



## **ANALYTICAL STUDY ON IMPACT OF EXTRACURRICULAR ACTIVITIES ON EDUCATIONAL OUTCOME IN INDIA**

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### ***Abstract***

*There has been a growing discussion in the fields of education and psychology about the relationship between social skill proficiency and academic excellence. However, the presence of extracurricular involvement as promoting both academic and social development has not been thoroughly explored. 'The Relation between Extracurricular Activities with Academic and Social Competencies in School Age Children: A Meta-Analysis. (August 2004) Charla Patrice Lewis, B.A., the University of Texas at Austin Chair of Advisory Committee: Dr. Michael J. Ash.' The most recent literature syntheses and meta-analyses on extracurricular activity participation were conducted in the 1980's. An updated review and quantitative look at the participation literature is due. The purpose of this study is to integrate participation studies from the 1990s and give summative information as to the impact of extracurricular activity participation on various educational and psycho-social characteristics. Of the 164 identified studies, 41 were included in these meta-analyses. The current analyses produced 6 different activity categories: general extracurricular activity, sports, work and vocational activities, performing arts, pro-social activities, and community-based activities. The current meta analysis suggest student outcomes were significantly related to general extracurricular activity and pro-social activity participation.*

*In conclusion, the best outcomes for children and adolescents are brought about through well-built, developmentally appropriate structured activities. Moreover, the academic and social profits of extracurricular activities that have been examined in this study can be used to inform program planning and implementation.*

### **Introduction**

Extracurricular activities play an important role in today's secondary education programs (Holland & Andre, 1987). When one considers

the large number of activities available, one realizes the diversity of the programs included are athletics, publications, student government,

fine arts, academic clubs, service organizations, and special interest activities. There has been a considerable amount of research devoted to studying the relationship between student involvement in activities and student academic achievements. 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 academic 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 developmental perspective considers extracurricular activities necessary to the total development of the student in today's schools (Holland & Andre, 1987). Educators who believe in the academic perspective argue that time spent away from the classroom decreases 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 for budgetary reasons.

Researchers and educators have designed school experiences to aid both academic and non-academic successes in school age children. The academic curricula are meant to provide children with the experience and knowledge necessary to be prepared primarily for the world of work.

However, academic and social factors are necessary to a child's development.

## **Review of Literature**

The Educational Resources Information Center (ERIC) was used for the primary search of literature pertaining to the research question. The following descriptors were used for the first search: grade point average, achievement, and extracurricular. This search located 61 references which produced a limited number of primary sources. Another search was conducted using the following key words: Extracurricular, Learning, Achievement, and affect.

Holland and Andre (1987) asserted that most often within the empirical literature, relationships between athletic participation and academic achievement have been investigated. Studies conducted within the last decade looked at possible effects of sports participation on academic and social development (Braddock, Royster, Winfield, & Hawkins, 1991; Silliker & Quirk, 1992). These and other studies have found that children who participate in sports have higher grade point averages, better academic self concepts, higher standardized test scores, stronger commitment to educational accomplishments, higher graduation rates, better social self concept, and better peer relations than children who do not participate in extracurricular activities at all (Eccles & Barber, 1999; Gerber, 1996; Mahoney & Cairns, 1997; McNeal, 1995).

Academic clubs and honor societies were seen as 'extras' to the traditional school curriculum, but their utility was justified as they were directly linked to academic achievement (Mahoney & Cairns, 1997; Marsh, 1992). It was disputed whether athletics and other student activities detracted time and effort from academics and negatively impacted achievement and investment in school (Camp, 1990; Marsh, 1992; McNeal, 1998). Research from 1960's and 1970's argued that once enrolled in activity, adolescent culture placed more value on social factors than academics (Otto, 1976; Spady, 1970). Therefore, students with higher social status, like athletes, 'popular' students, and leaders in extracurricular activities are role models, not students who have high academic achievement (Gerber, 1996). If students are conforming to this value system, then more emphasis may be placed on extracurriculars and gaining social status rather than academic-oriented activities.

Robinson (1999) found differences in reported levels of aggression based on activity type. In comparison, student athletes had higher overall aggression scores than student workers. Pointed analysis revealed that sports participants are more aggressive during the playing season than out of season and workers exhibited more aggressive behaviors when they were no longer employed. In either case, it seems that engagement in activity provides an outlet for students. For athletes, it provides a safe arena to

express and creatively channel aggression. Working students may experience a dampening of aggression that is not available when and if the job ends

## **Research Methodology**

### **Introduction to Meta-Analysis**

One approach to organizing and interpreting the participation research literature is the method of meta-analysis. Meta analysis is a technique that allows for the statistical integration of empirical research reports concerning a particular phenomenon (Glass, 1977). Meta-analysis is the most widely used method for synthesizing statistical results for a group of studies on the same research problem (Borg, Borg, & Gall, 1996). It produces summary information that tells how effective a treatment may be or how strongly one variable correlates to another across a number of studies. Effect sizes, the primary outcome of a meta-analysis, illuminate trends in the literature, determine salient features that affect the study's results, and advise relevant research and program initiatives.

Typically, meta-analyses include both quantitative and qualitative information about a research topic. Integrated summaries of outcomes based on a collective body of research rather than singular studies information are better suited for making judgments of treatment impact and inferring meaning.

## **Location and Selection of Studies for Analysis**

Analyzed studies were initially gathered primarily from electronic databases for educational, psychological, and social science research articles. The electronic search was used to maximize the possible number of studies for inclusion. The pool of usable articles was comprised of information on activities that have long term or long term, recurring involvement at school or in the community. Cross sectional or short term intervention studies were immediately eliminated.

## **Sample Size**

Analyzed studies were initially gathered primarily from electronic databases for educational, psychological, and social science research articles. The electronic search was used to maximize the possible number of studies for inclusion. The pool of usable articles was comprised of information on activities that have long term or long term, recurring involvement at school or in the community. Cross sectional or short term intervention studies were immediately eliminated.

## **Analysis**

For each analysis, the dependent variables was the academic achievement and non-academic (social, self-concept) trait measures that were possibly influenced by extracurricular participation. The concept of academic

achievement is an amalgam of 49 academically related topics within the body of literature. Examples of individual academic outcomes from the literature are:

- 1) grade point average (GPA)
- 2) educational goal attainment
- 3) standardized test scores and
- 4) student dropout rates
- 5) engagement behaviors (i.e. attendance, time spent in activities).

Non-academic outcomes, that may be social or internal in nature, are highlighted in the sample studies as follows:

- 1) different kinds of self-concept (academic, social)
- 2) locus of control
- 3) risk behaviors (drug use, sexual activity)
- 4) peer group characteristics and peer status.

## **Conclusion**

Extracurricular activities are prevalent in high schools and communities across America. The availability of extracurricular activities and the benefits associated with them make participation a potentially valuable addition to current interventions for 95 students.

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.

Self-selection is a factor that must be addressed in any study of extracurricular activities. Self-selection in this study may be the result of student choice. Over half the senior class did not meet the criteria for involvement. The question any researcher must ask is: Why do students elect not to participate?

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