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Co-curricular Activities and Students' Confidence Building: A Co-Relational Study at Elementary Level

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Abstract
This research was conducted to determine the association between co-curricular activities and students' confidence building at elementary level. The objectives of the research were (1) To investigate the practices of co-curricular activities at elementary level as perceivedby students (2) To analyze students' confidence building at elementary level as perceived by students (3) To assess the relationship between co-curricular activities and students' confidence building at elementary education level (4) To discover the variance between the students' opinion about co-curricular activities and students' confidence building at elementary education level on the basis of demographics variables. To attain the objectives of the research, descriptive quantitative survey design was used. A sample of 857 students consisting 468 males and 389 females studying in 8th class by using the stratified random sampling technique was select. A 74-item questionnaire (for students), self-structured used to determine the association between the co-curricular activities and pupils' confidence building at elementary level. The SPSS was used to analyze the data. The inferential and descriptive statistical techniques were used for the interpretation of the data. The findings of the research indicated that co-curricular activities showed positive role in building confidence among students.

Key Words: Co-curricular Activities, Students' Confidence Building, Elementary Level

Introduction

The term "co-curricular" describes activities that support pupils' overall development. It makes it easier for predefined educational goals to be developed and achieved. At every level of education, from elementary schools to colleges, extracurricular activities are vital parts of the curriculum. Despite not being part of the basic academic curriculum, these activities are widely regarded for their importance. Students that actively participate in and show enthusiasm for co-curricular activities cultivate several aspects of their character. They acquire knowledge in social collaboration, develop leadership abilities, enhance their self-assurance, and foster their self-esteem. These activities facilitate the integration of academic learning into personal actions for the pupils. Co-curricular activities can be a significant factor in motivating kids to remain in school, as they provide opportunities forcompetitions and real-world simulations that enhance and expand their academic abilities (Ali et al., 2018; Bagum et al., 2022).

Co-curricular activities are essential for the growth of social, emotional, and physical skills since they provide numerous opportunities to acquire and develop new skills in a variety of spheres of life. Co-curricular activities, which include a range of non-academic programs, are acknowledged for their essential contribution to the overall development of students in the educational setting. These activities, such as athletics, arts, debate groups, and contests, enhance the academic curriculum by promoting qualities like teamwork and personal

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discipline (Singh, 2017). Co-curricular activities facilitate and motivate learners to cultivate and achieve interpersonal skills. The pupils who consistently demonstrate ambition to participate in such activities have been presented with exceptional opportunity to assume influential roles in society. Through these experiences, students develop a sense of effectiveness, which serves as a significant protective factor in their future endeavors (Muzaffar et al., 2017). Excluding co-curricular activities have a detrimental impact on students' moral, artistic, spiritual, physical, and cerebral development. Participation in co-curricular activities leads to enhanced communication skills, cooperation, adaptability, and a reduction in language barriers among students (Millunchick & Zhou, 2020).

Incorporating extracurricular activities into educational institutions offers substantial support for learning and mastering skills that are directly related to the formal curriculum (Ilhan & Bardakcı, 2020). Co-curricular activities are designed to educate students and individuals, promoting better well-being and better citizenship (Morowati Sharifabad et al., 2020; Zada, 2021). Co-curricular activities help pupils develop skills linked to the curriculum more efficiently. As a result, students' learning is improved, becoming more authentic and important. Even though they are not part of the official curriculum, extracurricular activities are crucial to kids' development and environment-adaptation as they are ready to succeed in a cutthroat society (Wong & Leung, 2020; Evans et al., 2020).

Objectives of the Study

The purposes of this research study were:

1. To investigate the practices of co-curricular activities at elementary level as perceived by students.
2. To analyze students' confidence building at elementary level as perceived by students.
3. To assess the relationship between co-curricular activities and students' confidence building at elementary education level.
4. To determine the variance in students' perception about co- curricular activities and students' confidence building at elementary education level on the basis of demographics variables.

Literature Review

Co-curricular activities include things like volunteer work, leisure sports, physical development exercises, literary and trip programs, cultural and artistic endeavors, and activities that foster civic growth. Activities outside of the classroom cover a wide range of facets, procedures, and characteristics. Participating in these activities helps a kid develop in a variety of areas, including personality, intellect, morals, aesthetics, social skills, emotions, and general development. These activities contribute to the well-rounded growth of a child. When students take part in extracurricular activities, they improve their teaching methods, making them more efficient and centered on the accomplishment of their objectives. The purpose of extracurricular activities is to enhance the learning and general experience of students. These activities can take place either inside or outside of educational institutions. Clubs, groups, organizations, conferences, seminars, sports, cultural events, debates, quiz contests, and other activities may all be used to carry out a wide range of activities (Siddiky, 2019).

Types of Co-Curricular Activities

Various categories of activities can be organized and scheduled at any establishment. One category is comprised of academic co-curricular activities. Book fairs and institutional magazines provide platforms for students and teachers to engage in creative and analytical writing on various topics, thereby enhancing their creative and analytical skills (Keriga & Bujra, 2019).

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Leisure activities are an alternative type of co-curricular activity. These activities encompass abilities in model creation, collecting various sorts of coins and stamps, engaging in cultural activities at museums, and participating in gardening activities. Social activities constitute the third category of co-curricular activities. These tasks were providing counseling and guidance to students with their everyday issues, as well as participating in other committees inside the institution, such as the school union committee. Recreational activities constitute the fourth category of activities. These activities encompass educational excursions to various historical, geographical, and renowned sites and structures. The fifth category of activities comprises physical co- curricular activities, such as various sports, games, and physical training (P.T.). The sixth category of co-curricular activities encompasses cultural activities such as performing dances from other cultures, showcasing different cultures through costumes, singing folk songs, and preparing traditional cuisines from each culture. Another category of activity includes co-curricular activities that focus on moral and value-related aspects. These activities encompass camping, administering first aid, promoting cleanliness, and partaking in special festivities. Lastly, co-curricular activities encompass art and crafts- related pursuits. This activity encompassed many competitions such as cooking, flower arrangement, photography, sewing, knitting, poster creation, calligraphy, and clay modeling (Kisango, 2020).

Co-curricular activities can be grouped into thirteen distinct groups. Academic progress can be achieved through many means such as study groups, survey groups, math groups dedicated to historical societies, and organizations focused on doing geographical surveys. Activities that contribute to aesthetic development encompass painting, drawing, music, drama, displays, fancy dress, and the making of charts and models. Engaging in student council, participating in a cooperative shop, and visiting socially significant areas are all endeavors that foster the development of good citizenship. Engaging in religious and other festivals, as well as exploring significant cultural locations, are considered.

Role of Co-Curricular Activities

Co-curricular activities are vital for educational institutions. Co-curricular activities are crucial for achieving the objectives of the formal curriculum taught to pupils in a traditional classroom environment. Effective coordination and organization of co-curricular activities is essential to fully realize their potential benefits.

Co-curricular activities are nonacademic pursuits deemed essential for pupils' enhanced learning development. The contemporary education system recognizes that pupils attend school for comprehensive development. The educational aims and objectives are contingent upon the comprehensive character development of the student, and schools provide possibilities that enhance their experiences for future endeavors (Flessa et al., 2017).

According to Akman et al. (2017), for students to participate in extracurricular activities, they can improve their social skills in a variety of ways, including increasing their self-confidence, developing relationships with other people, working together, and so on. The other side of the coin is that it can foster the development of strong relationships outside of the classroom setting and serve as a catalyst for the development of social skills. The construction of an extracurricular individual principal that begins with the physical, passionate, otherworldly, and academic point of view can be formed via the participation in extracurricular activities.

The findings of the factual inquiry conducted by Mumpuniarti et al. (2021) indicate that extracurricular activities have a significant impact on the development of social skills in children who have a disability in their academic performance. As a result of the findings shown above, the researcher who conducted this study came to the conclusion that

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extracurricular activities are beneficial in strengthening the social abilities of children who are unable to perform academically.

The Teachers' Roles

Co-curricular activities significantly influence the psychomotor development of youngsters. Scouting, girls' guides, debates, competitions, seminars, numerous groups, athletics, and other activities are all vital to achieving successful learning (Bagum et al., 2024). Due of its importance, instructors have a substantial amount of responsibility. The pupil is pacified by the benevolent, jovial, and considerate educator. By alleviating his tension and eliminating unneeded stress, he empowers him to fully utilize his talents (Kocayiğit & Ekinci, 2020).

It is important that the placement of the school grounds be carefully considered with regard to the surrounding environment and the safety of the ground. Additionally, the extracurricular activities will be improved as a result of the availability of ground. A magnificent structure, in addition to a playground, is required to be housed within the school. The nature of the setting and the visual scenery must be pleasing to the eye. It should be created in such a way that it will accommodate the most progressive elements, such as educational programs, parades, races, and physical training displays, among other forms of entertainment (Berger & Wild, 2017).

Co-curricular activities were regarded as an essential component of the educational experience, since they contributed to the overall growth and development of pupils. Even though they were not deemed to be an essential component of the academic curriculum, these extracurricular activities were recognized and financed by the school. It was understood that these activities are an integral component of the life of educational institutions, such as school bands, sports, newspapers, and other similar extracurricular activities. Students' academic performance improves when they participate in extracurricular activities, and these activities are beneficial to the relationship between teachers and students. There is an abundance of time available for the teacher, which allows him to comprehend the kids he is teaching (Aftab et al., 2024).

Hussain (2016) evaluated the factors influencing the social development of primary school students. The study illustrated that various factors, including familial dynamics, parental relationships and interactions with elementary school children, familial and societal norms, language and culture, religious practices, parental education levels and professions, as well as individual student attributes such as aspirations, motivations, ideals, physical health, and nutritional habits; media and technology usage patterns encompassing modern technologies—such as the internet, social media, films, television dramas, advertising, and mobile devices; and social and societal influences, are significant. It assists in reducing weight by enhancing the Body Mass Index (BMI) in overweight ladies and is also a commendable method for fostering psychological well- being and physical self-perception (Fernández-Bustos et al., 2019).

According to Alnaeem (2021), co-curricular activities in universities create environments where students can engage in various forms of engagement, which helps them improve their communication skills and overcome significant levels of communication apprehension. Engaging in activities such as competitions, association, and club activities facilitates more authentic communication and connection. Additionally, these activities promote values such as understanding and respect for one another, irrespective of social status, race, or religion.

Moreover, engaging in co-curricular activities fosters the acquisition of advantageous skills, such as cultivating a healthy social circle and establishing connections with helpful mentors. A study conducted by Adnan and Warman (2019) highlights the significance of co-curricular activities in enhancing students' interpersonal interactions and communication skills.

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Kuan et al. (2019) conducted a study that revealed the primary objectives of co-curricular activities at Universiti Sains Malaysia (USM) are to prioritize the cultivation of soft skills, physical skills, and critical thinking abilities in order to contribute to a sustainable future. A study conducted by Masduki and Zakaria (2020) asserted that one of the main objectives of higher education is to facilitate the development of students' critical thinking skills. The study's findings suggest that students who engage in a diverse range of activities, such as participating in clubs, organizations, interacting with peers and instructors, and living on-campus, may enjoy enhanced critical thinking skills. The study conducted by Ahyad et al. (2019) emphasizes the importance of students engaging in co-curricular activities during their college years. This involvement allows students to develop a range of skills, such as effective communication, creative and critical thinking abilities, and psychosocial intelligence. By acquiring these skills, students can enhance their personal growth and ultimately improve their chances of finding employment. Debate is an educational activity that allows high school and university students to gain practical experience and enhance their abilities in critical thinking, analysis, synthesis, and impromptu speaking.

Research Methodology

Research Design

This study used quantitative survey design.

Sample Size and Sampling Technique

The stratified sampling technique was used to select the sample of the study. The sample selected for this study is shown in table 1.

Table 1: Sample of the Study

District	Tehsil	Gender		
Vehari	Vehari	Male Students	Female Students	Total
		167	147	314
	Burrewala	163	131	294
	Mailsi	138	111	249
	Total	468	389	857

Data Collection Instrument

A 74-items questionnaire (for students), self-structured used to determine the association between the co-curricular activities and pupils' confidence building at elementary level.

Reliability of the Instrument

The Cronbach Alpha test was used to determine the reliability of the instrument. The value was obtained as.76, which is regarded as credible.

Table 2: Reliability of Tool

Statements	Respondents	Cronbach Alpha
74	Students of 8th class	.76

Data Analysis

The inferential and descriptive statistical techniques were used for the interpretation of the data.

Results

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Table 3: Demographic Information of Students

Demographic Variables		f	%
Gender	Male	468	54.6
	Female	389	45.4
Locality	Urban	391	45.6
	Rural	466	54.4
Age	12	387	45.1
	13	279	32.5
	14	191	22.4

Table 3 indicates the results of frequency distribution of demographics information of the participants. Table shows that 45.4% were female participants and 54.6% were male. 54.4% participants were chosen from rural areas and 45.6% from urban areas.

Statement Wise Analysis of Students Data

This section presents descriptive analysis of students' data.

Participation in Sports

Table 4: Frequency Distribution for participation in sports

Sr #	Statements	SA f(%)	A f(%)	UD f(%)	D f(%)	SD f(%)	M	SD
1	I participate in Cricket competition.	301 (35.1)	369 (43.1)	62 (7.2)	96 (11.2)	29 (3.4)	3.95	1.08
2	I participate in Hockey competition.	319 (37.2)	345 (40.3)	66 (7.7)	108 (12.6)	19 (2.2)	3.97	1.07
3	I participate in Football competition.	330 (38.5)	363 (42.4)	67 (7.8)	82 (9.6)	15 (1.8)	4.06	1.00
4	I participate in Basketball competition.	298 (34.8)	417 (48.7)	53 (6.2)	74 (8.6)	15 (1.5)	4.06	.95
5	I participate in Volley ball competition.	397 (46.3)	316 (36.9)	83 (9.7)	53 (6.2)	8 (0.9)	4.21	.91
6	I participate in Badminton competition	372 (43.4)	303 (35.4)	110 (12.8)	58 (6.8)	14 (1.6)	4.12	.98

Table 4 explains the results of frequency distribution for relationship between academic specialization and perceived profession at elementary level.

1. Respondents either agreed or strongly agreed (78.2%) with the statement that I participate in Cricket competition with *M* (3.95) & *SD* (1.08).
2. 77.5% of the participants either agreed or strongly agreed with the statement that I participate in Hockey competition such as respondents agreed with *M* (3.97) & *SD* (1.07).
3. This table also elaborates that, either agreed or strongly agreed (80.9%) that I participate in Football competition having *M* (4.06) & *SD* (1.00).

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4. Participants were either agreed or strongly agreed (83.4%) with the statement that I participate in Basketball competition with *M* (4.06) & *SD* (.95).
5. Furthermore (83.2%) respondents either agreed or strongly agreed with the statement that I participate in Volley ball competition having *M* (4.21) & *SD* (.91).
6. Participants were either agreed or strongly agreed (78.8%) with the statement that I participate in Badminton competition with *M* (4.12) & *SD* (.98).

Table 5: Frequency Distribution for participation in sports

Sr#	Statements	SA f(%)	A f(%)	UD f(%)	D f(%)	SD f(%)	M	SD
1	I participate in Table Tennis competition.	429 (50.1)	266 (31.0)	97 (11.3)	48 (5.6)	17 (2.0)	4.21	.98
2	I participate in Athleticscompetition.	420 (49.0)	245 (28.6)	109 (12.7)	66 (7.7)	17 (2.0)	4.14	1.04
3	I participate in Drama competition.	415 (48.4)	301 (35.1)	52 (6.1)	73 (8.5)	16 (1.9)	4.19	1.00
4	I participate in Model making competition.	389 (45.4)	283 (33.0)	83 (9.7)	82 (9.6)	20 (2.3)	4.09	1.06
5	I participate in Debatecompetition.	388 (45.3)	270 (31.5)	113 (13.2)	75 (8.8)	11 (1.3)	4.10	1.00
6	I participate in Qirratcompetition.	334 (39.0)	388 (45.3)	59 (6.9)	57 (6.7)	19 (2.2)	4.12	.95

Table 5 explains the results of frequency distribution for relationship between academic specialization and perceived profession at elementary level.

1. Respondents either agreed or strongly agreed (81.1%) with the statement that I participate in Table Tennis competition with *M* (4.21) & *SD* (.98).
2. 77.6% of the participants either agreed or strongly agreed with the statement that I participate in Athletics competition such as respondents agreed with *M* (4.14) & *SD* (1.04).
3. This table also elaborates that, either agreed or strongly agreed (83.5%) that I participate in Drama competition having *M* (4.19) & *SD* (1.00).
4. Participants were either agreed or strongly agreed (78.4%) with the statement that I participate in Model making competition with *M* (4.09) & *SD* (1.06).
5. Furthermore (76.8%) respondents either agreed or strongly agreed with the statement that I participate in Debate competition having *M* (4.10) & *SD* (1.00).
6. Participants were either agreed or strongly agreed (84.3%) with the statement that I participate in Qirrat competition with *M* (4.12) & *SD* (.95).

Table 6: Frequency Distribution for participation

Sr #	Statements	SA f(%)	A f(%)	UD f(%)	D f(%)	SD f(%)	M	SD
1	I participate in Naat competition.	298 (34.8)	393 (45.9)	64 (7.5)	84 (9.8)	18 (2.1)	4.01	1.00
2	I participate in Speech competition.	271 (31.6)	395 (46.1)	118 (13.8)	59 (6.9)	14 (1.6)	3.99	.93
3	I participate in Morning assembly competition.	294 (34.3)	389 (45.4)	104 (12.1)	56 (6.5)	14 (1.6)	4.04	.93

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4	I participate in Study tour competition.	386 (45.0)	341 (39.8)	59 (6.9)	56 (6.5)	15 (1.8)	4.19	1.00
5	I participate in Gardening competition.	387 (45.2)	358 (41.8)	47 (5.5)	50 (5.8)	15 (1.8)	4.22	.92

Table 6 explains the results of frequency distribution for relationship between academic specialization and perceived profession at elementary level.

1. Respondents either agreed or strongly agreed (80.7%) with the statement that I participate in Naat competition with *M* (4.01) & *SD* (1.00).
2. 77.7% of the participants either agreed or strongly agreed with the statement that I participate in Speech competition such as respondents agreed with *M* (3.99) & *SD* (.93).
3. This table also elaborates that, either agreed or strongly agreed (79.7%) that I participate in Morning assembly competition having *M* (4.04) & *SD* (.93).
4. Participants were either agreed or strongly agreed (84.8%) with the statement that I participate in Study tour competition with *M* (4.19) & *SD* (.93).
5. Furthermore (87.0%) respondents either agreed or strongly agreed with the statement that I participate in Gardening competition having *M* (4.22) & *SD* (.92).

Available resources of co-curricular activities

Table 7: Frequency Distribution for Available resources of co-curricular activities

Sr #	Statements	SA f(%)	A f(%)	UD f(%)	D f(%)	SD f(%)	M	SD
1	My school's management give proper time to me for co-curricular activities.	391 (45.6)	360 (42.0)	40 (4.7)	56 (6.5)	10 (1.2)	4.24	.90
2	My school has Football ground.	387 (45.2)	332 (38.7)	48 (5.6)	78 (9.1)	12 (1.4)	4.17	.98
3	My school has Hockey ground.	269 (31.4)	387 (45.2)	82 (9.6)	94 (11.0)	25 (2.9)	3.91	1.05
4	My school has Cricket ground.	261 (30.5)	366 (42.7)	99 (11.6)	111 (13.0)	20 (2.3)	3.86	1.06

Table 7 shows the results of available resources of co-curricular activities.

1. Respondents either agreed or strongly agreed (87.6%) with the statement that my school's management give proper time to me for co-curricular activities with *M* (4.24) & *SD* (.90).
2. 83.9% of the participants either agreed or strongly agreed with the statement that my school has Football ground such as respondents agreed with *M* (4.17) & *SD* (.98).
3. This table also elaborates that, either agreed or strongly agreed (76.6%) that my school has Hockey ground having *M* (3.91) & *SD* (1.05).
4. Participants were either agreed or strongly agreed (73.2%) with the statement that my school has Cricket ground with *M* (3.86) & *SD* (1.06).

Table 8: Frequency Distribution for Available resources of co-curricular activities

Sr #	Statements	SA f(%)	A f(%)	UD f(%)	D f(%)	SD f(%)	M	SD
1	My school has Recreation center.	339 (39.6)	305 (35.6)	74 (8.6)	121 (14.1)	18 (2.1)	3.96	1.11

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2	I have Football kit.	266 (31.0)	313 (36.5)	109 (12.7)	134 (15.6)	35 (4.1)	3.74	1.16
3	I have Hockey kit.	175 (20.4)	366 (42.7)	122 (14.2)	157 (18.3)	37 (4.3)	3.56	1.13
4	I have Cricket kit.	315 (36.8)	320 (37.3)	86 (10.0)	118 (13.8)	18 (2.1)	3.92	1.09

Table 8 shows the results of available resources of co-curricular activities.

1. Respondents either agreed or strongly agreed (75.2%) with the statement that my school has Recreation center with *M* (3.96) & *SD* (1.11).
2. 67.5% of the participants either agreed or strongly agreed with the statement that I have Football kit such as respondents agreed with *M* (3.74) & *SD* (1.16).
3. This table also elaborates that, either agreed or strongly agreed (63.1%) that I have Hockey kit having *M* (3.56) & *SD* (1.13).
4. Participants were either agreed or strongly agreed (74.1%) with the statement that I have Cricket kit with *M* (3.92) & *SD* (1.09).

Funding for co-curricular activities

Table 9: Frequency Distribution for Funding for co-curricular activities

Sr#	Statements	SA f(%)	A f(%)	UD f(%)	D f(%)	SD f(%)	M	SD
1	My school has a sports committee/Club.	359 (41.9)	326 (38.0)	63 (7.4)	92 (10.7)	17 (2.0)	4.07	1.04
2	My school has Sports room.	326 (38.0)	318 (37.1)	86 (10.0)	104 (21.1)	23 (2.7)	3.95	1.09
3	My school has Sports coach.	307 (35.8)	348 (40.6)	72 (8.4)	110 (12.8)	20 (2.3)	3.94	1.07
4	Students raise fund for sports.	267 (31.2)	392 (45.7)	75 (8.8)	102 (11.2)	21 (2.5)	3.91	1.04
5	My school raise fund for co-curricular activities.	244 (28.5)	370 (43.2)	94 (11.0)	126 (14.7)	23 (2.7)	3.80	1.08

Table 9 shows the results of Funding for co-curricular activities.

1. Respondents either agreed or strongly agreed (79.9%) with the statement that My school has a sports committee/Club with *M* (4.07) & *SD* (1.04).
2. 75.1% of the participants either agreed or strongly agreed with the statement that my school has Sports room such as respondents agreed with *M* (3.95) & *SD* (1.09).
3. This table also elaborates that, either agreed or strongly agreed (76.4%) that my school has Sports coach having *M* (3.94) & *SD* (1.07).
4. Participants were either agreed or strongly agreed (76.9%) with the statement that Students raise fund for sports with *M* (3.91) & *SD* (1.04).
5. Furthermore (71.7%) respondents either agreed or strongly agreed with the statement that Myschool raise fund for co-curricular activities having *M* (3.80) & *SD* (1.08).

I use games kit during sports activities

Table 10: Frequency Distribution for I use games kit during sports activities

Sr #	Statements	SA f(%)	A f(%)	UD f(%)	D f(%)	SD f(%)	M	SD

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1	I use helmet during playing.	366 (42.7)	351 (41.0)	36 (4.2)	94 (11.0)	10 (1.2)	4.13	.99
2	I use Pads.	306 (35.7)	243 (28.4)	129 (15.1)	156 (18.2)	23 (2.7)	3.76	1.19
3	I use Sports shoes.	169 (19.7)	285 (33.3)	144 (16.8)	222 (25.9)	37 (4.3)	3.38	1.18
4	I use Sports uniform.	240 (28.0)	297 (34.7)	127 (14.8)	185 (21.6)	8 (0.9)	3.67	1.12
5	I use Gloves.	212 (24.7)	280 (32.7)	91 (10.6)	235 (27.4)	39 (4.6)	3.45	1.25

Table 10 shows the results of frequency distribution of "I use games kit during sports activities".

1. Respondents either agreed or strongly agreed (83.7%) with the statement that I use helmet during playing with *M* (4.13) & *SD* (.99).
2. 64.1% of the participants either agreed or strongly agreed with the statement that I use Pads such as respondents agreed with *M* (3.76) & *SD* (1.19).
3. This table also elaborates that, either agreed or strongly agreed (53%) that I use Sports shoes having *M* (3.38) & *SD* (1.18).
4. Participants were either agreed or strongly agreed (62.7%) with the statement that I use Sports uniform with *M* (3.67) & *SD* (1.12).
5. Furthermore (57.4%) respondents either agreed or strongly agreed with the statement that I use Gloves having *M* (3.45) & *SD* (1.25).

Moral Development

Table 11: Frequency Distribution for Moral development

Sr #	Statements	SA f(%)	A f(%)	UD f(%)	D f(%)	SD f(%)	M	SD
1	My school students are honest.	308 (35.9)	77 (9.0)	135 (15.8)	307 (35.8)	30 (3.5)	3.38	1.37
2	I am respected by other students.	273 (31.9)	446 (52.0)	96 (11.2)	42 (4.9)	0 (0)	4.10	.78
3	I am very kind to others.	440 (51.3)	312 (36.4)	76 (8.9)	23 (2.7)	6 (0.7)	4.35	.78
4	Students follow the law and rules.	329 (38.4)	382 (44.6)	95 (11.0)	51 (6.0)	0 (0)	4.15	.84
5	Students are fair to each other.	453 (52.9)	287 (33.5)	77 (9.0)	32 (3.7)	8 (0.9)	4.34	.82

Table 11 shows the results of frequency distribution of Moral development.

1. Respondents either agreed or strongly agreed (44.9%) with the statement that My school students are honest with *M* (3.38) & *SD* (1.37).
2. 83.9% of the participants either agreed or strongly agreed with the statement I am respected by other students such as respondents agreed with *M* (4.10) & *SD* (.78).
3. This table also elaborates that, either agreed or strongly agreed (87.7%) that I am very kind to others having *M* (4.35) & *SD* (.78).
4. Participants were either agreed or strongly agreed (83%) with the statement that Students follow the law and rules with *M* (4.15) & *SD* (.84).
5. Students were either agreed or strongly agreed (86.4%) with the statement that Students

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are fair to each other with *M* (4.34) & *SD* (.82).

Physical Development

Table 12: Frequency Distribution for Physical development

Sr#	Statements	SA f(%)	A f(%)	UD f(%)	D f(%)	SD f(%)	M	SD
1	Sports enhance my growth and development.	374 (43.6)	395 (46.1)	56 (6.5)	18 (2.1)	14 (1.6)	4.29	.75
2	Sports manage my stress.	441 (51.5)	311 (36.3)	73 (8.5)	14 (1.6)	18 (2.1)	4.35	.78
3	Muscles become strong through sports.	361 (42.1)	388 (45.3)	89 (10.4)	11 (1.3)	8 (0.9)	4.27	.73
4	Muscles become strong through sports.	294 (34.3)	435 (50.8)	84 (9.8)	37 (4.3)	7 (0.8)	4.14	.79
5	I remain active through sports.	435 (50.8)	293 (34.2)	89 (10.4)	8 (0.9)	11 (1.3)	4.29	.86

Table 12 shows the results of frequency distribution of Physical development.

1. Respondents either agreed or strongly agreed (89.7%) with the statement that Sports areenhance my growth and development with *M* (4.29) & *SD* (.75).
2. 87.8% of the participants either agreed or strongly agreed with the statement that Sportsare manage my stress such as respondents agreed with *M* (4.35) & *SD* (.78).
3. This table also elaborates that, either agreed or strongly agreed (87.4%) that Musclesbecome strong through sports having *M* (4.27) & *SD* (.73).
4. Participants were either agreed or strongly agreed (85.1%) with the statement that IMuscles become strong through sports with *M* (4.14) & *SD* (.79).
5. Furthermore (85%) respondents either agreed or strongly agreed with the statement that Iremain active through sports having *M* (4.29) & *SD* (.86).

Intellectual development

Table 13: Frequency Distribution for Intellectual development

Sr #	Statements	SA f(%)	A f(%)	UD f(%)	D f(%)	SD f(%)	M	SD
1	I am self-confident.	335 (39.1)	396 (46.2)	85 (9.9)	21 (2.5)	20 (2.3)	4.19	.80
2	I tackle the problems.	463 (54.0)	315 (36.8)	61 (7.1)	10 (1.2)	8 (0.9)	4.42	.71
3	I have good decision on the spot.	368 (42.9)	399 (46.6)	69 (8.1)	11 (1.3)	10 (1.2)	4.29	.72
4	New ideas come to my mind due to games.	466 (54.4)	282 (32.9)	69 (8.1)	19 (2.2)	11 (1.3)	4.36	.82
5	Students are fair to each other.	366 (42.7)	391 (45.6)	75 (8.8)	18 (2.7)	7 (0.8)	4.28	.74
6	Students are fair to each other.	460 (53.7)	304 (35.5)	65 (7.6)	7 (0.8)	21 (2.5)	4.39	.76

Table 13 shows the results of frequency distribution of Intellectual development.

1. Respondents either agreed or strongly agreed (85.3%) with the statement that I am self-confident with *M* (4.19) & *SD* (.80).

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2. 90.8% of the participants either agreed or strongly agreed with the statement I tackle theproblems such as respondents agreed with *M* (4.42) & *SD* (.71).
3. This table also elaborates that, either agreed or strongly agreed (89.5%) that I have gooddecision on the spot having *M* (4.29) & *SD* (.72).
4. Participants were either agreed or strongly agreed (87.3%) with the statement that Newideas come to my mind due to games with *M* (4.36) & *SD* (.82).
5. Students were either agreed or strongly agreed (88.3%) with the statement that I am acreative student with *M* (4.28) & *SD* (.74).
6. Furthermore (89.2%) respondents either agreed or strongly agreed with the statement that Iremain active through sports having *M* (4.39) & *SD* (.76).

Social development

Table 14: Frequency Distribution for Intellectual development

Sr #	Statements	SA f(%)	A f(%)	UD f(%)	D f(%)	SD f(%)	M	SD
1	Co-curricular activities promote my social relationships.	389 (45.4)	385 (44.9)	62 (7.2)	11 (1.3)	10 (1.2)	4.33	.71
2	Co-curricular activities promote my Social cooperation.	422 (49.2)	318 (37.1)	87 (10.2)	21 (2.5)	9 (1.0)	4.32	.79
3	Co-curricular activities enhances Social link.	298 (34.8)	443 (51.7)	79 (9.2)	30 (3.5)	7 (0.8)	4.16	.76
4	I learn social adjustment through Co-curricular activities.	493 (57.5)	277 (32.3)	67 (7.9)	9 (1.0)	11 (1.3)	4.45	.73
5	Co-curricular activities a mean to social awareness.	354 (41.3)	418 (48.8)	56 (6.5)	21 (2.5)	7 (0.8)	4.28	.73
6	Co-curricular activities are provide new experiences for students.	489 (57.1)	299 (34.9)	53 (6.2)	7 (0.8)	9 (1.0)	4.47	.69
7	Co-curricular activities are helpful for character development of the students.	369 (43.1)	395 (46.1)	76 (8.9)	10 (1.2)	7 (0.8)	4.30	.71

Table 14 shows the results of frequency distribution of Social development.

1. Respondents either agreed or strongly agreed (90.3%) with the statement that Co-curricular activities promote my social relationships with *M* (4.33) & *SD* (.71).
2. 86.3% of the participants either agreed or strongly agreed with the statement Co-curricular activities promote my Social cooperation such as respondents agreed with *M* (4.32) & *SD* (.79).
3. This table also elaborates that, either agreed or strongly agreed (86.5%) that Co-curricular activities enhances Social link having *M* (4.16) & *SD* (.76).
4. Participants were either agreed or strongly agreed (89.8%) with the statement that I learn social adjustment through Co-curricular activities with *M* (4.45) & *SD* (.73).
5. Students were either agreed or strongly agreed (90.1%) with the statement that Co-

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curricular activities a mean to social awareness with *M* (4.28) & *SD* (.73).

6. Furthermore (92%) respondents either agreed or strongly agreed with the statement that Co-curricular activities are provide new experiences for students having *M* (4.47) & *SD* (.69).
7. Respondents either agreed or strongly agreed (89.2%) with the statement that Co-curricular activities are helpful for character development of the students with *M* (4.30) & *SD* (.71).

Emotional development

Table 15: Frequency Distribution for Emotional development

Sr #	Statements	SA f(%)	A f(%)	UD f(%)	D f(%)	SD f(%)	M	SD
1	I have self-control.	490 (57.2)	285 (33.3)	64 (7.5)	10 (1.2)	8 (0.9)	4.45	72
2	Co-curricular activities a source to control emotions.	355 (41.4)	397 (46.3)	63 (7.4)	36 (4.2)	6 (0.7)	4.24	.79
3	I enjoy the success.	434 (50.6)	311 (36.3)	76 (8.9)	6 (0.7)	30 (3.5)	4.33	.80
4	I become sad when I loss.	376 (43.9)	376 (43.9)	66 (7.7)	30 (3.5)	9 (1.0)	4.27	.79
5	I do not Fear from problems.	444 (51.8)	296 (34.5)	91 (10.6)	10 (1.2)	16 (1.9)	4.35	.78
6	I do not feel Jealous.	350 (40.8)	391 (45.6)	81 (9.5)	29 (3.4)	6 (0.7)	4.18	.74
7	I am very Tolerate.	451 (52.6)	289 (33.7)	78 (9.1)	29 (3.4)	10 (1.2)	4.34	.82
8	I show tolerance hearing failure.	350 (40.8)	391 (45.6)	81 (9.5)	30 (3.5)	9 (1.0)	4.23	.78

Table 15 shows the results of frequency distribution of Emotional development.

1. Respondents either agreed or strongly agreed (90.5%) with the statement that I have self-control with *M* (4.45) & *SD* (.72).
2. 87.7% of the participants either agreed or strongly agreed with the statement Co-curricular activities a source to control emotions such as respondents agreed with *M* (4.24) & *SD* (.79).
3. This table also elaborates that, either agreed or strongly agreed (86.9%) that I enjoy the success having *M* (4.33) & *SD* (.80).
4. Participants were either agreed or strongly agreed (87.8%) with the statement that I become sad when I loss activities with *M* (4.27) & *SD* (.79).
5. Students were either agreed or strongly agreed (86.3%) with the statement that I do not Fear from problems with *M* (4.35) & *SD* (.78).
6. Furthermore (86.4%) respondents either agreed or strongly agreed with the statement that I do not feel Jealous having *M* (4.18) & *SD* (.74).
7. Respondents either agreed or strongly agreed (86.3%) with the statement that I am very Tolerate with *M* (4.34 & *SD* (.82).
8. Students were either agreed or strongly agreed (86.4%) with the statement that I show tolerance hearing failure with *M* (4.23) & *SD* (.78).

Co-curricular activities influence the academic achievements

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Table 16: *Frequency Distribution for* Co-curricular activities influence the academic achievements

Sr #	Statements	SA f(%)	A f(%)	UD f(%)	D f(%)	SD f(%)	M	SD
1	Co-curricular activities increase students' academic performance.	452 (52.7)	307 (35.8)	84 (9.8)	8 (0.9)	6 (0.7)	4.39	.73
2	Co-curricular activities help to positive results of students' academic.	367 (42.8)	386 (45.0)	83 (9.7)	11 (1.3)	10 (1.2)	4.28	.73
3	Co-curricular activities are helpful for students learning.	482 (56.2)	273 (31.9)	67 (7.8)	20 (2.3)	15 (1.8)	4.40	.80
4	Co-curricular activities provide the ways to decrease the risk of academic failure.	359 (41.9)	409 (47.7)	67 (7.8)	14 (1.6)	8 (0.9)	4.28	.71

Table 16 shows the results of frequency distribution of Co-curricular activities influence the academicachievements.

1. Respondents either agreed or strongly agreed (88.5%) with the statement that Co-curricular activities increase students' academic performance with *M* (4.39) & *SD* (.73).
2. 87.8% of the participants either agreed or strongly agreed with the statement Co-curricular activities help to positive results of students' academic such as respondents agreed with *M* (4.28) & *SD* (.73).
3. This table also elaborates that, either agreed or strongly agreed (88.1%) that Co-curricular activities are helpful for students learning having *M* (4.40) & *SD* (.80).
4. Participants were either agreed or strongly agreed (89.6%) with the statement that Co-curricular activities provide the ways to decrease the risk of academic failure with *M* (4.28) & *SD* (.71).

Table 17: Frequency Distribution for Co-curricular activities influence the academic achievements

Sr #	Statements	SA f(%)	A f(%)	UD f(%)	D f(%)	SD f(%)	M	SD
1	Co-curricular activities create atmosphere to challenging behavior of the students.	452 (52.7)	310 (36.2)	75 (8.8)	11 (1.3)	9 (1.0)	4.39	.74
2	Participation in co-curricular activity create a link to school.	355 (41.4)	331 (38.6)	42 (4.9)	102 (11.9)	27 (3.2)	4.03	1.10
3	Co-curricular activities not are helpful for positive academic results.	301 (35.1)	369 (43.1)	62 (7.2)	96 (11.2)	29 (3.4)	3.95	1.08

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4	Participating in co-curricular activities not increase students' academic achievements.	319 (37.2)	345 (40.3)	66 (7.7)	108 (12.6)	19 (2.2)	3.97	1.07

Table 17 shows the results of frequency distribution of Co-curricular activities influence the academicachievements.

1. Participants were either agreed or strongly agreed (88.9%) with the statement that Co-curricular activities create atmosphere to challenging behavior of the students with *M* (4.39) & *SD* (.74).
2. Students were either agreed or strongly agreed (80%) with the statement that Participation in co-curricular activity create a link to school with *M* (4.03) & *SD* (1.10).
3. Furthermore (78.2%) respondents either agreed or strongly agreed with the statement that Co-curricular activities not are helpful for positive academic results having *M* (3.95) & *SD* (1.08).
4. Respondents either agreed or strongly agreed (77.5%) with the statement that Participating in co-curricular activities not increase students' academic achievements with *M* (3.97) & *SD* (1.07).

Analysis of difference and Relationship between Co-Curricular Activities and Students' Confidence Building

Table 18: ***Difference between Male and Female Students' Opinions***

Category	**N**	**Mean**	**SD**	**df**	**t**	**Sig**
Male	468	4.1450	.35043	855	1.740	.342
Female	389	4.1050	.31577			

The differences in the opinions of male and female students are displayed in Table 18. Male students' mean score (4.1450) is somewhat higher than female students' mean score (4.1050). There is no statistically significant difference in the opinions of students by gender, nevertheless, since the computed significance value of.342 is higher than the tabulated significance threshold of 0.05.

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Table 19: Difference of Opinion between Urban and Rural

Category	N	Mean	SD	df	t	Sig
Urban	391	4.1293	.34805	855	.200	.912
Rural	466	4.1247	.32505			

Table 19 shows the difference between students by locality. The mean score of urban students (4.1293) is slightly greater than the mean score of rural students (4.1247). There is no statistically significant difference in the opinions of urban and rural students, as indicated by the computed significance value of.912, which is higher than the tabulated significance threshold of 0.05.

Table 20: Difference between Students' Opinions by Age

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	3.121	4	.780	7.127	.000
Within Groups	93.256	852	.109		
Total	96.377	856			

Table 20 indicates the difference between students' opinions by age. The estimated significance value (.00) is smaller than the stated significance level (0.05). This illustrates that there is a statistically significant variation in student attitudes based on age. The F value (7.127) further supports the claim.

The relationship between co-curricular activities and students' confidence building at elementary level.

Table 21: ***Relationship between co-curricular activities and students' confidence building at elementary level***

Variables	N	Mean	SD	CCA	SC	P-Value
Co-Curricular Activities	857	3.9781	.45	1	.199**	.000
Students' Confidence Level	857	4.2603	.41	.199**	1	

**. Correlation is significant at the 0.01 level (2-tailed).

Table 21 depicts the relationship between co-curricular activities and students' confidence building at elementary level. It shows significant correlation (0.00<0.01) between co-curricular activities and students' confidence building at elementary level.

Discussion

The research aimed to examine the relationship between co-curricular activities and the enhancement of students' confidence at the basic level. The findings offer definitive proofthat a school's co-curricular activities significantly impact pupils' confidence development. These activities encompass civic development efforts, volunteerism, recreational sports, physical

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development practices, cultural and aesthetic programs, as well as literary and trip activities. Extracurricular activities encompass a diverse array of aspects, processes, and attributes. Engaging in these activities supports a child's development in multiple domains, including personality, intellect, ethics, aesthetics, social skills, emotional intelligence, and overall growth. These activities foster the holistic development of a child. Participation in extracurricular activities enhances students' pedagogical approaches, rendering them more effective and focused on achieving their goals. Extracurricular activities aim to augment students' educational and overall experiences. These activities may occur within or outside educational institutions. A variety of activities can be conducted through clubs, groups, organizations, conferences, seminars, sports, cultural events, debates, quiz competitions, and other endeavors (Siddiky, 2019).

The majority of students expressed that the school's administration allocates adequate time for co-curricular activities, including extensive outdoor areas, sporting equipment for games, a recreation center, and sufficient room for physical activities within the school. Co-curricular activities serve multiple functions inside educational institutions. Co-curricular activities augment students' academic knowledge and cultivate their skills. These activities enhance the students' ability to function with greater efficiency and effectiveness. Students attain optimal success by participating in various co-curricular activities. Participation enables pupils to comprehend the principles governing ethical and academic co-curricular activities. Co-curricular activities function as an adjunct to achieve educational goals, regardless of their optional or compulsory nature. These activities equip students with abilities and experiences unattainable only through classroom learning. Engaging in activities such as dance, singing, student government, various sports, and recreational pursuits can enhance students' social, emotional, and personal skills, as well as influence their learning processes.

Co-curricular activities promote positive behavior and cultivate discipline in pupils, hence diminishing the probability of misconduct or involvement in delinquent activities. Participation in regular scheduled activities enhances student motivation to attend school, hence reducing absenteeism rates. Engaging and entertaining activities can capture students' attention and promote a positive attitude towards co-curricular involvement, resulting in heightened participation and a reduction in the school dropout rate. Participation in co-curricular activities helps alleviate academic stress and strain, hence enhancing students' physical health and emotional well-being. This ultimately leads to increased productivity in their learning (Masduki & Zakaria, 2020).

Participation in co-curricular activities enables students to develop soft skills such as leadership, communication, teamwork, problem-solving, and other pertinent professional competencies. Maamor et al. (2019) found that students in higher education engage in co-curricular activities to enhance self-confidence, promote cooperation, cultivate communication skills, and strengthen interpersonal connections. Participation in co-curricular activities allows students to bolster their self-confidence and develop strong character traits and leadership skills. These skills are crucial for students in the future, especially when they begin their job search post-graduation (Bokhari et al., 2018). Participating in these activities effectively promotes the holistic development of students by improving their social, physical, and intellectual skills, while also nurturing their moral and ethical values, personality growth, and overall character attractiveness. These skills will be significantly beneficial for graduates, allowing them to meet the employment demands set by employers amid the intense competition in the current labor market. Co-curricular activities provide a platform for students to acquire a varied range of knowledge and experiences, fostering the development of their innate abilities, interests, and creativity (Shcheglova, 2019).

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Conclusion

The primary purpose of the study was to examine the practices of co-curricular activities at the elementary level as regarded by pupils. The majority of students claimed that their schools implement co-curricular activities, in which they engage in various sports such as cricket, hockey, football, basketball, badminton, and table tennis. They also participate in diverse competitions, including athletics, drama, model making, debate, Qirrat, Naat, speech, study tours, and gardening. The second purpose of the study was to examine the development of confidence among primary pupils as perceived by the students themselves. The majority of pupils' exhibit self-confidence and are motivated in the whole learning process. The third goal of the study was to assess the association between co-curricular activities and student confidence at the primary level. Co-curricular activities significantly improved students' confidence levels. Co-curricular activities augment motivation and self-confidence in students, leading to improved performance in both academic and extracurricular endeavors. The fourth purpose of the study was to determine the disparity in students' perceptions of co-curricular activities and their confidence building at the elementary level based on demographics such as gender, locality, and age. The results indicated that there is no statistically significant difference based on gender and locality, whereas a statistically significant difference was seen with respect to age.

Recommendations

Following recommendations were made on the results and conclusions:

1. School competition of sports, speech, athletics, drama, and other co-curricular activities are recommended because it may enhance the self-confidence and motivation of the students.
2. Students may be awarded for their best performance because it can boost other students to perform better in healthy activities.
3. School's management gives proper time to me for co-curricular activities.
4. School may provide sports kit for games.
5. Healthy debate among students may be encouraged themselves.
6. Students must follow the law and rules.
7. It is beneficial for students to perform physical activities because its enhance the physical development and intellectual health.
8. Co-curricular activities increase students' academic performance.
9. Teachers' should give feedback to the students regularly.
10. Students should obey the school rules fairly.

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