



## A STUDY ON THE EFFECT OF EXTRACURRICULAR ACTIVITIES ON ACADEMIC ACHIEVEMENT

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**Abstract:** The present study reveals the fact that involvement in the extracurricular activities produces its effect on academic performance of the students. Most of the studies have been carried out and they have revealed the fact that particular extracurricular activities certainly effects on the academic achievement of the students. The purpose of this study is to establish that extra-curricular activities in which school students participate have a positive effect on their academic achievements. The study was conducted by using the questionnaire filling technique which was distributed among 171 students of the class VIII, IX & X of Al-Ameen Mission School, Khalisani, Uluberia, Howrah, West Bengal. The study gave the fact that according to the students involved in any kind of sports, participating in dramatic and other literary activities positively affects their academic performance, while watching the television has also some positive impact on academic performance. So, it can be deduced from the study that extra-curricular activities affect academic achievements of the students and this impact also depends upon those activities in which the students are keenly involved.

**Keywords:** *Extracurricular Activity, Academic Achievement, Senior Secondary, High Grade Point Average*

**Introduction:** Extracurricular activities play an important role in today's education. It relates students' learning outcome from extracurricular

activities with their academic performance. It integrates their cognitive, psychomotor, social, moral and other domains as a whole in a unity. And it also reflects on their academic achievements. They can relate their bookish knowledge with real life activities, and it will make their content more easy and transparent to them. There are many extracurricular activities; such of them are athletics, publications, student

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government, fine arts, academic clubs, service organizations, farming, gardening, etc.

There has been a considerable amount of research devoted to studying the relationship between student involvement in activities and student academic achievement. Although a positive correlation has been shown in many of these studies, there is still a fierce battle among educators concerning the need for extracurricular activities.

Two positions appear to be prevalent in today's community. These are referred to as either the academic or developmental perspective. The academic perspective considers extracurricular activities as purely leisure and not part of the purpose of schools. The development perspective considers extracurricular activities necessary to the total development of the student in today's schools.

Educators who believe in the academic perspective argue that time spent away from the classroom decrease the student's chances for success. Even those activities that don't require loss of classroom time are perceived to take away study time. These Educators support cutting or eliminating activities in thinking of students' poor academic performance.

Since independence, various policy documents of the India government have mentioned extracurricular activities as an area of immense importance for the overall development of students. As early as 1952-53, the report of the Education Commission emphasized the "release of creative energy among the students so that they may be able to appreciate cultural heritage and cultivate rich interest, which they can pursue in their leisure, and later in life"

The Kothari Commission Report of 1964-66 emphasized that in an age which values discovery and invention education for creative expression acquires added significance.

The NPE-1986 emphasized fostering among students an understanding of the diverse cultural and social systems of the people living in

different parts of country as an important objective of school education.

All the three previous National Curriculum Frameworks (NCFs) of 1975, 1988, and 2000 emphasized art education by defining its aims and objectives in the school curriculum. The teaching of the different arts, dance, music, painting.-should be based on the same fundamental principle of providing students opportunities for perfecting their own capacities and helping and encouraging them in the process.

**Objectives of Extracurricular Activities are:**

- \* Experience joy / enjoyment
- \* Introduce the student to new media and techniques and their use for creative expression and for making objects of common use.
- \* Enable students to use their artistic and aesthetic sensibilities in day-to-day life.
- \* Get acquainted with the life and work of the local environment.
- \* Develop creative expression through locally available material with the help of community.
- \* Refine the sense of appreciation of the beauty of nature and the basic elements of art forms.

**Objectives of the Study:** This research sought to study the relationship between extracurricular activities and student achievement. The study was designed to determine that there is a significant difference in grade point average between students involved in extracurricular activities and students not involved in extracurricular activities.

**Research Questions:**

1. What is the value of extracurricular activities?
2. What does it provides the educators, parents and students in making more informed choices in their high school programs?
3. What relationship does exist between extracurricular activities and student achievement?

4. What difference does exist in grade point average between students involved in extracurricular activities and students not involved in extracurricular activities?

**Definition of Terms:** The following terms are applicable to this study. Extracurricular activity: Any non graded activity that requires students to extend their school day. These activities took place either before school, after school, weekends, or during holiday vacations.

Grade Point Average: The average resulting from the conversion of letter grades to a numerical value from all courses taken in classes.

Participation: Involvement in an activity that met at least twice a week. The activity duration was a minimum of two months and the student did not receive a grade for the activity.

Treatment of Data: It was the intent of this study to determine if a difference existed between grade point average of those who participated in extra-curricular activity and those who did not participate.

**Hypothesis:** This study was designed to answer that there is a significant difference in grade point average between students who are involved in extracurricular activities and those are not.

The following null hypothesis was an outgrowth from this question: There is no relationship between student grade point average and student involvement in extracurricular activities.

#### **Delimitation of the Study:**

1. The study was delimited to students of Al-Ameen Mission School, Khalisani during academic year-2016

2. The study was delimited to the collection of students & teachers feedback about extracurricular activities through Questionnaires, and from School's Marks Register.

**Methodology of the Study:** This is a descriptive research method in nature. The methodology of the study comprises research method, population, sample, tool, procedure of data collection, and procedure of data analysis.

**Population and Sample:** Al-Ameen Mission School, Khalisani is a Government Recognized Un-Aided day school of Al-Ameen Mission Trust, located at Khalisani, Uluberia, Howrah-711307,W.B. It has 682 students from Class-Nursery/pre-primary to Class-X in session-2016. The sample used in this study with 171 students of Class-VIII, IX & X.A questionnaire was developed to collect students and teachers feedback about extracurricular activities practiced in the school. Then details cumulative and achievement record from school's marks registrar were collected. The questions were both close-ended and open-ended.

**Procedure of Data Collection:** Data pertaining to students and teachers feedback on extracurricular activities was collected through questionnaires. The questionnaires were sent to students and teachers through school's administration and were received back from them within a period of two months.

This study investigated whether students in extracurricular activities had a higher grade point average than students who did not participate in extracurricular activities. It was the intent of this study to determine if a difference existed between grade point average and those who participated in extra-curricular activity and those who did not participate. Activities that met these criteria were athletics, drill team, music, recitation, class officers, debate, drama, newspaper staff, yearbook staff, student government, farming and gardening.

**Procedure of Data Analysis:** The data to be obtained from the students and teachers was analyzed with the help of quantitative techniques. Data to be obtained from close-ended and open-ended questions were analysed using percentage analysis method.

**Treatment of Data:** A student that participated was defined as having been involved in an activity that met at least twice a week for a minimum. The student must have participated during a minimum of three years at Al-Ameen Mission School, Khalisani. Activities that met

these criteria were athletics, drill team, music, recitation, class officers, debate, drama, newspaper staff, yearbook staff, student government, farming and gardening .The independent variable was participation in extracurricular activities. The dependent variable was grade point average.

The statistical analysis and data management system was used to analyze the data. Student I.D. number, grade point average, and involvement (yes or no) in extracurricular activities were entered into the computer.

A frequency distribution was obtained for grade point average. A t-test statistical analysis was conducted to test the null hypothesis.

**Analysis of the Data:** This study investigated whether students in extracurricular activities had a higher grade point average than students who did not participate in extracurricular activities. Grade point average was obtained from cumulative records in the registrar’s office at Al-Ameen Mission School, Khalisani. Participation was determined using questionnaire. A total of 171 seniors were investigated in this study.

The study was designed to either accept or reject the null hypothesis. The null hypothesis for this study was; there is no difference between the grade point average of students involved in extracurricular activities and the grade point average of students not involved in extracurricular activities. It is the goal of this content to analyze the data and present an interpretation of the findings.

**Results:** The following results were obtained using the statistical analysis and data management system. Data were entered for 171 senior students of Al-Ameen Mission School, Khalisani using information from the school’s computer data system.

Table 3 is a frequency distribution of grade point averages of 171 senior students of Al-Ameen Mission School, Khalisani. The average grade point average is 2.809. Nearly 25% of the students have a grade point average between 3.00 and 3.49.

Table 3: Frequency of Grade Point Average for all students

Grade Point Average	Student Sample	Percent
0.00-0.49	1	0.58
0.50-0.99	1	0.58
1.00-1.49	10	5.85
1.50-1.99	21	12.28
2.00-2.49	26	15.20
2.50-2.99	31	18.14
3.00-3.49	43	25.15
3.50-3.99	27	16.37
4.00-4.49	7	05.85
Total	171	100.00

Mean = 2.809, Standard Deviation = 0.8408

Table 4 is a frequency distribution of grade point average for 71 students that participated in extra-curricular activities. The average grade point average for this group was 3.224. 30% of these students have grade point average between 3.00 and 3.49. 27% have a grade point average between 3.50 and 3.99.

Table – 4: Frequency of Grade Point Average of Students Involved in Activities

Grade Point Average	Student Sample	Percent
0.00-0.49	0	0
0.50-0.99	0	0
1.00-1.49	1	1.41
1.50-1.99	2	2.82
2.00-2.49	5	7.04
2.50-2.99	16	22.54
3.00-3.49	21	29.58
3.50-3.99	19	26.76
4.00-4.49	4	9.85
Total	71	100.00

Mean = 3.224, Standard Deviation = 0.6419

Table 5 is a frequency distribution of grade point average for 100 students that not participated in extra-curricular activities. The grade point average for this group was 2.515. 29% of these students have grade point average between 2.00 and 2.49.

Table – 5: Frequency of Grade Point Average of Students not Involved in Activities

Grade Point Average	Student Sample	Percent
0.00-0.49	1	1.00
0.50-0.99	1	1.00
1.00-1.49	7	7.00
1.50-1.99	14	14.00
2.00-2.49	29	29.00
2.50-2.99	20	20.00
3.00-3.49	18	18.00
3.50-3.99	7	7.00
4.00-4.49	3	3.00
Total	100	100.00

Mean = 2.515, Standard Deviation = 0.7760

Analysis of frequency tables establishes a pattern of difference between groups. The mean of 2.515 which is the value of students not involved in activities falls below the mean of 2.809 which is all students in the sample. The mean of 3.224 which represents students involved in activities.

The statistical analysis used to determine if there is a significant difference between means was the t-test. Table 6 is a summary of data from the t-test. Table 5 is a frequency distribution of grade point average for 100 students that not participated in extra-curricular activities. The average grade point average for this group was 2.515. 29% of these students have grade point average between 2.00 and 2.49.

Table – 6: T-Test

Variable	GPA	Cases	Mean	SD	SE Mean
Yes Involve		71	3.224	0.6419	0.076
No Involve		100	2.515	0.7760	0.077
Variances	t-value			df	99% Sig.
Equal	9.02			381	0.000499
Unequal	9.21			375.24	0.000499

Three basic assumptions must be met when using the t statistic.

The assumptions are:

1. The values in the sample must consist of independent observations.

2. The populations sampled must resemble the normal curve.
3. The populations from which the samples were drawn must have approximately the same variability.

The first assumption was satisfied by the criteria established for each group. It is not possible to be a member of the involved group and a member of the not involved group.

The standard error of the mean for both samples was small. This also is an indicator of normal distribution.

The third assumption was satisfied by using the Levene Test for Equality of Variances. A value of  $p=.000$  indicated that the variability between sample means was not equal. The statistical analysis and data management program calculated two t-tests based on the Levene Test. The unequal variance values in table 6 were used for the final evaluation of the null hypothesis.

The null hypothesis for this study was: There is no difference between the grade point average of students involved in extra-curricular activities and the grade point average of students not involved in extra-curricular activity. Table 6 presents the findings of the difference between grade point averages of students, both involved in extra-curricular activity and those not involved. A t-test was computed to statistically determine if a difference exists. The probability of the t-test is reported as less than 0.000499. A significance level of .01 was established for this study. Since the t-test value is less than significance level of .01, the researcher concludes there is a Significant difference between grade point averages. The null hypothesis is rejected.

**Conclusions:** The results of this investigation indicate that students involved in extracurricular activities have a significantly higher grade point average than students not involved in extracurricular activities. The mean GPA of students involved was 3.224. The mean GPA of students not involved was 2.515.

A t-test was used to determine if a significant difference existed between the two means. A 99% confidence level was established. The results ( $p < 000499$ ) of the t-test clearly allow the researcher to reject the null hypothesis.

The present study reveals the fact that involvement in the extracurricular activities produces its effect on academic performance of the students. Even activities allow students to develop skills such as leadership, self confidence, self-discipline, and the ability to handle competitive situations. Extracurricular activities offer an opportunity to interact in ways that allow him or her different skills to blossom and to gain high scores in academic performance.

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### Appendix A: Data for Sample

Student ID	Grade Point Average	Activity Involvement
1	3.91385	Yes
2	2.00000	No
3	1.9663	No
4	3.04167	Yes
5	3.79487	Yes
6	1.67742	No
7	2.36486	No
8	2.68013	No
9	2.44689	No
10	3.92453	Yes
11	4.02623	Yes
12	3.24919	Yes
13	3.32660	Yes
14	3.96166	Yes
15	3.69435	Yes
16	4.01384	Yes
17	3.12088	Yes
18	3.75801	Yes
19	3.61290	Yes
20	3.73442	Yes
21	3.81308	Yes
22	2.69039	No
23	2.84906	No
24	1.94810	No
25	3.55709	Yes
26	3.38113	Yes
27	2.81712	No
28	2.96029	No

<b>Student ID</b>	<b>Grade Point Average</b>	<b>Activity Involvement</b>	<b>Student ID</b>	<b>Grade Point Average</b>	<b>Activity Involvement</b>
29	2.51852	Yes	72	2.90311	No
30	3.41053	Yes	73	3.44781	Yes
31	2.70107	No	74	3.30897	Yes
32	2.03367	Yes	75	1.85348	No
33	3.30450	Yes	76	2.42215	No
34	3.75092	Yes	77	2.87379	No
35	3.51601	Yes	78	3.50207	Yes
36	3.93266	Yes	79	4.00000	Yes
37	2.47619	No	80	3.50178	Yes
38	3.20623	Yes	81	3.44151	Yes
39	3.68683	Yes	82	4.00000	Yes
40	2.76923	No	83	1.73684	No
41	3.79553	Yes	84	4.00000	Yes
42	1.49481	No	85	3.74721	Yes
43	3.48822	Yes	86	3.75758	Yes
44	3.35531	Yes	87	3.49785	No
45	2.92835	No	88	2.79245	No
46	3.76080	Yes	89	2.08304	No
47	2.04016	Yes	90	2.98868	Yes
48	1.19865	No	91	2.22667	No
49	3.07071	Yes	92	1.42169	No
50	2.93776	Yes	93	2.97819	No
51	2.44027	No	94	3.72161	No
52	1.94810	No	95	2.37722	No
53	3.66330	Yes	96	3.44291	Yes
54	2.2918	Yes	97	1.86084	No
55	4.04040	Yes	98	2.87938	No
56	2.89808	No	99	2.16342	No
57	3.85185	Yes	100	2.69434	No
58	3.32660	Yes	101	3.79783	No
59	2.84429	No	102	2.58824	Yes
60	3.57093	Yes	103	2.15953	No
61	2.24221	No	104	3.12840	Yes
62	4.02768	Yes	105	2.93846	No
63	4.02768	Yes	106	2.28374	No
64	2.36981	No	107	4.00000	Yes
65	3.32660	Yes	108	2.32526	No
66	0.70466	No	109	3.16955	Yes
67	1.92256	No	110	1.40000	No
68	4.03519	Yes	111	2.97509	No
69	2.84000	No	112	3.91054	No
70	1.52249	No	113	3.80723	No
71	2.85348	No	114	3.80723	Yes

<b>Student ID</b>	<b>Grade Point Average</b>	<b>Activity Involvement</b>	<b>Student ID</b>	<b>Grade Point Average</b>	<b>Activity Involvement</b>
115	3.48638	Yes	144	1.13486	No
116	2.89273	No	145	2.23488	No
117	3.40214	Yes	145	2.23418	No
118	2.05364	No	146	2.65321	No
119	2.23488	No	147	2.89634	No
120	3.45741	Yes	148	2.25361	No
121	2.77705	No	149	2.25142	No
122	3.03297	No	150	3.21534	No
123	3.54896	No	151	2.74215	No
124	1.95018	No	152	2.98563	No
125	3.92429	Yes	153	2.12543	No
126	2.81319	No	154	2.23152	No
127	3.80377	Yes	155	2.23488	No
128	2.65660	No	156	3.43488	Yes
129	3.36700	Yes	157	2.23488	No
130	3.92429	Yes	158	2.74235	No
131	2.23488	No	159	2.83214	No
132	2.22452	No	160	2.25121	No
133	1.23488	No	161	2.12345	No
134	4.23218	Yes	162	2.11121	No
135	2.13488	No	163	2.12312	No
136	1.23548	No	164	1.52488	No
137	2.20123	No	165	3.23488	Yes
138	4.23458	Yes	166	2.32154	No
139	3.23485	Yes	167	2.85621	No
140	1.13528	No	168	2.10123	No
141	2.96488	No	169	1.11221	No
142	2.33487	No	170	2.75214	No
143	2.23488	No	171	4.24521	Yes