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# To Investigate the Role of Co-curricular Activities in Developing Social Skills amongst Children with Intellectual Disabilities

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## *Abstract*

*The main aim of education is to shape the personality of the students, their latent and innate ability. It is now concerned with the development and growth of the entire child: his mental, moral and physical aspects. The curriculum of the educational institutions has never been completely that colleges and schools design for the students. It has been noted that numerous other activities are planned for the students in the routine classrooms and even after college and school timings. Co-curricular activities are also part of the education which is taught to the students outside the class. Through co-curricular activities, school children will be taught in terms of self-confidence, teamwork, leadership and spiritual abilities. Student's participation in co-curricular activities will develop important skills provided in these events in addition to develop a healthy and strong lifestyle. Co-curricular activities may improve interaction among the pupils and it will also promote integration among the races and it will also nurture law obedience, discipline, hard work, independencies, and decencies which helps to make a school child useful and civilized person. The three objectives of this study the first objective of this study to examine the level of Social Skills related to co-curricular activities among the Children with Intellectual Disabilities. And second objective to identify the role of co-curricular activities in developing Intellectual Skills amongst the Children with Intellectual disabilities. The third objective of this study to explore the role of co-curricular activities in developing Self-Directed Academic Behaviour amongst the Children with Intellectual Disabilities. Researcher selected a sample from different special education schools of children with intellectual disabilities for the study. A sample of 200 teachers was selected for the data collection.*

***Keywords:*** *Co-curricular Activities, Developing Social Skills, Intellectual Disabilities*.

## Introduction

As per the (Rani and Keshwal 2017), co-curricular exercises enhanced the social abilities of kids with scholarly inability. Kids with scholarly inability demonstrate noteworthy restrictions both in scholarly working and versatile conduct of course of offspring of comparable age keeping the ordinary obtaining of social abilities. They learn things slower than other children of the same age but they can improve their social skills if involved in appropriate co-curricular activities along with the regular academic activities.

Generally, the cognitive aspects are developed more in teaching of functional academics, but affective and psychomotor aspects are not paid attention to. So, arrangement of co-curricular activities helps in development of these aspects, as children can learn social skills through enjoyable activities.

A study carried by (Sunish, Shriram et al. 2013)explored the effectiveness of role play on developing communication skills of children with moderate intellectual disability and concluded that role play practice method has a significant effect on developing communication skills of children with moderate intellectual disorder.

Faizi (2010) directed an exploration to distinguish the primary reasons which decrease the instructive measures at auxiliary level in Karachi, Pakistan. It was brought out through study. The number of inhabitants in the examination was both "government and private" schools understudies and instructors. The perspectives of male and female understudies and educators were searched out. Lion's share of the respondents had the view that the current incapable educational modules and assessment framework are the fundamental reasons of declining instructive principles at auxiliary level in Karachi, Pakistan. Majority of the respondents indicated that defective organization alongside terrible assessment framework turned into its reasons. Short number of respondents pinioned that ill-advised wellbeing offices, absence of co-curricular exercises and antiquated encouraging techniques caused the substandard instruction. The instruction is getting to be one of the characterizing undertakings of the 21st century with the rise of globalization and expanding worldwide rivalry.(Aslam, Hamill et al. 2005) portrays that in the quick changing and focused world, instruction and innovation are the ace keys for respectable survival and advancement of Pakistan. Pakistan is resolved to react emphatically to developing needs, openings and difficulties of globalization. Training is being viewed as a key to change and advancement. Advancement and thriving of the nation relies upon the sort of instruction that is given to the general population. This examination was intended to clarify and feature the principles of instruction at auxiliary level in Karachi. Instructive models present criteria by which judgments can be made by state and neigh boyhood schoolwork force and networks, helping them to choose which educational programs, laws of organization, wellbeing program, staff improvement movement and appraisal program is fitting. Instructive norms empower approaches that will bring coordination, consistency, and intelligence to the change of the procedure of training. They permit everybody to move a similar way, with the affirmation that the dangers they take for the sake of enhancing instruction will be upheld by arrangements and practices all through the framework.

Powell, Schneider et al. (2004) assessed that Academic norms depict what understudies should know and have the capacity to do in the center scholastic subjects at each review level. Content principles portray fundamental attention about the group of instruction information that all understudies should know. Execution principles depict what level of execution is sufficient for understudies to be portrayed as cutting edge, capable, underneath fundamental, or by some other execution level. Co-curricular exercises energize individual achievements and the improvement of relational aptitudes. Young people who take an interest in these exercises have chances to expect significant jobs and obligations. Quality has been the objective of an interminable mission through the halls of mankind's history. It has been the divining power of every human undertaking. Concerning standard or nature of instruction the Marmar (2005) clears that characterizing nature of training is a test since it manages the touchiest creation on earth, the people. Mechanical items are done merchandise, yet training has no such completed item, nor even the graduates. Instructive measures of Pakistan have been a consuming issue among the educationalists since autonomy. Each individual from the general public has its own perspectives concern the instructive guidelines in Pakistan. Albeit, each legislature attempted its best to raise the norms of training yet their endeavours were for the most part constrained to getting ready just instructive approaches in papers. We couldn't discover down to earth usage of their suggestions with respect to measures of training in Pakistan. In the more huge sense a standard is anything used to quantify, for instance a standard of direct, a standard of weight or length. As a matter of fact, a standard is a thing which has been utilized as a model to which questions or activities might be looked at.

For all the more characterizing the standard of instruction, we really need to give the appropriate responses of a few inquiries, similar to which kinds of points with respect to training are considered in the current instructive framework? How these points are set? Whatever degree these points are accomplished? What amount these points are connected with the general public? Which standards are considered while arranging educational modules? Which training strategy can be appropriate as per the age and mental need of the youngster? By giving the appropriate responses of these inquiries we can depict the gauges of training effectively. The present instruction arrangement of Pakistan has neglected to reveal before the new age the establishing reasons of Pakistan. (Hoven, Duarte et al. 2005) expressed that the awful aftereffects of this carelessness are presently clear in each stroll of life. The requirement about the weakening lies with persuasive cohorts in addition to the individuals with significant inspiration.

A very problematic aspect different from philosophical perplexity as well as well debasement is poor quality of education. Due to the reason of fixed decay of Pakistan educational archive are presently not satisfactory outside the country. Games assumes most critical job in the lives of uncommon individuals. This effect is two way. First it keeps them solid as looks into like Moores and Elis has considered that most hard of hearing kids get their training in state funded schools (Moores 2001), so it is sensible to accept that these youngsters too are in danger of getting to be overweight and less physically fit. This presumption has been borne out in an investigation of hard of hearing understudies in government funded school programs, which found that the level of hard of hearing young men and hard of hearing young ladies matured 6– 11 years who were delegated overweight or large was higher than the rates among the all-inclusive community in a similar age and sexual orientation gatherings(Ellis 2001).

## Objectives of the Study

The objectives of the study were:

1. To examine the level of Social Skills related to co-curricular activities among the Children with Intellectual Disabilities.
2. To identify the role of co-curricular activities in developing Intellectual Skills amongst the Children with Intellectual Disabilities.
3. To explore the role of co-curricular activities in developing Self-Directed Academic Behaviour amongst the Children with Intellectual Disabilities.

## Questions of this Study

Researcher intended to explore the following questions:

1. Is there any significant role of co-curricular activities in the educational achievement of the children with intellectual disabilities?
2. Do co-curricular activities assist to improve the peer friendship skills among the children with intellectual disabilities?
3. Are the co-curricular activities helpful in developing interaction and affective skills among the children with intellectual disabilities?

## Methodology

The present research included following methodology to investigate ‘Role of Co-curricular Activities in Developing Social Skills amongst Children with Intellectual Disabilities’.

### Research Design

The study was descriptive in nature and a survey method was conducted for the data collection of the study.

**Population of the Study**

The population of the study comprised of all the teachers of special education presently teaching the children with intellectually disabilities in different districts.

**Sample of the Study**

Researcher selected a sample from different special education schools of children with intellectual disabilities for the study. A sample of 200 teachers was selected for the data collection.

**Sampling Technique**

As the sample of the study was located in different Govt. special education centers and private special institutions for the children with intellectual disabilities, therefore sample of the study was selected by using convenient sampling technique for the study.

**Instrumentation of the Study**

In this survey study, a structured questionnaire was designed to collect the data from the teachers of special education schools. The questionnaire was containing close ended as well as the open-ended questions. The questionnaire comprised of 44 questions. Researcher used five-point Likert scale to rate the opinions of the respondents regarding the statements of the questionnaire. Following choices were included in the questionnaire related to the Likert scale. The validity of an instrument helps to make it effective in measuring the requisite objectives of the study. The content validity of the instrument was ensured with the help of research supervisor and other research experts. Irrelevant or weak questions were corrected by the researcher to make the instrument valid, and all sorts of deficiencies were removed before the research conduction

**Data Collection**

Data collection demands very careful approach to have an accurate account of the respondent's record. Researcher visited the special education Schools of different district for the data collection. After getting the permission of school principals, researcher met with the teachers separately.

The respondents were given a brief introduction including the research purpose and basic objectives of the study. Afterwards, researcher distributed 100 copies among the teachers accordingly. The respondents were requested to fill all the choices given against each question and rate their interest without any prejudice or biasness. Researcher immediately got filled the question if found unmarked by the researcher at the spot.

**Data Analysis**

Frequency, Mean and Standard Deviation was applied for the data analysis of the study. The Statistical Package of Social Sciences (SPSS-18) was used for the data analysis of the study. The respondents were requested to fill all the choices given against each question and rate their interest without any prejudice or biasness. Researcher immediately got filled the question if found unmarked by the researcher at the spot. Frequency and Percentage was applied for the analysis of demographic information of the teaching staff of public and private schools. The independent sample t-test was used to make a comparison between the opinions of public and private teachers regarding the role of co-curricular activities in developing social skills amongst children with intellectual disabilities.

Table 1: Demographic Information of Respondents
Institution Wise Statistics of Respondents

| Teachers Category | F | % |
|---|---|---|
| Govt. Teachers | 100 | 50% |
| Private Teachers | 100 | 50% |
| Total | 200 | 100.0 |

Table 1 exhibited the category of the teachers included in the study. There were 100 (50%) teachers selected from the Govt. Special Education Schools, while there were 100 (50%) teachers from the private special education schools who were teaching the children with intellectual disabilities.

Table 2: Gender Wise Statistics of Respondents

| Gender | F | % |
|---|---|---|
| Male Teachers | 28 | 14% |
| Female Teachers | 172 | 86% |
| Total | 200 | 100.0 |

Table 2 exhibited the gender wise distribution of the teachers. There were 28 (14%) male teachers, while there were 172 (86%) female teachers selected for the study.

Table 3: Co-curricular Activities used in the schools

| Co-curricular activities | F | % |
|---|---|---|
| Water Day | 173 | 87% |
| Academic Tours | 132 | 66% |
| Games | 194 | 97% |
| Activities of Daily Living Skills | 200 | 100% |
| Art and Craft Activities | 109 | 55% |

Table 4: Co-curricular Activities used in the schools

| Co-curricular activities | F | % |
|---|---|---|
| Water Day | 173 | 87% |
| Academic Tours | 132 | 66% |
| Games | 194 | 97% |
| Activities of Daily Living Skills | 200 | 100% |
| Art and Craft Activities | 109 | 55% |

Table 4 exhibited the co-curricular activities used in the schools for the children with intellectual disabilities. 173 (87%) replied that Water Day co-curricular activity was used for the children with intellectual disability, 132 (66%) replied 'Academic Tours', 194 (97%) replied 'Games', 200 (100%) replied 'Activities of Daily Living Skills' while 109 (55%) replied 'Art and Craft Activities'.

Table 5: Students are interested in co-curricular activities.

| Teacher Category | N | Mean | SD | t-value | p-value |
|---|---|---|---|---|---|
| Govt. Teachers | 100 | 4.78 | .416 | 4.450 | .001 |
| Private Teachers | 100 | 4.44 | .641 | | |

A comparison was made between the public and private teacher's opinion regarding the statement that students are interested in co-curricular activities. There was a significant difference in the mean score of govt. teachers (M = 4.78, SD = 0.416) and private teachers (M = 4.44, SD = 0.641); t (198) = 4.450, p=0.001. Results revealed that there was a significant difference (p<0.05) between the govt. and private teachers regarding the statement that students are interested in co-curricular activities.

Table 6: Students participate in indoor and outdoor games.

| Teacher Category | N | Mean | SD | t-value | p-value |
|---|---|---|---|---|---|
| Govt. Teachers | 100 | 4.38 | .559 | -1.168 | .244 |
| Private Teachers | 100 | 4.48 | .611 | | |

A comparison was made between the public and private teacher's opinion regarding the statement that students participate in indoor and outdoor games. There was a no significant difference in the mean score of govt. teachers (M = 4.38, SD = 0.559) and private teachers (M = 4.48, SD = 0.611); t (198) = -1.168, p=0.244. Results revealed that there was no significant difference (p>0.05) between the govt. and private teachers regarding the statement that students participate in indoor and outdoor games.

Table 7: Students have the ability to maintain eye contact with others while participating in outdoor activities.

| Teacher Category | N | M | SD | t-value | p-value |
|---|---|---|---|---|---|
| Govt. Teachers | 100 | 4.12 | .715 | 4.127 | .001 |
| Private Teachers | 100 | 3.66 | .855 | | |

A comparison was made between the public and private teacher's opinion regarding the statement that students have the ability to maintain eye contact with others while participating in outdoor activities. There was a significant difference in the mean score of govt. teachers (M = 4.12, SD = 0.775) and private teachers (M = 3.66, SD = .855); t (198) = 4.127, p=0.001. Results revealed that there was a significant difference (p<0.05) between the private and government teachers regarding the statement that students have the ability to maintain eye contact with others while participating in outdoor activities.

Table 8: Students maintain appropriate relationship with others while playing the games

| Teacher Category | N | M | SD | t-value | p-value |
|---|---|---|---|---|---|
| Govt. Teachers | 100 | 4.02 | .887 | 2.281 | .024 |
| Private Teachers | 100 | 3.74 | .848 | | |

A comparison was made between the public and private teacher's opinion regarding the statement that students maintain appropriate relationship with others while playing the games. There was a significant difference in the mean score of govt. teachers (M = 4.02, SD = 3.74) and private teachers (M = 3.74, SD = .848); *t* (198) = 2.281, *p*=0.024. Results revealed that there was a significant difference (p<0.05) between the private and government teachers regarding the statement that students maintain appropriate relationship with others while playing the games.

## Conclusions

The present study was conducted to identify role of co-curricular activities in developing social skills amongst children with intellectual disabilities. The study examined the level of Social Skills related to co-curricular activities among the children with intellectual disabilities, role of co-curricular activities in

developing intellectual skills, developing Self-directed academic behaviour, and role of co-curricular activities in developing problem-solving skills amongst the children with intellectual disabilities.

## Foundation Skills

Majority of the respondents replied that students are interested in co-curricular activities and significant difference was found in the govt. and private teachers about the statement. A large number of the respondents said that students participate in indoor and outdoor games but there was a no significant difference between the private and government teachers regarding the statement. Most of the respondents said that students have the ability to maintain eye contact with others while participating in outdoor activities and significant difference was found between the private and government teachers regarding the statement. Most of the respondents replied that students maintain appropriate relationship with others while playing the games and significant difference was found between govt. and private teachers regarding the statement. More than half of the respondents said that students understand gestures and facial expressions of others but there was no significant difference between the private and government teachers regarding the statement. A large number of respondents said that students are satisfied with the co-curricular activities in school and significant difference was found between the govt. and private teacher regarding the statement.

## Intellectual Skills

A large number of the respondents said that students show strong social affiliation with peers during play activities in the school, but no significant difference was noted between the private and government teachers regarding the statement. Most of the respondents said that students have the ability to make choices, but no significant difference was found between govt. and private teachers regarding the statement. More than half of the respondents stated that students are self-monitoring in their nature, but no significant difference was noted between govt. and private teachers regarding the statement. Most of the respondents replied that students understand their community norms while dealing with others, and significant difference was found between govt. and private teachers regarding the statement. Most of the respondents said that students determine appropriate behaviour during different social situations, and significant difference was noted between govt. and private teachers regarding the statement. Almost half of the respondents said that students have the ability to maintain more complex social interactions, and significant difference was noted between the private and government teachers regarding the statement.

## Discussion

The present study showed that participation in the co-curricular activities promotes the social skills among the children with intellectual disabilities because they help and respect each other during the sports / daily living activities. The study of (Massoni 2011), also confirmed that co-curricular activities are activities that students participate in that do not fall into the realm of normal curriculum in school. They boost numerous positive effects academically, emotionally, and behaviourally. They vary between sports teams, performing clubs, special interests, and other social events. These activities provide the opportunity to learn new skills, improve talents and self-esteem, and develop relationships with peers. An important aspect is that these activities are fun and voluntary, and offered in individual or group settings. Youth have the choice of participating; a choice in which activity suits them best.

## Recommendations

Researcher recommends the following to improve the social skills of the children with intellectual disabilities by the effective use of co-curricular activities:

1. School management may arrange co-curricular activities for the children with intellectual disabilities keeping in view their interests, needs and desires in order to keep them more enthusiastic towards the given tasks.
2. Teachers may motivate and instigate the children with intellectual disabilities to ensure their maximum participation in the co-curricular activities in order to improve their social, mental, physical and spiritual skills.
3. Parents of the children with intellectual disabilities may also be guided regarding the importance of participation in the co-curricular activities of their children to improve their educational and social capacities.
4. School heads may provide an effective plan of co-curricular activities for the children with intellectual disabilities incorporated with the study objectives to achieve the social as well as educational goals.
5. School management may arrange the sports kits and gaming material for the sports of children with intellectual disabilities keeping in view their physical limitations.

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