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The influence of extracurricular activities in the educational, academic outcomes

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Abstract

"A Current study investigates" the available data on the importance of extracurricular activities as they relate to academic achievement. This research is essential to me. I have a student that excels academically and participates in three extracurricular activities. I'm curious if there is a link between extracurricular involvement and academic success. Students who are involved in extracurricular activities tend to perform better academically, attend class regularly, accomplish more, and have more self-confidence while extracurriculars develop kids' potential as leaders and members of cohesive groups. Drug and alcohol usage, as well as behavioral and disciplinary issues that can arise as a result of these activities, are reduced as a result. After finishing the study, I'll be able to alert the school board and strongly recommend that my co-worker's parents and kids get involved in extracurricular activities to help them grow into confident citizens. Additionally, it can help high school students make wiser decisions regarding their high school programs. If there is a relationship between involvement in extracurricular activities and academic success at my high school, then similar relationships might also exist at other high schools across the country.

Keywords: Influence, extracurricular activities, educational field, academic outcomes

Introduction

Extracurricular activities are essential in modern education. Athletics, visual arts, music, academic clubs, etc., are provided to our pupils. Extracurricular activities is not part of a student's required schoolwork; in contrast to more traditional forms of education, participation in Extracurricular activities is entirely optional, 10% of students participate in school activities. Student activities and academic achievement have been studied extensively. Despite multiple studies showing a beneficial association, educators still want more extracurricular activities. Any extracurricular policy should have three purposes. First, the strategy should promote academic attainment by raising low-income E.A. participation rates and supporting successful age-group activities. Any policy should reduce administrative and subsidy expenditures per student. Third, the policy should prioritize low-income students. Extracurricular activities, especially those unrelated to academics, promote school dedication and academic success. Some teachers don't support extracurricular activities because pupils utilize them to skip class while some educators regard academic and extracurricular activities as equal for a student's entire development. According to Mahoney (2000, as cited in Eccles *et al.*), who found that participation in voluntary, school-based extracurricular activities increased students' participation and achievement in school, in extracurricular activity facilitated "the acquisition of interpersonal skills and positive social norms, membership in prosocial peer groups, and stronger emotional and social connections to one's school" (p. 868). In addition, Eccles and colleagues discovered that participating in positive, planned activities is an effective way for adolescents to spend their time. As a result, they have fewer disciplinary issues and absenteeism. In my school, pupils need a 'C' in every class to participate in extracurricular activities. They must manage their time well to be productive adults; therefore they learn at a young age. Extracurricular activities like athletics and band encourage peer relationships and friendships (Fredricks and Simpkins, 2012, Seow, P.S. and Pan, G., 2014, Wilson, N., 2009) [7, 8].

Even though numerous studies have been done on extracurricular activities, most have focused on participation and not an academic accomplishment. Since test scores are made public, there is a corresponding rise in the amount of pressure that is placed on schools to

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ensure that their pupils are successful academically. Schools are ranked based on how well their students have performed academically, and principals are subject to the criticism of both parents and school boards. Parents focus on ELA math and science, most of the time, if students do not perform well on standardized tests, schools face the possibility of losing their financing, and teachers and principals may lose their jobs (Au, 2011) ^[1]. In an effort to forestall these unfavourable results, administrators are scouring the landscape for new and innovative approaches to increasing the amount of funding available to scholastic disciplines. As a result of this drive to improve the academic performance of its pupils, several schools have cut funding for extracurricular activities in order to focus more of their resources on academic pursuits (Bradley & Conway, 2016) ^[2] Involvement affected English and math performance, course grades, school pride, and academic self-concept. The results suggest that extracurricular activities increase students' grades. This study aimed to evaluate the association between extracurricular activity involvement and academic achievement among Greenville high school students. Most Greenville High School students are low-income Title I pupils. This study helps to understand the value of extracurricular activities by comparing students' GPAs and composite ACT scores with their participation in athletics, fine arts, and clubs. This study will compare academic performance among extracurricular participants. Engagement and self-concept are inversely related. Athletic and intellectual extracurricular activities increase adolescent children's academic success and self-concept. Extracurricular activities teach pupils competition, teamwork, individual initiative, group responsibility, a sense of community, endurance, diversity, and interpersonal communication skills, unlike standard high school curricula focusing nearly solely on academics. Extracurricular activities reinforce classroom learning and allow students to apply academic skills in the real world.

Review of Literature

The past decade has changed public education. *No Child Left Behind* increased school accountability. The No Child Left Behind Act of 2001 aimed to improve student academic success, increase national test scores, raise student performance, and attract highly skilled education professionals. Educators, governments, and society at large are concerned about the number of children who drop out of high school. Dropping out of school begins in elementary school and increases in secondary school (Janosz *et al.*, 2008). Extracurricular activities like athletics and band are related to improved academic motivation and completion (Fredricks & Eccles, 2008). There needs to be more evidence on how extracurricular activities improve academic performance. Extracurricular activities like athletics and band encourage peer relationships and friendships. The youth said making friends is a primary reason for participating in sports, band, and other activities (Simpkins *et al.*, 2012). More importantly, friendships among youth who participate in the same extracurricular environment are more likely to be maintained than friendships with nonparticipants (Schaefer *et al.*, 2011). Extracurricular activity participants are more academically motivated and prosocial than nonparticipants and more likely to have like-minded peers groups (Fredricks & Eccles, 2008).

Researchers propose that participation's educational benefits may be due to access to a prosocial peer group (Fredricks & Simpkins, 2012). Despite the strength of this reasoning, few studies have investigated whether friends' characteristics account for extracurricular activity effects (Eccles & Barber, 1999). None have used longitudinal designs that control for prior levels of friends' characteristics or participants' characteristics prior performance on the outcomes of interest. Because participants and nonparticipants differ on demographic, behavioural and academic variables before participation longitudinal designs that control for friend characteristics and academic functioning before participation would offer more vital evidence of causal relationships (Feldman & Matjasko, 2007), (Denault & Poulin 2009b; Marsh, H.W., 1992; Holland, A., and Andre, T., 1987) ^[24, 25].

Empirical research has shown that EAP (extracurricular active participants) improves academic outcomes (Mahoney, Harris, & Eccles, 2006). Although some extracurricular activities have been linked to adverse developmental outcomes, sports participation, increased alcohol consumption, and intense participation and decreased educational outcomes are examples (Barber, Stone, & Hunt, 2003; Fredricks, 2012) ^[3]. The overall landscape suggests that EAP benefits young people in various ways (Hansen, Larson, & Dworkin, 2003; Stanton-Salazar, 2011). EAP is related to excellent math performance for elementary and high school students (Covay & Carbonaro, 2010; Dumais, 2006; Morris, 2015). It is unknown why EAP is linked to academic achievement, high school graduation, and college attendance and if these effects change by family background. Few studies have examined the mediating elements that explain E.A. advantages, prompting experts to demand more research on moderators and mediators (Lawson & Lawson, 2013, Hunt, H.D., 2005) ^[4].

Material and Methods

This research is fascinating since I have seen that extracurricular activity participants are more focused and engaged in school. Extracurricular activities raise GPA and ACT scores. Academic students were unfocused, distracted, and had discipline and attendance concerns. This chapter focuses on quantitative data collected to evaluate the relationship between extracurricular and non-extracurricular pupils. The school counselor and students were surveyed for the study. ACT scores and GPA were collected for the year 2019-2020 senior 3rd semester. Male and female students from 2019-2020 were divided into two groups: extracurricular and non-extracurricular participants. This study adds additional understanding regarding extracurricular activities. It helps teachers and parents guide high school students' program choices. The chapter ends with data analysis. This study examines extracurricular activities and student achievement. The research aimed to determine if extracurricular activity participation affects GPA. This study looked at whether extracurricular activity participants had a higher GPA and ACT than nonparticipants.

This research included 2021 high school seniors. Greenville Public Schools had 5,001 students in 2020–2021. My class is 99.9% black and 0.1% Asian. 99.99% of students are low-income and qualify for free and reduced lunch. Greenville High School seniors participated in this study. The study's participants attend a public Title I high school. I only used

my class students because I see them daily, have access to their data, and communication is straightforward. There were 77 students who took part in this activity. All students enrolled in the 12th grade. 17-18-year-olds. My group consisted of a total of 46 girls and 31 boys. There were no students at the participating school who were learning English as a second language (ESL), and there were no kids in my classroom who had learning disabilities. I utilized 2020-2021 seniors, academic years 2019-2020, and 2020-2021. Why two years? Covid-19 halted most activities in 2020-2021, although the school had them until March 2019-2020, so precise data can be recorded.

Procedure

We utilized the 2020-2021 academic years 2019-2020 and 2020-2021. Covid-19 halted most activities in 2020-2021, although the school had them until March 2019-2020, so precise data can be recorded. I emailed my principal and school coordinator five survey questions. After administrative approval, I texted all parents using school status. Next, I emailed the administration about the exam. The school and parents gave me permission to conduct a survey, and I displayed it on canvas. Non-technical students receive a written survey. They had to enter their GPA, ACT score, and Gender. Students who engaged in at least one school-sponsored extracurricular activity were included. Nonparticipants had never engaged in a school-sponsored extracurricular activity in high school. (Statistical Package for the Social Sciences) SPSS was used. I'd perform a correlation test to determine the link. This quantitative analysis included only high school seniors in Greenville Public School District. Three dependent variables and one independent. The independent variable is an 11th-to-12th-grade extracurricular activity. The dependent variables are the student's GPA, ACT score, and school status. The researcher studied Greenville high school students' extracurricular activity and academic progress. The null hypothesis was that extracurricular activity participation does not affect GPA.

Collection of data and instrumentation

This study uses quantitative data. My research requires student data with parental authorization. The school counselor needed the principal's permission to collect GPA and ACT scores. Greenville High School's principal requested this study's data collection. The researcher develops the study instrument after receiving approval. The participant answered a short survey about their two-year activity in clubs, sports, band, etc. Greenville High School seniors completed the Senior Information Sheet in May. This document is appended. Seniors were asked to list every junior and senior year activity on a survey. Student data include Gender, GPA, and ACT. Extracurricular involvement and nonparticipation. Extracurriculars. The data was honest and accurate student answers. Names and I.D. numbers won't be utilized to protect study participants' identities. This will be entered for each student. Their GPA is 4.0. We assumed students' weighted averages were equivalent. The researcher created the study's instrument.

Senior Information Sheet was used (Graduating class of 2021). This tool measured extracurricular activity. Every senior student (185 males and 215 females) will be given the survey to complete. It's a short survey with particular questions. Five questions asked if students participated in extracurricular activities. They mark band, tennis, chorus, etc. The survey asked students to identify their Gender, GPA, ACT score, and extracurricular participation at Greenville High. The poll also asked about high school extracurricular activities. I chose junior and the senior year since Covid-19 discontinued several activities. Quantitative data were collected. The survey only collected student answers. I confirmed my GPA and ACT with school approval. GPA and ACT composite measure academic performance. The academic achievement scale is 4-points. SPSS analyses data.

Data Analysis

The researcher evaluated survey data after receiving consent from the Office of Accountability, high school leaders, and survey participants. The database includes student GPA by Gender, participation group, nonparticipation group, and ACT. Names and identifiers were withheld to protect student identity. SPSS for Windows data were manually entered. Using a t-test and person correlation, data were evaluated. All statistical tests had a 0.05 alpha level. This research answered the following question: Does extracurricular activity affect GPA and ACT scores? Null hypothesis: GPA and extracurricular activity are unrelated. The computer would receive the data. SPSS will examine the data.

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 permission of the school authority and parents. The study focused on participating in extracurricular activities at Greenville high school.

Table Set 1 is a T-Test used to identify the academic performance of students participating in extracurricular activities with the non-participating students, and the mean of the GPA of the participating students is compared with the non-participating students among both Gender. This T-Test provides each group's mean, standard deviation, and standard deviation error, i.e., participating and non-participating groups in ECA. Based on this T-Test, the mean GPA of students participating in ECA was marginally higher than the mean GPA of non-participating students in any ECA.

Table Set 1 Independent Sample T-Test of students participating in ECA and non-participating student's GPA and Gender.

Table 1: Group Statistics

	Extracurricular and Non-Extracurricular	N	Mean	Std. Deviation	Std. Error Mean
GPA	Participant	34	3.2000	.53087	.09104
	Nonparticipant	43	3.0733	.43210	.06589
Gender	Participant	34	1.59	.500	.086
	Nonparticipant	43	1.60	.495	.075

Table 2: Independent Sample Test

		Levene's Test for Equality of variances		t-Test for Equality of means						95% confidence interval of the difference	
		F	Sign.	t	df	One sided p	Two sided p	Mean Diff.	Std. Error Diff.	Lower	Upper
GPA	Equal variances Assumed	3.744	.057	1.155	75	.126	.252	.12674	.10972	-.09182	-.34531
	Equal variances Not Assumed			1.128	63.038	.132	.264	.12674	.10972	-.09182	-.34531
Gender	Equal variances Assumed	.081	.777	-.144	75	.443	.886	-.016	.114	-.244	.211
	Equal variances Not Assumed			-.144	70.645	.443	.886	-.016	.114	-.244	.211

If $p < 0.05$, reject H_0 and accept H_1 . The mean is significantly different. If $p > 0.05$, accept H_0 . The means are not significantly different.

A t-test was computed to statistically determine if a difference exists. Even though there was not a significant difference, the students that participated GPA had a ($M = 3.20$, $S.D. = .53$) had a slightly higher-grade point average than the students who did not participate ($M = 3.07$, $S.D. = .43$). $t(75) = 1.128$, $p = .264$. I would accept the null hypothesis. There is a significant difference between the GPA and extracurricular and non-extracurricular participant's independent sample t-test based on Gender participant GPA ($M = 1.59$, $SD = .50$) and Gender-based nonparticipant GPA ($M = 1.60$, $SD = .495$); $t(75) = -.144$, $P = .886$.

Null Hypothesis 2 There is no statistically significant difference between student ACT scores and the student who participates in extracurricular activities and who do not participate in extracurricular activities. The mean difference can be compared between the students who participate in extracurricular activities and students who do not participate in extracurricular activities. We can also observe the p -value.

Table Set 2 is a T-Test used to identify the performance of students participating in extracurricular activities with the non-participating students, and the mean of the ACT score of the participating students is compared with the non-participating students among both genders. This T-Test provides the mean, the standard deviation, and the std. Deviation error of each group, i.e., participating and non-participating groups in ECA. Based on this T-Test, the mean ACT of students participating in ECA was marginally higher than that of non-participating students in any kind of ECA.

Table Set 2-Independent Sample T-Test of students participating in ECA and non-participating students ACT and Gender.

Table 3: Group Statistics

	Extracurricular	N	Mean	Std. Deviation	Std. Error Mean
Gender	Participant	34	1.5882	.49955	.08567
	Nonparticipant	43	1.6047	.49471	.07544
ACT	Participant	34	16.5294	2.32555	.39883
	Nonparticipant	43	16.0465	2.26730	.34576

Table 4: Independent Sample Test

		Levene's Test for Equality of variances		t-Test for Equality of means						95% confidence interval of the difference	
		F	Sign.	t	df	One sided p	Two-sided p	Mean Diff.	Std. Error Diff.	Lower	Upper
Gender	Equal variances Assumed	.081	.777	-.144	75	.443	.886	-.01642	.11402	-.24356	.21073
	Equal variances Not Assumed			-.144	70.645	.443	.886	-.01642	.11402	-.24406	.21122
ACT	Equal variances Assumed	.073	.788	.918	75	.181	.362	.48290	.52626	-.56546	1.53126
	Equal variances Not Assumed			.915	70.123	.182	.363	.48290	.52784	-.56981	1.53561

If $p < 0.05$, reject H_0 and accept H_1 . The mean is significantly different. If $p > 0.05$, accept H_0 . The means are not significantly different. A t-test was computed to statistically determine if a difference exists. Even though there was not a significant difference, the students who participated in the ACT had a ($M = 16.52$, $SD = 2.32$) slightly higher ACT than the students that did not participate ($M = 16.04$, $SD = 2.26$). $t(75) = .918$, $p = .362$ independent sample t-test based on Gender participant ACT ($M = 1.58$, $SD = .49$) and Gender-based non-participant ACT ($M = 1.60$, $SD = .494$); $t(75) = -.144$, $P = .886$. I would accept the null hypothesis. There is a significant difference between the ACT and extracurricular and non-extracurricular participants.

Null Hypothesis 3 There is no statistically significant difference between academic achievement, measured by ACT scores and cumulative GPA, for males and females relative to student involvement in extracurricular activities. I would use the correlation analyses of two independent groups. The z scores can be compared. By observing the z-test, we can discuss the (r-value) correlation. Correlation

Coefficient value. Table Set 3 is a Z-Test used to identify the academic performance of students participating in extracurricular activities with the non-participating students, and the mean of the GPA and ACT of the participating students is compared with the non-participating students among both Gender. This Z-Test provides the mean, standard deviation, and correlation of each group, i.e., participating and non-participating groups in ECA.

Table Set 3 - Sample Z-Test of students participating in ECA and non-participating student's GPA, ACT, and Gender.

Table 5: Students participating in ECA and non-participating student's GPA, ACT, and Gender

	Mean	Std. Deviation	N
GPA	3.2000	.53087	34
ACT	16.5294	2.32555	34
Gender	1.5882	.49955	34

Discussion

The purpose of this investigation was to determine whether or not participation in extracurricular activities was associated with higher levels of academic achievement as measured by a student's American College Test (ACT) composite score and cumulative student grade point average (GPA) during their senior year of high school. This study compared the academic performance of students at Greenville high school in the Greenville public school district who participated in extracurricular activities to the academic performance of students who did not participate in extracurricular activities.

A problem that is pertinent to this study is the lack of information and comprehension among high school students regarding the connection between participating in extracurricular activities and achieving academic achievement. By conducting this research in the high schools of Greenville, Mississippi, I hoped to acquire a better understanding of the academic performance of students. More specifically, I wanted to determine if there was a significant positive association between academic achievement and participation in extracurricular activities. The study also included a review of the existing literature that is directly relevant to the subject matter that was being investigated. The purpose of this research was to gain a deeper understanding of the correlation between participation in extracurricular activities and subsequent academic performance. In spite of the abundance of research (Castle *et al.*, 1987) on extracurricular activity that has been carried out over the course of almost eight decades (mostly in the United States), very little is known or understood regarding the causal influence of such engagement on scholastic results. The majority of the early research focused only on competitive sports. The results of the study were, at best, ambiguous, and they could only be generalized to the students and schools that were evaluated. There is a dearth of research pertaining to extracurricular activities that do not involve athletics, particularly in terms of their relationship with academic achievement. Because there is not a lot of published material on this topic, it follows that additional study is required; hence, I decided to conduct this research in order to gain more information on the topic.

According to the findings of this research, there was not a discernible gap in the academic performance of students who participated in extracurricular activities and those who did not participate in such activities. According to table 1, we can see that the mean grade point average for students who participated was ($M = 3.20$, $S.D. = .53$), which is a little bit higher than the average grade point average for students who did not participate, which was ($M = 3.07$, $S.D. = .43$). Nevertheless, when utilizing the table for the t-distribution, if the df (degree of freedom) is 75 and the alpha level is 0.05, $t(75) = 1.128$, and $p = .264$, the hypothesis is not supported. When the t-value is high, there is more evidence that contradicts the null hypothesis than when it is low. The t-value, on the other hand, is lower than the critical t-value; hence, the evidence against the null hypothesis is weaker the lower the t-value is. There is a significant difference between the GPA and extracurricular and non-extracurricular participants independent sample t-test based on Gender participant GPA ($M=1.59$, $SD=.50$) and Gender based nonparticipant GPA ($M=1.60$, $SD=.495$); $t(75) = -.144$, $p=.886$. The T-Test shows evidence is for the null, so the null hypothesis has to be accepted. In addition, It is

necessary to conclude that the significant difference hypothesis is false.

Conclusions and Future Research

Lack of understanding of the link between extracurricular activities and high school academic success makes this study difficult. This study is problematic since the association between extracurricular activities and high school academic success needs to be better understood. Studies supported and disputed a link. I first thought extracurricular activities, and academic success was linked. During my 15 years as a teacher, I witnessed pupils do better academically when they participated in athletics, fine arts, or other school activities. I thought there was a correlation, but I didn't know how to measure it or how much. This investigation's statistical data can lead to several conclusions. When adolescents participate in more than five extracurricular activities, ACT scores are positively correlated. Extracurricular activities boost ACT scores. Second, cumulative student GPAs and extracurricular activity involvement have a moderate positive link. Although not definitive, the findings show that extracurricular activities improve academic achievement. My first hypothesis was confirmed. Positive and negative literature on sports, the arts, and extracurricular activities fascinated me.

Third, Gender had no statistically significant effect on the connection between academic achievement and extracurricular activities. Both male and female students performed well in school after participating in extracurricular activities. Non-school-sponsored extracurricular activities (Such as jobs) may also affect student academic progress.

If correlation and mean difference exist, the school district and high school authority must encourage students to participate in extracurricular activities by helping them fundraise, increasing the budget for needy students, and providing transportation and food for students who cannot get transportation and evening dinner. So the school can succeed. As students succeed, schools succeed.

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Conflict of Interest

None

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