

Artículo de investigación

Study of the role of extracurricular activities on the academic achievement of elementary students from the viewpoint of teachers in the city of Manojan

El estudio del rol de las actividades extracurricular en el ámbito académico de los alumnos elementales desde el punto de vista de los maestros en la ciudad de Manojan

Estudo do papel das atividades extracurriculares no desempenho acadêmico de alunos do ensino fundamental do ponto de vista de professores da cidade de Manojan

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Abstract

Extracurricular activities are extremely important in the school process and since the curriculum does not meet all the needs of the students, the objective of this research was to study the impact of extracurricular activities on the academic performance of elementary students from the points of view of the teachers in the city of Manojan. The study was carried out with the help of a hundred teachers who have taught in the city during the 2012-2013 school year in public and non-governmental schools. The simple random sampling method was used. The results were obtained from a questionnaire that was analyzed with the SPSS software and the use of inferential statistics techniques and descriptive statistics (diagrams and tables). The results showed that extracurricular activities have a positive influence on the student's academic performance; its impact is positive on students' sustainable learning and have a positive impact on the quality of education.

Keywords: extracurricular activity, academic performance, sustainable learning, quality of education

Resumen

Las actividades extracurriculares son sumamente importantes en el proceso escolar y dado que el currículo no responde todas las necesidades de los estudiantes, el objetivo de esta investigación fue estudiar el impacto de las actividades extracurriculares en el rendimiento académico de los estudiantes de primaria a partir de los puntos de vista de los maestros en la ciudad de Manojan. El estudio se llevó a cabo con la ayuda de un centenar de docentes y maestras que han enseñado en la ciudad durante el año escolar 2012-2013 en escuelas públicas y no gubernamentales. Se hizo uso del método de muestreo aleatorio simple. Los resultados se obtuvieron a partir de un cuestionario que fue analizado con el software SPSS y el uso de técnicas de estadística inferencial y estadísticas descriptivas (diagramas y tablas). Los resultados evidenciaron que las actividades extracurriculares influyen positivamente en el rendimiento académico del alumno; su impacto es positivo en el aprendizaje sostenible de los estudiantes y tienen un impacto positivo en la calidad de la educación.

Palabras clave: actividad extracurricular, rendimiento académico, aprendizaje sostenible, calidad de la educación

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Resumo

Atividades extracurriculares são extremamente importantes no processo escolar e porque o currículo não responde a todas as necessidades dos alunos, o objetivo desta pesquisa foi estudar o impacto das atividades extracurriculares sobre o desempenho acadêmico dos alunos do ensino fundamental da pontos de vista dos professores da cidade de Manojan. O estudo foi realizado com a ajuda de uma centena de professores que lecionaram na cidade durante o ano letivo de 2012-2013 em escolas públicas e não-governamentais. O método de amostragem aleatória simples foi utilizado. Os resultados foram obtidos a partir de um questionário que foi analisado com o software SPSS e o uso de técnicas de estatística inferencial e estatística descritiva (diagramas e tabelas). Os resultados mostraram que as atividades extracurriculares influenciam positivamente o desempenho acadêmico do aluno; o seu impacto é positivo na aprendizagem sustentável dos alunos e tem um impacto positivo na qualidade da educação.

Palavras-chave: atividade extracurricular, desempenho acadêmico, aprendizagem sustentável, qualidade da educação

Introduction

The mission of education in any country is to strengthen the human attitude to life and promote the philosophy of progress and build the ability of people in society to live healthy and constructive. One of the features of advanced and modern education is special attention to activities that students do outside the classroom and school. Perhaps these activities will be more effective than classroom activities in student growth. Therefore, it is obligatory on the education system of any country to enter this field and provide the ground for the implementation of this process. The first feature of extracurricular activities is the student's self-motivation. With the help of this intrinsic desire we can reduce the lack of attractiveness of school and increase its utility. When the student finds himself interested in a subject, he will resist the deterrent factors and strengthen himself against mental boredom (Slavin, 2008:38).

In human life there are moments and times that are of great importance and sensitivity. These moments can be an opportunity for individual personality development or on the other hand lead to behavioral disorders and moral deviations. By extracurricular activities we mean opportunities that responsible person has no duty and everything is in his power to deal with his own desire and willingness. One of the most important issues in today's human societies around the world is the more effective use of the free time that people have, this is the time for believers to have prayer with God, it's the time

of thinking for scholars and for the artists this is the time to innovate, and for the youth it's the time of creativity and many people, even scholars, have come to the conclusion that schools and educational institutions must take on more and more responsibilities in this regard so that the optimal use of leisure time is designed and incorporated in student's programs (Lafransur, 2001:55).

The development and enrichment of supplementary and extra-curricular activities is necessary due to the relatively focused approach to curriculum planning and the lack of attention to the development of learners' social, emotional and cognitive skills. In order to adjust inadequacies and shortcomings of the curriculum, to pay attention to the interests and talents, to respond to individual needs, to enrich leisure time, to respond to fast-paced transformations of today's world and deepen the learning process, activities in the form of complementary and extra-curricular activities are considered for implementation in schools.

The research results of other countries also confirm the utility of extracurricular activities. For example Woods (2007) believes that if officials want academic activities of the students to be effective they should use extracurricular activities. Sholrof, Tumen and Tuli (2007) have emphasized on the positive impact of extracurricular activities on student's performance, Blumfield and Barber(2009) have emphasized on the correction of self – confidence, Chamber and Scribur (2004) on

academic achievement and Betz and Reddy (2005) have emphasized on therapeutic aspects of extra-curricular activities in their researches. Brithopt (1996) has emphasized on its numerous results including feeling the pleasure of being together, creating self-confidence, creating a collective spirit, friendship, improving performance at school, improving skills, more knowledge, solving problems and making management decisions (quoted by Aghazadeh, 2011:137).

Recently, researchers and education activists have taken a positive stance on extracurricular activities and their impact on academic achievement. Based on the studies from the beginning to 1990 Marsh, Halland and Andrea concluded that there is a strong support of the positive impact of extra-curricular activities on psychological, social and educational trends. According to Rene de Braun students who participate in extracurricular activities have a better status in standard tests, and better academic achievement and academic rank, they attend schools regularly and have a better self-concept. Tom Cadwallard and his colleagues said that participating in extracurricular activities strengthen, deepen and enrich the lives of students. Amanda Daily also called extracurricular activities and students participation in these activities as an important tool for enhancing their student's perception and self-concept. John Halloys also called extracurricular activities an important tool for academic achievement. Even extracurricular activities have the ability to help the student at risk and improve their learning. Participation in extracurricular activities may reduce academic failure and create an opportunity for volunteering and positive contact with the school. Koh has also pointed to critical thinking, knowledge and application of knowledge, attention to human interests, personal qualifications, practical competence (such as decision making, readiness and professional ability and...) (Maleki, 2006:3).

The main difference between learning through extracurricular activities and learning through repetitive and memory methods is that

in the learning method, with the help of extracurricular activities, the learner understands what he is supposed to learn in a real life-related state, but in learning through repetition and rehearsal, the material is not related to real life and after a while the student forget and this learning is unsustainable. In the method of learning, with the help of the extracurricular activities, students understand the concepts, analyze the issues better and achieve judgment, evaluation and problem solving, which are the most important demands of the third millennium schools. Researchers believe that teenagers, through these activities, can discover their original passions and discover their intrinsic talents, and cultivate and develop them in order to provide personal happiness and add opportunities to engage in social activities (Kazemeini, 2011:8).

Among the factors mentioned above, the use of extra-curricular activities has been considered by many scholars. The present study seeks to investigate the role of extracurricular activities in the academic achievement of students from the viewpoint of teachers in Manojan.

Rahimi et al (2014) studies the impact of extracurricular activities on student's academic achievement from the point of view of directors, teachers and students of Tehran high school. The statistical population of this study is all the directors, teachers and high school students of the cities of Tehran province in the academic year of 2008-2009. Among the members of this community, 384 students, 120 teachers and 12 managers were selected as sample by multistage cluster sampling. Part of the findings of the research is the viewpoints of managers, teachers and students of high schools in the cities of Tehran province. Extracurricular activities such as sports activities, religious, artistic, campus, and scientific visiting and research, and student organizations, have a significant effect on students' academic achievement. There is a positive and direct relationship between participation in extracurricular activities and students' academic achievement. There is no meaningful relationship between gender (girl or boy) and participation in extracurricular





programs. There is a positive and direct relationship between parent's education level and student's participation in extracurricular activities. From the viewpoint of directors, teachers and students of high schools of Tehran province, scientific- research programs of extracurricular activities have the greatest impact on student's academic achievement.

Qotbi karimi's research (2013) is done with the aim of studying the relationship between extracurricular activities of students of Tarbiat Moalem University and their achievement and scientific activities, physical education, sport science, social, political, artistic and cultural activities of students are studied. The statistical population of this research was the students of this university which was 70303 at the time of the research. The sample size of 365 was determined according to the Morgan table. In order to distribute the questionnaire by random sampling, 247 women and 122 men were selected. In this research the correlation method has been used and library method has been used to study factors. . The data gathering tool was a questionnaire. In this research, a researcher-made questionnaire was used to investigate the relationship between extracurricular activities and academic achievement. To determine the validity and reliability of the questionnaire, Chi-square test, the Pearson correlation coefficient and finally the regression model were used. The results of the research indicate that all factors studied in the extracurricular activities have a significant relationship with the academic achievement of students of Tarbiat Moalem University. Among the variables studied the scientific activities had the highest correlation (31.4) with extracurricular activities and respectively sport activities (22.6), artistic activities (15.1) and social activities (12.2) were in the next ranks. Based on the results of this research, a pattern is written. This pattern has used nine- parts Klein model due to its relevance to the research components. Klein's model is based on 9 elements: goal, content, learning resources, learning activity, method of implementation, evaluation method, grouping, time and space. The proposed model is

presented after the validation of ten professors of the curriculum.

In the research of Pakdaman savoji (2012) the aim of the study was to determine the effectiveness of life skills training on the achievement motivation and academic achievement of Piranshahr secondary school students who were selected by random cluster sampling on 145 subjects including 77 boys and 68 girls. Two groups of 74 as experiment group and 71 as control group were replaced. The results indicate that life skills training had significant effect on achievement motivation and academic achievement and the effect of this training is the same for girl and boy students. Given the role and importance of life skills, training these skills should be one of the components of curriculum in schools and in all academic courses.

Marsh (2015) showed that participating in extracurricular activities in the school increases the dependency and commitment of students towards the school. Also extracurricular activities have positive impact on academic achievement if they are not substitutions for school assignments and other scientific activities directly related to schools.

Jordan (2013) in a research with a title of interventions of adolescents in extracurricular activities and increasing self-esteem shows that the structure of extracurricular activities is related to self-confidence and other indicators of youth development. In this article, the theoretical basis for this relationship was focused on extracurricular activities as a place for identity development. A summary of empirical evidence is about the importance of the scope of self-esteem and mental health interventions. The study has also been devoted to changes in gender, race, ethnicity, and social contexts. Although the literature refers to the relationship of extracurricular activities with adolescent's self-confidence but further research is needed to understand the nuances. Adults need to create environments that encourage young people to access a variety of activities. And we need extracurricular activities to support self-esteem

and other aspects of positive development of youth.

Watkins (2012) studied in a research with the title of school success relative with extracurricular activity participation. This research lasted 3 years with statistical sample (N=281, 51% girls) and studied the relationship of extracurricular activities with success in school. The results indicate that after controlling the primary level of variables the result of participation in arts and crafts and musical activities lead to higher adaptive behavior. 2 or 3 years of participation was generally associated with positive outcomes. Sports activities were the most popular extracurricular activities, in which individual sports between girls and group sports were more popular among boys.

Methodology

The present research uses a descriptive-survey research method. The statistical population in this study is all teachers in Manojan city in the academic year of 2012-2013. Sampling method is simple random method. The sample size of this research from 140 teachers working in Manojan county was calculated 100 based on sample size of Morgan table and these 100 teachers are working in 30 Institutions. To collect data a research-made questionnaire was used with the title of studying the role of extracurricular activities on the academic achievement of elementary students from the viewpoint of teachers in the city of Manojan. After distributing and collecting questionnaires, descriptive statistics were used to describe the data and the Chi square test was used to test the hypotheses. Meanwhile, all the statistical operations of the research were taken by SPSS software.

Findings

According to data analysis 91% of respondents were teaching in public schools and 9% were teaching in private schools. In terms of gender, 35 percent of respondents are women and 65 percent are men. The results of the analysis of frequency distribution of respondents separated by field of study shows that 11% of

respondents studied in the field of education science, 19% in the field of science, 47% in the field of elementary education and 14% in mathematical and technical field and 9% studied in the other fields. Also 69% of respondents studied in associate degree, 30% studied in bachelor degree, 1% studied in master's degree. According to data analysis 25.3% of the respondents have 5 years and less teaching experience, 35.4% have 6-10 years teaching experience, 17.2% have 11-15 years, 10.1% have 16-20 years and 12.1% have more than 20 years teaching experience. In addition 1 person has not answered to this question. Respondent's ideas regarding the impact of extracurricular activities on sustainable learning of students show that 1% of respondents reported this relationship as low (2), 18% moderate (3), 59% high (4) and 22% very high (5). Respondent's ideas regarding the impact of extracurricular activities on quality of education shows that 5% of the respondents reported this relationship as low (2), 21% moderate (3), 48% high (4) and 26% as very high (5). Also the ideas of respondents regarding extracurricular activities in schools show that 70-80% of schools have community forums for guidance and traffic and they have also art classes. 60-70% of schools have student groups, various ceremonies, library, student council, educational classes, School sports team, anthem or theatre group and students mobilization. 53% of schools visit scientific sites from different locations and less than 50% of schools have activities such as student and school health association, walking group, social worker forum, student discussion and criticism group, school service association, Islamic association, literature and language society.

The first hypothesis: There is a relationship between the extracurricular activities in schools and the academic achievement of primary school students.

Xi- two test (compliance)

(H₀): The distribution of responses by respondents to the above relationship is uniform in the options proposed.





(H₁): The distribution of respondents' opinions about the above relationship is not uniform in the proposed options.

Considering that the test (Xi-two) and its significance were respectively 62.540 and 0.000 (less than 0.001), the hypothesis (H₀) is strongly rejected, which means that the distribution of responses in the proposed options is not uniform and has accumulation in one or two options.

Binomial test

(H₀): the ratio of average to low answers (3 =>) and above average (3 <) is the same.

(H₁): The ratio of average to low answers (3 =>) and above average (3 <) is not the same

Given that the significance of the test is 0.000 (less than 0.001), then the hypothesis (H₀) is strongly rejected. This means that the ratio of responses in medium-to-low and above-average options is not the same and according to the ratio column observed, it can be said that more than 50 percent of the responses (69 percent) are above the average. In terms of respondents, there is a relationship between extracurricular activities in schools on the academic achievement of elementary school students.

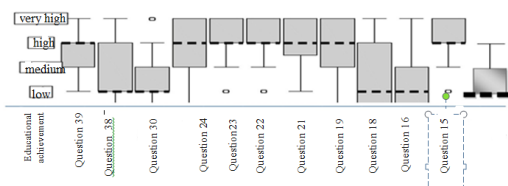


Diagram 1- box diagram comparing the distribution of respondent's opinions to the questions related to the first hypothesis

Second hypothesis: There is a relationship between extracurricular activities and the sustainable learning of primary school students.

Xi test (match)

(H₀): The distribution of respondents' opinions about the above relationship is uniform in the options proposed

(H₁): The distribution of respondents' opinions about the above relationship is not uniform in the proposed options.

Given that the test (Xi-two) and its significance are respectively 71.600 and 0.000 (less than 0.0001), the hypothesis (H₀) is strongly rejected, which means that the distribution of responses in the option above is not uniform and has accumulation in one or two options.

Binomial test

(H₀): ratio of average to low answers (<=3) and above average (> 3) is the same.

(H₁): The ratio of average to low answers (<=3) and above average (> 3) is not the same.

Given that the significance of the test is 0.000 (less than 0.001), then the hypothesis (H₀) is strongly rejected. This means that the ratio of responses in moderate to lower and above average is not the same and according to the ratio column observed, it can be said that more than 50% of the responses (81%) are above the average, that is, in terms of Respondents, there is a relation between extracurricular activities in schools and the sustainable learning of primary school students.

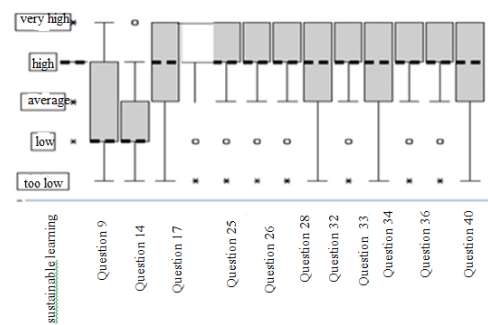


Diagram 2- box diagram comparing the distribution of respondent's view to questions related to the second hypothesis

Third hypothesis: There is a relationship between the extracurricular activities and the quality of education of elementary students

Xi-2 test (match)

(H₀): The distribution of respondents' opinions about the above relationship is uniform in the options proposed.

(H₁): The distribution of respondents' opinions about the above relationship is not uniform in the proposed options.

Given that the test (Xi-two) and its significance are respectively 64.200 and 0.000 (less than 0.0001), the hypothesis (H₀) is strongly rejected, which means that the distribution of responses in the option above is not uniform and has accumulation in one or two options.

Binomial test

(H₀): the ratio of average to low answers (≤ 3) and above average (> 3) is the same.

(H₁): The ratio of average to low answers (≤ 3) and above average (> 3) is not the same.

Given that the significance of the test is 0.000 (less than 0.001), then the hypothesis (H₀) is strongly rejected. This means that the ratio of responses in medium-to-low and above-average options is not the same and according to the ratio column observed, it can be said that more than 50 percent of the responses (79 percent) are above the average, in terms of respondents, there is a relationship between extracurricular activities and the quality of teaching of elementary students.

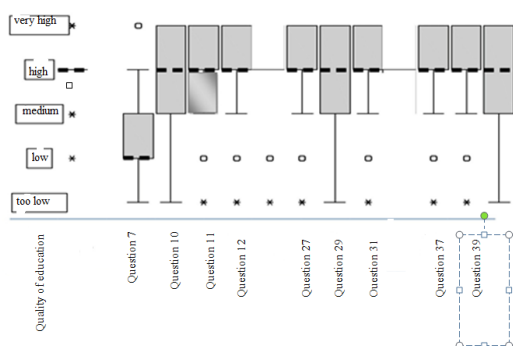


Diagram 3- box diagram comparing distribution of respondent's views to questions related to the third hypothesis

Conclusion

Extracurricular activities play a significant role in the growth and improvement of academic achievement, sustainable learning and educational quality. In addition to extracurricular activities, adolescents participate actively in free group activities. As a member and head of the club and student council they face facts and issues and assume responsibilities at the school administration. They also learn the true meaning of the right and duty and the free life. Another important benefit of participating in extracurricular activities is finding and developing the necessary skills for membership and leadership. The same knowledge and skills that are learned at school are a key factor for the teenager to always use his or her information and experiences to improve their personal and social status.

Also the findings of the research show that this research is similar to Esmaeeli's research in 2007 where the researcher paid attention to teacher's stances and opinions and the research is conducted in elementary and secondary schools in Kermanshah and the components of interest are curriculum, teaching methods and assessment methods. In the third component, the student's academic achievement is in line with the component of the researcher in this research. Sanaye nik in his research in 2001 studied learning and sustainable learning with scientific, social, political and religious basis in Damavand city which is consistent with one of the components of the study namely sustainable learning. Heidari in 2001 considering the opinions of teachers, directors, students and parents introduced leisure program and then studied the effects of each one and he mentioned indirectly two components of the research (sustainable learning and educational achievement) and the quality of education. Sobhani in 2011 studied extracurricular activities that should be done outside the class hour and its relationship with educational achievement. Andalib khah in 2012, Kazemeini in 2007 and Mobini in 2007 studied directly and indirectly the relationship between extracurricular activities and academic achievement, sustainable learning and quality of education. The research of Safi kar in 2004 is different due to the attention of the





researcher to the lack of attendance of students in extracurricular activities. The research of Shekar chidar in 2005 due to the point of view of directors and Karimian in 2005 due to the attention to economic and regional factors are different.

The comparison of this research with foreign studies showed that this research is consistent with the research of Amini zade in 2004, Curi and Bani in 2011 and Honak in 2012 with respect to academic achievement component, while it is not consistent with Afgane research in 2010 and Butler in 2012.

- Regarding the impact of extracurricular activities on academic achievement of elementary students according to the obtained results we can accept the positive impact of extracurricular activities on academic achievement of students with 99% confidence and we can say that more than 50% of responses are higher than average (69%), it means that there is relationship between extracurricular activities and academic achievement of elementary students according to the respondents.

-Regarding the impact of extracurricular activities on sustainable learning of students according to the obtained results we can accept the positive impact of extracurricular activities on sustainable learning of students with 99% of confidence and we can say that more than 50% of responses are higher than average (81%), it means that according to the respondents there is a positive relationship between extracurricular activities and sustainable learning of the elementary students.

- Regarding the impact of extracurricular activities on quality of education we can accept the positive impact of extracurricular activities on quality of education with 99% confidence and we can say that more than 50% of responses are higher than average (79%), it means that according to the respondents there is a relationship between extracurricular activities and the quality of education of elementary students.

Suggestions

1. It is suggested that centers with different titles are formed in schools in line with the needs of students and their interests.

2. It is suggested that attention be paid to regional needs when planning for extracurricular activities.

3. It is recommended that attention be paid to the weaknesses of extracurricular activities and provide the possibility of using this program for all the students of any social class.

4. It is suggested that in order to motivate the students to take part in the activities, provide articles and comments on this subject to motivate the students to take part in classes.

5. It is suggested that when planning for extracurricular activities, pay attention to the quality of classes instead of quantity of them. Learning will be more stable in this direction and students will be able to react in similar situations.

6. It is suggested that there should be a budget for this purpose, since, as the curriculum is useful, extra programs or complementary programs are as necessary and useful as they are.

7. It is suggested that, in order to achieve the goals of supplementary and extracurricular activities, parents, teachers and administrators should, at some point, form meetings with students in order to achieve this goal.

8. It is suggested that in order to operate the planned activities use students in school activities and confront them with the issues.

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