
Adolescent Involvement in Extracurricular Activities and Positive Development: A Comparative Study between Government and Private Schools' Students

SINGH ANNU

Student

MISHRA SUNITA

Professor

Department of Human Development and Family Studies
School for Home Sciences
Babasaheb Bhimrao Ambedkar University, Lucknow, U. P.
India

Abstract:

The objective of the present study was to investigate the involvement of Adolescent in different Extracurricular Activities and Positive Development in Government and Private Schools' students in the Academic year 2012-2013. The present study was conducted at Lucknow District in Uttar Pradesh. The sample were selected through Purposive random sampling. Two schools were selected from among Government, then two from among Private schools. 60 students of Government schools (30 Kendriya Vidyalaya, Bijnaur and 30 Army Public School Cantt.) who participated in extracurricular activities and 60 students of Private Schools (30 Lucknow Public School, South city and 30 City Montessori School, LDA colony, sec. A) who also participated in extracurricular activities were selected. 120 Student of Age group between 13 to 16 years comprised the sample of the study. Self made questionnaire were distributed among the School students to get information. The data obtained was analyzed by the use of SPSS Software (20 version) package and application of the percentage and the statistical methods of T- test for Independent groups, and the following result were achieved. The Result from Statistical Analysis revealed that all the 6 types of extracurricular activities, viz. Yoga,

Horse riding, Sport activities, Dance, Music and Indoor and outdoor games together showed significant role in Positive Development of Adolescents, who had participated in the Extracurricular Activities in Government and Private Schools. Finally in this study a fairly valid result; importance of Extracurricular Activities to the Students should be highly emphasized and the Positive Development related to foster either academic achievement or self esteem.

Key words: Extracurricular Activities, Extracurricular Involvement, Adolescence, Government and Private Schools, Positive Development.

Introduction

Adolescence is a period of time characterized by significant growth and change. Opportunities, as well as vulnerabilities, become evident during this time. Adolescents have a significant amount of free time available to them and research demonstrates that they are increasingly capable of self-directed actions in their search for identity (Erickson, 1968; Gootman, Sameroff, & Eccles, *et al* 2002; Larson, 2000).

Adolescent Involvement

Involvement in extracurricular activities has been associated with a number of adolescent outcomes. For instance, adolescents involved in school and community based civic activities reported more religiosity, academic engagement, and positive perceptions of parents and peers than uninvolved youth (Ludden, 2011). In another study, organized activity participation was associated with higher than expected grades, school value, self-esteem, resiliency, and prosocial peers, though the pattern of findings differed by activity context (Fredricks & Eccles, 2008).

Positive adolescent development is a topic of interest for both scholars and the community alike, with many initiatives

currently aimed at both increasing positive behaviors such as school commitment and achievement, and reducing negative behaviors such as drug and alcohol use. The interest in positive adolescent development has led to a focus on adolescent discretionary time use. Research on American adolescents has found that more than half their waking hours are spent in leisure activities (Larson & Verma, 1999).

Structured Activities and Positive Development

Participation in structured extracurricular activities provides important opportunities for social, emotional, and civic development during adolescence (Mahoney, Larson, Eccles, & Lord, 2005). Some research has contrasted structured leisure time use with unstructured leisure time use. Examples of structured activities include sporting teams, drama clubs, academic clubs, church groups, and service activities, and can be based at school or in the community. In contrast, unstructured activities refer to more passive types of leisure including watching television, 'hanging out' with friends, and listening to music. When compared with unstructured leisure, structured activities have consistently been found to be more developmentally beneficial. For example, higher test scores and school grades are associated with less time watching television and more time in extracurricular activities (Cooper *et al.*, 1999; Marsh & Kleitman, 2002). Time in structured activities is also related to better peer relationships and emotional adjustment at school, while unstructured leisure time is associated with poorer emotional adjustment and work habits (Posner & Vandell, 1994, 1999). Mahoney and Stattin (2000) reported that participation in unstructured activity settings, specifically youth recreation centers in Sweden, was associated with higher levels of antisocial behavior compared to participation in structured activities.

A sense of belongingness and positive future outlook can lead to constructive outcomes for adolescents (e.g., Csikszentmihalyi & Larson, 1984; Michaelson & Nakamura, 2001). In this regard, active engagement in school and community activities may foster belongingness and is fundamental to students' academic motivation and achievement (Miserandino, 1996; Ryan, 2000), as well as their emotional well-being (Eccles, Lord, & Roeser, 1996). Conversely, adolescents who remain disengaged from school and community activities are at risk for a variety of negative outcomes including school dropout (Finn, 1989; Mahoney & Cairns, 1997), antisocial behavior (Mahoney, 2000; Zill, Nord, & Loomis, 1995) and self-destructive behaviors such as suicide attempts (Mazza & Eggert, 2001) and illicit substance use (e.g., Borden, Donnermeyer, & Scheer, 2001).

Objectives

- To study various extracurricular activities in different school in Lucknow city.
- To compare the extracurricular activities of private school's children and govt. school's students.

Methodology

Data

This study uses the 2011 Census, Lucknow city was selected for conducting the study. Lucknow is a centrally placed district of Uttar Pradesh spread over an area of 2528sq. km. Sitapur from north, Barabanki from east, Raibareli from south west are surrounding this district. The district has a population about 4,588,455 of which male and female were 2,407,897 and 2,180,558 respectively (2011 Census). The density of population is 1,815 people per sq.km. Main language spoken in the district has 4 Tehsil and 8 Community development blocks. It has two

towns and 823 no. of villages. The literacy rate of Lucknow city is 79.33% (male and female literacy were 84.27 and 73.88 respectively). (2011 Census). Purposive random sampling method was used to collect the sample for this study. Sample comprise of 120 school going children's including Boys and girls from Two Government School, Kendriya Vidyalaya (Bijnaur), and Army Public School (Cant,) and Two Private School, Lucknow Public School (Southcity) and City Montessori school (LDA Sector A) in Lucknow city. The approach adopted for this study was purposively one. Conducting a study a rapport was established with the respondent and then explaining the aims and objective of the study.

A questionnaire schedule to elicit information of the respondent, self administrated questionnaire were given one each to respondent of each school going children during breaks from teaching schedule. I request to fill the Performa with full assurance about their confidentially and anonymity of their information. The respondents were assured that the data would be used only for scientific purpose of the study.

Dependent variable: Adolescents involvement in extracurricular activities and Positive Development

The focal variable of this study is the frequency of Adolescent Involvement in Extracurricular activities. Analyses were also be done on the Positive development. The categories of answer for (for both variable) are 1= yes, 0= No.

Independent variables

Age- Computed years of age at the time of study were considered as the age of the respondents. The age range of 13 to 16 years.

Types of school- In this study show that the Two types of School Government and Private.

Two variables are included as indicators of Adolescents involvement in different extracurricular activities and Positive

Development. (a) Age of respondents and (b) Types of school. Adolescent's involvement in extracurricular activities is based on the questions that ask respondents about their activities when they were aged 13 to 16 years. The question is divided by three sections- (i) various extracurricular activities organized being your School, (ii) Involvement of Adolescent in Different extracurricular activities and (iii) Positive development in their performance.

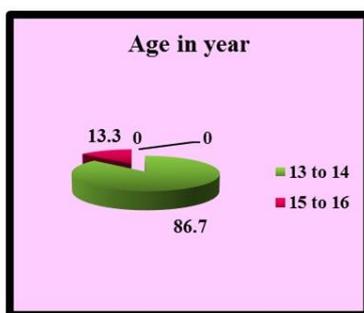


Fig.1 Age of Respondent

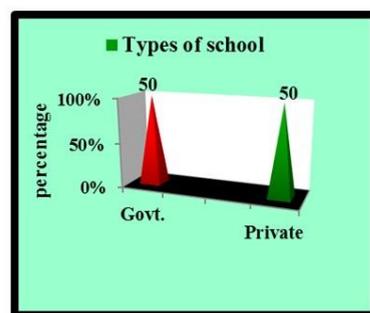


Fig.2 Types of school

Analytical Approach

Analysis of the data

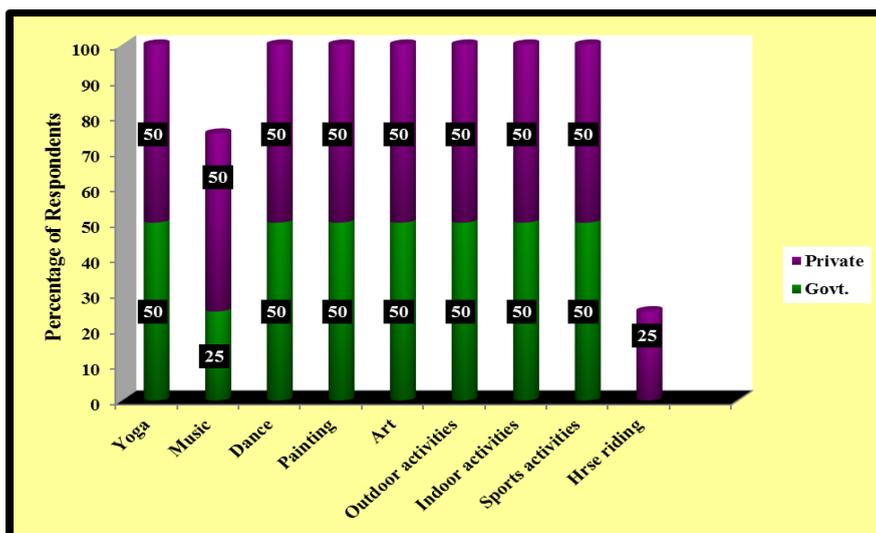
The collected data will be coded and tabulated with reference to the objectives of the study and relevant Statistical techniques will be used and the data will be analyzed using suitable SPSS software.

In this study extracurricular activities are used to examine what variables increase the Involvement in extracurricular activities and Positive development in Adolescent. In this study analyze the independent variables- Age (13 to 16 years) and Types of school (Government and Private School). For the dependent variable, play an analysis is done for all variables and the result will be compared with those of Adolescent involvement and positive development in

extracurricular activities in Government and Private School's Students.

Result and Discussion

Fig.3: Graphical representation of various extracurricular activities in Government and Private School



From the above graph it was observed that, the government school was done the yoga classes (50%), whereas Private school was done equal that were (50%) of Yoga classes, Music classes was done (25%) in Government school and majority (50%) was done in Private school, whereas Dance classes, Painting classes, Art classes, Indoor/Outdoor activities and Sport activities was done by equal that were (50%) in Government and Private school, whereas Horse riding was done by only (25%) in private school.

Table 1: Assess the comparison between in extracurricular activities in Government and Private School

Information about extracurricular activities	Types of School				t-Test	P-value
	Government School		Private School			
	Mean	SD	Mean	SD		
Yoga	8.98	.948	9.10	.838	.001	.973
Horse riding	5.48	.701	6.07	1.460	49.555	.000
Sports activities	9.03	.863	9.07	.607	4.581	.034
Indoor/Outdoor	6.73	.954	7.50	.651	7.730	.101
Dance	7.42	1.510	8.57	1.280	4.322	.040
Music	8.25	1.044	8.63	1.008	.016	.898

(p<0.05, not significant)

The above table:1 shows that the higher mean value of private school in yoga (9.10), followed by government school mean value (8.98) and the low mean value private school in horse riding (6.07) followed by government school mean value (5.48).

There are no significant differences between government and private school's for participation in extracurricular activities.

Conclusion

From the above result it was concluded that Majority of the respondent (50%) government school was and Private school was belonged equal that were of Yoga classes, Dance classes, Painting classes, Art classes, Indoor/Outdoor activities and Sport activities. Music classes was done (25%) in Government school and majority (50%) belonged in Private school, whereas Horse riding was done by only (25%) in private school. The mostly students involved in different extracurricular activities. Majority (95%) of respondents were involved in sports activities and most (78.3%) of the respondents were not interested in horse riding. It is clear that a significant difference was found

in the positive effects of children in extracurricular activities like- Yoga, Horse riding, Sport activities, Indoor/Outdoor activities, Dance and Music.

In this study show that the Private School is really better than the Government School in different extracurricular activities. Private schools may have a number of advantages over public schools. They offer, for parents who desire it, considerably more religious education than would be available in public schools. Private schools offer a potentially different peer group than do public schools: Private-school students are more likely to have college ambitions and come from high-socioeconomic status families. Private schools offer a more disciplined (and probably more secure) learning environment, and offer more opportunities for meaningful participation in extracurricular activities for the students who desire to do so. It is also widely believed that private schools are generally academically superior to public schools.

Extracurricular activities are activities that students participate in that do not fall into the realm of normal curriculum of schools. They are found in all levels of our schools. There are many forms of extracurricular activities such as sports, clubs, governance, student newspaper, music, art, and drama. Extracurricular activities are totally voluntary so students that do not want to participate in them do not have to. Lunnenburg states in his article that "Extracurricular activities serve the same goals and functions as the required and elective courses in the curriculum. However, they provide experiences that are not included in formal courses of study. They allow students to apply the knowledge that they have learned in other classes and acquire concepts of democratic life."(2010, 2).

Extracurricular activities have many positive effects on education. The positive effects that extracurricular activities have on students are behavior, better grades, school completion, positive aspects to become successful adults, and a social aspect.

The first effect that extracurricular activities have on education is behavior. Students that participate in extracurricular activities have reduced behavior problems. In sports, they show discipline in drills, practices, and routines. They have a responsibility to perform those tasks correctly, whether it is basketball or football plays, dance routines, or signals in baseball. When students perform these things correctly they are rewarded for their good behavior and they take pride in their accomplishments.

(Cosden *et al.*, 2004, 223) Participation in extracurricular activities provides students an opportunity to create a positive and voluntary connection to their school.

(Casinger, 2011) Engagement in extracurricular activities is linked to decreasing rates of early dropout rates in both boys and girls. Sports are one of the biggest extracurricular activities to have effects on students.

They play important roles in student's lives. They have positive effects on student's lives by improving behavior, school performance, school completion, positive aspects to make successful adults, and social aspects. As teachers, we need to be aware of the effects that extracurricular activities have on education.

REFERENCES

- Borden, L.M., Donnerymeyer, J.F., & Scheer, S.D. 2001. "The influence of extra-curricular activities and peer influence on substance use." *Adolescent & Family Health* 2: 12–19.
- Brown, M. D. 2000. "Science or soccer? -- how important are extracurricular activities?" Retrieved February 13, 2011, from Education World website: http://www.educationworld.com/_curr/.shtml
- Casinger, J. n.d. "College extracurricular activities: the history of activities." [Article Directory]. Retrieved March 17,

- 2011, from Article Dashboard website:
<http://www.articledashboard.com//Extracurricular-Activities--the-History-of-Activities/>
- Cooper, H., Valentine, J. C., Nye, B., & Lindsay, J. J. 1999. "Relationships between five after-school activities and academic achievement." *Journal of Educational Psychology* 91: 369-378.
- Cosden, M., Morrison, G., Gutierrez, L., & Brown, M. 2004, August. "The effects of homework programs and after-school activities on school success." *Theory into Practice* 43(3): 220-226. Retrieved from <http://web.ebscohost.com//detail?hid=111&sid=f82bdbec-1525-4f5a-9257eae76369e122%40sessionmgr111&vid=7&bdata=JnNpdGU9ZWwhvc3QtbGl2ZQ%3d%3d#db=eric&AN=EJ683351>
- Csikszentmihalyi, M. & Larson, R. 1984. *Being adolescent: Conflict and growth in teenage years*. New York: Basic Books.
- Erickson, E.H. 1968. *Identity: Youth and crisis*. New York: Norton.
- Eccles, J.S., & Gootman, J.A. (Eds.). 2002. *Community programs to promote youth development*. Washington, DC: National Academy Press.
- Eccles, J.S., Lord, S.E., & Roeser, R.W. 1996. "Round holes, square pegs, rocky roads, and sore feet: The impact of stage-environment fit on young adolescents' experiences in schools and families." In *Adolescence: Opportunities and challenges. Rochester symposium on developmental psychopathology*, edited by D. Cicchetti & S.L. Toth, Vol. 7, 47–92. Rochester, NY: University of Rochester Press.
- Finn, J.D. 1989. "Withdrawing from school." *Review of Educational Research* 59: 117–142.
- Fredricks, J. A. & Eccles, J. 2008. "Participation in extracurricular activities in the middle school years: Are there developmental benefits for African American and

- European American youth?" *Journal of Youth and Adolescence* 37: 1029-1043.
- Fredricks, Jennifer A. and Eccles, Jacquelynne S. 2006. "Is Extracurricular Participation Associated with Beneficial Outcomes? Concurrent and Longitudinal Relations" *Developmental Psychology* 42: 698-713.
- Fujita, Kimiko. 2006. "The Effects of Extracurricular Activities on the Academic Performance of Junior High Students" *Undergraduate Research Journal for the Human Sciences*. 5.
- Holloway, John H. 1999. "Extracurricular Activities: The Path to Academic Success?" *Association for Supervision and Curriculum Development* December: 87-88.
- Larson, R. W. & Verma, S. 1999. "How children and adolescents spend time across the world: Work, play, and developmental opportunities." *Psychological Bulletin* 125: 701-736.
- Ludden, A. B. 2011. "Engagement in school and community civic activities among rural adolescents." *Journal of Youth and Adolescence* 40: 1254-1270.
- Lunenburg, F. C. 2010, September. "Extracurricular Activities." *Schooling* 1(1): 1-4. Retrieved from <http://www.nationalforum.com/%20Journal%20Volumes/%20Fred%20C.%20Extracurricular%20Activities%20Schooling%20V1%20N1%202010.pdf>
- Mahoney, J. L., Larson, R., Eccles, J. S., & Lord, H. 2005. "Organized activities as developmental contexts for children and adolescents." In *Organized Activities as Contexts of Development: Extracurricular Activities, After-School and Community Programs*, edited by J. L. Mahoney, R. Larson & J. S. Eccles. Mahwah, New Jersey: Erlbaum.
- Mahoney, J. L. & Stattin, H. 2000. "Leisure activities and adolescent antisocial behavior: The role of structure and social context." *Journal of Adolescence* 23: 113-127.

- Mahoney, J.L. 2000. "School extracurricular activity participation as a moderator in the development of antisocial patterns." *Child Development* 71: 502–516.
- Mahoney, J.L., & Cairns, R.B. 1997. "Do extracurricular activities protect against early school dropout?" *Developmental Psychology* 33: 241–253.
- Marsh, H. W., & Kleitman, S. 2002. "Extracurricular school activities: The good, the bad, and the nonlinear." *Harvard Educational Review* 72: 464-511.
- Mazza, J.J., & Eggert, L.L. 2001. "Activity involvement among suicidal and nonsuicidal high-risk and typical adolescents." *Suicide and Life-Threatening Behavior* 31: 265–281.
- McCarthy, Kevin, J. 2000. "The Effects of Student Activity Participation, Gender, Ethnicity, and Socio-Economic Level on High School student Grade Point Averages and Attendance" *National Association of African American Studies & National Association of Hispanic and Latino Studies*. February: 410-424.
- Michaelson, M. & Nakamura, J. 2001. *Supportive frameworks for youth engagement*. San Francisco, CA: Jossey-Bass.
- Miserandino, M. 1996. "Children who do well in school: Individual differences in perceived competence and autonomy in above-average children." *Journal of Educational Psychology* 88: 203–214.
- Posner, J. K. & Vandell, D. L. 1994. "Low-income children's after-school care: Are there beneficial effects of after-school programs?" *Child Development* 65: 440-456.
- Posner, J. K. & Vandell, D. L. 1999. "After-school activities and the development of low-income urban children: A longitudinal study." *Developmental Psychology* 35: 868-879.
- Ryan, A.M. 2000. "Peer groups as a context for the socialization of adolescents' motivation, engagement, and

achievement in schools.” *Educational Psychologist* 35: 101–112.

Stoltzfus, Corbin D. 2007. *A Study of the Correlation Between Participation in Extracurricular Activities and Academic Performance of Middle Level and High School Students*. MA paper, The Pennsylvania State University.

Zill, N., Nord, C.W., & Loomis, L.S. 1995. “Adolescent time use, risky behavior, and outcomes: An analysis of national data.” Westat, Inc., Rockville, MD. (ERIC Document Reproduction Service No. ED 386 502).

<http://www.parentree.in/Parentree-editors/journal-658/Extracurricular-activities---why--which--when---how.html>

<http://www.census2011.co.in/p/about.php>