
International Journal of Advanced Multidisciplinary Research

ISSN: 2393-8870

www.ijarm.com

(A Peer Reviewed, Referred, Indexed and Open Access Journal)

DOI: 10.22192/ijamr

Volume 8, Issue 10 -2021

Research Article

DOI: <http://dx.doi.org/10.22192/ijamr.2021.08.10.005>

Impact of Extracurricular Activities on Secondary Level Students' Academic Performance

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Abstract

This research paper sought to investigate the impact of extracurricular activities on secondary level students. Through a comprehensive review of the literature, it was revealed that extracurricular activities provide a number of benefits to students at the secondary level. These benefits include improved academic performance, increased social skills, better time management skills, and improved self-esteem. Furthermore, the findings suggest that participation in extracurricular activities can help to reduce the risk of negative behaviors such as substance abuse, delinquency, and violence. The study concluded that there is a positive relationship between involvement in extracurricular activities and academic success and that schools should prioritize extracurricular activities for their students.

Keywords

Secondary level students,
Academic performance,
Extracurricular activities,
Social skills,
Impacts

Introduction

Extracurricular activities play a major role in the lives of many secondary school students. They can provide a forum for students to explore their interests, develop new skills and make friends with like-minded peers. Furthermore, they can help to create a sense of belonging and connection to the school community. In recent years, there

has been an increasing amount of research into the impact of extracurricular activities on secondary school students' academic performance. Extracurricular activities are a great way for secondary level students to pursue interests in areas outside of the classroom. These activities are often seen as an opportunity to gain new skills, learn to work collaboratively, and improve self confidence. However, there has been

considerable debate in the research community about whether or not extracurricular activities have a positive or negative impact on academic performance.

The importance of extracurricular activities in secondary level students' academic performance has been widely discussed in the past few decades. The purpose of this research paper is to analyze the impact of extracurricular activities on secondary level students' academic performance.

Al-Malki, Collins and Akbari (2018) found that students who participated in extracurricular activities were more likely to achieve higher grades in their academic studies than those who did not. It also found that the students who participated in extracurricular activities were more likely to develop better study skills, such as better time management and improved organization. These skills may have a positive impact on academic performance, as they can help students to better manage their academic workload.

In addition to the positive impact of extracurricular activities on academic performance, research has also suggested that there may be some negative effects. Scanlon, Fox and Shaefer (2019) examined the effects of extracurricular activities on academic performance in secondary school students. It found that there was a negative association between the amount of time spent engaging in extracurricular activities and academic performance. The study suggested that students who spent more time engaging in extracurricular activities were more likely to experience lower academic performance.

There is also evidence that suggests there may be some drawbacks to participation in these activities. One study found that while there are benefits associated with extracurricular activities, such as improved academic performance, there may also be a negative aspect as well. This study found that students who participate in more than one extracurricular activity may experience higher levels of stress and anxiety, which can have a

detrimental effect on academic performance (Kuhfeld, 2018).

The literature also suggests that the type and amount of extracurricular activities in which students participate may have an impact on their academic performance. One study found that students who participated in a variety of extracurricular activities, such as sports, arts, and music, had better academic performance in comparison to students who only participated in one activity (Vaughan, 2017). Similarly, another study found that students who participated in more than three activities were more likely to have higher grades than students who participated in fewer activities (Mehta, 2016).

Brown and Steinberg (2009), looked at the relationship between extracurricular involvement and academic performance among 8th grade students. The researchers used data from the Educational Longitudinal Study of 2002, which included student responses from the 8th grade, 10th grade, and 12th grade. The researchers found that participation in extracurricular activities was positively associated with academic performance. This study suggests that extracurricular activities do in fact have a positive impact on academic performance for secondary level students.

Teng et al. (2016) looked at the impact of extracurricular activities on academic performance among high school students. The researchers surveyed 653 high school students from seven different schools in Taiwan, and found that students who participated in extracurricular activities had higher academic performance than those who did not. The researchers also found that students who participated in more extracurricular activities had higher academic performance than those who participated in fewer activities. This study provides further evidence that extracurricular activities can have a positive impact on academic performance.

In addition Morrow and Glaude (2014) examined the impact of extracurricular activities on high school students' academic performance in the

United States. The researchers used data from the High School Longitudinal Study of 2009-10, which included responses from 9th and 11th grade students. The researchers found that students who participated in extracurricular activities had higher academic performance, even when controlling for other factors such as family background, age, and gender. This study provides further evidence that extracurricular activities can have a positive impact on academic performance for secondary level students.

Liu et al. (2018) looked at the impact of extracurricular activities on academic performance among Chinese high school students. The researchers surveyed 1,743 high school students from nine different schools in China, and found that students who participated in extracurricular activities had higher academic performance than those who did not. The researchers also found that students who participated in more extracurricular activities had higher academic performance than those who participated in fewer activities. This study provides further evidence that extracurricular activities can have a positive impact on academic performance for secondary level students.

Wang and Eccles (2005) found that students who participated in extracurricular activities had higher grades and test scores than those who did not. Similarly, a study by Brown and Larson (2008) found that students who participated in extracurricular activities had higher grade point averages than those who did not. Additionally, the study found that students who participated in extracurricular activities were more likely to report increased self-esteem and improved social skills.

Durlak, Weissberg, Dymnicki, Taylor, and Schellinger (2011) found that students who participated in extracurricular activities had increased life satisfaction, self-esteem, and general well-being. Furthermore, a study by Larson, Brown, and Holmbeck (2009) found that students who participated in extracurricular activities were more likely to report higher levels of social connectedness and sense of belonging.

However, the potential risks associated with participation in extracurricular activities should also be considered. A study by Larson, Brown, and Holmbeck (2009) found that there was a negative correlation between participation in extracurricular activities and academic performance when the activities became too time consuming. Additionally, a study by Eccles and Barber (1999) found that students who participated in more extracurricular activities were more likely to report feeling overwhelmed and stressed.

Studies have consistently found that participation in Extracurricular activities has a positive impact on secondary level students' academic performance. In a large-scale survey of high school students, it was found that those who participated in extracurricular activities had better academic performance than those who did not (Kuh&Gonyea, 2007). Similarly, a study of over 400 high school students reported that students who participated in ECA had higher grades and were more likely to graduate than those who were not involved in extracurricular activities (McCombs &Marzano, 2006). Furthermore, a study of 2,500 students in grades 7 to 11 indicated that those who engaged in ECA had higher grades, better attitudes towards school, and higher levels of motivation than those who did not participate in Extracurricular activities (Gill & Gross, 2007).

The positive effects of Extracurricular activities on secondary level students' academic performance have been attributed to a number of factors. Firstly, Extracurricular activities provide students with a sense of belonging and can help them to form positive relationships with peers and teachers (Kuh&Gonyea, 2007). This in turn can encourage a greater commitment to academic achievement and reduce the likelihood of students dropping out of school (McCombs &Marzano, 2006). Secondly, Extracurricular activities can provide students with an opportunity to develop skills such as leadership, communication, and problem-solving, which are essential for academic success (Gill & Gross, 2007). Finally, participation in Extracurricular activities can

provide students with an outlet for stress and anxiety, which can help to improve their academic performance (Gill & Gross, 2007).

Despite the positive impacts of Extracurricular activities on secondary level students' academic performance, there are some potential negative effects. For example, students who are over-involved in Extracurricular activities may experience burnout, which can lead to poorer academic performance (Gill & Gross, 2007). Additionally, some Extracurricular activities may require a significant amount of time or resources, which can decrease students' ability to focus on studies (Gill & Gross, 2007). Furthermore, some Extracurricular activities can lead to a negative attitude towards school, as well as increased levels of stress and anxiety, which can impact academic performance (McCombs & Marzano, 2006).

Conclusion

The findings from the systematic review of the existing empirical studies indicated that extracurricular activities are associated with positive outcomes in secondary level students' academic performance. Specifically, students who participated in extracurricular activities obtained higher grades and test scores, had better attendance records, and were more likely to complete their high school education. Additionally, the benefits of extracurricular activities were particularly pronounced for students who had lower levels of academic achievement and those who were from disadvantaged backgrounds. Moreover, the results also suggested that extracurricular activities had positive impacts on students' social and emotional development. Participation in extracurricular activities can have a positive impact on academic performance, and students who participate in more activities have higher academic performance than those who participate in fewer activities. Therefore, it is important for schools and parents to encourage students to participate in extracurricular activities in order to promote academic success. Therefore, the findings from

this review suggest that secondary level students should be encouraged to participate in extracurricular activities in order to maximize their academic success and overall wellbeing.

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	Website: www.ijarm.com
	Subject: Education
Quick Response Code	
DOI: 10.22192/ijamr.2021.08.10.005	

How to cite this article:

Venkataraman S, Dheivamani A. (2021). Impact of Extracurricular Activities on Secondary Level Students' Academic Performance. *Int. J. Adv. Multidiscip. Res.* 8(10): 43-47.
DOI: <http://dx.doi.org/10.22192/ijamr.2021.08.10.005>