

Impact of extracurricular activities

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Abstract

Extracurricular activities are various activities such as sports, arts in which students engage outside of school hours. They provide an opportunity to build a positive character and educate ways to develop discipline, commitment, self-control and a respect for school authorities.

The aim of this study is to explore and evaluate the essential role that involvement in in-school and out-of-school activities plays in students' learning performance.

We hypothesized that students who are involved in extracurricular activities are more likely to have positive learning outcomes. To conduct our study we selected a sample of 150 students, who underwent the completion of a questionnaire that aimed to measure the importance of the activities.

The collected data were analyzed through statistical package SPSS 26. Through statistical analysis Chi-Square coefficient, P-value = 0.00, ie $P < 0.05$. it was concluded that there is a statistically significant relationship between the variables which means that involvement in extracurricular activities positively affects students' learning outcomes. According to the students, extracurricular activities do not interfere with their grades and for them to be excellent in lessons.

Keywords: extracurricular activities, students, academic achievement, self-esteem, social development.

Introduction

It is said that an empty mind is the house of the devil, emphasizing the fact that it is necessary for a person to keep himself busy with healthy activities, specifically children who are the generation of the future. Extracurricular activities are everything outside of your child's classroom that helps them build social skills, self-esteem and stay healthy, whether mentally, emotionally or physically.

Activities should be attended at an appropriate time and in accordance with the age of the child. According to researchers, extra-curricular activities stimulate critical thinking, especially when they are presented with different challenges and need to find appropriate solutions within those situations. Some children will excel at learning a new language, playing an instrument or taking an art class, while others need physical activities such as football, gymnastics or swimming.

Children learn to analyze, synthesize and evaluate the challenges presented and come at appropriate solutions. All this is often done in a second as for example on the sports field during a football match the child requires all the above aspects of thinking skills to make quick decisions, to set the ball in the right direction. This is just one case from the range of examples.

Every child has a unique talent. But not many can really realise it. Extracurricular activities encourage children to show off their talents, to be the center of attention and to fly in the right direction.

Participating in extracurricular activities will ensure that children have an opportunity to meet similar friends, break down social barriers and share a healthy bond with them. At the same time, they learn and respect the value of teamwork. Activity will also keep their minds away from disturbing behaviors and inappropriate activities (Blomfield & Barber, 2009). Integrating extracurricular activities with children's academic life can also help children manage their time and set priorities and broaden their perspective on the world at large. Another important finding is that regardless of the fact that if your children like to draw, interpret, they will be appreciated for something outside of their academic achievements which will raise their self-esteem as well as their mood. A confident child is better equipped to take on real-life challenges by force (Blomfield & Barber, 2009).

2. Literature Review

Extracurricular activities

The development of extracurricular activities has proceeded at a slow pace being seen as a style that would soon fade. One of the early philosophies regarding extracurricular activities was that they could simply be occasionally part of school activities (Milliard, 1930). Eventually people, including teachers, began to see the benefits of school activities even though it took longer to get used to them. In fact before 1900 educators were skeptical whether extracurricular activities should be included in the school, as according to them the school should focus only on academic results. Many even considered them harmful.

Deam and Bear early experts on extracurricular activities claim that: Extracurricular activities complement and enrich the school curriculum.

Extracurricular activities are not just activities in which you participate outside of school. Those are the things that keep you engaged in addition to homework. There is a variety of activities in which children can participate.

Sports, like football, basketball, swimming are among the most chosen activities by children. Youth participation in sports increases trust and involvement in social relationships as well as teamwork.

Theater and dancing are the most common activities in almost every community. Children who excel in the performing arts increase their chances of becoming a professional actor in the future by having more self-confidence and seeing things from a positive perspective. Painting also gives the child the opportunity to explore and develop creativity.

Music is not only a fantastic reward that you give yourself but also a good way to boost your self-esteem. What we can say out loud is that regardless of the physical, intellectual or creative program we choose all extracurricular activities build skills in different areas of development. Today educators argue that these activities have a positive impact on children's social skills and their academic achievement. Involvement in extracurricular activities offers great opportunities for children's development, such as in relationships with peers, in lessons, etc. (Blomfield & Barber, 2009).

A study conducted by Najum Ul Saqib and others in January 2018 concluded that

students who actively participate in extracurricular activities receive many benefits including higher grades in test scores, higher educational achievement, are more regular in class attendance and higher self-confidence. While extracurricular activities also increase leadership skills in group work. These activities also reduce drug use, alcohol and behavioral problems.

Yet another aspect that these researchers have highlighted is that over-planning activities can reduce the benefits of participating in extracurricular activities. Students may become tired and lazy and thus become less interested in participating. They can also try to go beyond their limits to show a performance as high as possible that can result in some serious injuries (Najum Ul Saqib, 2018).

Eva Oberle in July 2019 identified some quite interesting findings. She sought to discover the impact that involvement in activities has on the psychological well-being of children. A group of children with a mean age of 9.2 years was selected. The children were divided into groups, those who were involved in the activities and others who were not. It was concluded that extracurricular activities have a positive impact on children's mental health (Eva Oberle, 2019).

Jeanette M. Ricci and several other researchers in June 2020 conducted a study to identify the impact of extracurricular activities on the physical and psychological well-being of children. A sample of 754 children was selected (N = 754). Individuals who were involved in activities such as sports, dancing or martial arts had a higher physical performance. They even reported a higher consumption of fruit in contrast to non-participants. Participants also reported stronger relationships and better social relationships (Jeanette M. Ricci, 2020). So what we can say is that extracurricular activities have an impact on:

- Students' academic achievements
- Character development
- Involvement in the community
- Social development

Academic achievements

Numerous studies have been conducted on the relationship between extracurricular activities and academic performance. Participation in extracurricular activities is accompanied by an improved grade point average, aspirations to continue further, increased school attendance and reduced absenteeism "(Broh, 2002). Marsh and Keiman (2002) have reached some quite interesting findings. According to them, extracurricular activities are useful in strengthening academic achievements, even though they are not subject-related.

Darling, Caldwell and Smith (2005) conducted a longitudinal study regarding extracurricular activities and their effect on various aspects of development, including academic performance. Involvement in these activities is associated with a 2% increase in math or science test scores (Lipscomb, 2007).

A study by the U.S. Department of Education found that students who participate in extracurricular activities are three times more likely to have a better grade point average "than those who do not participate in curricular activities (Stephens &

Schaben, 2002). Adolescents practice skills while participating in extracurricular activities that contribute most to their academic success.

First, through organized games, students learn to follow instructions. They learn to listen to instructions and follow them to achieve the desired result.

Second, also through organized activities, students learn the importance of perseverance and motivation (Fredricks, 2011). They realize that achieving goals often requires concentration, effort and work.

Third, students learn goal setting and problem solving (Wormington, Henderlong Corpus, & Anderson, 2012).

Following instructions, perseverance, motivation, goal setting and problem solving are all skills acquired while participating in extracurricular activities and they are integrated into their academic success. The type of extracurricular activity in which the child participated has different effects on their academic success.

Regarding extracurricular activities Abizada et al (2020) has emphasized that they play an important role in the school life of students. To understand this effect, the authors of this study surveyed several schools in Azerbaijan and analyzed the effect of student activities on their academic performance. This study considered three groups of extracurricular activities, sports, fine arts and student clubs. For data on academic performance they used a state school exam which assessed students in two subjects: language and mathematics. The results showed that some extracurricular activities had a positive effect on students' academic performance while others had no effect. Furthermore, the authors considered the number of activities in which the student participated and analyzed the importance of this number by making a prediction of student success (Abizada, 2020).

Character development

Participation in extracurricular activities contributes to the development of adolescent character.

Students participating in extracurricular activities report higher levels of self-confidence (Blomfield & Barber, 2009). They also have the opportunity to develop personal interests and discover their strengths and weaknesses (Fredricks & Echles, 2011), which is especially important during the adolescence phase for self-exploration (Knifesend & Graham, 2012). Building students' self-esteem and character development will foster confidence, which will inspire them to feel comfortable being unique individuals.

First, students develop time management skills (Burgess, 2013). They learn to prioritize and use time effectively.

Second, they build leadership skills (Barnett, 2008) that will be needed for a lifelong career. Those students who display the qualities of a leader are more likely to become managers and earn a higher salary than those who do not (Lipscomb, 2007).

Third, they learn to accept constructive criticism (Mckeyane, 2013), which is a required skill for intellectual and personal growth.

Finally, students have higher levels of self-esteem (Strapp & Farr, 2010) and resilience (Fredricks & Echles, 2008).

So participating in extracurricular activities builds students' appropriate time management skills, leadership traits, self-confidence, resilience and the ability to accept constructive criticism, which are all important components of character development. The type of extracurricular activity affects different components of character development.

Students who participate in literary activities build leadership skills, while those who participate in athletic clubs develop problem-solving skills (Fredricks & Echles, 2008). Those children who spend time performing in the arts record higher levels of self-esteem. (Metsapelo & Pulkkinen, 2012) and greater engagement in the school environment (Knifesend & Graham, 2012). Increasing the level of self-esteem creates a sense of connection to their learning environment, which increases their motivation to grow academically and personally.

Social Development

Participation in extracurricular activities is beneficial for children's social development. Group activities create teamwork skills and communication skills, which are necessary for success in the workforce and other efforts in the future. Students are constantly seeking a greater sense of belonging (Knifesend & Graham, 2012).

Group activities provide opportunities for children to connect with others who have similar interests and goals, which will increase their motivation to engage in a long-term activity that also increases enjoyment.

Also, extracurricular activities provide opportunities for students to connect with positive social groups that influence them to avoid negative life choices (Veltz & Shakib, 2013). In addition to building relationships with peers, participating in extracurricular activities enables them to build constructive relationships with adults (Fredricks, 2011).

Having a mentor is essential for those who do not have the support and guidance of adults in their lives. Participating in extracurricular activities builds adolescents' social skills by creating a sense of belonging, networking with friends, and building relationships with supportive adults. Group activities build group work skills, communication skills and relationship skills, but individual activities build independence and stimulate motivation (Metsapelto & Pulkkinen, 2012). Participating in any type of activity provides a sense of belonging to the school environment, which increases their commitment to the school. Engagement is related to students' academic and social success (Wormington et al., 2012).

Participating in extracurricular activities builds teamwork, communication, relationships and a sense of belonging, all of which help them develop socially and be successful in school. Researchers (2021) have also highlighted the importance of extracurricular activities in the psychological well-being of children during the pandemic period. Being isolated has negatively affected students' mental health, as non-involvement in activities has kept them away from social groups (Rachael Finnerty, 2021).

Involvement in the community

Participation in extracurricular activities demonstrates the importance of community involvement. Students need more exposure to the whole community than to their small school network (Gatto, 2005). These activities create a sense of belonging to the community as a whole (Barber et al., 2013), which inspires them to be contributing members of society.

Some types of extracurricular activities encourage community involvement more than others. Clubs that provide entertainment encourage community members to attend and support the event, such as a sports game or a school game. These events foster relationships between schools, students, and community members, such as students' parents and friends. Those who have parents and peers who are engaged in the community are more likely to volunteer (Barber et al., 2013). Inter-racial friendships that are formed between children also have a positive effect on individuals. Creating a multicultural environment allows them to engage with others, openly discuss possible prejudices and stereotypes, and establish meaningful group relationships.

3. Methodology

Study Presentation

The aim of this study is to explore and evaluate the essential role that involvement in in-school and out-of-school activities plays in students' learning performance.

The objectives set in the realization of this study are:

- Identify whether students are involved in activities offered by the school.
- Identify if students are involved in extracurricular activities.
- Identify how they value their academic level.
- To bring the most up-to-date studies.
- Complete the study on time.

Hypothesis: Students who are involved in extracurricular activities are more likely to have positive learning outcomes.

Sampling: In this study participated 150 students who were selected from several 9-year schools in the city of Vlora. Detailed information on the number of 9-year state schools was first obtained. After accurately identifying the number of schools, some of them were randomly selected, where in each school again students of different grades were randomly selected.

The schools that were selected in this study are: 9-year school "4 Heroes", "Teli Ndini", "Muço Delo", "Lef Sallata". In this way, 150 students with a variety of age groups were gathered, where respectively 12% were in the age group of 6-8 years. The majority of 56% belonged to the age group 9-11 years. 12-14 years old owned 19.3%, while the remaining over 14 years old accounted for 12.7% of the sample. The answers given were used solely for study purposes and anonymity was maintained. The identity of the children was not requested in the instrument used.

Instrument: The instrument used for this study aimed to identify whether students were involved in in-school and out-of-school activities and to evaluate their learning outcomes. This instrument was piloted in 20 students to see its degree of

comprehensibility. In terms of the questionnaire only two students out of twenty had minor problems with its comprehensibility. The instrument used consisted of two parts:

The first part provided detailed information about demographic data.

Variable name	Operational definition	Measurement scale	Measurement instrument
Gender	Gender self-declaration of the person	Female/male	Questionnaire
Age	Years of life	Numeric	Questionnaire
Class	Self-declaration of the person for the class in which he / she is	Numeric	Questionnaire

While in the second part we focused on those factors that identified the involvement in activities and the progress of learning outcomes.

Data Analysis

First to review this literature I am based on:

- University website and professional agency
- Online bookstore website
- Director and gateways
- Commercial site

The data collected from the questionnaires were entered into a database using the statistical package, SPSS 26. The data were entered into the database by a single person. The data analysis consisted of a descriptive analysis performed through the SPSS program. Frequencies, averages and percentages were calculated through univariate analysis. Chi-square statistical analysis was also used to analyze the relationship between the two variables.

Legal and ethical issues

- Respect for privacy and confidentiality
- Obtaining specific permission to predict and interpret
- Publication and communication of data to be clear.

4. Results

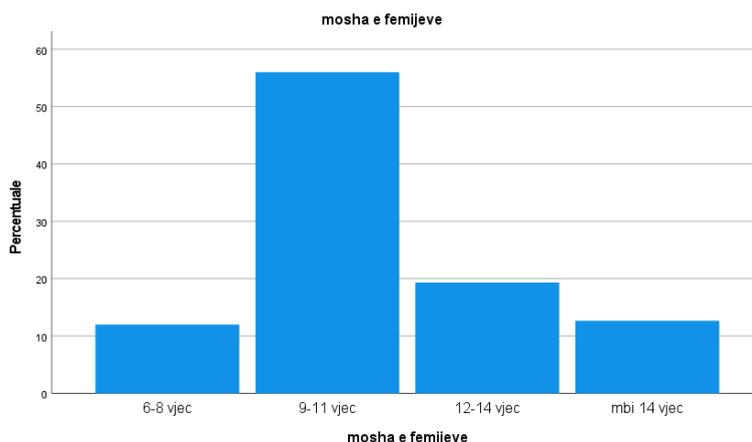
Sampling characteristics

150 students participated in this study, who were selected in several 9-year schools in the city of Vlora. To have variety in the answers the students were of different ages and grades.

AGE

		Kids age			
		Frekuensi	Percentuale	Percentuale valida	Percentuale cumulativa
Valido	6-8 years	18	12,0	12,0	12,0
	9-11 years	84	56,0	56,0	68,0
	12-14 years	29	19,3	19,3	87,3
	mbi 14 years	19	12,7	12,7	100,0
	Totale	150	100,0	100,0	

Tabela 1: Kids age



Grafiku 1: Kids age

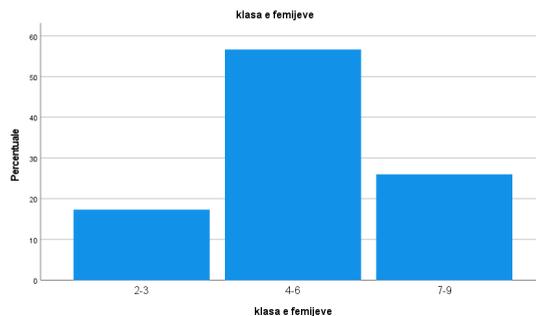
From the data presented in the table and graph above we see that the selected students were of different age groups. 12% were aged 6-8 years. The majority of 56% belonged to the age group 9-11 years. 12-14 years old owned 19.3%, while the remaining over 14 years old accounted for 12.7% of the sample.

Class

Kids class			
Frekuensi	Percentuale	Percentuale valida	Percentuale cumulativa

Valido	2-3	26	17,3	17,3	17,3
	4-6	85	56,7	56,7	74,0
	7-9	39	26,0	26,0	100,0
	Totale	150	100,0	100,0	

Tabela 2: Kids class



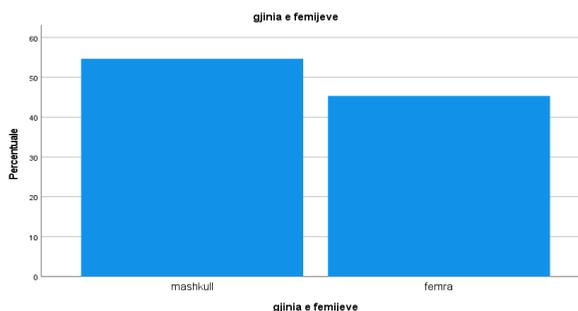
Grafiku 2: Kids class

According to the graph and table data, we see that 17.3% of children are in grades 2-3. 56.7% are students in grades 4-6 and the remaining 26% belong to grades 7-9.

Gender

		Kids gender			
		Frequenza	Percentuale	Percentuale valida	Percentuale cumulativa
Valido	male	82	54,7	54,7	54,7
	female	68	45,3	45,3	100,0
	Totale	150	100,0	100,0	

Tabela3: Kids gender



Grafiku 3: Kids gender

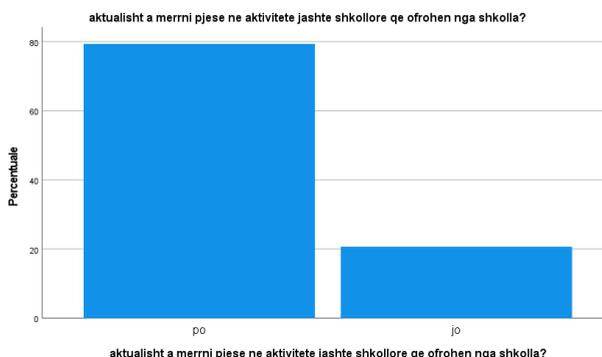
The data presented in the table and graph above show us that 54.7% of the sample are male and 45.3% of them are female. In the following we will see how students have responded regarding their participation in activities inside and outside the school and the impact of activities on learning outcomes.

1) **Do you currently participate in extracurricular activities offered by the school?**

		Frequenza	Percentuale	Percentuale valida	Percentuale cumulativa
Valido	Yes	119	79,3	79,3	79,3
	No	31	20,7	20,7	100,0
	Totale	150	100,0	100,0	

Tabela 4: Participation in school activities

Graph



Grafiku 4: Participation in school activities

From the data reflected in the table and graph above we see very clearly that 79.3% of students are involved in extracurricular activities organized by the school itself, while only 20.7% said no.

Below we will see what gender the students belong to who are or are not involved in the extracurricular activities offered by the school itself. From the table we get the information that out of 82 men 65 are involved in these activities. Also 54 women participate and only 14 have stated that they are not engaged in extracurricular activities organized by the school.

Gender of children *

2) Do you currently participate in extracurricular activities offered by the school?

	yes	no	Totale	
gjinia e femijeve	male	65	17	82
	female	54	14	68
Totale		119	31	150

Tabela 5: Involvement in activities as per gender

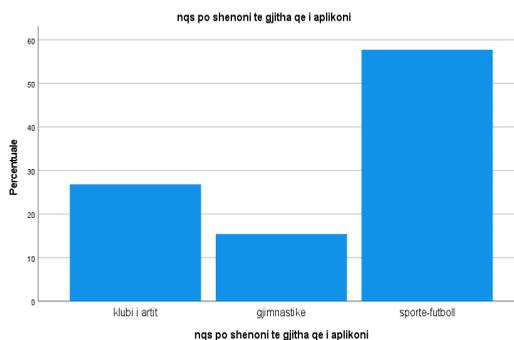
2) If you are recording all that you apply?

		Frequenza	Percentuale	Percentuale valida	Percentuale cumulativa
Valido	Art club	33	22,0	26,8	26,8
	gymnastics	19	12,7	15,4	42,3
	sporte-futboll	71	47,3	57,7	100,0
	Totale	123	82,0	100,0	
Mancante	Sistema	27	18,0		
Totale		150	100,0		

Tabela 6: Applied activities

According to the results presented in the table we understand that 18% do not participate in extracurricular activities organized by the school. 82% are engaged in these activities where respectively 22% in the art club, 12.7% in gymnastics. 47.3% of students have selected sports-football.

The data are also presented graphically



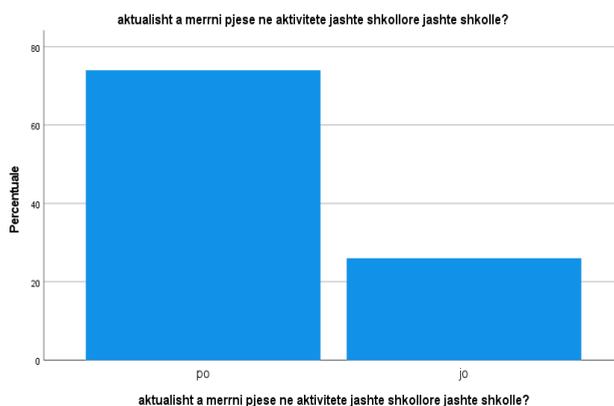
Grafiku 5: Applied activities

3) Do you currently participate in extracurricular activities outside of school?

		Frequenza	Percentuale	Percentuale valida	Percentuale cumulativa
Valido	yes	111	74,0	74,0	74,0
	no	39	26,0	26,0	100,0
Totale		150	100,0	100,0	

Tabela 7: Participation in extracurricular activities

According to the results presented in the table above we get the information 74% of students participate in extracurricular activities outside of school. 39 students respectively 26% stated that no, they are not involved in extracurricular activities. The data in the table above are also presented graphically. Graph.



Grafiku 6 :Participation in extracurricular activities

Let's see how the distribution of participants in school activities is by age.

Age of children * do you currently participate in extracurricular activities outside of school?

Conteggio

	po	jo	Totale	
mosha e femijeve	6-8 years	16	2	18
	9-11 years	65	19	84
	12-14 years	12	17	29
	mbi 14 years	18	1	19
Totale		111	39	150

Tabela 8: Involvement in activities by age

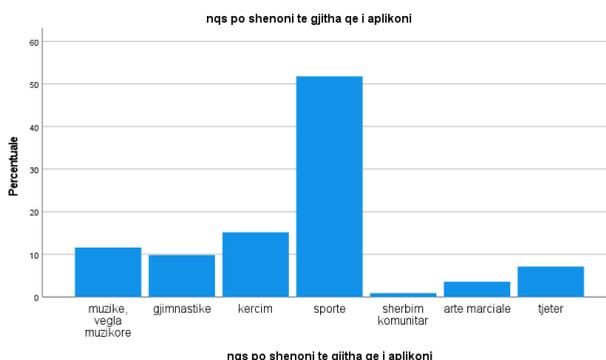
111 students participate in extracurricular activities where 16 are aged 6-8 years old, 12 belong to the group 12-14 years old. There are only 18 students over 14 years old and most of the 65 belong to the 9-11 age group.

4) If you are recording all that you apply

		Frequenza	Percentuale	Percentuale valida	Percentuale cumulativa
Valido	Music, musical instruments	13	8,7	11,6	11,6
	Gymnastic	11	7,3	9,8	21,4
	Dancing	17	11,3	15,2	36,6
	sporte	58	38,7	51,8	88,4
	community service	1	,7	,9	89,3
	Martials art	4	2,7	3,6	92,9
	other	8	5,3	7,1	100,0
	Totale	112	74,7	100,0	
Mancante	Sistema	38	25,3		
Totale		150	100,0		

Tabela 9: Applied extracurricular activities

Graph



Grafiku 7: Applied extracurricular activities

Of the selected 8.7% are part of music groups, musical instruments. 7.3% of students do gymnastics. 0.7% are part of community services. 11.3% have chosen dancing as an extracurricular activity. 38.7% that make up and most have selected sports. 2.7% deal with martial arts and 5.3% deal with something else where painting etc. can be

included. Let's look at the distribution of activities according to the classes in which the students are.

4) If you are recording all that you apply

		klasa e femijeve			
2-3		4-6	7-9		Totale
nqs po shenoni te gjitha qe i aplikoni	Music, musical instrument	3	8	2	13
	Gymnastic	1	5	5	11
	Dancing	5	10	2	17
	Sporte	8	34	16	58
	Comunity services	1	0	0	1
	Martial arts	0	2	2	4
	tjeter	2	6	0	8
Totale		20	65	27	112

Tabela 10: Distribution of activities by classes

According to the results of the table we see that there are only 112 students who participate in extracurricular activities. Most of the students who are part of the different activities are in groups of grades 4-6. Another fact that is noticed is that one of the favorite activities of children are sports. Also dancing and using musical instruments is an option selected by the students.

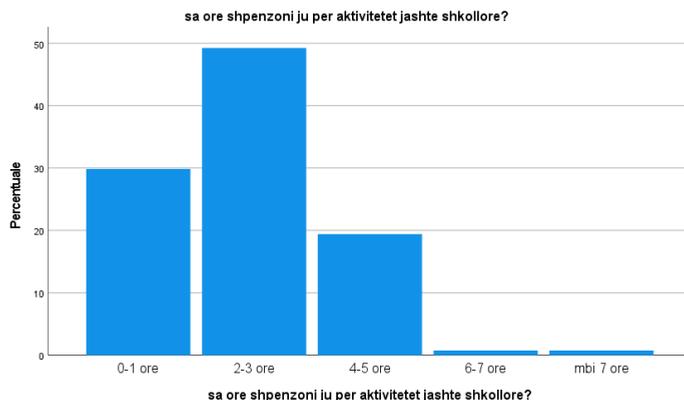
5) How many hours do you spend on extracurricular activities?

		Frequenza	Percentuale	Percentuale valida	Percentuale cumulativa
Valido	0-1 ore	40	26,7	29,9	29,9
	2-3 ore	66	44,0	49,3	79,1
	4-5 ore	26	17,3	19,4	98,5
	6-7 ore	1	,7	,7	99,3
	mbi 7 ore	1	,7	,7	100,0
	Totale	134	89,3	100,0	
Mancante	Sistema	16	10,7		
Totale		150	100,0		

Tabela 11: Hours spent

According to the data demonstrated by the table and the graph, we understand that the majority of students 44% spend 2-3 hours with extracurricular activities. 26.7% can only devote one hour to these activities. Others then 17.3% 4-5 hours. 10.7% is the part that does not deal with extracurricular activities.

6) How do you rate your academic level so far for this year?



		Frequenza	Percentuale	Percentuale valida	Percentuale cumulativa
Valido	poor	20	13,3	13,3	13,3
	average	28	18,7	18,7	32,0
	good	59	39,3	39,3	71,3
	excellent	43	28,7	28,7	100,0
Totale		150	100,0	100,0	

Tabela 12: Assessment on the academic level

Graph



Grafiku 9: Assessment on the academic level

Satisfactory Based on the data presented above we clearly understand that 13.3% consider their academic level poor, 18.7% average. While 39.3% believe they have a good academic level and 28.7% excellent.

Let's see if there is a connection between involvement in activities and the level of students in lessons.

How do you rate your academic level so far this year? * Do you currently participate in extracurricular activities outside of school?

	po	jo	Totale	
si e klasifikoni nivelin tuaj akademik deri tani per kete vit?	Poor	6	14	20
	Avarage	12	16	28
	Good	51	8	59
	excellent	42	1	43
Totale		111	39	150

Tabela 13: The link between the academic level and participation in extracurricular activities

According to the table we see that students who participate in extracurricular activities are satisfied with their level at school. 51 children say they have a good level, 42 consider the academic level excellent. Most students who do not participate in activities have a poor level.

Chi-square

Test del chi-quadrato			
	Valore	df	Significatività asintotica (bilaterale)
Chi-quadrato di Pearson	51,512 ^a	3	,000
Rapporto di verosimiglianza	52,909	3	,000
Associazione lineare per lineare	46,844	1	,000
N di casi validi	150		

a. 0 celle (0,0%) hanno un conteggio previsto inferiore a 5. Il conteggio previsto minimo è 5,20.

Tabela 14: Chi-square

Hypothesizing that students who are involved in extracurricular activities are more likely to have positive results in lessons we see the relationship that exists between them using Chi-square statistical analysis.

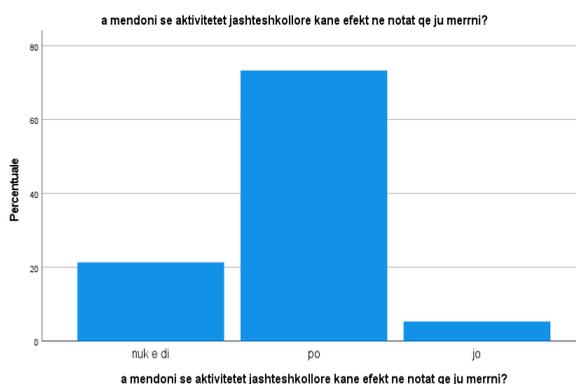
Referring to the results of the table above we see that the value of the statistical test is 51, df = 3 and the significance level $p = 0.05$ In this test the p-value is $p = 0.00$.

6) 7) Do you think extracurricular activities have an effect on the grades you get?

		Frequenza	Percentuale	Percentuale valida	Percentuale cumulativa
Valido	I do'nt know	32	21,3	21,3	21,3
	Yes	110	73,3	73,3	94,7
	No	8	5,3	5,3	100,0
	Totale	150	100,0	100,0	

Tabela 15: Impact of activities on the quality of grades

Graph



Grafiku 10 : Impact of activities on the quality of grades

73.3% are of the opinion that the activities have an effect on the grades that students receive. Meanwhile, only 5.3% answered no and then the rest 21.3% chose the alternative I do not know.

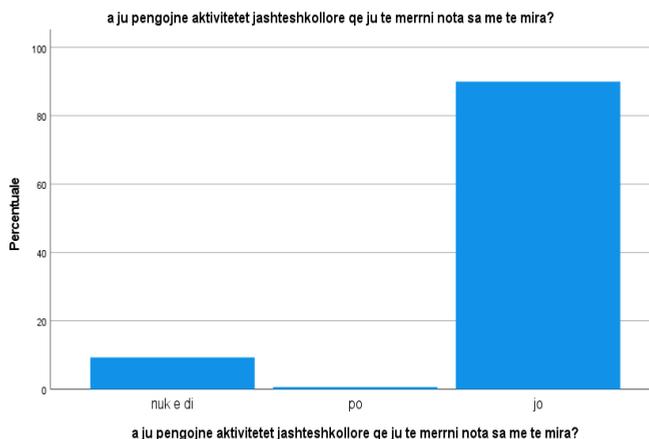
7) Do extracurricular activities prevent you from getting the best grades possible?

	Frequenza	Percentuale	Percentuale valida	Percentuale cumulativa
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Valido	I don't Know	14	9,3	9,3	9,3
	Yes	1	,7	,7	10,0
	No	135	90,0	90,0	100,0
	Totale	150	100,0	100,0	

Tabela 16: Obstruction of activities in the quality of grades

Grafiku



Grafiku 11: Obstruction of activities in the quality of grades

According to the data in the table and graph, we can understand that 90% of the sample thinks that no, extracurricular activities do not have a negative effect on grades. 0.7% said yes and others 9.3% answered I do not know.

8) Do extracurricular activities prevent you from being excellent in lessons?

		Frequenza	Percentuale	Percentuale valida	Percentuale cumulativa
Valido	I don't know	10	6,7	6,7	6,7
	yes	4	2,7	2,7	9,3
	No	136	90,7	90,7	100,0
	Totale	150	100,0	100,0	

Tabela 17 : Obstruction of activities in lessons



Graph

Grafiku12: Obstruction of activities in lessons

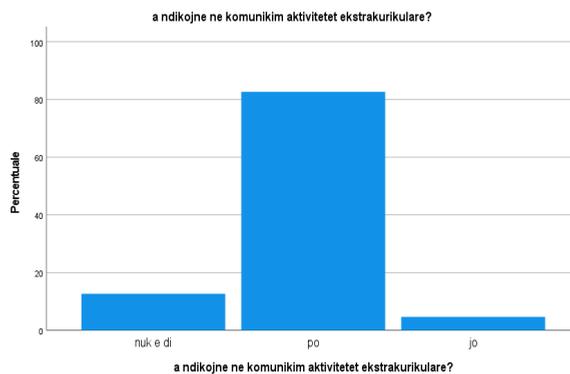
The data presented in the table and graph show us that for 90.7% of the selected activities do not prevent them from being excellent in lessons. 2.7% answered yes and others 6.7% did not know.

9) Do extracurricular activities affect communication?

		Frequenza	Percentuale	Percentuale valida	Percentuale cumulativa
Valido	I do not Know	19	12,7	12,7	12,7
	Yes	124	82,7	82,7	95,3
	No	7	4,7	4,7	100,0
	Totale	150	100,0	100,0	

Tabela 18: Impact of extracurricular activities on communication

Graph



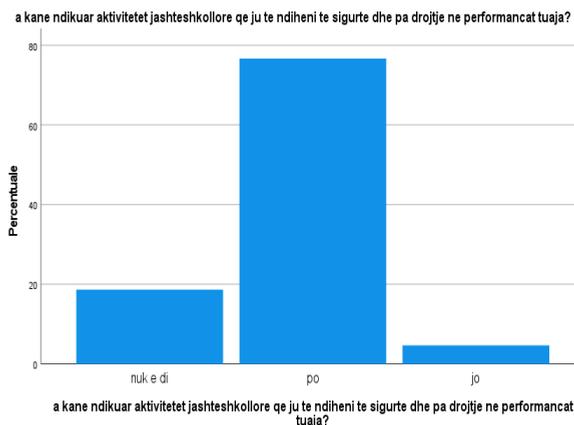
Grafiku 13: Impact of extracurricular activities on communication

82.7% are of the opinion that extracurricular activities have an effect on communication, 4.7% answered that no and the others 12.7% do not know.

10) How have extracurricular activities affected classroom communication?

		Frequenza	Percentuale	Percentuale valida	Percentuale cumulativa
Valido	I don't Know	12	8,0	8,0	8,0
	Positively	136	90,7	90,7	98,7
	negatively	2	1,3	1,3	100,0
	Totale	150	100,0	100,0	

Tabela 19: Impact of extracurricular activities on classroom communication



Grafiku

Grafiku14: Impact of extracurricular activities on classroom communication

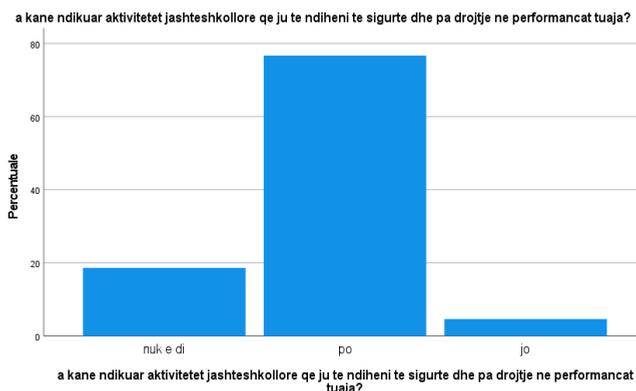
11) Have extracurricular activities made you feel safe and fearless in your performance?



		Frequenza	Percentuale	Percentuale valida	Percentuale cumulativa
Valido	nuk e di	28	18,7	18,7	18,7
	po	115	76,7	76,7	95,3
	jo	7	4,7	4,7	100,0
	Totale	150	100,0	100,0	

Tabela 20: Impact of extracurricular activities on safety in performance

Graph



Grafiku 15: Impact of extracurricular activities on safety in performance

According to the data reflected in the table and graphically 76.7% say that the activities have influenced them to be safe and fearless in their performance. 4.7% think the opposite and 18.7% answered I do not know.

5. Discussions

In this study participated 150 students who were selected from several 9-year schools in the city of Vlora. The purpose of this study is to explore and evaluate the essential role that involvement in in-school and out-of-school activities plays in students' learning performance.

The findings of recent studies have shown that student involvement in activities positively affects their performance and outcomes.

Abizada Et al (2020) has emphasized that they play an important role in the school life of students. To understand this effect, the authors of this study surveyed several schools in Azerbaijan and analyzed the effect of student activities on their academic performance. This study considered three groups of extracurricular activities, sports, fine arts and student clubs. For data on academic performance they used a state school exam which assessed students in two subjects: language and mathematics. The

results showed that some extracurricular activities had a positive effect on students' academic performance while others had no effect.

Darling, Caldwell and Smith (2005) conducted a longitudinal study regarding extracurricular activities and their effect on various aspects of development, including academic performance. Involvement in these activities is accompanied by a 2% increase in math or science test scores.

A study by the U.S. Department of Education found that students who participate in extracurricular activities are three times more likely to have a better grade point average "than those who do not participate in curricular activities (Stephens & Schaben, 2002).

Teenagers practice skills while participating in extracurricular activities that contribute most to their academic success.

A study conducted by Najum Ul Saqib and others in January 2018 concluded that students who actively participate in extracurricular activities receive many benefits including higher grades in test scores, higher educational achievement, are more regular in class attendance and higher self-confidence.

Our study also showed that involvement in extracurricular activities positively affects students' learning outcomes. The value of the Chi-Square statistical test showed that there is a statistically significant relationship between the variables.

Students participating in extracurricular activities report higher levels of self-confidence (Blomfield & Barber, 2009). From the results of our study we received information that 82.7% of students are of the opinion that extracurricular activities have a positive effect on communication. 76.7% say that the activities have influenced them to be safe and fearless in their performance.

6. Conclusions

After analyzing the results of the study, confirming the hypothesis, the following conclusions were reached:

- Most students are involved in extracurricular activities organized by the school itself.
- Also 3/4 of the students participate in extracurricular activities outside of school.
- Most of the students who participate in extracurricular activities belong to the age group of 9-11 years.
- Among the favorite activities of students are sports, dancing and the use of musical instruments.
- Most students spend 2-3 hours with extracurricular activities.
- Students who participate in extracurricular activities are satisfied with their level at school.
- Involvement in extracurricular activities positively affects students' learning outcomes.
- According to the students, extracurricular activities do not interfere with the quality of grades and for them to be excellent in lessons.
- Most children say that the activities have influenced them to be safe and fearless in their performances.

7. Recommendations

- In addition to school it is important that students participate in extracurricular activities.
- Extracurricular activities help students become creative and innovative.
- Through extracurricular activities we learn to work in a team, we create perfect friendships.
- Physical activities are beneficial for health, reduce stress.
- Competition in any contest helps students build self-confidence.

8. References

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