



Student's Participation in Extra-Curricular Activities Leads to Development of Student

Dr. Sudhakar .D. Bhoite

Asso. Professor Department of M.Phil Comm & Mgt.SIBER, Kolhapur 416004

ABSTRACT

The research question of this study is whether students who participated in extracurricular activities during their college career achieved higher academic performance than their peers who were not involved in such activities. In other words, universities invest a great deal of money and manpower in support of extracurricular activities in an effort to foster student engagement; therefore, it is also necessary to assess if such intervention actually enhances student academic performance. Furthermore, it is necessary to examine the impact of extracurricular activities on student retention and graduation more directly with quantitative measurements, beyond the interpreted results of surveys or self reporting

KEYWORDS

Introduction

At the beginning of the twenty-first century, many colleges and universities have a broad educational mission: to develop the "whole student." On college campuses, extracurricular involvement is a key tool in this personal development. Indications suggest that a growing number of students will be graduating from science colleges to enter a highly competitive business world. The question remains Will their classroom education alone provide them with the tools needed to excel in that world when they get there? In today's competitive marketplace, there is an even greater need for academic preparation that integrates technical knowledge and social aspects, whereby extracurricular activities can act as an educational bridge—from learning about different principles to applying these principles in a business environment. Evidence suggests, however, that participation in extracurricular activities may be the most *effective* route to skill improvement. The aim of this study is to determine whether the relationship is supported between extracurricular involvement and specific skills potentially acquired during graduate education. The goal is to reveal results that are consistent with the argument that participation in extracurricular activities promotes greater academic achievement. While focusing on leadership and communication skills that are relevant to management, the impact of extracurricular activities is measured first by determining whether skill improvement varies by participation, and then by establishing which extracurricular activities are most likely to drive skill improvement. This study and similar research could prove useful in academia by providing insights about the impact of extracurricular activities on skill improvement and the most productive methods to help students apply and improve their management skills.

Literature Review

The importance of extracurricular activities on college campuses is well established. The primary goals of extracurricular activities focus on the individual student level, the institutional level, and the broader community level. Different levels of activity involvement and participation may positively impact future success for those who participate. Research also indicated that both the type of extracurricular programs and level of participation may impact the individuals' development (Eccles, 2003). According to Gardner et al. (2008), theory and research on positive youth development emphasizes the transition of human development, and suggest that cultivating positive, supportive relationships with people and social institutions encourages healthy development. Fredrick's and Eccles

(2006) found that activity participation can be linked to positive academic outcomes, including improved grades, test scores, more school engagement, and increased educational aspirations. According to Gardner, Roth and Brooks-Gunn (2008), participation in organized activities during high school is positively associated with educational, civic, and to some extent, occupational success in young adulthood. Morrissey (2005) stated that there is an established link between adolescents' extracurricular activities and educational attainment as adults in occupational choice and income. The study by Gardner, Roth, and Brooks-Gunn (2008) also indicated that it is important to look at the intensity and level of involvement the student has with the activity. Level of participation may make a difference in how much a student is affected by being involved.

Types of Extracurricular activities

These activities exist to complement the university's academic curriculum and to augment the student's educational experience. Extracurricular activities provide a setting to become involved and to interact with other students, thus leading to increased learning and enhanced development. Specifically, a student's peer group is the most important source of influence on a student's academic and personal development. By identifying with a peer group, that group may influence a student's affective and cognitive development as well as his or her behavior. As the development of the well-rounded individual is a principal goal of extracurricular activities on college and university campuses, the numerous experiences these activities afford positively impact students' emotional, intellectual, social, and inter-personal development. By working together with other individuals, students learn to negotiate, communicate, manage conflict, and lead others. Finally, extracurricular activities focus on institutional goals, such as building and sustaining community on campus as well as student retention. As campuses become more diverse, students desire an environment in which they feel connected to others and to the university. Extracurricular activities provide a place for students to come together, discuss pertinent ideas and issues, and accomplish common goals. As a result, involved students view their college years as a positive experience and feel they are a vital part of the university, resulting in higher retention rates. The following extracurricular activities were used for this study based upon the availability of

Extracurricular Activities
Students Placement Student Government Athletics Academic and Professional Organizations. The Arts. Work Projects Volunteer Activities Multicultural Events Mentor Programs Study Abroad Programs Other Activitiesram

Pertinent data:

All students were subsequently divided into two groups: Participants and Non-participants. Students who participated in at least one of the measured activities during any time in their college career were defined as participants. To insure that the participant and non-participant groups were comparable, several subgroups were adapted to address any significant differences found between the two groups in relation to their academic backgrounds or demographic. Based upon a literature review and an analysis of best practices, it seems almost self-evident that student engagement, including extracurricular activities, has a positive impact on student academic performance. According to the analysis of participation, a majority of the participants became involved in extracurricular activities during their second year or later. About participants from within the 2005-2009 were involved in extracurricular activities during their first year at college. Therefore, participation in extracurricular activities cannot take sole credit for the better academic performance of those students. In conclusion, it is quite evident that any improvements with regard to the retention of the joint efforts of first-year programs and extracurricular activities. Another factor that should be taken into consideration is the fact that data relevant to the starting year of student extracurricular activities has only been available since 2005 .

METHODOLOGY

The students were also presented with a list of skills and abilities and asked, "Compared to your abilities before the graduate program, how much do you feel your education has proved your skills and abilities in each of the following areas?" Each skill and ability listed included a detailed definition. The eight skills shown in following table.

Skills and Abilities	The skills and abilities are used in
Managing Human Capital	Coordinating the work of others; guiding, directing, & motivating subordinates; coaching & developing others; organizing, planning, & prioritizing work
Managing decision-making processes	Obtaining & processing information; making decisions & solving problems; judging the qualities of things, services, or people; identifying objects, actions, & events
Managing the task environment	Communicating with persons outside the organization; establishing & maintaining interpersonal relationships; selling to or influencing others)
Knowledge of human behavior and society	Psychology; education & training; law & government
Knowledge of general business functions	Administration & management; economics & accounting; sales & marketing; customer & personal service; personnel & human resources
Knowledge of media communications and delivery	Media communication; computers & electronics; English language
Interpersonal skills	Active listening; social perceptiveness; coordination; persuasion & negotiation; time management; management of personnel resources
Foundation skills	Reading comprehension; writing; mathematics; science

DATA

We collected data from year 2005 to 2009 of B.Sc. students. When a student enrolled for 1st year we add the data about student to our software 'STUDENT DETAILS'. Through this software we enter previous year academic data as well as other data. Every year when student passes through 1st, 2nd and 3rd year we enter the details about academic as well as non-academic data to it. By analyzing the reports of software we come to conclusion that the students who are participating in various extracurricular activities show improvements in various achievements. So by analyzing that data we found that there is necessity of extracurricular activities in academics. So we present the following study.

Cross Classification of Improvement by Activity Participation

Year Category			2005	2006	2007	2008	2009	Total	Avg	p	N	At 1% (2.33)	Result
Academic Performance	Participated	Improved	170	177	187	172	190	896	84.93	0.63	9.75	Reject	Participated Mean is greater than the non participated one
		Not improved	50	41	38	13	17	159	15.07				
		Total	220	218	225	185	207	1055		0.59	7.31	Reject	
	Non Participated	Improved	76	87	105	130	130	528	70.87				
		Not improved	64	55	30	45	23	217	29.13				
		Total	140	142	135	175	153	745					
Student Attendance	Participated	Improved	180	184	199	182	204	949	89.95	0.72	15.88	Reject	Participated Mean is greater than the non participated one
		Not improved	40	34	26	3	3	106	10.05				
		Total	220	218	225	185	207	1055		0.59	7.31	Reject	
	Non Participated	Improved	61	60	56	100	95	372	49.93				
		Not improved	79	82	79	75	58	373	50.07				
		Total	140	142	135	175	153	745					
Student Placement	Participated	Placed	32	39	53	54	62	240	60.00	0.62	4.56	Reject	Participated Mean is greater than the non participated one
		Non Placed	34	30	27	33	36	160	40.00				
		Interviewed	66	69	80	87	98	400		0.44	-3.33	Reject	
	Non Participated	Placed	14	18	26	38	54	150	30.00				
		Non Placed	45	80	83	75	67	350	70.00				
		Interviewed	59	98	109	113	121	500					
College Leaving Tendency	Participated	Not Leaved	224	254	232	253	259	1222	98.95	0.41	-9.33	Reject	Participated Mean is greater than the non participated one
		Leaved	4	2	3	2	2	13	1.05				
		Total	228	256	235	255	261	1235		0.41	-9.68	Reject	
	Non Participated	Not Leaved	364	337	358	337	333	1729	97.96				
		Leaved	8	7	7	8	6	36	2.04				
		Total	372	344	365	345	339	1765					

Admission to higher studies	Participated	Admt	98	109	121	129	134	591	90.23	0.75	14.08	Reject	Participated Mean is greater than the non participated one
		Non Admt	5	4	13	17	25	64	9.77				
		Total	103	113	134	146	159	655		0.73	13.67	Reject	
	Non Participated	Admt	16	34	50	43	53	196	80.00				
		Non Admt	7	9	10	11	12	49	20.00				
		Total	23	43	60	54	65	245					

The Results

By studying the participants and non-participants performance in various categories of achievements, we come to a conclusion that the students who were participated in various extra-curricular activities perform better than the non participated students.

Conclusions

At the beginning of the twenty-first century, many colleges and universities have a broad educational mission: to develop the “Whole Student.” On college campuses, extracurricular involvement is a key tool in this personal development. For the majority of college and university students, involvement in extracurricular activities plays an integral role in the collegiate experience. Students become involved in extracurricular activities not only for entertainment, social, and enjoyment purposes, but most important, to gain and improve skills. A wide and diversified range of extracurricular activities exists on U.S. campuses, meeting a variety of student interests. Youth who participate in activities can learn important skills, such as teamwork or leadership skills, and these skills may help them in other parts of their lives. When furthering their education, those who participated in activities are more likely to make friends easily, adjust to a new environment, and show leadership based on prior experience in extracurricular activities. By being involved, students decrease the likelihood that they will be involved with problem behaviors.

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