

The Relationship between Participation in School-Sponsored Extracurricular Activities,
Attendance, and Academic Performance

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Abstract

The purpose of this study was to determine whether participation of high school students in extracurricular activities was related to their school attendance and academic achievement. Data were collected for this study using a questionnaire developed by the researcher, which focused on topics such as respondents' activities, time management and satisfaction with school. The questions, which were open-ended and used Likert scale ratings, were designed to reflect degrees of satisfaction and agreement related to school and extracurricular activities. The questionnaire asked students to respond to items regarding their participation in and feelings about the various activities in which they participated and to rate or describe the effects of this participation on students' ability to complete assignments. Overall, data indicated that students who participated in extracurricular activities exhibited higher levels of academic performance and lower absenteeism than those who did not do so. Of students who participated in extracurricular activities, those who participated in school-sponsored activities had a higher GPA and attendance rate than those students participating in out-of-school activities.

CHAPTER I

INTRODUCTION

Historically students have had many options from which to choose if they are interested in participating in extracurricular activities. Typical examples include Athletics, Robotics, Students Against Destructive Decisions (S.A.D.D.), and Recycling Club. While students also are able to choose many academic classes which interest them and which may help them further their career options, extracurricular offerings provide additional opportunities for many students to participate in activities which interest them and which can provide valuable life skills. The Baltimore County Public Schools in Maryland has implemented schedules that include eight classes at the high school level as opposed to seven in previous years. This dedication to academics and the limiting or dissolution of extracurricular and athletic activities associated with it has both resulted from and led to an intensified focus on testing and students' academic performance (Taylor, 2012). Although many school districts across the country have eliminated after school activities, researchers such as Posner (1995) state that these activities provide opportunities for teachers and students to form relationships and extend learning beyond the classroom walls.

Coaches and club sponsors usually are teachers or community mentors. Relationships with these individuals encourage students to become involved in activities which interest them while learning from expert adults in the school and community. With the number of students attending college growing by 24 percent since 2002 (U.S. Department of Education, 2014), students may feel pressure to distinguish themselves from other college applicants in order to gain admission and financial aid. Participation in extracurricular activities is one way students can achieve this distinction and demonstrate their merit for post secondary study and scholarship

awards to colleges and universities in addition to their grade point average (GPA) and test scores (Barnett, 2007). This researcher became interested in the relationship between participation in school-sponsored extracurricular activities and academic performance and attendance in high school in his role as a coach and teacher at a high school in Baltimore County, Maryland. He observed that many of the students participating in extracurricular activities were involved in many groups and were among the top academic achievers within their classes. He wished to learn more about the influence that extracurricular activities have on students' attendance and academic achievement at the high school level.

Statement of Problem

This study sought to determine whether there was a relationship between participation in school-sponsored extracurricular activities and academic performance and attendance in high school.

Hypothesis

The null hypotheses tested were that there would be no statistically significant difference between either the academic performance (GPA) or attendance rates of students who participate in school-sponsored extracurricular activities and those who do not.

ho₁: mean GPA for students who participate in extracurricular activities at school = mean GPA for students who participate in extracurricular activities outside of school = mean GPA for students who do not participate in extracurricular activities

ho₂: mean attendance rates for students who participate in extracurricular activities = mean attendance rates for students who participate in extracurricular activities outside of school = mean attendance rates for students who do not participate in extracurricular activities

Operational Definitions

Academic Performance: For purposes of this study, academic performance was measured using students' grade point average (GPA) for each quarter period during a specified school year. GPA is calculated by adding quality points and dividing by the number of classes taken in a specified quarter. An A equals four quality points, a B equals three quality points, a C equals two quality points, a D equals one quality point and an E equals no quality points. For the purposes of this study, GPA was calculated only for the specific quarter associated with the extracurricular activity.

Attendance Rate: The attendance rate is calculated by determining the percent of days during the study interval the student-attended school. One missed class counts as one fourth-of a missed day as there are four periods each day.

Extracurricular Activities: These are activities completed outside the regular school day. For purposes of this study, extracurricular activities are divided into different sub groups.

- Athletics-Sports that are regulated by and completed under the Maryland Public Scholastic School Athletic Association (MPSSAA) or other organizations.
- Social- Clubs that focus on entertainment and socialization.
- Community- Clubs that focus on the benefit of the community and interaction with community members outside of school.
- Arts- Clubs related to the fine arts such as music, drama, and photography.
- Academic- Clubs related to academic performance such as honor societies, debate, or specific class subjects.

Criteria for “Participation”: The standards set for each club or group in order for students to be eligible for participation.

Level of Participation: The time dedicated by, commitment to, and role of the student in a particular extracurricular activity.

Time Management: The amount of time allocated to a student’s various activities such as homework, sports, work.

Satisfaction with School: The degree to which a student feels that he or she belongs in the school culture and is happy with his or her participation and performance at school.

CHAPTER II

REVIEW OF LITERATURE

This literature review examines the relationship of students to participation in extracurricular activities. Section one addresses background information and provides an introduction to extracurricular activities at the high school level. Section two offers information regarding the relationship between academic achievement and extracurricular involvement. Section three explores the relationship between assessment and participation in extracurricular activities. Section four examines attendance of students related to participation in extracurricular activities. This section addresses dropout rates and how extracurricular activities may relate to the dropout rate. The fifth section discusses the effect parent involvement has on high school students' participation in extracurricular activities. The final section is focused on the psychosocial factors related to participation in extracurricular activities.

Introduction

High school students struggle to distinguish themselves in order to gain admission to and succeed in colleges and businesses. Most high schools encourage students to participate in extracurricular activities such as athletics, vocational clubs, student government, publication of newspapers and yearbooks, and special interest groups (Barnett, 2007). High school students have many different interests which may not be addressed in the regular school day but extracurricular activities offered beyond the school day can promote development in those areas. Additionally, voluntary participation in school-sponsored extracurricular activities likely promotes skill development (Darling, Caldwell, & Smith, 2005). "A wealth of previous research indicates that high school students' participation in extracurricular activities-athletics and non-athletics yields numerous benefits for them, including better academic performance, higher rates

of college attendance, lower risk of dropout, and better interpersonal and cognitive skills that serve them well during adulthood" (Hoffman, 2006, p. 9).

Extracurricular Activities and Academic Achievement

According to Barnett (2007), "There is a wealth of evidence to support the contention that participation in these extracurricular activities has a beneficial effect on academic performance and achievement, and on other areas of psychosocial functioning as well" (p. 316). One reason these benefits occur may be that many schools establish academic requirements for students who participate in extracurricular activities sponsored by the school. These academic prerequisites for participation appear to have a positive effect on academic achievement that is reported to be twice as great as study habits (Barnett, 2007). While the high standards of achievement may attract high performance students to the activities with such requirements, the same positive effect has been noted in those students who are not at the top of their class (Barnett, 2007).

The overall higher achievement of students who participate in extracurricular activities sponsored by the school also may be caused in part by teacher expectations. A study reported by Marsh and Kleitman (2002) found that teachers hold higher expectations for academic achievement for students who participate in extracurricular activities than for those who do not participate in school-sponsored activities.

Assessment and Extracurricular Activities

Standardized testing frequently is used to assess students' performance in school, but these and other high stakes assessments which may be administered only once a year may not provide all of the evidence needed to determine the level of students' achievement or development most accurately (Brown, 2007). Performance in extracurricular activities may lead to a better understanding of the level at which a student may be able to achieve.

Although extracurricular activities frequently have an athletic focus, many schools sponsor clubs and organizations which create similar environments, camaraderie, and benefits for students which relate to academic achievement. For example, research such as that reported by Davenport (2010) suggests a correlation between participation in music and high school achievement. Davenport notes a study by Klinedinst affirming that children with musical training have significantly better verbal memory, which leads to better English and math scores on standardized tests.

Extracurricular Activities and Attendance

Given the strongly supported correlation between absenteeism and dropping out of school (Attwood & Croll, 2006) most schools endeavor to offer desirable, engaging activities which attract students. Often these are activities in which students, compete to participate in them, and must attend school and related meetings, practices, or events in order to maintain their position on the team or in the organization. While it seems intuitive that attendance and participation would enhance development and achievement, studies such as those reported by Dick (2010), indicate that participation in extracurricular activities can have both positive and negative effects on students' achievement and attendance. According to Dick, students who participated in school-sponsored extracurricular activities had a higher attendance rate than non-participants. Participants had an average attendance rate of 94%, non-participants had an average of 90% attendance.

Furthermore, in a study regarding student dropout rates, O'Bryan, Braddock, and Dawkins (2006) found that participation in athletics and fine arts significantly reduced students' chances of dropping out of high school. While students who drop out of high school tend to have lower academic ability, social ability, and socioeconomic factors, than their peers who do

not drop out of school, the likelihood of students dropping out depends on their level of integration in the school community (McNeal, 1995). McNeal's (1995) study also acknowledged that students who considered dropping out separated the school realm into both social and academic domains. Whereas the academic domain had failed them for years, the social domain or the extracurricular activities gave them a reason to stay in school. Vaughn, Manyard, Salas-Wright, Perron, and Abdon (2013) reported that Hispanic youths are more likely to be truant as compared to white youths, with a correlation noted between absenteeism and poverty and single parent households.

According to Grimm (2009) "Perhaps the most important finding in research concerning dropout prevention, attendance, student engagement, and effective small schools is that students are more likely to remain and achieve in schools where people care about them" (p. 4). A caring environment leads to higher attendance and students who participate in activities in addition to attending classes have an opportunity to receive more care and attention from coaches, sponsors, or program directors. Although many extracurricular activities have policies about attendance and a failure to attend may result in suspension or other coercive measures, Grimm's study found that punitive measures along with "Zero Tolerance" policies only deter those students who are habitually tardy or truant and result in negative outcomes for the students.

Parent Involvement

Parents play a key role in a child's education and parent involvement in children's academic and extracurricular activities may encourage their children to attend school and to achieve. However, parent involvement tends to lessen as students progress in their education and this involvement often is limited to attending their child's athletic or extracurricular activities (O'Bryan et al., 2006). Research conducted by O'Bryan et al. (2006) suggests that parent

involvement will have a positive effect on student academic achievement, regardless of the race of the individuals. Results from the study indicate that while African American students generally have less parent involvement than students of other races represented in the study, when the parents of African-American students are involved, the academic achievement of their students increases to a greater extent than that of peers of other races represented in the study. Athletic activities may offer special opportunities for parent-child interaction within the atmosphere of the school. These school-based extracurricular activities act as a bridge between the school, student, and the parents.

Psycho-Social Factors of Extracurricular Activities

Since more time is spent out of school than is spent in the classroom, researchers such as Malone (2008) have suggested that there is a need to facilitate learning outside of school. Homework and school field trips are examples of ways that many students have continued their education beyond the schools' walls, but extracurricular activities also provide opportunities beyond class time to teach students with diverse interests in structured learning environments. These school-sponsored activities offer additional discipline, which may foster leadership while offering increased time with adult mentors and role models (Malone, 2008).

Involvement in extracurricular activities, whether in athletic or other types of endeavors, allows students to broaden their social networks while developing new peer relationships and the opportunity to practice their social, physical, interpersonal, and intellectual skills (Hoffman, 2006). While many studies have focused on the positive correlation that extracurricular activities have on attendance and achievement, Hoffman (2006) addresses an underlying issue of heightened alcohol use among those who participate in these activities. He concludes that participation in non-athletic activities decreases the use of alcohol among males and thus it is

more positive for males to be involved in non-athletic extracurricular activities to benefit their academic achievement.

Summary

Extracurricular activities provide meaningful opportunities for student engagement and participation. The extra time these activities enable students spend with teachers and leaders leads to a positive learning and social environment and additional mentoring and relationships with adults. The students who participate in extracurricular activities experience greater positive benefits when parents, coaches, and leaders participate at an equal level.

CHAPTER III

METHODS

The purpose of this study was to determine whether there was a relationship between participation in school-sponsored extracurricular activities and academic performance and attendance in high school.

Design

This study used a descriptive design to compare the academic performance and attendance of students who either participated in school-sponsored or community based extracurricular activities or did not participate in any such activities. Data were collected using a questionnaire regarding participation in these activities and from school records regarding attendance, participation in school-sponsored activities, and grades.

Participants

Potential participants were obtained from of a pool of all high school students enrolled in the researcher's required engineering class at a public high school in Baltimore County, Maryland during the 2014/2015 school year. In all, 120 students in the researcher's classes completed the survey, while 14 did not. Those 14 students were not considered in the study.

Instrument

The instrument designed for this study was a questionnaire developed by the researcher which focused on respondents' time management and satisfaction with school. The questions were rated using open-ended response items and Likert scale ratings to reflect the degrees of satisfaction and agreement students reported with the topics assessed.

The survey was given to all participants to rate their academic performance and feelings about the extracurricular activities offered by the school. The questionnaire asked students to

respond to items regarding their participation in and feelings about the various activities in which they participated and to rate or describe the effects of this participation on students' ability to complete assignments. A copy of the survey is included in Appendix A.

In addition to the survey, the researcher collected spring attendance and grade data for each student participating in the study. The means of the attendance and grade data for the two groups of students (participants and non-participants in school-sponsored activities) were compared to determine whether or not there were statistically significant differences in attendance and grades between the groups.

Procedure

Potential participants were registered in the researcher's engineering course, which is a required course by the Maryland State Department of Education (MSDE). Enrollees ranged from freshmen to seniors and had a wide range of academic performance levels. Students had the opportunity to complete the survey in class using laptops. They also had the opportunity to decline participation. Most students completed the survey in a single class; students who were absent had the opportunity to complete it the next day.

After the students' surveys had been completed, the researcher gathered spring attendance data and cumulative grade point averages for each participant. The attendance and GPA data then were recorded with the survey responses for each student so that comparisons between and among grades and attendance and survey responses could be made.

CHAPTER IV

RESULTS

Participation in Extracurricular Activities

This study sought to determine whether there was a relationship between participation in school-sponsored extracurricular activities and academic performance and attendance in high school. The sample included 120 students, of whom 70% reported participating in extracurricular activities. Data revealed that 48.3% of the sample participated in school-sponsored activities and 21.7% replied that they participate only in activities which are NOT school-sponsored. Further, 30% of the participants enrolled in the required engineering class who completed the survey indicated they do not participate in any extracurricular activities, including work, which students were told counted as an activity. Of those students participating in activities out of school, 34.6% reported they would participate in that activity if it were offered by the school.

Table 1

Student Participation in Activities by Type

Type of Activity in which students reported participating (any time of year)	Frequency	Percent
School Sponsored	58	48.3
Outside only	26	21.7
None	36	30.0
Total	120	100.0

Of those who indicated they participate in extracurricular activities, 44 students reported participating in a spring activity. Of these, as evidenced in Table 2, 38 students participated in school-sponsored activities (perhaps in addition to outside activities) and six students

participated only in non-school affiliated activities.

Table 2

Students Participating in Spring Activities by School-Sponsored Or Non-School-Sponsored

Participate in Spring activity	Frequency	Percent
NO	76	63.3
YES	44	36.7
Participation Type for 44 who participate in Spring Activities		
School	38	86
Outside	6	14

Hypothesis

The null hypotheses tested were that there would be no statistically significant difference between either the academic performance (GPA) or attendance rates of students who participate in school-sponsored extracurricular activities (in the spring) and those who do not.

Differences in GPA

Null hypothesis one, that the mean GPAs for students who participate in spring extracurricular activities at school, outside of school or who do not participate in extracurricular activities would be statistically equivalent was tested using a one way ANOVA to compare the three groups' means. Descriptive statistics follow in Table 3 and indicate that the mean spring GPAs ranged from 1.998 for the group who participated in out of school activities (n=6) to 2.608 for the group who did participate in spring activities (n=38).

Table 3

Descriptive Statistics: GPA by Type of Spring Activity

	N	Mean	s.d.	Std. Error	95% Confidence Interval for Mean		Range
					Lower Bound	Upper Bound	
NONE	76	2.056	.859	.0985	1.860	2.253	.22-4
SCHOOL	38	2.608	.782	.1268	2.352	2.865	1.08-3.95
OUTSIDE	6	1.998	1.039	.4243	.908	3.089	.69-3.13
Total	120	2.228	.8764	.0800	2.070	2.387	.22-4

Results of the ANOVA are presented in Table 4 below and indicate that the mean differences in GPAs for the three groups were significant ($p < .005$); thus, null hypothesis 1 was rejected.

Follow-up testing indicated that only the difference in GPA between those who participated in no activities and school-sponsored activities met the criterion for statistical significance.

Table 4

ANOVA Results Comparing Mean Spring GPA by Type of Spring Activity

	Sum of Squares	df	Mean Square	F	Sig. (p)
Between Groups	8.056	2	4.028	5.655	.005
Within Groups	83.338	117	.712		
Total	91.394	119			

Table 5

Comparison of Variance Significance of GPA

Multiple Comparisons							
Dependent Variable: Spring GPA							
Scheffe							
(I)	TYPE SPRING ACTIVIT Y	(J) TYPE SPRING ACTIVITY	Mean Difference (I-J)	Std. Error	Sig. (p)	95% Confidence Interval	
						Lower Bound	Upper Bound
NONE		SCHOOL- SPONSORED	-.552*	.168	.006	-.9680	-.136
		OUTSIDE	.058	.358	.987	-.829	.945
SCHOOL- SPONSORED							
		OUTSIDE	.610	.371	.262	-.309	1.529

*. The mean difference is significant at the 0.05 level.

Differences in Attendance

Null hypothesis two, that the mean attendance rates (assessed as number of absences in the spring) for students who participate in spring extracurricular activities at school, outside of school, or who do not participate in extracurricular activities would be statistically equivalent also was tested using a one-way ANOVA to compare the means of the three groups. Descriptive statistics follow in Table 5 and indicate that the mean spring absences ranged from 4.0658 for the group which participated in school-sponsored activities (n=38) to 6.5833 for the group which participated in out of school activities (n=6). While the means did not indicate much variance, there was a large range of absences within each group and that was much lower for the six students who participated in outside activities (0-14.5 compared to 0-32 and 0-35 for the other two groups).

Table 6

Descriptive Statistics: Absences by Type of Spring Activity

Absences	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Range
					Lower Bound	Upper Bound	
NONE	76	4.191	5.869	.673	2.850	5.532	0-32
SCHOOL	38	4.066	5.725	.929	2.184	5.948	0-35
OUTSIDE	6	6.58	5.210	2.127	1.116	12.051	0-14.5
Total	120	4.271	5.773	.527	3.227	5.314	0-35

Results of the ANOVA follow in Table 7 below and indicate that the mean differences in absences for the three groups were not statistically significant ($p < .603$); thus, null hypothesis 2 was retained.

Table 7

*ANOVA Results Comparing Mean Absences by Type of Spring Activity***ANOVA**

	Sum of Squares	df	Mean Square	F	Sig. (p)
Between Groups	34.17	2	17.085	.508	.603
Within Groups	3931.78	117	33.605		
Total	3965.95	119			

The results in Table 8 below reveal the attitude that students who participated in activities had towards their success, hours in participation, change in grades and attendance, and their affirmation for the members of the group and the leader of the group. The data are broken down between those students who participated in activities that were school- sponsored and those who participated in activities out of school.

Table 8

Descriptive Statistics for Items Rating Feelings about Extracurricular Activities Disaggregated for School and Out-of-School Participants

	SCHOOL-SPONSORED			OUT-OF-SCHOOL		
	N	Range	Mean	N	Range	Mean
How successful	126	2-5	4.22	10	2-5	3.90
Hours per week	103	0-36	5.74	8	1-7	3.13
Relate to grades	125	0-1	.34	10	0-1	.20
Grades change	126	0-3	1.21	10	1-3	1.40
Attendance change	126	1-2	1.13	10	1-3	1.40
Want Activity at school	114	1-3	1.51	8	1-3	2.00
Feel re other members	113	1-5	4.45	9	2-5	4.22
Feel re leaders	124	1-5	4.44	5	3-5	4.60

CHAPTER V

DISCUSSION

This study sought to determine whether there was a relationship between participation in school-sponsored extracurricular activities and academic performance and attendance in high school. The results of the study indicated that there was not a significant difference in absences for students who participated in extracurricular activities in school or out of school or who participated in none. The data also revealed that the students who participated in school-sponsored extracurricular activities had higher GPAs than those who participated in none, but that the differences in GPA for those participating in no activities and out-of-school activities and in school-sponsored and out-of-school activities were not significant.

Implications of Results

While these results failed to yield statistically significant differences in attendance between the groups' spring data and indicated a significant difference in grades only between those students who participated in school-sponsored activities and those who participated in none, some of the trends suggest that there might be relationships between attendance, grades and activities which this study failed to reveal and which adapted instrumentation or design might detect.

Theoretical Consequences

Theoretically, one might expect students who participate in extracurricular activities associated with school would have a better rate of attendance than the students who do not. Students involved in extracurricular activities may also have more opportunities for their parents to be involved and supportive in their lives, which might encourage attendance as well as achievement. O'Bryan et al. (2006) discussed the correlation between parent involvement and

student achievement and noted students whose parents are involved in their school have a higher academic achievement. The study did indicate that students who participated in school-sponsored extracurricular activities had a higher GPA than those who did not participate in any activities. Students who attend school on a regular basis are less likely to drop out of school. Offering attractive activities may result in students participating in them and having a higher attendance rate (Attwood & Croll, 2006). This finding, along with requirements to achieve at a certain level to participate, might also be associated with increased achievement.

Threats to the Validity

Although the study used a sample size of 120 students, the size should be larger in order to be able to generalize the results more confidently to other populations. Stratifying the sample by participant characteristics or the particular types of activities in which they participate may reveal what specific relationships exist between and among attendance, grades and those activities.

The survey given to the students was given on the computer and only in English which is significant due to the many English for Speakers of Other Languages (ESOL) students at the school. Some of the students may have been confused as they completed the survey. For example, some students posted ratings of their feelings about particular activities but did not list an activity. Some students also recorded responses that did not align with the question.

Many of the activities that students listed as activities were not among those the researcher intended to define as extracurricular activities, suggesting that the survey directions may have needed further clarification.

Another threat to the validity of the research is the embellishment of students. For example, some students indicated that they participated in many activities, but then explained on

subsequent items that they do not participate in any activities.

In summary, limitations noted include that the population of the study was specialized and narrowed to one particular class. The population should be expanded to a larger group for the sample size. The time frame during which the research is conducted should be expanded for an entire school year instead of being limited to one quarter of the school year in order to assess the variables as they relate to various activity “seasons” and types of activities. Attendance was taken based on students being absent from school, but this procedure did not consider tardiness to school or classes, which could affect instructional time and GPA.

Connection to Previous Studies

The relationship between and among participation in extracurricular activities and academic achievement and attendance has been studied extensively. According to Dick (2010), students who participated in extracurricular activities have an attendance rate of 94% as opposed to those who did not participate, whose attendance rate was 90%. Although not statistically significant, similar trends were found in this research study as well. Prior research also suggests that students who participate in activities other than those associated with the school day demonstrate higher attendance and academic achievement (Malone, 2008). Barnett (2007) suggested that the correlation between activities and academic achievement may be associated with the requirement to have a specific GPA in order to participate in the activity. Along with higher academic achievement, participation in extracurricular activities appears to discourage alcohol consumption among males which leads to more time to focus on academics (Hoffman, 2006). The findings that the students who participate in school- sponsored activities had higher GPAs than the students who participated in none may substantiate these findings.

Recommendations for Future Research

Future studies regarding the relationships between and among participation in extracurricular activities, grades, and attendance should focus on how a student's attendance and academic performance might change over time. For example, it would be helpful to study these relationships with activities that are "in season" as compared to those that are out of season. It would be helpful to know if students who participate in activities demonstrate any significant differences in academic performance or attendance when they are involved in those activities in the season of their activity. A future study might also take into consideration the type of extracurricular activity in which the students are participating to determine if there is a specific type of activity that is more beneficial for or strongly related to grades or attendance than others. Finally, the association of feelings towards a specific activity should be taken into consideration to determine whether students perform better academically or attend school more regularly while participating in activities they like or dislike.

Conclusion

This study sought to assess the correlation between students' participation in extracurricular activities and their attendance and academic achievement. While the only significant difference found among groups participating or not in spring activities was in GPA, more research should be done in various schools to determine if the relationships are stronger in other settings or seasons.

The survey sought to address the feelings of the students and indicated that students participating in-school activities felt as though they were more successful. The mean for in-school activities was 4.22 as opposed to the mean for those participating outside of school, which was 3.90 based on a range of 2 to 5. The students surveyed felt that their grades and attendance

did not change during the activity. Further study of in-season versus out-of-season student participation would be needed to determine if this is supported by research findings.

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Appendix A

Girch Extracurricular Activities Survey

By completing this survey I give my consent to Mr. Girch to use my responses to conduct an action research project related to extracurricular activities and schooling. I understand that no personally identifiable data will be reported in his findings.

- I wish to participate I do not wish to participate

Name Age

Grade Sex Male Female

9th
 10th
 11th
 12th

Do you participate in extracurricular activities?
 Yes No

What is your ethnicity?
(Please select from the choices below)

- American Indian or Alaskan Native
- Asian or Pacific Islander
- Black or African American
- Hispanic or Latino
- White or Caucasian

Do you participate in activities during the spring season? (March-June)

- Yes No

Other

How would you rate your school pride/spirit?

- Very low Low Average High Very High

How much homework do you receive in relation to your ability to complete is successfully during the Spring season?

- None Too Little Just Enough A lot but I can handle More than I can handle

How successful do you feel you are in school?

- Not successful Somewhat un-successful Average Successful Very Successful

How many hours each week do you spend on activities other than common tasks such as school, homework, sleeping, and eating during the Spring season?

- Less than 1
 1-3
 3-5
 5-7
 More than 7

How many hours do you spend each week completing school work outside of school?

- Less than 1
 1-3
 3-5
 5-7
 More than 7

Please list all activities that you participate in, both school-sponsored and outside of school. Explain why you participate (All boxes do not need to be used)

Activity #	Activity	Reason
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

For each activity listed above complete the chart regarding your attitude and feelings

Activity #	How successful are you?	During the "in season" how many hours per week do you participate in each activity?	Does your participation in this activity relate to grades?	Do your grades change while participating in this activity?	Does your attendance change while participating in this activity?	If the activity is not offered at school, would you participate if it were?	How do you feel about the members of this activity?	How do you feel about the leader of each activity (coach, club advisor, or sponsor?)
	1) Un-Successful 2) Somewhat Un-Successful 3) Average 4) Somewhat Successful 5) Successful		1) Yes 2) No	1) Go down 2) No change 3) Go up	1) Go down 2) No change 3) Go up	1) This is a school-sponsored activity 2) Activity is offered at school, but I do not participate 3) Activity is not offered at school, I would participate if it were	1) Dislike 2) Somewhat dislike 3) Neutral 4) Somewhat Like 5) Like	1) Dislike 2) Somewhat dislike 3) Neutral 4) Somewhat Like 5) Like
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								