Shaping Minds and Building Characters: Impact of Learning Activities on Personality and Social Development of Students. A Case Study of a Private School in Karachi Pakistan

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Abstract

This study investigates the intricate relationship between learning activities and the social as well as academic performance of secondary school students in a private school located in Karachi, Pakistan. Employing qualitative methods such as individual interviews, focus group discussions, and document analysis, the research uncovers pivotal factors shaping the influence of learning activities. The findings of this study reveal that the school principal perceives teachers as fundamental to fostering the comprehensive development of students, encompassing personal, social, spiritual, and physical dimensions. Teachers underscore their role in bolstering academic achievement, curbing absenteeism, and fostering a vibrant and joyful school atmosphere. Meanwhile, students highlight their contribution to character cultivation, bolstering self-confidence, honing communication prowess, and enhancing academic performance. However, amidst these benefits, the study also identifies hurdles including parental perceptions labeling learning activities as mere time-consuming endeavors, as well as the imperative for effective time management. In light of these insights, the study advocates for the appointment of a dedicated learning coordinator who would be tasked with orchestrating well-structured and coordinated activities aimed at maximizing their positive impact on students' holistic development.

Introduction

Learning activities are described as academic or non-academic activities that are managed, controlled and funded by educational institutions inside or outside the classroom. They provide learning opportunities related to academic content and experiences inside and outside the classroom, such as character development through sports, debates, drama clubs, etc. Learning activities are intentional and may not be part of the regular curriculum of the educational institution. Moreover, they are activities conducted either within or outside the boundaries of the educational institution by establishing various professional societies, associations and student organizations supported by the educational authority. "Learning activities" also include the student clubs, sports clubs and cultural activities organizations that conduct such activities (Wolverton. 2018). Learning activities serve to enhance social interaction, reform skills, leadership skills, self-mastery, and self-confidence (Rosenberg, 2021) as well as programs and learning experiences that guide students in some way in what they learn in the educational institution (Tuzlukaya, 2022). Learning activities seem to complement the academic curriculum by experiencing activities and bringing out talents to improve individual self-development. On the way to acquiring these skills, students have to go through a lot. Some hurdles and limitations await them if they want to develop into a personality that can face the challenges of the world. Students should have qualities like perseverance, dedication, courage and commitment to master soft skills and succeed. Learning activities can be a way for students

to develop their interests and talents as part of their studies (Paul, 2012). Various factors determine the academic performance of students. However, among these various factors, involvement in learning activities is the one that has the greatest influence. Learning activities are all activities that are carried out by students outside the daily school program and are not part of the regular curriculum of the educational institution(s) (Bashir et al., 2012). The impact of learning activities on students' social development has been a controversial topic for school leaders, teachers, parents and policymakers for many decades. Originally, the term extracurricular activities were used for learning activities. Teaching education to students does not mean accustoming them to learning and memorizing certain facts and figures as per the curriculum (Ahmed, 2017). The education of children involves various other aspects such as creating a suitable atmosphere for their proper all-round growth as socially responsible, vigorous and accomplished individuals in the whole world. Involvement in learning activities plays an important role in the appropriate growth of students and such learning activities help students to achieve academic excellence (Fandos, 2023). This study aims to determine the effects of learning activities on the development of social development and academic performance (self-confidence, sociability, benevolent attitude, honesty, social commitment, and sense of responsibility) of secondary school students. The research objectives include investigating the insights of high school students and teachers regarding different types of learning activities for the social development and academic achievement of high school students.

Literature review
Learning Activities in Schools
Teachers believe that learning activities help students and various other children develop their personalities, psychologists believe that they purify their intuitive feelings and give vent to their repressed emotions, while sociologists believe that they help them behave civically, develop a sense of responsibility, and live as friendly neighbors and peers (Malik, 2017). Engagement and success in learning activities not only provide students with a sense of satisfaction but also a sense of pride in their respective schools (Opstoel, 2020). Learning activities play an important role in students' lives. Therefore, numerous studies have been conducted to observe the effects of learning activities on students. The consequences have been emphasized, e.g. academic performance and personal and social development (Ioannis, 2017).

Impact of Learning Activities on Academic Performance
As mentioned earlier, students' participation in different learning activities and the effects of these activities on students' academic achievement differ from situation to situation. Consequently, Li (2021) states that both formal and informal learning activities have different influences on students' academic performance. Ahmed (2017) described the relationship between learning activities and academic performance. He concluded that spending more time on leisure activities leads to poorer academic performance and poorer work habits. In contrast, spending more time on formal learning activities, such as sports, discussions, theater performances, and other productive events, leads to good academic performance, i.e., good grades in academic courses. In addition, Parker et al. (2022) found in their studies that there is a positive relationship between learning activities and social skills, high ambition and better consideration. Moreover, they claim that the main reason for better academic performance is involvement in learning activities that have a positive impact on decisive thinking, and personal and social maturity (Bashir et al, 2012). Daley & Leahy, (2003) conducted a study in which they included 126 randomly selected students. The students selected for the study were 8 to 9 years old and participated in physical learning activities. The participants in the study took part in some form of physical learning activities. These physical learning activities were organized by the school at least once a week either during the lunch break or after school. The second group consisted of 63 additional students who did not participate in physical learning activities.

The results of the study show that students who participate in physical learning activities perceive themselves positively and perform well in school. A study by Paul & Baskey (2012) attempted to investigate the role of learning activities on the academic performance of students in a secondary school in West Bengal, India. A sample of two hundred students in the area was selected. The sample included both male and female students and was divided into two equal groups (100 each). Pretest and posttest scores were used to assess the impact of learning activities on students' academic grades. The results, which were determined using a logit regression model, show that there is a significant positive relationship between the learning activities and the students' academic achievement. This means that the students who actively participate in learning activities do very well in their academic performance. Salimi (2020) claims in his study that besides parental contribution, learning activities are considered the most important element that leads to students' excellent academic achievement. Haensly (2018) conducted a study on learning activities in school and found that greater student involvement in learning activities is associated with achieving better grades. Accordingly, a study was conducted on two groups of students: (1) those who actively engage in learning activities and (2) those who do not engage in learning activities was conducted by Javaid (2020) to investigate the role of learning activities on their academic performance. The results of the study show that students who participate in school learning activities have better grades, higher ambition toward their academic performance, and more positive attitudes toward academic performance than students who do not participate in learning activities. A study was conducted by Leung, Ng, & Chan, (2011) to analyze the impact of learning activities on the learning effectiveness of students in Hong Kong. They used a sample of 575 students from the associate degree foundation program. The paper aimed to check whether learning activities enhance the learning effectiveness of students and do they have positive effects on academic performance. Findings of the study exhibited that students' involvement in learning activities does not enhance the learning effectiveness of students. It was further revealed that students of the associate degree were deeply absorbed in the need to achieve better academic performance.

Infrastructural Facilities and Students' Participation in Learning Activities
Availability of adequate and suitable facilities, equipment, and supplies are considered as the key factors that affect the function of an effective growth of learning activities between the students. Generally, facilities, equipment, and supplies are used as alternative terms for each other, however, in the physical education field, practical subjects and sports/games these words have different meanings (Parker, 2022). Though, in this respect, the area, space, or place situated either inside or outside of the school building, for instance; classroom, playground, auditorium, laboratory, etc., are referred to as facilities. The items that require to be swapped at often intervals, for example, paint, brushes, nets, papers, balls, bats, sticks, etc. are referred to as supplies, whereas football goal posts, basketball backboards, etc., are the spendable items or part of permanent construction are interpreted as equipment (Pyle, 2016). It is revealed by several studies (Pyle, 2017; Pyle, 2017, Parker, 2022; Li, 2021; Ahmed, 2017; Pawar, 2022; Fandos, 2023; Linda et al., 2020) that schools do not have sufficient resources and they required facilities. Most of the schools lacked musical instruments, and they rented the required instruments. Many schools have auditoriums, where several seminars and workshops are conducted, however, the learning activities programs are unappealing due to the insufficiency of facilities. It is observed that the number of equipment, supplies and facilities are reliant on multiple factors, such as the extent of the program, budget consideration, number of students served, etc. However, good and decent leadership is required to mobilize the resources and materials in school to conduct such learning activities.

Role of Instructors and Students in Learning Activities
Nurturing the sense of learning activities in a school in an adapted atmosphere necessitates an elaborate role for an instructor. The instructors attempt to determine the personal, social and

intellectual development of students in the elaborated role (Devi, 2023, 2021). To maintain a permanent ethic of caring, instructors are required to sustain contact with students by replying to them as a completed guide rather than just a subject instructor. While elaborating their traditional instructor role as knowledge transmitters only, they can provide a support network to nurture the sense of belonging in students and to support them in succeeding as a complete student in school and not just an academic student (Pyle, 2017). Instructors on their part should encourage a favorable and respectful relationship between instructors and students, facilitating them with personal issues, fostering their ability to fulfill the standards of school, and supporting them in their goals, interests, opportunities and future (Balhara, 2023). On the other hand, students are required to positively and respectfully behave with instructors as well as peers and to pledge their physical and mental exertions in school tasks for their achievement as well as for the school's (Rajkumari et al., 2022).

Involvement of Parents in Participation of Students in Learning Activities
The contribution of parents towards children's learning activities for talent development can be the most powerful contribution to nurturing after-school learning. Parents can nurture their children's development by communicating with them at home to support their participation in learning activities and facilitate their decisions related to their future. It is familiar that all parents have hopes and goals for their children and they make an essential contribution to the education of their children (Rajkumari & Devi, 2022). It is suggested that concrete steps need to be considered in this regard: to evaluate the needs and interests of parents so that the gap between parents and schools can be eliminated, to find out their opinions regarding academic and learning activities in schools. Schools often start planning activities to involve parents concerning their needs to promote the development of their children through learning activities (Devi, 2022).

Methodology
Sample and Method of Data Collection.
The data collected in a qualitative study relied on multiple sources of data collection. The researcher conducted (1) individual interviews, (2) focus group discussions, and (3) document analysis as multiple instruments are used to collect data on appropriate topics (Creswell, 2009). The researcher also took regular notes to record their observations and utilized many documents such as students' school rules, learning activities calendar, and club/association activities.

Participants
The population of the study consisted of different age groups. The participants for the current study were purposively selected: the principal, 3 HSS level teachers and 8 HSS level students were the total participants of the research study. The eight students who had performed best in the previous examination participated in the study. The case study was conducted at a private upper secondary school; ABCD.

Data Analysis
The vast amount of data collected during the fieldwork was summarized to produce a meaningful report (Miles, et al., 2014). Reflective notes, participants' viewpoints noted during the discussions and interviews, and the documents analyzed and based on the researcher's observations during the fieldwork were used during the process to explore the data thematically and draw focused meanings. After getting permission from his supervisor to conduct the study in a private school in Karachi, soon after, the researcher started the entry negotiations and selected three known private schools in a neighboring area and named them WRPS, SRPS and ABCD, keeping the original names confidential. The researchers first obtained the telephone numbers of the school principals to ask their permission to conduct the study. However, the

WRPS and SRPS schools were closed while the fieldwork was being conducted, so the researcher selected the ABCD school to conduct the fieldwork. An access letter was sent to the principal of ABCD, and the principal was contacted to explain the research study and to obtain an access notification for the research site (Simons, 2009). The principal of ABCD responded positively and asked to discuss further details of the study in person and to schedule a meeting during school hours. The researchers shared the information sheet, the rationale and purpose of the study, the number of study participants, and the times for the interviews with the study participants. Finally, the principal authorized the study to be conducted in the school and accepted the approval letter.

Ethical Considerations

As the researcher, research ethics were followed throughout the study. The study was conducted within the boundaries of research ethics in a step-by-step process. First, the research topic was discussed with the supervisor to obtain approval to conduct the study. Secondly, permission was obtained from the head teacher to conduct the study and the head teacher and participants were fully informed about the study. Third, participants were selected voluntarily and had the right to withdraw from the study at any time. Overall, confidentiality was maintained at every stage of the study, i.e. pseudonyms were assigned to keep the name of the school and participants confidential.

Results

The selected ABCD Institute in Karachi is a private, co-educational institution established in 1995 to provide quality education to the students of the locality. Currently, there are a total of 100 teachers, of which 60 are male and 40 are female, while the total number of students in the school is 1800.

Table 3: Identified factors for social development and academic achievements.

Designed Themes	Notable Phrases from the Transcripts
Perceptions of Principal	
Community Cooperation	Learning activities and various other events with the collaboration of SMT and parents who are the representatives of this community
Leadership	The inclusion of learning activities in the framework of the school relies on the perception of the principal besides the perception of instructors and students within the central policy system of the school
Awareness	Moreover, it is contended by school principals that awareness creation the significance of learning activities in parents is a necessity of the time.
Instructors' Perceptions	
Skilled Employees	However, the role and contribution of instructors are significant to keep the school functioning to reach its objectives and goals. The instructors interviewed individually by the researcher in the research study agreed on the importance of learning activities in the student's academic performance.
Awareness	*"Some parents consider co-curricular activities a waste of time... although this is not the case. I have observed that in children whose parents involve them in such activities, their personal development is much better".*
Special Coordinator	The instructors further recommended schools must employ a learning coordinator to arrange learning activities without any disruptions.

Learning Activities at School

The general opinion of today's time is that educational institutions engage their students in one way or the other in various types of learning activities such as working on mini projects, debates, drama performances, essay competitions, cricket, soccer, field hockey, television etc. Similarly, The ABCD school provides varied learning activities to the community in the school. The students, teachers and the principal stated that various types of learning activities are practiced in the school. When the principal was asked a question about the bands of learning activities (What kind of learning events/activities does the school offer to the school community?), the principal replied. We offer a wide range of learning activities at the school for our staff and specifically for the students, for example, there are various groups such as music, sports, environment, discipline committees and publications. Each group is supervised by an instructor who has the relevant knowledge and experience. These groups organize various platforms such as the sports group, which is responsible for organizing sports events, the literary society which organizes speech competitions, inter-class/inter-school declamations and talent weeks according to the school calendar to which the school actively contributes, we also organize competitions such as speeches, debates, naats, mini-project exhibitions, parents' evenings and classes related to external activities, visits to places of interest and fields. Similarly, Ms. Ruby (Adopted Name), a teacher at HSS, commented, "There are different types of learning activities ranging from the classroom to the playground. In the classroom, students develop personal skills, social skills, self-confidence and creativity besides learning. As an Urdu teacher, I have observed that students who are more active and engage in various learning activities like speech competitions, quizzes and group work do better in their final exams. Many graduates have been active learners in their class and are now in higher positions"." We also offer various other learning activities including indoor games such as cards, scrabbles, online quizzes, video games and robotics. We also encourage our students to participate in Bait-Bazi, music competitions, inter-school declamations, library days and drama performances. The learning activities also include various outdoor games like cricket, tennis, volleyball, field hockey soccer, etc," adds the teacher. Students also highlighted the learning activities organized by the school. A student Fariha (pseudonym) said, "Sir, aik cheez hay jo mery dosto may se kisi ne nahi bataya,woh yeh k hum sports day may tug of war bhi khelte han" *(Sir, there's one thing that none of my friends have mentioned, which is that we also have tug of war on sports day)*. Hence ABCD school facilitates various learning activities for its students such as organizing sports week, welcome and farewell parties, speech competitions, founders' day, library day, qirat and naat competitions.

Perceptions of the Principal

According to the head teacher, the School Management Team (SMT) is a governing body of the school that represents the voice of parents in meetings on the affairs of the school to improve daily activities and enhance children's learning. When the researcher asked the school principal about parents' participation in school activities (May I ask you to share with us how parents participate in different school activities such as sports day, Independence Day, parent-teacher meetings, etc.) The principal replied:

"We always welcome visitors, parents and anyone else to come and talk to us and help us create a better environment and give suggestions as well as feedback for the development of the organization... And we are keen to organize all kinds of learning activities and various other events in collaboration with the SMT and parents representing this community. It is our pleasure to invite parents to various events such as admission time, parents 'day, PTM and teachers' day etc. Parents are very cooperative with us when it comes to school improvement"." Whatever type of disseminative leadership is practiced in the schools, it is a common experience in this framework that the final decision on learning activities is in the hands of the principal. Therefore, the inclusion of learning activities in the school's framework depends not only on the perception of the principal but also on the perception of the teachers and students

within the school's centralized policy system. Regarding learning activities in ABCD school, the principal is very positive about learning activities and considers them as a valuable component of the school as a whole. The principal explained that learning activities are directly related to students' academic performance. She explained that although most students in her school actively participate in learning activities, the percentage of high achievers was initially high and the percentage of low achievers is gradually increasing due to the persistent efforts of the school staff, which has led to constructive academic consequences, for example: Hamad and Hasaam (names changed), were getting poor academic grades and were not actively involved in learning activities. However, since they have been participating in learning activities, their confidence has increased immensely and eventually they have achieved better results and are now among the top five students in the class. The principal stated that she would feel very honored if the students actively participated in various learning activities at regional, national and global levels as students' involvement in learning activities boosts their academic performance. In addition, the school principal asserts that raising awareness about the importance of learning activities among parents is a necessity of the time as in the society we live in, achievements with high exam scores are only considered as education instead of promoting the development of the whole student. Therefore, the general comments of school leaders about the relationship between students' learning activities and their academic performance were as follows: "Learning activities, in general, are an important aspect that confirms the complete development of students, including their personal, social, mental and physical development. ... If such activities bind these qualities in students, then they will also develop academically. ... Therefore, learning activities have a positive effect on students' academic performance if they are carried out in a well-planned manner)

Teachers' Perception
In the context of the developing economy of Pakistan, the most important decisions in a school are made by the principal. However, the role and contribution of teachers is important for the school to function and achieve its goals. The teachers interviewed individually by the researcher during the study agreed on the importance of learning activities for students' academic performance. All 3 teachers stated that they encourage students in their school to actively engage in various types of learning activities. One of them stated that students are first told to spread their learning activities and academic learning evenly throughout the year. The participating teachers also appreciated the role of the principal in making the school a place of joy for students, staff, and other members. Mr. Ijlal (name changed), the instructor among the others, was asked how parents react to students' participation in learning activities (how do parents generally react when their children who do well in learning activities score low marks in the final exams)

The teacher replied*, "Some parents consider co-curricular activities a waste of time... although this is not the case. I have observed that children whose parents involve them in such activities, ummm... their personal development is much better. They show great respect for their teachers, friends, and family members, and they also perform well in their studies... You would agree that students who participate in games develop sportsmanship and are very well-groomed. Let me share a success story with you... uh... we have a pass-out student... who is now in a good college. This student maintained her studies while also being active in other activities."*

In terms of learning activities, there are completely different perceptions of parents, especially those who are uneducated and are not aware of the importance of learning activities; they consider it a time-consuming activity. On the contrary, some parents who are highly educated and employed believe that it makes their children healthy in every way. So, the point is to create awareness about the importance of learning activities in our lives….......students should properly participate in various learning activities. Students must also attend eloquent activities otherwise it is a waste of time." In addition, the two lecturers (study participants) indicated that

they schedule and manage adequate time for learning activities during their working hours. They also stated that the students who participated in Independence Day last year achieved second place in the speech competition and that they also organized a walk against pollution in which the students actively participated. Teachers therefore believe that learning activities actively improve students' academic performance. They also expressed that these activities are the main reason for the reduction in absenteeism at their school. Teachers also recommended that schools employ a learning coordinator to organize learning activities without disruption.

Perceptions of Students

In any educational institution, students are the main stakeholders. The welfare of the institution depends on the provisions made by the institution for the growth of the students. Learning activities were found to be the most important factor in the academic performance of the participating students. The researcher asked the students how often they participate in learning activities All students responded that they participate in learning activities almost every day. When answering a question in the group discussion (Could you please give an example of your performance in learning activities?) One student said that studying and getting good grades make a person worthy, but different learning activities distinguish a student from an ordinary one to an extraordinary one. Extracurricular activities are the cherry on top of having a diverse personality. Extracurricular activities have been a part of my life from the very beginning, and no one has been able to stop me since. I participated in speeches, Qirat competitions and other competitions to hone my skills and show what I can do. Speeches and debates always played a crucial role in the development of my personality. Not only have I learned the art of expressing myself, but also to engage in tasks where I learn more through communication and less through writing. You can always do more than you can if you do it with full concentration and passion". It has also helped me improve my results; *...Since I started participating in these kinds of activities... my grades have also improved. The activities I perform in school or class become a part of my life, which has increased my self-confidence and brought positive changes to my personality*. The HSS-level students gave a positive judgment about the impact of learning activities on academic performance and personality development. They believed that their performance in their field of study is related to their participation in learning activities without any deviation as they are motivated to achieve something in life by participating in such activities. The students also stated that learning activities enhance their social, personal, emotional and physical development.

Table 3: Perceptions regarding learning activities

Perceptions		
Perceptions of Principal	Instructors' Perceptions	Student's Perception
Agreed	Agreed	Agreed

Discussion

Followers of transformational leaders tend to trust, respect and admire them. Transformational leaders can motivate their followers to change their expectations, perceptions and motives to work together towards a common goal because of the clarity and conviction of their vision. As a result, leaders who practice transformational leadership can motivate their followers to make significant changes in their lives. In general, transformational leaders exude vitality, enthusiasm and passion. These leaders are not only enthusiastic and invested in the process; they want everyone in the group to succeed. Followers are motivated to perform better when working under a transformational leader. The curriculum should connect students' search for meaning and purpose to a variety of personal experiences. Teachers help students rethink

themselves and the difficulties and possibilities of their lives and futures. Transforming learning and learners means that teachers are challenged to personalize academic learning to improve the process. Learning that is not relevant to students' lives is immoral and irresponsible. Learning transformations do not happen by accident. To achieve this kind of change, real leadership is essential. Changes in both people and education are more likely under true leadership models that distribute and share responsibility for school governance. Excellent learning is an ethical pursuit because it helps students reflect on the meaning and purpose of their lives and how they can make a positive impact on the world around them. Learning in this way is more about sharing one's particular humanity with others and the community than acquiring facts and skills for one's benefit. Curricula are designed to intellectually challenge all students while fostering higher-order thinking skills such as critical and creative thinking, deep understanding, and sustained student engagement in learning. The ethic of authenticity is exhibited by educational leaders when they operate from a place of deep convictions, principles, beliefs and values. School leaders should go above and beyond their responsibilities to ensure student safety. They know that their actions and character traits affect many other individuals and groups and that they must take responsibility for their actions. Attentive awareness and sensitivity to other people's signals are essential components of the ethic of presence. Engaging fully with people, events and things means being present. Educational leaders place a high value on effective teaching and the knowledge their students acquire. Such leaders inspire their followers to engage in pedagogically sound professional practices. When these factors are in place, teachers and students can take more responsibility for their learning and teaching. They encourage people to join them in figuring out how to teach and learn what is important, how-to do-good things, and how to collaborate more purposefully. It is paramount to lead real learning and create practices and environments that inspire all members of the school community to be valuable learning resources for each other. When school leaders have a vision for each student's achievement, they make themselves their servants. Their activities communicate this vision to parents, students and faculty. It is critical that administrators influence the quality of interactions between teachers and students, as these relationships are the foundation of education. By collaborating with teachers in analyzing student data, observing instruction, and discussing instructional issues with teachers, principals are actively involved in the instructional process. Principals should participate in the evaluation of instruction by frequently visiting classrooms and giving and receiving input on instructional strategies and resources. This includes staff development activities that improve teachers' instructional skills and the use of data to focus attention on methods to improve curriculum and instructional practices. By having teachers examine student data, evaluate curriculum and pedagogical methods, and identify appropriate staff development opportunities, good administrators keep an eye on student outcomes while tracking progress. Principals support teachers' instructional practices and their modifications of instructional approaches and materials. Just as programs such as bilingual education recognize the strengths of language minority students, thereby reducing risk, principals recognize the strengths and experiences of teachers by supporting them in their instructional efforts. School leaders must provide resources and materials. Teachers must meet the basic needs of students when they provide them with pencils and paper. Similarly, principals meet the basic needs of teachers by providing them with resources and materials. When principals know what is going on in classrooms, they are better able and willing to provide resources and materials that support teachers in their instructional efforts. Principals should visit classrooms frequently for instructional purposes. When principals visit classrooms frequently, they pay attention to teachers' instructional efforts and progress. To learn what is going on in the classrooms and what materials are being used, effective principals frequently observe teachers' instructional practices. Administrators need to talk to teachers about their efforts in the classroom, just as teachers talk to students about their performance. Communication needs to be two-way to promote teamwork. Principals could use data to improve curriculum and instruction to maximize student success. Computerized

education systems that measure progress and give data-based feedback can help struggling students. Principals can improve instruction by using student performance data to adjust curricula or methods. In schools where at-risk students succeed, principals regularly review them and encourage teachers to create individualized lesson plans for each child. Good teachers can use reading inventories to identify students' academic strengths and weaknesses. Resource Providers Teacher collaboration involves sharing lesson plans and other educational resources. These include websites, textbooks, classroom materials, and other student resources. They can also share papers, books, lesson plans, and assessment tools. Principals may serve on school improvement teams, be class or department leaders, facilitate school projects, or represent the school on community or district task forces or committees. A principal shares the school's vision, connects professional goals to school and district goals, and shares responsibility for the school's success. Data Coach Teachers have lots of data but rarely use it to teach. Teacher leaders can lead discussions about analyzing and applying this information to improve instruction.

Conclusion

The results of the present study show that learning activities play an important role in developing the personality of HSS students. These activities are inevitable to achieve the academic goals. Educational purposes, goals, and objectives are achieved through the curriculum. The academic curriculum today is broader than in the past. Different types of activities offered by any educational institution, whether inside or outside the school boundaries, are part of the academic domain. Learning activities provide students with the opportunity to properly utilize their potential. This study also shows that schools are aware of the importance of such learning activities and most of them handle them accordingly. The results show that students use the opportunities to their advantage to enjoy these activities in society as well.

Implication of the Research

The present study was conducted to investigate the different types of learning activities that take into account the participation of high school students and how students' involvement in these learning activities affects their performance in terms of academic and social development. To achieve the above objectives, the following research questions were used in the study, including the main question and the subsidiary questions. The research on "Impact of learning activities on personality development and social development of senior secondary school students in a private school in Karachi" has numerous implications for the setting as the study was conducted to develop and gain insights for related practice. First, the study classifies the school learning patterns and their impact on students' academic performance. Second, the present study will be significant for students to realize the impact of learning activities on their academic achievement and social development and its importance. Third, the discoveries in this study will provide a standard for future researchers to create a form of new knowledge for a literate community.

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