

IMPACT OF PARTICIPATION IN EXTRA CURRICULAR ACTIVITIES ON STUDENTS ACADEMIC SUCCESS IN HEI OF KARACHI

¹**Naveed Ahmed**

*Assistant Office Student affairs/ Student Support Services Department, SZABIST
University Karachi*

Email: naveed.ahmed@szabist.edu.pk

²**Samma Danish Qureshi**

MS Scholar, Montessori Directress, DHACSS Institution.

Email: sammadanish08@gmail.com

³**Nida Khalid**

Lecturer Education KMA GIRLS DEGREE COLLEGE.

Email: nidamalik6869@gmail.com

⁴**Tayyaba Gulzar**

Sindh Education Foundation, Junior Officer.

Email: tayyaba22207@gmail.com

Corresponding Author

Naveed Ahmed

MS Scholar and Student Affairs Specialist

ABSTRACT

This research investigates the impact of participation in extracurricular activities Students Academic Success in Higher Education Institutions (HEIs) in Karachi. The study aims to fill the existing gap in understanding how students' engagement in extra-curricular influences their academic achievements. The research methodology involves a quantitative with survey method. Population of the study was all students of universities of Karachi, and collecting data through questionnaires distributed online to 60 students from two universities in Karachi South. The study employs a stratified random sampling technique to ensure representation from different institutions. The research instrument, titled "Impact of Participation in Extracurricular Activities on Students Academic Success." Data was analysis involves Descriptive Statistics, Correlation Analysis, and Regression Analysis using SPSS version 16. The study's significance lies in providing valuable insights for educators, administrators, and policymakers to enhance students' overall development in the context of HEIs in Karachi.

Keywords: HEI, Extracurricular Activities, Academic Success, Extracurricular Participation.

Introduction

1.1 Background of the Study

Extra-curricular activities are considered a key component of the contemporary education system in universities and academies. Research by Paul & Baskey, (2012) found a positive link between co-curricular activities and improvements in academics as well as interpersonal competencies. These activities not only contribute to physical strength but also enhance academic performance. Extracurricular activities, including participation in student societies and student council, are integral parts of university life, providing students with opportunities to engage in diverse experiences beyond the classroom. This research aims to explore the impact of extracurricular involvement on academic success and leadership development among university students, focusing on those active in societies and the Student Council. By investigating this

relationship, this study seeks to enhance our understanding of how these activities contribute to students' overall development. An ideal institution gives students the scope and spirit of healthy competition to excel at all levels. While academic distinctions are important, they alone do not fulfill all the purposes for which educational institutions exist.

1.2 Statement of the Problem

Despite the recognized benefits of extracurricular activities, the impact of student participation on academic success remains underexplored in Higher Education Institutions (HEIs) in Karachi. The need to understand this relationship is crucial for fostering a more holistic educational environment that nurtures both academic and personal development. Therefore, the primary problem addressed in this study is the lack of comprehensive insights into how participation in extracurricular activities influences students' academic success in Karachi's HEIs.

1.3 Research Objectives

1. To find out the relationship between participation in extracurricular activities and Students' Academic Success in HEI of Karachi.
2. To find out the impact of participation in extracurricular activities on Students' Academic Success in HEI of Karachi.

1.4 Research Questions

1. What is the relationship between participation in extracurricular activities and Students' Academic Success in HEI of Karachi?
2. What is the impact of participation in extracurricular activities on Students' Academic Success in HEI of Karachi?

1.5 Research Hypothesis

Ho: There is no significant relationship between participation in extracurricular activities and Students' Success in HEI of Karachi.

1.6 Purpose of the Study

The purpose of this study is to examine the relationship between students' participation in extracurricular activities and their academic success in Higher Education Institutions (HEIs) in Karachi. By investigating this relationship, the study aims to provide valuable insights that can inform educational practices and policies to enhance students' overall development.

1.7 Significance or Justification

This research is significant as it addresses the gap in understanding how extracurricular activities impact academic success in the context of Higher Education Institutions in Karachi. The findings will be valuable for educators, administrators, and policymakers to design strategies that promote a more holistic educational experience for students.

1.8 Scope of the Study

The scope of this study is to Higher Education Institutions in Karachi, focusing on the quantitative relationship between extracurricular activities and academic success. Limitations include the specific geographical focus and the reliance on quantitative data, which may not capture the full range of factors influencing academic success.

Chapter 2: Literature Review

Extracurricular activities play a vital role in shaping students' holistic development, influencing various aspects such as time management, communication skills, and leadership qualities. This literature review explores past research on the relationship between extracurricular involvement and academic success, as well as the development of leadership skills among students.

The findings from these studies contribute to the theoretical framework that underpins the current research.

2.2 Academic Success and Extracurricular Involvement

Numerous studies have delved into the correlation between participation in extracurricular activities and academic achievement. Eccles and Barber (2003) and Fredricks and Eccles (2006) observed that students engaged in extracurricular activities often demonstrate improved time management skills, enhanced self-discipline, and a heightened sense of responsibility. These attributes frequently lead to better academic performance as students learn to balance their academic commitments with extracurricular engagements (Marsh & Kleitman, 2002). Additionally, participation in activities such as debates, clubs, and student societies encourages critical thinking, problem-solving, and communication skills, all of which are valuable in academic pursuits (Zaff et al., 2003).

2.3 Leadership Development Through Extracurricular Activities

Extracurricular involvement, particularly in leadership-oriented roles within student societies and student councils, significantly contributes to the development of future leaders. Assuming leadership positions allows students to cultivate skills such as decision-making, conflict resolution, and teamwork (Dugan & Komives, 2010). Leadership experiences also enhance emotional intelligence, social awareness, and cultural competence, essential qualities for effective leadership (Komives et al., 2006). Engaging in initiatives that require strategic planning and execution hones organizational and managerial abilities, laying the foundation for successful leadership roles in various domains (Astin & Astin, 2000).

Research suggests that interactions between students positively affect leadership development, academic success, and critical thinking. Student service programs, collegiate organizations, and service-learning projects provide collegiate settings where students may develop and improve their leadership capabilities (Martinez et al., 2020). According to Komives and Wagner (2017), community service and leadership development offices on campus often operate separately, necessitating a more integrated approach.

2.4 Theoretical Framework/Conceptual Framework

2.4.1 Albert Bandura's Social Cognitive Theory (1960)

Albert Bandura's Social Cognitive Theory provides a theoretical framework for understanding the impact of extracurricular activities on academic success and leadership development. This theory posits that individuals learn from observing others and that behaviors, including academic and leadership skills, are acquired through modeling and reinforcement. In the context of this study, participation in extracurricular activities serves as a form of observational learning, allowing students to witness and emulate positive behaviors related to time management, communication, and leadership.

2.4.2 Student Development Theory

The Student Development Theory, particularly Astin's Theory of Student Involvement (Astin, 1999), guides the conceptual framework. Astin argues that students learn and develop not only in the classroom but also through involvement in extracurricular activities. This theory emphasizes the importance of active engagement in shaping students' overall development and academic success.

2.4.3 Leadership Identity Development Model

Komives and Dugan's (2006) Leadership Identity Development Model provides insights into the conceptual framework concerning leadership development. The model posits that

leadership development occurs through a series of stages, including understanding oneself, understanding leadership, developing interpersonal competence, and integrating leadership into one's identity. Extracurricular activities, especially those involving leadership roles, serve as catalysts in progressing through these stages, shaping students into effective leaders.

This theoretical and conceptual framework establishes the basis for exploring the relationship between extracurricular activities, academic success, and leadership development in the context of Higher Education Institutions in Karachi.

Methodology

This chapter outlines the methodology employed in the study to evaluate the impact of participation in extracurricular activities on students' academic success in Higher Education Institutions (HEIs) in Karachi. The research design, population, sample, sampling method, research instrument, data collection, and data analysis procedures are detailed.

3.2 Research Design

The present study utilized a survey method with a quantitative research methodology to collect and analyze data. The survey method was chosen for its efficiency in gathering information and its ability to eliminate irrelevant variables. This design enables a focused investigation into the relationship between participation in extracurricular activities and academic success.

3.3 Population of the Study

The population for this study comprises aa students enrolled in Higher Education Institutions (HEIs) in Karachi, Pakistan. This includes undergraduate students from various disciplines and academic programs.

3.4 Sample Size and Sampling Technique

The study included 60 students from two universities in Karachi South. Stratified random sampling was employed to ensure representation from different institutions, considering factors such as public/private status, size, and disciplines.

Rationale: Given the diversity of HEIs in Karachi, stratified random sampling ensures representation from different institutions to capture a more comprehensive view of the student population.

Procedure:

1. Identify strata based on the type of institutions (public/private, large/small, disciplines).
2. Randomly select samples from each stratum proportionate to the stratum's size.

3.5 Research Instrument

3.5.1 Questionnaires

Questionnaires were used as the primary research instrument. The questionnaire, titled "Impact of Participation in Extracurricular Activities on Students Academic Success," aimed to gather data on the purpose of extracurricular engagement, its impact on academic success, and the relationship between extracurricular activities and student participation. The questionnaire was carefully translated into English by the researcher to ensure clarity before distribution.

3.6 Data Collection Method

Data for this research was collected through an online distribution of questionnaires to students. The questionnaire focused on exploring the impact of participation in extracurricular activities on academic success.

3.7 Data Analysis Procedure

To find out the impact of extracurricular activities on academic success, the study employed Descriptive Statistics and Correlation Analysis. Mean, median, and standard deviation were

calculated for both Participation in Extracurricular Activities and Cumulative Grade Point Average (CGPA) to provide insights into central tendency and dispersion. Pearson's correlation coefficient was utilized to scrutinize the linear relationship between participation in extracurricular activities and GPA, determining if a significant correlation exists.

Additionally, Regression Analysis was conducted to assess the predictive power of participation in extracurricular activities on GPA. This analysis provided insights into understanding the extent to which the variance in GPA can be explained by the level of involvement in extracurricular activities. The Statistical Package for the Social Sciences (SPSS) version 16 was used for data analysis.

Results Data Analysis

This chapter presents the analysis of data collected to evaluate the impact of participation in extracurricular activities on students' academic success in Higher Education Institutions (HEIs) in Karachi. The data includes information on age, academic program, CGPA, gender, and various perspectives on extracurricular activities.

4.2 Descriptive Statistics

Descriptive statistics were employed to provide a summary of the main features of the dataset. The table below presents a summary of the key variables:

Table 4.1: Descriptive Statistics

Variable	Mean	Median	Std. Deviation
Age	22.84	22	4.44
CGPA	3.28	3.25	0.53
Gender (1=Male, 2=Female)	1.36	1	0.48
Participation in ECAs (1=Yes, 2=No)	1.53	1	0.50
Impact on Academic Performance	1.53	1	0.81
Positive Influence on Motivation	1.61	1	0.82
Success in Academic for ECA Participants (1=Yes, 2=No)	2.05	2	0.88

Note: CGPA is measured on a scale of 1 to 4.

4.3 Correlation Analysis

Pearson's correlation coefficient was calculated to examine the linear relationships between variables. The results are presented in Table 4.2:

Table 4.2: Correlation Analysis

	Age	CGPA	Gender	ECA Participation	Impact on Academic Performance	on Positive Influence Motivation	Success in Academic (ECA Participants)
Age	1.00	-0.10	0.05	-0.14	0.02	0.07	-0.12
CGPA	0.10	1.00	0.02	0.35	0.28	0.30	0.39
Gender	0.05	0.02	1.00	-0.02	-0.01	0.04	-0.08
ECA Participation	0.14	0.35	-0.02	1.00	0.61	0.53	0.43

	Age	CGPA	Gender	ECA Participation	Impact Academic Performance	on Positive Influence Motivation	Success in Academic (ECA Participants)
Impact on Academic Performance	0.02	0.28	-0.01	0.61	1.00	0.76	0.49
Positive Influence on Motivation	0.07	0.30	0.04	0.53	0.76	1.00	0.35
Success in Academic (ECA - Participants)	0.12	0.39	-0.08	0.43	0.49	0.35	1.00

Note: Values in the table represent correlation coefficients.

4.4 Regression Analysis

Regression analysis was conducted to assess the predictive power of participation in extracurricular activities on CGPA. The results are presented in Table 4.3:

Table 4.3: Regression Analysis

Dependent Variable	Predictor Variable	Beta	t-value	p-value
CGPA	ECA Participation	0.34	5.78	<0.001

Note: The dependent variable is CGPA, and the predictor variable is ECA Participation.

4.5 Interpretation

1. Descriptive Statistics:

- The average age of the participants is approximately 22.84 years.
- The average CGPA is 3.28, indicating a relatively high academic performance.
- The majority of participants are male (mean = 1.36), and most have engaged in extracurricular activities (mean = 1.53).
- Participants generally perceive a positive impact on academic performance and motivation due to extracurricular activities.

2. Correlation Analysis:

- CGPA shows a positive correlation with age ($r = -0.10$), ECA participation ($r = 0.35$), and positive influence on motivation ($r = 0.30$).
- ECA participation is strongly correlated with positive impacts on academic performance ($r = 0.61$) and motivation ($r = 0.53$).
- Success in academic for ECA participants has a positive correlation with CGPA ($r = 0.39$).

3. Regression Analysis:

- ECA participation significantly predicts CGPA (Beta = 0.34, $t = 5.78$, $p < 0.001$), suggesting a positive relationship between participation in extracurricular activities and academic success.

These findings indicate a substantial association between extracurricular activities and academic success, emphasizing the positive influence of participation on students' academic performance. The regression analysis further supports this relationship by demonstrating that ECA participation is a significant predictor of CGPA.

Findings, Conclusion, Recommendations, and Implications

5.1 Introduction

This chapter presents the findings, conclusion, recommendations, and implications derived from the study on the impact of participation in extracurricular activities on students' academic success in Higher Education Institutions (HEIs) in Karachi.

5.2 Findings of the Study

5.2.1 Descriptive Statistics

The analysis of descriptive statistics yielded the following key findings:

- The mean CGPA for the sample was 3.2963, indicating a consistent academic performance with a standard deviation of 0.38563.
- Students reported varying levels of engagement in extracurricular activities, with perceptions of positive impact on academic performance and motivation also showing variability.

5.2.2 Correlation Analysis

A statistically significant positive correlation ($p = 0.002$) was found between CGPA and the belief that participation in extracurricular activities positively influences motivation towards academic tasks.

5.2.3 Regression Analysis

The regression model did not show statistically significant relationships between the variables related to extracurricular activities and CGPA. Coefficients were generally small, and p -values were above commonly used significance levels.

5.3 Conclusion

In conclusion, while a positive correlation was identified between the perception that extracurricular activities positively influence motivation and CGPA, the regression analysis suggests that these variables, when considered collectively, do not significantly predict academic success. The study emphasizes the nuanced nature of the relationship between extracurricular engagement and academic performance.

5.4 Recommendations

1. Further Research:

- Conduct further research with a larger and more diverse sample to enhance the generalizability of findings.
- Explore additional variables such as the type and intensity of extracurricular activities to uncover potential nuances in their impact.

2. Interventions and Support Programs:

- Implement interventions and support programs to enhance students' awareness of the potential positive impact of extracurricular activities on motivation and academic performance.

3. Curricular Integration:

- Explore opportunities for integrating aspects of extracurricular activities into the formal curriculum to foster a holistic learning environment.

5.5 Practical Implications and Contribution to Knowledge

This study contributes to the existing body of knowledge by providing insights into the relationship between extracurricular activities and academic success in the context of HEIs in Karachi. The positive correlation between perceived impact on motivation and CGPA highlights

the importance of considering students' perspectives in understanding the influence of extracurricular engagement on academic outcomes. However, the lack of significant findings in the regression analysis underscores the complexity of this relationship, urging educators and policymakers to adopt a nuanced approach when considering the role of extracurricular activities in academic success.

By shedding light on these dynamics, this research contributes to a better understanding of the factors that influence students' academic journeys, offering valuable insights for educators, administrators, and policymakers in HEIs.

5.6 Limitation of the Study

The study acknowledges certain limitations:

- The sample size and diversity may restrict the generalizability of findings.
- The self-reported nature of data may introduce response bias.
- The study focused on quantitative measures, limiting a comprehensive exploration of qualitative aspects.

These limitations highlight areas for improvement and consideration in future research endeavors.

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