
AN OVERVIEW ON EXTRACURRICULAR ACTIVITIES

Rashmi Mehrotra*

*Professor,

Department of Education, Teerthanker Mahaveer University,
Moradabad, Uttar Pradesh, INDIA

Email id: mprincipal.education@tmu.ac.in

DOI: [10.5958/2249-7315.2021.00190.8](https://doi.org/10.5958/2249-7315.2021.00190.8)

ABSTRACT

Extracurricular have become a significant part of students' school lives, with many schools dedicating significant resources to them. Our study proposed three main theoretical frameworks to explain the effect of ECA involvement on students' academic performance. We urge further study on the effect of ECA involvement in order to add to the existing body of research in the accounting education literature about the factors that influence students' academic success. Students engage in extracurricular activities gain from the many opportunities available to them. Having better grades, higher standardized test scores and educational achievement, attending school more frequently, and having a higher self-concept were all advantages of participating in extracurricular activities. Out-of-school activities taught participants skills like teamwork and leadership while lowering the likelihood of alcohol and illicit drug use, as well as other problem behaviors.

KEYWORDS: *Academic Performance, Extracurricular Activities, Learning, Leadership, Student.*

1. INTRODUCTION

Demands on institutions of higher learning to prepare competent accounting graduates are becoming increasingly essential as accounting issues grow more complicated in today's changing business environment. A related line of inquiry in the accounting education literature examines the factors that affect students' academic performance in an accounting degree. Understanding the factors of students' academic performance may help identify current students who are at risk of academic failure and reduce the likelihood of enrolling students whose skill sets are not suited to an accountancy degree program. Prior academic achievement, mathematical aptitude. Critical thinking. And age. The present study's goal is to draw emphasis to another determinant from the general education literature that may have an impact on students' academic performance. The purpose of this study is to see how extracurricular affect students' academic performance. Activities that are "outside of the main curriculum" are referred to as extracurricular. Extracurricular activities are "academic or nonacademic events that are conducted under the auspices of the university but occur outside of regular classroom time and are not part of the curriculum," according to Berkus et al. Extracurriculars do not entail a grade or academic credit, and participation is voluntary on the side of the student," as according Berkus et al. more students engage in ECA nowadays, it has become an essential element of their educational experience. Many schools have made significant investments in ECA. and are required to offer a diverse variety of ECA in order to give a very well education. In general education literature, the effect of ECA participation on students' growth has been studied extensively. However, academics in the field of accounting education haven't delved into this topic very much[1].

1.1.Zero-Sum Framework:

The Zero-Sum framework, which arose from Coleman's seminal study in 1961, is the first conceptual basis in the general studies literature. Coleman saw student society as a limited system in which a dedication to academic, physical, or social ideals meant abandoning the other two. Johnson stated that since athletic participation was the main predictor of social standing in school, male students may choose to devote their time and energy to sport ECA and neglect their studies. ECA participation, according to the Zero-Sum framework, has a negative impact on academic performance since students devote more time to ECA activities at the cost of their academic research. Many schools implemented the "2.0 Rule" in the early 1980s, requiring students to maintain a 2.0 overall grade average before enrolling in ECA. The "2.0 Rule" was established because ECA involvement has a negative impact on academic performance. Said that frequent ECA participation interfered with academic work, causing students to spend less time on homework. ECA involvement requires time commitments on the part of students, and these time commitments compete with time that could otherwise be spent on academic pursuits. Developmental Framework[2]. The Development framework, which postulated that Student engagement had a positive impact on the academic directly as a result of the non-academic and social benefits that come with ECA participation, is the prominent theoretical framework in the general studies literature. According to Broh, there are three ways in which ECA participation enhances students' school achievement indirectly. To begin with, ECA participation assists kids in developing a sense skills and traits such as a hard work ethic, self-esteem, persistence, and perceived control, all of which are related to good academic results.

Second, participating in ECA elevates students' social standing and puts them in the upper echelon of academically-oriented peer groups, allowing for greater academic performance. Third, ECA involvement allows students to interact more with their peers and the school, resulting in the development of social bonds and social capital. This social capital then serves as a form of social control, pushing pupils to adhere to school policy and attain academic success[3]. ECA involvement helps improve students' academic performance by training them life skills and attitudes. As according Holland and Andre, ECA participation aids students and develop organizational, planning, and time-management skills. They also stated that ECA participation aids in the formation of attitudes like as discipline and motivation, as well as the receipt of social rewards that affect personality traits. ECA participation enhances students' self-concept, which in turn mediates positive effects on other academic results, as according Marshland Valentine et al. Participation in the ECA also encourages users to take personal efforts such as establishing personal objectives, assessing what is required to achieve those goals, and then actively acquiring the skills and resources required to achieve those goals. The advantages of regular ECA participation may eventually extend beyond the ECA setting to academic endeavors, such as academic goal planning. In a longitudinal research, Mahoney et al., 2003 found that consistent ECA participation was linked to high interpersonal competence, educational standing, and educational ambitions[4].

1.2. Threshold Framework:

The Thresholds framework, which theorized the Student engagement has a positive impact on the academic up to a certain point beyond which involvement leads to negative educational achievements, is an emerging conceptual basis in the existing literature. Similar to the Zero-Sum framework, the Threshold framework attributes the point of diminishing academic benefits to students' excess time commitment, which leaves them with insufficient time door academic pursuits. As a result, the Threshold framework achieves a compromise between the Zero-Sum framework's forecast of decreasing academic achievement due to excessive time commitments and the Developmental framework's prediction of good non-academic developmental benefits. Found a curvilinear relationship between ECA participation and educational success. Moderate ECA participation, they said, provided students with the optimal number of settings for establishing

peer connections and promoting a stronger feeling of school belonging. Students with high levels of ECA participation, on either hand, may have difficulty figuring out where they fit in and belong among their classmates[5].

1.3. Population and sample:

Purposeful sampling was used to select the sample, which was stated as also being optimal for tiny groups of individuals/groups and may be adequate for understanding the human perspectives, issues, needs, behaviors, and contexts, which is the main justification for a qualitative audience study. Purposeful sampling is particularly important when the study's target group is rare or difficult to find and enroll. Purpose sampling has the advantage of allowing the researcher to select respondents based on previous information. In the 2010/2011 academic year in Turkey, the participants were 20 students from an Anatolian High School in Istanbul. The group consisted of 10 male and 10 female students, with 7 being 16 years old, 7 being 17 years old, and 6 having 18 years old[6].

1.4. Data Collection and analysis:

The following procedure was used to collect data for the current study. First, the school principal was notified of the study's aim through email, and he was asked whether he could offer students with the opportunity to participate in a research by voluntarily sharing their ideas regarding activities. After being assured of the confidentiality of the data to be gathered from them, the principal and volunteer students agreed to partake in the research. Their names would be kept a secret, and their names would not be mentioned in any part of the study or shared with anybody else, according the contract. Second, those who accepted the invitation were booked for an interview on a mutually agreed-upon day, and the participants were contacted on that date. With their consent, the interviews were both recorded and noted, and each one lasted around 50 minutes. The data organizing procedures suggested by Bogdan & Biklen were used as the first step in the data analysis[7].

1.5. Trustworthiness and Rigor:

Without leading the students, the interview acted as a facilitator and listener. Interviews have become increasingly popular recently because they offer in-depth answers. To prevent being affected by power dynamics, the sites were selected. There are a few drawbacks to this study. First, the sample was made up of volunteers, so it is likely to be typical of all students. Second, the researcher was the main data analysis tool.

1.6. Leadership Journey:

The whole life is spent as a leader. I was the captain for our crossing patrol in elementary school. I was made captain of our basketball game in junior high and voted president of our student government. Students voted me president of our student council in high school, and I was a resident assistant at college in charge of 40 other students. Even during the summer, I served for local parks and recreation agencies in Bloomington, Illinois, where I held leadership roles as director of parks and aquatics director. For one simple reason, I have always embraced the difficulties and responsibilities that come with being a leader. I really like assisting people. It's my real vocation, and the career paths I've taken have mirrored that. Looking back, my early experiences and previous leadership roles had a major effect on and molded my subsequent academic leadership duties. I've spent my whole adult life dedicated to helping youngsters, and I've always been told that I have a kind and calm demeanor with others. My enthusiasm for ethics and doing the right thing come across loud and clear, despite my placid demeanor. I've always felt that assisting others is an important part of living. Honor, honesty, truth, respect, and, above all, treating others the way you want to be treated are core values that I think represent me[8].

1.7. Important Discoveries:

I began to teach art after graduating from college. In addition, for the first time, I took on coaching duties. I had no idea that coaching would teach me many important fundamental principles that would influence my thinking and approach to leadership and extracurricular activities since I had never done it before. As a coach, I soon realized how to foster a feeling of belonging and the necessity of teamwork in order to achieve success. I also saw how crucial collaboration and communication were in the growth of a team. Getting everyone to work toward a shared vision and having objectives in place to achieve that vision was one of the most essential elements of building a successful team and being an effective leader. I like teaching art and had no desire to work in administration since She enjoyed being in the classroom with the kids. They sparked my curiosity. It struck me as odd that the kids who performed "best" in my courses were the same individuals that most teachers would avoid. Other instructors would often complain about how sluggish or unengaged some students were, and how they don't have to spend their time helping them when they were just not curious to learn anything at all in the subject area.

2. DISCUSSION

National Honors Program, student council, school sports teams, math clubs, chess clubs, talent shows, spell bees, writing contests, debates, mock trials, school newspapers, and drama productions are examples of co-curricular activities. Performing arts, honors society, sports/athletics, publications, student government, and academic clubs are among the most popular extracurricular activities. Professional groups and hobby clubs are among the less popular extracurricular activities mentioned. Hobbies and pursuits outside of the traditional academic curriculum are known to as extracurricular activities. Extracurricular, on the other hand, are usually planned, sanctioned activities and athletics for which students do not earn school credit. The activities that are part of the curriculum are known to as curricular activities. Co-curricular activities are those that take place outside of the normal curriculum yet usually complement it. Extracurricular activities are those that take place outside the classroom and are not part of the school curriculum. Co-curricular activities are often held outside of regular classes, but they complement the academic curriculum by allowing students to learn by doing. Students' problem-solving, reasoning, critical thinking, creative thinking, communication, and collaborative abilities are all aided by these exercises. The term "school activities" refers to a variety of skill-based games, tactics, and interactive activities that aid in the educational Development of students. All activities are intended to improve students' knowledge, skill, or effectiveness in a specific area by using multiple learning styles[9].

3. CONCLUSION

Prior research in the general education literature which looked into the impact of ECA participation on students' academic performance were analyzed in this study. Three main theoretical frameworks emerged from our review of the general studies literature. First, according to the Zero-Sum framework, ECA involvement has a negative impact on academic performance since students devote more time to the ECA events than to their academic research. Second, the Development framework proposed that ECA participation has an indirect beneficial impact on academic achievement as a consequence of the quasi and social advantages that come with it. Finally, the Threshold proposed framework that ECA involvement has a positive impact on academic achievement up to a threshold beyond which it has a detrimental effect on academic performance. While much has been done in the general education literature to understand the effect of ECA involvement, there have been few studies in the accounting education setting. The present research seeks to add to the accounting education literature by evaluating the effect of ECA involvement as a possible predictor of students' academic success in an undergraduate

accounting program. Beyond previous academic performance, mathematical ability, critical thinking, age, gender, prior knowledge of accounting, and job experience, this will broaden the scope of frequently studied factors. We encourage further study on the effect of ECA involvement in order to add to the growing body of knowledge in the accounting education literature on the factors that influence students' academic success. When the monetary impact of student fails, dropouts, and absenteeism is considered, however, arranging them is less expensive than the cost of the bad consequences. As a result, the role of SEAs and their present state should be reassessed. Administrators are encouraged to organize their academic and social growth[10].

REFERENCES:

1. S. A. Almalki, A. I. Almojali, A. S. Alothman, E. M. Masuadi, and M. K. Alaqeel, "Burnout and its association with extracurricular activities among medical students in Saudi Arabia," *Int. J. Med. Educ.*, 2017, doi: 10.5116/ijme.58e3.ca8a.
2. L. H. Pinto and D. C. Ramalheira, "Perceived employability of business graduates: The effect of academic performance and extracurricular activities," *J. Vocat. Behav.*, 2017, doi: 10.1016/j.jvb.2017.01.005.
3. J. Fares et al., "Extracurricular activities associated with stress and burnout in preclinical medical students," *J. Epidemiol. Glob. Health*, 2016, doi: 10.1016/j.jegh.2015.10.003.
4. S. K. Bekova and M. Y. Kasharin, "We learn not for school but for life: How students assess the importance of extracurricular activity," *Monit. Obs. Mneniya Ekon. i Sotsial'nye Peremeny*, 2018, doi: 10.14515/monitoring.2018.4.16.
5. C. Garrecht, T. Bruckermann, and U. Harms, "Students' decision-making in education for sustainability-related extracurricular activities-a systematic review of empirical studies," *Sustainability (Switzerland)*. 2018, doi: 10.3390/su10113876.
6. L. C. Urlings-Strop, A. P. N. Themmen, and K. M. Stegers-Jager, "The relationship between extracurricular activities assessed during selection and during medical school and performance," *Adv. Heal. Sci. Educ.*, 2017, doi: 10.1007/s10459-016-9729-y.
7. S. H. Kim, "Extracurricular activities of medical school applicants," *Korean J. Med. Educ.*, 2016, doi: 10.3946/kjme.2016.25.
8. G. P. Ivanova and O. K. Logvinova, "Extracurricular activities at Modern Russian University: Student and faculty views," *Eurasia J. Math. Sci. Technol. Educ.*, 2017, doi: 10.12973/ejmste/79797.
9. G. Clark, R. Marsden, J. D. Whyatt, L. Thompson, and M. Walker, "'It's everything else you do...': Alumni views on extracurricular activities and employability," *Act. Learn. High. Educ.*, 2015, doi: 10.1177/1469787415574050.
10. A. N. Palmer, W. Elliott, and G. A. Cheatham, "Effects of extracurricular activities on postsecondary completion for students with disabilities," *J. Educ. Res.*, 2017, doi: 10.1080/00220671.2015.1058221.