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KEYWORDS	ABSTRACT
GGHS Students, Co-Curricular Activities, Communication Skills, Academic Achievement	Involvement in co-curricular activities affects the academic performance of the students. Many studies have been carried out revealing the fact that co-curricular activities certainly affect academic achievement of students. The study was descriptive and all government girls' secondary schools in were taken as samples by applying John Curry sample rule of thumb. The objectives of the study were to know the awareness, trends, and effects of stakeholders regarding co-curricular activities (communication skills) at the secondary school level. Data were collected through a questionnaire of a 5-point Likert scale. The collected data were statistically analyzed over SPSS by using the percentage, mean, standard deviation, and correlation. The conclusions were drawn which revealed that co-curricular activities have positive effects on students' academic achievement. Some suggestions were drawn for government of the time, education department, policy and decision-makers, school staff, parents and other students to support schools in all co-curricular activities to promote the students' quality education in Pakistan.
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INTRODUCTION

Adeyemo (2010) found that co-curricular activities like music, debates, newspapers, speech, poetry, stories, sports, exhibitions, and magazines are quite effective in promoting academic performance of students at the school level which enables them to attain brilliant marks as well. Ajoke, Shapii and Hassan (2015) and Muhammad, Nasir and Farooq, (2022) stated that co-curricular activities polish and enhance the passion of students towards their learning and quality education so that they may further go ahead and achieve their goals in practical life. Massoni (2017) asserted that students, who

take an interest are better communicators. Their communication skills are more developed due to their active participation in co-curricular activities participating in different functions and other co-curricular activities at school in routine. Fox and Sease (2019) revealed that students with bold and effective communication skills usually avail opportunities of the prospects in their practical and professional lives. According to Holland and Andre (1987), co-curricular activities promote the writing, speaking, and listening skills of students by making them active and courageous such as they work hard day and night in their school newspaper or magazines to put their names in the newspaper or magazines for which they work on best ideas. Likewise, debate and mock trials as well as other programs related to co-curricular activities have a significant role in their academic and communication standards.

Moriana, Alós, Alcalá, Pino, Herruzo and Ruiz, et (2006) found that most of students, who actively participate in the co-curricular activities, are the best and brilliant presenters. Most of them give interesting and good presentations in the class. Thus, they get special prizes and positions in speech competitions too. Ritchie (2018) described that student participating in co-curricular activities are confident and developed speakers in the school as well as the surroundings around them. Sami and Irfan (2020) mentioned that students taking an interest in the co-curricular activities have strong communication powers by sharing thoughts, views, and ideas about any events. Darling, Caldwell, Ludovic and Smith (2005) investigated that student, who actively participate in extra-curricular activities, are active listeners. The co-curricular activities can have positive effects on the students' academic achievements, the impact is multifaceted and depends on various factors, including the nature of activities, level of student engagement, and balance maintained between academic and extracurricular commitments (Nasir & Muhammad, 2022). They boldly communicate either in any meeting or discussion. In this linking, they are more curious listeners to understand and respond in a better way. Blomfield and Barber (2010) pointed out that besides the verbal communication, non-verbal communication among students is also developed through co-curricular activities in diverse leading circumstances.

LITERATURE REVIEW

Singh (2017) asserted that co-curricular activities enable students to optimistically interact with others, show better gestures, and skillfully express other non-verbal communication such as sending messages and emotions, keeping eye contact, and other such notions while dealing others in society. Venugopal (2016) found that co-curricular activities promote the communication skills of students with positive effects on their academic achievements. Ogoch and Thinguri (2016) explained that effective communication develops students' multifarious skills by promoting their ideas; polishing their concepts through their verbal communication and presenting their educational views in a technical way. Sami, Laraib and Irfan (2020) highlighted that Better and satisfactory performance can be easily managed with the help of excellent, praising, and nature communication strategies to ensure student academic and overall achievements in life. Chudgar, Chandra, Iyengar and Shanker (2015) stated that students can polish and express their concise and clear ideas through best mature communication as co-curricular activity. According to Fox and Sease (2019), better communication includes the meaningful discussion, questioning and answering process; seeking support from others when there is need to support, and presenting good arguments or thoughts to easily persuade others

in exams, discussions, demo and presentations. students having better communication are the men of qualities as well. They ignore and deject conflicts, disrupt behavior, quarrel & misunderstanding and socially satisfied.

Kovac and Sirkovic (2017) described that effective communication assists students in their learning and educational environment that is quite safe and satisfactory to live in. McLaren (2019) stated that students owning developed communication skills are more academically motivated intrinsically & extrinsically adjusted and they improve their academic performance from time to time. Shubhda (2020) found that an academic performance of a student is highly influenced due to his strong or poor communication. Thus, students having strong communication skills are more successful and confident than the students with low and poor communication abilities and skills. Similarly, low communication abilities badly influence the students' academic progress and such students always ignore rules, regulations, instructions and directions. The excessive involvement in extracurriculars without proper balance can potentially have negative effects on academic performance if it leads to neglect of studies (Nasir & Muhammad, 2022). Blomfield and Barber (2010) asserted that good communication enables and motivates students towards their quality learning and strong academic achievements. Some communication skills like written, oral, active listening, contextual, verbal and non-verbal communications are very helpful in developing and enhancing students' learning and their academic performance. Lavallo and Briemaster (2017) asserted that effective communication mostly uses clear, concise, correct, compassionate and complete words and statements to easily and effectively persuade others.

Figure 1 Co-Curricular Activities Promoting Students' Achievements



Objectives of Study

1. To know the awareness of stakeholders regarding co-curricular activities (communication skills) at a Secondary school in the district Lakki Marwat, KP, Pakistan.
2. To investigate the trend of stakeholders regarding co-curricular activities (communication skills) at Secondary School level in district Lakki Marwat, KP, Pakistan.
3. To investigate the perceived effects of co-curricular activities (communication skills) on students' academic achievement at the Secondary School level.

Research Questions

1. Is there any awareness about co-curricular activities (communication skills) at a Secondary school in district Lakki Marwat, KP, Pakistan?
2. What is the trend of stakeholders regarding co-curricular activities (communication skills) at Secondary level in district Lakki Marwat, KP, Pakistan?
3. What are perceived effects of co-curricular activities (communication skills) on students' academic achievement at Secondary School level in KP, Pakistan?

RESEARCH METHODOLOGY

Population of Study

All Girl's Secondary Schools in District Lakki Marwat were population of study. All 10th Class girls (N = 1641) in 28 Government Girls Schools District Lakki Marwat were target population as shown in table below:

Table 1 Target Population of the Study

Level of Schools	Numbers of Schools	Enrolled Students
Secondary Schools	28	1641

Source: Education Office (F) District Lakki Marwat, 2020

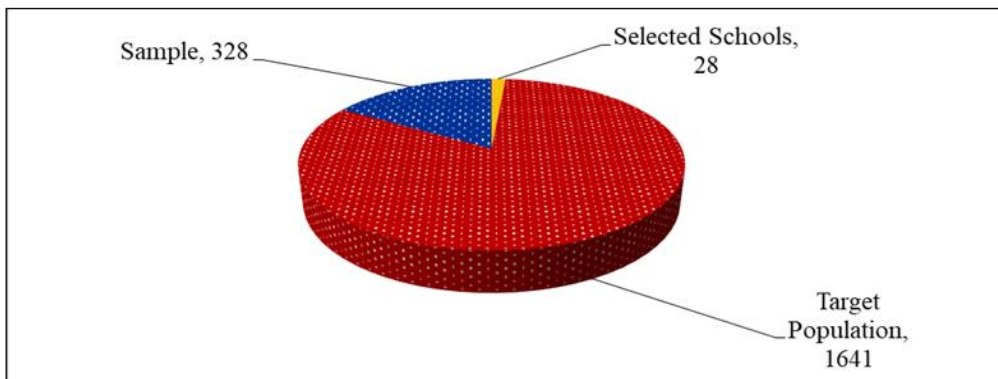
Sample of Study

The total numbers of (n = 328, respondents [10th Class Girls]) in district Lakki Marwat were taken as samples from the entire target population by applying the John Curry sample size rule of thumb as shown below:

Table 2 John Curry Sample Size Rule of Thumb

Population	Sample Size
1-100	100%
101-1000	10%
1001-5000	5%
5001-10000	3%
10000 +	1%

Graph 2 Showing Target Population



Sampling, Instrument & Analysis

A simple random sampling technique was used to select suitable sample size. Data were collected through a self-developed questionnaire of a 5-point Likert scale of the options Strongly Agree to Strongly Disagree carrying values 5 to 1. Data were statistically analyzed through SPSS by using Percentage, Mean, Standard Deviation, and Correlation to know and investigate the relationship of co-curricular activities (communication skills) with students' academic achievement along with its perceived effects on students' academic achievement at the Secondary school level in district Lakki Marwat, KP, Pakistan.

RESULTS OF STUDY

Table 3 Perceived Effects of Co-Curricular Activities on Students' Achievements

DV	Predictor	R	R2	DFI	FV	PV	BS	SIG
Marks	Communication	.109a	0.012	1	3.951	.048b	30.659	0.048
Obtained	Skills			326				

The result of the linear regression used it analyze the effect of better communication skills due to co-curricular activities gained through Marks obtained as shown in Table shows value of R-Square 0.109a is explained variance which is square of multiple R2 (0.012) and demonstrate a correlation of the independent variable/predictor (communication skills) with the dependent variable (marks obtained). In the 5th (df) column of the table, upper value (1) indicates the number of independent variables(s), and the lower value cites the total number of complete responses for all the variables in the equation ($N-K-1 = \text{number of respondents} - \text{numbers of independent variables} - 1$), i.e. $\{(328i-1-1) = (326)\}$. The *t*-value produced in the 6th column (3.951) has been found significant at a 0.048 level of significance. Similarly, the Beta score (30.659) has also been found significant at 0.048b level of significance, given in the 8th column of the mentioned table. Thus, the above table shows that the significance value is lesser than the alpha value (0.05); therefore, the null hypothesis H0 is rejected, which means better communication skills due to co-curricular activities positively affect students' academic achievements.

DISCUSSION

The results of the current study revealed that there is a positive effect of communication skills on students' academic achievement at the GGHS level in district Lakki Marwat. The responses of the respondents indicated that co-curricular activities (communication skills) are positively associated with the academic achievement of students. According to the responses of the respondents, students with brilliant academic scores were found to be highly active in debates, speeches, and performing drama on the school stage. Most of the respondents were also of the view that students having better academic records were found to be keen and interested in the poetry, arts, book clubs, sports, and or exhibitions due to which their communication as well as academic standards were found polished, developed, and progressive at school level in district Lakki Marwat. In light of the previous studies by [Movlaji \(1990\)](#), curricular activities are quite necessary to be the mandatory part of the school activities because co-curricular activities have an effective role in developing students' academic and other skills of life in areas like socialization, leadership, confidence, and organization. The co-

curricular activities polish overall qualities of students and improve their academic achievements. Students participating in programs or clubs may teach skills about time management, competition, hardworking and other such additional skills that are effective and helpful in their academic and learning performance.

CONCLUSIONS

The researcher concluded in the light of the result and objectives of the study that co-curricular activities (communication skills) positively influenced students' academic achievement. Thus, the researcher further concluded that students, who had better and brilliant academic records. They were mostly better in speech, poetry, arts, communication, discussion, etc. To sum up; the researcher concluded that co-curricular activities (communication skills) are positively associated with the academic achievement of students. The sample taken for this study was limited raising the concerns regarding its generalization. It was suggested that the future research be carried out in the whole Pakistan so that the application of the findings may be ensured. The future researcher may further extend this study via mixed method research including both qualitative and quantitative aspects along with the latest statistical analysis to ensure the quality and worth the study in the existing knowledge database.

The study aims to become a helping and supporting sources for the government by taking serious steps to implement the co-curricular activities in terms of communication skills for promoting and developing the students' academic performance. The study may be quite helpful for promoting and enhancing the school environment through required co-curricular activities (debates and speeches) to strengthen the students' communication skills that support the students in their better academic achievements. The study may assist the policy and decision makers to lay stress on school officials and education department to practically implement the co-curricular activities in schools so that students may show quality educational performance and better academic achievement. The study may be very helpful for teachers and parents in future to inspire students to participate in different co-curricular events at school to enhance students' communication skills & academic performance towards success.

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