

Impact Of Literary Co-Curricular Activity (Debate) On Students' Social Adjustment (Self-Confidence) In The Community

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ABSTRACT- Debates as literary co-curricular activities play important role in the intellectual, social, literary, and communication development of students. In this descriptive study, all secondary level boys schools were the population of the study in which the total numbers of (N = 10916) respondents including students, parents, and teachers in district Lakki Marwat were the target population of the study. Out of the target population, the total numbers of (n = 572) respondents i.e. students, parents, and teachers were taken as samples of the study as per John Curry (1984) sample size rule of thumb by applying multistage (simple random, convenient and disproportionate) sampling techniques. Data was collected through a self-developed questionnaire of the 5-Points Likert scale. The key purpose of the study was to know the impact of literary co-curricular activity (debate) on students' social adjustment (self-confidence) in the community. Data were statistically analyzed through SPSS by applying One Way ANOVA and Linear Regression. Findings and results were drawn by showing that debates (literary co-curricular activities) had a high impact on students' social adjustment (self-confidence) in society. In the end, some recommendations were also drawn revealing that the government, education department, students, parents, and teachers may try their best to ensure debates as literary co-curricular activities in society to develop students' self-confidence and enable them to adjust in society.

Key Words: Debates, Co-Curricular Activity, Students, Social Adjustment, Community, Lakki Marwat, KP.

I. INTRODUCTION

(Arung and Jumardin, 2016) described in her research work entitled "Improving the Students' Speaking Skill through Debate Technique" that the debate technique is more effective to teach speaking for the tenth-grade students and the students who have high intelligence have better speaking achievement than the achievement of those who have low intelligence. (Tan and Pope, 2007) explained that there is an interaction between teaching techniques and students' intelligence to teach speaking at the school level. According to (Nurhaida, 2017), there are many types of classroom speaking activities such as acting from the script, communication games, questionnaires, simulation and role-play, etc. that are very helpful for the enhancement of students' critical as well as collaborative skills. (Malone and Michael (2018) narrated that debate as literary co-curricular activity enables students to think critically, to know problem-solving skills, to enhance their manners of speaking.

(Ivanova, Martins, & Kaftasev, 2017) stated that literary co-curricular activity including debates is very effective in developing the intellectual domain of students so that students' confidence develops easily. (Nghia, 2017) claimed that students taking interest in literary co-curricular activities like debates show better communication and collaboration; they become critical thinkers, creative, and solve the problems of others in the best manner. (Okasha, 2020) revealed that students' mental abilities increased and developed with the help of debates. (Siddiky, 2019) revealed that students who take interest in debates and other literary co-curricular activities ensure their expertise in writing school magazines, quiz competitions, literary essay writing, pamphlets, and wallpapers, etc. According to (Vos et al., 2018), students indulged in literary co-curricular activities like debates are critical thinkers; imaginative, and best team workers as well. (Singh, 2017) found that debates as literary activities are very essential for educational institutions to develop the personality, ethics, and integrity of students. (Derakhshan, Khalili, and Beheshti, 2016) investigated that debates are highly effective in developing the civic, behavioral, intellectual, physical, and mental abilities of students in society due to which their confidence is developed. (Abda, 2017) highlighted that students participating in debates as co-curricular activities show better academic results and brilliant scores.

(Al Khazraji, 2019) explained that students showing interest in literary co-curricular activities particularly debate always seek adjustment to various circumstances and situations; they always make their efforts to be happy, successful, well-adjusted, and satisfied in life. (Bakry & Alsamadani, 2015) said that literary co-curricular activities usually debate developing students from social, educational, and psychological perspectives.

II. STATEMENT OF THE PROBLEM

Literary co-curricular activities including debates are very effective in developing the intellectual domain of students so that students' confidence develops easily and they become critical thinkers, creative-minded, and solve the problems of others in the best manner. In this regard, the key problem in the study is to know the impact of literary co-curricular activity (Debate) on students' social adjustment (Self-confidence) in the community.

III. RESEARCH METHODOLOGY

Descriptive design was adopted to describe the characteristics of a population or phenomenon being studied. The population of the study consisted of (N = 10916) respondents including (278 teachers, 2720 parents of 9th class students, 2380 parents of 10th class students, and 3097 9th class students as well as 2719 10th class students. The total numbers of (n = 572) respondents were taken as samples of the study in which 289 were students, 255 parents, 28 teachers in Boys Secondary schools of District Lakki Marwat as per John Curry sample size rule of thumb. Multistage sampling techniques (Simple random, judgmental (convenient), and Disproportionate sampling techniques were used. Data were collected via a Self-developed questionnaire of a 5-points Likert scale with options "Strongly Agree, Agree, Undecided, Disagree, and Strongly Disagree". Validity and Reliability of research instrument were ensured. The collected data were statistically analyzed by using One-way ANOVA and Linear Regression. Data was delimited to District Lakki Marwat only.

Table 1 showing the Population of the study

No. of Schools	Respondents					Population
	Teachers	Parents		Students		
		9th Class	10th Class	9th Class	10th Class	
57	278	2720	2380	3097	2719	10916

Source: District Education Office (Male) Lakki Marwat & E/SE DCMA KP.

Table 2 showing a sample of the study

No. of Schools	Respondents					Sample
	Teachers	Parents		Students		
		9th Class	10th Class	9th Class	10th Class	
30	28	136	119	154	135	572

John Curry (1984) sample size rule of thumb

Population	Sample Size
10-100	100%
101-1000	10%
1001-5000	5%
5001-10000	3%
10000+	1

Reliability Statistics	
Cronbach's Alpha	No. of Items
.926	67

IV. DELIMITATIONS OF THE STUDY

The study was delimited to Secondary school students (9th and 10th Class students), their parents, and teachers in district Lakki Marwat only.

V. RESEARCH OBJECTIVES OF THE STUDY

This research aimed to (1) know the perceptions of students regarding the impact of literary co-curricular activities (Debates) on students' social adjustment (Self-Confidence) in the community, (2) examine the perceptions of teachers regarding the impact of literary co-curricular activities (Debates) on students' social adjustment (Self-Confidence) in the community, (3) probe the perceptions of parents regarding the impact of literary co-curricular activities (Debates) on students' social adjustment (Self-Confidence) in the community, and (4) compare the perceptions of students, teachers, and parents regarding the impact of literary co-curricular activities (Debates) on student's social adjustment (Self-Confidence) in the community.

VI. RESEARCH QUESTION OF THE STUDY

The research question was (1) what are the perceptions of students, teachers, and parents regarding the impact of literary co-curricular activities (Debates) on the students' social adjustment (Self-Confidence) in the community?

VII. HYPOTHESES OF THE STUDY

The research hypothesis of the study was (1) there was no significant difference among the perceptions of students, teachers, and parents regarding the impact of literary co-curricular activities (Debates) on student's social adjustment (Self-Confidence) in the community.

VIII. PURPOSE OF THE STUDY

The key purpose of the study was to know the impact of literary co-curricular activities (Debates) on students' social adjustment (Self-Confidence) in the community.

IX. RESEARCH RESULTS

Table 3 Showing Linear Regression Analysis of Literary Co-Curricular Activity (Debate) with the Students' Social Adjustment (Self-Confidence) in District Lakki Marwat

Model Summary				ANOVA					Coefficients				
R	R Square	Adjusted R Square	Std. Error of the Estimate	Sum of Squares	df	Mean Square	F	Sig.	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
									B	Std. Error	Beta		
.184 ^a	.034	.032	1.51536	45.780	1	45.780	19.936	.000 ^a	3.453	.143		24.095	.000
				1308.897	570	2.296			-.191	.043	-.184	-4.465	.000
				1354.677	571								

a. Dependent Variable: Students' Social Adjustment (Self-Confidence)
b. Predictor/Independent Variable: Literary Co-curricular Activity (Debates)
c. Respondents: Teachers, Parents, and Students.

Table 3 demonstrates that a simple linear regression was calculated to predict "Students' Social Adjustment (Self-Confidence)" based on "Co-Curricular Activities (Debates)". In the above table the value of (R = .184a) showing multiple correlation; & (R Square or coefficient of determination = .034) with total variation of 3.4% in the dependent variable. The value of adjusted R2 is .032 which shows the goodness of fit for the regression model. The regression equation (F (1, 570) = 19.936 is the degree of freedom; (Mean Square = 45.780, 2.296 with Sig. = .000a).

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Furthermore, in the unstandardized coefficient column, ($B = 3.453, -.191$; Std. Error = $.143, .043$) represent the slope of the line between the predictor variable and the dependent variable; whereas in standardized coefficient portion (Beta (β) score (Coefficient of Regression) = $-.184$), which reveals the level of effectiveness of the independent variable on dependent variable which is quite strong, and is significant at $.000$ level of significance. As $P = .000 < \alpha$ value (0.05). Therefore, the null hypothesis is statistically rejected, and there is a strong effect of Literary Co-curricular activities (Debates) on the Students' Social Adjustment (Self-Confidence) at the School level in district Lakki Marwat.

X. RESEARCH DISCUSSION

The results of the current study revealed that co-curricular activities especially debates have a high impact on students' social adjustment (Self-Confidence) at the school level in district Lakki Marwat. Those students who were interested in debates, their self-confidence was quite developed in society. According to the results of the current study, students showing talent and expertise in debates showed better academic performance also. In the light of the previous study by (Petrucco and Ferranti, 2017), students involved in debates are aware of communication skills, presentation skills, reasoning, and better judgment. (Arung and Jumardin, 2016) pointed out that literary co-curricular activities especially debates improving the learning and educational standard of students due to which students' power of discussion and talking abilities and confidence are highly polished.

XI. RESEARCH CONCLUSIONS

The researcher concluded in the light of the results and discussion by keeping in view the objectives of the current study that in co-curricular activities, debates were found highly effective in the development and improvement of students' self-confidence at the school level in the society. The researcher concluded that the confidence of students was highly developed towards their better academic performance, better communication, accepted and polite manner of talking or conversation. Debates were quite helpful to make students critical thinkers, men of judgment, and best men of expression.

I. SIGNIFICANCE OF STUDY

The study had the following significances for students, the education department, and parents to take insight from it. The study is very significant for the students to take interest in literary co-curricular activities especially debates. The study is very important for the education department to arrange debate programs from time to time at the school level to develop the confidence of students. The study is very vital for parents to encourage their children to actively participate in their school debates functions so that their self-confidence abilities develop. The study is very significant for teachers to prepare students for literary co-curricular activities like debates to enhance the boldness in their students.

XII. RESEARCH SUGGESTIONS

The following recommendations were drawn by keeping in view the objectives and results of the study:

1. The students may take interest in literary co-curricular activities for their better social adjustment in society.
2. The parents may advise their children to actively participate in debates (literary co-curricular activities) for the development of their self-confidence.
3. The teachers may motivate students to show their interest in debate functions at the school level.
4. The government may provide a peaceful environment for the students in each school where students could easily avail themselves of the opportunities of literary co-curricular activities including debates, poetry, music, essay writing competition, and quizzes, etc.

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