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Do students who participate in extracurricular activities have a higher or lower academic achievement than students who do not participate in extracurricular activities

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Abstract
This study explores the body of information regarding the value of extracurricular activities: this study is significant to me. I have a student who participates in 3 extracurricular activities, and they perform academically well. Is there a positive correlation between academic achievement and extracurricular activities? Students at Greenville High School were given the opportunity to reply to a series of survey questions that gave information regarding their involvement, or lack thereof, in extracurricular activities. In addition, students shared their perspectives on matters concerning their own participation in extracurricular activities outside the classroom. Along with their ACT results, students who participated and those who did not were also required to declare their cumulative grade point averages. After the research, I can inform the district and encourage my colleague's parents and students to participate in extracurricular activities, which would build a strong personality. It can also assist high school students in making better choices in their programs. If a correlation exists between extracurricular activity participation and academic achievement at our high school, then that exact correlation could be found in other high schools nationwide.

Keywords: Student, extracurricular, participated, academic achievements, activities

Introduction
Extracurricular activities play a vital role in today's education system. Many activities are available for our students to participate in, like athletics, fine arts, music, academic clubs, etc. But only 50% of the students participate in one activity. There has been much research on the relationship between student involvement in activities and student academic achievement. Although a positive correlation has appeared in several significant studies, there is still a thirst among educators concerning the need for extracurricular activities. Any policy dedicated to improving educational outcomes via extracurricular activities should address three main goals. First, the approach should improve students' academic achievement by increasing low-income E.A. participation rates and promoting the most successful activities for that age group. Second, any policy should work to minimize costs per student targeted for both administrative and subsidy costs. Finally, the procedure ought to target low-income students as much as possible [1, 2].

Extracurricular activities, especially those not directly linked to academic accomplishment, clearly contribute to improved dedication to the school and school ideals, leading to increased academic success. Some educators consider extracurricular activities a waste of time as students use this as a pretext for getting out of the classroom and skipping classes, so these educators do not encourage extracurricular activities. In contrast, some educators consider total development for a student and consider academic and extracurricular activities equal to a student's total development [2, 3]. As a result, they stay out of trouble, have fewer disciplinary issues, and have fewer absences from school. They try to maintain a particular grade to be in extracurricular activities, as in my school, they should have a 'C' in every class to be a part of any activity. They must use their time effectively as time management is essential, so, at a very young age, they learn to manage time to be productive adults.

Extracurricular activities such as sports and band are often structured to facilitate high-quality peer interactions and the development of friendships.

To learn more about the link between student participation in extracurricular activities and academic success. I decided to study the question. The primary problem was the lack of knowledge about this relationship at Greenville high school. By conducting this study at Greenville high school, I intended to better understand student performance and determine if there was a correlation between academic performance and involvement in extracurricular activities [3, 4].

Even though many researches on extracurricular activities have been conducted much of the past research has centered on specific areas of participation and did not address whether there was any improvement in academic achievement. Researchers discovered that involvement definitely impacted crucial outcomes such as English and math proficiency, course grades, school pride, and academic self-concept. The findings show that pupils' academic performance improves when they engage in extracurricular activities. This study aimed to determine the relationship between extracurricular activity participation and academic achievement among Greenville high school students as measured by ACT composite scores and individual grade point averages. Greenville High School students are title1 students, most of whom are from low-income households [4, 5]. This study helps me understand the importance of extracurricular activities, which can be shared with colleagues and the administration. This study examined student involvement and noninvolvement in extracurricular activities, including athletics, fine arts, and clubs, and their GPAs and composite ACT scores. This study will determine the difference in academic achievement for students involved in various extracurricular activities. The percentage of engagement in an organization and self-concept were shown to have an inverse relationship. Extracurricular activities, both athletic and intellectual in nature, have been found to improve student success and academic self-concept in adolescent children. Extracurricular activities teach students the values of competition, teamwork, individual initiative, group responsibility, a sense of community, endurance, diversity, and even interpersonal communication skills, in contrast to traditional high school curricula, which focuses almost entirely on academics [4, 5]. Extracurricular activities are considered part of a well-rounded education because they provide a channel for reinforcing classroom learning and allowing students to apply academic abilities in a real-world setting.

Review of literature

Public education has been transformed over the past decade. The introduction of No Child Left Behind in 2001 [5, 6] created an entirely new wave of accountability placed on school districts and individual schools. According to the U.S. Department of Education (2002), the No Child Left behind Act of 2001 was designed to improve student academic achievement, increase national test scores, raise students' performance, and attract highly qualified professionals in education. The substantial percentage of students who leave school without a high school diploma is a significant concern for educators, policymakers, and society. Dropping out of school is viewed as a gradual process of disengagement from school that begins in elementary grades and increases in secondary school [6]. Participation in school-based, extracurricular activities such as sports and band are forms of school engagement associated with higher academic motivation and attainment, including school completion [6, 7]. However, there needs to be more research on the mechanisms responsible for the beneficial effects of extracurricular participation on academic outcomes. For example, extracurricular activities such as sports and band are often structured in ways that facilitate high-quality peer interactions and the development of friendships [6, 7]. Furthermore, youth state that the opportunity to make friends and to interact with friends is a significant reason for participating in sports, band, and other activities [7, 8]. Importantly, friendships among youth who participate in the same extracurricular context are more likely to be maintained than are friendships with peers who are not co-participants [8, 9] perhaps due to the regular participation schedules of organized activities [9, 10]. Furthermore, on average, adolescents involved in extracurricular activities are more academically oriented and prosocial in their orientation than youth who do not participate in these activities and are more likely to report having academically-oriented friendship groups [10, 11].

Based on these findings, researchers have suggested that the access to a prosocial peer group that participation provides may account for its educational benefits. Despite the strength of this reasoning, few studies have investigated whether one's friends' characteristics account for the effects of extracurricular activity [11, 12], and no study has employed longitudinal designs that control for prior levels of friends' characteristics or participants' prior performance on the outcomes of interest. Because research documents that participants and nonparticipants differ on several demographic, behavioral, and academic variables prior to participation, longitudinal designs that control for differences in one's friend's characteristics and academic functioning that existed prior to participation would offer more vital evidence of causal relationships [12, 13].

The benefits of extracurricular activity participation (EAP) on educational outcomes have been widely acknowledged through empirical research [13, 14]. Although some types of extracurricular activities (E.A.s) have been associated with negative developmental outcomes—the link between sports participation and increased alcohol consumption and the link between intense participation and decreased educational outcomes offer examples [14, 15]—the overall landscape primarily suggests that EAP is beneficial for young people in a variety of ways [15, 16]. Regarding crucial educational outcomes, involvement in EAP is associated with higher math achievement test scores for elementary school students and increased math scores for high school students [16, 17]. It is unclear, however, why EAP is associated with academic achievement, the likelihood of graduating from high school and going to college, and whether these factors vary based on important family background characteristics. Few studies have attempted to answer this question by examining the mediating factors that help to explain the benefits of E.A.s, prompting scholars to call for further examination into moderators and mediators [17, 18].

Interpersonal relations

The relational component of school climate involves interactions between people and how connected individuals feel [18, 19]. Support from teachers and peers is associated with higher self-esteem, grades, and psychological well-being

extracurricular activities can contribute to positive student outcomes by allowing students to develop relationships with like-minded peers and supportive adults [19, 20, 21]. However, scant research has examined how specific types of extracurricular activities may contribute to these interpersonal dimensions of school climate, such as supportive or collaborative relationships with peers and adults.

Safety

Safety refers to social, emotional, and physical feelings of security within the school setting. Safe schools are characterized by low rates of verbal abuse, teasing, social exclusion, and physical violence. Threats to safety can lead students to skip school [21, 22, 23], which can undermine students' ability to learn. While scant research has examined the relationship between extracurricular activities and perceptions of safety, found that participation in extracurricular activities was related to less school misbehavior and delinquency. Moreover [23, 24], found that students who participated in classroom-related extracurricular activities (band, student government, yearbook, newspaper) were more likely to be bullied than student-athletes. Thus, participation in certain types of activities may contribute to different treatment from peers, affecting their experiences and perceptions of school safety.

Methods

This research is interesting as I have noticed in my career that students who took part in extracurricular activities were more focused and engaged in school than those students who did not participate in extracurricular activities. I have noticed through 10 years of my teaching students have a higher GPA, and ACT score than students who do not participate in extracurricular activities. On the other hand, students who were just in academic classes were not focused, distracted, and had issues with discipline and attendance. This chapter will focus on the data collected by quantitative method problem, and the purpose of my study was to investigate the relationship between students in extra circular activities and students not in extracurricular activities. Data for the study was obtained from the school counselor and students using a survey instrument (a sample is attached). ACT scores and grade point averages were collected until the third term of the seniors 2019-2020. Students that were enrolled, both male and female, from 2016-2020 were categorized into two groups, extracurricular activities and no extracurricular activities. The data of this study contribute to the growing body of knowledge about the importance of extracurricular activities. It gives teachers and parents information to help their high school students make better decisions about their programs. The chapter will conclude with how the data will be analyzed. This study seeks to the relationship between extracurricular Activities and student achievement. The research was outlined to examine if there is a significant difference in grade point average between students Involved in extracurricular activities and students not involved in extracurricular activities.

This data aimed to see if students who participated in extracurricular activities had a higher grade point average and ACT than students who did not participate in extracurricular activities. I researched students in extracurricular activities and students not in extracurricular activities, their academic performance, ACT, and their GPA in Greenville High School, Mississippi.

Participant

The specific population used for this study was high school seniors graduating class of 2021. A total of 5,001 students enrolled in the Greenville Public School District during the 2020–2021 school year. The racial makeup of my course is 99.9% African American and 0.1 % Asian. 99.99% of all the students came to a low income and are eligible to receive reduced and free lunch. The population of this field study included seniors of Greenville High School. The student participants involved in the study are from a small rural public high school which is a Title I school. I only used my class students as I meet them every day, and I have access to their data, and communication is easy among my students. The participants consisted of 77 students. All the students are 12th-grade graduating students. The age range is from 17 to 18 years. My group consisted of 46 female and 31 male students. There are no English second language learners at the participating school, and I did not use any students with learning disabilities as my class did not have any students. I used the seniors who were graduating in 2020- 2021, the time frame I used is two the academic years 2019-2020 and 2020-2021. I chose to sample over two years due to covid-19. Most of the activities were stopped in the year 2020-2021, but the school had all the activities till the beginning of March 2019-2020, so accurate data can be collected.

Procedure

The reason for selecting two years is as follows: Because of COVID-19 the majority of the activities were suspended during the school year 2020-2021; nevertheless, the school continued all of the programs until the beginning of March 2019-2020.which enables reliable data to be recorded. I emailed my school principal and school coordinator permission to conduct the survey the five questions I want to use in my survey. Once I received the approval from my administration, I sent a text message to all parents using school status. I emailed a copy of the examination to the administration. (Appendix A) I received permission to conduct a survey from the school and parents, a notification was sent through school status, and the survey was posted on canvas. A paper survey is distributed to students who have no access to technology. They also had to enter their GPA and ACT scores and note if they were male or female. Participants were identified as those students who had participated in at least one school-sponsored extracurricular activity during the time they attended high school. Nonparticipants were identified as students who had ever participated in a school-sponsored extracurricular activity when they attended high school. I tested using the SPSS software. To find the relation, I would use the correlation test. This research study used only seniors at Greenville high school in Greenville public school district; the research is a quantitative study.

There are three dependent variables and one independent variable. The independent variable is participation in extracurricular activities during the 11th grade to 12th grade. The dependent variable includes the student's current GPA, ACT score, recorded in SAM'S, and school status. The researcher wanted to study students' participation in extracurricular activities and their academic achievement and those who do not participate in extracurricular activities for Greenville high school. Therefore, the null hypothesis was for this question: There is no significant difference between students who participated in extracurricular activities and the

grade point average of students not involved in extracurricular activities.

Instrumentation and collection of data

Data for this research study will be quantitative. The data for my research needed to be collected from students with their parent's permission. The GPA and ACT scores had to be collected by the school counselor with the principal's approval. The mission to collect data for this study was obtained from the principal of Greenville High School. After permission is granted, the researcher develops the instrument used for this research. The participant completed a short survey that identified their involvement in clubs, sports, band, etc., during their two years of school. In the month of May, the Senior Information Sheet was completed by all Members of the senior class at Greenville High School. A copy of this instrument is attached at the end. Seniors were asked to mark out every activity they participated in both their junior and senior high school years on a survey questionnaire. The student data provide details of the following: Gender, GPA, and ACT score. Participation in extracurricular activities and non-participation in extracurricular activities. Participation in extracurricular activities. The data collected was based on the student's answers; they were honest and accurate. Students' names and identification numbers will not be used to protect the identity of the students in the study. For each student, this information will be input into the computer. GPA is measured on a scale of 4.0. There was an assumption that the weighted average was comparable between students.

A further assumption will be made that grading among teachers was comparable. The privacy of the data was maintained. GPA and extracurricular activities listed on the Senior Information Sheet were generated by Microsoft word. The information was current as of the end of the senior year's fourth semester. The GPA and ACT score for each student was computed for each academic year. Finally, a database was created of student GPAs. ACT score by Gender, participation group, academic year, and grade in school. Data were manually entered into the (SPSS). Data were analyzed using SPSS, and the difference in the mean of the GPA and ACT will be verified for the students in extracurricular activities and students in no extracurricular activities.

The quantitative data obtained for this study were divided into two groups.

1. Students who participated in extracurricular.
2. Students who do not participate in extracurricular activities.

Data will be collected, and the research will be obtained from each student.

Academic achievement: was measured by a student's ACT composite score and cumulative grade point average (GPA).

Extracurricular participation: Extracurricular activities are activities in which students participate in athletics, fine arts, and all school-sponsored clubs and activities. The total number of extracurricular activities each student was (or was not) involved in.

Instrumentation

The researcher developed the instrument used for this research study. The procedure involved using the Senior Information Sheet. (Graduating class of 2021). This instrument provided information about pupil participation in extracurricular activities. The survey instrument will be given to every senior student to complete the survey; we have around 185 males and 215 females. It was a short survey that requested specific information from the participants. The survey had five questions, students had to check if they participated in any extracurricular activities or did not participate in any extracurricular activities. They mark all the activities they participated example, band, tennis, choir, etc. The study asked the students to identify their Gender, current grade point average, and ACT score and check if they participated in any extracurricular or no extracurricular activities at Greenville High school. The survey also included a list of extracurricular activities to check if they participated during high school. I choose junior and senior year because the world faced the Covid-19 issue; stopped many activities due to the pandemic. The data collected was quantitative. The data collected by the survey were based entirely on the student's answers. I also verified the data of GPA and ACT from school status only for verification with the permission of the school authorities' Academic performance will be measured using grade point average and ACT composite score. The Academic achievement measure will be calculated on a 4-point scale.

To analyze the data SPSS software is used.

1. Is there a statistically significant difference between students who participate in extracurricular activities and students who do not participate in extracurricular activities in terms of their overall grade point average? The instrument used to measure the students is participation in extracurricular activities and non-participation and their effect on their GPA. All students were given the survey in all forms, canvas and paper. All the students had to answer the same questions. Data was also collected from school status.
2. Is there a statistically significant difference between students who participate in extracurricular activities and students who do not participate in extracurricular activities in terms of their ACT scores? The instrument used to measure the students is participation in extracurricular activities and non-participation and their effect on their GPA. All students were given the survey in all forms, canvas and paper. All the students had to answer the same questions. Data was also collected from school status during the student's junior year taking the ACT.
3. Is a statistically significant relationship between genders participating in extracurricular activities and their overall grade point average? The instrument used to measure the students is participation in extracurricular activities and non-participation and their effect on their GPA. All students were given the survey in all forms, canvas and paper. All the students had to answer the same questions. Data was also collected from school status.

Data analysis

Since the researcher had received approval from the Office of Accountability, the principals at each high school in the district, and the participants completing the surveys, the researcher analyzed the data collected from the surveys. The database was created of students' GPA by Gender, participation group, Nonparticipation group, and ACT in the school academic year. Student names and identification were omitted to protect the anonymity of the students in the study.

Data were manually entered into the SPSS for windows. Data were analyzed using an independent samples t-test and person Correlation. The alpha level was set at 0.05 to determine the significance for all statistical tests. This research was designed to answer the following problem: Is there a difference in grade point average and ACT score between students involved in extracurricular activities and those not?
The null hypothesis for this question: There is no relationship between student grade point average and student involvement in extracurricular activities.
The data would be collected and fed computer to the computer. Then, the data will be analyzed using the statistical software SPSS.

Research findings

The study aimed to investigate whether students who participate in extracurricular activities have a higher or lower academic achievement than students who do not participate in extracurricular activities at Greenville high school. The study focused on students' extracurricular activities, GPA and ACT. The independent variable was participation in extracurricular activities. The dependent variable is the cumulative grade point average (GPA) and the ACT score. This study is quantitative by the survey conducted with the school authority's permission and parents' permission. The study focused on participating in extracurricular activities at Greenville high school.

Table 1: Correlation between GPA, ACT, and Gender

		GPA	ACT	Gender
GPA	Pearson Correlation	1	.378*	.194
	Sign. (2-tailed)		.028	.271
	N	34	34	34
ACT	Pearson Correlation	.378*	1	-.198
	Sign. (2-tailed)	.028		.262
	N	34	34	34
Gender	Pearson Correlation	.194	-.198	1
	Sign. (2-tailed)	.271	.262	
	N	34	34	34

*Correlation is significant at the 0.05 level (2-tailed).

Table 2: Model summary

Model	R	R Square	Adjusted R Square	Std. Error of the estimate
1	.352[a]	.124	.067	.48250

a. Predictors: (constant), Act, GPA

Table 3: ANOVA[a]

Model		Sum of squares	df	Mean Square	F	Sig.
1	Regression	1.018	2	.509	2.187	.129[b]
	Residual	7.217	31	.233		
	Total	8.235	33			

a. Dependent variable: GENDER
b. Predictors: (constant), ACT, GPA

Table 4: Coefficient[a]

		Unstandardized Coefficient		Standardized Coefficient		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	1.767	.675		2.619	.014
	GPA	.295	.171	.314	1.729	.094
	ACT	-.068	.039	-1.743	-1.743	.091

a) Dependent variable: GENDER
b) If $p < 0.05$ reject Ho $P > 0.05$ failed to reject Ho

The results of this study are based on the correlation analyses of two independent groups of different sample sizes. The correlation coefficient (r) will fall between-1 and 1. And, as the following list explains, the farther that number is away from zero, the stronger the relationship is -6o-0lbetween the two variables: Exactly-1. A perfect downhill (negative) linear relationship
• –0.70. A strong downhill (negative) linear relationship
• –0.50. A moderate downhill (negative) relationship
• –0.30. A weak downhill (negative) linear relationship
• Exactly 0. No linear relationship
• +0.30. A weak uphill (positive) linear relationship
• +0.50. A moderate uphill (positive) relationship
• +0.70. A strong uphill (positive) linear relationship
• Exactly +1. A perfect uphill (positive) linear relationship47

r = correlation coefficient

The final research question states that there was no statistically significant interaction between Gender and participation in extracurricular activities on overall grade point average and ACT. The study aims to determine if there is a significant relationship between the academic performance of the individuals who participate in extracurricular activities, GPA, ACT, and Gender. The significance of the interaction between Gender and involvement in extracurricular activities on total student grade point average and ACT was determined using the Pearson correlation test. It was hypothesized that students who participated in extracurricular activities have no

relationship between male and female extracurricular participants.

Discussion

The goal of this study was to see if there was a link between extracurricular activity involvement and academic success as assessed by the American College Test (ACT) composite score and cumulative student grade point average (GPA) during a student's senior year. This study looked at the academic achievement of students who participated and students who did not participate in extracurricular activities at Greenville high school in Greenville public school district. The lack of information and comprehension of the link between extracurricular activities and academic success in high school students is a problem relevant to this study. By conducting this study in Greenville High School, I aimed to acquire a better understanding of student academic performance by evaluating if there was a substantial positive association between academic achievement and engagement in extracurricular activities. A review of the current literature directly linked to this topic was also included in the study. The goal of this study was to have a better knowledge of extracurricular activity involvement and subsequent student progress. Despite a plethora of research [26,27,28] on extracurricular involvement conducted over almost eight decades (mostly in the United States), little is known or understood about the causal influence of such engagement on scholastic results. Most of the early study was devoted entirely to athletics. That study was at best inconclusive, and the conclusions were confined to the schools and children studied. Non-athletic extracurricular activities have a scarcity of study, especially when it comes to their link with academic success. The scarcity of literature on this subject implies that more research is needed, which prompted me to do this study to learn more about the subject.

The outcome of this study is that there wasn't a significant difference between students' academic achievement of those participating in extracurricular activities and those who did not. From table 1, we see that the mean for participating students was (M = 3.20, S.D. = .53) had a slightly higher grade point average than the students who did not participate (M = 3.07, S.D. = .43). However, when using the t-Distribution table, if the df (degree of freedom) is 75 with an alpha level of 0.05, t (75) =1.128, p=.264. The greater the t-value, the greater the evidence is against the null hypothesis. However, the t-value is lesser than the critical t-value, so in this instance, the lesser the t-value, the lesser the evidence is against the null hypothesis. The T-Test shows the evidence is for null, so the null hypothesis has to be accepted, and there is a significant difference between the GPA and extracurricular and non-extracurricular participant independent sample t-test based on Gender participant GPA (M=1.59, SD=.50) and Gender-based nonparticipant GPA (M=1.60, SD=.495); t(75)= -.144, p=.886. Therefore, the hypothesis of significant difference has to be rejected.

The outcome of this study is that there was not a significant difference between students' academic achievement of those participating in extracurriculars and those who did not. Table 2 shows that the mean for participating students was (M = 16.52, SD = 2.32) and had a slightly higher grade point average than the students who did not participate (M = 16.24, SD = 2.26). However, when using the t-Distribution table, if the df (degree of freedom) is 75 with an alpha level of 0.05, t (75) =0.918, p=.362. The greater the t-value, the greater the evidence is against the null hypothesis. However, the t-value is lesser than the critical t-value, so in this instance, the lesser the t-value, the lesser the evidence is against the null hypothesis. The T-Test shows the evidence is for the null, so the null hypothesis has to be accepted, and there is a significant difference between the ACT and extracurricular and non-extracurricular participant's independent sample t-test based on Gender participant ACT (M=1.59, SD=.49) and Gender-based nonparticipant ACT (M=1.60, SD=.494); t (75) = -.144, p=.886. The hypothesis of significant difference has to be rejected.0.378 is a weak positive relationship. The collected data were analyzed using the person r correlation. The result reveals a significant relation (r = 0.378, p =.028). The result is significant at $p < .05$.I would reject the null and accept H1 as there is a relationship between the males and females concerning the GPA and ACT.

Conclusions and Future Research

The difficulty in addressing this study stems from a general need for an understanding of the link between extracurricular activities and academic success in high school pupils. The difficulty in approaching this study is a widespread need for understanding of the relationship between extracurricular activities and academic success in high school pupils. There were studies in the literature that both supported and refuted the existence of a link. The existence of a link between extracurricular activities and academic success seemed obvious when I first started thinking about it. Throughout my 15 years as a teacher, I saw children in my classrooms and school who did better academically when they participated in athletics, fine arts, or other school-sponsored activities. I knew this wasn't a coincidence, that there was a link, but I didn't know how to measure it or to what extent. Several conclusions may be reached after evaluating the statistical data obtained for this investigation. First, when students participate in more than five extracurricular activities, there is a clear and reasonably substantial positive association between participation in extracurricular activities and ACT scores. Students' composite ACT exam results were higher on average when they participated in extracurricular activities. Second, while not as high as the association for ACT scores, there is a modest, positive correlation between cumulative student grade point averages (GPAs) and extracurricular activity involvement. Although the findings are not conclusive, they do demonstrate that kids' academic performance increases when they participate in extracurricular activities. Overall, these findings confirmed my initial hypothesis. I also found it fascinating to examine the literature on sports, the arts, and extracurricular activities, both positive and bad.

The study's third finding was that Gender had no statistically significant influence on the strength of the link between academic achievement and extracurricular activity involvement. This conclusion was not unexpected; I had witnessed both male and female pupils performing well in school after participating in extracurricular activities. The following are suggestions for future research. Research may also be conducted to examine the link between non-school-sponsored extracurricular activities (such as employment) and student academic success.

If there is a correlation and mean difference exists than the school district and high school authority have to encourage students to participate in extracurricular activities by providing them with extra help as fundraising, increasing the

budget for students who are in need, providing transportation and food for students who cannot get transportation and evening dinner. So we can have a successful school as student achievement leads to a successful school.

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Conflict of Interest: None

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