



Research Article

Positive Impact of Extracurricular Activities on University Students in Lahore, Pakistan

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Abstract

Extracurricular activities refer to the activities that take place outside of the regular (compulsory) school curriculum. These activities are voluntary, and students do not receive extra grades while participating in it, and have many positive impacts on students. These activities are sports, clubs, administration, music, arts and dramatization. Thus, this study aims to examine the positive impact of extracurricular activities on University students in Lahore, Pakistan. Cross sectional survey technique was used in the current study. The self-administered questionnaire distributed to the 200 students through convenient random sampling. Descriptive analysis was used to analyse the data while regression analysis has performed to test the research hypotheses. The findings of the current study showed that the university students of Lahore, who had participated in the extracurricular activities, had been improved their academic performance and self-concept. The study also suggested that there is a minor alteration in the behaviour of the students who had participated in extracurricular activities.

Keywords: Extracurricular activities; University students; Behaviour; Self-concept; Students grade.

Introduction

Extracurricular activities are those that fall outside the domain of the ordinary educational modules of college or university training, performed by students (Dacombe, 2014). OR The term “extracurricular activities” refers to the activities that take place outside of the regular (compulsory) school curriculum. These activities are voluntarily performed, and students do not receive extra grades in response to participate in these activities (Holloway, 2010).

There are numerous types of extracurricular activities, for example, sports, clubs, administration, music, arts and dramatization. Extracurricular activities are absolutely willful i.e. students who are not willing to participate have the right to cut off. Extracurricular activities are part of every student's ordinary lifetime and they display a key role in students' lives. Juma (2015), stated that extracurricular activities play the similar ambition and role as the other elective course in educational modules. These activities give a lot of understanding and skills to the

students which are not part of the study course. They give an opportunity to the students to implement their understanding and experience to adopt independent behaviour. Similarly extracurricular activities have a variety of positive consequences on their learning and behaviour in order to achieve their optimal goals and ambitions.

Massoni (2011), emphasized the beneficial outcomes of extracurricular activities that includes positive behaviour, learning or grade and ambition of understanding to approach their maturity in social life while having productive benefits. Furthermore extracurricular activities open the way, to minimize the educational or academic anxiety and stress, which ultimately enhance the efficiency level of learning.

Joseph (2009), viewed that various universities regularly emphasized on organizing extracurricular activities in term of technical and educational accomplishments that give social and emotional enhancement.

Involvement in extracurricular activities does not as a matter, of course, guarantee achievement, acknowledgment, responsibility, or the physical and enthusiastic development of the students. There is a solid confirmation to propose that there are advantages to students, to have involvement in extracurricular activities. Recent research in the UK, embraced by Booth et al. (2013), investigated the relationship between extracurricular activities and academic accomplishment in UK youngsters. It might have been inferred that extracurricular activities enhance teenagers' academic performance, and especially appear to offer young ladies some assistance with doing better in science. This further emphasizes as the requirement for youngsters to enhance their general physical level of moderate to overwhelming levels.

The above discussion clearly shows the aim of this study to examine the positive impact of extracurricular activities on students. Higher grades and certain mentality or positive attitude at college will be sure impact that extracurricular exercises have on students. Cosinger (2011), discussed in his study that students who take participation more in extracurricular activities, the more grade they will achieve, and contrast to those who did not participate, the lesser grade they will achieve. The extracurricular activities totally dependent on the students' that play a key role in the development of self-concept and self-confidence. These two things further polished the talent and abilities of participants and also enhance the patience level as well as promote role, regulation, practices and routine.

According to this study the independent variable is extracurricular activities and dependent variables are student self-concept, student behavior and student grades.

Research Problem

It is observed that students give little time towards extracurricular activities, and spend much of their time on

other activities which are not fruitful for their academic enhancement as well as for their physical fitness. As it is a universal truth that sound body has a sound mind; henceforth it is necessary to work out on the physique of the individual that ultimately enhance the academics, self-concept and behaviour.

The students who participate in extracurricular activities decrease behavioural issues. In sports, they show discipline, practices, and routine and in results their self-confidence and self-esteem increases (Massoni&Erub, 2011). Therefore the current study will be driven in order to examine the positive impact of extracurricular activities upon the university students.

Significance of the study

The current study will be helpful for the educational institutes to identify the positive impact of extracurricular activities on students. Similarly, the current study results will be useful for the administrators and authorities of the private and public universities to involve students in extracurricular activities within the academic environment. Moreover, the findings of this study will be helpful for the ministry of education to know about the importance of extracurricular activities and helping the students to participate in extracurricular activities to improve the quality of education and create a sense of confidence and self-esteem in students.

Research Framework

The research framework comprises of one independent variable while three dependent variables. The framework shows that the independent variable i.e. extracurricular activities may reflect changes in the dependent variables i.e. students behaviour, self-concept and students' grades (Fig 1).

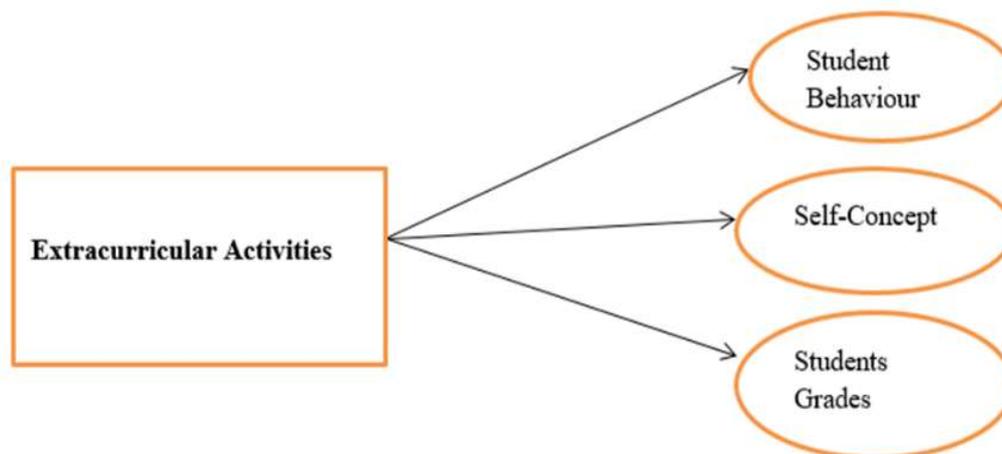


Fig. 1: Research framework

Literature Review

Extracurricular activities organized by colleges or universities help the learners to expertise by creating the new thinking and new ideas. Moreover, when they get new thinking and ideas further polished their abilities, by applying their skills to explore their learning, self-concept and self-confident. Extracurricular activities refer to the activities that take place outside of the regular (compulsory) school curriculum. These activities are usually considered to be voluntarily performed and students are not given extra grades in this regard.

Hattie (2012), noted that extracurricular activities might advantageous to students as they figure out the new ideas and understanding which they could not figure out in the classroom. What's more, students with more commitment for the tasks have showed decay in their behavioural issues, and a foremost valuable conclusion with respect to students' academic achievement. These components could recognize with their study; for instance, when the behavioural issues diminish, those disciplinary issues moreover decrease and incredible request could prompt academic learning process.

Ahren (2009), highlighted in his study that taking participation in extracurricular activities, e.g. physical activities, further more reduced absenteeism rates. Students' involvement in extracurricular activities could be the way to integrate the process of learning and simultaneously optimize academic achievement.

Massoni&Erub (2011), concluded in his study that those learners who take part in extracurricular activities decreases behavioural issues. In sports, they show discipline, practices, and routine. Students who participate in these activities become more responsible and perform every task correctly, whether it is basketball, football or any other activity, then these students are pleased for their moral behaviour and they get pride and because of this pride they achieve more self-confidence and self-esteem. Furthermore extracurricular activities open the way, to optimize the educational or academic anxiety and stress, which progressively enhance the efficiency level of learning.

Cosinger (2011) conducted another study and he found better grades and productive attitudes of extracurricular activities among the students also discussed in his study that students who take participation more in extracurricular activities, the more grade they will achieve, and contrast to those who did not participate, the lesser grade they will achieve. The extracurricular activities have a key role in the development of students' self-concept and self-confidence. These two things further polish the talent and abilities of the participants and also enhance the patience

level as well as promote role, regulation, practices and routine.

According to van Houdt (2009) those students who participate in extracurricular activities have significantly higher grades or GPA's and significantly lowers absenteeism in the class. Although these results are dependable across genders, societies, and socio-economic levels; the results show that differences do exist. Research has focussed on the influence of extracurricular activities on academic performance. The GPA of a student refers to their average grade, which is indicated to increase when participating in extracurricular activities take place. In addition to the higher grades, those student who participate in regular, organised activities, are found to be absent from school less frequently than those students who do not participate.

Slutzky and Simpkins (2009), aggregated information concerning three bunches for Primary age-old children, their folks and their teachers, and discovered that people who went through in cooperation sports instead of distinctive sports, accounted for higher levels of self-concept, what's more accordingly higher self-esteem, over their non-sporting associates. Higher self-concept leads to more active learning and good academic performance. Extracurricular activities also play a key role in developing once self-concept or self-esteem. Self-concept or self-esteem is anything that an individual see to their talent and abilities.

Methodology

The current study is a quantitative descriptive, cross sectional study which examine the positive impact of extracurricular activities on university students in Lahore. The site of the study was the University of Lahore. Targeted population of this study was the students of four different departments in the University of Lahore. Sample size for this study was two hundreds (200) students; 50 students were selected from each department and calculated according to Slovin's formula $n = \frac{N}{1 + (N)(E)^2}$.

The study participants were selected through simple random method. All the students from the four different departments of the university of Lahore namely IMMB department, DPT department, Pharmacy department and Nursing department had an equal opportunity of being the part of the current study. The students other than these mentioned departments were not considered as part of the study. Enough information of research was provided to participants with the help of full consent form and this was achieved via a consent letter attached to the questionnaire. Confidentiality was considered by informing participants.

The tool for this study was a self-reported questionnaire, adopted from the article written by Gilliam (2013) for the purpose to assess the positive impact of extracurricular

activities on university students. The questionnaire consists of fifteen questions. A five point Likert scale questionnaire was used which measures responses from 1 “Strongly-Agree (SA)” to 5 “Strongly-Disagree”. The collected data was analysed by Descriptive statistics of frequencies, charts and tables, while the research hypothesis were tested by inferential statistics of Regression, through SPSS version 21.

Results

Section A: Demographic Analysis

Gender

Data was collected from both male and female university students. The statistics of Table No.1 show that there were 66 (33%) male participants and 134 67% female participants.

Table 1: Gender

Gender	Frequency	Percentage %
Male	134	67.0
Female	66	33.0
Total	200	100.0

Age Group

Data was collected from the students without any age restriction. The results in the Table No. 2 show that 126 (63%) of the participants were in the age group of 20-25 years, 74 (37%) of the students were in the age group of 26-30 years.

Table 2: Age group

Age group	Frequency	Percentage %
20-25	126	63.0
26-30	74	37.0
Total	200	100.0

Qualification

Table No. 3 illustrates about the qualification of the participants. There were 140 (70%) bachelor students participated in the study, 50 (25%) of the participants were Master Students, PhD students participated in the study were 10 (5%).

Table 3: Qualification

Qualification	Frequency	Percentage %
Bachelor	140	70
Master	50	25
PHD	10	5
Total	200	100

Section B: Analysis of Research Questions

Research Question 1:

Extracurricular activities are important for healthy life.

Table No. 4 illustrates that 9 (4.5%) participants responded to strongly disagree and 16 (8%) were response to disagree and 19 (9.5%) respondents were neutral about this question. And a significant number 92 (46%) of the respondents were agree and 64 (32%) were strongly agree.

Table 4: Extracurricular activities are important for healthy life

Extracurricular activities are important for healthy life	Frequency	Percentage
Strongly disagree	9	4.5
Disagree	16	8.0
Neutral	19	9.5
Agree	92	46.0
Strongly agree	64	32.0
Total	200	100.0

Research Question 2:

Extracurricular activities tend to develop social connection.

Table No. 5 reveals that 3 (1.5%) participants responded to strongly disagree and 8 (4%) responded to disagree and 18 (9%) of respondents were neutral about this statement. A lot of the respondents 94 (47%) were agree and 77(38.5%) respondents were responded to strongly agree which reflect that extracurricular activities increase social connection.

Table 5: Extracurricular activities tend to develop social connection.

Extracurricular activities tend to develop social connection.	Frequency	Percentage
Strongly disagree	3	1.5
Disagree	8	4.0
Neutral	18	9.0
Agree	94	47.0
Strongly agree	77	38.5
Total	200	100.0

Research Question 3:

Extracurricular activities teach punctuality.

Table No. 6 describes that only 1 (0.5%) participants were responded to strongly disagree and 11 (5.5%) were responded to disagree that extracurricular activities teach punctuality and 22 (11%) of responded were neutral. 85 (42.5%) of the respondents mentioned that they were agree and 81 (40.5%) were strongly agreed. The result revealed that these activities have positive impact on students.

Table 6: Extracurricular activities teach punctuality.

Extracurricular activities teach punctuality.	Frequency	Percentage
Strongly disagree	1	.5
Disagree	11	5.5
Neutral	22	11.0
Agree	85	42.5
Strongly agree	81	40.5
Total	200	100.0

Research Question 4:**Extracurricular activities promote motivation.**

Table 7 indicates that only 3 (1.5%) participants responded to disagree, 14 (7%) respondents were neutral about the statement, 102 (51%) respondents were agree and 81 (40.5%) were strongly agree which reflects that most of the respondents believe that extracurricular activities promote motivation.

Table 7: Extracurricular activities promote motivation

Extracurricular activities promote motivation	Frequency	Percentage
Disagree	3	1.5
Neutral	14	7.0
Agree	102	51.0
Strongly agree	81	40.5
Total	200	100.0

Research Question 5:**Extracurricular activities enhance teamwork.**

Table 8 shows that just 2 (1.0%) of the respondents were responded to strongly disagree, 13 (6.5%) were responded to disagree and 21 (10.5%) respondents were neutral about this statement. And 77 (38.5%) respondents were responded to strongly agree and 87 (43.5%) were strongly agree to the above statement which clearly shows that these activities enhance team work.

Table 8: Extracurricular activities enhance teamwork

Extracurricular activities enhance teamwork.	Frequency	Percentage
Strongly disagree	2	1.0
Disagree	13	6.5
Neutral	21	10.5
Agree	77	38.5
Strongly agree	87	43.5
Total	200	100.0

Research Question 6:**Extracurricular activity like sport can help in emotions control of the students.**

Table No. 9 reveals that 2 (1%) of the respondents were strongly disagreed, 5 (2.5%) were disagreed and 23 (11.5%) of the participants were neutral about the question. 62 (31%) of respondents were agree and 108 (54%) were strongly agree to this statement, which indicates that these respondents significantly agreed that extracurricular activities help in emotions control among the students.

Table 9: Extracurricular activity like sport can help in emotions control of the students

Extracurricular activity like sport can help in emotions control of the students.	Frequency	Percentage
Strongly disagree	2	1.0
Disagree	5	2.5
Neutral	23	11.5
Agree	62	31.0
Strongly agree	108	54.0
Total	200	100.0

Research Question 7:**Extracurricular activities can make a student's more disciplinary.**

Table No. 10 mentions that a few 5 (2.5%) of respondents were strongly disagree, 5 (2.5%) were agreed and 24 (12%) of respondents are neither agree nor disagree to the statement. Moreover a significant number of the students i.e. 65 (32.5%) of the respondents were agree and 101 (50.5%) were strongly agree about the statements that extracurricular activities make a student more disciplinary.

Table 10: Extracurricular activities can make a student's more disciplinary

Extracurricular activities can make a student's more disciplinary.	Frequency	Percentage
Strongly disagree	5	2.5
Disagree	5	2.5
Neutral	24	12.0
Agree	65	32.5
Strongly agree	101	50.5
Total	200	100.0

Research Question 8:

Extracurricular activities like sports can help the students to maintain role and regulation.

Table 11 indicates that 8 (4%) of respondents' response were strongly disagree and 10 (5%) were disagree and 20 (10%) of respondents were neutral about the statement. Most of the students 63 (31.5%) were agree and 99 (49.5%) were strongly agree, which revealed that extracurricular activities help the students to maintain role and regulation.

Table 11: Extracurricular activities like sports can help the students to maintain role and regulation.

Extracurricular activities like sports can help the students to maintain role and regulation.	Frequency	Percentage
Strongly disagree	8	4.0
Disagree	10	5.0
Neutral	20	10.0
Agree	63	31.5
Strongly agree	99	49.5
Total	200	100.0

Research Question 9:

Extracurricular activity affects the rate of maturation in students.

Table 12 shows that 5 (2.5%) of the respondents were strongly disagree, 14 (7%) were disagree and 21 (10.5%) of the respondents were neutral about the statement. A significant number of the students i.e. 56 (28%) agree and 104 (52%) were strongly agree to the stated question.

Table 12: Extracurricular activity affects the rate of maturation in students

Extracurricular activity affects the rate of maturation in students	Frequency	Percentage
Strongly disagree	5	2.5
Disagree	14	7.0
Neutral	21	10.5
Agree	56	28.0
Strongly agree	104	52.0
Total	200	100.0

Research Question 10:

Extracurricular activities increase the self-concept of students.

Table No. 13 reveals that only 2 (1%) of respondents replied in strongly disagree, 6 (3%) were agree and 16 (8%) of the respondents were neutral to the statement. While a significant number of respondents i.e. 80 (40%) remained agree and 96 (48%) were strongly agree to the statement that extracurricular activities increase the self-concept of students.

Table 13: Extracurricular activities increase the self-concept of students.

Extracurricular activities increase the self-concept of students.	Frequency	Percentage
Strongly disagree	2	1.0
Disagree	6	3.0
Neutral	16	8.0
Agree	80	40.0
Strongly agree	96	48.0
Total	200	100.0

Research Question 11:

Extracurricular activities increase the leadership abilities of students.

Table 14 mentions that 4 (2%) of the respondents were strongly disagree, 7 (3.5%) were disagree to the statement and 13 (6.5%) of respondents remained undecided about the statement. Most of the students 78 (39%) responded as agree and 98 (49%) were strongly agree, which reflects that extracurricular activities enhance the leadership qualities of the students.

Table 14: Extracurricular activities increase the leadership abilities of students.

Extracurricular activities increase the leadership abilities of students.	Frequency	Percentage
Strongly disagree	4	2.0
Disagree	7	3.5
Neutral	13	6.5
Agree	78	39.0
Strongly agree	98	49.0
Total	200	100.0

Research Question 12:

Extracurricular activities increase the overall responsibility in students.

Table 15 shows that 1 (0.5%) of the respondents were strongly disagree, 2 (1%) were disagree and 9 (4.5%) of the respondents remained neutral. A lot of the respondents i.e. 85 (42.5%) were agree and 103 (51.5%) was strongly agree to the statement.

Table 15: Extracurricular activities increase the overall responsibility in students.

Extracurricular activities increase the overall responsibility in students	Frequency	Percentage
Strongly disagree	1	.5
Disagree	2	1.0
Neutral	9	4.5
Agree	85	42.5
Strongly agree	103	51.5
Total	200	100.0

Research Question 13:

Extracurricular activities increase the academic achievement of students.

Table 16 mentions that 5 (2.5%) of the respondents were strongly disagree, 6 (3%) were disagree and 16 (8%) of the respondents were neutral about the statement. 76 (38%) of the respondents were agree and 97 (48.5%) of the respondents were strongly agree about the question; hence the overall responses indicate that extracurricular activities increase the academic achievement of the students.

Table 16: Extracurricular activities increase the academic achievement of students.

Extracurricular activities increase the academic achievement of students.	Frequency	Percentage
Strongly disagree	5	2.5
Disagree	6	3.0
Neutral	16	8.0
Agree	76	38.0
Strongly agree	97	48.5
Total	200	100.0

Research Question 14:

Interest is increased in study after doing some extracurricular activities.

Table 17 reveals that 2 (1%) of the participants were strongly disagrees, 3 (1.5%) were disagree and 11 (5.5%) were neutrals about the statement. A significant number of the student i.e.85 (42.5%) and 99 (49.5%) were agree and strongly agree respectively which indicates that the participants interest in study increase as they participate in these activities.

Table 17:Interest is increased in study after doing some extracurricular activities

Interest is increased in study after doing some extracurricular activities.	Frequency	Percentage
Strongly disagree	2	1.0
Disagree	3	1.5
Neutral	11	5.5
Agree	85	42.5
Strongly agree	99	49.5
Total	200	100.0

Research Question 15:

Students who participate in some extracurricular activities have high grades than those who do not participate

Table 18 illustrates that 3 (1.5%) of the respondents were strongly disagree and 7 (3.5%) were agree to the statement and 14 (7%) of the respondents were neutral about the statements. A significant number i.e. 76 (38%) of the respondents replied as agree and 100 (50%) of the respondents were strongly agree to the stated question; hence they are agreed that the students participating in extracurricular activities achieve higher grades as compared to the non-participants in these activities.

Table 18: Students who participate in some extracurricular activities have high grades than those who do not participate.

Students who participate in some extracurricular activities have high grades than those who do not participate.	Frequency	Percentage
Strongly disagree	3	1.5
Disagree	7	3.5
Neutral	14	7.0
Agree	76	38.0
Strongly agree	100	50.0
Total	200	100.0

Section C: Regression Analysis

For the purpose of testing the stated hypothesis, inferential statistics of Regression analysis was used.

Hypothesis 1:

H1o: There is a negative relationship between extracurricular activities and students self-concept.

H1a: There is positive relationship between extracurricular activities and students self-concept.

Table 19: Regression analysis for extracurricular activities with student’s self-concept

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.027 ^a	.30	.60	1.846	.001	.141	1	198	.000

a. Predictors: (Constant), ECA

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	12.073	1.110		10.880	.000	9.885	14.261
	ECA	-.021	.057	.030	-.375	.000	-.134	.091

a. Dependent Variable: Self-concept

Hypothesis 2:

H2o: There is a negative relationship between extracurricular activities and students grades.

H2a: There is positive relationship between extracurricular activities and students grades.

Table 20: Regression analysis for extracurricular activities with students’ grade.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.090 ^a	.008	.30	2.103	.008	1.603	1	198	.207

a. Predictors: (Constant), ECA

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	12.894	1.264		10.200	.000	10.401	15.387
	ECA	-.083	.065	.090	-1.266	.000	-.211	.046

a. Dependent Variable: Grade

As result of Simple Regression is displayed in (Table 19). With beta value .030 (p=.000) showing significant positive relationship between extracurricular activities and students self-concept. Whereas value of adjusted R² showing 60% (F=.141, p <.001) of variance caused by independent variable (extracurricular activities) in dependent variable (students self-concept). Therefore the null hypothesis which states that there is negative relationship between extracurricular activities and students self-concept is rejected. Hence, it is proved that there is a significant positive relationship between extracurricular activities and students’ self-concept

Table 20 reveals that with beta value .090(p=.000), showing a significant positive relationship between extracurricular activities and students grades. Whereas value of adjusted R² showing 30 % (F=1.60, p <.001) of variance caused by independent variable (extracurricular activities) in dependent variable (students grades). Consequently, the null hypothesis which claims that there is negative relationship between extracurricular activities and students grades is rejected. Hence, it is evidenced that there is a significant positive influence of extracurricular activities on students’ grades.

Hypothesis 3:

H3o: There is negative relationship between extracurricular activities and students behaviour.

H3a: There is positive relationship between extracurricular activities and students behaviour.

Table 21: Regression analysis for extracurricular activities with student’s behaviour.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.027 ^a	.001	.04	2.336	.001	.148	1	198	.000

a. Predictors: (Constant), ECA

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B
		B	Std. Error	Beta			Lower Bound
		1	(Constant)	15.631			1.404
	ECA	-.028	.072	-.027	-.384	.073	-.171

a. Dependent Variable: Behaviour

In Table 21 with beta value $-.027(p=.073)$ showing negative relationship between extracurricular activities and students behaviour. Whereas value of adjusted R^2 showing 4 % ($F=.148, p \geq .001$) of variance caused by independent variable (extracurricular activities) in dependent variable (students behaviour). So, alternative hypothesis which states that there is positive relationship between extracurricular activities and students behaviour is rejected.

Discussion

The findings of this study reveal that there is a significant positive association between participation in extracurricular activities and students’ self-concept and grades. This corresponds with the findings of previous study (Howie, Lukacs, Pastor, Reuben, and Mendola, 2010) which states that between age of fifteen and twenty are students’ learning to make their own decision and this is a crucial time for students to be involved in extracurricular activities because they are under supervision, guidance, and they are in engaged and enriched learning experiences.

Moreover, the results show that majority of participants were agree and strongly agree that extracurricular activities increase self-concept of students than those students who do not participate. Brown (2010) highlighted in his study that most of the students have high self-esteem, and self-confidence, because when they take part in some extracurricular activities then they perform well and are rewarded for their performance and they take pride in their accomplishments and because of the pride, they

gain better self-respect, self-esteem and self-confidence. Extracurricular activities can improve self-confidence, increase self-esteem and provide the opportunity to experience the emotions that students would not normally encounter in traditional curriculum setting (Bailey, 2012).

In addition, the study also shows that extracurricular activities enhance the students’ grades which is similar to the findings of the study conducted by (Cosdenet *al.*, 2012) which states that students who participate in extracurricular activities have three times more likely significantly higher grades and other academic achievement than those students who do not participate in extracurricular activities .

The null hypothesis 1 states that there is negative relationship between extracurricular activities and students self-concept. The findings of the study reveal that there is significant positive influence of extracurricular activities on student self-concept which corresponds with the finding of previous study (Brown, 2010). Similarly, the null hypothesis 2 states that there is negative relationship between extracurricular activities and students grades. Findings of the current study reveal that extracurricular activities have significant positive influence on students’ grades which in line the previous study results (Cosdenet *al.*, 2012).

The null hypothesis 3 states that there is negative relationship between extracurricular activities and students behaviour. Table 21 illustrated that null hypothesis is accepted; hence there is no positive influence of extracurricular activities on students behaviour.

Conclusion

The current study examines the positive impact of extracurricular activities on university students. The result indicates that extracurricular activities have significant influence on students and their academic performance. These activities enhance the students' self-concepts and academic achievements but bring a little change in students' behaviours. They play important role in students' lives i.e. school performance, positive aspects to become a successful adults and increased self-concept.

The outcomes of the study suggest that the universities and other education systems that currently lack extracurricular activities, should arrange extracurricular activities and allow students to explore their learning to the external world, and pursue activities that to create a positive atmosphere in university.

Recommendation

1. The current study is driven by quantitative method so further studies should approach both quantitative and qualitative methods in order to know about student's opinions.
2. It is also recommended that parent, student and teacher perceptions also be examined to further validate the role of extracurricular activities on student.
3. Continued research of school extracurricular activities and the role they play in the lives of young students.
4. We must strive to learn more about how extracurricular activities promote a healthy school learning environment.
5. Teachers, parents and school officials need to continue to learn and help students develop these skills and areas of the maturing process. It appears that extracurricular activities play an important role on student.

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