

An Empirical Assessment Model of Co-Curricular Engagement and Its Contribution to Enhancing Social Competencies Among Students at the Secondary Education Level

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Abstract

Co-curricular engagement has become an increasingly significant component of contemporary secondary education because of its capacity to complement formal classroom instruction while fostering students' social, emotional, and leadership competencies. Educational institutions worldwide have recognized that academic achievement alone is insufficient for preparing learners to meet the interpersonal, collaborative, and adaptive demands of higher education, employment, and civic participation. Consequently, structured co-curricular activities—including sports, cultural programs, debate clubs, community service, leadership organizations, and creative arts—are progressively integrated into educational systems to support holistic student development. Despite extensive acknowledgment of their educational value, empirical models that systematically explain how varying levels of co-curricular participation contribute to measurable improvements in students' social competencies remain comparatively limited. This research-review article develops an empirical assessment model that synthesizes existing theoretical perspectives and published evidence to examine the relationship between co-curricular engagement and social skill enhancement among secondary school students.

The study adopts a qualitative review methodology based exclusively on previously published scholarly literature. The proposed assessment model integrates participation intensity, diversity of engagement, collaborative interaction, leadership opportunities, institutional support, and psychosocial development into a unified analytical framework. The model identifies both direct and indirect pathways through which co-curricular experiences influence communication, teamwork, leadership, conflict resolution, emotional regulation, empathy, and social responsibility. Comparative analysis demonstrates that sustained participation produces more substantial developmental outcomes than occasional involvement, while institutional climate and instructional support significantly moderate these relationships.

The findings indicate that structured co-curricular programs strengthen students' interpersonal competence, promote inclusive learning environments, improve collaborative behavior, and contribute to long-term educational success. Furthermore, the proposed empirical model offers educational administrators, policymakers, and researchers a practical framework for evaluating program effectiveness and designing evidence-based interventions that maximize social competency development at the secondary education level.

Keywords: Co-curricular engagement, Social competencies, Secondary education, Student development, Leadership skills, Educational assessment model, Holistic learning, Collaborative learning, School participation, Educational outcomes.

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1. Introduction

Secondary education represents one of the most influential stages in an individual's academic and psychosocial development. During adolescence, students experience substantial cognitive, emotional, behavioral, and interpersonal changes that shape their readiness for adulthood. Consequently, educational systems increasingly recognize that schools should not solely focus on academic instruction but should also cultivate communication abilities, leadership qualities, collaborative attitudes, emotional intelligence, ethical behavior, and civic responsibility. These competencies collectively constitute students' social competencies, which significantly influence academic achievement, personal well-being, and future professional success (Medicine et al., 2019).

Modern educational philosophy advocates holistic learning environments where classroom instruction is complemented by structured learning experiences beyond traditional academic curricula. Co-curricular activities—including sports competitions, student councils, debate societies, science clubs, performing arts, volunteer initiatives, environmental campaigns, and cultural organizations—provide authentic contexts in which students practice interpersonal communication, teamwork, negotiation, decision-making, and leadership. Such experiences enable learners to transform theoretical knowledge into practical competencies through active participation and social interaction (Cooper & Elton-Chalcraft, 2022b).

Educational researchers increasingly argue that effective schooling extends beyond examination performance. Students who actively engage in co-curricular programs often demonstrate stronger self-confidence, higher motivation, greater emotional resilience, improved problem-solving abilities, and enhanced interpersonal relationships compared with students whose educational experiences remain confined to classroom instruction. Professional educational practice therefore emphasizes balanced development that integrates academic excellence with personal and social growth (Cooper & Elton-Chalcraft, 2022; Stewart et al., 2022).

The growing complexity of contemporary societies further reinforces the importance of social competency development. Globalization, technological

transformation, multicultural interaction, and rapidly evolving workplace expectations require individuals who possess adaptability, collaboration skills, empathy, and effective communication. Educational institutions therefore increasingly prioritize competencies that prepare students to function successfully within diverse social and professional environments. Reports emphasizing adolescent development similarly advocate educational systems that intentionally foster social, emotional, and behavioral competencies alongside academic learning (Medicine et al., 2019).

Participation in co-curricular activities offers unique experiential learning opportunities unavailable within conventional classroom settings. Sports encourage discipline, cooperation, and resilience; debate societies strengthen communication and critical thinking; cultural organizations promote inclusiveness and intercultural understanding; volunteer activities develop empathy and civic responsibility; while leadership organizations cultivate organizational competence and decision-making abilities. Collectively, these experiences contribute to multidimensional social development that extends beyond measurable academic outcomes (Ghani et al., 2020).

Although numerous studies acknowledge positive associations between co-curricular participation and student development, existing literature frequently examines isolated dimensions such as leadership, academic achievement, sports participation, or psychosocial well-being. Limited attention has been devoted to constructing integrated empirical models capable of explaining how different dimensions of co-curricular engagement collectively influence social competency development among secondary school students. This conceptual limitation reduces opportunities for educational institutions to systematically evaluate program effectiveness and optimize student development initiatives.

Moreover, contemporary educational environments continue to evolve through technological innovation, digital communication, hybrid learning environments, and emerging social challenges. These transformations require schools to redesign co-curricular programs that remain relevant while promoting interpersonal competence within increasingly digital educational

ecosystems. Discussions concerning digital transformation and technological adaptation in educational and organizational contexts further highlight the importance of balancing technological advancement with human-centered competencies such as collaboration, ethical reasoning, and communication (Kapoor et al., 2017; Dwivedi et al., 2023b).

The present article addresses these gaps by proposing an empirical assessment model that integrates theoretical perspectives and published research into a comprehensive framework for understanding the contribution of co-curricular engagement to students' social competency development at the secondary education level.

Research Objectives

The study pursues the following objectives:

1. To examine the theoretical relationship between co-curricular engagement and social competency development among secondary school students.
2. To synthesize existing literature concerning the educational value of structured co-curricular participation.
3. To develop an empirical assessment model explaining pathways through which co-curricular engagement influences students' social competencies.
4. To identify institutional, psychosocial, and participation-related factors that moderate social competency development.
5. To discuss practical implications for educational policy, curriculum planning, and future educational research.

Research Significance

The significance of this review extends across multiple educational stakeholders. For researchers, the proposed framework offers an integrated theoretical model suitable for future empirical validation. For school administrators, the assessment model provides structured indicators for evaluating co-curricular effectiveness. Teachers may utilize the framework to design learning experiences that intentionally cultivate social competencies alongside academic instruction. Educational policymakers may also employ the findings when developing holistic educational policies

emphasizing balanced student development rather than examination performance alone.

Furthermore, the study contributes to broader educational discourse by reinforcing the perspective that sustainable educational quality depends upon integrating academic learning with interpersonal, emotional, ethical, and leadership development. This holistic orientation aligns with contemporary educational reforms emphasizing learner-centered, competency-based education capable of preparing students for lifelong personal, social, and professional success (Leicht et al., 2018; Cooper & Elton-Chalcraft, 2022b).

2. Literature Review

The relationship between co-curricular engagement and student development has attracted considerable scholarly attention across educational research. Existing literature consistently indicates that structured participation beyond classroom instruction contributes positively to students' cognitive, behavioral, emotional, and interpersonal growth. Nevertheless, the literature demonstrates varying perspectives regarding the mechanisms through which these developmental outcomes occur, highlighting the need for integrated theoretical synthesis.

Holistic educational philosophy forms the theoretical foundation supporting co-curricular education. Cooper and Elton-Chalcraft (2022) argue that effective primary and secondary education extends beyond curriculum delivery by creating opportunities for experiential learning, collaborative engagement, ethical development, and reflective practice. Their work emphasizes that professional educational environments should facilitate balanced development in which academic learning interacts continuously with social experiences. This perspective is further reinforced in Professional Studies in Primary Education, where the authors emphasize the importance of integrating formal and informal learning experiences to cultivate socially competent learners capable of participating constructively within diverse communities (Cooper & Elton-Chalcraft, 2022b).

Ghani et al. (2020) specifically investigated participation in co-curricular activities and students' leadership skills. Their findings demonstrate that consistent participation significantly enhances leadership competence, communication effectiveness, collaborative behavior, organizational abilities, and decision-making capacity.

Leadership development emerges not as an isolated outcome but rather as a multidimensional competency closely connected with broader social skill development. Their research therefore provides empirical support for considering leadership as one of several interconnected dimensions within comprehensive social competency assessment.

The influence of extracurricular and co-curricular participation extends beyond leadership to broader educational achievement and psychosocial adjustment. Lang (2021) examined the relationship between the intensity and breadth of high school sports participation and academic performance. The study suggests that students involved consistently in organized activities demonstrate improved self-discipline, responsibility, perseverance, and collaborative behaviour. Although the primary outcome measured was academic achievement, the findings indicate that these improvements are mediated by stronger social interaction, improved self-regulation, and increased engagement with the school environment. This evidence supports the proposition that participation intensity is an important predictor of overall developmental outcomes.

Educational development literature further emphasizes that schools function as social institutions where learners acquire interpersonal competencies through continuous interaction with teachers, peers, and institutional culture. Cooper and Elton-Chalcraft (2022b) argue that educational practice should intentionally create environments encouraging collaboration, communication, inclusivity, and reflective learning. Rather than viewing co-curricular activities as supplementary events, they propose integrating them into broader educational planning because these experiences contribute substantially to students' social learning. This perspective forms one of the principal theoretical foundations of the present empirical assessment model.

Stewart, Hurth, and Sterling (2022) broaden this discussion by emphasizing sustainable educational transformation. They argue that universities and schools should promote human development through collaborative learning, ethical responsibility, and community engagement rather than focusing exclusively on measurable academic outcomes. Although their discussion primarily addresses higher education, the conceptual framework is equally applicable to secondary education, where foundational social competencies begin to develop systematically.

The report by Medicine et al. (2019) presents adolescence as a critical developmental period characterized by rapid psychological, emotional, and social transitions. The report emphasizes that educational institutions should provide opportunities allowing adolescents to practice interpersonal communication, leadership, civic engagement, empathy, and responsible decision-making. Such developmental experiences strengthen resilience and prepare students for future academic, occupational, and community participation. These recommendations strongly support expanding structured co-curricular opportunities during secondary education.

Lerner (2021) similarly highlights the importance of gradually developing autonomy, cooperation, and responsibility during childhood and adolescence. Educational experiences encouraging shared decision-making and collaborative participation strengthen students' confidence while reducing dependency upon direct adult control. Within co-curricular settings, these developmental opportunities naturally emerge through team projects, leadership roles, event organization, peer mentoring, and collaborative competitions.

Social development also reflects principles explained within Hirschi's (2017) Social Control Theory. Hirschi argues that strong attachment to educational institutions, positive peer relationships, commitment toward constructive activities, and adherence to institutional values reduce behavioural problems while encouraging positive social adjustment. Co-curricular participation strengthens these social bonds by increasing students' emotional attachment to their schools and providing structured opportunities for constructive interaction.

Educational systems across different countries increasingly recognize that holistic student development requires balancing academic instruction with social learning opportunities. The education system in Mexico (2018) illustrates broader educational reforms emphasizing comprehensive student development through both curricular and co-curricular experiences. Such policy directions reinforce international recognition of social competency development as an essential educational objective.

Emerging technological transformations have introduced both opportunities and challenges for student social development. Kapoor et al. (2017) demonstrate that social media has fundamentally altered communication patterns, collaboration, and information exchange among

young people. While digital technologies facilitate connectivity, they also create challenges related to interpersonal communication quality, social isolation, and responsible online behaviour. Consequently, schools must provide structured face-to-face collaborative experiences that strengthen authentic interpersonal competencies alongside digital literacy.

Dwivedi et al. (2023b) further examine generative artificial intelligence within educational and research environments. Their discussion highlights both opportunities and ethical challenges associated with AI-supported learning. Although AI can improve access to information and personalized learning experiences, the authors caution that excessive dependence on technological systems may reduce opportunities for genuine interpersonal interaction and collaborative learning. This observation further strengthens the argument that structured co-curricular participation remains indispensable for developing authentic human communication, empathy, teamwork, and leadership.

Similarly, Dwivedi et al. (2023) discuss broader societal implications associated with emerging virtual environments and the metaverse. Their analysis suggests that increasing digital immersion may transform social interaction patterns while simultaneously creating new educational opportunities. However, the authors emphasize maintaining human-centred educational experiences that preserve collaborative learning, ethical responsibility, and meaningful interpersonal engagement.

Grant (2022) emphasizes psychosocial influences affecting learner progression within higher education. Although conducted in a different educational context, the findings demonstrate that emotional support, confidence, motivation, and social belonging significantly influence educational persistence. Comparable psychosocial mechanisms are likely to operate among secondary school students participating in co-curricular programs, where peer relationships and institutional support enhance both academic and social outcomes.

Snowe (2020) illustrates how educational technologies may support instructional practice. Digital learning platforms improve student engagement when integrated appropriately within broader pedagogical strategies. However, technological tools cannot independently replace experiential learning opportunities requiring direct interpersonal interaction, collaborative problem-

solving, and leadership practice. Consequently, digital resources should complement rather than substitute structured co-curricular participation.

Zuccaro (2019) provides qualitative evidence demonstrating that inclusive educational practices significantly influence social integration among culturally diverse learners. Supportive educational environments encourage collaboration, communication, empathy, and mutual respect, thereby reinforcing the importance of educational contexts extending beyond formal classroom instruction.

Although Ahmad et al. (2020) primarily discuss Industry 4.0 within organizational contexts, their analysis emphasizes adaptability, communication, innovation, collaboration, and continuous learning as essential competencies for future workforce participation. These competencies closely correspond to social competencies developed through co-curricular engagement during secondary education.

Comparative Analysis of Existing Literature

The reviewed studies collectively indicate substantial agreement regarding the educational importance of co-curricular participation. However, differences emerge concerning primary developmental outcomes. Ghani et al. (2020) emphasize leadership development, whereas Lang (2021) focuses on academic achievement. Cooper and Elton-Chalcraft (2022; 2022b) adopt broader educational perspectives emphasizing holistic development. Medicine et al. (2019) prioritize adolescent psychosocial growth, while Hirschi (2017) explains behavioural development through social bonding. Digital transformation studies (Kapoor et al., 2017; Dwivedi et al., 2023; Dwivedi et al., 2023b) introduce contemporary considerations concerning technological influences on interpersonal development.

These perspectives should not be viewed as contradictory but rather as complementary components of a multidimensional developmental process. The literature consistently indicates that co-curricular engagement influences multiple interconnected outcomes including communication, leadership, teamwork, confidence, emotional regulation, civic responsibility, and academic engagement.

Research Gap

Despite extensive literature examining various educational outcomes, several important research gaps remain.

First, most existing studies investigate isolated variables such as leadership, academic achievement, sports participation, or psychosocial adjustment independently. Few studies integrate these variables within a unified empirical assessment framework capable of explaining multidimensional social competency development.

Second, relatively limited attention has been devoted to identifying moderating variables such as institutional support, participation intensity, diversity of activities, and student motivation within a single analytical model.

Third, contemporary educational environments increasingly combine traditional learning with digital technologies. Existing literature acknowledges technological transformation but rarely explains how co-curricular engagement can balance digital learning by strengthening authentic interpersonal competencies.

Finally, there remains a need for practical assessment frameworks that educational institutions can employ when evaluating the effectiveness of co-curricular programs. Existing literature provides substantial theoretical evidence but comparatively fewer integrated models suitable for institutional implementation.

The present study addresses these limitations by proposing a comprehensive empirical assessment model that synthesizes educational theory, psychosocial development, institutional support, participation characteristics, and social competency outcomes into a unified conceptual framework. The proposed model extends previous research by explaining not only whether co-curricular engagement contributes to social development but also how and why these developmental processes occur within secondary educational environments.

3. Methodology

3.1 Research Design

This study adopts a qualitative Research and Review Journal methodology employing systematic conceptual synthesis and analytical integration of previously published literature. Rather than collecting primary empirical data, the research develops an evidence-based conceptual model by critically examining relationships identified across the selected scholarly sources.

The review follows an interpretive analytical approach in which theoretical concepts, empirical findings, and educational frameworks are synthesized into an integrated assessment model explaining the influence of co-curricular engagement on students' social competencies.

Unlike conventional narrative reviews, the methodology emphasizes comparative evaluation, conceptual integration, and model development. Each reference contributes to specific dimensions of the proposed framework including educational philosophy, psychosocial development, institutional support, leadership, communication, collaborative learning, technological influences, and student engagement.

3.2 Research Approach

The investigation follows a qualitative deductive approach.

The deductive strategy begins with established educational theories regarding holistic learning, social development, and experiential education before integrating empirical evidence from the selected literature. Relationships identified across previous studies are synthesized into an assessment framework capable of explaining multidimensional social competency development.

The approach is particularly appropriate because the objective is not statistical hypothesis testing but conceptual model construction supported by existing scholarly evidence.

3.3 Data Sources

Only the eighteen references supplied for this study were used throughout the review. No external literature, reports, websites, or unpublished sources were incorporated.

The selected references collectively represent several complementary research domains, including:

- Educational theory and professional practice
- Co-curricular participation
- Leadership development
- Adolescent psychosocial growth
- Student engagement
- Sustainable education

- Digital transformation
- Educational technology
- Behavioural development
- Institutional learning environments

This multidisciplinary evidence base enables comprehensive examination of the research problem while maintaining consistency with the study objectives.

3.4 Conceptual Variables of the Study

The proposed empirical assessment model is constructed around six interrelated conceptual variables that collectively explain how co-curricular engagement contributes to the enhancement of students' social competencies.

Independent Variable: Co-Curricular Engagement

Co-curricular engagement represents the primary independent variable. It refers to students' active and continuous participation in organized educational activities conducted outside regular classroom instruction but aligned with institutional educational objectives. These activities include sports, debate competitions, cultural programs, science clubs, environmental initiatives, student councils, volunteer services, artistic performances, leadership camps, and academic societies.

Engagement is evaluated through four principal dimensions:

- Participation frequency
- Participation intensity
- Diversity of activities
- Duration of involvement

Students demonstrating sustained and diversified participation are expected to experience greater opportunities for collaborative learning, leadership practice, interpersonal communication, and experiential development.

Mediating Variables

The model proposes that the influence of co-curricular engagement is transmitted through several mediating developmental mechanisms.

Collaborative Learning

Co-curricular environments encourage students to work collectively toward shared objectives. Team-based participation promotes communication, negotiation, responsibility sharing, trust development, and conflict management. These experiences create authentic learning situations that cannot be replicated fully through classroom instruction (Cooper & Elton-Chalcraft, 2022b).

Leadership Development

Participation frequently places students in positions requiring planning, organization, delegation, motivation, and decision-making. Leadership experiences strengthen confidence while simultaneously improving interpersonal effectiveness and social responsibility (Ghani et al., 2020).

Psychosocial Development

Continuous participation contributes to emotional maturity, resilience, self-esteem, empathy, motivation, and self-regulation. Psychosocial development enables students to manage interpersonal relationships more effectively while strengthening overall educational engagement (Grant, 2022).

Moderating Variables

The strength of relationships within the model is influenced by several institutional and contextual factors.

Institutional Support

School leadership, teacher encouragement, availability of resources, administrative commitment, and inclusive educational policies determine both participation opportunities and program effectiveness.

Supportive educational environments facilitate higher participation rates while strengthening developmental outcomes (Cooper & Elton-Chalcraft, 2022).

Participation Diversity

Students participating across multiple categories of activities generally experience broader interpersonal exposure than students involved in only one activity.

For example:

- Sports develop teamwork.
- Debate enhances communication.
- Cultural activities improve inclusiveness.

- Community service strengthens empathy.
- Student councils develop leadership.

Consequently, diversity of participation enhances multidimensional competency development.

Student Motivation

Individual interest, intrinsic motivation, family encouragement, and peer influence affect participation quality and long-term engagement.

Highly motivated students generally derive greater developmental benefits because they participate more actively and reflect upon their learning experiences.

Dependent Variable: Social Competencies

The primary outcome variable consists of multidimensional social competencies comprising:

- Communication skills
- Teamwork
- Leadership
- Empathy
- Emotional intelligence
- Conflict resolution
- Decision-making
- Collaboration
- Civic responsibility
- Social confidence
- Respect for diversity
- Adaptability

These competencies collectively represent holistic social development required for successful academic progression and future professional participation.

3.5 Proposed Empirical Assessment Model

The present study proposes the following conceptual framework.

Co-Curricular Engagement

|



Participation Frequency

Participation Diversity

Participation Intensity

Duration of Involvement

|



Collaborative Learning

Leadership Experiences

Psychosocial Development

Peer Interaction

Experiential Learning

|



Institutional Support

Teacher Guidance

School Climate

Student Motivation

Resource Availability

|



Enhanced Social Competencies

• Communication

• Teamwork

• Leadership

• Empathy

• Emotional Intelligence

• Decision Making

• Collaboration

• Social Responsibility

The model suggests that participation alone does not automatically improve social competencies. Development occurs because participation creates repeated opportunities for collaborative experiences,

leadership practice, emotional growth, and interpersonal interaction. Institutional support further strengthens these relationships by providing high-quality learning environments.

3.6 Functional Explanation of the Model

The proposed assessment model operates through sequential developmental stages.

Initially, students become involved in structured co-curricular activities. The level of participation determines the quantity and quality of social interactions experienced during educational activities.

Repeated interaction encourages collaborative problem-solving, communication, shared responsibility, and leadership practice. These experiences gradually strengthen psychosocial characteristics including confidence, emotional regulation, resilience, and empathy.

Institutional factors then determine whether these developmental experiences remain isolated or become sustainable educational outcomes. Schools providing adequate teacher mentoring, inclusive participation opportunities, supportive policies, and sufficient resources amplify developmental benefits.

Ultimately, accumulated experiences translate into measurable improvements in students' social competencies.

Unlike many previous conceptualizations, this model emphasizes dynamic interaction among educational participation, institutional support, psychosocial development, and interpersonal learning rather than assuming simple direct relationships.

3.7 Analytical Framework

The analytical framework guiding this review consists of four sequential stages.

Stage 1: Identification of educational concepts associated with co-curricular engagement.

Stage 2: Comparative synthesis of developmental outcomes reported across the selected literature.

Stage 3: Integration of common constructs into an empirical conceptual model.

Stage 4: Interpretation of educational implications for secondary schools.

This analytical sequence ensures that the proposed model emerges logically from previously published evidence rather than from isolated theoretical assumptions.

3.8 Reliability of the Proposed Framework

Although the present investigation does not include statistical validation, conceptual reliability is strengthened through convergence across multiple independent studies.

Several references consistently identify similar developmental outcomes despite differing educational contexts.

For example:

- Leadership improvement (Ghani et al., 2020)
- Holistic educational development (Cooper & Elton-Chalcraft, 2022; Cooper & Elton-Chalcraft, 2022b)
- Psychosocial growth (Medicine et al., 2019)
- Academic engagement (Lang, 2021)
- Sustainable human development (Stewart et al., 2022)

The consistency of these findings supports the conceptual robustness of the proposed assessment model.

3.9 Methodological Limitations

Several limitations should be acknowledged.

First, the study is based entirely on secondary literature and therefore does not statistically validate the proposed model using primary data.

Second, differences in educational systems, institutional cultures, and national contexts represented within the reviewed literature may influence the generalizability of the framework.

Third, variations in definitions of co-curricular participation across previous studies may affect direct comparison of findings.

Finally, because only the provided references were included, additional perspectives available in broader educational literature were intentionally excluded to maintain adherence to the review protocol.

Despite these limitations, the proposed framework provides a comprehensive theoretical basis for future empirical validation and institutional implementation.

4. Results

The analytical synthesis of the reviewed literature demonstrates a consistent and positive relationship between structured co-curricular engagement and the enhancement of students' social competencies at the secondary education level. Although the reviewed studies examine different educational contexts and developmental outcomes, several common patterns emerge that collectively support the proposed empirical assessment model.

The first major finding indicates that regular participation, rather than occasional involvement, is associated with stronger interpersonal development. Students who engage consistently in sports, student leadership organizations, cultural activities, debate clubs, and community service programs experience repeated opportunities to practice communication, cooperation, negotiation, and shared decision-making. These repeated interactions gradually strengthen confidence, social adaptability, and collaborative behaviour, supporting the proposition that participation intensity is a significant predictor of social competency development (Ghani et al., 2020; Lang, 2021).

A second finding reveals that diversity of participation contributes more substantially to multidimensional social development than participation confined to a single activity. Students exposed to multiple forms of co-curricular engagement acquire broader interpersonal experiences because different activities cultivate different competencies. Sports primarily enhance teamwork and resilience, debate strengthens communication and critical thinking, cultural programs promote inclusiveness and empathy, while leadership organizations develop organizational and decision-making skills. Consequently, diversified participation creates complementary developmental pathways that collectively strengthen overall social competence.

Third, the review demonstrates that institutional support functions as a critical moderating factor. Schools providing effective teacher mentoring, inclusive participation opportunities, adequate facilities, and positive educational climates consistently report stronger developmental outcomes. Educational institutions that integrate co-curricular activities into broader learning

objectives enable students to transfer experiential learning into classroom behaviour and long-term personal development (Cooper & Elton-Chalcraft, 2022; Cooper & Elton-Chalcraft, 2022b).

The analysis further indicates that psychosocial development mediates the relationship between participation and social competence. Students gradually develop emotional regulation, resilience, empathy, self-confidence, and motivation through collaborative experiences. These psychosocial improvements subsequently strengthen communication effectiveness, leadership capacity, conflict resolution, and interpersonal relationships.

Finally, the literature suggests that rapid technological transformation increases the importance of authentic face-to-face educational interaction. While digital technologies expand learning opportunities, structured co-curricular activities continue to provide irreplaceable environments for developing genuine interpersonal communication, ethical responsibility, and collaborative learning, thereby reinforcing the continued relevance of the proposed assessment model within contemporary secondary education.

5. Discussion

The findings of this review reinforce the educational perspective that co-curricular engagement is a fundamental contributor to holistic student development rather than merely an optional extension of classroom learning. The proposed empirical assessment model demonstrates that participation in structured co-curricular activities facilitates the acquisition of social competencies through interconnected developmental processes involving collaborative learning, leadership experiences, psychosocial growth, and institutional support. These findings are consistent with contemporary educational theories that advocate learner-centered and competency-based educational practices.

A major contribution of this study is the identification of participation quality as being more influential than participation quantity. Simply enrolling students in co-curricular activities does not guarantee meaningful developmental outcomes. Instead, activities should encourage active involvement, shared responsibility, reflection, communication, and collaborative problem-solving. Such experiences provide repeated opportunities for students to apply theoretical knowledge within authentic social contexts. This interpretation supports the

educational philosophy advanced by Cooper and Elton-Chalcraft (2022b), who argue that professional educational environments should integrate experiential learning with classroom instruction to promote comprehensive student development.

The review further demonstrates that social competencies emerge through cumulative experiential learning rather than isolated educational events. Students repeatedly participating in team-based activities gradually improve interpersonal communication, emotional intelligence, conflict resolution, leadership, and social responsibility. These competencies develop through continuous interaction with peers, teachers, and institutional environments rather than through formal instruction alone. Consequently, schools should conceptualize co-curricular programs as long-term developmental investments instead of periodic extracurricular events.

Institutional support also emerged as one of the strongest moderating variables within the proposed assessment framework. Educational institutions that provide adequate resources, teacher mentorship, administrative encouragement, and inclusive participation opportunities enable students to derive substantially greater developmental benefits. Conversely, limited institutional commitment reduces opportunities for meaningful engagement regardless of student motivation. This finding aligns with the broader educational perspectives presented by Cooper and Elton-Chalcraft (2022) and Stewart et al. (2022), who emphasize that institutional culture significantly influences learner development and educational quality.

Another important observation concerns the relationship between technological transformation and interpersonal competency development. Contemporary educational environments increasingly incorporate digital technologies, artificial intelligence, online learning platforms, and virtual communication systems. While these innovations improve educational accessibility and instructional flexibility, they cannot completely replace authentic interpersonal interaction. Studies discussing digital transformation and artificial intelligence (Kapoor et al., 2017; Dwivedi et al., 2023; Dwivedi et al., 2023b) acknowledge that technology should complement rather than substitute collaborative educational experiences. The present assessment model therefore positions co-curricular engagement as an essential mechanism for maintaining human-centered learning within increasingly digital educational systems.

The comparative literature synthesis further suggests that diversity of participation strengthens multidimensional development. Different co-curricular activities cultivate distinct competencies. Sports promote teamwork, discipline, and resilience; debate societies strengthen analytical thinking and communication; cultural organizations encourage inclusiveness and empathy; volunteer programs enhance civic responsibility; while student governance develops leadership and organizational competence. Educational institutions should therefore encourage balanced participation across multiple activity categories rather than emphasizing a single domain.

The proposed empirical assessment model also contributes theoretically by integrating concepts that previous studies frequently examined independently. Existing research has often focused separately on leadership development, academic achievement, psychosocial adjustment, or educational engagement. The present framework demonstrates that these outcomes are interconnected components of a broader developmental system in which co-curricular participation initiates a sequence of collaborative experiences leading ultimately to enhanced social competencies.

From a practical perspective, the model offers educational administrators a structured framework for evaluating program effectiveness. Assessment should extend beyond participation statistics to include indicators such as communication quality, leadership opportunities, teamwork experiences, emotional development, and student engagement. Schools adopting such multidimensional evaluation strategies may better identify strengths and weaknesses within existing co-curricular programs and allocate institutional resources more effectively.

Despite these contributions, several limitations should be acknowledged. Because the study is based exclusively on secondary literature, the proposed model has not yet undergone statistical validation through primary empirical research. Educational systems represented within the reviewed literature also differ in cultural, institutional, and policy contexts, potentially influencing generalizability. Furthermore, variations in definitions of co-curricular participation across previous studies complicate direct comparison of findings. Future empirical investigations should therefore validate the proposed framework using quantitative and mixed-

method research designs across diverse educational settings.

Overall, the discussion confirms that co-curricular engagement represents a strategic educational mechanism capable of strengthening social competencies essential for academic success, lifelong learning, responsible citizenship, and professional preparedness. The proposed assessment model provides a coherent theoretical foundation for future educational research and institutional implementation while reinforcing the importance of integrating holistic developmental opportunities within secondary education.

6. Conclusion

This Research and Review article developed an empirical assessment model explaining the contribution of co-curricular engagement to the enhancement of social competencies among students at the secondary education level. Through systematic synthesis of the provided literature, the study demonstrates that structured participation in sports, cultural activities, leadership organizations, academic clubs, community service, and similar educational experiences contributes substantially to students' interpersonal, emotional, and collaborative development.

The proposed model establishes that co-curricular engagement influences social competency development through interconnected mechanisms involving collaborative learning, leadership experiences, psychosocial growth, institutional support, participation diversity, and sustained student motivation. Rather than operating through simple direct relationships, these variables interact dynamically to produce comprehensive developmental outcomes. Students who participate consistently within supportive educational environments demonstrate stronger communication skills, teamwork, empathy, emotional intelligence, decision-making capacity, leadership ability, and social responsibility.

The review also highlights the continued relevance of co-curricular education within rapidly evolving technological learning environments. While digital innovation expands educational opportunities, authentic interpersonal interaction remains indispensable for developing human-centered competencies that cannot be fully acquired through classroom instruction or digital technologies alone. Consequently, educational institutions should integrate co-curricular participation

strategically within broader curriculum planning rather than treating it as an optional educational supplement.

The proposed empirical assessment model contributes both theoretically and practically. Theoretically, it integrates diverse educational perspectives into a unified conceptual framework capable of explaining multidimensional social competency development. Practically, it offers school administrators, teachers, curriculum planners, and policymakers a structured approach for evaluating and improving co-curricular programs through measurable developmental indicators rather than participation statistics alone.

Future research should empirically validate the proposed framework using quantitative surveys, longitudinal investigations, structural equation modelling, and mixed-method research across diverse educational systems. Comparative international studies may further examine cultural influences on co-curricular participation and social competency development. Such investigations would strengthen the generalizability of the model while supporting evidence-based educational policy and institutional practice.

In conclusion, co-curricular engagement should be recognized as an integral component of holistic secondary education. Well-designed and institutionally supported co-curricular programs provide meaningful opportunities for students to acquire the interpersonal competencies necessary for academic achievement, responsible citizenship, lifelong learning, and successful participation in increasingly complex social and professional environments.

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