The Mental grooming and Self-esteem of the Students through Co-curricular activities: A Teacher's view

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Abstract

In the life of a student, the academic pursuit is mostly emphasized as deemed to be an only key to his/her success in life. In the present world, the life has become too complex to be led by the academic qualifications alone. There are other very important factors those which help in shaping the life of a pupil as a whole. In this regard, the co-curricular activities have an important role coupled with those of curricula as they re-enforce each other reciprocally. The students those who participate in the co-curricular activities are not only physically fit rather they are mentally sharp, responsive and participative regarding the various healthy activities. Here, it is justified to say that co-curricular activities must be a part and parcel of a student's academic life as it enhances his/her self-esteem and prominence in the entire society. The profile of the same student also stands high before his/her teacher because of the appreciation he/she has collected at the institutional level or above.

1. INTRODUCTION

The co-curricular activities are the significant for a student and essential part of an education system. It is the co-curricular feature of the education that prepares and moulds the student to be holistic. "Though, more prominence has usually been given to the curricular feature subsequent to the students' failure to link the excellence in performance academically to the active involvement in the co-curricular" (Deana et al, 1999). The present study is conceded to analyze the teachers' perception of the association between the involvement of students in co-curricular activities, capability, skills and their self-esteem. "Four main competencies are identified namely self- management skill, cognitive skill, communication skill and academic excellence of the students" (Tinsley, 2002).

The administrators in the educational setting are responsible to educate the students to the demands and the needs of the nation. "The education in the high school level is the prime and higher level is concern here. There are many divisions in education. The academic, skills, co-curriculum activities and self-esteem are all part and parcel of education". Considerable emphasis is given to academic, as it is the deciding factor of a student's future. "Parents, teachers and all the other factors have made the academic factor in a students' education life in schools as the most important" (Rashid & Sitra, 2005). In the academic process, the co-curriculum activities are not taken seriously although the high ups have put stress on the matter that every student has to take part in co-curriculum activities for their physical and mental development. "Though, the involvement in full force has yet to be accomplished". It is obvious that students gain knowledge and competency through academic, but can this also be said of students' involvement in the co-curricular activities (Nesan et al, 2009).

"The co-curricular activities, as the name implies, are those, not directly related with the prescribed curriculum and include; sports, athletics, scouting, cubing, various hobbies, excursions literary societies, dramatics and debates to bring social and physical adjustments in the student". The basic idea behind such activities in educational institutions is the building up of the student character and personality as well as training of their mind that may help/facilitate academic achievements and self-esteem of the student (Miyagawa, 2010). However, over the years it was noticed that most of the private schools were paying over emphasis to academic activities for the sake of achieving better percentage of the passed candidates and winning award and ranks than in organizing suitable activities to improve the personality, self-esteem and the talent of the students. "This shift in mindset has led to a new approach giving special attention to the studies and ignoring co-curricular activities altogether" (Nurul & Marof, 2011). However, it is believed that unless balancing both the curricular and co curricular activities is done the very purpose of education would be left unrealized.

2. TEACHER'S INVOLVEMENT AND MOTIVATION

The function of education is to bring change in behavior and personality of the student in a more desirable form. The development of student's body and mind demand proper nurturing of its physical and intellectual qualities as few of the major determinants of his personality. "Consequently, modern approaches of education highlight on all round the development of the student. The process of education is not something static or one time measure rather, continuous and lifelong endeavor that can be divided in two parts; curricular activities and co-curricular activities" (Ismat & Saleem, 2007). These are also recognized as a source of enrichment and vitalization of the school curriculum, mainly through the refinement of hobbies, interests, etc. these activities are no longer looked upon as extras but as an integral part of the school program. "The distinction between

curricular and extracurricular is gradually disappearing in modern educational practice and the coordination and integration of all the experiences of the pupils' intellectual, social, moral, emotional, physical abilities, participation and self-esteem has become the object of the persistent efforts of the school" (Gottfried et al, 2010).

Research has shown a clear link between the teachers' and parents involvement and children's success in school. Further, studies have also demonstrated a correlation between the teachers' and parent involvement and children's educational development and subsequent intrinsic academic motivation. "Even if parents are unable to assist their children with a specific subject area or skill, they can still play a vital role by encouraging students' feelings of competence and control and positive attitudes towards academics" (Badariah, 2011). This review found that families can have a strong influence on a variety of school outcomes, including the development and maintenance of positive motivation. "When parents believe in children's competence and have high expectations for them, provide the resources that children need to feel connected to others and facilitate a sense of autonomy by supporting children's initiations and problem-solving, children's motivation is most likely to thrive". The researchers note those parents' expectations about how well their children can achieve and their attitudes about the value of the task their children are working on can strongly influence children's motivation and participation (Arif, Nadeem, Faiza, & Farzana, 2012).

3. CURRICULAR AND EXTRA-CURRICULAR ACTIVITIES

The activities, after school can fall into two exact categories, homework club, outdoor activities, creative clubs and varying from to school breakfast clubs. These clubs are placed into two definite categories, the extra-curricular activities and curricular activities. The difference between the two is; the extracurricular activities are like study support groups for example: homework club, reading club, science club and drama clubs. "These clubs are positioned to allow extra time for detailed study and to give a helping hand to students who need aid with their work and study" (Rashid & Sitra, 2005). "Instructions and lessons are conducted in an entertaining style to facilitate students not to feel like they are not in schools". While, curricular activities are not there to help with academic but to give them an opportunity to improve their skills and practice. These activities sometimes take place external places to help with their physical, poignant and communal skills.

There are many collections of activities that students can utilize: dance class, drama clubs also fall into this category as well, singing lessons, athletics club, debating clubs and arts and crafts etc. The huge variety of activities enables students to enhance their competency, skills and working potential which in future can prepare them as the workforce. "Drawing upon sociological perspective theories such as the work which suggests that the carefully constructed curriculum helps students develop their identities and self-esteem" (Ismat & Saleem, 2007). General education serves the needs of society, conveying basic knowledge and skills to the next generation.

3.1 Student's participation in activities

The literature revealed that the students those likely to participate in after school activities can fulfill their educational needs because they would have the opportunity to be amongst other children who are ahead and there they can share skills (Nesan et al, 2009). "The students who live in the remote areas are the ones also more likely to benefit from the after school hours for the reason that few students from poorer families are not privileged have access to modern equipment's at home". Therefore the services provide by the school after hours would give them access to available resources. The logic behind these activities is so that students who are under achieving are able to get the one on one attention that is needed to help them. "They are also open to students who show exceptional skills in their studies and are able to develop ahead of their peers" (Badariah, 2011). "The students who fall into this category are called the gifted and talented, the gifted are students who are working beyond their peers in academic subjects and the talented are those who have practical skills in other fields for example sports and art".

The extracurricular activities help students become more concerted and more complex thinkers. Though, not all students effectively benefit from the system equally. "The study demonstrated that the level of benefit of extracurricular activities varies depending on the student's background". The students from poor background gain more benefits from the service that extracurricular activities' provide than students from privileged background. "The privileged student are socialized into a specific type of upbringing that enables them to gain culture capital, whereas, student from deprived background don't have access to such facilities other than the ones offered at school" (Ismat & Saleem, 2007). Most of the teachers give up their extra time to facilitate their students. "In the company of the school teacher some clubs are run by practitioners or professionals who are employed to conduct these sessions after school" (Nurul & Marof, 2011). The prolonged schooling method enables the teachers to become more involved in a wider range of activities in the school and community, working alongside other community and members professionals.
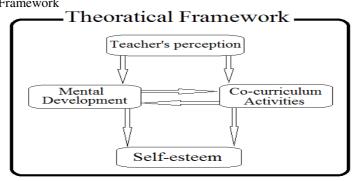
3.2 Crime and anti-social behavior

The literature revealed that the students who participate in after school clubs are not liable to get involved in any violent and antisocial behavioral activities. "It is proven that children who have nothing to do after school and

whose parent may still be at work sometimes often finding themselves in gang related activities and are highly likely to commit offences". It was concluded that some of the students who got themselves involved in after school fights never attended after school clubs because it was seen as a waste of time (Ismat & Saleem, 2007). This meant that they landed into the hands of trouble even if it was not intentional and many of them were in the wrong place at the wrong time. "Not suggesting necessarily that after hours activities would entirely keep a pupil out of trouble, however, it would teach them about social skills which would mean that they are less possible to get into anti-social activities".

4. SELF ESTEEM

The self-esteem is the confidence in one's ability, attitudes, values and commitments. The self-esteem is a complex phenomenon consisting of three components; competence, worthiness and self-evaluation (Miyagawa, 2010). An individual's self-esteem is one of the major factors in self-image or self-concepts and considered to be an important determinant in human behavior. As such self-esteem has been conceptualized and examined in a variety of ways in the educational, sociological and psychological contexts. The possession of high self-esteem has positive behavioral benefits. These include independence, responsibility taking and toleration of frustration, resistant to pressure, willingness to attempt new tasks and challenges, ability to handle positive and negative emotions and willingness to offer assistance to others (James, 2011). The self-esteem defers from one student to the next. The student's esteem if built by the experiences they face in the life. "Self-esteem is the student's evaluation of the discrepancy between self-image and the ideal self." The self-esteem is a feeling of worth and assurance.

The self-esteem can influence various aspects of the student's behavior including the level of confidence, personality, learning, performance, empowerment and academic achievements. In an educational setting, self-esteem has been considered as one of the most important factors in determining success and failure of the academic performance of the students (Fouzia & Ali, 2012). Conversely, there are negative aspects of self-esteem that can cause undesirable effects on behaviors. "The ideal self are visions created by a person about themselves, in a case of a student, being praised for good behavior and given positive feedback continuously is going to make them believe in themselves which motivates them to achieve more". The literature shows that after school activities contribute immensely to the drive and self-esteem of the students, another great factor of after hour's activities is that it has proven to have contributed to achieve the better results.

Figure 1.1 Theoretical Framework

5. DISCUSSIONS

The primary education plays significant role as it helps children in successful completion of education. It provides the foundation for all around development and enables the student to understand various issues. The students at this stage need to be encouraged to develop positive attitude through nature and the student to student interaction education is to be designed carefully to provide wholesome growth and development of the students (Yan and Lin 2002). "Parents play an important role in the early childhood care and education". The parents involvement is linked to student' total learning. The greater parent involvement in student' learning positively affects the school performance including higher academic achievement. "Parents believe that three to six is the right age for the child to receive pre-school education as the child is able to understand things well" (Ismat & Saleem, 2007).

The literature suggests that the student's motivation is influenced not only by parents, but also by the teachers and peers. The literature revealed that education enhances early literacy skills, child's ability to learn, to communicate ideas and feelings and to get along well with others. "Students who receive quality pre-school education are more likely students with richer literacy environment demonstrate higher level of reading knowledge and skills at preschool entry" (Nesan et al, 2009). "Good pre-school education increases cognitive abilities, school achievement, improves classroom behavior, decrease grade repetition among children". Parents perceive that play way approach in preschool centers is the best method for teaching as it helps in total learning

and facilitate developmental out comes in students (Nord and Lennon 2002).

This study examined the relative influence of social support from parents, teachers and peers on student's engagement, as well as the level of student's participation. "The researchers measured four different indicators of engagement: school compliance (positive behaviors), participation in extracurricular activities, school identification (interest and enjoyment) and the subjective value of learning (intrinsic motivation)". On each of these four measures, student engagement declined on average (Timar & Jolly, 2012). The motivated students reported higher levels of school identification and value of learning than their white counterparts but lower levels of compliance with school rules and participation in extracurricular activities. The self-esteem is a student's feeling about himself/herself in which he/she are well aware of their respect and honor. This entire phenomenon is better manifested in the student's behavior and attitude (Tahir, Saba & Azam, 2013).

4. CONCLUSION

In conclusion, the benefits of extracurricular activities goes beyond the process of school, but rather enables the student to gain knowledge and develop skills that allow individual's to gain knowledge to specific arrears which inevitably shapes their mental development and self-esteem. The literature revealed the benefits that the extracurricular activities have on a student social, emotional and intellectual development. Numerous studies have proven that these are the factors that contribute to development. Many studies acknowledged that after school activities contribute a great deal to the student's progress. The skills then learnt are transferable into society. It can be argued that the participation of extracurricular activates can effectively develop the overall educational experience of a student development. The self-esteem can influence various aspects of human behavior including the level of confidence, personality, learning, performance and empowerment. Conversely, there are negative aspects of self-esteem that can cause undesirable effects on the student's behaviors.

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