

Review Paper on the Interpersonal Relationships of High-School Students with Respect to Participation in Co-Curricular Activities

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Abstract

Interaction with different people with different attitudes in our daily lives is inevitable. People enter the interpersonal spaces and impact the lives of each other. This process has exchangeable experiences for different people at different stages of life. Attitude of an individual towards certain problems impacts their relationship with people around them. Although it may seem that people can manage their attitude at any point of time but their attitude is framed at a very fragile point of their lives. This point is at its peak during our High School that is the age group of 15 to 16 years. Hence one needs to pay special attention to how they are moving in society during this period as this will form the base for every individual as to how they are to react to certain situations. This reaction is going to brand them into social and anti-social beings. Although this does not sound as much but this will affect the opportunities that are going to represent themselves and how they are going to represent themselves. These opportunities can be ground breaking for different individuals at different levels. Therefore, it is important for each and every individual to pay special attention to their interpersonal relationships.

Keywords: Co-curricular activities, Interpersonal relationships and High-school students

Introduction

Key factor in process of education, that plays a pivotal role in formation of the foundation of interpersonal relationships, is co-curricular activities. These activities are the opportunities for people to show off their skills on public platforms. Not only do they provide opportunities to represent once ideas and talent, they also provide opportunities to different individuals to interact and develop interpersonal relationships with others.

For school going students, interpersonal relationships refer to connections and interactions that individuals can establish with others in the social environment. During High School the students undergo various physical, emotional and spiritual changes. Hence it is important for them to maintain and build interpersonal relationships with their peer group. Since classroom teaching alone cannot help them establish these relationships hence co-curricular activities come into play. These activities can alone provide an essential environment and suitable setup for students to build up their character and personality. Co-curricular activities are the activities that go hand in hand with academic curriculum. These activities include sports, debates, music, drama, art, quizzes, School clubs, community services and various other cultural and literary programs. These activities can be solo or a group task.

No matter which type of activity a student participates in they will always be able to explore new ideas and ways to express them. These ideas can be adopted by other individuals or peer groups. This is necessary to build self-confidence.

We also need to notice that not all students participate in co-curricular activities. This group of individuals exhibits different personality traits. It is not because of lack of opportunity. There can be various reasons that affect their participation, but this study only aims to compare the interpersonal relationships of these students to the ones who do participate in co-curricular activities with full enthusiasm.

Despite the recognition of the importance of co-curricular activities in student lives there is still a need to examine if participation in these activities influence the students' interpersonal relationships.

This paper focusses on the following questions:

1. What are the various domains that can be observed in co-curricular activities of high school students?
2. Is there any difference in the Interpersonal relationships between participated and non-participated high school students in Co-curricular activities?

Objectives To study the various domains involved in co-curricular activities of high school students.

1. To study the domains involved in interpersonal relationship of participated and non-participated high school students in co-curricular activities.

Methodology

In this study, to find the answers to the above-mentioned questions and to obtain the above-mentioned objectives, the researcher reviewed the following literature which was collected from various secondary sources like research papers, journals, articles, abstracts and publications.

Reviews of Related Literature

For the questions which have been established by the researcher, it was found that **Eccles, J. S. et al. (2003)** did a study on extracurricular activities and adolescent development wanted to analyze how the involvement of adolescents in different types of activities influences academic achievement, psychological development and behavior adjustment. They use longitudinal Research design on a sample of adolescence from Michigan Study of Adolescent Life Transitions (MSALT), while collecting data through structured questionnaires. They concluded that involvement of students in co-curricular activities was a key factor in stronger peer relationships and better social adjustment.

Mahoney, J. L. et al. (2002) in their study on structured post-school activities for adolescents with detached relations to their parents, the objective of which was to investigate whether the structured after school activities reduced depressive symptoms among adolescents. This research was conducted on adolescents from Swedish secondary schools consisting of several participants, who submitted the data through self-report questionnaire. They found reduced social isolation and promoted peer interaction in co-curricular participants. These students also showed a positive relationship with their parents.

Marsh, H., & Kleitman, S. (2002) in their study on extra-curricular school events: The good, the bad, and the comprehensive activities, the objective of which was to analyse the impact of involvement of high school students in extra-curricular activities on academic as well as psychological outcomes, performed a quantitative longitudinal study of American high school students. They collected data through student surveys, academic records and participation records of the students and concluded that activities were able to reduce the difference between privileged and non-privileged social economic students pointing out that participation in co-curricular activities can help in bringing a positive change in the social economic

outcome of the disadvantaged students. This study also shows that participating in co-curricular activities can help in reduction of differences between different students.

Fredricks, J. A., & Eccles, J. S. (2006) in their study, worked on the objectives to examine whether extracurricular activities are associated with positive development among adolescents. They used longitudinal quantitative research design on adolescence from the Michigan. The tools used for this study were self-report questionnaires and school academic records, hereby, investigating the teamwork, communication skills and social competence of adolescence who participated in co-curricular activity. They stipulated that the involvement of students in co-curricular activities was able to improve social competitive behavior, communication skill and teamwork of each student.

Larson, R. W. et al. (2006) studied the participation of youth in faith-based activities in differing profiles of developmental experiences. With the objective of analyzing how activities can contribute to the formation of different identities and development of various skills, by comparative quantitative research design on adolescents participating in youth programs in United States. They used tools like Experience Sampling Method and structured questionnaires and deduced that youths participating in activities were able to build better teamwork, positive relationships with their friends and family members and emotional maturity.

Feldman, A. F., & Matjasko, J. L. (2007) in their research on adolescents extra-curricular activity participation, aimed to observe and determine the connections between participation of students in extracurricular activities and psychosocial outcomes of secondary school students, through quantitative cross-sectional study, with the help of tools like a student survey and school participation records. They were able to find that the participation of adolescence in school activities showed positive development outcomes including higher educational achievement. These students also showed reduce problem behavior and positive psychological adjustment.

Juvonen, J. et al. (2012) under the study the role of peer relationship in student educational and extra-curricular engagement aimed to explore the role of friendship in motivating participation through analytical and descriptive research. They used tools like surveys measuring relationships and engagement levels along with the academic participation records, on secondary school students across various educational research projects. They mention that students were able to encourage each other in participating in co-curricular activities. Along with this they were also able to stipulate that the students of participated in co-curricular activities showed a positive role in building peer relationships. These students were also able to reduce the effect of social rejection and bullying for other students hereby uplifting them.

Simpkins, S. D. (2015) in her study on, when and how does involvement in an organized post-school activity make a difference, had the objective to determine how participation of adolescents in organized school activities affects their development, using longitudinal and quantitative Research design on adolescence participating in after school programs, with the help of tools like surveys. She found that organized School activities can help students in improving responsibility, cooperation and interpersonal growth.

Morris, E. W. (2016) in their research on the punishment gap like school suspension and racial disparities in achievement, aimed to determine whether disciplinary practices contribute to achievement gaps among students. They used quantitative longitudinal research design on a sample of educational data set of American students. The collected data through School disciplinary records and standardized test scores. And concluded that after and in school activities were able to reduce cultural and racial differences hereby

showing improvement in academic achievements and social development across all youths.

Although **Smirnov, I. et al. (2017)** in their study on formation of homophily in academic performance meaning when students change their friends rather than performance. which aimed to analyze whether students adjust their academic performance or social networks to maintain similarity with peers, prove that social networks and friendship play a pivotal role for students in their communication approach. They also show that co-curricular activities were a unified platform for the development of all students. They did this through social network analysis of secondary school students with the help of tools like School academic records and friendship network data collected through surveys.

Gorski, P. C. (2017) in his study on facilitating education to students in poverty aims to analyze structural inequalities effecting the student participation and achievement through quantitative and analytical research. Through various case studies he found that there were differences among the students towards economically weaker sections, this difference was found reduced when students were exposed to co-curricular activities with their peers or classmates.

Rani, M. et al. (2016) in their study on consequence of co-curricular activities on development of social abilities of children associated with intellectual disability, examined how participation in structured activities influences communication, cooperation and interaction skills. This was experimental research on children with intellectual disabilities enrolled in special schools. By using the Social Skill Assessment Scales, they stated that co-curricular activities develop social skills in secondary school students.

Mancha, S. A., & Ahmad, A. (2016, October) in the study on co-curricular activities and its effect on social skills, analyzed whether participation improves communication, cooperation and interpersonal relationships. They performed descriptive survey research on students participating in co-curricular activities and used tools like questionnaires and social skills rating scales. They observe that extracurricular activities and co-curricular activities impact social skills of a student along with developing communication skills and self-confidence.

Knifsend, C. A., & Espinoza, G. (2022) in their study on the role of peer relationships, studied the connection between friendship and student motivation through review of empirical studies from various educational research studies focusing on student engagement and were able to find that peer attachment and emotional support was higher in student who participated in school activities.

Fujiyama, H. et al. (2021) studied the association of friend and extracurricular activity networks with students' academic performance. The objective was to analyze how peer networks effect the social and activity networks in schools through quantitative social analysis. The sample of study were secondary school students. From the academic record, friendship surveys and participation records, researchers were able to find that activity-based peer networks significantly influenced students' behavior and social development.

Rahman, A., et al. (2021) in a study on application of sport education on social abilities, had the objective to determine whether the structured physical education enhances teamwork and communication. After performing experimental research on the students participating in physical education classes using tools like social skills assessment scales and observation checklists, he observed a positive association in co-curricular activities participation and social skills.

Bansal, K., Pal, B. K., & Kumar, H. (2022) in their Study on the Role of Curricular and Co-curricular Activities in the Development of Academic and Social Skills of Elementary School Students, wanted to investigate the influence of co-curricular activities on social skill development of elementary school students. This was descriptive survey research on elementary school students. Through tools like

questionnaires and teacher observations they show that participation in co-curricular activities showed positive development in social aspects of participants.

Mishra, N., & Aithal, P. (2023) in the study on Academic Leadership in Higher Education, talk about the effectiveness of higher education system with respect to New Education Policy (2020), with the objective of exploring and analyzing leadership strategies that promote effective teaching and learning environment. After conceptual and analytical research on secondary data from educational leadership studies they stated that extracurricular as well as co-curricular activities aid in development of leadership skills of a student.

Koul, S. (2024) in the article on the Gurukul system outcome, had the objective to analyze the holistic educational philosophy of the Gurukul model. Qualitative research was done using data sources like; historical documents, educational literature and philosophical texts. The research mainly focuses on the Gurukul study system, but points out that participation in activities helps students in social and emotional growth.

Suja, G. P. (2025) in their article on leadership behaviour of higher secondary students in relation to interpersonal intelligence and civic consciousness, explored the relationship between leadership and interpersonal intelligence of students. This was descriptive survey research on higher secondary school students using Leadership behavior scale and interpersonal intelligence scale. It was found that co-curricular activities were able to enhance peer relationships, leadership skills and help students in managing their social behavior.

Darling, N. (2005) in their study on participation in extracurricular activities and adolescent adjustment, focused on the analysis of how environment and organized activities influences academic competence, social competence and behavioral outcomes. Methodology followed for this research was a combination of cross sectional and longitudinal Research design. The sample in focus was adolescents from secondary schools in United States. The data collection tools were self-reported questionnaires, teachers and school reports and measures of participation in activities and adjustment indicators. The research stated that adolescents participating in co-curricular activities exhibit positive ethnicity and grade improvement.

Conclusion

1. With the help of above studies, the researcher was able to identify different domains hereby achieving the first objective. These domains are the ones that have appeared in the multiple review literatures during the study. The domains are leadership, motivation, responsibility, active listening, teamwork, dependability, patience, empathy, flexibility and communication.
2. For second objective to evaluate the extent to which the interpersonal relationships of high school students are related to the observable domains, the following instances can be taken into consideration:
 - **Leadership:** According to Suja (2025), Eccles et al. (2003) and Fredricks and Eccles (2006) the ability of an individual to guide, influence and motivate others into achieving a common goal can often be developed with co-curricular activities.
 - **Motivation:** The factors that help an individual in leaning forward towards achieving goals is called motivation. Simpkins (2015) and Fredricks and Eccles (2006) both highlight that students participating in co-curricular activities show enhanced motivation and positive attitude towards personal growth.
 - **Responsibility:** According to Fredricks and Eccles (2006) and Larson et al. (2006) organized youth co-curricular activities can help in demonstrating responsibility, that is discipline, commitment and ownership towards their tasks and duties.

- **Active listening:** According to Juvonen, Espinoza and Knifsend (2012) the group engagement in co-curricular activities helps in shaping the ability to hear, understand, interpret and respond by paying close attention and showing interest.
- **Team work:** Rahman et al. (2024) and Eccles et al. (2003) in their researches highlighted that participating in group co-curricular activities is associated with development of collaborative skills and group interactions.
- **Dependability:** Studies by Larson, Hensen and Moneta (2006) and Bansal, Pal and Kumar (2022) have found that the student involvement in co-curricular activities is often related to the development of the ability or quality of being accountable, committed to responsibility and efficiency. It is a domain that can be nurtured by co-curricular activities where students rely on one another.
- **Patience:** The ability to stay calm, focused and persistent while facing difficulty and being challenged. It is an important attribute in maintaining interpersonal relationships. Research by Larson et al. (2006) suggests that participation in co-curricular activities promotes perseverance and emotional regulation.
- **Empathy:** Knifsend and Espinoza (2022) emphasize that peer interaction through co-curricular activities encourages emotional awareness, compassion and sensitivity towards others. It promotes positive interpersonal relationships and social harmony among students.
- **Flexibility:** According to Feldman and Matjasko (2007) involvement in co-curricular activities exposes students to diverse experiences. This should enable them in adapting to various changing situations and accept new ideas hereby forming new behavior.
- **Communication:** Researches by Mancha and Ahmad (2016) and Larson et al. (2006) demonstrate and suggest that participation in co-curricular activities improves communication skill and interpersonal interactions. This is important for exchanging information and social interaction.

The reviewed studies clearly indicate that participation in co-curricular activities promotes social interaction, interpersonal relationships, communication skills, leadership qualities and teamwork abilities along with the emotional development, confidence and peer bonding between high school students. However, these studies limit the research that comprises of interpersonal relationships between the participated and non-participated high school students in co-curricular activities.

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