



Comparison of co-curricular activities with academics record of medical students of AFMDC.

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Abstract

Co-curricular activities play an important role in making balanced personality among adults. Earlier, the term “Extra-Curricular Activity” was used by the people. Now the term “Extra” is not in use as it seems to be something “unnecessary”. Co-curricular activities (CCAs) are those activities and program that accompaniment the regular educational learning of the students in academic organizations. However these are not directly related with educational course, they are planned to help the students to attain a greater understanding of the syllabus, and helps to attain facilitate their various skill development tasks.

Material and methods: This study of analytical cross-sectional design was conducted in Aziz Fatima Medical and Dental College Faisalabad. Data was analyzed by SPSS version 24. All five years MBBS students were included in this study. After taking informed consent their final professional examination and participation in different official committees’ data was taken and analysed. Comparison between co-curricular and academic performance was done by using Fisher exact test.

Results: 543 MBBS students are enrolled in this study, out of which 535 were appear in final professional examination, 482 (90%) were passed and 53 (10%) failed their final professional examination. 221 students were enrolled in different committees, out of which 22 (9.95%) were in literary committee, 182 (82%) were in sports and 17 (7.69%) were in debating committee. Fisher exact test was applied and test was highly significant as $p=0.001$.

Conclusion: It is concluded from our study that co-curricular activities is positively associated with academic performance of the students.

Key words: Co-Curricular activities, academic record, educational performance

Introduction

Co-curricular activities play an important role in making balanced personality among adults. Earlier, the term “Extra-Curricular Activity” was used by the people. Now the term “Extra” is not in use as it seems to be something “unnecessary” (Ayaz et al, 2017).

Co-curricular activities (CCAs) are those activities and program that accompaniment the regular educational learning of the students in academic organizations. However, these are not directly related with educational course, they are planned to help the students to attain a greater understanding of the

syllabus, and helps to attain facilitate their various skill development tasks (Siddiky, 2020).

To create graduates with abilities to become leaders, students’ academic performance and educational realization plays a very important role and providing to society, economic and social growth. But, there are number of factors affecting student performance, which differ from individual to individual as well as nation to nation (Hassona et al, 2019).

Co-Curricular-Activities play an important role in the academics of the whole world. It aids in mental and physical growth. Hence, it was concluded by many researchers that Co-Curricular-Activities can increase the educational

improvements in addition to physical growth of the students (Muhammad et al, 2022).

The connections between cognitive domains, physical activity and learning capabilities have been established. Absence of physical activity resulted in many diseases like respiratory issues (Asthma and COPD) and obesity that are influencing directly or indirectly the educational development of the students. The stress to achieve the academic brilliance and to become an efficient doctor in future for helping the community in a better way is incriminating a full of pressure and physically idle condition for medical undergraduates (Maqbool et al, 2022).

A lot of opportunities are provided by Co-curricular activities to students so that they can apply knowledge and skills, prosper new capabilities and interests, and in this way, their social and organizational skills will also be strengthened (Rehman et al, 2021).

Number of studies has been conducted to study about the link between Academic-Achievements and Co-Curricular-Activities and their effects. Positive association have been recorded among these two variables by many researchers. In the meanwhile, many think that student participation in these activities may result in negative growth in educational Achievements (Muhammad et al, 2022). The objective of this study was to compare co-curricular activities with academic record of medical students.

Methodology

This study of analytical cross-sectional design was conducted in Aziz Fatima Medical and Dental College Faisalabad from June to November 2022 after approval from institutional research committee with IEC no IEC/199-22. Data was analyzed by SPSS version 24. All five years MBBS students were included in this study. After taking informed consent their final professional examination and participation in different official committees' data was taken and analysed. Qualitative variables were presented as frequencies and percentages using the descriptive statistical method. Comparison between co-curricular and academic performance was done by using Fisher exact test.

Results

This study was performed in Aziz Fatima Medical and Dental College Faisalabad and all five years MBBS students were included in this study. 543 MBBS students are enrolled in this study, out of which 535 were appear in final professional examination, 482 (90%) were passed and 53 (10%) failed their final professional examination. Out of 482 students, 380 (78.8%) gained marks between 60-80% and 97 (20.1%) gained marks above 80%. 221 students were enrolled in different committees, out of which 22 (9.95%) were in literary committee, 182 (82%) were in sports and 17 (7.69%) were in debating committee. Fisher exact test was applied and test was highly significant as $p = 0.001$

Table 1: Academic Record of Professional Exam

Year of education	Number of students enrolled	Students appeared in prof exam	Passed	Failed
1st year	103	102	100	2
2nd year	104	104	96	8
3rd year	105	103	84	19
4th year	121	118	103	15
5th year	110	108	99	9
Total	543	535	482(90%)	53(10%)

Table 2: Academic Categories of Students on Basis of Professional Exam

Year of education	Passed	Borderline passed (50%-60%)	Mediocre passed (60%-80%)	High achievers (80% or above)
1st Year	100	-	67	33
2nd Year	96	1	81	14
3rd Year	84	-	44	40
4th Year	103	1	99	3
5th Year	99	3	89	7
Total	482	05 (1.03%)	380 (78.8%)	97 (20.1%)

Table 3: Number of Students in Different Committees

Year of Education	Literary Committee	Sports Committee	Debating Committee	Total Students
1st Year	4	33	5	42
2nd Year	9	33	2	44
3rd Year	3	33	3	39
4th Year	4	43	2	49
5th Year	2	40	5	47
Total	22(9.95%)	182(82%)	17 (7.69%)	221

Table 4: Academic Performance of Students in Different Committees

Year of Education	High Achievers Who Took Part In Any Committee	Students with 60-80% marks in prof exam and took part in any committee	Fisher's exact test value

1st Year	10	32	P =0.001
2nd Year	08	36	
3rd Year	20	19	
4th Year	2	40	
5th Year	2	40	
Total	42	167	

Discussion

Co-Curricular-Activities play an important role in the academics of the whole world. It aids in mental and physical growth. Hence, it was concluded by many researchers that Co-Curricular-Activities can increase the educational improvements in addition to physical growth of the students (Muhammad et al, 2022). Education is not mastered by reading the textbook alone. Students understand team work in a group (Begum et al, 2020)

The objective of this study was to compare co-curricular activities with academic performance of students of AFMDC, Faisalabad. According to our data which was collected from debating, literary and sport committees showed that students who were engaged in these activities showed 100% result in their academic performance. In compare to this result a study showed the same result and concluded that co-curricular activities impart a positive effect on academic performance of the students (Buckley et al, 2021). Same result was also shown by other research which stated that co-curricular activities have a great effect on academic performance (Ayaz et al, 2017).

Another study was conducted in Lahore which showed that co-curricular activities played a significant role in academic performance of medical students (Batoool et al, 2020). In our research maximum number of students were enrolled in sports committee which means that physical activity played an important role in academic performance of the students along with mental development. In compare to this another study showed same results (Fox et al, 2019). Another study was conducted among students and showed same results that physical activity will enhance academic performance of the students (Sami et al, 2020). Another study showed that physical more active students felt less stress of academic than less physically active students (Gasiūnienė et al, 2021) (Patel 2018) and (Jose et al, 2019). In contrast to these results study showed that choric physical activity will imparts negative effect on academic performance of the students (Barboosa et al, 2020). 39 (16%) students were enrolled in literary and debating committees and showed good academic performance which showed that mentally active students also performed well in academics. which is comparable to study and has showed same results (Wassenaar et al, 2019).

This study showed co-curricular activities had positive impact on academic performance of the students as $p = 0.001$ which is

comparable to study which also showed p value of 0.000 (Muhammad et al, 2022).

Conclusion

It is concluded from our study that co-curricular activities is positively associated with academic performance of the students.

Limitation

Limited sample size and non-probability sampling were the limitations of this study. The results cannot be generalized as it was a single cantered study.

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