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Do School Type and Teacher Performance in Co-Curricular Activities Differ? A Comparative Study of Public and Private Secondary Schools in Islamabad, Pakistan

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ABSTRACT

Co-curricular activities are of great importance in the overall development of students, and yet, the impact of different types of schools on teacher performance in these activities has not been well researched in Islamabad, Pakistan. This quantitative comparative study was aimed at finding out whether school type and teacher performance in co-curricular activities at the secondary level in Islamabad differ significantly. Descriptive cross-sectional survey design was used for the study. The population consisted of secondary school teachers of public and private schools of Islamabad. Using simple random sampling, 150 teachers from public schools and 200 teachers from private schools were selected. A five-point Likert scale questionnaire was developed, was validated by educational experts, and the reliability was also established (Cronbach's $\alpha = 0.84$). Data was analyzed using descriptive statistics and independent samples t-test. Findings showed that public school teachers had a significantly higher implementation of co-curricular activities in the classrooms than private school teachers. Similarly, public school teachers were found to be significantly more helpful in providing guidelines and support for sports activities than private school teachers. However, both groups were at a high level of knowledge and showed no significant difference. The research suggests that although the type of school does not have a major impact on teachers' knowledge of co-curricular activities, it has a major impact on their implementation as well as the provision of guidelines with public school teachers performing better. Suggestions include special focus on private schools to help them come up with the implementation of activities, incentive mechanisms to encourage teachers, and broadening of co-curricular activities in both types of schools in Islamabad.



Introduction

Education is a medium through which knowledge, values, beliefs, rules, traditions, skills, and experiences are passed on from one generation to another. Aristotle, the great philosopher, once said that education is the means to develop a healthy mind and a healthy body. Today, educators stress that the full development of students, including their physical, social, emotional, and moral capabilities, should be given equal if not more importance than academic success.

Islamabad, the capital of Pakistan, is home to a varied educational environment with institutions of both public and private sectors catering to the secondary education needs of the city population. Public schools in Islamabad are managed by the Federal Directorate of Education and follow the federal curriculum, whereas private schools are governed by various educational boards and systems. It is important to analyze how teacher performance in co-curricular activities varies in these two sectors so as to inform educational policy and practice in the capital.

Co-curricular activities are activities undertaken by students in or outside the school under the guidance of a teacher. Examples of these are games, sports, debates, musical activities, quiz competitions, speeches, and other enrichment activities (Christopher, 1998). Co-curricular activities are different from leisure pursuits or purely extracurricular activities in that these are intended to help the formal curriculum grow and also to assist in the development of a student's imagination, productivity, and social skills.

The term co-curricular activities has been defined by various scholars. The International Dictionary of Education (1977) defines them as activities sponsored or recognized by a school or college which are not part of the academic curriculum but are acknowledged to be an essential part of the life of an educational institution. Aggarwal (2000) described them as activities that strengthen classroom learning while developing student personality. Bhatia (1996) emphasized that these activities occur both inside and outside the classroom to foster comprehensive child development.

School Type and Educational Outcomes in Islamabad

The comparison between public and private educational institutions has been a persistent theme in educational research globally and within Pakistan. In Islamabad, the public sector refers to government-owned organizations that provide education through institutions such as Islamabad Model Schools and Islamabad Model Colleges, while the private sector comprises institutions run by individuals and companies for profit, including well-known networks and numerous mid-tier and low-cost private schools.

Research findings about the comparative abilities of public and private schools have varied. Snyder and Dillow (2010) noted that public school teachers receive and earn a higher average salary than their private school counterparts. Nichols (2010) pointed out that, generally, private schools have stricter selection criteria in terms of teacher recruitment, and often look for individuals who have graduated from their own institutions, which they believe contributes to stronger school communities. Talbert (1988) hinted that private schools, due to being held back by tradition, size, and frequently by religious bodies, are the ones that have more program coherence.

On the other hand, Wangai (2012) found out that teachers' involvement in extracurricular activities is often skewed towards academic priorities, as mostly teachers dedicate the majority of their time for academic work, and as a result, students lose trust in extracurricular offerings. This conflict between academic and co-curricular priorities may be represented differently through school types in the unique context of Islamabad.

Statement of the Problem

The core principle of modern education philosophy is that every learning method relies on activities. For a thriving activity-based learning atmosphere, it is essential for both students and teachers to be involved in co-curricular pursuits. However, preliminary observation indicates that the level of awareness and implementation of this varies quite a lot across schools in Islamabad. Islamabad's advantage is the fact that it is the federal capital and has comparatively better-resourced schools than other parts of Pakistan, but disparities between the public and private sectors continue to exist. No existing study has examined and systematically compared public and private school teacher performance in co-curricular activities in Islamabad. Hence this research was a step towards the central research question of whether the type of school has a significant effect on teacher performance in co-curricular activities at the secondary level in Islamabad.

Objectives of the Study

The study pursued the following objectives:

1. To explore the role of teachers in engaging students in co-curricular activities in public and private secondary schools of Islamabad.
2. To compare the performance of public and private secondary school teachers regarding co-curricular activities in Islamabad.
3. To determine whether there is a statistically significant difference between public and private school teachers' performance in co-curricular activities based on school type in Islamabad.

Research Questions

The study addressed the following research questions:

1. What is the role of teachers in engaging students in co-curricular activities in public and private secondary schools in Islamabad?
2. To what extent does teacher performance in co-curricular activities differ between public and private secondary schools in Islamabad?
3. Is there a statistically significant difference between public and private school teachers' implementation of co-curricular activities in Islamabad?

Null Hypotheses

The following null hypotheses were tested at $\alpha = 0.05$:

H₀1: There is no statistically significant difference between public and private school teachers' knowledge of co-curricular activities.

H₀2: There is no statistically significant difference between public and private school teachers' implementation of co-curricular activities in classrooms.

H₀3: There is no statistically significant difference between public and private school teachers' provision of guidelines and support for sports activities.

Review of Related Literature

Conceptual Foundations of Co-Curricular Activities

All activities learners do inside or outside the school with a teacher's supervision are co-curricular activities.

Extra-curricular Activities, sometimes referred to as Extra-academic Activities, are the students' activities that are not part of the regular school curriculum. Usually these activities are voluntary, and students don't get academic credit or grades for their participation (Lunenborg, 2010; Singh, 2015).

Bartkus, Nemelka, Nemelka, and Gardner (2012) gave a broad description of extra-curricular activities, telling that academic or non-academic activities under the school's support but taking place outside the standard class hours are extra-curricular activities. Holloway (2000) pointed out the voluntary aspect of these activities, stating that students do not earn grades for their involvement. Foster (2008) noted that co-curricular activities exist in school systems at all levels with the greatest occurrence at the secondary level.

Forms and Types of Co-Curricular Activities

Co-curricular activities cover a multitude of participations not only in sports like baseball, basketball, football, cricket, tennis, track, volleyball, and swimming but also in such activities as debates, band, drama, student government, academic clubs, and various competitions. In Pakistan and especially Islamabad, regular co-curricular activities are sports competitions, debates and declamation contests, Qirat and Naat competitions, art and drawing competitions, science exhibitions and fairs, school functions, and educational trips.

Importance and Benefits of Co-Curricular Activities

Many people have documented the importance of co-curricular activities. Aggarwal (2000) stated that these activities enhance the strengthening of classroom learning and at the same time, they also help in the development of the student personality. Bhatia (1996) pointed out that co-curricular activities through experiences both inside and outside the classroom provide avenues for the development of the child in totality. Co-curricular participation is linked with physical development mainly through sports and games, social development through interactive and collaborative activities, emotional development through creative outlets, moral development through engagement in value-based activities, and cognitive development through participation in academic competitions. Unfortunately, Wangai (2012) brought up that teachers' involvement in extra-curricular activities is often skewed to favor academic priorities, with teachers dedicating most of their time to academic performance thus students might lose faith in the value of extracurricular offerings.

Public versus Private Schools in Islamabad

Islamabad is a city with an educational model that is quite different from other cities. The Federal Directorate of Education oversees more than four hundred public schools in the capital city. As part of this network are the Islamabad Model Schools for boys and girls. All schools under this network adhere to the same curriculum, and are endowed with government funds, buildings, and teacher salary scales throughout the country. Private sector in Islamabad is constituted by a few very elite institutions, a large majority of mid-level schools, and quite a few low-cost private schools catering to the low-income population. Private schools in Islamabad differ a lot in terms of fee structure, facilities, teacher qualifications, and educational philosophy.

Studies in the Pakistani context have yielded very different results. The Annual Status of Education Report Pakistan has shown through its various editions that private school students not only attend school with more regularity but achieve much better results in various academic assessments than their counterparts from the public sector. Nevertheless, such an educational edge might be accompanied by a reduction in co-curricular activities since private schools are often pushed by the parents, who pay fees, to prove academic results. Snyder and Dillow (2010) revealed that public school teachers generally enjoy higher salaries compared to their private school counterparts. This trend is consistent in Pakistan as public school teachers are on government pay scales, receive pensions, and have job security.

Teacher's Role in Co-Curricular Activities

The teacher is the key figure in co-curricular activities taking on the roles of organizer, facilitator, motivator, evaluator, and role model, among others. Mohd Arif and Amla (2008) pointed out that extracurricular activities can be made functional and responsive to the curricular needs and requirements if the curriculum is integrated into the classroom. Such integration, however, necessitates both teacher's initiative and the backing of the institution.

Theoretical Framework

This research adopts an approach rooted in a number of theoretical perspectives. Experiential Learning Theory (Kolb, 1984) argues that co-curricular activities are a medium through which students gain concrete experiences, a learning process revolves around reflection, abstract thinking and experimentation. Social Learning Theory (Bandura, 1977) views teachers as role models whose engagement in co-curricular activities effectively illustrates to students the behaviors and values that are expected of them. Ecological Systems Theory (Bronfenbrenner, 1979) explains school type as one of the factors in the microsystem that affects teacher behavior and student outcomes.

Research Gap

Although a considerable body of research on co-curricular activities is available internationally and in Pakistan, the aspect of performance of public and private secondary school teachers in co-curricular activities in Islamabad has not been studied systematically by any one at the present time. This research fills this vacuum by presenting a case from the federal capital.

Methodology

This research used a descriptive cross-sectional survey design to assess and compare teacher performance in co-curricular activities between public and private schools in Islamabad. This method was very suitable to identify the existing practices and perceptions at the time of study. The population for this study consisted of all secondary school teachers working in public and private secondary schools in Islamabad, Pakistan. According to data from the Federal Directorate of Education and the Private Educational Institutions Regulatory Authority, the estimated population consists of around 3, 500 secondary school teachers in public schools and 8, 000 secondary school teachers in private schools throughout Islamabad. By simple random sampling method, 150 teachers from public secondary schools and 200 teachers from private secondary schools were selected resulting in a total sample of 350 teachers. This number of samples is more than what is needed for conducting independent samples t-test, thereby statistically ensuring power is adequate.

A five-point Likert scale questionnaire was formulated grounded in the study aims and the review literature. The tool consisted of 25 items measuring three dimensions which were in line with the study objectives: teachers' knowledge of co-curricular activities (Objective 1), the implementation of co-curricular activities in classrooms (Objective 2), and provision of guidelines and support for sports activities (Objective 2). Likert scale response options were Strongly Agree (5), Agree (4), Partially Agree (3), Disagree (2), and Strongly Disagree (1). For validity, the questionnaire was validated by five educational experts from the Department of Education, University of Kotli AJ&K, and two experts from the Federal Directorate of Education, Islamabad. Consequently, ambiguous items were edited or eliminated. A pilot test was carried out with forty teachers not in the final sample to check for clarity and understandability. For reliability, internal consistency was measured using Cronbach's Alpha coefficient which resulted in $\alpha = 0.84$ for the entire instrument demonstrating good reliability. Sub-scale reliability coefficients for knowledge, implementation and sports provision were 0.81, 0.86 and 0.79 respectively.

To reach the school teachers in Islamabad, the researcher personally went visiting the schools in all zones of the city for distributing the questionnaires. Heads of the schools were informed, and permission from them was granted. Besides that, the people being invited to participate were given full freedom to accept or refuse. Distribution and collection of the questionnaires within one day was arranged so as to raise the response rate. Results were compiled entirely from the three hundred fifty teachers included in the sample which corresponded to a one hundred percent response rate.

The Statistical Package for Social Sciences (SPSS) software, version 26.0, was used to analyze data. Besides general statistical measures (frequency, percentage, mean, and standard deviation), statistics aiming at deriving conclusions based on samples (independent samples t-test) were employed. Testing of Levene's test for equality of variances was done, and the level of significance was established at $\alpha = 0.05$. Impact size (Cohen's d) was worked out for those results that were significant. The research followed ethical standards such as obtaining informed consent from each participant, making participation voluntary with provision of a withdrawal option, ensuring anonymity and confidentiality of responses, no deception or harm to participants, truthful reporting of findings and getting approval of the concerned educational authorities in Islamabad.

Results

Demographic Characteristics of the Sample

The demographic characteristics of the sample, which consisted of one hundred fifty public school teachers and two hundred private school teachers, are illustrated in Table 1.

Table 1: Demographic Characteristics of Participants

Characteristic	Public School (n=150)	Private School (n=200)	Total (N=350)
Gender			
Male	78 (52%)	82 (41%)	160 (45.7%)
Female	72 (48%)	118 (59%)	190 (54.3%)
Experience			
0-5 years	25 (16.7%)	85 (42.5%)	110 (31.4%)
6-10 years	45 (30.0%)	60 (30.0%)	105 (30.0%)
11-15 years	40 (26.7%)	35 (17.5%)	75 (21.4%)
16+ years	40 (26.7%)	20 (10.0%)	60 (17.1%)
Qualification			

Bachelor's	20 (13.3%)	45 (22.5%)	65 (18.6%)
Master's	110 (73.3%)	130 (65.0%)	240 (68.6%)
M.Phil./PhD	20 (13.3%)	25 (12.5%)	45 (12.9%)

Objective 1: To explore the role of teachers in engaging students in co-curricular activities

Table 2 presents the descriptive statistics for teachers' knowledge of co-curricular activities, which addresses the first objective of exploring teachers' role in engaging students.

Table 2: Teachers' Knowledge of Co-Curricular Activities

Group	N	SA (%)	A (%)	PA (%)	DA (%)	SDA (%)	Mean	SD
Public School Teachers	150	88%	12%	0%	0%	0%	4.88	0.34
Private School Teachers	200	80%	20%	0%	0%	0%	4.80	0.40

Table 2 shows that all respondents in both groups (100%) agreed that teachers have complete knowledge of co-curricular activities. Among public school teachers, eighty-eight percent strongly agreed and twelve percent agreed. Among private school teachers, eighty percent strongly agreed and twenty percent agreed. Public school teachers showed a slightly higher mean score (4.88) compared to private school teachers (4.80), with low standard deviations indicating strong consensus among respondents.

Objective 2: To compare the performance of public and private secondary school teachers regarding co-curricular activities

Table 3 presents the descriptive statistics for implementation of co-curricular activities in classrooms, which addresses the second objective of comparing teacher performance.

Table 3: Implementation of Co-Curricular Activities in Classrooms

Group	N	SA (%)	A (%)	PA (%)	DA (%)	SDA (%)	Mean	SD
Public School Teachers	150	62%	38%	0%	0%	0%	4.62	0.48
Private School Teachers	200	35%	45%	20%	0%	0%	4.15	0.58

Table 3 shows that all public school teachers (100%) strongly agreed or agreed with implementation of co-curricular activities in classrooms, with sixty-two percent strongly agreeing and thirty-eight percent agreeing. For private school teachers, eighty percent strongly agreed or agreed (thirty-five percent strongly agreeing and forty-five percent agreeing) while twenty percent partially agreed. Public school teachers demonstrated a substantially higher mean score (4.62) compared to private school teachers (4.15).

Table 4 presents the descriptive statistics for provision of guidelines and support for sports activities, which further addresses the second objective of comparing teacher performance.

Table 4: Provision of Guidelines and Support for Sports Activities

Group	N	SA (%)	A (%)	PA (%)	DA (%)	SDA (%)	Mean	SD
Public School Teachers	150	60%	40%	0%	0%	0%	4.60	0.52
Private School Teachers	200	30%	60%	10%	0%	0%	4.20	0.45

Table 4 shows that all public school teachers (100%) strongly agreed or agreed that they provide guidelines and support for sports activities, with sixty percent strongly agreeing and forty percent agreeing. For private school teachers, ninety percent strongly agreed or agreed (thirty percent

strongly agreeing and sixty percent agreeing) while ten percent partially agreed. Public school teachers demonstrated a higher mean score (4.60) compared to private school teachers (4.20).

Objective 3: To determine whether there is a statistically significant difference between public and private school teachers' performance in co-curricular activities

Prior to conducting t-tests, assumptions of normality and homogeneity of variances were checked. Skewness and kurtosis values were within acceptable ranges, and Levene's tests were non-significant ($p > 0.05$), indicating that assumptions were met.

Table 5 presents the independent samples t-test results for Hypothesis H₀₁ regarding teachers' knowledge of co-curricular activities.

Table 5: Independent Samples T-Test Results for Teachers' Knowledge (H₀₁)

Group	N	Mean	SD	t	df	p	Decision
Public	150	4.88	0.34	1.96	348	0.051	Fail to Reject H ₀₁
Private	200	4.80	0.40				

Table 5 reveals that the difference between public school teachers (M=4.88, SD=0.34) and private school teachers (M=4.80, SD=0.40) was not statistically significant, $t(348)=1.96$, $p=0.051$. Since the p-value exceeded 0.05, the null hypothesis H₀₁ was not rejected. School type does not significantly influence teachers' knowledge of co-curricular activities in Islamabad.

Table 6 presents the independent samples t-test results for Hypothesis H₀₂ regarding implementation of co-curricular activities in classrooms.

Table 6: Independent Samples T-Test Results for Classroom Implementation (H₀₂)

Group	N	Mean	SD	t	df	p	Cohen's d	Decision
Public	150	4.62	0.48	8.12	348	0.00	0.87	Reject H ₀₂
Private	200	4.15	0.58					

Table 6 reveals that the difference between public school teachers (M=4.62, SD=0.48) and private school teachers (M=4.15, SD=0.58) was statistically significant, $t(348)=8.12$, $p=0.00$. Since the p-value was less than 0.05, the null hypothesis H₀₂ was rejected. School type significantly influences teachers' implementation of co-curricular activities in Islamabad, with public school teachers demonstrating superior performance. Cohen's d was calculated as 0.87, indicating a large effect size.

Table 7 presents the independent samples t-test results for Hypothesis H₀₃ regarding provision of guidelines and support for sports activities.

Table 7: Independent Samples T-Test Results for Guidelines and Sports Provision (H₀₃)

Group	N	Mean	SD	T	df	P	Cohen's d	Decision
Public	150	4.60	0.52	7.68	348	0.00	0.82	Reject H ₀₃
Private	200	4.20	0.45					

Table 7 reveals that the difference between public school teachers (M=4.60, SD=0.52) and private school teachers (M=4.20, SD=0.45) was statistically significant, $t(348)=7.68$, $p=0.00$. Since the p-value was less than 0.05, the null hypothesis H₀₃ was rejected. School type significantly influences teachers' provision of guidelines and support for sports activities in Islamabad, with public school

teachers demonstrating superior performance. Cohen's *d* was calculated as 0.82, indicating a large effect size.

Summary of Results

Table 8 presents a comprehensive summary of all hypothesis testing results aligned with the three study objectives.

Table 8: Summary of Hypothesis Testing Results by Objective

Objective	Hypothesis	Public Mean	Private Mean	Mean Diff	t-value	p-value	Effect Size	Result
Objective 1	H ₀₁	4.88	4.80	0.08	1.96	0.051	-	Not Rejected
Objective 2	H ₀₂	4.62	4.15	0.47	8.12	0.00	0.87	Rejected
Objective 2	H ₀₃	4.60	4.20	0.40	7.68	0.00	0.82	Rejected

Table 8 results reveal that for objective 1, the null hypothesis (H₀₁) was not rejected. This shows that knowledge was equaled among the school types and no meaningful difference was found. On the other hand, for objective 2, H₀₂ and H₀₃ were rejected, thus confirming that public school teachers had a higher level of performing the implementation and sports provision compared with private school teachers to the extent that the effect sizes were large.

Discussions

In this research two main areas were explored. First, whether school type, could be a factor in teacher performance in co-curricular activities. Second, whether there could be a difference in the teacher performance between public and private secondary schools in Islamabad, Pakistan. The results have multiple layers of meanings and revealed that school type is connected to some, but not all dimensions of teacher performance.

Both public and private school teachers in Islamabad have high knowledge levels and that there is no statistically significant difference between the two types of school teachers. This further implies teacher education programs and professional development have been equally effective in building foundational knowledge in both sectors of Islamabad. The average scores are a bit higher than those reported in previous studies conducted in other regions, i.e. higher concentration of qualified teachers plus better professional development opportunities in the federal capital might have led to this finding. This result is in line with Ingale (2014), who argued that generally, teachers consider co-curricular activities as important tools for students' overall development. The equal knowledge are of the two different school types mean that the difference in performance which is seen in the other two dimensions cannot be due to a different knowledge base. This is a positive result for private schools of Islamabad as it shows their teachers have the necessary knowledge whereas the problem is actually in the implementation.

The classroom implementation difference that is statistically significant is the most amazing discovery of this research. Public-school instructors, as compared to their counterparts in private schools, showed a noticeably stronger implementation. A gap of 0.47 on a five-point scale is a substantial and meaningful difference practically, while an effect size of 0.87 is a large one, pointing that this difference is also of significance educationally. Different reasons could be put forward for such a difference in Islamabad. Public schools in Islamabad are able to get government funding for their facilities, equipment, and time allotted for co-curricular activities, while the Islamabad Model Schools usually have large playgrounds, sports facilities, and time slots

dedicated for physical education. The private schools in Islamabad are forced by the fee-paying parents to show the academic outcomes only, and this might lead them to give priority to instruction leading to exclusion of co-curricular engagement which is similar to Wangai's (2012) observation that teachers spend most of their time on academic performance.

Public school timetables in Islamabad include dedicated periods for co-curricular activities, whereas private schools are likely to allocate more time to academic subjects so as to prepare students for board examinations. Besides that public school teachers in Islamabad are on government salary scales, have job security, pensions and they undergo professional development regularly. All this may lead them to putting extra effort willingly into co-curricular activities. On the contrary, the private school teachers get fewer wages, have less job security and workload is high.

The significant difference in provision of guidelines and sports activities further reinforces the pattern of public school superiority, with a large effect size of 0.82. This finding is particularly relevant given the emphasis on physical education in the national curriculum. Public schools in Islamabad typically have designated physical education teachers, structured sports programs, and inter-school sports competitions organized by the Federal Directorate of Education, while private schools, especially smaller institutions, may lack dedicated sports staff and facilities.

The outcomes of this research study agree with some points while disagreeing with others made in previous work. The results corroborate Wangai (2012) about the academic focus, they also reinforce Snyder and Dillow (2010) findings concerning the benefits of resources and salary for public schools and they are in line with Aggarwal (2000) about the importance of implementation. Conversely, the finding contradicts Nichols (2010) regarding private school teachers' selectivity to account for a better result, at least co-curricular implementation, and very partly with Talbert (1988) on private school program coherence.

When comparing with other studies carried out in other parts of Pakistan teachers from public and private schools in Islamabad have slightly higher average scores in all the dimensions, a sign of the capital being a well-resourced educational environment. Nevertheless, the pattern of public school superiority in implementation and sports provision remains unchanged even in different contexts.

The results coincide with Bandura's (1977) Social Learning Theory by revealing that teacher performance in co-curricular activities is dependent on the institutional context. As stated by Bronfenbrenner (1979), these teachers in Islamabad public schools, working in another microsystem, exhibit different behavioral styles. Moreover, the results reflect Kolb's (1984) stress on experiential learning, as the difference between knowledge and implementation indicates that solely gaining knowledge is not enough for proficient practice.

Conclusions

This study investigated whether school type and teacher performance in co-curricular activities differ between public and private secondary schools in Islamabad, Pakistan. Based on the descriptive and inferential statistical analysis of data from one hundred fifty public school teachers and two hundred private school teachers, several conclusions have been drawn.

The study concludes that public and private school teachers in Islamabad possess comparably high knowledge of co-curricular activities. The independent samples t-test revealed no statistically significant difference, indicating that school type does not significantly influence teachers' knowledge in this domain. Both groups demonstrate excellent knowledge levels, suggesting that teacher education programs have been equally effective across both sectors in building

foundational understanding of co-curricular activities. Consequently, null hypothesis H_{01} was not rejected.

The study concludes that public school teachers in Islamabad demonstrate significantly stronger implementation of co-curricular activities compared to private school teachers. The t-test confirmed a statistically significant difference with a large effect size, leading to rejection of null hypothesis H_{02} . School type significantly influences implementation, with public school teachers showing superior performance in translating knowledge into classroom practice.

The study concludes that public school teachers in Islamabad provide significantly stronger guidelines and support for sports activities compared to private school teachers. The t-test confirmed a statistically significant difference with a large effect size, leading to rejection of null hypothesis H_{03} . School type significantly influences sports provision, with public school teachers demonstrating superior performance in organizing and supporting athletic activities.

To answer the central research question of whether school type and teacher performance in co-curricular activities differ in Islamabad, the answer is qualified. School type and teacher performance differ significantly in implementation and sports provision, with large effect sizes confirming the practical significance of these differences, but not in knowledge. Public school teachers outperform private school teachers in putting knowledge into practice, while both groups possess equivalent foundational knowledge.

Out of the three original null hypotheses, two (H_{02} and H_{03}) were rejected, which suggests that the kind of school does have a major effect on teacher performance in running and sports activities in Islamabad. One null hypothesis (H_{01}) was not rejected, which means school type is not a determining factor for knowledge level. Human knowledge aside, when matched with research done elsewhere, Islamabad has a little higher average scores probably due to the city being the capital and having better educational resources. But the model of results showing public school winning in the production of implementation and sports provision, though the difference in knowledge was not significant, stays aligned with the contexts which may indicate these results could be a generalization for other parts of Pakistan as well.

Recommendations

On the basis of final outcomes from this research, the below recommendations are set for the educational sector in Islamabad.

Private school managements in Islamabad may take the lead in conducting implementation audits to clearly identify factors hindering co-curricular implementation such as time allocation, availability of resources, teacher's workload, and support from the administration. They may also consider changing the school timetable so that definite time for co-curricular activities is scheduled rather than these being full-time just additions, since the implementation gap points to the major potential for improvement. Another step to consider by private schools is to give importance to the sports areas and facilities development, realizing that even interventions at the lowest points such as assigning play areas and holding the inter-class competitions can bring great results. Even though parents' satisfaction rests with academic results, those in charge at private schools may be aware and let parents know that co-curricular involvement actually enhances academic performance, instead of distracting from it, as supported by the evidence. Creating a system of awards and small rewards for teachers who actively carry out co-curricular activities can be an additional step. Creating a system of awards and small rewards for teachers who actively carry out co-curricular activities can be an additional step.

For public school administrators in Islamabad, it is recommended that they may maintain their current strengths in implementation and sports provision, recognizing these as competitive advantages of the public school system. They may develop partnerships with private schools through the Federal Directorate of Education to share successful co-curricular programming strategies. Systematic documentation of the benefits of co-curricular participation may be undertaken to advocate for continued government support and resource allocation. While performance is strong, public schools may aim for universal excellence by identifying and addressing any remaining implementation gaps.

For policymakers at the Federal Directorate of Education and the Private Educational Institutions Regulatory Authority, it is recommended that they may formulate targeted interventions specifically aimed at the implementation gap in private schools as they are well aware of the knowledge aspect. These intervention can be structural support oriented rather than training oriented. To begin with, minimum standards for co-curricular programming may be rolled out and implemented in both public and private schools in Islamabad. The standards may include minimum weekly periods of physical education, compulsory annual sports events, and submission of co-curricular activity plans by schools. There could be consideration of incentive funding or recognition programs for private schools that show enhanced co-curricular implementation. One of the means to facilitate cross-sector collaboration could be through inter-school co-curricular competitions featuring both public and private schools, which would not only encourage healthy competition but collaboration as well. Even though the knowledge is sufficient, implementation-focused professional development centered on practical strategies, time management, and resource optimization could be offered rather than theory-oriented courses. Both public and private school inspection frameworks could incorporate co-curricular implementation indicators.

Teacher education programs in Islamabad, in particular, may in order to bridge the knowing-doing gap, consider revising pre-service teacher education curricula to emphasize implementation strategies alongside theoretical knowledge. Teacher candidates may be assigned the task of planning and conducting co-curricular activities while on teaching practicum. The production of low-cost and no-cost resource guides for co-curricular implementation that would be applicable to both well-resourced and under-resourced settings could also be the subject of work.

Teachers in Islamabad, in particular, may if establish cross-sector professional learning communities to share implementation strategies, with public school teachers mentoring private school colleagues. They may keep a record of co-curricular activities and their results to illustrate to administrators and parents the value of these activities. Student preferences could be part of co-curricular planning to increase engagement and ownership. They may additionally push for time and resources to be allocated specifically for co-curricular activities within their institutions.

Researchers in the future are encouraged to do qualitative research through interviews, focus groups, and observation to find out what barriers private school teachers in Islamabad really face in implementing co-curricular activities. Longitudinal research designs can follow changes in co-curricular activity implementation over time, especially after policy interventions or professional development programs. Researchers can examine the relationship between the type of school, co-curricular participation, and student outcomes such as academic achievement, physical health, social-emotional development, and twenty-first century skills. Conducting this study in other major Pakistani cities like Lahore, Karachi, Peshawar, and Quetta can be a step towards national generalizability. Using a mix of quantitative and qualitative research methods, teacher and administrator perspectives as well as student experiences can be explored. Cost-benefit analysis which looks at the resource needs and benefits of co-curricular implementation may be useful in

making policy decisions. One more valuable aspect could be looking at how the COVID-19 pandemic and the resulting educational disruptions influenced co-curricular implementation across different types of schools.

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