aims to contribute to the understanding of how student's engagement and Co-curricular activities can be leveraged to promote holistic student development in higher education.

### **Research Methodology**

A quantitative research strategy which incorporates quantitative data collection and Simple convenience sampling was used to engage the respondents. The population of the study was comprised of teachers from a public secondary schools. In this study convenience sampling has been used, because convenience as in this approach a researcher knows about the population and from where data could be easily collected, for this study schools were defined and researcher knows from which schools the data needs to be collected. The sample size consisted of one hundred fifty respondents due to the shortage of time small sample size was selected and to develop the questionnaire I consulted existing literature and research studies related to the topic to identify relevant themes and concepts. I defined the research objectives to guide the development of the questionnaire next adapted questionnaire items from the article "important of co-curricular activities on enrollment and academic performance". The questionnaire has been created using proven instrument from earlier studies as well as existing scales. To evaluate the outcomes of survey responses, descriptive statistical analysis has been performed on quantitative data. The data gathered from the teachers which was analyzed on SPSS and Simple Linear Regression was used to examine the hypothesis. Future research must point to utilize more illustrative sampling methods such as stratified sampling or cluster sampling to take captive many and various range of perspectives. Sampling from different schools and using online platform to reach a wide audience could help become greater the concept of the findings. The limitations and suggesting direction for future research this study purpose to give to a more comprehensive understanding of higher education students.

To evaluate the power and direction of the relationship between variables. I will make use of correlation analysis to survey the relationship between students' engagement, co-curricular activities, and holistic development. Particularly I will be conduct simple linear regression analysis to investigate the relationship between each independent variable (students' engagement and co-curricular activities) and the dependent variable (holistic development). Simple regression analysis will allow me to control the area in which each independent variable divine holistic development is occupy controlling for all others variable. To assess the regression coefficients ( $\beta$ ) and p-values, I will find out the significance and relationship, than I will calculate the R-squared value to determine the combined influence of students' engagement and co-curricular activities on holistic development. It will prepare awareness into the part of difference in holistic development described by the two independent variables which is analyzing the results, I will be able to understand how students' engagement and co-curricular activities collectively contribute to holistic development and it will identify the variable has a stronger influence. This information will inform strategies to enhance holistic development in students.

### **Research Philosophy**

In the present study positivism research philosophy was selected in this type of research is found on deductive approach it involves testing hypothesis and predicting net result found on existing theories. Positivism prominence in objective measurement, empirical evidence, and also scientific query with my point to fully investigate and analyze data and bring out conclusions. At acquire a positivist attitude my study depend on empirical evidence and be stuck to a rigorous scientific methodology which is necessary for testing hypothesis and making knowledgeable decision beside positivism focus on concept and complex arrange in with my goal of making conclusion about higher education students give someone permission to give to the subsist body of knowledge and announce to future research and practice. The whole time this design see to it a systematic, objective, and evidence found proceed towards to my research eventually make strong the validity and reliability of my finding.

### **Research Design and Approach**

In this study quantitative research approach has been used. To understand the relationship among independent and dependent variable further deductive approach was applied because the research was based on different theories and make framework based on different work done before.

### **Time Horizon**

In this study cross sectional study was conducted because it has on point limit, in that time frame the whole data was collected from public schools of sukkur.

### **Data collection and analysis**

For the data collection close ended questionnaire were distributed among different teachers of secondary schools. The questionnaire were constructed on five likert scale which ranges from 1 strongly disagree to 5 strongly agree, the first part of survey includes demographics of the participants (gender, education, age, school) second section was related to main questions from role of students' engagement and involvement in co-curricular activities on holistic students' development. For the data analysis SPSS version 25.0 was employed in which reliability was performed to know about consistency among items, further frequency statistics were performed to get result of demographics. After that correlation and regression both were performed to know the relationship among variables.

#### 4.1 Data Analysis & Findings

**Table 1**

##### Reliability Statistics

Cronbach's Alpha	N of Items
.929	27

The above table shows that twenty seven items were formulated as long as the survey form along with the reliability of questionnaire is .929 which is considered of high quality.

#### 4.2 Demographic Information

##### Gender

**Table 2**

Frequency Distribution of Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid male	80	53.3	53.3	53.3
female	70	46.7	46.7	100.0
Total	150	100.0	100.0	

According to table 02, there were (53.3%) male respondents while (46.7%) of the participants were female. The frequencies show that there were more male respondents than female respondents

### 4.3 Descriptive Statistics

Table 03

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
CO_CURRICULAR_ACTIVITIES	150	2.70	4.40	3.4973	.35802
STUDENTS_ENGAGEMENT	150	2.80	4.40	3.5600	.29674
HOLISTIC_STUDENTS_DEVELOPMENT	150	2.29	4.14	3.1419	.34261
Valid N (listwise)	150				

Table 03 Shows that the role of students' engagement and involvement in co-curricular activities on holistic students' development in higher education

### 4.4 Correlation Analysis

Table 04

Correlations				
		CO_CURRICULAR_ACTIVITIES	STUDENTS_ENGAGEMENT	HOLISTIC_STUDENTS_DEVELOPMENT
CO_CURRICULAR_ACTIVITIES	Pearson Correlation	1	.020	-.018
	Sig. (2-tailed)		.810	.827
	N	150	150	150
STUDENTS_ENGAGEMENT	Pearson Correlation	.020	1	.179*
	Sig. (2-tailed)	.810		.029
	N	150	150	150
HOLISTIC_STUDENTS_DEVELOPMENT	Pearson Correlation	-.018	.179*	1
	Sig. (2-tailed)	.827	.029	
	N	150	150	150

\*. Correlation is significant at the 0.05 level (2-tailed).

Table 04 reveal that the correlations between the independent variable (IV) Co-Curricular Activities and students engagements was also assess disclose a positive correlation between the two variables and holistic students development shows negative correlation .These finding indicate a weak to very weak position between variables indicating that a small inclination for them to increase together but the relationship is not strong. In term of assist your initial hypothesis these findings allow limited support recommend a possible relationship between the variables but it's not a strong one. More analysis and investigation would be necessary to fully understand the relationship and its implications

#### 4.5 Regression Analysis

**Table 05**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.180 <sup>a</sup>	.032	.019	.33929

- a. Predictors: (Constant), STUDENTS\_ENGAGEMENT,
- b.
- c.
- d. CO\_CURRICULAR\_ACTIVITIES

The above table of regression result shows that the  $R^2$  value of 0.032 shows that the model describe 3.2% of the variance in holistic development. This mean that independent variable (students engagement and co-curricular activities) collectively give an explanation of a small portion of the variation in holistic development.  $R^2$  value of 0.032 is generally examine weak indicating that the model has limited auguring power it's important to note that  $R^2$  values can be affect by the number of predictors, sample size and research. The accurately significant coefficient for students' engagement indicate that this variable has a positive and significant relationship with holistic development if the overall model explains a limited amount of variance. This finding show that increasing students' engagement may have a small but significant positive impact on holistic development.

**Table 06**

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.567	2	.284	2.464	.089 <sup>b</sup>
	Residual	16.922	147	.115		



---

Total	17.490	149
-------	--------	-----

---

- a. Dependent Variable: HOLISTIC\_STUDENTS\_DEVELOPMENT
- b. Predictors: (Constant), STUDENTS\_ENGAGEMENT, CO\_CURRICULAR\_ACTIVITIES

The value of ANOVA test shows that the model is significant as p-value is significant .089 which is greater than 0.05; hence it is safely to say that there is a significant relationship between independent variables students’ engagements, Co-Curricular activities and holistic students’ development that is dependent variable. So, the hypothesis retains since the both independent and dependent variables have a great extent of relationship.

**Table 07**

		Coefficients <sup>a</sup>				
		Unstandardized Coefficients		Standardized Coefficients		
	Model	B	Std. Error	Beta	t	Sig.
1	(Constant)	2.477	.427		5.804	.000
	CO_CURRICULAR_ACTIVITIES	-.021	.078	-.022	-.266	.791
	STUDENTS_ENGAGEMENT	.207	.094	.179	2.209	.029

- a. Dependent Variable: HOLISTIC\_STUDENTS\_DEVELOPMENT

The table 07 demonstrates the results that the beta value is 2.477 which means that the change in independent variable that is students’ engagements and co-curricular activities by one unit brings the change in the dependent variable that is Holistic students’ development by .179 units. Furthermore, the beta value is positive which shows the positive relationship between the variables.

**4.4 Discussion and Conclusion**

The role of co-curricular activities in holistic development is hope for to be positive as they supply opportunities for students to evolve various skills, make relationship and traverse interests. Though the data divulge an unforeseen negative correlation between co-curricular activities and holistic development give the idea that this relationship may be further compound than precede. This unpredicted finding permit examination and possible clarification include sample limitations, measurement issues, or the potential for co-curricular activities to take back from academic center or guide to over dedication and stress. Besides the types of co-curricular activities may not be helpful to holistic development or consider used may not correctly take captive the shade of this relationship. Further research is required to survey these probability

and greater appreciate the relationship between co-curricular activities and holistic development. By accept and inquire into this unforeseen correlation we can obtain a huge apprehension of how co-curricular activities frankly impact students general development.

Meanwhile our study explore the role of co-curricular activities in holistic development it is major to accept the limitations of our research design. One notable limitation is the use of convenience sampling this sampling method may have exploit keep out teachers from many and various background or dissimilar amount of engagement in co-curricular activities certainly restrict the concept of our findings. Furthermore our dependence on self-reported consider may have institute social advisable favoritism or incorrect recall further find the middle ground the validity of our results. The proportionate small sample size also limit the concept of our findings certainly fail to observe the experiences of teachers in different educational position or with varied levels of engagements. Therefore our findings should be explain with caution and future research should struggle to engage more strong sampling method and various estimate to increase the validity and concept of the results.

Future research should focus to inscription the limitation of the present study by exploring the relationship between co-curricular activities and holistic development in a more extensive and shade way one potential direction is to control longitudinal learning that trail students involvement in co-curricular activities and their holistic development above time authorize for a better concern of the causal relationship between the two. Researcher might use arranged sampling to conscript participants from various surrounding and institutions increase the generalizability of the findings. A quantitative approach would supply a more absolute apprehension of the relationship between co-curricular activities and holistic development. Additionally inquiry particular types of co-curricular activities and their impact on different aspects of holistic development. By survey these areas future research can prepare a more specific answer to the question of how co-curricular activities give to holistic development eventually informing plan to encourage student well being and success.

### **5.1 Recommendations**

1. Motivate participation in various co-curricular activities to develop various skills and interest.
2. Provide golden opportunities for leadership roles and responsibilities to construct confidence and resolve making skills.
3. Provide workshops on soft skills such as communication, time management, and problem solving to accompaniment co-curricular involvement.
4. Encourage thinking and self-assessment to help students connect their co-curricular involvement in their personal and professional growth.
5. Comprise co-curricular activities into students' transcripts and resumes to acknowledge their morals in holistic development.

## References

- C., G., , J., V., & P.A. et al., S. (2021). Students' Participation in School and its Relationship with Antisocial Behavior, . *Academic Performance and Adolescent Well-Being*.
- N., D., Ludovic & , C., & R., s. (2020). Participation in school-based extracurricular activities and adolescent adjustment. . *Journal of Leisure Research*.
- AKHTER, . (2021). A Study on attitude of postgraduate students towards co curricular activities in west bengal. *international journal of trend in scientific research and development* , 607\_611.
- Ali., M. K. (2019). Factors that influent Form 4 Malay students involvement in extra-curricular activities in Felda programme . *Malaysia University of Technologies* .
- Astin, A. W. (2020). Student involvement: A developmental theory for higher education. *Journal of College Student Development*.
- Bakr, A. A. (2022). Individual Personality Psychology. *Shah Alam: Karisma Publications Sdn Bhd*.
- Buckley, P. &. (2021). the impact of extra curricular activity on the students experience . *active learning in higher education* .
- Christie, F. (2017). the reporting of university league table employability rankings a critical review. *journal of education and work* , 403\_418.
- Dugan, J. P., & R., K. S. (2017). Leadership development through co-curricular activities. . *New Directions for Student Leadership*,.
- Griffiths, T. J. (2021). exploring the relationship between extracurricular activities and student self efficacy within university. *journal of further and higher education* .
- Hansen, D. E. (2017). The impact of extracurricular activities on student development. *Journal of College Student Development*,, 615-626.
- John PJ. (2017). Holistic Approach in Education-An Overview. Journal Homepage. *International Journal of Research in Social Sciences*, 2249–2496. .
- Kuh, G. D. (2018). High-impact educational practices: What they are, who has them, and why they matter. *Association of American Colleges and Universities*.
- Lauricella, S., & S. , M. (2015). Exploring the potential benefits of holistic education : A formative analysis. Other Education: . *The Journal of Educational Alternatives*,.
- Ludin, M. M. (2021). Sociology Psychology and Philosophy in Education. *Kuala Lumpur: Dewan Bahasa dan Pustaka*.
- M, B. (2023). extra cocurricular activities . *NEWYORK, NY St martin press*.
- Tinto, M. (2018). Guide Book for The Management of Secondary School Curriculum Practices. *Dewan Bahasa dan Pustaka*.
- Marris, P. (2018). the experience of higher education . *vol 17. london.uk rouutledge* .
- Mishra, N. &. (2023). effect of extracurricular and co curricular activities on students development in higher education . *international journal of management technology and social sciences* .

- Naithani, S. (2020). Role of Co-Curricular Activities in Secondary Schools. *international educational journal* .
- Nelson, L. J. (2017). The effects of co-curricular activities on social skills and academic performance. *Journal of Research in Personality*,.
- Othman, Y. H. (2023). Pengurusan kokurikulum oleh penolong kanan kokurikulum sekolah sekolah di daerah . *Kuala Lumpur: Universiti Malaya*.
- Pascarella, E. T. (2019). How college affects students:. *A third decade of research. Jossey-Bass*.
- Pascarella, E. T., & T., T. P. (2016). How college affects students: A third decade of research. *Jossey-Bass*.
- Penjor, U. (2021). Impact of Extra-curricular Activities on Students" Academic Performance at Bhutanese HSS level:. *A Case of Orong Central School. Journal of Education, Society and Behavioural Science*,.
- PJ, J. (2017). Holistic Approach in Education-An Overview. *International Journal of Research in Social Sciences*,.
- Rahim., A. A. (2021). Management of Work Motion Curriculum. . *Oxford Fajar*.
- S.Kolappan. (2022). ATTITUDE OF COLLEGE STUDENTS TOWARDS COCURRICULAR. *International Journal of Human Resource Management*,.
- S.L., C. (2021). The Influence of the Outdoor Learning Environment on Student Engagement. *Dissertation doctor of educational* .
- Singh, A. (2019). Effect of Co-Curricular Activities on Academic Achievement of Students. *IRA International Journal of Education and Multidisciplinary Studies*.
- William, M. M. (2018). Creating Campus Community. *San Francisco: Josses-Bass*.