

**EXPLORING THE SELECTION PROCESS OF PARTICIPANTS  
FOR DIFFERENT CO-CURRICULAR ACTIVITIES IN  
GOVERNMENT PRIMARY SCHOOLS**

By

Dilawar Hossain

Student ID: 18357056

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Master of Education in Educational Leadership and School Improvement.

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## **Declaration**

It is hereby declared that

1. The thesis submitted is my original work while completing degree at Brac University.
2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The thesis does not contain material that has been accepted, or submitted, for any other degree or diploma at a university or other institution.
4. I have acknowledged all main sources of help.

**Student's Full Name & Signature:**



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**Dilawar Hossain**  
Student ID: 18357056

## Approval

The thesis titled “Exploring the selection process of participants for different co-curricular activities in government primary schools” submitted by

Dilawar Hossain; Student ID: 18357056

of Spring, 2020 has been accepted as satisfactory in partial fulfillment of the requirement for the degree of Master of Education in Educational Leadership & School Improvement on 19 September 2021.

### Examining Committee:

Supervisor:  
(Member)

---

Sabrina Ahmed  
Faculty Member, BRAC Institute of Educational Development

Program Coordinator:  
(Member)

---

Dr. Mohammad Mahboob Morshed  
Associate Professor, BRAC Institute of Educational Development

External Expert Examiner:  
(Member)

---

Shamnaz Arifin Mim  
Lecturer, BRAC Institute of Educational Development

Head of the Institute:

---

Dr. Erum Mariam  
Executive Director, BRAC Institute of Educational Development

## **Ethics Statement**

Hereby, I Dilawar Hossain consciously assure that for the manuscript “Exploring the selection process of participants for different co-curricular activities in government primary schools” the following is fulfilled.

1. This material is my own original work, which has not been previously published elsewhere.
2. All sources used in this article are appropriately identified and cited. Text that is literally copied must be identified as such by using quote marks and providing suitable reference.
3. All the participants of this research willingly participated in this research.
4. The participants' identities of this research will not be revealed at any point.
5. The findings are suitably contextualized in relation to previous and present research.

## **Abstract**

Co-learning activities among young students are needed to accomplish competences of the 21st century. Smart thinking, a positive attitude and practical qualifications comprise abilities of the 21st century which help pupils to learn and attain greater levels in their key courses. Comprehensive studies show that continued participation in extra and co-curricular activities has great interpersonal skills, a high level of education, and educational goals. This research aimed to investigate the opportunity to participate in co-curricular activities by pupils of government primary schools. There are no equal opportunities for pupils to participate in co-curricular activities. Gender, financial stability, and a lack of motivation among stakeholders (students, teachers, and guardians) are all impediments to student involvement in co-curricular activities. This research expects to find out the causes of discrimination in the selection process of participants in co-curricular activities in government primary schools.

**Key Words:** 21<sup>st</sup> Century Skills, Co-curricular activities, Extra-curricular activities, Equity, Selection Process, Skill development Opportunity.

## **Dedication**

This thesis has been dedicated to my beloved parents. Without their endless love and encouragement, I would never have been able to complete this work.

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## **List of Acronyms**

CCA- Co-Curricular Activities

ECA-Extra-Curricular Activities

ODL- Open Distance Learning

CEA- Co and Extra-Curricular Activities

PTA-Parents and Teachers Association

SMC-School Management Committee

## **CHAPTER 01**

### **INTRODUCTION AND BACKGROUND**

#### **1.1 Introduction**

“Co-curricular” defines the educator's attempts to extend the “teachable moment” beyond the classroom and involve students in learning and advancement in non-academic classroom environments (Clarke, 1994). Co-curricular activities include activities to enhance the learning of the classroom and to develop the child's personality inside and outside the school (Farman et. al, 2018). Activities outside the classroom aids learners in securing, social, personal and intellectual growth (Hasan, 2017). Extracurricular activities can help inform kids, socialize and enable them to satisfy survival criterion (Hasan, 2017). Generally, co-curricular activities are an extension of the course or academic curriculum whereas extracurricular activities are provided or organized via schools but not explicitly related to academic learning. (Co-curricular, 2013). However, in reality this difference is highly vague and frequently interchangeable (Co-curricular, 2013). Extra-curricular activities were changed to co-curricular activities by educators who imply that all of these activities are included in the curriculum (Mittal, 1999 cited in Billah, 2017). Therefore, the relevance for co-curricular activities for young students cannot be disregarded. This should be noted that the existing institutional and societal ignorance of extracurricular actions will not guarantee the construction of quality citizens as a requirement for the establishment of an economically successful, knowledge-based society (Hasan, 2017). Khalid Hasan in his article named “The perspective of extracurricular activities in Bangladesh (2017)” drew that the opportunities for extracurricular activities in Schools of Bangladesh are less.

According to Annual Report of Ministry of Primary and Mass Education for the fiscal year, 2018-19 Inter-Primary School sports and cultural meet, Bangabandhu Goldcup Primary School Football tournament, Bangamata Sheikh Fazilatunnesa Mujib Goldcup Primary School Football Tournament, Regional and National Mathematics Olympiad for Primary School students were taken place in the year 2018 and 2019. So, it is evident that the government is supporting students to increase their social, personal and intellectual skills through these co-curricular activities. But in my experience of working in a government primary school as an educator, I saw that not all pupils at the school were able to engage in these co-curricular activities since the number of activities was too little in comparison to the overall number of students. Thus, several students were being deprived of developing necessary skills through co-curricular activities. To understand this deprivation, the mode of the selection process of students for different co-curricular activities in school becomes an important aspect of the study.

## **1.2 Research Topic**

One country or one civilization requires individuals with traits such as a feeling of responsibility, rationalism, inventiveness, confidence, hard effort, adaptation, sociality, empathetic attitude (Hasan, 2017). Extra-curricular activities, a range of school system linked activities that offer pupils the chance to give the abilities described above with real experience (Hasan, 2017). So, equal opportunity for each student in the aspect of access to different events of co-curricular activities should be ensured. The research is needed to examine the present practice of guaranteeing equitable opportunity for all students in government primary schools who participate in various co-curricular activities.

This research's title is "Exploring the selection process of participants for different co-curricular activities in government primary schools". This research expects to explore the selection process of participants for different co-curricular activities in government primary schools.

### **1.3 Statement of the Problem**

Co-curricular activities are essential, as although not part of the national or formal curriculum, young learners have an essential role to play in shaping lives (Sarkar, 2020). Co-curricular activities organized by schools help to improve the entire personality of the student (Sarkar, 2020). When you connect theoretical curriculums with co-curricular activities, you may learn more and learn about strengths, interests and skills. (Sarkar, 2020). This emphasizes the necessity of co-curricular activities complementing the theoretical curriculum (Sarkar, 2020). Thus, the relevance of co-curricular activities in the lives of young learners should be notified to government school pupils and their parents. So, students of government primary schools along with their parents should be informed about the importance of co-curricular activities in student's life. I observed different selection processes of participants for different co-curricular activities in my educational institutions throughout my student life. Also, I have observed while teaching in a government primary school that different selection procedures of participants are following for different co-curricular activities. I find it interesting to know how these selection methods affect students' participation in co-curricular activities. So, I intend exploring the selection process of participants for co-curricular activities in two government primary schools of Dhaka city. Through my research If I find equity is being ensured in the selection process of participants, then the process of ensuring equity in the selection of participants

for co-curricular activities in these two schools will act as a portrait to follow by other government primary schools throughout the country. Again, if I find students in these schools are not enjoying the equal opportunity to participate in co-curricular activities then I will suggest some ways to incorporate the experience and opinion of different stakeholders of this research (Students, Guardian, Assistant Teachers and Head Teachers) to ensure equity in selection.

#### **1.4. Research Questions**

The aim of the study is to explore how participants are selected for various co-curricular activities at government primary schools in Dhaka City. This study also aims to investigate if primary school children in Dhaka City benefit from equitable chances while accessing various co-curricular activities.

The questions this research seeks to investigate include

- What types of co-curricular activities do schools arrange?
- What is the practicing selection processes of participants to participate in these co-curricular activities?
- What are the roles of stakeholders (Student, Guardians, Assistant Teachers, Head Teachers) while selecting a participant to participate in an event of co-curricular activities?

#### **1.5. Purpose of the study**

Co-curricular activities enable students to recognize and use their latent talents and potential in a real situation (Hasan, 2017). Smart thinking, good attitudes and practical abilities comprise skills for the 21st century that help pupils to study and excel in key topics

at a higher level (Kay, 2009). Mentioned 21<sup>st</sup>-century skills can be obtained through co-curricular activities. For example, Dance builds confidence, coordination and kinesthetic intelligence (Billah, 2017). Swimming is sensitive to personal safety, in particular (Billah, 2017). It also enables youngsters to build their own growth that encourages others to improve themselves and develop themselves. (Billah, 2017). This is important for today's students to be skilled in 21<sup>st</sup>-century skills to be well-skilled citizens for the next years. The study intends to find out the current practices of ensuring opportunities of access of government primary school students in different collaborative (both co-curricular and extra-curricular) activities.

## **1.6. Significance of the study**

Equality ensures that each person has the same opportunity to enjoy life and talents (Understanding equality, n.d.). The issue of ensuring equal opportunity for the development of a person is now a burning topic. This study will take an insight view to understand the process of ensuring equity among government primary schools' students to have the same access to co-curricular activities which becomes mandatory to be a skilled citizen for the future world. This study will put together recommendations for different stakeholders (Students, Guardians, Head Teachers, and Assistant Teachers) in school to ensure equal opportunity for access of government primary school students in different co-curricular activities.

## **CHAPTER 02**

### **LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK**

#### **2.1. Literature Review**

This chapter describes the background and context of co-curricular activities, as well as the perspectives of stakeholders (students, teachers, and guardians) on them. It will talk about co-curricular activities in primary schools of government, challenges in organizing these activities in school, barriers of participation of pupils in these, discrimination in the selection process for participants to participate in co-curricular activities, importance of co-curricular activities, co-curricular activities and skills of the 21st century, perceptions of students' guardians and school's stakeholders regarding co-curricular activities. Following the discussions, it will draw a conceptual framework that will lead the research findings and analysis.

##### **2.1.a. Importance of co-curricular activities**

This study emphasized the purpose and implications of cocurricular activities which have become extremely important for improving students' results and are included in many institutions. (Haggar, Mezhoudi, & Alrawjih, 2019). Students participating in co-curricular activities gain a better understanding of the knowledge acquired and acquire preferred communication skills. The conclusion is that co-curricular can improve the performance of young learners (Haggar, Mezhoudi, & Alrawjih, 2019).

The study studied the influence of involvement in ECA on academic achievement of students in previous studies (Seow and Pan, 2014.). The zero-sum framework indicates that participation in the ECA hurts educational achievement since students spend more time on ECA work at studies expense (Seow and Pan, 2014.)

However, there was some disagreement about this discovery. According to Bakoban and Aljarallah (2015), “Analysis has found that the GPA of participated students in ECA and other non- participants varies considerably; the GPA median of those participating in ECA is greater than the non-participating median.” This outcome is as same as outcome of Silliker and Quirk (1997 cited in Bakoban and Aljarallah, 2015), Richard and Aries (1999 cited in Bakoban and Aljarallah, 2015) and Massoni (2011 cited in Bakoban and Aljarallah, 2015)

Co-curricular activities are the most necessary to achieve life's aims. Students participate in several cultural programs in co-curricular activities (Gopal, 2014). Participation in drama and play helps to build a healthy personality. It instills emotions of harmony in society, therefore developing oneness and unity. Students need to meet numerous individuals and acquire adaptability through community work (Gopal, 2014).

By co-curricular activities students learn fundamental ethical values with respect to diverse religions, events, national and worldwide communities as well as discipline (Karunakar, 2020).

Extra and Co-curricular activities promote self-esteem and resilience among young learners (Christison, 2013). Participation in extra-curricular activities also promotes social growth. (Christison, 2013). Finally, students get the chance to learn about the significance



of the community's participation in extracurricular activities (Christison, 2013). Understanding the benefits of these activities can help students decide which activities to enhance academic and personal improvement (Christison, 2013).

These researches have shown the value of co-curricular activities. In order to be able to participate in these activities, we need to grasp the relevance of these activities in terms of understanding the perception of diverse stakeholders.

### **2.1.b. Co-curricular activities and 21<sup>st</sup>-century skills**

According to the article "Schools for 21<sup>st</sup> Century Learners (Schleicher, 2015)," A number of case studies deliberately organize learning environments for their learners and assist them to do so beyond typical school times. More than the examples below are given, for example, because all websites that use virtual e-Classrooms have lost the close relationship between face-to-face interaction and organized learning.

In addition, the article claimed that the Polígono Sur Entre Amigos Association is responsible, through the formal tender procedure of the City Council of Seville, for managing extracurricular activities. The selected groups will be responsible for the morning classroom, which will be created from 8 a.m. to help kids whose parents work early in the morning, frequently on street markets. Evening extracurricular activities begin at 3 p.m. and conclude at 5 p.m., although CEIP (Spain) is often open longer. A large number of activities for pupils began before and after school at the Lok Sin Tong Leung Wong Wai Fong Memoria School (Hong Kong-China). Early school students will participate in the program of "Reading is Fun" at 7:15 a.m. Students will select many literatures and share them later on in this session. After Lunchtime, children may take care

of plants during breaks with the Student Gardener team. Every day, students complete their homework in 40 minutes. Students finish their homework every day for 40 minutes of self-study. There is also a two-hour tutorial on academic and artistic topics at the end of the school day. Rodica Primary School in Slovenia offers a variety of artistic, research, international, linguistic, and social activities that promote creative thinking, constructivist education, and many ways of knowing. These are additions to the everyday curriculum and are frequently offered outside of regular class time in the afternoons or on Saturdays.

I will look at the pattern of co-curricular activities that leads to the development of 21st-century abilities in elementary school students. This article "Schools for 21<sup>st</sup> Century Learners (Schleicher, 2015)" will assist me to understand the pattern of co-curricular activities in the two government primary schools where the research is being conducted.

According to Education work paper number 41 (Ananiadou and Claro, 2009), A significant factor is a concept of "skills and competence". They're interrelated. DeSeCo project of OECD makes a valuable distinction between these two. According to DeSeCo Project

Competence is not only knowledge or skills. The capacity in a given environment to satisfy complicated requirements requires and mobilizes psychological resources (including skills and attitudes). For example, an individual's ability to communicate successfully may be determined by his or her language competence, practical IT skills, and attitudes toward the individuals with whom he or she talks (Rychen & Salganik, 2003 stated in Ananiadou and Claro, 2009).

The European Commission's Cedefop glossary (Cedefop, 2008 stated in Ananiadou and Claro, 2009) sets skills: capacity to carry out activities and solve issues, whereas the

capacity to successfully apply learning outcomes in a specific setting is referred to as skill. Competence must not be restricted to cognitive (including application of theory, concepts or tacit knowledge), but it encompasses functional and interpersonal qualities as well as ethical values, including technological competence.

As a result, competence is a broader term that may encompass skills (as well as behaviors, expertise, and so on), and the competences of the twenty-first century were the major emphasis of this review. Since terms are commonly used in various nations and languages interchangeably or with somewhat distinct meanings, however, the questionnaire submitted to national representatives was agreed on both. This also allowed the necessary information to be collected as broadly as feasible.

This paper finds from a questionnaire survey that

Almost all nations included with the survey adhere to the importance and relevance of talents and abilities of the 21st century, although they do not bestow them with precise and unambiguous descriptions.

- A major curriculum overhaul included the application of the skills of the 21st century.
- Most nations incorporate cross-curricular learning via topic areas of the 21st century. ICT skills, i.e., are taught separately in various nations, are always the exception.
- The implementation of 21st-century skills was also done in big curriculum reform.
- These skills have practically no consistent (formative or summative) evaluation policies.

The

Evaluation of their education is frequently entrusted to external inspectors as audits for the entire institution.

Conceptions for skills and co-curricular activities in the 21st century differ in countries. There has been significant controversy over the role and value of arts in and beyond school in recent times—music, visual arts, theater and dance (Stiegelbauer, 2013 stated in Ifeoma and Ifeoma, 2015). There are several arts-integrated programs. Fine and performance arts – drawing, sculpture, textiles, poetry writing, instrument playing, singing, dance, acting, production of mixed media works and the production of cinema – encompass other artistic activities. UNESCO (2010 stated in Ifeoma and Ifeoma, 2015) outlined arts-based events that include:

1. Studying artworks.
2. Direct connection with works of art (such as live concerts, photo exhibitions, books, and movies).
3. Implication in the practice of art.

Any of these creative forms completely engages the learner—intellectually, psychologically, emotionally, and physically. Project-based, problem-based, or collaborative theme initiatives are some examples. For instance, students must understand planets, travel advertising (economy, technology), persuasive (language arts), and combine them into a printed product that is esthetically attractive to 'sell' the planet of their choosing, developing and printing a brochure advertising tour to a selected globe. Some arts-based practices are music and dance, theatre, performing arts, information and communication technology (ICT).

Enrichment curriculum for skills of the 21st century: An Extra-Curricular Activities for Students Case in Arts (Ifome and Ifome, 2015) investigates the benefits of extracurricular activities for students, in particular in terms of personal and communal growth. Students need to be exposed to the curriculum of academic study, but also extracurricular activities to enhance them throughout the 21st century. Extracurricular activities rich in arts is required for them. In many ways, these activities enhance the maturation of the complete child and prepare the kid for a life full of learning and delight. By involving various training and schooling styles, arts-based extracurricular activities help students develop critical thought and meaning-making skills. Students need to take part in a broad array of co-curricular activities provided or supported by several organizations, institutions and services in all sectors. Thus, it is important to arrange and encourage stakeholders (Students, Guardians and School Administration) to engage in extracurricular activities in the arts that can build abilities in children from the 21st century. It would contribute to the development of artist vision, creative expression and aesthetic appreciation. It would enhance historical and cultural knowledge. It should liberate creativity, arouse senses.

According to the above talks, co-curricular activities are meant to play a vital role in the development of 21st-century abilities among students. In my study, I shall follow the trend of developing 21st-century abilities in pupils through co-curricular events.

### **2.1.c. Co-curricular activities in Government Primary Schools**

Condition and Prospects of Co-curricular and Extra-Curricular Activities in Nepalese Primary Schools (Jha of 2004) explain several elements of co-curricular activity in a Nepalese school (Jha, 2004). Almost all of the listed schools perform some type of ECAs

according to this report. Mustang College was determined to be relatively effective across the districts of Kaski and Morang. The art and crafts, dancing and music, prayer, language, games and sports have all been accepted by all of the schools chosen. Many of the chosen Mustang schools have a Red Cross program of operations, while the program has not been identified in the remaining two districts.

We require a further study of the effects of extracurricular activities (Feldman and Matjasko, 2005). These studies will assist me to grasp the co-curricular practice in the schools I do my study. Activity participation has to be thoroughly measured, a robust theoretical framework used and selection differences reduced. In future study, the number of activities must be taken into consideration, including: genders, peer networks, race, self-perceived identity, kind of activity, degree of participation in activities. These efforts bring the profession closer to analyzing the real relationship between involvement and youth work.

#### **2.1.d. Participant selection process for the co-curricular activities**

In Trinidad, gender variation was observed in extracurricular activity participation. More sports men and organized events are involved, while more women are working in art and religion. Caribbean males have more general problems than their females. In the United States, the research shows that young women are probably more involved in extracurricular activities than men. According to study in the United States, the risk of drinking and miss out classes for men active in performing arts was decreased. (Mello & Worrell, 2008).

Girls' sports have been comparable to those of other study in Spain. They were rhythm, expressiveness and dance activities. Swimming appeared to be a more girl-friendly discipline. On the other hand, boys mostly chose traditionally male sports. Data indicated

men's favorite sports, both cooperation and resistance, to team sports. Girls have chosen to work alone, which means less touch. This also corresponds to earlier research conducted in other European environments. The results were different from in Portugal, which indicated clearly that football was one of the females' most popular sports. (Villaverde et al.,2017).

Afro-American youth report at school more racial prejudice than other. Furthermore, general racial prejudice in African Americans has been connected with less academic success. The current study evaluated the consequences on academic results of school-based discrimination. Young individuals who experienced greater peer discrimination reported lows of academic perseverance, whereas parents who saw their children as having poorer academic capacity reported increased discrimination by pairs. Research shows that kids that are discriminated against by classmates (and instructors) experience a lesser sensation of relationship to others in school and that belonging implies additional motivating results.

This finding reflects the investigation of Wong et al. (2003 cited in Banerjee, Byrd, & Rowley, 2018) in a middle school sample We did not find direct relationships between peer discrimination and academic self-efficacy. However, some important interactions have occurred between ethnic and racial prejudice among teachers (Banerjee, Byrd, & Rowley, 2018).

The types and issues of discrimination that are present in the selection process are essential to the study of this research. These investigations will serve as a foundation for my research into the participant selection procedure for co-curricular activities in Dhaka's government primary schools.

### **2.1.e. Challenges of organizing co-curricular activities**

It becomes harder for families to permit their children to take part in extracurricular activities by living in poverty (Burkhardt, 2016). If youngsters do not engage, the possibility of improving their physical and social abilities is missed. Activities can help youngsters to form new friendships, in particular external ones. No link between poverty and involvement in extracurricular activities is found in this study. 12 students who did not participate said cost was the reason. More study on the influence of poverty on participation and involvement should be done, suggest the authors. Many poor pupils lose the opportunity because they can't afford them (Burkhardt, 2016).

Further studies are necessary to have a clear understanding of the function played by economic solvency ensures that children participate in co-curricular activities in Dhaka city elementary schools. The administration of extracurricular activities in schools is a critical pillar in the administration of any educational system (Salamuddin et al., 2011). Effective extra-curricular programs may ensure a quality and outstanding learning experience.

Learn, skills, experience and current advances in extracurricular administration and activities should be provided for the teachers. Provide additional dedication and commitment to the teachers taking this task. In order to achieve all the planned extracurricular programs, the assistance and encouragement of school officials, parents, and students are also needed. The capacity to successfully manage extra-curricular



activities is a fundamental to the success of educational programs. (Salamuddin et al., 2011).

Additional investigation is needed to comprehend the present trainer role situation in guaranteeing student participation in the co-curricular activities of elementary schools in Dhaka City.

In Bangladesh, for the first time, the online education trend is being implemented at a broad level (Alam,2020). Teachers and students face a number of problems. Teachers combat this trend by adapting it as changes from traditional training in a virtual school fully differentiate the experience of studying and teaching. There are technological problems such as inadequate computer and smartphone literacy. Teachers find it challenging to handle feedbacks and to engage in materials from each person. Both facilitators and students face difficulties in online environment, according to Jaques & Salman (2007 cited in Alam,2020) It is a difficulty to adjust to the internet world. Teachers and students are required to download apps like Zoom, FoxFi, Audioboo, etc. that are often difficult because they don't have previous experiences (Alam, 2020). Further study is necessary in order to comprehend the present internet access scenario and expertise on various devices that ensure participation of students in co-curriculum activities in elementary schools in Dhaka City.

Awareness and experience of teachers, Economic Solvency, Access to necessary instruments are the problems to be solved when organizing school co-curricular activities. Efforts of students to access co-curricular activities are crucial topics of study to understand the selection process of students for those activities.

The results from the research titled 'Barriers and Facilitating Factors to High School Students' School Engagement (Green,2009)' confirms previous studies showing Among the greatest predictors of adolescent involvement are demographic and familial risk factors. Research on social support not only examined the subjective impressions of persons of probable assistance (perceived support), but also genuine behavioral help. While perceived study on support investigates if a person considers that the genuine services are accessible, research into support evaluates whether a person seeks help from others. It was claimed that it would be helpful for psychological wellbeing and physical health if just someone can offer emotional support (Cohen, Sherrod, & Clark, 1986; Ryan, Stiller, & Lynch, 1994 cited in Green,2009), researching only expectations of social support ignores the individual's willingness and ability to actively use that support when needed and the characteristics of social support. Ryan and colleagues (1994, 2005 cited in Green,2009) therefore examined "emotional dependence", described as a person's willingness to join in relationships that can offer emotional support. Emotional dependence is viewed as a characteristic of individual differences where individuals differ in their general ability to look for assistance. Ryan and colleagues (2005 cited in Green,2009) observed that this trend to help others vary across individuals and between different sorts of connections, including parents, parents and instructors. Investigations into these disparities revealed that those who see a connection in an emotionally important way are more likely to resort to the support figure (Ryan et al., 2005 cited in Green,2009). But no study has investigated emotional support predictors for teenage populations or emotional support predictors for individuals at higher risk. So, the support seeking behaviors of students has become a crucial part of the research.

The ECAs organized by the schools or engaged individually in extracurricular activities were smaller proportions of students of the two dental schools included in the research. These duties were dedicated little time and the community, sports and other activities were most appreciated, with a special focus on their social elements. Most students did not believe the ECAs affected or contradicted their academics. Dental schools are characterized by more stress, although students do not utilize ECAs in this study.

It is evident that the problem generally and in particular with regard to ECAs is not handled in one way. The changes between schools, program styles, areas of expertise and student characteristics should be adjusted, including cultural and social backgrounds. (Ansari et al., 2015).

To overcome the barriers of participation in ECA by students need-based steps should be taken as the barriers are different for a different group of students. So, Research is required to understand modes of barriers faced by students to attend co-curricular activities.

In short, the study indicated that male students often took part in CCAs while female students were seldom involved, and there is a statistically significant difference in their involvement in CCAs between men and women. The study showed that the level of personal skills development varies greatly between students by gender, that is, men developed their personal abilities, whereas females developed moderately their personal capabilities, except for one ability, skills in presentation developed by both males and females. The study showed that the level of social skill development varies between students by sex, which is that men have grown social skills significantly while women have somewhat developed them. It has shown that there is a significant difference in the

individual skills among students by sex, with the exception of one skill development, i.e., the development of presentational abilities, where there are no significant differences between men and women. It discovered that, irrespective of all metrics, males are more likely to enhance their social skills than females, and the development of social skills vary significantly across students in gender. As such, the study revealed a statistically significant disparity in soft skills development between the male and female students as a whole, which encompasses both developing personal abilities and developing social skills. The research has claimed that their difference in involvement in different CCAs might result in the main difference between male and female students in the development of soft skills. Males are more likely to participate in CCA and are more likely than women to develop on their various personal and social abilities. (Siddiky, 2020).

It was therefore apparent from the foregoing debate that gender had a key role in ensuring that young students participated in co-curricular work. My research will examine how the notion of gender operates in order to secure the involvement of students in both ECA and CCA.

### **2.1.f. Perceptions of Stakeholders (Students, Teachers and Guardians) in participation of pupils in extra and co-curricular activities**

Function played by school-based non-scientific participation in the development of young adults is supported by research. This offers young people a chance to develop their own identities and abilities to foster self-esteem. The advantages of self-esteem are related to the activities of teenagers, according to the study. The race/ethnicity or sex were unrelated. (Kort-Butler & Hagedorn, 2010).

The favorable benefits of involvement on the will, passion and excitement of the pupils were noticed in this study. Physical inactivity and obesity are quite widespread. It becomes increasingly necessary to promote sports for youngsters, make children appreciate sports and make kids adopt a lifelong sports habit. Students can perform activities to get them active, say the researchers, by energetic and innovative teachers of physical education. The extracurricular activity at educational institutions should be accorded the necessary priority and such activities should be planned and carried out accordingly. Teachers should be seen as the responsibility, as well as the coordination, for preparing, organizing and implementing these activities. Teachers, parents and the environment should be appropriately guaranteed among school management. Instead of wasting time on the streets, at home, on the internet without moving, the students who attend the courses play games and entertain in the schools under the supervision of their professors, students discovered that their studies are not moved. (Acar & Gündüz, 2017).

Interest in the co-curriculum among the pupils is encouraging. Not all pupils are equally engaged and obvious disparities have been found between the two food levels. Those involved in co-curricular activities had a better degree of personal effectiveness and were driven both internally and externally. (Mulrooney, 2017).

This article may only address certain elements of the participation of student teachers in co-curricular activities throughout the term of school teaching practice. The conclusion that the participants received both good and negative answers about the worth and relevance of having taken part in co-curricular activities for their professional growth appears justified. There should be a thorough ODL strategy. (Marais, 2011).

In addition to technical and monetary questions students cited a number of additional challenges such as lack of connection with the teacher, reaction time and lack of conventional socializing in the classroom (Adnan & Anwar, 2020). The absence of interaction on the campus made cooperative projects challenging for students (Adnan & Anwar, 2020).

Children's participation in extracurricular activities has not changed dramatically since the late 1990s. 9 per cent of children participate in all three types (sports, clubs, and lessons) while participating in these activities has remained steady, children's involvement in religious activities has declined since 2006 (Knop & Siebens, 2018). This is congruent with studies that shows now that youngsters participate less often in religious activities than earlier children's cohorts (Knop & Siebens, 2018).

The parents were asked a question "Does your child take part in CEAs?". Parents reply that their children actively participated in the program of school CEAs. 13 parents said that they believed their children were not participating in CEAs. The reason that parents did not attend CEAs was that the kids were not mature enough to participate. The fact is that they didn't want to. (Jha, 2004).

The school's dynamic strength is teachers. Even the greatest systems are destined to fail without a qualified teacher. There have been attempts to highlight the commitment of instructors and students to CEA preparation, promotion and conduct of CEAs (Jha, 2004). If the school wants to serve the community, the community and the SMC must cooperate; writes Ravi Agrawal in his report (Jha, 2004). The study states that most students have

demonstrated their active engagement in CEAs, while less participation was noted in the off-station (school) programs (Jha, 2004).

Mustang students are recognized in the fields of music, dance, gaming and athletics as highly active. When questioned "You participated in any activity," they replied negatively as certain of the selected pupils only had the opportunity to participate. Kaski students were among the poor and working class. You claimed you had to labor in other households therefore you can't take part in CEAs. Some confessed that the costs of such activities could not be paid their parents. (Jha, 2004).

The majority of students from the three fields that attend CCA are able to assist them enhance future possibilities for study (Leung and Wong, 2017). Most students feel that study time is the key issue in not participating in the CCA (Leung and Wong, 2017). "Science" organizers could consider planning more growth and development events that students feel beneficial and insightful (Leung and Wong, 2017). Most parents in Hong Kong have put a great focus on the academic success of their children (Leung and Wong, 2017). They feel that greater academic performance equals a better future. The conviction that a brighter future is connected to higher academic performance is consistent (Leung and Wong, 2017).

A large percentage of masculinity implies that the society is driven by competitiveness and achievement (Leung and Wong, 2017).

In a given context, it is necessary to understand the perception of the stakeholders to gain insight into the event. The above discussion will help me to understand the values and

perceptions of stakeholders (Teachers, Guardians and Students) concerning access to co-curricular activities by students.

## **2.2. Conceptual Framework**

Collaborative activities allow students to discover results in order to promote the well-being, awareness and development of skills (Kuh, 2001). Co-curricular activities are typically elective and are primarily supported through involvement in clubs/organizations, student administration, human relations, leadership, mentorship, and student life seminars and workshops. (Stirling and Kerr, 2015).

Experimental learning describes learning from experience (Cherry, 2020). Psychologist David Kolb, influenced by John Dewey, Kurt Lewin, Jean Piaget and others, created the idea of experiential learning (Cherry,2020).

This type of learning, according to Kolb, can be described as being "the process of the transformation of knowledge. Knowledge arises through combinations of knowledge and experience transformation (Cherry, 2020).

Kolb describes two distinct methods of understanding experience in the experiential paradigm (Cherry,2020).

1. Abstract Conceptualization.
2. Concrete Experience

There are also two methods to change experience

1. Active Experimentation
2. Reflective Observation



These four learning modalities are also a loop. Concrete experiences produce knowledge, according to Kolb, which serves as the basis for reflection. We absorb knowledge from these concepts and create abstract notions (Cherry,2020).

Experienced learning can allow people to develop their skills while studying new subjects. The notion focuses on how learners may play with their strengths and weaknesses (Cherry, 2020).

The high-impact activities of George Kuh's (2001; 2003; 2008) utilizing Kolb's learning cycle are readily associated with curriculum in most institutions in the United States. Although his work is a curriculum, Kuh emphasizes the synergy between schooling and co-curricular learning as part of his success (Kuh,2013). Since the students' development theory was more holistic, curricular and co-curricular possibilities have been bridged for a complete collection of results, vital for all students, since all areas of research are relevant" (AACU&U & NLC, 2007).

Universities should ensure their co-curricular activities are outstanding by relating these experiences with specific goals (Suskie, 2015). These interactions should meet student and/or stakeholder needs and be integrated with other interactions inside and outside the classroom (Suskie, 2015). Co-curricular programs may supply and accommodate more effective student learning and experiences by collecting evidence of efficient activities (Suskie,2015). These findings of Suskie, (2015) will guide my research to understand how co-curricular activities assist students of government primary schools to meet their skills.

These ideas will be used in my study to investigate the kind of co-curricular activities in schools. These ideas also assist me to understand the approach of schools' authority, students and guardians towards co-curricular activity.

For Bourdieu (1986 cited in Ragošic and Baranovic, 2016), Social capital is the total of existing or future resources related to the actual permanent network which may depend more or less on interpersonal respect and acceptance formalized interactions. (Ragošic and Baranovic, 2016). A person may use relationships with others to achieve an objective, e.g. an educational goal (Ragošic and Baranovic, 2016). With his larger theory of capital (encompassing cultural and economic capital) and the notion of field and habitus cannot be comprehended in the study of social capital and in its influence on educational accomplishments (Ragošic and Baranovic, 2016). Bourdieu's thesis is based on economic wealth as a source of social and cultural capital and the end result (Ragošic and Baranovic, 2016). Bourdieu also argues that capital ownership and access is unevenly distributed in society (Bourdieu, 1986 cited in Ragošic and Baranovic, 2016).

From the ideas of Bourdieu, this research will try to figure out how the social, cultural and economic capital of different stakeholders (Guardian, Teachers and Students) is playing the role to ensure access of students in different co-curricular activities.

Its theory on economic and symbolic (cultural and social) capital says that acts of an individual are impacted largely by external circumstances, that is, the position of the socioeconomic person. As far as Bourdieu's definitions of fields and habitus are concerned, they are most similar to Goffman's dramaturgy theory, where a playground (stage) is defined as a battle between actors: between the dominant and the subordinate, based upon

the general implicit acceptance of the particular interest of each field. (Ragasic and Baranovic, 2016).

Bourdieu while identifying habitus said that society integrated with the body, the biological person Individuals of different habits (interiors and social backgrounds) participate in diverse field conflicts (Ragasic and Baranovic, 2016). Such definitions clarify not only the vertical, but also the horizontal disparities between people, and hence their differences in social capital ownership (Ragasic and Baranovic, 2016). Authors continue Bourdieu's legacy of researching social capital available to persons outside the family and utilize this theory to describe the way social capital functions to replicate social disparities. (e.g., Ra, 2011 cited in Ragasic and Baranovic, 2016).

Through this concept, the interaction between different stakeholders (Teachers, Students and Guardians) to ensure pupils' access to co-curricular activities at Dhaka's government elementary school will be investigated.

Many writers and researchers (Gardner and Perkins, Ornstein and Thompson, Caine and Caine cited in Kussrow,1996) stated that humans have at least seven kinds of intelligence, if not more, yet, by stressing only two—linguistic and logical/mathematical—schools discriminate.

Other intelligence found in Gardner's *Frames of Mind: The Theory of Multiple*

*Intelligence* includes “musical, spatial, body-kinesthetic, interpersonal, and intrapersonal intelligence” that goes unrecognized and accommodate most educational institutions (Kussrow,1996.) While all learners have some better learning intelligence by their preferred intelligence, Robert Ornstein and Richard F. Thompson's work titled: *The*

*Incredible Brain* indicates that we as educators, may have minimal intelligence views (Kussrow,1996). They state: 'One reason it is difficult to expand our ideas of education and intelligence may be that as yet we have no standard way of assessing the nonverbal portion of intelligence'. (Ornstein and Thompson, 1984 cited in Kussrow,1996).

It is an old story that education is quantifiable instruction (Kussrow,1996). Gardner was also surprised by the misunderstanding that ordinary oral instruments such as brief answers, paper-and-pencil tests, could assess intelligence while specifying that information is being used (Kussrow,1996). The reality is it can't, and those who appear to do better with such assessments shouldn't have the bulk of educational resources committed to such a narrow assumption (Kussrow,1996). The truth is that many people who do not do well on instruments that measure only the traditional two bits of intelligence, as expressed in textbooks, workbooks, worksheets, lesson plans, mainly focused on most curricula, may very well prefer other forms of intelligence and maybe just as useful to society (Kussrow,1996). When society and its needs shift, the form of rewarded intelligence will follow (Kussrow,1996). Through these discussions, it is evident that each type of intelligence is required for developing a better society. And this intelligence can grow in young learners through different co-curricular activities such as drawing, sports, problem-solving activity etc. The pattern of attendance by the two government primary schools in Dhaka city in different co-curricular activities should be studied. The concept of Gardner's *Frames of Mind: The Theory of Multiple Intelligences* will assist this research to understand the types of co-curricular activities and prevailing selection process of participants for these activities in the two schools where the research is being conducted.

We should allow all learners to engage their intelligence when learning from others who have deep preferences in one or more intellectual fields (Kussrow,1996). The curriculum and the educational delivery mechanisms used must respect all intelligence learning cycles (Kussrow,1996). No one or two should receive preferential care (Kussrow,1996). "It is best to remember *the more ways one teaches the more intelligence one reaches* (Kussrow,1996).

Kusrow's (1996) study guide my research to understand the approach of the school towards other intelligence stated in Gardner's Frames of Mind: The Theory of Multiple Intelligence. I will analyze the comments and conception of stakeholders in this research (Students, Teachers and Guardians) to understand the practice of assessment of skill, knowledge and intelligence in schools. This will help me to understand the approach of different stakeholders in this research towards co-curricular activities as other intelligence can be attained through co-curricular activities. To clarify the process of assessing skill, experience, and intellect in classrooms, I will review the comments and perspectives of stakeholders in this study (Students, Teachers, and Guardians). This will help to consider how they view these activities, as these co-curricular are essential to attain other intelligence stated in Garner's Frames of Mind: The theory of Multiple Intelligence.

It is stated in the paper entitled "They're Just Mentally and Physically Unfit (2017)" that Education is seen as a critical component of social mobility in many hierarchical cultures. In those societies, ruling elites consider "Education' as their "source of power".

The article also stated that Mass literacy begins to emerge after 1000 A.D. in Europe and even then, the governing elites were mainly limited because the elites feared that all people would be educated by losing social control.

According to the paper "They're Just Mentally and Physically Unfit (2017)" In Japan, Koreans have been a subordinated group for several generations, and their academic performance is inferior to that of Japanese. Lee says that Korean students at less than half of Japanese population were university students in 1976 (i.e., 12.7% vs. 29.4%). The scholastic achievement of the Koreans is virtually equal in the United States, where they are not a subservient group in comparison to the Japanese.

From the discussion of this paper, it is evident that education has been kept reserved for a long period for the ruling elites of the society. The study "They're Just Mentally and Physically Unfit (2017)" will guide my research to understand the pattern of access of students from various socio-economic backgrounds in different co-curricular activities. As in this article, the stories of oppression in access to education by ruler class to their subordinate have been narrated, these stories will guide my research to understand the presence of oppression to the students with poor socio-economic background by different socio-economic factors. Nowadays co-curricular activities are becoming an essential part of learning. So, access to co-curricular activities has also become important. So, it is necessary to study the access of students to co-curricular activities as access to education has been studied in the above-mentioned study.

## **CHAPTER 03**

### **METHODOLOGY**

#### **3.1. Research Approach**

The primary objective of educational research is to acquire real ideas (Borg & Gall, 1989).

For this research, I will use Qualitative Research Approach.

##### **The rationale for selecting a qualitative research approach**

Researchers who like to use Qualitative method are more concerned with what is happening than with the end result. (Satterfield,2002). The meaning of life events is the focus of qualitative research; the focus is on how people handle life experiences and have meaning.

This is a field in which the researcher must engage through interviews (Satterfield, 2002).

This research studies the pattern of the selection process through conducting in-depth interviews. Qualitative research allows the investigator to be the primary investigator for data collection and testing (Satterfield, 2002). I collect data and analysis those in this

research. Generally, qualitative research involves fieldwork (Satterfield, 2002). I collect data through fieldwork in this research. A qualitative study is descriptive (Satterfield, 2002). This research is a descriptive one. Induction is addressed to qualitative research.

The process includes examination of the facts so that the individual, thing or event being investigated is understood. Concepts, hypotheses and theories can be constructed from this.

The researcher pursues a developing design and analyzes the subject within its context (Creswell, 1998). Selection process of participants for co-curricular studies from the context will be studied. Qualitative research deals with questions about reality. The reality

is socially built and built at various times by different individuals, including the investigators, persons investigated, and study readers or audiences (Satterfield, 2002). The researcher should convey these truths, depend on informants' voices and interpretations in comprehensive citations, provide themes reflecting informants' statements and show diverse viewpoints on each subject (Creswell, 1998). I go through thematic analysis with the data I found from the fieldwork. Qualitative research explores how values affect the style of research (Satterfield, 2002). In a qualitative study, the researcher recognizes the high-value character of the research and actively expresses its values, preferences and value loaded nature of the data collected from the field (Creswell, 1998). I admit the values of the stakeholder of this research to understand the insights of my research findings.

In order to properly comprehend the student selection process for co-curricular activities in elementary schools, the field context and stakeholder values have to be considered. Based on the above discussion, qualitative research appears to be the best method to approach this research.

### **3.2. Research Site**

The research takes place in 2(two) government primary schools of Lalbagh, and Dhanmondi area of Dhaka city. The rationale for selecting these schools is because access has been available, as here fellows from “Teach for Bangladesh” is working in these schools and it will be simpler for me obtain acquiescence and get data.

### **3.3. Research Participants**

Students, guardians, head teachers, assistant teachers who participate in the students' co-curricular work are all participants in the research. Students participating in co and extra-



curricular courses and who don't take part in these will be the research participants of this research. Two students along with their guardians from each school take part in this research. One assistant teacher who deals with the co-curricular activities of students from each school is the respondent of this research. Headteachers of each school communicated to share their valuable opinion and experience on research questions. The total number of participants in this research is 12.

### **3.4. Sampling Procedure**

I use the "Snowball" sampling procedure to select a participant for this research. Snowball sampling is also sometimes referred to as chain-referral sampling (Zach, 2020). With this approach, the researcher recruits first participants to study, and then asks them to recruit further participants (Zach, 2020).

I have contacted one student who usually takes part in co-curricular activities in one of the participant schools. He assisted me to make contact with another student of the same school who also took part as a respondent in this research. Both the students assisted me to contact their respective parents to take part in this research. The first student also assisted me to contact one of his teachers who took part in this research as a key informant. The teacher assisted me to contact the headteacher of his school. The headteacher assisted me to contact the headteacher of other participant schools. The second headteacher assisted me to contact one of her assistant teachers who assisted me to contact two students of her classroom and their respective parents. Thus, I could contact all the participants of this research through snowball sampling.

### **3.5. Data Collection Process**

Due to the Pandemic situation schools are remaining closed for a long time. And the exact date of re-opening schools is unknown till date. So, this is not possible for me to conduct face to face interview of students, teachers, headteachers and guardians from school and school community. I interviewed over the phone with the prior consent of the participants. As all students who are participating in this research are of below 18 years of age, so I take their consent of participation from their guardian.

### **3.6. Role of the researcher**

In August and September 2020, I conducted interviews of students; teachers and guardians for this research. Although I was a teacher of one of the primary schools included in this research in the years 2018 and 2019 and worked to organize co-curricular activities in that school. I tried my best to keep my "teacher's role and experiences" isolated while conducting interviews with the participants of this research. During my in-depth interviewing process, I tried to be mindful that I am a researcher in this particular context rather than a teacher.

DeVault (1990) states as researchers we are 'situated actors'. I approached the researcher's position from a situated perspective. So, I tried to encourage the participants to speak out their own experiences regarding the selection process of participants for co-curricular activities rather than share my own experiences with them.

### **3.7. Data Analysis**

I wanted to understand the selection process of participants for different co-curricular activities in government primary schools. As Cresswell (2007) indicates, an in-depth data

analysis might offer the researcher with the chance to have a better knowledge of the challenges from many sources.

Thematic analysis was used to classify emerging codes and subsequent themes from information-rich data rather than utilizing a predetermined research structure. I have followed an inductive approach so that implicit and explicit themes are captured from the data.

Data was then structured and coded according to emerging trends and results were used to support qualitative findings (Miles & Huberman, 1994). Initially, 11 separate codes were summarized from the results. Under each code, there were subcodes. It soon became apparent from further coding cycles that fields could be combined to summarize and change the number of subcodes.

### **3.8. Ethical Issues and Concerns**

Consent of participation from the participants will be taken before they participate in this research. The consent of the young participants (students below 18 years of age) will be taken from their guardians. The protection and anonymity of the participants of this research will be ensured. The adequate level of confidentiality of the research data will be checked. All types of communication with the research will be done with transparency. Any misleading information and the prejudicial appearance of primary data shall be avoided. At no stage throughout this study will the name of participants in this research be divulged and everyone will know about it.

### **3.9. Credibility and Rigor**

I worked as a teacher in one of the Government Primary schools where the research has been conducted. I have observed the co-curricular events where students took part to increase their skills. I managed the school sports and cultural team to attend different inter-school cultural and sports competitions and accompanied the team. While accompanying my school team in different inter-school sports and cultural competitions I observed the selection process of participants for different co-curricular events. I observed that the selection process is not identical for each school and each competition. So, I decided to explore the selection process of participants for the co-curricular activities in different government primary schools.

I took Research Methodology Course during my postgraduate study and got familiar with different research approaches. Through this course, I become more confident to carry my research. I developed the research tools following my knowledge attained from Research Methodology Course.

### **3.10. Limitations of the study**

One of the limitations of the study was that access to the field. Due to Covid-19 Pandemic, schools are remaining closed for a long time. And this is not sure when schools will be opened. So, I couldn't conduct face to face interviews of the participants in the school and school community. Also, I can't observe different training sessions and events related to developing 21<sup>st</sup>-century skills directly. The research is centered on particular regions of Dhaka city is another drawback. In other areas of Dhaka, and outside Dhaka, there might be another situation.

## **CHAPTER 04**

### **RESULTS**

This chapter shows the findings I have gathered from 12 in-depth interviews. Research participants are headteachers of two government primary schools in Dhaka city, one assistant teacher from each of the schools who are engaged in organizing different co-curricular activities in their respective schools, two students, and their guardians from each school. I classified the data into nine primary topics and beneath the principal topics are several sub-themes.

#### **4.1. Types of co-curricular activities arranged by various organizations**

**4.1.a. Types of co-curricular activities attended and arranged by the government primary schools:** Both the schools participate in different co-curricular activities organized by the “Ministry of Primary and Mass Education (MoPME)”. One of the participating schools in this research also attends different co-curricular activities arranged by other non-government/private organizations.

Due to the corona pandemic, schools are moving their classes to an online platform. Schools are taking the initiative to arrange some co-curricular activities on an online platform too. Both the schools organized online recitation competitions among their students to observe National Mourning Day 2020. Students who have internet access and access to the online platform of attending classes participated in this competition.

Both schools arranged co-curricular activities for students to celebrate national days. To celebrate these days, ' schools organized different co-curricular activities, such as drawing competition, essay writing completion, recitation competition. These competitions take place among the students of the respective schools. These are not inter-school competitions. The essay's topic, Recitation, and drawing are being set according to the celebrated days' theme. On victory day, participants are supposed to draw something relevant to the victory of the motherland. One of the schools arranged historical film screenings on national days to visually let the children know about motherland history. One of the schools generates library activities by their students. Usually, the school-level competitions of Inter-primary school cultural and sports competitions are held in schools. Weekly practice sessions of co-curricular activities take place in one of the schools. One of the schools arranges sessions with experts to train the participants with different co-curricular activities before attending the events.

**4.1.b. Co-curricular activities initiated by the government organizations:**

MoPME initiates both sports and cultural activities for grades 01-05, whereas MoE initiates these activities for classes 06-08. In the sports section, there is an inter-school competition between Chess, Badminton, Football, Cricket, Volleyball, Basketball, Kabbadi, Handball, Table Tennis, Athletics, and swimming. Whereas in the cultural section inter-school competition of Music, Dance, Drawing, Wall Magazine, Debate, Continuous Story Telling, Essay writing, Acting, Extempore speech, and Recitation takes place

One of the two schools attended different co-curricular activities initiated by Bangladesh Shishu Academy. Bangladesh Shishu Academy organizes inter-school sports and cultural meets annually. This school attends this meet regularly. Besides, this school also attends Inter-School Rugby meet, inter-school Kabbadi meet, School level chess tournaments in both boys and girls' sections arranged by Bangladesh Rugby Federation, Bangladesh Kabaddi Federation, and Bangladesh Chess Federation.

**4.1. c. Co-curricular activities arranged by different non-government and private organizations:** One of the two schools also attended other co-curricular activities organized by other non-government/private organizations. It attended Children National Science Congress, English Olympiad, Inter-school science project display competition, Computer learning workshop, Robotics Workshop, Inter-school drawing competition, general knowledge competition, extempore speech competition, children film festivals organized by various non-government and private organizations.

## **4.2. Strength and challenges of school to arrange and attend co-curricular activities**

**4.2.a. Strength of schools to arrange and attend co-curricular activities:** Both the Head Teachers of these schools are keen to organize and participate in co-curricular activities. A few numbers of assistant teachers are supportive of students attending these activities. Many guardians inspire their children to take part in various co-curricular activities. The government takes the effort to disseminate student co-curricular activities by organising various programs annually.

Government primary schools are supposed to attend these government-initiated events. Most students are very eager to participate in these activities.

**4.2. b. Schools' challenges to arrange and attend these activities:** Both schools do not have enough teachers to continue regular classroom activities. Teachers are always taking loads of extra classes to maintain school activities properly. So, it becomes tough for the schools to assign teachers for arranging co-curricular activities. Also, schools do not have trainers to train students with the skills of different co-curricular activities. External trainers are hired before some inter-school competitions. However, this is not possible to hire trainers regularly due to the financial crisis of the schools. The Headteacher from one of the schools stated I need to take permission to expense from “school fund” for these activities from the school management committee (Personal Communication, Interview#7, Date: 01 September 2020)". The "School Management Committee" is not always helpful. He suggested that government should make a rule to elect some members of the school management committee enthusiastic about co-curricular activities. Then it will be easier for the school authority to arrange these activities in school. (Personal Communication, Interview#7, date: 01 September 2020). One of the schools does not have enough space inside the school to practice co-curricular activities. Also, it does not have any field to practice sports. Generally, this school practices sports events before two to three days of the final tournament. These practice sessions are conducted in the community field with the local counsellor's permission. However, sometimes the school cannot manage permission to use the community field. So, it becomes tough for this school to practice cultural and sports activities regularly.



One of the Head Teacher and the assistant teachers participating in this research mentioned that the financial crisis is a significant obstacle to organizing and attending these activities. Guardians may prevent their children from participating in co-curricular activities. One assistant teacher participating in this research said that guardian didn't let her daughter to compete in football before starting of the game (Personal Communication, Interview#2, Date: 29 August 2020)". This issue leads to participants' crisis to attend or arrange these events.

#### **4.3. The selection process of participants for different co-curricular activities in government primary Schools**

According to one of the participant assistant teachers in this research, the school's information about arranging/attending co-curricular activities should be circulated to each class to inform each student. Interested students to participate in that specific event should be asked to contact responsible teachers. Then the responsible teacher will arrange training sessions for interested participants to join in that co-curricular activity. After completing the training, the best performers in that training session will attend the final competition. So, in the selection process, attending interested participants in the training session is necessary, and then after sufficient training, the best performers in the training will attend the main competition. This is the idea of the "Ideal selection process" stated by an assistant teacher who participates in this research (Personal Communication, Interview#8, Date: 30 August 2020).

Nevertheless, in practice, the process of "ideal selection" for selecting participants for attending co-curricular activities in school cannot be followed each time.

Various types of selection processes arise due to multiple reasons. Students and Teachers participating in this research stated about different selection process which occurs due to multiple reasons.

The ideal selection process described by the participant teacher in this research for selecting participants for different co-curricular activities does not maintain all the time. There are different reasons for this. Both of the assistant teachers participating in this research stated that “a few students take part in all co-curricular activities. Participants for these activities are being selected through their classroom performance and previous records of participating in these activities. And sometimes schools don’t attend in each type of co-curricular activities (Personal Communication, Interview#2, Date: 29 August 2020; Personal Communication, Interview#8, Date: 30 August 2020)”.

#### **4.4. Reasons for the existence of different Selection processes in schools and challenges to maintain "Ideal Selection Process" every time**

**4.4. a. Inadequacy of time:** Sometimes, the notices of the co-curricular activities come to school at the eleventh hour of the final competition/tournament. It becomes challenging for the responsible teacher to follow the "Ideal Selection Process" to select participants for this competition. The teacher selects the participants who participated in similar events before or who seems potential to him through classroom attitude. Thus, one participant gets more scope to enhance his/her skills by participating in different events. Furthermore, new potential participants cannot flourish as they are not getting scope to exhibit their talent according to their skill and interest.

**4.4. b. The unwillingness of Guardian:** One of the critical factors for a participant to participate in these co-curricular activities is "Guardian Consent." Both the school authority is very much concerned about this issue. Without guardian consent, no students can participate in these activities. Sometimes a student was performing well in the practice sessions to participate in any co-curricular activities. However, it becomes impossible for him/her to attend the final competitions if his/her guardians do not allow participating. The responsible teacher of that event needs to replace the participant with another participant whose Guardian allows doing so. Sometimes, for this reason, the best participant in the practice session cannot attend the main tournament/competition. Guardians also sometimes prevent their children from taking part in the exercise sessions of these activities. Then, the responsible teacher cannot enable the student to participate in the practice session despite his/her eagerness. Sometimes, some guardians disagree with allowing their children to participate in the event at the final tournament's eleventh hour. Then, the school authority makes the Guardian understand their child's importance in the team or replace the participants if possible. So, due to the unwillingness of guardians, sometimes children are deprived of nurturing their potentials. Furthermore, it is challenging for the responsible teacher to make the "best team" or select the best participants among all the interested participants following the "ideal selection process" for this issue. In this case, "Ideal selection processes" cannot be ensured. One of the participating guardians in this research stated that she does not want to allow her daughter to play outside school as her daughter is

growing older now (Personal Communication, Interview#6, Date: 08 September 2020).

**4.4. c. Favoritism of Headteacher and assistant teachers:** Sometimes promising participants of any co-curricular activities cannot participate in the main tournament/competition, becoming the victim of favoritism of assistant teacher's especially senior assistant teachers and headteachers. Two of the participating assistant teachers who deal with organizing co-curricular activities in their respective schools mentioned this phenomenon. One of the participating assistant teachers in this research stated that "Sometimes, for some mandatory competitions of co-curricular activities organized by the government, assistant teachers do not want to organize the competition on school level rather they send some names of their favorite students for thana level (next level of school-level) competition. Thus, the selection process hampered and interested students cannot take part in the competition (Personal Communication, Interview#8, Date: 30 August 2020)". Also, one student from each school participating in this research stated this phenomenon too (Personal Communication, Interview#3, Date: 04 September 2020; Personal Communication, Interview#11, Date: 02 September 2020).

Both the participating schools attend inter-primary school sports and cultural meet regularly. This competition is divided into different segments. The first segment is "School level Competition," next level is "Subcluster level competition" next level is cluster level competition. The final level of this competition is the "national level competition." It is expected that the top performer of each event will move to the next level, and lastly National Champion from each event will come out. However,

in one of the participating schools, the first level of this competition, i.e., school-level competition, does not occur. Favorite students of senior assistant teachers are being selected for each event, and they participate in the "sub-cluster level" competition. Teachers of this school are reluctant to organize co-curricular activities to find out the best performers in school. However, each government primary school must attend this competition. So, they usually send participants to the next level of the competition by their own choice without organizing any competition at the school level. Favorite students of the senior assistant teachers get the scope to participate here. Other interested participants do not get the scope to attend this competition, which hinders finding or nurturing new potentials.

Another two mandatory tournaments for government primary schools to participate in the "Bangabandhu Football Tournament" and "Bangamata Football Tournament." The first one is the football tournament for boys in primary schools, and the last one is for girls. Every primary school in the country is supposed to attend these tournaments. One of the participant's schools in this research attended Bangamata Football Only. They came to a treaty with their opponent school in Bangabandhu Football tournament that they will lose willingly without playing.

According to the treaty, the score was written accordingly in the official documents. So, the score sheet was written down that the school loses by 2-0 against their opponent. Thus, they eliminated from the first stage of the tournament. Thus, boys of this school were being deprived of participating in a national contest.

One of the assistant teachers participating in this research stated that the acting Head Teacher of her school allows his favorite students to play in the school

football team despite having better footballers than them. Thus, the better performers cannot get the opportunity to represent their school and nurture their skills more.

Another assistant teacher participating in this research stated that it becomes impossible for responsible teachers to prepare participants through the ideal selection process if the circular/notice of the co-curricular activities comes to school at the eleventh hour of starting the activities. Then, he has to select his favorite students to participate in those competitions. Thus, favoritism cannot be ignored in the selection process.

One student from each school stated that they observe the phenomenon of teacher favoritism in their respective school. One of them is the victim of favoritism, and another is the privileged person by favoritism.

One of the participating assistant teachers in this research mentioned that most of the assistant teachers always keep trying to avoid these activities by any means. They attend the activities which have been announced mandatory by MoPME. One of the participating Headteachers and one assistant teacher participating in this research mentioned that some of the school's assistant teachers become happier if they lose in the tournament's primary stage. If the students fail in the preliminary stage of a contest, then teachers don't need to maintain the team for a long time. So, it decreases their workload. The Headteacher said that most of the school's assistant teachers wouldn't be happy if they need to go outside of the school with students to attend different co-curricular activities. So, they are not likely to find new talents

through organizing co-curricular activities regularly. So, they practice favoritism for the selection of participants for the mandatory events organized by MoPME.

One of the participating students stated that she was her teacher's favorite, and the teacher put her name in the wall magazine segment of an inter-school competition though she did not work for that (Personal Communication, Interview Number#5, 08 September 2020). Another of them stated that the teacher made the school science team without asking all the students about their interests. The teacher made a science team of three students, including him (Personal Communication, Interview Number#9, 05 September 2020). This science team participated in two science competitions. Thus, favoritism works among assistant teachers who involve in organizing these co-curricular activities.

**4.4.d. Physical features of the participants:** For some events, especially in sports events, there is some specific physical criterion that should expect to be fulfilled by the participants. For Rugby and Football tournaments, there was a particular height fixed for the participants. Participants with more than that height cannot participate in the final contest. Sometimes, some interested and potential players cannot get into the school's final team due to height issues. Two of the student participants in this research cannot get into the school's main football and rugby team due to their "over height." One of the assistant teachers participating in this research also stated that she has to make the football team keep "height issues" in mind. The teacher needs to replace the "taller player" with another player. So, an ideal selection process means making the team with the most interested, and most potential

participants cannot ensure here due to terms and conditions of "Physical Features" formulated by the "Tournament rules and regulation."

**4.4. e. Students' lack of desire and ability:** For lack of interest of the students, the "Ideal Selection process" can sometimes not be followed by the responsible teacher. One of the participating assistant teachers stated that sometimes co-curricular activities need to be cancelled due to their lack of interest.

Sometimes skilled participants cannot be found in school to attend a co-curricular activity. Then the school keeps itself refrain from attending this activity. Another participating assistant teacher said this. She also added that interested participants need to have a "minimum level of skill or basic knowledge" about some activities like paintings, music, and football to attend the activities' practice sessions. Thus, an interested candidate with no "basic knowledge" cannot participate in the practice sessions and main competitions of these co-curricular activities.

**4.4.f. Financial insolvency of the students:** Sometimes, interested students cannot participate in co-curricular activities due to financial insolvency. In this research, one of the participating Headteachers stated that some students in his school could not attend annual excursions due to financial insolvency. He has arranged regular workshops for co-curricular activities in his school. These workshops take place after school hours at school. An expert train the interested students in different co-curricular activities in these workshops. But students need to pay for attending these workshops. Thus, some interested and potential students cannot participate in these training sessions to nurture their skills due to insolvency. One of the participating headteachers in this research suggested that government should provide



scholarships to the students who attend several co-curricular activities in an academic year (Personal Communication, Interview#7, Date: 01 September 2020.)

Thus, more students will be motivated to participate in these activities.

**4.4. g. Unavailability of information to the students:** One of the participating students in this research stated that he does not know or get informed about all the co-curricular activities arranged or attended by the school. The assistant teacher, Headteacher, and other participating students from his school mentioned that his school attended inter-school Kabaddi, Handball, Cricket, and swimming competitions. But he does not know about these. He stated, "I would try to attend these activities if I knew or informed about these (Personal Communication, Interview Number# 11,2 September 2020). One participating assistant teacher in this research also said that sometimes the circulation of information about co-curricular activities to all students could not be possible due to the unavailability of the students on that particular day. Such as, if any circular of co-curricular activities reaches school before the day of a holiday and the activities are supposed to be taken place after the holiday, then it becomes challenging to circulate the information to all students of the school. In that situation, we call the students who participated in similar kinds of activities before (Personal Communication, Interview Number#8, 30 August 2020).

**4.4. h. Gender Issue:** "Gender" plays a mentionable role while choosing the "selection process of participants" for different co-curricular activities. One of the assistant teachers participating in this research stated that 'girls' are discouraged by some teachers participating in various co-curricular activities. She added that girls

who participate in these activities are inspired by their guardians and school management committee members. The school management committee provides jerseys and food for the girls during football practice; thus, many students were attracted to participate in the practice sessions. Therefore, the school management committee assists in increasing the number of participants in practice sessions to ensure the "Ideal selection process." Another participating assistant teacher in this research stated that though girls enjoy full support from their Headteacher to participate in different co-curricular activities, they are discouraged indirectly by some assistant teachers and some school management committee members while taking part in these activities. As a result, occasionally there is a decrease in females in the practice sessions, and no regular co-curricular activities can guarantee nursing abilities.

One participating Headteachers in this research stated that sometimes elder girls (students of grades 06-08) hesitate to perform in school programs as local boys also enjoy this program. Sometimes more senior girls feel shy to perform in front of local boys. Thus, potential performers sometimes keep themselves away from participating in these activities (Personal Communication, Interview Number#1, 28 August 2020).

In this research, one participating Guardian stated that she feels unsafe to allow her daughter in different co-curricular activities outside school as her daughter is getting older. She told me "It is not good for an older girl to play in the field (Personal Communication, Interview Number#06, 8 September 2020). But another participating guardian in this research has the opposite idea for allowing her

daughter in these activities. He stated that "My daughter remains happy through attending these activities. So, I like to allow her to participate in these activities (Personal Communication, Interview Number#4, 04 September 2020).

**4.4.i. Influence of peers:** Sometimes, interested students cannot attend the "Practice sessions" of the co-curricular activities as "Elder students" who participate in the practice sessions don't allow them to do so. One of the participating students in this research stated that "I want to practice volleyball in school team but "Elder students" did not allow me to practice with them (Personal Communication, Interview Number#11, 02 September 2020). Therefore, every so often interested students cannot engage in these events.

One participating assistant teacher in this research also stated a similar issue. As a coordinator of sports, she only could manage the girls' football team on her own. The boys of the football team did not listen to her and made their team by themselves. She found boys' make the team through 'nepotism.' Elder boys choose their classmates though some of the younger boys could play better than the elder. Thus, potential players could not participate in the activities due to peer pressure. The boys' team of this school lost their first match of the tournament and eliminated. The teacher added that as the boys were not disciplined, so they lost.

**4.4.j. Access to the internet:** Due to the corona pandemic, schools go to the online platform for conducting classes. Some of the co-curricular activities are also taking place on an online platform. One of the participating assistant teachers and one student in this research said they arranged and attended an online recitation competition to observe national mourning day 2020. But not all students have

access to the online platform. Students who have access to the internet and suitable devices can only attend these activities. So, it is not possible to circulate the news of these activities among all the students in the school. Thus, the "Ideal Selection Process" cannot be ensured in this case.

#### **4.5. Role of students in attending and organizing co-curricular activities and choosing "Selection process of participants" for various co-curricular activities in school**

All the students participating in this research respond differently while asking about school's co-curricular activities. From these responses, it can understand that students are not adequately informed about all the co-curricular activities organized and attended by the school. While asked, one of the participating students said that he would try to attend those activities if he could know about them.

All the students participating in this research stated that they are very eager to take part in extra and co-curricular activities. They always attend these activities arranged by schools. Two of them like sports events more than cultural events.

Two of the participating students could not attend the sports event due to their "Over height."

Their teachers and headteachers inspire them to attend these activities and do better.

All the participating students stated that they get information about co-curricular activities in school from their teachers. They also mentioned that class teachers inform all the students in their respective classes about the co-curricular activities that will take place in school.

Three out of four student participants in this research stated that teachers sometimes select students for any activity according to their choice and don't allow other students to show their interest. One of them said that sometimes teachers don't let the interested student participate in any activity; instead, they select their favorite student to participate in that activity.

One participant in this research stated that he could not attend a co-curricular activity in the practice session as senior participants did not let him participate in the session. So, despite having an interest in learning the activity, he could not learn it.

One of the participant students took part in an online recitation competition through the zoom platform. She stated that not all the students in her class get access to the internet platform. So, this is not possible for them to take part in these activities.

One participating assistant teacher stated that participants feel sick sometimes at the eleventh hour of participating in any events. So, it becomes impossible for the participant to attend. He thinks that it causes due to unconsciousness of the health of the children. Sometimes students don't show up timely for attending the competition and practice session of these activities. These incidents create hindrance in the participation of the events. Then the 'Reserved teammate' joins the team or the team participates in the tournament with fewer participants.

Eagerness or interest of students is another crucial factor playing a role behind the participation of students in any activities. One of the participant assistant teachers stated that sometimes students lose the opportunity to attend some co-curricular activities as they don't show interest in following. There was a scope for his schools'

students to participate in a "Robotic Workshop." But no students were interested in attending there. Thus, they lose the opportunity to be skilled in that specific skill.

Sometimes, students also create a problem in the selection process. There are "grouping among the students." Sometimes one group doesn't want to participate in any activities if members from other groups are in the team. Then, responsible teachers need to make the students understand the importance of team spirit and school success. These incidents also create hindrances to select participants through the ideal selection process by the responsible teachers.

Sometimes, students also create a problem in the selection process. One of the participating assistant teachers in this research stated that "there are grouping among the students. (Personal Communication, Interview Number#8, 30 August 2020)." Sometimes one group doesn't want to participate in any activities if members from other groups are in the team. Then, responsible teachers need to make the students understand the importance of team spirit and school success. These incidents also create hindrances to select participants through the ideal selection process by the responsible teachers.

#### **4.6. Role of assistant teachers of a school in organizing and attending co-curricular activities inside and outside of school and choosing "Selection Process of participants" for these activities**

In order to comprehend the culture of co-curricular activities in schools and the selection process of these activities, the function of assistant teachers may be split into two sub-themes.

**4.6.a. Assistant teachers involved in organizing these activities:** According to the findings of this study, two instructors are active in planning co-curricular activities at each of the participating schools. None of them is trained in these activities, but they voluntarily organize these activities through their interest. After getting the information on any co-curricular activities, they circulate this information among all their school students. They arrange the practice sessions for these activities. Interested students contact them to attend the practice sessions. They select the best participants from practice sessions to make the final team for the event. They communicate with the participants' guardians for their consent to participate in their children in the activities. They always maintain continuous communication with the school authority and the authority who arrange the co-curricular activities. They take the participants to the event's venue and bring them back to the school after the event. In a sentence, they are the core responsible persons to organize these activities and assist students in attending these activities inside and outside of schools.

Both of the participating assistant teachers in this research said that as responsible persons to arrange these activities, they are also responsible for selecting participants through the 'Ideal Selection Process'(Personal Communication, Interview Number# 2,29 August 2020 and Personal Communication, Interview Number# 8,30 August 2020). Sometimes, senior assistant teachers and headteachers from school insist on taking some of their favourite students to the school's athletic team/sports team. So, they needed to replace some potential performers in the sports/athletics event's practice session to maintain a harmonious

relationship with his senior colleagues'. Both the assistant teachers involved in organizing these co-curricular activities face criticism, especially from some other assistant teachers and some school committee members while arranging these activities. Both of them found that most of the assistant teachers and school committee members don't support these activities for various reasons. These criticisms sometimes make them demoralized and affect the selection process.

**4.6.b. Assistant teachers who are not involved in these activities:** Most assistant teachers do not like these activities. Some assistant teachers provide "coaching support" to the interested students after school hours in one of the participating schools. They earn money through this activity. As most of the practice sessions of co-curricular activities are held after school hours, it becomes challenging for the students who attend both the coaching classes and co-curricular activities sessions. Assistant teachers don't like those students who skip coaching classes for co-curricular activities.

One of the participating assistant teachers in this research stated that "Assistant teachers who don't take part in organizing co-curricular activities, does not celebrate students' success in these activities (Personal Communication, Interview Number#2, 29 August 2020). In this research, both the participating assistant teachers mentioned that most assistant teachers discourage them from organizing these activities. A few assistant teachers are supportive of these activities. They assist the responsible teacher with co-curricular activities in school when needed. According to one assistant teacher participating in this research, some assistant teachers become happy if students lose in the competition at the tournament's first



stage (Personal Communication, Interview Number#2, 29 August 2020). If students fail in the game's primary stage, then teachers don't need to maintain the team for a long time. So, they feel comfortable maintaining school works as they don't like these activities.

One participating Headteacher and another assistant teacher in this research stated that most of the assistant teachers participated in the school's co-curricular activities at a minimum required level. One of the participating headteachers in this research said that if financial incentives can be provided to the teachers who arrange these co-curricular activities, then they will be motivated more to take these tasks (Personal Communication, Interview Number# 7,1 September 2020).

One participating Headteacher in this research stated that teachers don't have any problem organizing co-curricular activities inside the school. Still, they don't like to take students outside the school to attend these activities. She added that to do away with this problem government should appoint trainers for co-curricular activities in each school. Also, the government should appoint assistant teachers who are enthusiastic about co-curricular activities (Personal Communication, Interview Number#1, 28 August 2020).

All the students participating in this research stated that teachers inspire them to participate in these activities.

One of the assistant teachers participating here said that assistant teachers who do not get involved themselves in the co-curricular activities do not influence the "Selection processes of participants" for these events. They think that if they do it,

then some responsibilities to organize these events may come to them. So, they avoid this.

Another assistant teacher in this research stated that senior assistant teachers in his school influence "the selection process" of these events. They requested him to include their favorite students in some of these activities. Sometimes, the class teacher does not allow the students from his class to attend the activities. As class teacher permission is occasionally necessary for the students to attend the events and practice sessions, class teachers' attitudes create hindrances in the "Ideal Selection Process" to take part in these activities.

#### **4.7. Headteacher's role in attending and organizing co-curricular activities inside and outside of school and choosing "Selection Process of participants" for these activities**

This research finds that both of the participating Headteachers are supportive to arrange and attend co-curricular activities for their students.

In this aspect, both the participating assistant teachers in this research praised a lot about their respective Headteachers. Both of them said that their Headteachers provide full support to arrange these activities. One of them mentioned that his Headteacher convinces guardians of the students to participate in co-curricular activities.

One participating Headteacher of this research stated that he wants to make his school a top performer in each co-curricular activity to earn respect throughout the country.

All the participating students in this research said that their headteachers support them in attending co-curricular activities.

Both the participating assistant teachers in this research admitted that their respective headteachers are very much helpful in organizing and attending co-curricular activities in school and outside of school. They stated that their respective headteacher usually does not influence the selection process of students for attending co-curricular activities. Rather they assist the assistant teachers who organize the co-curricular activities in school by providing his/her valuable opinion regarding the selection process of students for these activities (Personal Communication, Interview Number#2, 29 August 2020; Personal Communication, Interview Number#8, 30 August 2020).

#### **4.8. Role of guardians of the students in choosing of "Selection Process of participants" for attending co-curricular activities in school**

This research finds that the students' guardians play both supportive and non-supportive roles in participants' selection process for attending co-curricular activities.

**4.8. a. Supportive Role:** Participating Head Teachers, Students, Assistant teachers, and students stated that most of the guardians are very interested in allowing their children in different co-curricular activities. One of the participating Headteachers said that one Guardian brought food for the school's whole football team while participating in a football tournament. One participating assistant teacher in this research stated that Guardian provides logistic support and inspiration to their children during practice sessions and the main game. Guardians also feel proud as

their children are participating in these activities. One of the assistant teachers participating in this research stated that the teacher supports and likes if Guardian attends the competition venue with their children. Thus, Guardian is also inspired by observing the activities of their children by themselves. Among the four students participating in this research, guardians of three students support attending their children in co-curricular activities. One of them said that it becomes impossible for them to take his son all the places in Dhaka city by themselves due to economic insolvency. Her son is now getting opportunities to visit different places in Dhaka city through school by attending these co-curricular activities and gathering experiences. It makes her happy. Another guardian said that he likes that his son is exploring more about life by attending co-curricular activities in school.

**4.8. b. Non-Supportive Role:** Participating headteachers, assistant teachers, students of this research also stated some non-supportive behavior of guardians. Few guardians don't allow their children to participate in these activities. One participating Guardian stated that she feels unsafe to allow her daughter to join in the activities outside school as her daughter is getting older. She added that she used to let her daughter participate in the activities outside school, accompanying her with cousins. However, she will not allow her daughter to join in the co-curricular activities outside the school in future she gets older. She will allow her daughter to participate in co-curricular activities only inside the school.

One of the participating head teachers said that "guardian approval" is one of the essential criteria here (Personal Communication, Interview Number#7, 01 September 2020). Without this, no student can participate in any of the events

despite his excellent performance. She added that in particular women's guardians do not allow their children to engage in these events outside of school. A responsible teacher always stays with the participants in both practice sessions and final events. One of the participating assistant teachers said that some guardians refuse to let their children take part in co-curricular activities at the eleventh hour of the final tournament. This attitude creates a lot of problems for the school team to participate in that activity. As they allow their children to participate in the practice sessions, their children make their space in the "main team" through their performance. It creates a disturbance in the team if they don't allow participating their children at the eleventh hour of starting the final tournament as perfect replacement is not always possible.

The Guardian of one of the participating students doesn't feel safe to allow her to participate in the school activities. But the student is allowed to take part in the activities which take place inside of school (Personal Communication, Interview#6, Date: 08 September 2020). Other guardians are very enthusiastic and supportive of their children to attend different co-curricular activities arranged by the school both inside and outside of school (Personal Communication, Interview#4, Date: 04 September 2020, Personal Communication, Interview#10, Date: 07 September 2020, Personal Communication, Interview#12, Date: 02 September 2020).

One of the participating Headteachers in this research stated that he tries to admit his students to different co-curricular activities like computer training, chess training, swimming training, music, dance, painting, etc. in Bangladesh Shishu Academy (Personal Communication, Interview#7, Date: 01 September 2020). So,

he circulated this information among the students and guardians of his school and asked the guardians to contact him for further discussion. But no guardians of students of his school were interested in this issue. So, students in his school could not avail of this opportunity. So, the scope of getting potential performers for different co-curricular activities in school has been narrowed. He proposed that the government take efforts to reward students' guardians who allow their children to participate in several co-curricular activities during an academic year. Then guardians will be motivated to let their children attend these activities (Personal Communication, Interview#7, Date: 01 September 2020).

#### **4.9. Suggestion from teachers and Headteachers**

To ensure the "Ideal selection process" to select participants for attending co-curricular activities every time, one participating Headteacher and participating assistant teachers put some suggestions. The Headteacher stated that rules should be formulated that one student can attend the highest three events in a year (Personal Communication, Interview Number#1, 28 August 2020). Thus, more students' participation in these activities can be ensured, leading to an "Ideal selection process. One of the participating assistant teachers in this research stated that "If schools can be rewarded by the government for arranging and attending several co-curricular events in an academic year, then schools will be motivated significantly to participate in these activities (Personal Communication, Interview Number#8, 30 August 2020). The assistant teacher stated that "A culture of co-curricular activities" should be introduced in school. He describes the culture of co-curricular activities by stating that co-curricular activities should be practiced on a

regular basis in school. Through co-curricular activities, number of prospective and interested performers will therefore grow. It becomes helpful to maintain the "Ideal selection process" every time (Personal Communication, Interview Number#8, 30 August 2020). He added that teachers and the school management committee should arrange a monthly meeting with guardians to make them realize the significance of extracurricular activities in their children's lives (Personal Communication, Interview Number#8, 30 August 2020).

One of the participating assistant teachers in this research stated that students will learn more about the importance of co-curricular activities if weekly sessions related to this can be conducted in each classroom (Personal Communication, Interview#2, Date: 29 August 2020). She also added that weekly basic training sessions related to co-curricular activities should be introduced in each classroom. Thus, students will be familiar with different types of co-curricular activities from the classroom and become motivated to attend these activities. Thus, more students can get the opportunity to involve in these activities (Personal Communication, Interview#2, Date: 29 August 2020). Another participating assistant teacher in this research said that co-curricular activities can be incorporated in some of the lesson plans of the classroom. Such language classes can take debating, extempore speech as a medium of teaching-learning. Thus, through communicative teaching learning students will enjoy the lessons more and can be introduced to co-curricular activities easily (Personal Communication, Interview#8, Date: 30 August 2020). Another participating assistant teacher in this research stated that if a "yearly calendar" of co-curricular activities organized by MoPME can be provided in the

first month of the year, the school can know about the activities in which students can attend throughout the year earlier. So, the school authority will get enough time to train the interested students to participate in the activities. Thus, more potential performers can come through these practice sessions. And "Ideal Selection Process" can be ensured as more students are getting engaged in these activities (Personal Communication, Interview Number#2, 29 August 2020).



## **CHAPTER 05**

### **DISCUSSION AND CONCLUSION**

#### **5.1. Discussion**

Throughout my research, I intend to study the pattern of the selection process of students/participants for participating in co-curricular activities in school. While exploring this pattern I have found several influencing factors which are influencing this selection process. I have reported those influencing factors in the result section of this research. Here I will draw a comparison of those findings with contemporary research findings.

##### **5.1.a. Both Co-curricular and extra-curricular activities are same**

I have found in my study that both the school is arranging co-curricular activities. Sometimes some activities may fall under the criteria of extracurricular activity. Confusion may arise about the categorization of co-curricular activities and extracurricular activities. In this research, I have mentioned both kinds of activities as "co-curricular activities".

Students involved in extracurricular activities have a greater academic performance (Christison, 2013). The link between extracurricular activities and academic successes of UK adolescent men and women was examined by recent UK study, taken by booth et al. (2013 cited in Rafiullah, Zaman and Khan 2017). These extracurricular activities might have been inferred to improve the academic performance of teens and, in particular, seem to provide young females with some aid in the sciences. This highlights the need for young people to improve their physical level from moderate to overpowering levels. (Rafiullah, Zaman, & Khan, 2017).

Activities related to Co-curricular have a stronger link with the development of adaptability, self-confidence, integrity, socio-economics, excellent thinking, a social duty, a sense of duty to male and female high school students. Co-curricular work had a larger impact than female secondary-school students on the increase in adaptability, self-confidence, integrity, societal behavior, social responsibility and feeling of responsibility among male high-school students. Co-curricular activities have a significant impact on the growth in high-school student personality. (Mehmood, Hussain, Khalid, & Azam, 2012).

Co-curricular offers student's abilities that they may not always have the time or capacity to acquire in the classroom. Research showed that those students engaged in these activities are more skilled than others; communication, understanding, self-governance and academic skills; (Sitra & Sasidhar, 2005 cited in Farman et al., 2018). Studies related to increased participation in school events and hobbies to show a higher performance in their chosen career. Cooperation prepares students for the future by providing them with a wide variety of experience and abilities, especially in a culture where individuals tend at least once to change their jobs (Nesan, 2009 cited in Farman et al., 2018). If students want to obtain absolute educational experience, involvement in the co-curricular program is a requirement for their education and well-being in their second life and beyond (Farman et al., 2018).

Kolb described two separate forms of understanding (Cherry, 2020). Conceptualization abstract and practical experience. He also outlines two different approaches to alter experience. These are ongoing experiments and reflection. These four learning modalities are also a loop. So, learning can be happened not only with curriculum but also with experience. Students can learn from experience through outside classroom activities. The

notion of Kolb is about how students may play to their strengths and weaknesses (Cherry, 2020). Since experimental learning can occur from outside classroom activities, these activities can be classified as either "Co-curricular activities" or "Extra-Curricular activities" according to Kolb's theory.

From the foregoing debate, the results of extra-curricular and co-curricular activities were found to be equal. Co-curricular as well as extracurricular activities can be identified as co-curricular activities in this research, as the results from both of these are same.

### **5.1.b. Role of co-curricular activities to attain 21<sup>st</sup>-century skills**

Activities done alongside curriculum are co-curricular activities (El\_Haggar, Alrawjih, & Mezhoudi, 2019). Countries regard skills in the 21st century as shared goals for inclusion, in addition to academic content, of non-cognitive abilities. Critical thinking, ICT, and independence are among these talents. They also contain socio-emotional competencies, such as social cooperation and leadership competencies. Currently (ATC 21STM cited in El\_Haggar, Alrawjih, & Mezhoudi, 2019) is considered to be the largest research initiative in the valuation and training of skills for 21st century. They focused on understanding the substance of these abilities and making them clearer to equip teachers with the expertise to guide their teaching process (El\_Haggar, Alrawjih, & Mezhoudi, 2019).

Extra-curricular work (ECA) has grown into an essential part of the scholastic lives of pupils (Seow and Pan 2014). As a result of the non-academic and social advantages connected with ECA involvement, ECA has indirectly a beneficial influence on academic achievement. Participation in ECA enhances the social standing of students and enables them to join one of the main school groups, thereby promoting greater academic

achievement (Seow and Pan 2014). A longitudinal study (Seow and Pan 2014) showed that persistent ECA engagement has a high level of interpersonal skill, education and ambitions. These advantages might go beyond the ECA to academic achievements, for example an academic objective (Mahoney et al., 2003 cited in Seow and Pan 2014)

Co-curricular activities assist to achieve educational goals (Gopal,2014). Discussion contributes to the formation of ideas and ideals. Sports and games make kids fit and sound intellectually and physically. Games teach children to play forward while they lose or win an event. Complementary curricular activities are designed to build and produce comprehensive physical, emotional, intellectual and spiritual graduates via live experiences (Gopal, 2014).

Students are developed through co-curricular activities with key ethical concepts about diverse faiths, events, national and international cultures, discipline and school life ethics. They learn to understand various religions, patience, sympathy, principles, social ethics, motivational skills, compatibility and contentment. (Karunakar, 2020).

The social aspect is one of the major impacts of extracurricular activity on students. Many new individuals encounter students interested in extracurricular activities. There's a difference between each club or sport, so students encounter various people in every group. They encounter individuals from various backgrounds and those with whom they have similar interests. Most of the time the individuals they encounter are students with whom they will never normally converse or make friends. Students learn about group work in various extracurricular activities, and occasionally they end up having less gender conformity.

Extracurricular activities are a regular component of students' lives. They serve a significant role in the lives of students. They have a beneficial impact on the lives of students by enhancing their conduct, school performance, school completion, positive elements to help them become successful people in future (Massoni, 2011).

Many creative learning settings have the common trait of authenticating and meaningful learning experiences by offering students real-life problems, giving practical experience and incorporating the historical, natural and cultural atmosphere of students in the learning process. Struggles in real life, since they are more significant, complex or hard than simple issues produced by educators, are crucial to authors' teachings and are more directly connected with the development of abilities in the 21st century. (Christison, 2013).

Co-curricular activities allow learners to learn from experience. The process is designed for the knowledge creation via the transformation of experience (Cherry, 2020). Co-curricular activities make learners skilled in 21<sup>st</sup>-century skills. Thus, experimental learning as it takes place through co-curricular activities is essential for the learners to be skilled in 21<sup>st</sup>-century skills.

It is obvious from the debate that co-curricular activities in the 21st century play a vital role. Ensuring that students have equal opportunity and freedom to get involved in school activities is necessary. In my research findings the headteachers, some of the assistant teachers, some of the guardians are trying their best to ensure equal access of each student in co-curricular activities arranged by the school.

### **5.1.c. Role of Gender and family in access to co-curricular activities in school**

For example, parental and family participation might involve parents in home-oriented activities, such as the completion of homework; the follow-up of student development and development through school and household visits; conversation with teachers and administrators by telephone, school organization; participation in funding activities; participation and support on the ground (Hoover-Dempsey & Sandler, 1997 cited in Milner, Cunningham, Murray, & Alvarez, 2017). The popular speech concerning parents of poor students is that they are not attending the PTA meetings, therefore, they are not actively involved and concerned in their children's education (Milner et al., 2017).

Research in the United States shows that young women are more likely than men to take part in extracurricular activities. More women purchase and hear music in Sweden and more men participate in sporting activities. Women and men were equally likely to declare plans in Trinidad and Tobago. In 1983, Trommsdorff observed that women had more gloomy thinking than men regarding the future, while men had more optimistic thinking. In future attitudes among youth, McCabe and Barnett indicate no gender differences. (Mello & Worrell, 2008).

This is very similar to my research results. Some families are supportive of their children's participation in co-curricular activities, while other families do not encourage participation in these activities. Some families believe that playing sports could be harmful to their daughters while other families believe that sports are useful for their daughters.

This result is consistent with Ragošić and Baranović (2016), who claimed that A person can use relationships with others to achieve an objective, such as an educational goal. Solvent parents attend school meetings at the PTA (Parents and Teachers Association) and contact with school officials to ensure their school-going boys' and girls' inclusion in co-curricular activities. The school authority recognizes these parents because they support the school's co-curricular programs by encouraging their children to attend here. As a consequence, economic capital is important in preserving parents' social capital. This is analogous to Bourdieu's idea of capital (Ragošić and Baranović, 2016).

#### **5.1.d. Challenges to arrange co-curricular activities in school**

The Education Ministry knows the relevance for the efficacy of school programs and for the growth of the country of extracurricular activities. After school activities are seen to be helpful to promote a balance between mental and spiritual growth in keeping with the national concept of education, and the physical, emotional, and social development of pupils. (Salamuddin et al., 2011).

Various questions are currently being raised about the successful management of the extracurricular activities of a school and its contribution to the academic and holistic growth of students. The Ministry of Education has paid the utmost attention to extracurricular sports, and its introduction in schools has also been highlighted. Every school teacher must be active in the management of extracurricular activities. Therefore, teachers need the experience and abilities needed to undertake this task, which is in turn determining how efficiently after school activities are managed. (Salamuddin et al., 2011).

Four topics has been highlighted here. The first difficulty is that the instructors in charge of extracurricular activities at school do not have an interest or know-how. The importance of instructors in extracurricular activities over the years is just peripheral (Mohamad, 2006 cited in Salamuddin et al., 2011). Many instructors view off-school activities as a heavy responsibility, which is less concerned and less driven. I have found similar case studies in my research.

The second issue is the lack of expertise of teachers in the introduction of extracurricular activities. Each instructor has a different kind of experience. However, teachers in Malaysia come from the same school system with excessive emphasis on academic excellence. However, many teachers lack the expertise and background of doing extracurricular work. The study (Malek and Halim, 2005 referenced in Salamuddin et al., 2011) supports this assertion, and it reaffirms that instructors confront an inexperienced problem in the realm of extracurricular activities. This echoes my research findings.

The third concern is the lack of supervisory courses for instructors. 95% of teachers cannot attend continuing professional development courses to better their teaching (Ibrahim, 2007 cited in Salamuddin et al., 2011). In addition, it does not provide the best course to meet the needs of extracurricular activities, such as training courses for management skills, organizing extracurricular activities, planning extracurricular activities and enhancing the awareness of teachers. This study also quotes my findings. The teachers who initiate co-curricular activities are often referred to as the first in their groups.

The last issue is the lack of finance, infrastructure and facilities for extracurricular activities in many schools. It is impossible to deny that the administration of extracurricular activities



in school is subject to a great many limitations. Among these are the absence of facilities, funds, parent support and support from the school itself. Many schools also have fundamental infrastructural problems, including limited amenities, space and playground shortages and low finance arrangements. (Salamuddin et al., 2011).

The emphasis on academic accomplishment by parents and schools was often overlooked in the hunt for academic success in extracurricular activities. One of the participating headteachers in my research admitted this issue. This result contradicts Kusrow's findings, which claimed that the more forms one teaches, the more intelligence one attains. As a result of both parents and the school's neglect of co-curricular programs, students are unable to enrich themselves with different types of skills. The outcomes of Cherry (2020) might be a useful approach for individuals to learn when studying new topics is tracked by the Ministry of Education. However, owing to uneven wealth allocation, schools are unable to organize required co-curricular programs (Bourdieu, 1986 cited in Ragosic and Baranovic, 2016).

Pritchard (1993 quoted in Milner et al., 2017) discovered that the social, economical and psychological well-being of individuals is affected sustainably by poverty. Poor people might have difficulty accessing high-quality medical care and effective schools or eating good food, especially fruits and vegetables that may become too expensive or difficult to procure when food deserts emerge (McClintock, 2008 cited in Milner et al., 2017). This scenario is equally true for students' participation in co-curricular activities.

Cost is one of the major reasons constraining participation. There are different expenses for events and for uniforms, cars, coaches, referees and playgrounds (Burkhardt, 2016).

For low-income families, meeting these requirements is exceedingly challenging. Our culture drives teams to buy the greatest safety equipment for athletes and thus many programs look for methods to offset the hefty expenditures of such a non-study program (Hoff & Mitchell, 2007 cited in Burkhardt, 2016).

Bourdieu's theory of social reproduction aligns with the findings of my research. This theory based on economic and symbolic capital highlights the reality that the actions of individuals are driven largely by external variables such as socioeconomic position (Ragosic and Baranovic, 2016). In my study, it has been found that it is difficult for schools to purchase the least amount of required equipment at the lowest price to take part in co-curricular activities. I've discovered Randi's similar discoveries that, while fees are required, they make it difficult for families to pay them, especially when children want to participate in many activities.

The analysis of inequalities compared with colleges serving Black students leads the problem not just from a performance difference but also from a resource deficit (Johnson-Ahorlu 2013; Carter et al. 2013 cited in Morris, Seaton, Iida, & Johnson, 2020). Seaton (2010 cited in Morris et al., 2020) suggested that Black and White students also need research to include the opinions of Black pupils on race when looking at their differences in success. I have considered these claims to be close to my study results. Students in government primary schools are the victims of favoritism or nepotism on the part of assistant teachers and headteachers. Thus, students do not have the same scope to be trained with skills learned from co-curricular activities. Thus, a difference in achievement has been created between the students. But this gap in achievement has been created for opportunity

Favoritism exposes unequal treatment of organizations (Aydogan, 2012). Although favored individuals receive privileges, others (individuals who are not favored) are overlooked. The schools have numerous attitudes and behaviors which appear to be lawful, but are actually tacit favors (Redlawsk and McCann, 2005 cited in Aydogan, 2012). Teachers and managers frequently pick their favorite pupils for these activities. The school kids cannot know about the activities since they do not get information correctly. Favorite students may also be eligible for co-curricular activities, but this incident does not offer an incentive for other school students to engage in co-curricular activities. As a result, several students are becoming victims of discrimination in the case of skills growth (Aydogan, 2012).

Favoritism increases the demotivation of the workforce, adversely impacts moral values, which is a real scenario for students who cannot engage in instructor prejudice co-curricular activities (Tytko, Smokovych, Dorokhina, Chernenko, & Stremenovskyi, 2020). N.G.Komliev (2000 cited in Tytko et al., 2020) considers nepotism to be the official patronage of families and the right individuals. I have found this kind of nepotism in my study which justifies the social-cultural reproduction theory of Bourdieu described by Ragošić and Baranović (2016). Social capital makes individuals available to external families (based in ties with friends, colleagues, schools of parents and business links). Bourdieu defines social capital works that are designed to replicate social inequalities (Ragošić and Baranović, 2016) comparable to the effect of teacher nepotism on children who take part in various school-organized co-curricular activities.

Demers and Pelletier say: A lack of interest for reading is one of the most important academic problems that teenage adolescents face nowadays. Year after year, many high

school pupils are not prepared to do the academic duties they expect for reasons which still have no recognition (Green-Demers & Pelletier, 2003 cited in Legault, Green-Demers, and Pelletier,2006). This is also true of certain co-curricular activities. Often students do not want to take part in co-curricular events that are not familiar to them (Legault, Green-Demers, & Pelletier, 2006). The findings of this article align with my research too. Students in participating government primary schools in this research are not enough interested to attend comparatively unknown co-curricular activities.

Koivula(1999, cited in Acar & Gündüz, 2017) noted that motivations and reasons of sport participation distinguish amongst people, whereas Weinberg & Gould(1995) cited in Acar & Gündüz, 2017 argued that there were more than one motive for participation (skills growth, fun, healing, etc.) They discovered also that age, sex and cultural variations can change motivation (Acar & Gündüz, 2017). I have found similarities with these statements in my research. Some students in government primary schools always try to attend new and comparatively unknown co-curricular activities to explore more while most of the students stay behind from participating in those by themselves.

Teachers' motivation for co-curricular activities affected their participation in these activities in the Matungulu Sub-County public high schools. Motivation leads to time sacrificed, and as stated in the opinion of participants of this research, teachers were not motivated. Teachers in particular agree with most of the statements, such as the promotion of co-curricular instructors (teachers) that make them more active and offer teachers more time to co-curricular activities. The principals voiced similar opinions. In general, teacher motivation was lacking. This research suggests that incentives to the teacher can make

them motivated to assist students to take part in these activities (Muema, Kasivu, & Mwanza, 2019).

Kusrow(1996) stated that education is quantifiable instruction. Gardner was also astounded by the widespread belief that IQ could be measured using standardized verbal tools such as short-answer, in paper examinations, despite the fact that this was not the case (Kussrow, 1996). Since schools use a quantifiable approach to assessing intelligence, often students do not find co-curricular opportunities that enable them to demonstrate their intelligence. As a result, they are not motivated to participate in these events.

This is the first time that an online education pattern has been launched on a large scale in Bangladesh (Alam, 2020). However, this online movement has, in the meantime, been correlated with teaching-learning and evaluations. In terms of online training assessment, the variety of practices and forms in which they are allotted to the world of online are confined in (William's Cameron & Morgan ,2012 referenced in Alam, 2020). The transition to the online environment might be a problem both for facilitators and students, according to Jaques & Salman (2007citated in Alam, 2020).

Challenges in adjusting learning methods, having to fulfill household chores and poor communication or lack of clear instructions from instructors are the most often reported barriers (Baticulon et al., 2020). An unanticipated development in online learning has become a metric of corporate agility (Wu, 2020 citated in Adnan & Anwar, 2020), with the majority of schools largely focused on the conversion of educational material and not on online teaching and teaching.

However, it recalled that academic institutions lack resources and the social exclusion of pupils, who had an influence on the organization's readiness to engage in digital learning through the failure of access and availability of the Internet and technological development (Zhong, 2020 cited in Adnan & Anwar, 2020).

I have found similarities with the above-mentioned discussions in my research. Due to the Corona pandemic schools have gone to the online platform. Some co-curricular activities are also gone to the online platform. But it becomes difficult to ensure participation for all students in these co-curricular activities as internet facilities is not accessible for all students. These problems support Bourdieu's claim that capital possession and access are unequally allocated in society (Bourdieu, 1986 cited in Ragosic and Baranovic, 2016).

Access to information is another challenge that came out through the discussion among the participants of this research. Students cannot get the information of the co-curricular activities that are arranged by the school duly. This creates barriers for students to take part in these activities. It shows that if more people had access to information, they would become more active in understanding, monitored and eventually evaluating school finances that are possibly accessible to under-use children starting with learning about correct data, communities, parents and other stakeholders. Pressure from the stakeholders would oblige school authorities to implement efficient programs for use of these funds, and the stakeholders would keep track of the programs. This is a typical example of enhancing knowledge. Knowledge is power, but only if it is shared. Better understanding of the right to knowledge is a helpful tool for those wishing to optimize public education and other options (Feinzig & Rana, n.d.).

## **5.2. Conclusion**

In conclusion, the research study demonstrates that equity is not maintained in the selection process of participants/students for attending co-curricular activities in school. Students are being deprived of their rights to be skilled in 21<sup>st</sup>-century skills through participation in co-curricular activities. The government is always working to familiarize pupils with various co-curricular activities that would prepare them for 21st-century abilities. Some assistant teachers, guardians and headteachers are marching forward to assist the students in this aspect. But the majority of stakeholders are not taking this issue into serious considerations. So, a large number of students are remaining behind from being skilled and there is a great chance for them to be a misfit in the world while other students who are getting the opportunity to be skilled now will be an asset of the future world.

Equity is the equal care, entry, opportunity, and development of all individuals, while also attempting to recognize and remove obstacles that have hindered other communities from fully participating. Improving equity entails growing justice and accountability within organizations' or societies' policies and structures, as well as in their capital allocation (Kapila, Hines, & Searby, 2016). There will be no equity without social justice. Equity is preparing the environment for kids to achieve while encouraging them to imagine and defend a future in which they and others may prosper. This provides pupils with access to sanctioned knowledge and institutional possibilities while also cultivating criticisms of that knowledge, alternative sources of knowledge, and deconstruction and destabilization strategies of the institutions that are oppressive (Doyle, 2019).

Equity in education refers to the process of changing processes, policies, and processes at the school to ensure that every child has access to the services, staff, interventions, and supports required for success. Students from ethnic and/or racial minority families, low-income backgrounds, students with disabilities, are the most widely mentioned underserved student groups (Equity in Education, retrieved in 2021).

In a single school, equity cannot only be a problem, since pupils have uneven access to subjects like extensive, engaging instruction, technology, and extracurricular activities (Summers, 2019). Athletics, clubs and events are more than simply a performance; they are typically seen as a significant part of a school application as well as an important practice in the field of lifestyle (Summers, 2019).

Co-curricular events take place outside of regular classrooms, but they complement the school program and aid in learning through doing (Sarkar,2020). These activities help students enhance their problem solving, reasoning, critical thinking, inventive thinking, commitment and collaboration abilities (Sarkar,2020). Co-curricular educational activity, like music, art or plays, that occur throughout the day, may be necessary (Sarkar,2020). Others may be voluntary, for example join a school sports team, a school language team or a student publication editorial team (Sarkar,2020). Participation benefits students' emotional growth, social ability development, and overall personality development in any situation (Sarkar,2020). This is why co-curricular activities are so important (Sarkar,2020).

In government primary schools, there should be equity in access to co-curricular activities. A student cannot learn how to apply classroom knowledge in his or her everyday life unless he or she participates in co-curricular activities. When all students do not have equal access to co-curricular activities, an “achievement gap” arises. It is about the discrepancy in



educational attainment between different classes. It is between ethnic groups, sexual identities, physical or mental ability and income (Amadeo, 2020).

Students benefit from co-curriculum activities in various ways. According to Cdadmin (2019), some of these are better physical and mental health, create opportunities, a sense of responsibility and confidence, development of special skills, exposure to new activities. So, if any student cannot get the opportunity to attend co-curricular activities in primary school, then he or she becomes deprived of enjoying these facilities. Without these facilities, students cannot improve their learning experiences. Also, they can't help but recognize and grow their inner gifts, such as artistic and public speaking abilities, leadership capabilities, and so on. Co-curricular experiences encourage them to step outside the box and come up with advanced plans. These experiences assist students build an improved learning environment, which enables them to explore different methods to solve a problem or to answer a question (Cdadmin,2019). As a result, students who do not participate in co-curricular programs will be denied access to these facilities.

I noticed in my research that the student family plays a significant part in the student selecting process. Some families feel that engaging in sports is detrimental to their daughters, and others believe that sports are advantageous. So, students cannot get access to co-curricular activities due to gender issues. As a result, they are prevented from developing the qualities that they could develop by participating in these activities.

Schools cannot arrange the “selection phase” for all learners to take part in different extra and co-curricular activities due to some barriers. The barriers are lack of interest and expertise among the teachers responsible for extracurricular activities at school, shortage of funding, facilities and amenities in schools for extracurricular activities. So, the schools

don't arrange the 'Selection phase" for different co-curricular activities. Rather schools call the students who exhibit better performance in the classroom to attend these activities. Thus, students without exhibiting better performance in the classroom cannot get the scope to participate in these activities. According to Kussrow (1996), the fact is that many individuals who do not perform well on instruments that only quantify the standard two bits of intelligence, as reflected in textbooks, workbooks, worksheets, and lesson plans, which are mostly based on most curricula, can prefer other types of intelligence and be just as useful to society. But, the 'selection process" for co-curricular activities cannot ensure equal participation of all students in these activities. As a result, students who cannot participate in co-curricular activities have fewer opportunities to learn. As a result of this inequity in primary school, society is lacking a variety of professional participants.

I observed in my research that poverty or economic insolvency have a notable impact in the selection of students for various co-curricular activities. Students from financially insolvent families cannot afford the "entry fee" or "logistical requirements" of the activities. So, they keep themselves away from the selection process of these activities. In the selection process, then, inequality persists, because all pupils cannot participate in this.

In this research, I have found that the "Nepotism" of the teacher plays a vital role in the selection process for co-curricular activities. Some teachers from the two schools want their preferred students to participate in these activities. So, they do not keep the "Selection process" for these activities "Open for all". So, students are being deprived of participation in these activities. So, they cannot attain the skills which are supposed to be attained from these activities.

Another barrier to maintain equity in the selection process of students for different co-curricular activities is the "Lack of motivation" of the students. Students of primary schools cannot know the importance of attending these co-curricular activities. So, they feel shy and not motivated to attend these activities. Thus, they don't attend the 'Selection phase" to attend these co-curricular activities. As a result, they miss out on the chance to apply what they've learned in the classroom, in their daily lives.

Online activities rise to the peak as schools have gone online due to Corona Pandemic. I have found that two schools participating in this research are arranging co-curricular activities in the online platform. But, a large number of students don't have the facilities to use online platforms. They cannot attend in the selection process for participating in co-curricular activities. So, school authorities are being compelled to arrange events of co-curricular activities with the students who enjoy the facilities of the online platform. So, students without access to online platforms left out from these activities. Thus, their chance of learning tends to nil in this case.

Thus, an imbalance in the workforce will be created in the future world. The unskilled labour will be a burden for the country. This is high time to make the stakeholders (Guardians, students, teachers and headteachers) aware of the importance of co-curricular activities and create equal opportunities for all students to attend these activities to be skilled in 21<sup>st</sup>-century skills for becoming the best fit citizen for a future world.

### **5.3. Recommendations**

This research recommends that

1. Aware about the relevancy of skills from the 21st century in the future lives of the children to all stakeholders (students, guardians, teachers, members of the committee); And let them realize that the talents of the 21st century may be achieved by participating in these extra and co-curricular activities.
2. Train assistant teachers in the government primary schools about co-curricular activities so that they can train their students and arrange these activities in their respective schools.
3. Appoint assistant teachers who are expert and enthusiastic in co-curricular activities.
4. Reward the schools which arrange and attend several co-curricular activities in an academic year.
5. Provide Financial Incentives and recognition to the assistant teachers who take part in arranging co-curricular activities in government primary schools.
6. Elect some of the members of the School Management Committee enthusiastic about co-curricular activities.
7. Provide recognition to the members of the school management committee for assisting the school to attend and arrange different co-curricular activities.
8. Invite all the School Management Committee members in the events of co-curricular activities. Thus, they will be motivated after enjoying the performance of students and provide more support to these activities.

9. School Management Committee members and teachers should arrange monthly meetings with the guardian of students to educate them about the necessity of extra and co- curricular in the lives of their children.
10. Provide recognition to the guardians who assist to arrange and attend different co-learning activities inside and outside school.
11. Recognize guardians of the students who attend several co-curricular activities in an academic year.
12. Provide special mention to the students who attend a co-curricular event for the first time.
13. Provide scholarships to the students who attend several co-curricular activities in an academic year.
14. Make funds in government primary schools to provide logistical support in the events of co-curricular activities regularly. Make sure that each activity is getting support according to need.
15. It should be ensured by the school administration that students are getting continuous training about the co-curricular activities according to their interests throughout the year. School administration should appoint trainers to train the students for different co-curricular activities.
16. In each classroom, weekly sessions should be held to help students realize the relevance of co-curricular activities.
17. Weekly training sessions should be organized in each classroom for various co-curricular activities.

18. Incorporate co-curricular training in some of the lesson plans and deliver them in the classroom (make the lessons interactive through debating, extempore speech etc.).
19. Ensure that one student cannot participate in more than three events or several events in one academic year. Thus, more students will get the scope to participate in these activities.
20. A culture of co-curricular activities should be established in the school. The word "culture of co-curricular activities" refers to frequent co-curricular activities in schools. Number of prospective and motivated learners will therefore rise to participate in co-curricular activities. It becomes helpful to maintain the "Ideal selection process" every time.
21. A calendar of the events of co-curricular activities those are organized by the Ministry of Mass and Primary Education (MopME) should be provided to each primary school at the beginning of the academic year. Then, the school authority will get enough time to train the interested students to participate in these activities. Thus, more students can engage themselves in these training sessions and attain skills from these activities.
22. Report of attending and arranging co-curricular activities session by the school should be provided to the monthly annual meeting of School Management Committee. The school management committee should take the responsibility to arrange at least one event of co-curricular activities in a month.

23. School administration, School Management Committee (SMC) should ensure that each student of the school is getting the opportunity to attend at least one event of co-curricular activity in a year.
24. The circular of the co-curricular activities should be circulated in each classroom by the school administration. School administration should ensure that each student knows about every event of co-curricular activities attended and arranged by the school. Thus, students can participate and enjoy these activities.

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## Appendix

### Appendix A: Research Tools

#### **Tool 01:** Question Schedule (For Head Teachers and Assistant Teachers)

1. In what type of co-curricular activities school attend?
2. Does school have enough facilities to arrange co-curricular activities sessions?
3. What are the ‘selection processes’ for selecting participants for these co-curricular activities’ training sessions and competitions?
4. Do you get enough students who want to participate in these activities?
5. How do guardians of the students’ assist in the selection process?
6. How do assistant teachers support in the whole process?
7. How does The Head Teacher of school assist in the full process?
8. What are the challenges you face to arrange these activities?
9. What are the challenges you face to select participants for these activities?

#### **Tool 2:** Question Schedule (For Students)

1. Does your school attend in different co-curricular activities competition? What are those?
2. Do you participate in any of these activities?

If “Yes”, how does your school select participants for these activities?

If “No”, then why you did not participate in these activities? Would you participate if the teachers helped you in some way? (For this student Question No: 3 and 4 is not applicable.)

3. How do your guardians/family members assist you to participate in these activities?
4. How do your teachers and Head Teacher assist you to participate in these activities?

**Tool 03: Question Schedule (For Guardians)**

1. Do you think it is important for students to participate in different co-curricular activities arranged by school?  
  
If “yes”, then what are the reasons according to you are there to participate in these activities?  
  
If “No”, then what are the reasons according to you are there not to participate in these activities?
2. Do your son/daughter eager to participate in the co-curricular activities arranged by school?  
  
If “yes”, then what are the reasons behind this?  
  
If “no”, then what are the reasons behind this?
3. What are the factors motivating you to encourage your son/daughter to participate in co-curricular activities?
4. What are the obstacles you face to let your son/daughter participate in co-curricular activities arranged by school?