

# Impact of Extracurricular Activities on the Academic Performance of Students

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## Article Info

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## Abstract:

It has been commonly expected that interest in extracurricular activities positively affects the retention of students past the primary year. Be that as it may, numerous likewise accept that these activities may really influence student's execution in a negative way because of clashing time requirement and competing plans, regardless of whether they do in truth improve student's tirelessness. Strangely, generally not many investigations have been acted in both of these regions because of an absence of pertinent information. This paper tends to these issues by introducing an examination which uncovered that students accomplished a lot higher paces of maintenance and graduation, kept up better GPAs, and had higher great standing rates when they occupied with any of the exercises inside the extent of this research, which included filling in as a Board Member of ASI, turning into an Orientation Leader, accepting a vocation as Residence Hall Associate, or holding an authority position in a nearby club.

For the purpose of the study students of age group 10-25 were chosen who were divided on the basis of their gender. Then further divided on the basis of their qualification as in school, high school, under graduate and post graduate and which was further divided on the basis of their choice of stream such as science, commerce, arts, law, management and others.

## Article History

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## 1. INTRODUCTION:

Extracurricular activities play a crucial role in student's life in today's world. It is the most important component that now a days goes hand in hand with education. It provides them with a positive character-building opportunity and teaches ways to develop discipline, commitment, tenacity, self-control, and makes them ambitious. Various activities like music, dance, sports, art, poetry, etc helps students to even make their future in these types of field. In earlier times, only book knowledge and the subjects that students used to study were considered most important aspects of education that will

help them in future. Earlier parents also did not support their kids much in activities other than studies, but now as the time is changing, parents too are realising the need of extracurricular activities in a student's life and now are encouraging their kids towards such activities.

There are many researches devoted towards this relation of academic performance with extracurricular activities and most of them have shown a positive relation. However, on the other side, some of the studies say that the amount of time spend by the students in extracurricular activities reduces their chances of success in life. While some other studies prove that

extracurricular activities are necessary for the total development of students in today's day and time. The research question for this study is to compare the students who participated in extracurricular activities achieved higher academic performance and those who did not participate in the same. Furthermore, we also tried to understand the impact of extracurricular activities on student's retention power and concentration span. Also, whether factors such as family support, opportunities offered by college etc. play a role on the performance of students or not.

## 2. REVIEW LITERATURE:

[Pan, et-al, 2014] intends to examine the impact extracurricular activities(ECA) participation on the academic performance of the students in school. It focuses on 3 major theoretical frameworks to justify the same which are: Zero-sum- negative effect on the academic performance; Developmental- positive impact on the academic performance indirectly due to the non-academic performances as well as Threshold- positive effect on academic performance up till a certain point beyond which participation will lead to a negative academic output. The objective of this research paper would be to highlight another determinant from the general education literature which may affect students' academic performance. This study backs the practice of understanding the determinants of student's academic performance such as sports, dance, music to name a few. It also recognizes those existing students who are at the risk of academic failure as well as it minimizes the likelihood of admitting students whose

skill sets are not suited to an accountancy degree program. In conclusion, while much has been done to understand the main point of ECA, there were limited studies in the accounting field. However, this study does prove that participation in the extracurricular activities does affect the student in a positive manner, thereby improving his/her results academically.

[Mishra, et-al, 2013] The purpose of this study is to document how being involved in extra-curricular activities can influence development in academics, social skills and high school completion. The sample comprised of 60 students aged between 13 to 15. School students were administered to the self-made questionnaire. The factual investigation uncovered that all the 6 kinds of extracurricular activities, viz. Yoga, Horse riding, Sport exercises, Dance, Music and Indoor and open-air exercises together indicated huge job in effect of extracurricular activities on students in Private School. The advantages of taking an interest in extracurricular exercises included having better evaluations, having higher test scores and higher instructive accomplishment, going to class more consistently and having higher self-idea. The individuals who partake in out-of-school exercises frequently have higher evaluation points, a decline in non-appearance and an expanded connectedness to the school. Research additionally demonstrated that both sort of extracurricular projects and level of investment may affect the people's advancement. For sample selection, purposive sample method was used. To represent the population in the study, two private schools in Lucknow were chosen. 60 school going students from the ages of

13-15 years were chosen for the purpose. Self-developed poll was utilized for information assortment. Investigation says that majority share (95%) of respondents were include in sports exercises followed by indoor and open-air exercises (88.3%), while the least number of respondents were keen on music (73.3%) and dance (71.1%) exercises. Generally (78.3%) of the respondents were not intrigued by horse riding. A noteworthy distinction was found in the presentation of kids in extracurricular exercises like-Yoga, Horse riding, Sport exercises, Indoor/Outdoor exercises, Dance and Music. In conclusion, extracurricular activities are a part of every student's life. They have significant effect in the lives of students. They affect student's lives by improving their conduct, school execution, school fulfilment, positive viewpoints to make fruitful grown-ups and social perspectives.

[Kimiko Fujita,2006], conducted both primary and secondary research to find out whether or not the activities in which junior high school students choose to participate have an effect on their academic performance. This study aimed to answer 2 research questions – What effects do specific activities have on academic performance? as well as Is the academic performance ofjunior high school students influenced by their choice of extracurricular activities? This study's survey tool was distributed to students enrolled in between grade 6 to grade 8 at the Walnut Creek Christian Academy during the 2004-2005 academic year. The dependent variable for this study were the examinations given by the students in the above-mentioned grades. While the independent variables in this case were

extra-curricular activities such as Sports, Television watching (Although a leisure time activity, taken as an extra-curricular activity for the purpose of the study) and Music. In the survey, demographic questions such as age, gender, etc were asked to get a basic understanding of the social influences on academic performances. Finally, the data revealed that, according to the students who answered the survey, playing sports, watching television, and participating in community service improves academic performance, while playing a musical instrument does not improve academic performance. Therefore, it was concluded that extracurricular activitiesaffects academic performance and that the effect depends on the specific activities in which the student is involved.

[Rombokas.M, et-al, 1995], conducted primary and secondary research to find out the correlation between academic performance and student's participation in extra-curricular activities. A cross sectional study was conducted, in the spring of the year 1995. The research sample was selected randomly, and the data reported in this paper was collected by means of an anonymous, voluntary, self-administered questionnaire. 292 students took this questionnaire where in the male to female ratio was 30:43. The dependent variable were the grades in selected areas such as English, Math and Science. High School as well as College GPA's were compared for the extracurricular participants and non-participants. There were various independent variables like gender, ethnicity, education level of parents, family income and family structure. The

data that was collected was analyzed in terms of percentage (%) using Chi-Square test. The results indicated that females take part in music/dance/theatre/student council way more than their male counterparts while males take part in sports more than females. They concluded that participation in extra-curricular activities enhances both intellectual and social development of students.

[Ahmad.M, et-al, 2019], conducted primary and secondary research to find out the positive or negative correlation between student's participation in extra-curricular activities and academic performance. Regarding which, they conducted a cross sectional study at the Armed Forces Medical college, Dhaka, for the time span of February 2015 to October 2015. The research sample were selected in a random manner and divided into four phase groups totalling to 475 students where in the male to female ratio was 168:307. The dependent variable were the results of final terminal examinations and class performance. There were various independent variables like gender, participation, and non-participation. Here age isn't considered as an independent variable because the samples are of the same age and same level of education as well. The data collected was analyzed in the form of percentage (%) using the Pearson Chi-Square test. The analysis was Descriptive style. The main results were that males have a higher participation in sports and outdoor games as well as in photography, whereas females have a higher participational inclination towards indoor games, cultural and debate activities. The final conclusion of this study was that

students participating in co-curricular activities tend to have better academic results, higher educational attainment and are clearer with self-concept. Also, various skills like teamwork and leadership have also been noticed among them.

### **3. RESEARCH METHODOLOGY**

#### **A. RESEARCH OBJECTIVES:-**

- a. To find the reasons for participation or non-participation in extra-curricular activities.
- b. To understand the impact of participation in extra-curricular activities on student's academic performance.
- c. To assess the impact of different factors affecting the participation in extra-curricular activities that further affect the students' academic performance.

#### **B. HYPOTHESIS: -**

- 1) Ho: There is no relationship between age and participation in extra-curricular activities.  
Ha: As age increases, the participation in extra-curricular activities is significantly higher.
- 2) Ho: There is no relationship between educational qualification and participation in extra-curricular activities.  
Ha: Higher the education level of the student, higher is the rate of participation in extra-curricular activities.
- 3) Ho: Gender has no impact on students participating in extra-curricular activities.  
Ha: Gender has an impact on participation in extra-curricular activities.
- 4) Ho: There is no relation between opportunities offered by the college and

the rate of participation in extra-curricular activities.

Ha: Better the college opportunities, higher is the rate of participation of students in extra-curricular students.

#### C. RESEARCH DESIGN:-

To determine the impact of extracurricular activities on student's academic performance, we have conducted a descriptive research using multiple cross-sectional method to get a sample representative of the population we want to generalize with. We have used both primary and secondary research. We have used Surveys in Primary research and taken help from videos, news articles and various other research papers for our secondary research.

#### D. SAMPLE COLLECTION:-

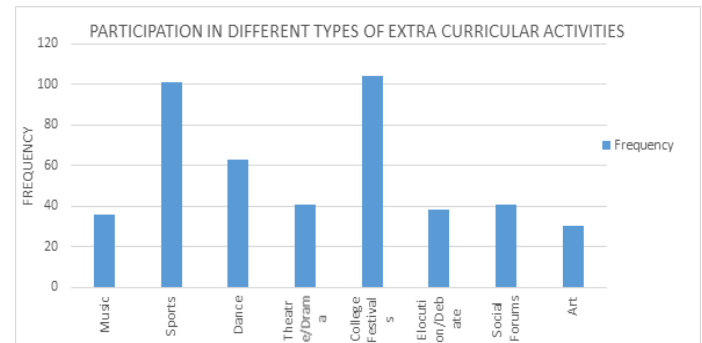
- The sample selection method used is Stratified Random Sampling.
- A sample of 206 people was selected for the study
- Sample consisted students at school level, college level and those who are pursuing higher education.

#### E. DATA COLLECTION:-

Data Collection for the analysis was done through survey. Since our research is quantitative in nature, we chose questionnaire as the instrument for data collection. A self-designed questionnaire consisting of 15 questions was handed out to the respondents. The questionnaire consisted of questions with a 5-point Likert Scale (where 1 indicated Strongly Disagree and 5 indicated Strongly Agree), few questions using themultiple-choice

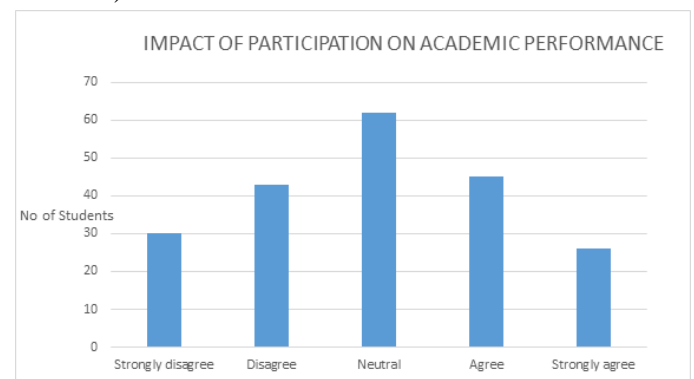
option and a few questions that measured parameters in the Likert scale as well.

### 4. FINDINGS AND DISCUSSIONS:



Graph 1: What activities do you participate in?

The graph shows that the top 3 most common activities that students take part in are College Festivals (104 students, that is 50.49%), Sports (101 students, that is 49.03%) and Dance (63 students, that is 30.58%). The rest take part in Theatre (41 students, that is 19.90%), Social Forums (41 students, that is 19.90%), Elocution/Debates (38 students, that is 18.45%), Music (36 students, that is 17.48%) and Art (30 students, that is 14.56%).

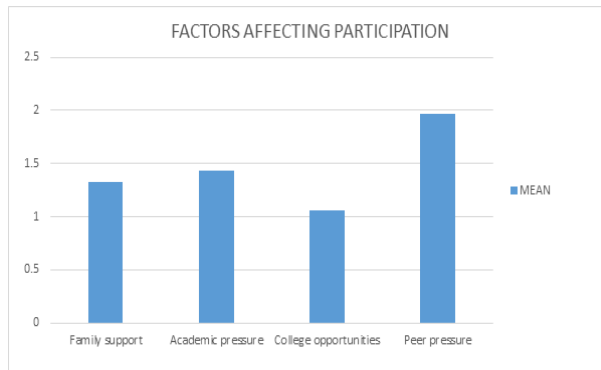


Graph 2: Do you feel participation in extra-curricular activities has an impact on academic performance?

While most people (62 students, that is 30.10%) believe that extra-curriculars



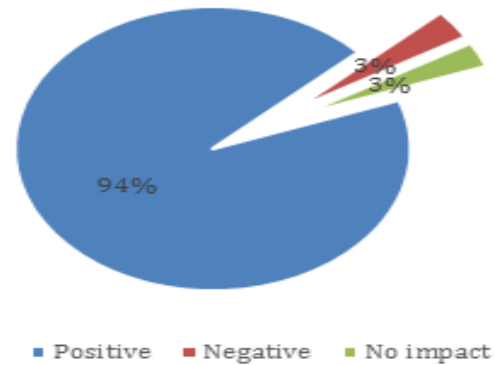
don't have an impact on academic performance, the next most people (45 students, that is 21.85%) agree that extra-curriculars do have an impact on their academic performance. Since only 26 students (that is 12.62%) strongly agree that is why there is an impact but not a strong one. Since our sample is a representative sample it doesn't show the clear picture .However, from our secondary data we have inferred that extra-curricular activities do have a positive impact on academic performance. We further analyse this by looking at the academic results of the students.



Graph 3: Which factors affect your participation in extra-curricular activities?

In the chart, we can see that college opportunities has the lowest mean (1.058) meaning it is the most important factor since our Likert scale is 1 being the highest. The next most important is family support with the mean of 1.320. Academic pressure is the next with a mean of 1.432 and is followed by peer pressure with a mean of 1.970 meaning it's the least important factor that affects participation in extra-curricular activities. College opportunities is an important deciding factor of whether or not one should participate in such activities. Some colleges encourage such activities while some don't. Some colleges also have

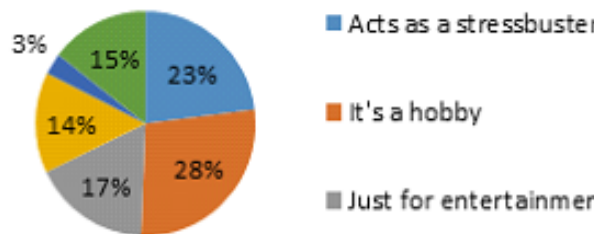
attendance issues. Some colleges might have funding problem. Some colleges might have a rigid outlook towards academics and must be thinking of such activities as a waste of time.



Graph 4: What kind of an impact does extra-curricular activities have on mental health?

From the above chart, we can clearly see that 94% of students ( that is 193 students) believe that extra-curriculars have a positive impact on one's mental health, this is because these activities boost one's self-esteem and confidence. It enhances problem solving skills and provides a sense of accomplishment. Various studies have shown that indulging oneself in some kind of art improves coping mechanisms, cognitive abilities, decision making abilities etc. whereas only 3% (7 students) think it has a negative impact and while the other 3% (6 students) think extra-curricular activities have a negative effect like fatigue or psychological stress.

Table 1: Reasons for participation in Extra Curricular activities.

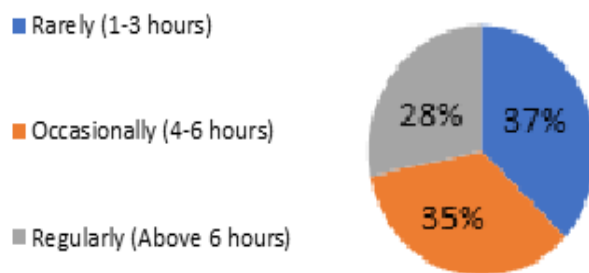


Graph 5: Reasons for participation in extra-curricular activities

The chart shows that the top 2 reasons why students take part in extra-curricular activities are because it's a stressbuster (119 students, 23%) and it's a hobby (143 students, 28%). Through this, it is clearly evident that majority of the students (51%) are participating in these activities due to these 2 reasons. Form of earning (14 students, 3%) is the least responsible reason.

Hours in a week	Frequency
Rarely (1-3 hours)	76
Occasionally (4-6 hours)	72
Regularly (Above 6 hours)	58

Table 2: Frequency of Participation



Graph 6: How many hours in a week does one participate in extracurricular activities?

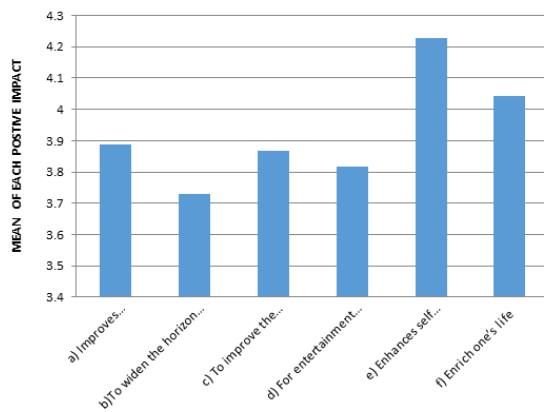
The chart shows that students mostly spend 1-3 hours a week doing extra-

curricular activities (76 students, 37%). They rarely participate in these activities. A smaller number of students participate in these activities regularly (58 students, 28%) as compared to participating rarely and occasionally. The frequency of participation may help determine the effect of such activities on academic performances.

Reasons	Frequency
Acts as a stressbuster	119
It's a hobby	143
Just for entertainment	89
To gain expertise in that field	75
Form of earning	16
To build up your resume	75

Table 3: Positive Impact of Extra Curriculars on Students

	Mean	Rank
a) Improves communication with peers	3.8883	3
b) To widen the horizon and increase the knowledge	3.7281	6
c) To improve the practical ability	3.8689	4
d) For entertainment purposes	3.8155	5
e) Enhances self confidence	4.2281	1
f) Enrich one's life	4.0436	2



Graph 7: Impact of mental health on students positively

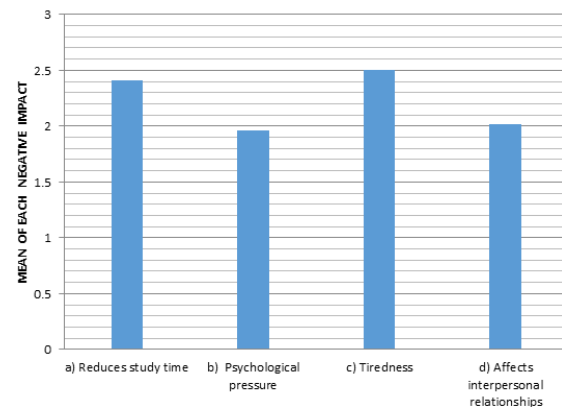
In the chart we can see that “Enhancing self-confidence” has the highest mean (4.228), which means that extracurricular activities have the most positive impact on it since our Likert Scale is 5 being the highest. Close behind is “Enriches one’s life” (4.02). The difference amongst Rank 3,4,5 & 6 is almost negligible signifying that students strongly feel that through extracurricular activities, improving their self-confidence is the most they gain compared to other impacts.

Table 4: Negative Impact of Extra

	Yes	No	Yes	No
	Freq		Perc %	
Good in academics	104	3	50%	1%
Average in academics	94	5	46%	2%

Curriculars on Students

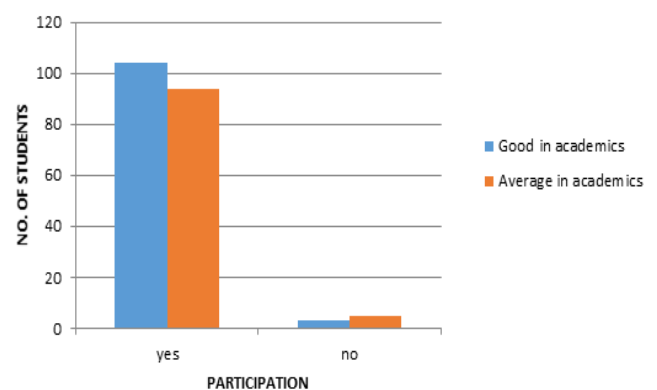
	Mean	Rank
a) Reduces study time	2.4077	2
b) Psychological pressure	1.9611	4
c) Tiredness	2.5	1
d) Affects interpersonal relationships	2.014	3



Graph 8: Negative impact of

extracurricular activities on mental health. Tiredness has the highest mean (2.5) since our Likert Scale is 5 being the highest followed by “Reduces Study Time” (2.4). It can be inferred that Extracurricular activities have a negative impact on the students’ academic performance because it reduces study time in the majority of the cases. This can also be due to the fact the Extracurricular Activities cause tiredness which in turn reduces the students study time. Extra-Curricular Activities have other negative impacts as well, but they aren’t as major as the two mentioned above (see graph).

Table 5: Impact of Participation on Academics



Graph 9: Impact of participation on the academic performance of students

The above table and chart show the relation between participation in extra-



curricular activities and its impact on academic performance.

From our questionnaire responses, we collected the data related to academic performance and asked the respondents to state their academic results whether it was in the form of CGPA out of 4, CGPA out of 10, or percentage(%). We segregated the academic results into respondents having a good academic result and those having an average result.

Out of the 206 respondents, there were 198 students that participated in the extra-curricular activities. Out of the 198, 104 students (50%) were good in academics i.e. who had a CGPA and Percentage above 3.9 and 80% respectively. 94 (46%) students had an average result.

Out of the 8 students that did not participate, 3(1%) had a good academic result and 5(2%) had an average academic result.

This shows us that people participating in such activities have a better score and are comparatively better in academics. Although there is not much difference between the number of students having a good and average score, this means that participation in extra-curricular activities does have a positive impact on academic performance, but the intensity is not very high; it is moderate.

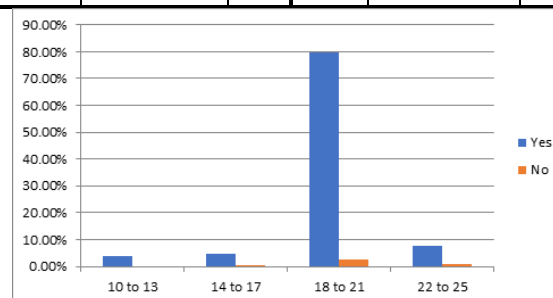
There might be other factors that affect academic performance like interest in the course, quality of the educational institution, attendance, teacher-student ratio, financial position of the students and parents, etc. These are the extraneous variables that affect the academic performance which we have not considered in our study.

Here, our independent variable is participation in extra-curricular activities

and our dependent variable is academic performance.

Table 6: Frequency and Percentage of relation between age and participation in extracurriculars

Frequency			Percentage		
Age	Yes	No	Age	Yes	No
10 to 13	8	0	10 to 13	3.88%	0%
14 to 17	10	1	14 to 17	4.85%	0%
18 to 21	164	5	18 to 21	79.61%	2%
22 to 25	16	2	22 to 25	7.77%	1%

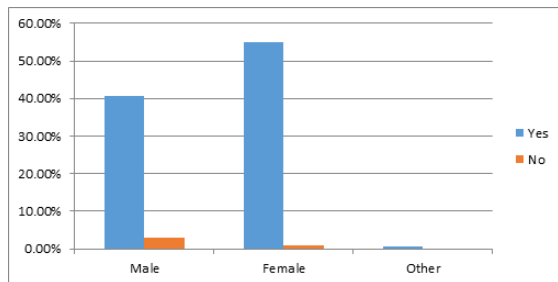


Graph 10: Relation between age and participation in extracurricular activities

This data reveals that about 80% of students between the ages of 18 to 21 participate the most in extracurricular activities. Following that, students from the ages of 22 to 25 fall next in line with 7.77%. Next comes the age group of 14 to 17 with 4.85% and lastly people between the age of 10 to 13 participate the least. This means that majorly Under graduate students participate in such activities.

Table 7: Frequency and Percentage of relation between gender and participation in extracurriculars

Frequency			Percentage		
Gender	Yes	No	Gender	Yes	No
Male	84	6	Male	40.78%	3%
Female	113	2	Female	54.85%	1%
Other	1	0	Other	0.49%	0%



Graph 11: Relation between gender and participation in extracurricular activities

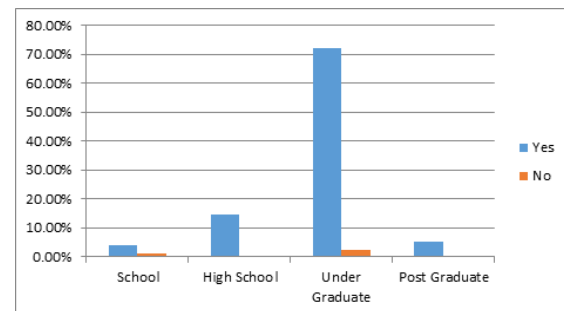
Source: Primary data collected through Survey

Through the survey, we came to know that female participation in extracurricular activities is way more than the male participation. Only 1% of the females said they do not take part in extracurriculars whereas the % of men for the same is 3%.

Table 8: Frequency and Percentage of relation between education level and the participation in extracurriculars

Frequency			Percentage		
Educational Qualification	Yes	No	Educational Qualification	Yes	No
School	8	2	School	3.88%	1%
High School	30	0	High School	14.56%	0%
Under Graduate	149	5	Under Graduate	72.33%	2%

Post Graduate	11	1	Post Graduate	5.34%	0%
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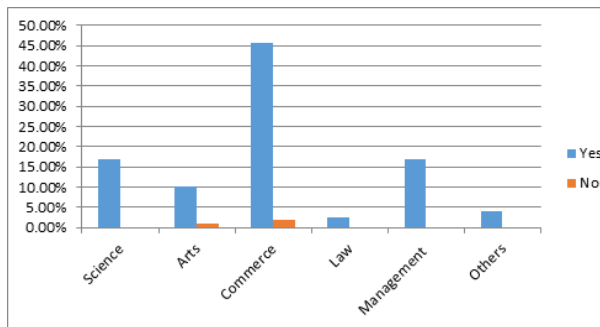


Graph 10: Relation between level of education and participation in extracurricular activities

The study also revealed that 149 people out of 206 i.e. 72.33% that participate in extracurricular activities are under-graduates. Next come the high schoolers with 14.56 %. People who are currently pursuing their post-graduation are a 5.34% of the total and lastly lie the school students with 3.88% i.e. 8 people out of 206.

Table 9: Frequency and Percentage of relation between stream chosen and the participation in extracurriculars

Frequency			Percentage		
Stream Chosen	Yes	No	Stream Chosen	Yes	No
Science	35	0	Science	35	0
Arts	21	2	Arts	21	2
Commerce	94	4	Commerce	94	4
Law	5	0	Law	5	0
Management	35	2	Management	35	2
Others	8	0	Others	8	0



Graph 11: Relation between chosen stream and participation in extracurricular activities

Around 45% which is 94 of the 98 people who participate in extracurricular activities from the commerce category form a strong majority. Next at 16.99%, both the science and management students participate, however 1% of the management students chose no when asked about participation in the extracurricular activities. Then the Arts students at 10.19% participate, Law students at 2.43% and the other students at 3.88%.

## 5. CONCLUSION:

The research has revealed to us that the most common activities that students take part in are college festivals comprising of 50.49% of total responses, followed by sports that is 49.03% and dance with 30.58%.

The research also revealed that students participate in extracurricular activities mainly because of two reasons first is hobby (28%) and second is stressbuster (23%).

When asked for the frequency in participation from our sample of students the responses that we got were, students who participate rarely also spend 1-3 hours a week (37%) in these activities, students who participates occasionally spends 4-6

hours a week (35%) in these activities, and students who participate regularly spend above 6 hours a week (28%) in these activities.

Further when we were trying to understand the impact of participation on academic performance most of the students were in favour that extracurricular activities do not have any impact on the academic performance (30.10%). When asked for the CGPA or GPA as the case may be, 50% of the students who participated in extracurricular activities had good CGPA and around 46% of students had an average CGPA. So, it was clear that participation in extracurricular activities did not have any negative impact of student's academic performance.

Carrying forward our research we asked for the factors that affects most in participating, for this most of our respondents responded that opportunities provided in colleges is the most important factor followed by family support which is second most important factor and academic pressure comes third in this.

The research also revealed about the most important factor of mental health as this would help student to concentrate on whatever they are doing so, for this 94% of respondents said that extracurricular activities have positive impact on mental health.

Overall participation mostly have positive impact on student's academic performance as it enhances their self-confidence and have high positive impact on their mental health which also helps them in their academic performance.

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