

EFFECTS OF SPORTS AND EXTRA-CURRICULAR ACTIVITIES ON STUDENTS ATTENDANCE AND DROP OUT RATE OF SECONDARY SCHOOL STUDENTS

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ABSTRACT:

The study was carried out to compare sports and extracurricular activities with student attendance and dropout rates of male secondary school students (N =200). Two hundred respondents (Male Secondary School students of Ex Federally Administered Tribal Areas FATA) were randomly selected to participate. An opinion poll on questionnaire containing fifteen statements, based on a 5-point Likert scale relative to the lookout for due permission from heads of institutes was used to determine this phenomenon. Means, percentage, and standard deviations were used to analyze the data. There was a positive association between sport and extracurricular activities and their impact upon attendance and dropout rate. Participation in sport and extracurricular activities are inversely related to dropout rates and positively related to school attendance in high school students. The study provides evidence based significant information for teachers to motivate students to participate in sports and extracurricular activities and to help plan lessons and curricular activities.

Introduction:

The studies suggest that participation in extracurricular activities protects against school dropout but there has not always been universal agreement that participation in extracurricular activities is beneficial.

Perhaps the most eminent disagreement the extracurricular activities was stated by Coleman (1961) who determined that teen cultures em-

phasize on features like athleticism and admiration, which carry off from academic duty.

Since various extracurricular activities do not lay attention on academics, several may dispute that they are disadvantageous.

While reviewing taking part in extracurricular activities, attendance can appear as a confusing variable.

Records of institutes and self-reports may perhaps show that a student who partook in a particular extracurricular activity and because this student does not attend school, as a consequence the youth may be forbidden from taking part in the extracurricular activities.

Therefore, an association among Extracurricular Activity and School Dropout is clear.

Data gathered by the National Center for Education Statistics in 1980 from the 14,249 students in 5th year and final year in high schools revealed that the extra-curricular activities in which pupils were contributing were divided in four sets for instance athletics, fine arts, school societies, and vocational societies.

Kids who contributed in athletics as well as in fine arts extracurricular activities were found- out to be less probable to drop out than children who did not partake.

Effects of Sports and Extracurricular activities on students Dropout rate:

Eccles and Barber (1999) presented a justification for the differing outcome of Waxman and Sulton (1984) stated that various extra-curricular activities provide different benefits.

They obtained self-report information on the participants' involvement in extracurricular activities and divided the activities into five different types: sports, pro social, school involvement, academic, and performing arts.

Many effects of participation in extracurricular activities depended upon which type the participant was involved in. Namely, they found that what they labeled pro-social involvement.

An important research was done by Mahoney and Cairns (1997), who took information from 392 kids of 7th till final year of high school and then take data from school year-books about extracurricular-

activity involvement for sixty four activities.

These were sectioned in 9 fields such as athletics, academics, fine - arts, student public, school service a, press a, vocational, and royalty activities plus school assistants.

This method provided to reason for partaking at 4 stages: participation in particular activities per year, total activities participation per year, activities in each set participation per year, and total activities participation in total years for all activity sets.

Dropout rate was evaluated through personnel and school records, and self-report questionnaire as well as ratings to calculate ability and showed categories of student risk.

Mahoney and Cairns (1997) argued that engagement was reflected in participation in extracurricular activities and attributed school dropout to a lack of engagement.

They found that dropouts participated in significantly fewer extracurricular activities at all grades than did non-dropouts.

All categories of extracurricular activities, with the exception of fine arts, were associated with reduced rates of dropout, especially athletics.

Additionally, they found that at-risk students only showed a significantly higher dropout rate than students in more competent clusters when there was no extracurricular involvement.

The trend that extracurricular involvement prevents school dropout was strongest in the high-risk clusters. Mahoney and Cairns suggest that this finding may be due to the fact that competent students are already engaged in the school environment.

In order to become engaged in school, Engagement as a Mediator between Extracurricular Participation and Dropout because participation in extracur-

ricular activities appears to protect against school dropout, the next step is to explore the process by which this occurs. Engagement has been proposed as a mediating factor in the relation between extracurricular activities and school dropout (Mahoney & Cairns, 1997).

The importance of considering engagement as a possible mediating factor between participation in extracurricular activities and school dropout was noted in a report published by the American Psychological Association in 1996.

They brought attention to the lack of information about disengagement from school, an important antecedent to school dropout (Doll & Hess, 2001).

To understand more about engagement and its role as a possible mediator in this relation, we must first examine how extracurricular activities may lead to engagement and then how engagement may lead to lower dropout rates.

Engagement and extracurricular activities participation in extracurricular activities.

Hunt et al. (2002) attempted to show that schools could prevent dropout by developing programs that increase engagement. They interviewed and surveyed students, parents, and school personnel to obtain feedback on what factors most contribute to school dropout.

They found that factors relating to school connectedness were rated highest, implying that programs fostering school connectedness would be the most effective in preventing school dropout

15 comprehensive study of the relation between extracurricular activities and school dropout must address the question of attendance. We addressed this issue by only including students who fell into the 90th percentile of absences in our analyses.

When examining the data, the 90th percentile appeared to

be an appropriate cut-off because most students fell into it, therefore indicating that those not in the 90th percentile were extreme cases.

Other variables are also possibly confounded with extracurricular activities. Because there are many known predictors of dropout, such as sex, absences, achievement, and anti-social behavior, we must do our best to ascertain that these variables do not confound

More research is needed on the direct relation between participation in athletics and school dropout. Participation in athletics consistently emerges as a predictor of school.

The Effect of Extracurricular dropout, but this relationship is often not considered to be a direct pathway. Our findings suggest that a direct pathway may exist between these two variables.

If this finding continues to emerge in future research, it would be very strong evidence in the argument for keeping

athletic programs in school because of their unique benefit to students.

Perhaps their benefit is so unique that it could not adequately be replaced by other programs, proposing that funding is needed for retaining athletic programs.

A major limitation of this study is that we cannot determine the direction between variables that were only assessed at the 10th grade.

Therefore, although we can say that athletes tend to be more engaged, have fewer deviant peers, and be more popular than non-athletes, we cannot say that it was the participation in athletics that lead to these positive characteristics.

These kinds of studies cannot provide a full picture of what must be done to prevent school dropout or what kind of intervention strategies may be successful (Doll & Hess, 2001).

To be able to determine direction, these variables would have to be assessed over a period of time, perhaps beginning as young as elementary school.

If such an assessment were conducted, a much better understanding would be reached of which variable leads to other variables later in a student's academic career.

This would give us more evidence to either support or reject the idea that participation in athletics actually leads to students staying in school, rather than some third variable causing both.

Thus, more research is needed that not only assesses dropout longitudinally, but also the variables surrounding dropout. The implications of this study revolve around social policies and the distribution of funding in education.

If participation in athletics does actually directly affect school The Effect of Extracurricular 33 dropout, more attention needs to be given to the

benefits of athletic programs in schools.

Athletics are already a prominent extracurricular activity, but are often viewed as competing against academics. The attention that is given to athletics in schools should expand from the community and parents of the athletes to also include school policy makers.

School policy must begin to take into consideration that athletic programs provide a way to retain students, especially those at risk.

Additionally, school policy makers should begin to examine ways to draw low achieving and at-risk students to participate in athletics. Since they are a risk group for early dropout and participation in athletics does appear to retain students, it should be a goal to get these students to participate.

Perhaps there are types of athletics that at-risk students are more likely to participate in and funding should be increased for those programs.

Perhaps an outreach program could be started that went into classrooms where at risk students were likely to be and gave info national sessions about participation in athletics.

Regardless of the methods, funding and attention needs to be given to athletic programs and attracting at risk students the programs that are provided.

Objectives of the Study:

Objective of the study is to assess impacts of Sports and Extra-curricular activities on secondary school students' attendance rate and to scrutinize impacts of Sports and extra-curricular activities on students drop out rate.

Methodology:

The composed data confidential and tabulated all the way through SPSS (Statistical packages of social sciences version 22).

While testing research proposition basic statistical method along with statistical technique were applied for initial and secondary data.

For quick analysis graphs were used to facilitate the study. A questionnaire was designed to achieve the research objectives. The questionnaire was composed of 15 items which were rated on five point Likert scales i.e., "Strongly Disagree", "Partially disagree", "Neither Agree Nor Disagree", "Partially Agree", "Strongly Agree".

Tools for Data Collection:

Questionnaires were distributed among 200 students. The data was divided into two phases. In first phase data was collected from 100 student through comprehensive questionnaire of five points likert scale after seeking due permission from Principals and Head Masters. Thus in second phase data was collected from further 100 students.

Data Analysis

Descriptive statistics such as central tendency measurement of dispersion mean percentage and standard deviation were utilized to describe the data. Questionnaires were rated of five point Likert scales raising

from strongly disagree to strongly agree. The collected data were summarized and analyzed using descriptive and inferential statistics. Descriptive statistics i.e. percentage, mean, standard deviation.

Population of the Study:

Population of the study consists of the entire student studying at secondary level in different Government and Public High Schools of Frontier Region of Kohat.

Sample of the study:

Sample of the study were 200 school boys from different high schools for boys of Frontier Region Kohat.

Schools participated in the study.

Table-1

Sr. No	Name of School	Population	Sample Size
1	GHS Bostikhel FR Kohat	167	20
2	GHS sherakikhel FR Kohat	183	20
3	GHS Sheen Dandkhel FR Kohat	159	20
4	GHS Turkey Ismaelkhel FR Kohat	175	20
5	GHS Zarghonkhel FR Kohat	198	20
6	GHS Arakhel FR Kohat	180	20
7	Oxford public School FR Koht	176	20
8	Al Noor public School FR Kohat	169	20
9	Comprehensive public School FR Kohat	171	20
10	The City public School FR Kohat	153	20
11	Grand Total	1731	200

Table-2: Detail Demographic detail of the Respondent

Class-wise Distribution of the Respondents		
9th Class	10th Class	
100	100	
50%	50%	
Age-wise Distribution of the Respondents		
14-15	15-16	16-17
97	96	7
Respondents' Status Regarding Government and Private School		
Government	Private	
120	80	
9th Class teachers	10th Class Teachers	
15	15	

Table No. 4.1 shows that total 10 high schools participated in the study. Majority of the respondents (48.5%) fall into age group 14-15. 30 teachers have been selected. 15 teachers from

class 9th and 15 from class 10th. Interview was taken from 30 teachers and their response about co - curricular activities were positive.

Table-3: Students who participate in sports and extra-curricular activities have a higher attendance rate.

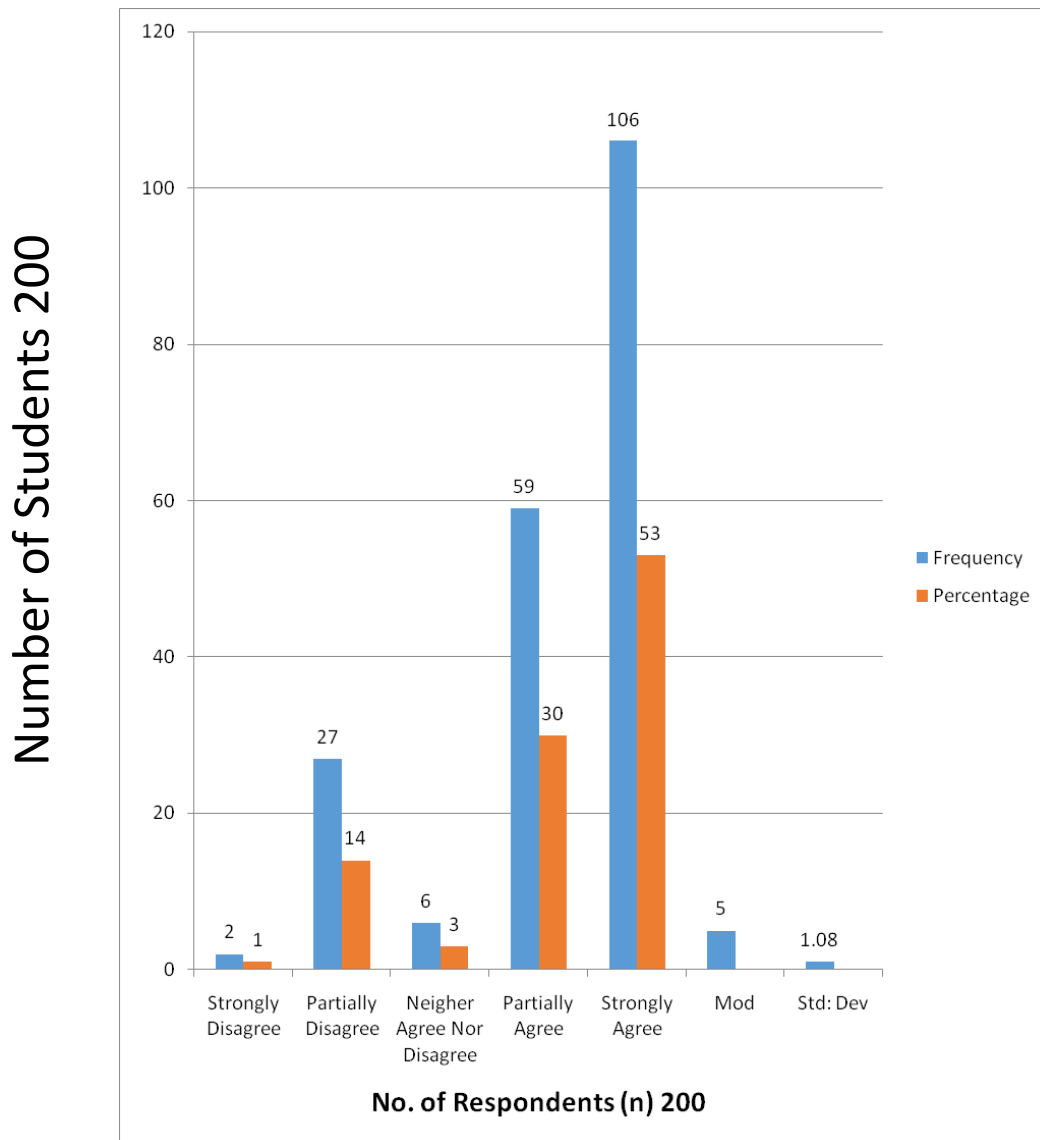
No. of Respondents (n)		Strongly Disagree	Partially Disagree	Neither Agree Nor Disagree	Partially Agree	Strongly Agree	Mod	Std: Dev
200	Frequency	2	27	6	59	106	5	1.08
	Percentage	1	14	3	30	53		

Source: Self-Survey-2014-15

Table-1 demonstrate that 53 % learners strongly agreed that students who partake in sports and extra-curricular activities have a maximum presence rate though 30% moderately agreed, 14% student slightly disagree 3% neither agreed nor disagreed and 1% strongly disagreed.

Graph-1

Students who participate in sports and extra-curricular activities have a higher attendance rate.



Source: Self-Survey-2014-15

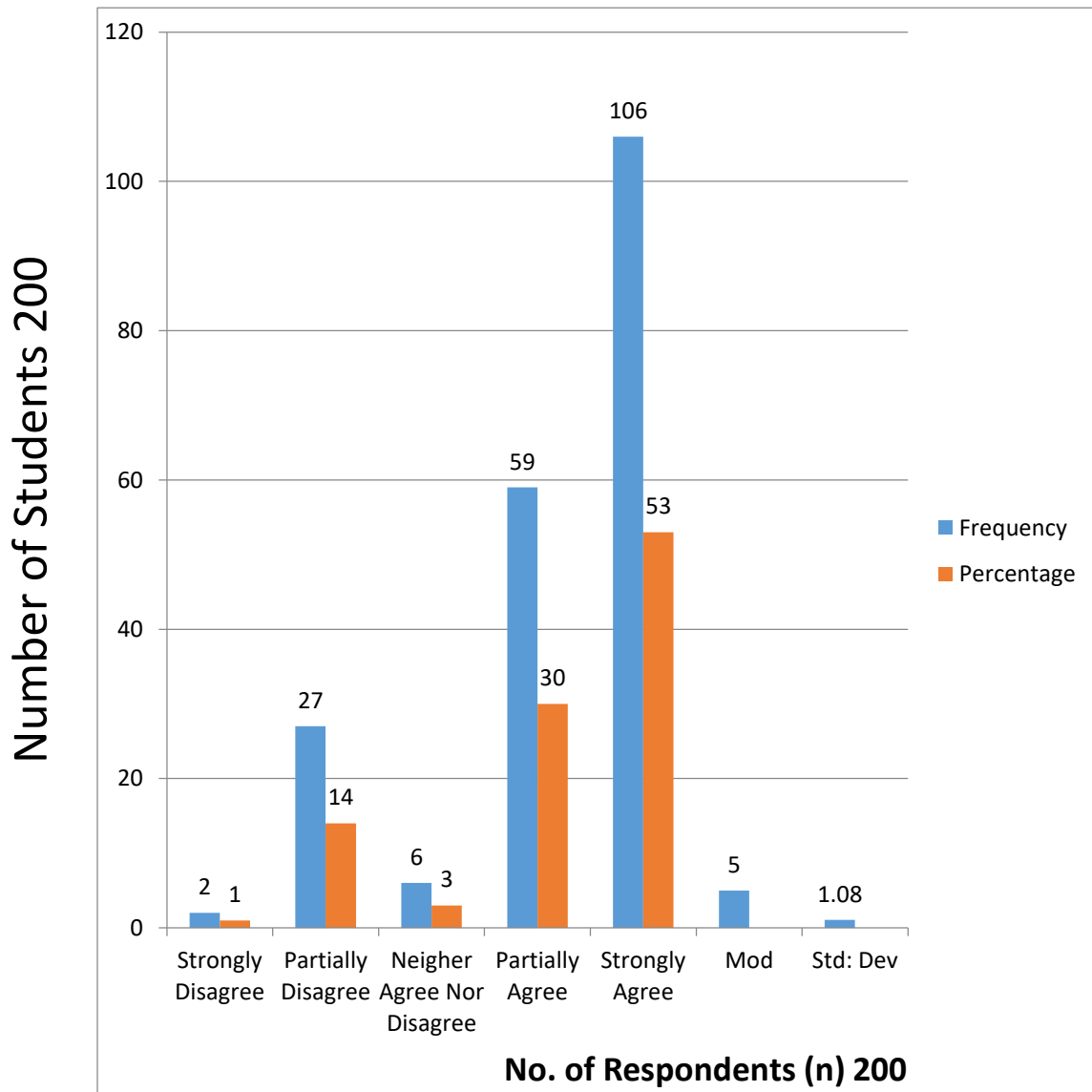
Table-4: Participating in sports and extra-curricular activities decrease student's dropout rate.

No. of Respondents (n)		Strongly Disagree	Partially Disagree	Neither Agree Nor Disagree	Partially Agree	Strongly Agree	Mod	Std: Dev
200	Frequency	2	27	6	59	106	5	1.08
	Percentage	1	14	3	30	53		

Source: Self-Survey-2014-15

Table-3 Prove that 53 % students strongly agreed that sports and extra-curricular activities have decline students drop out rate while 30% moderately agreed 14% students in part disagreed 3% neither agreed nor disagreed and 1% strongly disagreed.

Graph: 2
Participating in Sports and extra-curricular activities decrease students dropout ratio



Source: Self-Survey-2014-15

**Table-5 Questionnaire for Secondary School Students:
Number of Students 200**

Sr. No.	Questionnaire Statement	Strongly Disagree	Partially Disagree	Neither Agree Nor Disagree	Partially Agree	Strongly Agree
1	Participation in sports extracurricular activities is a valuable part of the overall high school experience.	0%	12%	09%	27%	53%
2	Sports Extracurricular activities should be compulsory in school.	01%	06%	09%	31%	54%
3	Sports and Extracurricular activities maintain physical fitness.	0%	04%	02%	41 %	54 %
4	Sports and Extracurricular activities refresh the burdened mind.	0 %	05 %	02 %	41 %	53 %
5	Sports and extracurricular activities create self confidence among students.	01 %	12 %	03 %	31 %	53 %
6	Sports and Extracurricular activities are helpful in promoting good personality.	0 %	14 %	05 %	29%	5353%
7	Students who participate in Sports and Extracurricular activities have a higher attendance rate.	01%	14%	03%	30%	53%
8	Sports and Extracurricular activities keep away students attention from harmful activities.	0%	14%	04%	30%	53%
9	Sports and Extracurricular activities develop a sense of cooperation.	0%	14%	04%	30%	53%
10	Sports and Extracurricular activities explore hidden potentials of students.	01%	14%	01%	31%	54%
11	Sports and Extracurricular activities make students more popular.	0%	14%	04%	29%	54%
12	Sports and Extracurricular activities are helpful in promoting personal hygiene.	01%	10%	03%	34%	53%
13	Sports and Extracurricular activities are helpful promoting interpersonal relationship.	01!	12%	07%	27%	53%
14	Sports and Extracurricular activities help in academic performance.	01%	14%	04%	29%	53%
15	Sports and Extracurricular activities develop qualities of leadership among students.	015	11%	07%	29%	53%

Conclusions:

The collected data clearly shows that students who participate in sports and extracurricular activities they come to school on daily basis.

On other hand Physical education teachers also want to ensure students attendance on daily basis motivate students to participate in sports and other activities.

Students who participate in sports and extra-curricular activities have higher attendance rate and lowest dropout rate because they take keen interest in sports and extra-curricular activities. Sports and extra-curricular activities play a key role to make students attendance rate better and diminish student dropout rate.

The majority secondary school physical Education Teachers supports students to be take part in the school progress and be a component of sports and extra-curricular activities.

The extra-curricular activity is vital for life. The research shows that students who participate in

sports and extracurricular activities increase students' success and decrease dropout rate of secondary school learners.

The result also shows that those students who participate in sports and extracurricular activities have better attendance rate than those students who do not participate in sports and extracurricular activities.

Secondary School students who partake in school sports and extracurricular activities widen profession readiness.

Recommendation and Suggestions

In light of the conclusions of our study the following recommendations were made:

1. The management may pop up the students through releasing sports fund.
2. Precise periods may be scheduled for sports and extra-curricular activities.
3. Parents may also be erudite about benefits of co-curricular activities to allow there's a

- son to participate in these activities.
4. Head of schools may also be pushing the students to participate in sports.
 5. It is suggested that continual research be functional to the impact of such Courses on student being paid and commitment.
 6. Students may be taken keen interest in sports and extra-curricular activities but they should not miss academic classes.
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