

Role of Co-curricular Activities in Effective Learning, at a local Medical College in Lahore

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ABSTRACT

This study was performed to examine the outcomes of co-curricular activities on educational success of students at Rashid Latif Medical College, Lahore. Pre-test and Post-test comparable group design was chosen for this purpose. Students were divided in two equivalent groups in this research by relying upon pre-test scores. A total of 100 students of second year MBBS were taken as sample and out of them 50 students of both genders equally, were involved in one experimental group of students who took part in co curricular activities and other 50 were taken in control groups comprises of students who were not involved in any type of activity. In this study, an academic test covering two units of Physiology was taken. Co-curricular activities included in this study were Science diagram drawing and sketch books, Practical experiences, scientific posters etc. The experimental group was daily involved for thirty minutes in these activities up to three months and the post-test was taken soon after it. The pre-test and post-test scores of the experimental and control groups was compared and revealed that experimental groups proved better results than control group. It also shows that gender difference doesn't show any significant difference among students. The result of this study showed that co-curricular activities can add up in enhancing academic success of the medical students.

Keywords: Co-curricular activities, academic success

INTRODUCTION

It is not obligatory that learning can only occur in the classroom. Co-curricular Activities can also help to develop well learned professionals and can also play critical role in the process of enhancing student's college career. Preferably, methods of assisting student learning should be included in all divisions of an institution to simplify coursework. A focus on Information literacy is an important constituent in accomplishing the objective of good learning, particularly if it is included into curricular and co-curricular aspects¹.

Learning and motivation introduction: Learning is phrased as the psychosocial factors affecting student academic presentation and leads to academic self-appreciation, aptitude and confidence among students. Regrettably, there is no particular miraculous course of action for inspiring students. Many factors e.g. interest in the topic, insight of its worth, general desire to accomplish, self-assurance and self-esteem, as well as endurance and determination are involved in the student's motivation to exert and gain knowledge. Different students are stimulated by different methods.² Few of them can be motivated by the appreciation and various by triumph over challenges. Researchers have set off to

recognize those characteristic of the instruction that augment student's self-motivation and one of them is Co-curricular Activities³.

Significance of Co-curricular Activities: Co-curricular activities are defined as tasks and assignments that augment the customary curriculum during medical college days. They are also referred to as extra-class student activities. Regardless of the lack of an accurate phrase, co-curricular activities provide the impression of being more student-centered than the customary teaching. In co-curricular activities, student is considered as a conscientious leader and the teacher is more like an adviser or guide rather than a lecturer.

Few examples of co-curricular activities are for medical students can be: Science models, Science diagram sketch books, Practical experiences, Scientific posters, Quiz .the involvement of these kind of activities may or may not help student and many studies reveals conflicting results^{4,5}.

Influence of gender in Co-curricular Activities participation: Pascarella and Smart specify in the year 1991 that "aspects that have a positive impact on student's learning includes Co-curricular Activities" and they have a sufficient optimistic outcome on academic success. This study only suggests the effects on male students⁶.

Guest and Schneider accomplished in 2003 that there are three factors which manipulate the relationship of good learning with co-curricular activities in both genders. One is the type of

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contribution of the institute, in which extracurricular activity is conducted and the developmental and chronological background in which extracurricular contribution occurs. All of these factors work together and above studies indicated that the participation in co-curricular activities has positive impact on personal development for both genders. Many educationists believe that these activities increases social interaction, enhances leadership quality, give a chance of healthy recreation, make students self disciplined and confident.⁷

3. Research Methodology

The study intended to investigate the effect of co-curricular activities on academic understanding and result of second year MBBS students. Considering various factors affecting the strength of research design, Pre-test Post-test Comparable Group Design was selected. Students were divided into two comparable groups on the basis of pre-test scores and matched random sampling technique was used. One group was observed as experimental and other as control group and total sample size was 100. In both groups there were 50 students each and out of which 25 students were girls and other 25 students were boys.

For collecting data, the pre-test; post-test was formulated based on 100 Multiple Choice Questions and test was validated by pilot testing. Split-half method was used for reliability of the test and was approximately 0.89. All students of the experimental group were occupied in co-curricular activities of their own selection for thirty minutes daily.

Keeping all the other variable i.e., teaching method, teachers, academic time etc same in both groups, after conduction of experiment for three months the post-test was held for all students in both groups. Mean score, standard deviation and t-test were used as statistical tools for data analysis.

4. Hypotheses of research

Following hypotheses were investigated in this research.

- There is no significant difference between the score of the girls and boys in pretest and post test
- There is a significant difference between the score of the girls and boys in pretest and post test
- There is no significant difference between the score of the students involved in co-curricular activities as compared to those who do not take part in co-curricular activities
- There is a significant difference between the score of the students involved in co-curricular activities as compared to those who do not take part in co-curricular activities

RESULTS AND DISCUSSION

Co curricular activities are very important in developing student’s interest in studies and help them to understand the subject clearly and make them academically strong by building their concepts. Within a limited time these activities can help in improving the concepts as well as results of the students. The findings of this research i.e. co-curricular activities have a significant effect on the academic score are supported by the findings of Elliott in 2009 along with Rashid and Sasidhar (2005), while Broh in 2002 found no significantly different result between the role of co curricular activities and academic score^{8, 16,17}.

This study was designed to examine the effect of co-curricular activities on academic understanding and result of second year MBBS students involving 100 students, out of which 25 girls and 25 boys were included in control group and other 25 girls and 25 boys will contribute the experimental group. The scores of the students of experimental and control groups were arranged and analyzed by using mean, standard deviation and student’s t-test.

Table 1: Comparison of mean scores of girls with boys in pre-test

Group of students	Sample size	Mean+/- SD
Both group girls	50	55.2+/- 8.2
Both group boys	50	55.8+/-8.3

Table 1 and Graph 1 show the comparison of mean score of girls with boys in pre-test and exhibit no significant difference between mean scores of both control groups (p -value > 0.05) on pre-test

Table 2: Comparison of mean scores of both genders in experimental and control groups in pre-test

Groups of both genders	Sample size	Mean+/- SD
Experimental group	50	55.4+/- 8.0
Control group	50	56.0+/-8.4

P value: 0.357

Table 2 and graph 2 show the comparison of mean score and display no significant difference between mean scores of experimental and control groups (p value >0.05) in pre-test, thus both the groups were at the same level of achievement before treatment.

Table 3: Comparison of mean scores of girls with boys in control groups in post-test

Groups	Sample size	Mean+/- SD
Control group girls	25	78.2+/- 7.2
Control group boys	25	78.8+/-7.0

P value: 0.543

Table 3 shows the comparison of mean score of girls with boys in control groups on pre-test and exhibit no significant difference between mean scores of both control groups (p -value > 0.05) in post-test

Table 4: Comparison of mean scores of both genders in experimental and control groups on post-test

Groups	Sample size	Mean+/- SD
Experimental	50	78.4+/- 7.0
Control	50	58.0+/-9.4

P value: 0.001

Table 4 depicts the comparison of mean score and shows that there was a significant difference between mean scores of experimental and control groups in post test results.

CONCLUSIONS

Dignified learning takes place from the mission of assisting it. It involves support and assistance and to educate people should be the major mission. What formalized knowledge is to produce motivated professionals who are aware of the education they had gained and are able to produce change in society with their knowledge. This research encompass different method to motivate students and in addition it clearly explains about learning and how one should improves himself as a teacher and assist the students in proper way. It also explains that how co curricular activity should be designed and assessed. I believe that this research is thought provoking and also tempt future cross sectional and longitudinal research in this proposal. Participation in co-curricular activities is helpful all students of both genders

An improvement was observed after the co curricular activities in control and experimental groups and the performance of experimental groups of students was significantly better than the performance of control groups in this study but there is further need of future longitudinal researches to clear the position of co curricular activities in student's motivation.

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