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Effects of Extracurricular Activities on Academic Performance of Secondary Students In Male

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Abstract
This study was conducted to determine the effects of extracurricular activities on academic performance of two selected secondary schools of Male. The study was carried out utilizing quantitative research design. The study attempted to find out whether there was any difference in academic performance between the students who spent more than five hours and less than five hours for extracurricular activities, whether there was any difference in academic performance between the students who participate and do not participate in extracurricular activities, whether there was any difference in academic performance between the students who participate in sport, pro-social activities and clubs and whether there was any difference in academic performance between female and male students who participate in extracurricular activities. This study's sample frame comprised all ninth-grade pupils. Two hundred and sixty-nine students from grade nine of both the schools made up the study group. Each student completed a questionnaire which gathered information about their participation in extracurricular activities. Using specific criteria students who were involved and those who do not involved were found. The differences between groups were analyzed statistically using Mann Whitney U test for the first, third and last research question and Kruskul test for the second research question. Results of data analyses indicated that no significant differences were found between the students who spent more than five hours‟ for extracurricular activities and those who spent less than five hours, between the students who participate in sport, pro-social activities, and clubs and between female and male students who participate in extracurricular activities. However, there was a significant difference in academic performance between the students who participate and who do not participate in extracurricular activities.

Keywords are relationship, extracurricular activity, and academic performance.

Introduction

In present civilization, the necessities for a university graduate to succeed in the specialized sphere have expanded substantially complex (Rawat et al., 2014). It is critical for one to acquire a essential understanding by adhering to the curriculum; nevertheless, competence, behavior, and practical knowledge need to be acquired by actively engaging in extracurricular activities (Buckley & Lee, 2021). As stated by Ortolano (2016), extracurricular activities act an fundamental role in emerging pupil collaboration, as well as in improving pupils' interest in academia and educating their capacity to construct coherent justifications.Therefore, if these children are provided opportunities for active participation, their motivation to study may increase and their academic performance may improve. Extracurricular school activities can provide students with opportunities for active participation (King et al., 2021).Consequently, the objective of this study is to investigate the effect of extracurricular activities on academic performance at two secondary schools in Male, the capital of the Maldives.

These classes, sports teams, and other programs allow kids to pursue interests outside the standard curriculum, such as athletics, the arts, special-interest organizations, and technology (Olson, 2022). Therefore, extracurricular activities are defined as those that take place outside of school hours and are not included in the formal school curriculum. Club activities, athletics, uniform bodies or pro-social activities, theater, and music are examples of extracurricular activities (Milambo and Pacho, 2021). Included among the available physical activities were netball for females and football for guys. English club and Dhivehi club were the only non-physical activities provided in schools at the time. Extracurricular activities have always been offered in addition to the traditional curriculum.

Extracurricular activities emerged gradually when schools were established ("Extracurricular Activities," n.d.). According to Fujito (2010), when schools were first established, extracurricular events were held to entertain students, help them pass the time because there wasn't much to do in schools, and attract more students to the school. Educators disagree on the frequency with which students should be required to attend school for extracurricular activities and the types of activities that should be conducted in schools, despite the positive correlation between participation in extracurricular activities and academic performance found in several studies.

Other educators, on the other hand, say that without extracurricular activities in schools, it is difficult for a child to develop normally. They feel that extracurricular activities in schools will help children develop into well-rounded individuals. Furthermore, a study titled "Interest in Extracurricular Activities and Self Efficacy of Senior Secondary School Students in Cross River State, Nigeria" discovered that extracurricular activities influenced social, intellectual, linguistic, moral, and total self-efficacy (Bekomson et al., 2020). Considering the preceding discussion, it is crucial to assess whether there is a correlation between extracurricular activities and academic achievement among Maldives secondary school students. Consequently, the goal of this study is to determine whether extracurricular activities influence academic performance at two secondary schools in Male, the capital of the Maldives.

Statement of the problem

This study aimed to determine whether extracurricular activities influenced the academic performance of secondary students in Male, the capital of the Maldives. Existing research indicates that extracurricular activities have a considerable impact on academic achievement, but there is a wealth of research on the specific issues of implementing extracurricular activities in schools. Consequently, school administration and policymakers lack a clear understanding of the ideal method for managing extracurricular activities in schools. Parents and teachers continue to object to their children's participation in national and school-wide tournaments. Similarly, some parents and educators believe that children should focus entirely on one or two activities so that they do not have to spend additional time in school outside of the formal schooling session and do not interfere with their academics. According to parents, students who do not earn decent marks are required to participate in extracurricular activities. When students' academic performance does not improve, parents and teachers grow anxious. Parents reprimand their children for poor study habits and excessive after-school school attendance. Students used to convince their parents that they needed to attend practices because they were preparing for a competition or another activity, and they would spend the entire school day practicing for the competitions. Parents grow concerned and cease enrolling their children in extracurricular activities if their children's grades will improve if they do not participate. Critics believe that academically successful children are more likely to participate in extracurricular activities and that academically successful pupils are more likely to be selected for school-based extracurricular activities. Therefore, the purpose of this study was to determine whether participation in extracurricular activities influences academic performance and whether there is a significant difference between academic performance and gender.

Research Questions

1. Is there a significant difference in academic performance between the students who take part in extracurricular activities and who do not take part in extracurricular activities?

2. Is there a significant difference in academic performance between male and female students who take part in extracurricular activities in secondary schools?

Literature review

Extracurricular activities are those that are not a part of the academic curriculum but are nonetheless an essential component of the educational environment (Anjum, 2021). These are extracurricular activities sponsored by the school that are not part of the academic program (Adeyemo 2010). Case (2007) defines extracurricular activities as activities that take place outside of the classroom. Extracurricular activities, according to Holloway (2000), are activities that take place outside of regular school hours in which students participate voluntarily and without parental or school coercion. Thus, extracurricular activities are activities

that take place after school that are not part of the academic curriculum. Club activities, athletics, uniform groups, and other activities are examples of after-school extracurricular activities.

The association between extracurricular activities and academic achievement has become a significant area of study in recent years (Adeyemo, 2010; Case, 2007; Holloway, 2000; Feldman &Matjasko, 2005). One explanation for this is that extracurricular activities offer activities that may be done in free time as well as unique chances for growth (Darling, Linda& Smith, 2005; Adeyo, 2010). Some people begin a pleasurable pastime at a young age. Some people start a hobby while still in school. They claim that school-based extracurricular activities help children discover their numerous skills or talents and give them with more opportunity for constructive growth. Extracurricular activities in schools are meant to provide opportunity for students to become future leaders.

Leadership is a skill that can be learned via participation in a range of activities, such as extracurricular involvement. Extracurricular activities allow pupils to interact with people from other backgrounds. As a result, they learn to engage with a variety of people. Extracurricular activities also provide pupils a sense of school community. Children who participate in extracurricular activities feel more at home in school. All these activities have an impact on children's academic performance. These activities instill in children a sense of intrinsic worth and motivate them to strive for academic success.

Extracurricular activities in schools have overtaken the importance of the normal curriculum. Football, netball, and volleyball cricket, for example, are offered in schools, along with scientific organizations and four art clubs. Schools seek to be involved in almost all national and school-based activities. The Maldives' public no longer accepts schools that do not participate in extracurricular activities. They receive various complaints if they do not participate in any national or interscholastic competitions. Parents contact the administration to inquire about their children's absence from the event. Parents are not the only ones that have problems. Surprisingly, the school board and the parents-teacher association committee challenge the school administration if they do not participate in any of the competitions organized by the Maldives Ministry of Education or any other department. Individuals have learned to recognize the value of extracurricular activities (Adeyemo, 2010).

Furthermore, Adeyemo (2010) asserts that if secondary students want to improve their academic performance, they must participate in extracurricular activities. His research shows that extracurricular activities improve pupils' grades. In recent years, the relationship between extracurricular activities and academic achievement has received a lot of attention. Extracurricular activities have the potential to be an excellent tool for assisting students in improving their academic performance, which is one of the reasons for their popularity (Holloway, 2000). Furthermore, Feldman and Matjasko (2005) discovered a link between extracurricular activities and academic achievement.

There is a significant academic performance discrepancy between pupils who participate in extracurricular activities and those who do not. The majority of studies find that participation in extracurricular activities raises students' GPA. Extracurricular activities, according to Adeyemo (2010), increase students' marks in a number of courses. He conducted research to determine the relationship between extracurricular activities and physics achievement. He created a basic survey for senior high school pupils. He chose four schools at random and recruited an equal number of male and female students. He collected data using surveys and physics students' achievement examinations. His research demonstrates a link between participation in extracurricular activities and academic competence in physics. Extracurricular engagement enhances physics outcomes, whereas participation in extracurricular activities has little influence on physics outcomes. His research shows a link between participation in extracurricular activities and academic success in physics. Extracurricular activities boost physics performance, but extracurricular activities have little effect on physics performance.

Turner (2010) discovered that extracurricular activities aid students not just with academic achievement, but also with leadership and time management abilities by examining two high schools. He used a survey approach for the study, selecting 31 ninth- through twelfth-grade students from a single school as his sample and analyzing the data with the t-test. In 2009, the TAKS exam was given to 62 students from the other school. He used the t test to analyze the data. The findings suggest that extracurricular activities help youngsters acquire leadership, social, and time management abilities. Turner (2010) also claimed that extracurricular activities 26 assist children in a variety of ways, including the development of leadership abilities, values, sportsmanship, and self-esteem. As a result, this study demonstrates that youngsters gain

much from extracurricular activities. The researcher, however, did not have enough time to enquire about the respondent's origin, parents, and socioeconomic level.

Furthermore, Burges (2009) demonstrates that extracurricular activities teach children time management and how to make priorities in their lives. Prioritizing in life is a skill that kids must learn if they are to have happy lives in the future. Furthermore, by learning to manage their time, youngsters can study more effectively and achieve better results. Burges (2009) demonstrated that extracurricular activities are critical for the development of critical life skills in children.

According to Moriana (2006), Mahoney, Cairos, and Farwer (2003) discovered that students who participate in extracurricular activities increase their academic performance, self-esteem, and interpersonal skills. Furthermore, Reaves, Hinson, and Merchant (2010) asserted that participating in extracurricular activities improves students' academic performance and professional skills, and that these activities assist students realize their potential and find part-time jobs. Clearly, everyone looks for hobbies to do in their spare time since they provide them with satisfaction and fulfillment. Organizations, according to Reaves, Hinson, and Merchant (2010), are constantly looking for graduates with strong communication and workplace skills.

Similarly, Goodman and Young (2006) observed that students who participate in extracurricular activities develop a preference for the site and begin studying better than those who do not. This shows that students who engage in extracurricular activities are more motivated and perform better in school.

Another study conducted by Holloway (2000) discovered that different sorts of activities yield varied outcomes and boost self-esteem. As a result, students who participate in extracurricular activities may possess all of these skills. As a result, extracurricular activities at schools play an essential part in the lives of children and their parents (Bucknavage, Frank, Leah, & Worrell.2005). According to a 1993 essay by Astin, quoted in Tenhouse (2011), children can participate in any form of activity, which will benefit their learning and personal development.

Furthermore, according to him, extracurricular activities give kids with a platform to communicate with other students, allowing them to boost their academic and personal growth by participating in peer groups. Furthermore, they will be engaging with one another, which, according to the article 1993 mentioned in Tenhouse (2011), will aid pupils in developing their behavior, impacting affective and cognitive behavior. Furthermore, Fujito (2010) discovered from a study he conducted that the choice of activity had no effect on academic achievement. In his study, he discovered that kids who participate in extracurricular activities outperform pupils who do not participate in any type of extracurricular activity. He conducted research on junior high school students using a survey method. A total of 98 survey instruments were sent to the school's parents and children, and the data was analyzed using a one-dimensional chi square test. The information was gathered from 52 people. Furthermore, the study found that engagement in extracurricular activities increases kids' academic performance. According to Leah (2005), studies done at the college level reveal that students who participate in extracurricular activities have no beneficial or bad influence on their grades. According to Adeyemo (2010), after-school activities benefit pupils in a variety of ways. He conducted research to determine the association between students' participation in school-based extracurricular activities and their physics achievement. He chose three senior secondary students at random from the sample. He used multiple regression to analyze the given data. Furthermore, to eliminate gender bias, he chose an equal number of male and female volunteers. According to him, the activities assist the pupils become more socialized, and only a few behavioral problems occur among these students when they are at school. Furthermore, according to a number of research, "the academically good connections with activity involvement also extended to school attendance, as the reported frequency of missing school was lower for kids who participated in extracurricular activities than for those who did not" (Blomfield2 & Barber, 2010 p 119).

The preceding studies do not provide a definitive response to the concerns of whether different types of extracurricular activities have an influence on students' overall grade or whether participation in additional activities influences students' overall grade. Neither study provided an answer to the question of whether spending more time in activities influences students' total grade or whether the academic performance of secondary school students is influenced by their choice of extracurricular activities. However, the preceding discussion demonstrates that extracurricular activities can help students enhance their academic performance. As a result, it is critical to understand the theory underlying all this favorable association between extracurricular activities and academic success.

The Theoretical Framework

The concept begins with the resilience theory, which argues for an environment in which children can develop physically, cognitively, and emotionally. For a positive environment, ecological system theory highlights the nature of the child's interactions with the people around them. In addition, the Multiple Intelligence theory recommends providing children with a variety of activities to suit their psychological needs(Harding et al., 2015) . The ecology will consequently improve. Similarly, the Self-Determination Theory stresses satisfying psychological needs for a pleasant environment (Bartholomew et al., 2011). When a child is raised in a positive atmosphere, he or she develops both intrinsic and extrinsic motivation (Covington, 2001). This will lead to an improved outcome.

Methodology

The present research employed a quantitative self-survey design, utilizing a cross-sectional survey method. A quantitative survey design was used because this study was to address the effect on extracurricular activities on academic performance of the two selected secondary schools in Male‟. Primary data was collected through a survey method. The independent variables for this study are the different types of extracurricular activities or the number of activities and the time spent for extracurricular activities. The dependent variable is the academic performance of the students. The sole demographic component that was taken into consideration for the survey was gender.

Population and Sample

Simple random sampling was used to select the sample. This method was used to make sure that all have an equal and independent chance being selected as a member of the sample. The target population was 785 students from two secondary schools of Male, the capital of Maldives. One school represents the boys, and the other school represents the girls. Participants for this study were selected from grade 9 of the two secondary schools. The total population of the boys‟ school was 337. As there were 337 boys, altogether 200 survey forms were distributed. Though 180 was the sample size, only 158 forms were received from the boy's school. 448 were the sample size of the female population. Thus, 250 forms were distributed. Though 250 forms were distributed 121 forms were received.

These two schools were selected because, throughout their histories, they have participated in a variety of events, including athletics, Quran competitions, singing competitions, badminton tournaments, basketball, and football, and have won numerous awards for their extracurricular and academic accomplishments. However, many parents oppose the school when their children participate in more activities and protest when their children are required to attend practices because they fear their children will not have sufficient time for academics. Consequently, it is crucial to establish whether participation in extracurricular activities benefited both schools.

Instruments

In this inquiry, the survey method was applied. A written survey was chosen because it is one of the easiest and quickest ways to collect quantitative data from people (Sukamolson, nd). Surveys can also be used to determine anonymity and confidentiality. In this study, a questionnaire was used. Case used and executed the questionnaire (2007). Questions about Maldivian school culture were included in this study. The first, ninth, and tenth questions were used to examine the third hypothesis, which was to see if there were any significant variations in academic performance between male and female secondary school students who participated in extracurricular activities. The purpose of questions 1 and 9 was to examine the academic achievement gap between pupils who participate in activities and those who do not. During their lecturers' classes, pupils were given the questionnaire. At the start of the day, each class receives 15 minutes of instructor time. Teachers are given time to talk about various issues with students and engage with them so that students feel comfortable confiding in them. The instructors were always present. As a result, based on the information provided to the class teachers by the researcher, the class instructor helped the students in completing the questionnaire.

Data collection and procedure

Both schools were contacted to collect the data. To collect data, simple random selection was used to send 200 forms to the boys' school and 250 forms to the girls' school. The parents of these students were issued consent letters to gain their approval. Questionnaires were provided to students who agreed to participate in the study. The students were educated on how to appear enthusiastic about extracurricular activities. They were informed that participation in an activity supervised by a teacher, leading teacher, or coach qualifies as extracurricular activity participation. As a result, they filled out the survey form in accordance with the offered instructions.

Framework of data analysis

The Man-Whiteney U test was utilized to evaluate research questions because the two independent samples are unrelated, and the hypothesis was to compare the two sample sets. The unrelated samples for the second hypothesis consist of male and female students, whereas the unrelated samples for the fourth hypothesis consist of students who participate in extracurricular activities and those who do not. Consequently, the Kruskal Wallis test was utilized to evaluate the data.

Findings

The data was statistically analyzed using SPSS. Male's two favored schools provided data. There were 279 ninth-grade pupils in all. There are 158 male students and 221 female students in attendance.

Table 1: Male and female participation of extracurricular activities

Ranks

	GENDER	N	Mean Rank	Sum of Ranks
AB_High_and_C-F_below	Male Participants	85	69.35	5894.50
	Female Participants	54	71.03	3835.50
	Total	139		

The Table 1 discuss the male and female participation of extracurricular activities Two sets of analyses were undertaken to answer the research question, "Is there a significant difference in academic performance between male and female students who participate in extracurricular activities at two secondary schools in Male?" First, the ratio of male to female participants was calculated. This tournament had 85 men and 54 women competing. Male participants have a mean rank of 69.35, while female participants have a mean rank of 71.03. Male participants have an average rank of 5894.50, while female participants have an average rank of 3835.50. The Mann-Whitney and Wilcoxon Rank Sum statistics were used to compare the academic performance of male and female students who participate in extracurricular activities at two Male' secondary schools. The test results were not statistically significant. The value of z is -.286 while that of p is 0.777. We infer that academic success does not differ substantially between male and female participants since our p value is greater than the.05 criterion for statistical significance.

Table:2 Mean Rank of Participants and Non-Participants

Ranks

	N	Mean Rank	Sum of Ranks
Total	140	164.14	22979.50
	139	115.69	16080.50
	279		

The table 1 explains the mean rank of participants and non-participants. Three sets of analyses were conducted to answer the research question "Is there a significant difference in academic performance between students and students who do not participate in extracurricular activities at two selected secondary schools in Male?" The mean and standard deviation of low achievers and high achievers were then obtained in order to compare academic performance participants and non-participants. Third, a statistical examination of participants' and non-participants' academic achievement was performed. There are 140 athletes and 139 spectators in attendance. This suggests that 50.2% of students are non-participants, while 49.8% are involved in extracurricular activities. The average position of non-participants, according to the data, is 164.14. The average position of extracurricular activity participants is 115.69. The overall number of participants is 16080.50, whereas the total number of non-participants is 22979.50. There is little distinction between high and low achievers among extracurricular activity participants. Participants with higher grade point averages (high Achievers) have a mean of 1.38, while those with lower grade point averages (low Achievers) have a mean of 3.82. Participants with lower grades had a standard deviation of 1.04, whereas those with higher grades had a standard deviation of 0.54. Non-participants with higher grades averaged 1.3, whereas those with lower grades averaged 3.4. This demonstrates that there is little difference in the mean of higher and lesser achievers among participants and non-participants. Non-participants with higher grades have a standard deviation of 0.49, whereas those with lower grades have a standard deviation of 0.77. The Mann-Whitney U test was used to determine whether there is a difference in academic performance between participants and nonparticipants in extracurricular activities. The findings of the test were statistically significant, with $z = -5.818$ and $p = 0.05$. This demonstrates that there is a significant achievement gap between pupils who participate in extracurricular activities and those who do not.

Discussion

The impact of extracurricular activities on academic performance of secondary pupils in Male' are the focus of this study. This study addresses two research topics concerning extracurricular activities. Students who participate in extracurricular activities devote a large amount of effort to practicing for those activities, and they like participating in those activities. The study collected data through questionnaires and used a design that analyzed the differences between students who participate in extracurricular activities and students who do not participate in extracurricular activities.

The results of the gender-based inquiry revealed that there is no difference between male and female participants in extracurricular activities. The findings of the tests were not statistically significant. The z value is -.286 and the p value is 0.775. We infer that academic performance of male and female participants does not differ significantly because our p value is greater than the.05 requirement of statistical significance.

Engagement in artistic activities, including music, the fine arts, and drama, is frequently correlated with feminine traits, while participation in athletics is usually connected with masculinity (Lehman & Dumais, 2017). Silliker and Quirk's (1997) findings, cited in Holloway (2000), confirmed the current study's findings by demonstrating that both male and female participants' scores increased throughout the soccer season and decreased during the off season. This demonstrates that both men and women benefit from participation in activities. Nonetheless, research suggests that more guys than females participate in extracurricular activities, and those who do improve themselves (Zena, Mello,Frank& Worrell 2008). Even in the current study, there are more male participants than female individuals.

The question based on extracurricular activity participation was whether there is a significant difference in academic performance between students who participate in extracurricular activities and those who do not participate in extracurricular activities. The test results were significant, $z= -5.818$, $p.05$. This suggests that there is a considerable academic gap between pupils who participate in extracurricular activities and those who do not. Similar kinds of findings have been seen in earlier research. For instance, the findings of Ortolano (2016) that, findings indicated that there were very insignificant changes in the reactions of male and female students. The outcome is fundamental in explaining that there should be no differential concern among male and female participants when evaluating the impact of engagement. In contrast, the investigation of Chan (2016) did not offer proof to verify the hypothesis that there is a connection among extracurricular activities and learning performance.

The result of this question is associated with the conclusions of several other researchers. The findings exposed that extracurricular activities offer opportunities to discover innovative learning procedures,

scholarly cooperation, outlying direction, adaptation, leisure and expansion of pupil capabilities (Ginosyan et al., 2020). Further Adeyemo (2010), who claims that involvement in extracurricular activities benefits students by improving their grades in many disciplines. His study contrasted the physics outcomes of students who participated and did not participate, and it found that students who participated in extracurricular activities performed better in physics than other students. Turner (2010) backs up the findings by stating that extracurricular activities benefit kids in a variety of ways, including the development of leadership abilities, morals, sportsmanship, and self-worth. Feldman (2005) cites research by Broh (2002) that neither contradicts nor supports these conclusions. He contends that participation in some activities improves academic success while participation in others reduces academic achievement. Furthermore, the findings of a study conducted by Reaves, Hinson, and Merchant (2010) corroborate this conclusion, revealing that students enhance their performance by participating in extracurricular activities that help them uncover their potential and locate employment they can accomplish in their spare time. Goodman and Young (2006) neither totally accept nor entirely deny this finding, stating that by participating in extracurricular activities, students build a like for the location and begin studying better than when they did not participate in other activities. Reaves (2010) did not agree with these conclusions or the findings of this investigation. He argued that students who participate in extracurricular activities miss courses, which will have an impact on their studies. However, it might be argued that missed classes are affected by how extracurricular activities are organized at various schools. Nonetheless, the current study found that students who participated in extracurricular activities outperformed students who did not participate in any extracurricular activities in terms of academic achievement.

Conclusion and Recommendation and future research

The purpose of this study was to evaluate whether extracurricular activities affected the academic performance of Male' secondary school students. The current research was insufficient to answer the question of how extracurricular activities affect the performance of secondary students. In addition, secondary students' participation in extracurricular activities has been emphasized more in the relevant literature (Feldman, 2005; Reaves, Hinson, & Merchant, 2010; Goodman & Young, 2006; Turner, 2010).

This study explores the impact of extracurricular activities on the academic performance of secondary students in Male' by focusing on academic performance in relation to extracurricular involvement. This research has several implications. School administrators and legislators are under great pressure. Parents and teachers are concerned that youngsters are spending more time on extracurricular activities than on schoolwork. Consequently, parents and teachers exerted pressure on school administration and the education ministry to conduct so many events in schools. The policymakers must reply to the inquiries of the public regarding extracurricular activities in schools. This study's findings suggest that extracurricular activities should be implemented in schools to improve student performance.

The conclusions of the study may affect the decision to implement extracurricular activities in schools. Consequently, the results of this study will be of great benefit to a wide range of stakeholders. In addition, the cited theories emphasize the importance of a positive environment for the child's growth. In addition, theories assert that it is essential to engage students in a variety of school activities and offer them with opportunities for experiential learning. This will create a pleasant environment. The child will be able to work pleasantly and freely, which will result in improved performance. Consequently, it is essential for policymakers to recognize extracurricular activities as one of the activities that should be coordinated in schools.

According to studies, extracurricular school activities boost students' academic achievement. A greater number of secondary students may choose to participate in extracurricular activities as a result of the literature or the findings. In addition, the school administration may begin to place a higher emphasis on extracurricular activities and guarantee that all students have access to school-sponsored activities. In addition, parents may alter their opinions and decide to allow their children to participate in extracurricular activities and encourage their children to do so. Similarly, students may choose to participate in only one of the activities, as the findings indicate that participation in any activity is what matters, not the type. The conclusion of this study is that participation in extracurricular activities enhances kids' academic achievement, which benefits the entire community. Consequently, school administration, teachers, and even parents can encourage children who are academically suffering to participate in at least one school-sponsored activity, which will help the students improve their grades.

Limitations of the study

The limitations of the present investigation must be noted. They are listed below: Quantity of the Sample The sample size could influence the results. The target population consists of women, and the sample size should be at least 207. Even though 250 questionnaires were distributed, only 121 were returned. The sample size for the male target population of 337 must be at least 180. 158 forms were returned after 200 were distributed. Females have bigger target audiences, but their sample sizes are smaller than those of males, which may influence the generalizability of the conclusions. 73 Valuables that are absent There were several missing values on the questionnaires, which were discovered. There were questions that children did not respond to. Therefore, after data entry, the missing values were filled up simply averaging that question. Consequently, the findings may be affected. The period used to collect data was insufficient. Both students and teachers were preparing for the exam by reviewing. As a result, students may not have accurately completed the questionnaire. The procedure of data collection should have been superior than the one utilized to collect the present data. During the revision week, when both teachers and students were particularly busy studying for the exam, the data was collected. It was unable to collect information from the school to ascertain the students' final grade and extracurricular activity. As a result, students were only required to complete survey forms, and they may have produced inaccurate responses. To ensure that the kids provided accurate responses, they were asked to complete the survey forms in front of their teacher.

This study found that extracurricular activities had minimal impact on the academic performance of male secondary school pupils. Consequently, this data might be added to the scientific literature. However, additional research could be conducted to improve this result. The data analysis generated several recommendations for future investigation. Initially, it was discovered that 50.2% of students do not participate in extracurricular activities. It is unexpected because secondary schools are often the most active institutions. Therefore, conducting a study to investigate the secondary school contributing factor for non-participation could shed light on this issue. In addition, this research might be arranged so that all Male schools participate. Researchers may also explore why teenagers do not attend secondary school but do attend primary school. Second, the response to the first research question might be investigated further in terms of the time students devote to extracurricular activities. Additionally, a research could be undertaken to examine how environmental factors affect academic achievement and extracurricular activities. In addition, future research should investigate variables that have contributed to superior performance in students who do not participate in extracurricular activities, given that the current study demonstrates that participation in extracurricular activities improves academic performance. In addition, a longitudinal study might be conducted to determine if students improve their academic performance by engaging in extracurricular activities that help them discover their potential and find work they can accomplish in their leisure time. The outcomes of the study revealed new and important problems regarding the participation of more male students in extracurricular activities, motivation, discipline, and attendance. Therefore, it would be worthwhile to perform a study to investigate the reasons why more male students in secondary schools participate in extracurricular activities, as well as whether participation in extracurricular activities improves students' self-esteem, discipline, and attendance. According to the literature review's findings, students who participate in extracurricular activities miss classes, resulting in worse marks. Consequently, a study might be done to examine whether participants miss classes and how this affects their academic performance. In addition, previous study indicates that increased alcohol use increases anxiety and stress as a negative consequence of extracurricular activities. Therefore, a study might be undertaken to evaluate whether or not a male secondary school student who is involved in extracurricular activities uses drugs.

The researcher then attempted to apply the theory to the supplied problems. The current study indicated that participation in extracurricular activities had a positive effect on academic achievement. Students who participated in extracurricular activities outscored students who did not participate in extracurricular activities, according to the research. In general, there is a large disparity in academic achievement between participating and nonparticipating students. Based on the statistics, it is feasible to conclude that participating in an activity while learning in school is the most important factor. It is irrelevant what type of extracurricular activities students participate in or how much time they spend in school outside of typical school hours. After reviewing the offered subquestions, it is possible to conclude that extracurricular activities in every school should be controlled with extraordinary care by the school administration. The

findings of this study contribute to the body of knowledge by giving more evidence to support assumptions that extracurricular activities have a positive effect on academic achievement for secondary students.

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