




## Perception of Teachers about Inclusive Strategies and Co-Curricular Activities at Elementary Level in Lahore

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ARTICLE INFO	ABSTRACT
<p><b>Article history:</b> Submitted 10.09.2023 Accepted 22.11.2023 Published 31.12.2023</p> <p><b>Volume No.</b> 10 <b>Issue No.</b> II <b>ISSN (Online)</b> 2414-8512 <b>ISSN (Print)</b> 2311-293X <b>DOI:</b></p> <p><b>Keywords:</b> Co-curricular Activities, Inclusive Education, Inclusive Strategies, Elementary Level.</p>	<p><i>The main purpose of this study was to determine the teachers' perception about inclusive strategies and co-curricular activities. A Cross sectional survey research design was used. Sample of study was 150 teachers, out of which 80 were male students and 70 were female teachers from four schools of Lahore Model Town Tehsil. Two private schools' school and two government schools were included in the study to represent the population. Close ended questionnaire was used for data collection. Convenience sampling technique was used for selection of the students. The Questionnaire consisted of 23 statements and a check list of co-curricular activities composed 13 activities. The data of questionnaire was analyzed using descriptive and inferential statistics. Results are presented in tabular form. It is concluded that female teachers' attitude towards inclusive strategies and co-curricular activities was more positive than male teachers at elemental level. Teachers and coaches should mobilize students and their parents to participate in co-curricular activities. Findings of the research study showed that school teachers in general classroom use inclusive education strategies and co-curricular activities for teaching but they did not know the specific terms used for inclusive education strategies.</i></p> 

### Introduction

The function of education is to bring change in child behavior and personality in a more desirable form. Development of child's body and mind demand proper nurturing of its physical and intellectual qualities as few of the major determinants of his personality. Inclusive Education (IE) is a mode to living students with incapacities in everyday school rooms. Inclusion is set such as each person, irrespective of capacity, gender, language, or mild disability, so that each one students may be within the right location at school and environments are created with the aid of educators to empower them to acquire the educational final results that schools suggest. (Harpbell & Andrews, 2010). Implementing the further greatest actual strategies is on the whole vital for Pupils with special educational needs in inclusive education situations (McLeskey, Billingsley, Brownell, Maheady & Lewis (2019).`

Modern approaches of education emphasize on all round development of the child. There are some inclusive educational strategies which are useful and can helpful to deal with classroom problems. Such as optimistic cooperate with pupils, use of inclusive linguistic and suitable method to address. Encourage open, truthful and reverent class conversation. Co-curricular activities are voluntary, are not part of the regular school curriculum, are not graded and do not earn credits. Co-curricular activities are the integral part of

educational system and CCA plays a vital role in education for the all-round development of students (Kurth., Lyon., & Shogren (2015).

In other words, "Co-curricular activities" means activities conducted on or off school premises by clubs, associations, and organizations of pupils sponsored by the board of education. Activities also enhance students' behavioral adjustment and social-emotional competencies, and academic aspirations and attitudes which improve academic performance (Durlak, Weissberg, Dymnicki, Taylor & Schellinger, 2011).

The process of education is continuous and lifelong endeavor that can be divided in two parts; curricular activities and co-curricular activities. So, it is logical to think that co-curricular activities are the integral part of educational system. 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 of the child. Students are more confident and try harder and persist in the face of challenges (Aronson, 2002).

According to Drive and Hill (2013), the benefits of co-curricular activity in schools have been extensively researched and it has been found that students who participate in these activities develop higher academic results, better relationships at school, and are more likely to lead healthy, active lifestyles when they leave school. Students also feel a greater sense of belonging and have a higher self-esteem at school when they participate in structured sporting, performing arts and other activities and described CCA in terms of sports, residence hall functions, clubs, organizations, and student managed work programs.

It has been observed at different level in school the students who participate in physical activities they have good results at theirs studies instead of those students which did not participate in physical activity. Co-curricular activities within a school system are perceived to positively affect the student's life in different forms and levels. Co-curricular activities may affect academics, behavior, growth and development, socialization, and character just to name a few.

Based on previous studies, it is generally agreed that CCA brings benefits to students, such as higher academic achievement (Dumais, 2009), better social and competency skills (Shern off & Vandell, 2007) and only a few studies have been conducted to investigate students 'perceptions on co-curricular activities. The purpose of this study is to determine the teacher's perception about co-curricular activities and inclusive strategies. No doubt, co-curricular activities are necessary for the mental, physical, moral and social development of an individual. Participation in such activities results in higher academic achievement.

### **Objectives of the Study**

The objectives of the study were as following:

1. Explore the perception of teachers about co-curricular activities.
2. Explore the perceptions of elementary school teachers about inclusive strategies
3. Find out which type of Co-curricular activities is popular among students in schools.
4. Determine the difference in co-curricular activities for male and female students

### **Literature Review**

#### **Inclusive Educational Strategies**

These inclusive training strategies take note of all-inclusive instructional environment where in entirely pupils distinguish to be valuable and capable of prosper. Schools and different educational institutions have plans for reassuring the occurrence, contribution, and accomplishment of all pupils from their resident or community. Schools offer investment for scholars who are susceptible to nonperformer, dismissing, and elimination.

Bannister-Tyrrell et al., (2018).In inclusive exercise, pupils are offered alike educational chances. It's a demo of rigidity, equality, patience to pupils by instructors. There are the capability based agendas for instructors in many nations international schools.In inclusive exercise, pupils are offered alike educational chances. It's a demo of rigidity, equality, patience to pupils by instructors. There are the capability based agendas for instructors in many nations international. Greatest strategies in preliminary instructor planning itemize instructor -proficiency development in numerous parts; unique imperative parts are the provision level in order to construct the capability mandatory for recently graduated instructors to enable pupil education and offer for the educational requirements and elegances of separate pupils. Therefore, pre service instructors obligatory determine the competency to provide guidelines, provision and personalized platforms as best strategies in provision and inclusion.

Teachers can attach and contain with a range of pupils. Pupils additionally hook up with academic activities and substances provide for activities are applicable to them. Pupils feel safe and relaxed inside the classroom to elevate their voice and their quires. Pupils are much more likely to be efficacious via those academic movements that provision their educational modalities, aptitudes, and backgrounds .Inclusive educations are only effective if there are vibrant chances to assistance from education and implement them to

after-school outcomes (Henri., Johnson & Nepal, (2017).

### Research Methodology

The study was quantitative in nature and the survey design was used in this research. The survey was used to determine the perception of teachers about co-curricular activities at elementary level in district Lahore. Asking teachers about their co-curricular activities, using a survey, provided information on co-curricular activities at elementary level in different schools. The information gained through these surveys are valuable for students and schools. Furthermore, data taking from different teachers provide interesting findings concerning the usage of curricular activities.

School	Number of School	Male	Female
Public	2	40	35
Private	2	40	35
Total	4	80	70

### Population and sample

Population of the study was all elementary school of Lahore. There were five tehsils in district Lahore and conveniently Model Town tehsil was selected for this research. Sample of study was 150 teachers including 80 male teachers and 70 female teachers from four schools of Lahore Model town Tehsil. Convenience sampling technique was used for selection of teachers.

### Instrumentation

The close ended questionnaire was used for data collection. The Questionnaire was consisted of 23 statements and check list of co-curricular activities included 13 activities two tables of co-curricular activities included 13 activities. The questionnaire deals with the perception of teachers about co-curricular activities at elementary level in Lahore Model Town Tehsil. Procedure of data collection was that the researchers personally distributed the questionnaire to schools.

### Data Analysis and Interpretation Techniques

Data of the research study was analyzed by using spss. Descripted measurements (mean, standard deviation) were considered to recognize the perceptions of elementary school teachers regarding inclusive education strategies. The statements related to the sports, academic achievement, creative abilities, physical fitness, student's perceptions, interaction and co-curricular activities etc. The questionnaire comprised of five points of liker Scale. (1) Strongly Disagree (2) Disagree (3) Partially Agree (4) Agree (5) Strongly agreed. The result of Questionnaire has been analysis using t-test and frequencies and presented in the tabular form.

**Table 4.1**

*Attitude of teachers toward Co-curricular activities*

Statements	M	SD
I like to contribute in arranging games which are held in my school.	4.35	0.87
Learners are equally valued to read books, magazines & news related to games in free time.	4.01	0.96
I like to participate in co-curricular activities collaboratively.	4.02	0.99
I like to be part of sport team of my school.	4.22	0.87

Table 4.1 shows that teachers like to contribute in arranging games which are held in their schools, while teachers equally valued all students who like to read books magazine and news related to games in free time. Teachers like to participate in co-curricular activities and the value 4.22 shows that teachers like to be part of sport team of their school.

**Table 4.2*****Participation in Co-curricular activities***

Statements	<i>M</i>	<i>SD</i>
I participate in annual sport day every year.	4.16	0.89
I Participate in co-curricular activities at district level.	4.11	1.01
Co-curricular activities make me physically fit.	4.27	0.84
Participation in co-curricular activities increases my supervision strategies.	4.13	0.82
Co-curricular activities prevent from diseases.	4.17	0.88
Co-curricular activities make our life pleasant.	4.20	0.81
I like to discuss about co-curricular activities.	4.08	1.13
Co-curricular activities decrease mental stress.	4.17	0.91
Co-curricular activities help me to feel welcome and interact with other people.	4.24	1.03
Co-curricular activities make me active.	4.30	0.81

Table 4.2 shows that teachers like to take participation in annual sport day every year, while teachers participate in co-curricular activities at district level. According to teachers co-curricular activities make them physically fit, while teachers said that participation in co-curricular activities increases teaching supervision skills and enhance strategies. Teachers said participation in co-curricular activities prevents them from diseases and teachers as a responded that co-curricular activities make their life pleasant. Teachers like to discuss about co-curricular activities, while some teachers said participation in co-curricular activities decrease their mental stress. According to some teachers, co-curricular activities help those to interact with other people, while few teachers said participation in co-curricular activities make them active.

**Participation in Co-curricular activities****Table 4.3*****Co-curricular activities and its effect on academic achievement***

Statements	<i>D</i>	
Academic achievements are due to participation in co-curricular activities.	.96	.00
Participation in games enhances my creative abilities and helpful in inclusive strategies.	.16	.91
Participation in co-curricular are activities improve inclusive strategies.	.06	.02
Participation in co-curricular activities helps to develop positive attitude towards school and students.	.05	.97
Participation in co-curricular activities and in inclusive strategies makes me confident to answer the student's questions.	.26	.81
6 Participation in co-curricular activities has positive effect on my intelligence.	.23	.90
After participation in co-curricular activities I can easily solve my inclusive problem.	.97	.93
Participation in games effects my inclusion and achievement positively.	.13	.99
Co-curricular activities make me optimistic about positive academic achievement.	.13	.90

Table 4.3 shows that teachers responded their academic achievements are due to participation in co-curricular activities, while according teachers participation in games enhances their creative abilities. Teachers said participation in co-curricular activities improves their inclusive strategies', participation in co-curricular activities helps them to develop positive attitude towards inclusion in school. Teacher's responded participation in co-curricular activities makes them confident to answer the student's difficult questions, while some teachers said they can easily solve their academic problems after participation in co-curricular activities and through inclusive strategies, few teachers responded participation in games effect their inclusive achievement positively and according to co-curricular activities make them optimistic about positive academic achievement in school.

**Table 4.4.**

*Independent sample t-test for difference of opinion about Attitude towards inclusive strategies, Participation, Academic achievement, Conducted Co-curricular activities, Participation in co-curricular activities based on gender of respondents*

Variables	Gender	N	Mean	S. D	t	df	P
Attitude towards inclusive strategies	Male	45	4.04	0.58	-2.033	148	.044
	Female	155	4.25	0.65			
Participation	Male	45	4.05	0.57	-3.098	148	.002
	Female	155	4.31	0.46			
Academic achievement	Male	45	3.91	0.58	-4.304	148	.000
	Female	155	4.29	0.48			
Conducting Co-curricular activities	Male	45	2.26	0.85	-4.282	140.056	.000
	Female	155	2.70	1.00			
Participation in co-curricular activities	Male	45	1.74	0.74	-2.415	148	.017
	Female	155	2.08	0.96			

Table 4.4 Shows that there is a significant difference between male and female scores with respect to attitude towards inclusive strategies as male (M= 4.04, SD=0.58), Female (M=4.25, SD=0.65). there is a significant difference between male and female scores w.r.t participation as male (M= 4.05, SD=0.57), Female (M=4.31, SD=0.46).there is a significant difference between male and female scores w.r.t Academic achievement as male (M= 3.91, SD=0.58), Female (M=4.29, SD=0.48).there is a significant difference between male and female scores w.r.t conducting co-curricular activities as male (M= 2.26, SD=0.85), Female (M=2.70, SD=1.00).there is a significant difference between male and female scores w.r.t participation in co-curricular activities as male (M=1.74, SD=0.74), Female (M=2.08, SD=0.96).

### Findings

Table 4.1 shows that teachers like to watch games which are held in their schools, while they like to read books magazine and news related to games in free time.

Table 4.2 shows that teachers like to take participation in annual sport day every year, 81% responded that co-curricular activities make their life pleasant. Teachers like to discuss about co-curricular activities, while some students said participation in co-curricular activities decrease their mental stress. According to few teachers, co-curricular activities help those to interact with other teachers; some of said participation in co-curricular activities makes them active.

Table 4.3 shows that teachers responded their academic achievements are due to participation in co-curricular activities, while according to 85% student's participation in games enhances their creative abilities. 86% students' responded participation in co-curricular activities makes them confident to answer the teacher's questions, while 83% students responded participation in games effect their academic achievement positively and according to 86% co-curricular activities make them optimistic about positive academic achievement.

Table 4.4 Shows that there is a significant difference between male and female scores with respect to attitude towards inclusive strategies as male (M= 4.04, SD=0.58), Female (M=4.25, SD=0.65). there is a significant difference between male and female scores w.r.t participation as male (M= 4.05, SD=0.57), Female (M=4.31, SD=0.46).there is a significant difference between male and female scores w.r.t Academic achievement as male (M= 3.91, SD=0.58), Female (M=4.29, SD=0.48).there is a significant difference between male and female scores w.r.t conducting co-curricular activities as male (M= 2.26, SD=0.85), Female (M=2.70, SD=1.00).there is a significant difference between male and female scores w.r.t participation in co-curricular activities as male (M=1.74, SD=0.74), Female (M=2.08, SD=0.96).

### Conclusion

Majority of teachers in both type of school agree that co-curricular activity develop positive attitude and confidence. Generally; there is a positive attitude found usually amongst the respondents are found taking interest in co-curricular activities. The main purpose behind conducting this research is to find out the perception of elementary school teachers about co-curricular activities at elementary level in Lahore city. The review of the literature helps the researcher to have better understanding of the present study. With the help of literature review the researcher came to know about the positive effects of co-curricular involvement which latterly supports in educational achievements and in the other fields of life.

After going through the whole study, the we have reached to the following conclusions which are the analysis and interpretation of data has empirically proved that there is a great role of co-curricular

involvement in educational achievement. Mostly students agree that co-curricular activities and inclusive strategies effect on their academic achievement and agree with the positive effects of co-curricular activities. Female teacher's attitude towards co-curricular activities and inclusive strategies was more than male students at elemental level and female teachers participation towards co-curricular activities was also more than male students at elemental level.

### Recommendations

The same research should be conducted on another population. We should create awareness in teachers and students about the impacts of co-curricular activities on educational achievements. Parents should encourage their children to take part in co-curricular activities. Teachers and coaches should mobilize students and their parents about the positive impacts of co-curricular activities involvement. Government should have to make policy to play sports an essential part of education in educational institutes. NGOs should have to conduct programs to promote co-curricular activity evolvments in students.

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