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Impact of Co-Curricular Activities on Self-Confidence Among High-School Students in Private Schools of Bengaluru Urban

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Abstract: Co-curricular activities play an important role in the overall development of high school students by providing opportunities to explore their interests, develop individual talents and interact with others beyond the classroom. These activities may contribute to the development of self-confidence by encouraging students to express themselves, participate in group activities, develop leadership qualities and overcome personal challenges. This review article examines the impact of co-curricular activities on self-confidence among high school students in private schools of Bengaluru Urban. It discusses the meaning and importance of co-curricular activities, their different forms and their role in students' personal and social development. The article also explores factors influencing students' participation, the relationship between co-curricular involvement and self-confidence, and the ways schools can create supportive opportunities for student engagement. Particular attention is given to activities such as sports, cultural programmes, debates, arts and leadership activities. The review highlights the importance of providing inclusive and encouraging environments where students can participate according to their interests and abilities. It emphasises that meaningful participation in co-curricular activities can support students in developing confidence, communication skills, teamwork and a positive sense of self.

Keywords: *Co-Curricular Activities, Self-Confidence, High School Students, Student Development, Private Schools, Bengaluru Urban.*

1. Introduction

Education plays a key role in the development of students. It is not just about gaining

knowledge or achieving good grades, but helps students to develop skills, interests, values, communication and personality. Students can develop through a range of learning opportunities offered by schools. Co-curricular activities play a key role in education.

Co-curricular activities are a range of activities that can help students to identify their interests, develop skills and interact with others. These activities can also help students to take on responsibilities, work in teams, express themselves and experience new things. Students can start to become more confident.

A student's confidence plays an important role in forming their personality. Confidence is how much someone believes in their abilities and being able to express themselves. High school students go through many changes throughout this time in their lives. They can become more aware of their abilities and how they look, how they relate to others and whether they fit in with their peers. Building confidence during this time can help students to become more confident in the classroom, be more communicative, make decisions and relate to others.

Through participating in co-curricular activities students can start to identify their strengths and become more confident. Participating in activities like debates or public speaking can help students to become more confident in expressing their ideas. Participating in sports can help students to work in teams, be disciplined and persistent. Cultural activities like music, dance and drama can help students to be creative and express themselves. Leadership activities and student clubs can help students to become more responsible and make decisions. Overall helping students to become more aware of their abilities and become more confident.

Previous research has looked into the link between extracurricular activities and students' confidence. Blomfield and Barber (2009) looked into the link between extra curricular activities and adolescent self-concept. They found that students who participated in extra curricular activities had different self-perceptions. Bekomson et al (2020) looked into the link between students' interest in extra curricular activities and self-efficacy. Chan et al (2020) looked into the importance of meaningful and engaging activities to build student confidence. These studies can help to give a useful insight into how structured activities can help students personal and psychological development.

Although co-curricular activities are common in education students can have varying experiences. Students can be influenced by how interested they are in the activities, how much encouragement they receive from teachers and parents, how they relate to their peers, the availability of facilities and opportunities. Students can be very involved in sports and cultural activities whilst others may be hesitant due to fear, lack of confidence or lack of opportunities.

Therefore, it is important to understand how students may be influenced to participate in co-curricular activities and how it may affect their confidence.

Co-curricular activities play an important role in private schools in Bengaluru Urban. However, you cannot assume all private schools in this area will have the same findings as other geographical areas. A literature review can help to identify findings; understand how different activities can help and identify areas for further research.

This literature review looks into the impact co-curricular activities have on high school students' confidence. This looks at how students participate in different co-curricular activities, what can influence students to participate and how co-curricular activities can help students to become more confident in communication, leadership, socialising and personal development. This will also help to identify areas for further research and highlight the importance of meaningful co-curricular activities.

2. Understanding Co-Curricular Activities and Self-Confidence in High School Students

Co-curricular activities and student confidence play an important role in student development. Whilst students learn academically in the classroom, co-curricular activities can help students to identify their interests, develop their skills and gain experiences. These activities can put students in situations where they can learn to communicate, express themselves and identify their strengths.

2.1 *Meaning and Importance of Co-Curricular Activities*

Co-curricular activities are structured activities that take place in schools. These include sports, music, dance, drama, debating, quizzes, drawing, cultural activities, student clubs and leadership activities. These activities are aimed to help students' overall development.

Participating in co-curricular activities can help students identify their interests and give them opportunities to develop skills that may not always be encouraged through academic subjects. Sports can help students to understand how to work in teams and be disciplined. Debating and public speaking can help students become more confident in communication. Music, dance and drama can help students to be more creative.

Co-curricular activities can help students to communicate with their peers, work towards a common goal and take on responsibilities. This can help students to become more independent, work in teams and become more confident in different social situations. Feldman and Matjasko (2005) looked into the importance of extra curricular activities in schools on adolescent development. Including academic, behavioural and psychological adjustment.

Larson, Hansen and Dworkin (2003) also looked into how students can gain developmental experiences through structured activities.

2.2 *Meaning and significance of Confidence in Adolescents*

Confidence is how much someone believes in their abilities. This can influence how students approach different situations, overcome problems and communicate with others. A confident student will usually be more willing to participate in classroom discussions, communicate with others, take on responsibilities and try new activities.

Adolescence is a key time in a student's life. Students start to develop their identity and become more aware of their strengths and weaknesses and how they relate to others. If students are encouraged, accepted and have positive experiences they can start to become more confident in their abilities. Students who are supported and given opportunities to show their skills can begin to become more confident in expressing themselves.

Confidence is closely linked to other psychological terms such as self-esteem, self-concept and self-efficacy. However, they have different meanings. Self-esteem is how we perceive our value; self-concept is how we see ourselves and self-efficacy is how we believe we can successfully perform a task. These should not be confused with confidence.

2.3 *Types of Co-Curricular Activities*

Schools will organise different types of co-curricular activities to encourage students to identify their interests and abilities. Sports and physical activities such as football, cricket, athletics and other team games can help students to become more disciplined, work in teams and be persistent. Students can learn how to work in teams and deal with success and failure.

Cultural and artistic activities such as music, dance, drama, drawing and painting can help students to become more creative. Students can show off their talents and become more confident in expressing themselves. Literary activities such as debating, essay writing, quizzes and public speaking can help students to become more confident in communication, express their opinions and become more confident in sharing their ideas.

Leadership activities, student councils, clubs and community service can help students to take on responsibilities, make decisions and work with others. This can help students to become aware of their abilities and feel like they belong in the school. Eccles and Barber (1999) highlighted how different types of extra curricular activities may lead to different outcomes. This shows the experiences students can gain can vary.

2.4 *How Co-Curricular Activities Help Students Develop their Skills and Beliefs*

Co-curricular activities can help students to identify their strengths and improve their

skills. When students learn a new skill, complete a task or successfully complete an activity they can become more confident in their abilities. This can encourage students to take on new challenges.

Co-curricular activities can also help students overcome any hesitations and fears they may have. Students who may be nervous about public speaking can become more confident through participating in debating, drama and cultural activities. Students playing team sports can become more confident in communication and working in teams.

Chan et al (2020) looked into the importance of authentic, challenging, expressive and reflective activities for building student confidence. This shows the importance of meaningful participation.

Co-curricular activities should not be seen as extra activities in schools. They can provide students with valuable opportunities to identify their potential, develop their skills and gain experiences which can help build their confidence.

3. Common Types of Co-Curricular Activities and How They Can Help Students

There are a variety of co-curricular activities in schools. Each one provides students with a different type of learning opportunity. Some will help students to become more physically active and work in teams whilst others will help them to be more creative, communicate, lead and express themselves. These can help students to identify their strengths, communicate and become more confident in expressing themselves.

3.1 *Sports and Physical Activities*

Sports and physical activities are one of the most common co-curricular activities in schools. Activities such as football, cricket, basketball, volleyball, athletics and other indoor and outdoor games can help students to become more physically active, disciplined, work in teams and be persistent. Students can learn how to follow rules, work in teams and deal with success and failure.

Students can feel a sense of achievement through participating in sports. They can learn new skills and improve their performance. This can encourage them to take on challenges and become more confident in their abilities. Erkut and Tracy (2002) looked into the link between sports in schools and adolescent self-esteem. They found that this can vary between different groups of students. Bang, Won and Park (2020) looked into the link between sports and psychological wellbeing in adolescents. This shows how important it is to consider sports as an activity which could help students' personal development.

3.2 *Music, Dance and Drama (Cultural)*

Music, dance and drama can help students to express themselves creatively, show their feelings and talents. Schools can provide cultural activities and performances which can encourage students to participate individually or as a team. This can help students to become more confident in showing themselves to an audience.

Drama can help students to take on different roles, express their feelings and communicate. Asimidou, Lenakakis and Tsiaras (2021) looked into how drama pedagogy can help build adolescent confidence. This highlighted how structured drama activities can help students become more confident.

Mak and Fancourt (2019) looked into the link between arts and children's self-esteem. This took into consideration activities such as music, drawing, painting etc. This shows how participating in artistic activities can help students' personal development.

3.3 *Debating, Essay Writing and Public Speaking (Literary)*

Literary activities play an important role in improving student's communication and language skills. Activities such as debating, essay writing, storytelling, quizzes, elocution and public speaking can encourage students to think critically, organise their ideas and express their opinions.

Debating and public speaking can be particularly helpful to students who are hesitant to speak in front of others. Regular opportunities can help them to overcome any nerves they have. Students can also learn to listen to different opinions and answer questions.

Ali et al (2020) looked into the impact of debate (a literary co-curricular activity) on students' social adjustment and confidence. This shows how literary activities can provide students with opportunities to communicate and socialise. This can help them become more confident in expressing their views.

3.4 *Art, Creativity and Other Skill Based Activities*

Art and creativity-based activities can help students to use their imagination and develop individual skills. Activities such as drawing, painting, crafting, photography and other creative activities can help students to express their ideas. Unlike other activities these can provide a more individual opportunity.

These can help students to identify their creativity, become patient, focused and feel a sense of achievement. If students are encouraged and appreciated they may be more willing to try new ideas.

Creativity based activities can help students who may not feel confident in sports or public speaking activities. Schools can provide a variety of activities to help students identify

areas they feel they are capable and interested in. Mak and Fancourt (2019) looked into the link between arts and children's self-esteem. This provides a useful insight into how creative activities can have psychological benefits.

3.5 *Leadership Activities, Student Councils and Community Service*

Leadership activities, student councils, clubs and community service can help students to take on responsibilities. Students may be involved in organising events, programmes, making decisions and helping others.

This can help students to become more confident in leading, working in teams, problem solving and making decisions. Students can also interact with individuals from different backgrounds and understand the importance of working in teams and taking on responsibilities.

Community service and volunteering can help students to become more empathetic, socially aware and responsible. Wong, Lau and Lee (2012) looked into a leadership programme including leadership training and volunteering and its impact on students' self-esteem and self-efficacy. This shows how structured leadership activities can be relevant to student development.

Overall, there are a variety of co-curricular activities available. Some may encourage students to work in teams and be persistent whilst others can help students become more creative and expressive. Literary activities may help students become more confident in communication whilst leadership and community service can encourage students to take on responsibilities. Schools should provide a variety of activities to ensure students of different interests and abilities can participate and develop their potential.

4. Influences on Participation and Confidence

Students may participate in co-curricular activities for a variety of reasons. Students can have varying experiences depending on their interests, abilities. Some students may be very involved in sports, cultural activities and other school activities whilst others may be hesitant due to fear, lack of encouragement or opportunities. It is important to understand what can influence students to participate.

4.1 *Student Interests, Abilities and Motivation*

Every student will have different interests, talents and abilities. Some students may enjoy sports and physical activities whilst others may enjoy music, dance, drawing, debating or literary activities. A student's interest can play an important role in encouraging them to participate.

If students are doing an activity they are interested in, they will feel more confident and motivated to develop their skills. As they gain more experience and improve their skills, they will feel more confident in themselves. However, if students are forced to participate in an activity they aren't interested in, they may feel pressured.

Motivation can also play an important role. If students are encouraged to explore their abilities and set personal goals, they may be more willing to participate. Fredricks and Eccles (2006) looked into extracurricular participation and adolescent adjustment. Considering how many, how long and variety of activities. This shows how it is important to understand how students are involved.

4.2 *School Environment, Facilities and Opportunities*

The school environment can greatly influence how students participate in co-curricular activities. If schools provide the right facilities, resources and opportunities students can be encouraged to try different activities and develop their interests. If there are plenty of facilities such as sports equipment, playgrounds, music rooms, art resources and suitable areas for cultural activities students can easily participate.

How the school feels about co-curricular activities can also play a role. If schools value both academic and non-academic development students may feel encouraged to participate.

Muchemi and Kiumi (2022) looked into the influence of co-curricular activities provided by schools on student self-esteem in secondary schools in Kenya. This highlighted the importance of facilities and opportunities. Panmei and Prakasha (2026) looked into the perceived benefits and challenges of co-curricular activities in Catholic schools in India. This shows how important it is to have support from schools to provide meaningful experiences.

4.3 *Encouragement from Teachers, Parents and Peers*

Students can be influenced by how much encouragement they receive from teachers, parents and friends. Teachers play an important role in identifying students' interests, guiding them and providing opportunities. If students receive positive feedback and appreciation, they can become more aware of their abilities.

Parents can also influence students. If parents appreciate their children's efforts, they may feel more confident to try different interests. However, if they have high expectations, they may feel pressured.

Peer relationships can also play an important role during adolescence. Students often feel encouraged if their friends participate in activities with them. If students have supportive peers, they will feel like they belong and enjoy participating. Negative comments, Criticism and fear of judgement could put students off.

Fredricks and Eccles (2005) looked into how peer characteristics can affect the relationship between extracurricular activity and outcomes for youth.

4.4 ***Peer Relationships, Social Approval and Fear of Failure***

Throughout adolescence students become more aware of how they are perceived by others. Feeling socially approved by their peers and classmates can impact how confident students feel. If students feel accepted and valued by their peers they may feel more confident to engage in group activities, express their ideas and take on new challenges.

However, some students may feel anxious about failing and receiving negative judgements. For example, students may lack confidence to enter a debate competition even though they are interested in public speaking due to anxiety or fear of making mistakes. Similarly, students may lack confidence in their physical capabilities.

By providing a positive environment students may start to feel less hesitant. If students feel that mistakes are part of the learning process, they may become more likely to attempt tasks again. Chan et al. (2020) highlighted the importance of challenging, expressive and reflective activities to help increase students' self-confidence. This means that students should be provided with opportunities to learn and improve without feeling too much pressure to do perfectly.

4.5 ***Pressure from Academics, Time Management and Competition***

High school students often have many pressures with their academic work. This can include exams, homework, tutoring and personal commitments. As a result, students may feel they lack the time to engage in co-curricular activities. Some students may avoid participating in co-curricular activities as they may feel it will impact their academic performance.

Healthy competition can help encourage students to enhance their abilities and strive to reach their personal goals. However, students may feel pressured to win prizes and may feel anxious. This can be particularly common for students who are still improving their skills.

Schools should ensure there is a good balance between students' academic learning and co-curricular activities. By providing a flexible timetable and acknowledging students' efforts they can feel more confident to engage in co-curricular activities.

Overall, students' individual motivation, school resources, encouragement from their families, peer relationships and pressures from academics can affect whether they will participate in co-curricular activities. To create a positive environment where students feel encouraged to pursue their interests, learn from their experiences and build their confidence at their own pace schools should provide a supportive environment.

5. Co-Curricular Activities and Self-Confidence in High School Students

Co-curricular activities provide students with opportunities to build their skills and gain new experiences. Students can use co-curricular activities to discover their interests, engage with others and understand their strengths. This can influence how they see themselves and how confident they feel in different situations. The relationship between co-curricular activities and self-confidence can be seen through a variety of areas.

5.1 *Building Communication and Public Speaking Skills*

Communication is an important skill for students to develop throughout their academic and social life. Some students may feel anxious or hesitant to communicate their ideas. Co-curricular activities such as debates, elocution, storytelling, drama and group discussions can provide students with opportunities to practice their communication skills.

If students regularly take part, they may feel more confident to structure their thoughts, give their opinions and feel more comfortable presenting to an audience. As students become more experienced, they may feel less hesitant.

Ali et al. (2020) looked at how debate as a literary Co-Curricular activity can impact a students' social integration and confidence. This shows how Debate activities help students express their opinions. Likewise, Chan et al. (2020) stressed how being encouraged to express themselves and meaningfully engage in activities can help boost confidence.

5.2 *Strengthening decision-making, leadership and problem-solving skills*

Leadership activities, student councils, school clubs and group work can provide students with opportunities to take on responsibility. They may learn how to plan, organise and problem solve whilst managing tasks.

This can help students become more independent. For example, if a student is given the chance to plan an event at school, they may start to feel more confident to take charge and lead others. It can also increase their confidence to trust their decisions and feel more involved in group activities.

Wong, Lau and Lee (2012) looked at the effects of leadership activities such as training and volunteering on students' self esteem and efficacy.

5.3 *Improved teamwork, cooperation and social skills*

Many Co-Curricular activities require students to work with others. Team sports, cultural activities, group-based competitions and school clubs can help students interact with others with diverse interests and abilities.

This can help students cooperate, respect each other, listen to each other and learn how to work as a team. They will also gain new friends.

Mahoney, Cairns and Farmer (2003) looked at how students' interpersonal skills and academic success can be affected by their extracurricular activities. This shows how organised activities can help students interact with others and improve their interpersonal skills. This can help students to feel more confident in social situations.

5.4 ***Improved self-expression, accomplishment and recognition***

One of the main ways that Co-Curricular activities can help with confidence is by helping students express themselves. Music, dance, drawing, painting, drama and sports can allow students to show their interests and talents.

Recognition can also help students feel more confident about their abilities. If students are recognised and appreciated by teachers, parents and their peers they may feel more encouraged to take part and improve. However, it is important that they are recognised for their efforts rather than just winning competitions.

Mak and Fancourt (2019) looked at how involvement in the arts can affect children's self esteem. Likewise, Asimidou, Lenakakis and Tsiaras (2021) looked at how drama pedagogy can contribute to adolescents' confidence.

5.5 ***Effects on self-esteem, self-concept and overall personal development***

Participating in Co-Curricular activities can have an effect on other parts of a students' psychological development. If they recognise their strengths, improve their skills and are encouraged they may feel more positive about themselves.

Self-esteem, self-concept and self-efficacy are all linked to confidence but are different concepts. If students feel they can complete a task, they may feel more confident in their self-efficacy. If they have positive experiences and are accepted they may feel more confident in their self-esteem. This can link to their confidence.

Blomfield and Barber (2009) looked at how extracurricular activities can affect adolescents' self-concept and self-worth. Bekomson et al. (2020) looked at how interest in extracurricular activities can affect students' self-efficacy in senior secondary school. This can provide relevant information.

5.6 ***Improved emotional well-being and confidence in challenging situations***

Co-Curricular activities can help students feel more confident in different situations. They can learn how to cope with challenges and learn from their mistakes. Team sports can teach students how to cope with winning and losing. Drama and speaking in front of others can help students cope with their nerves. Group activities can help students cope with differing opinions.

This can help students feel more confident in new situations. Having positive support from teachers and peers can also encourage students to participate without being too scared of failing. Over time this can increase their confidence to try new things.

However, not all students will have positive experiences. They may feel their confidence has been impacted negatively due to the high levels of competitiveness, criticism, pressure to perform and comparing themselves to others. It is important that these activities are in a positive environment. The school should ensure that the activities offer opportunities for learning, encouragement and personal development.

Overall, the reviewed literature suggests that co-curricular activities may contribute to different aspects of students' development, including communication, leadership, teamwork, self-expression and emotional well-being. These experiences may support the development of self-confidence among high school students. However, the extent of these benefits can depend on the type of activity, the student's level of involvement and the support received from the school, teachers, parents and peers.

6. Promoting Self-Confidence Through Co-Curricular Activities in Schools

Schools play an important role in helping students develop self-confidence through meaningful participation in co-curricular activities. These activities should not be treated merely as additional programmes outside the classroom but as an important part of students' overall development. By providing suitable opportunities, encouragement and guidance, schools can help students recognise their abilities, express their ideas and develop a positive attitude towards themselves. A supportive school environment can also motivate students to participate without feeling afraid of failure or judgement.

6.1 *Providing Diverse and Inclusive Co-Curricular Opportunities*

Schools should provide a variety of co-curricular activities so that students with different interests and abilities can find opportunities to participate. Sports, music, dance, drama, debates, art, cultural programmes, science clubs and community service activities can help students explore their interests and discover their strengths. Offering different activities also ensures that students who may not be interested in sports or public performances have other ways to express themselves. Such opportunities can encourage students to become more active and confident in their abilities.

6.2 *Encouraging Participation According to Students' Interests and Abilities*

Students should be encouraged to select activities based on their interests, skills and comfort levels rather than being forced to participate in activities chosen by others. When students take part in something they genuinely enjoy, they may feel more motivated and involved. Schools should also recognise that students develop at different rates. Providing opportunities for beginners as well as experienced participants can help students gradually improve their abilities and gain confidence through their own progress.

6.3 ***Creating a Supportive and Non-Judgmental School Environment***

A positive school environment is essential for encouraging students to participate confidently. Students may hesitate to take part in activities because they fear making mistakes, facing criticism or being compared with their classmates. Therefore, schools should create an atmosphere where mistakes are considered part of learning and every effort is valued. Appreciation, constructive feedback and encouragement can help students overcome hesitation and become more comfortable expressing themselves. A supportive environment can also make students feel accepted and respected by their peers and teachers.

6.4 ***Role of Teachers, Activity Coordinators and School Management***

Teachers and activity coordinators play an important role in identifying students' interests and motivating them to participate in co-curricular programmes. They can guide students, provide constructive feedback and help them improve their skills through regular practice. Teachers should also ensure that opportunities are not limited only to students who already perform well. School management, in turn, should support these activities by providing suitable facilities, resources, time and trained personnel. When teachers and school authorities work together, co-curricular activities can become a meaningful part of students' educational experience.

6.5 ***Encouraging Teamwork, Creativity and Leadership***

Schools should organise activities that allow students to work together, share responsibilities and take initiative. Group projects, sports teams, cultural events, student clubs and school-level programmes can provide opportunities to develop teamwork and leadership skills. Assigning students responsibilities such as organising events, coordinating teams or presenting ideas can help them become more independent and confident. These experiences may also teach students to communicate with others, respect different opinions and handle challenges collectively.

6.6 ***Importance of Parental Involvement and Positive Reinforcement***

Parents can contribute to the development of students' self-confidence by showing interest in their activities and appreciating their efforts. Their encouragement can motivate

students to explore new opportunities and continue participating even when they face difficulties. However, support should not be limited to achievements, prizes or competition results. Recognising effort, improvement and participation is equally important. When students receive encouragement from both their families and schools, they may feel more comfortable exploring their abilities and developing a positive sense of self.

6.7 *Need for Equal Opportunities and Adequate Facilities in Private Schools*

Private schools should ensure that co-curricular opportunities are accessible to students from different backgrounds and with varying abilities. Participation should not depend entirely on academic performance, financial circumstances or previous experience. Schools need to provide adequate facilities, appropriate equipment and guidance so that students can take part meaningfully. They should also consider students who may be shy, less experienced or hesitant to participate in public activities. Providing inclusive opportunities can help more students discover their potential and experience a sense of achievement. In the context of private schools in Bengaluru Urban, attention to these aspects is important for making co-curricular participation a supportive and enriching part of school education.

Overall, promoting self-confidence through co-curricular activities requires more than simply organising events or competitions. It involves creating an environment in which students feel encouraged, included and valued. When schools, teachers and parents work together to provide appropriate opportunities and positive support, students can gradually develop confidence in their abilities, improve their social skills and become more willing to face new challenges.

7. Conclusion

Co-curricular activities form an important part of the overall educational experience of high school students. Education should not be limited to academic learning alone, as students also need opportunities to develop their communication skills, social relationships, creativity, leadership abilities and confidence. Activities such as sports, cultural programmes, debates, music, dance, arts and student clubs provide students with different experiences through which they can explore their interests, recognise their strengths and express themselves.

The literature reviewed in this article indicates that participation in co-curricular activities can contribute to the development of self-confidence among adolescents. Through these activities, students get opportunities to interact with others, take responsibility, work in teams, overcome challenges and experience personal achievements. Such experiences may gradually strengthen their belief in their own abilities and encourage them to approach

unfamiliar situations with greater confidence. Co-curricular participation can also support the development of self-esteem, self-concept and important interpersonal skills.

However, the influence of these activities depends on several factors, including students' individual interests, the availability of opportunities, encouragement from teachers and parents, peer relationships and the overall school environment. Participation does not automatically result in increased confidence. Excessive competition, negative criticism, pressure to perform an unequal access to opportunities may discourage students and affect their confidence. Therefore, schools need to ensure that co-curricular activities are inclusive, supportive and focused on students' overall development rather than only on winning or achieving recognition.

In the context of private schools in Bengaluru Urban, providing diverse and accessible co-curricular opportunities can be an important way of supporting students' personal and social development. Schools should encourage participation among students with different abilities and interests and create an environment where every student feels valued. Teachers, parents and school management also have an important role in motivating students and recognising their efforts and achievements.

To conclude, co-curricular activities should be considered an essential part of holistic education rather than simply an addition to the academic curriculum. When students are provided with meaningful opportunities, guidance and encouragement, these activities can help them develop greater confidence in themselves and their abilities. A balanced educational environment that values both academic learning and co-curricular participation can contribute to the development of confident, responsible and well-rounded individuals.

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