

Impact of Extracurricular Activities on students by Professional Institutions

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Abstract: This paper is all about the impact of extracurricular activities on student's perception in professional institutions. The extracurricular activities are Getting involved in clubs, sports, work or other pursuits outside the classroom .At the beginning of the twenty –first century, many colleges and universities have a broad educational mission: to develop the “whole student”. On college campuses, extracurricular involvement is a key tool in this personal development. For the majority of college and university student, involvement in extracurricular activities plays an integral role in the collegiate experience. Students become involved in extracurricular activities not only for entertainment, social, and enjoyment purposes, but most important, to gain and improve skills. This research study focuses on either positive or negative effect of these Extracurricular Activities on Students' Perception for enrolling themselves in such short of Professional Institutions. Researchers used convenient sampling techniques for collecting primary data by using questionnaire, and collected data has been analysis by using reliability, normality, regression, t-test statistical tools through SPSS software.

Keywords: Extracurricular Activities, Student, Perception, Enrolment.

I. Introduction

Extracurricular activities are those that fall outside the realm of the normal curriculum of colleges , performed by students. Extracurricular activities exist for all students. Getting involved in clubs, sports, work or other pursuits outside the classroom can give students new skills and help them to learn about himself — and can be fun. Generally, volunteer activities aren't always extracurricular activities. Such activities are generally voluntary (as opposed to mandatory),nonpaying, social, philanthropic (as opposed to scholastic), and often involve others of the same age. Students often organize and direct these activities under faculty sponsorship, although student-led initiatives, such as independent newspapers, are common. Extracurricular also play a part when students apply to colleges. Most college applications ask about student's activities.

When college students are not studying in the classroom, many of them participate in extracurricular activities. These types of activities include athletics, academic clubs and fine arts organizations. One advantage of participating in extracurricular activities for high school students is that many colleges offer scholarships for their involvement. Most extracurricular clubs and organizations are free to join. Students also develop skills specific to their career path and imperative for future job success. Students have opportunities to improve their leadership and interpersonal skills while also increasing their self confidence. Extracurricular involvement allows students to link academic knowledge with practical experience, thereby leading to a better understanding of their own abilities, talents, and career goals. Future employers seek individuals with these increased skill level, making these involved students more viable in the job market. Specifically, participation in extracurricular activities and leadership roles in these activities are positively linked to attainment of one's first job and to managerial potential. It's also positively impacts educational attainment of one's first job and to managerial potential.

Finally, extracurricular activities focus on institutional goals, **such as building and sustaining** community on campus as well as student retention.

Objectives

These are the following objectives of this paper

- a. To design and develop a measure to Evaluate Enrolment Strategies of Professional Institutions situated in Gwalior & Chambal Region
- b. To identify the underlying factors of extracurricular activities to evaluate Enrolment Strategies of Professional Institutions situated in Gwalior & Chambal Region
- c. To identify the difference between different Parents income groups, age, gender, occupation, education level and marital status on Enrolment of Students in Professional Institutions

- d. To find out the most effective means of Enrolment Strategies of Professional Institutions situated in Gwalior & Chambal Region
- e. To identify Changing Perception of Student through Extracurricular Activities by Professional Institutions.
- f. To open the new vistas for further research.

II. Methodology

The study was exploratory and descriptive in nature. The data was collected through survey method and relationships between demographic variables were evaluated by using statistical tools. In **Sample Design, population** for the study will included employee and customers in organization in the both regions i.e. Gwalior and Chambal division of the Madhya Pradesh. **In Sampling Frame**, All individuals of rural & urban from Madhya Pradesh were sampling frame. The study was conducted through personal contact by the researcher with the respondents, therefore, the sample frame for the study include the employee and customer of organizations at Gwalior and Chambal region those who were willing to meet the researcher and were ready to give their valuable time. **In Sampling Technique**, Non Probability, purposive and convenient sampling technique was used to identify the respondents of the study. Proportionate re-presenters from all the demographic groups were ensured to minimize sampling error. Individual respondent was sampling element of the study. For Sampling techniques, Various techniques are available for selecting a sample to be analyzed. These techniques are generally grouped into two main categories (each having different sampling strategies) namely probability and non –probability sampling. The population is **Sample size** was 540 respondents from Students which is seeking admission and also they have enrolled himself in professional institution of Gwalior and Chambal division, and 100 respondent from college staffs included teaching and no teaching in professional institution which is situated in Gwalior and Chambal region in Madhya Pradesh. The data was collected by the researcher himself after developing rapport with the respondents.

In **Secondary Data** Researcher has been collected secondary data from various literatures to various sources such as research paper in Journals or Research articles and Books, Magazines, Reports (Government/Corporate, News Paper, & Internet etc.

The data was collected on the scale of 1-5 Likert's scale.

III. Data analysis

Reliability Measure

Reliability is the property by which consistent results are achieved when repeated measurements of something are taken. In statistics, reliability is the consistency of a set of measurements or measuring instrument. Several measures of reliability can be ascertained in order to establish the reliability of the measuring instrument.

Reliability Statistics

Name Statistics	Value	N of Items
Cronbach's Alpha	.907	20
Split-Half	.870	
Guttman	.893	
Parallel	.894	

It is being considered that reliability should be more than 0.7 as it can be seen in both table (Cronbach's Alpha .907, Split-Half .870, Guttman .893 and Parallel .894) that the reliability through all tests is more than the standard value, hence the questionnaire were highly reliable.

Normality Analysis

An estimation of the normality of data is a requirement for many statistical analyses because normal data is a fundamental assumption in parametric testing. There are two main methods of assessing normality: graphically and numerically. The table below presents the results from two well-known tests of normality, namely the Kolmogorov-Smirnov Test and the Shapiro-Wilk Test. The Shapiro-Wilk Test is more appropriate for small sample sizes (< 50 samples), but can also handle sample sizes as large as 2000. Due to this consideration, Shapiro-Wilk test is used to assessment of normality as numerical means of assessing normality is done in this study.

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
ExtracurricularActivity	.097	384	.073	.984	384	.067

a. Lilliefors Significance Correction

The entire table shows that data is normally distributed with insignificant level of .073. It is because if the insignificance value of the Shapiro-Wilk Test is greater than 0.05, the data is normal.

Factor Analysis

Factor analysis is a statistical method used to describe variability among observed, correlated variables in terms of a potentially lower number of unobserved variables called factors. Factor analysis originated in psychometrics, and is used in behavioral sciences, social sciences, marketing, product management, operations research, and other applied sciences that deal with large quantities of data.

Kaiser-Meyer-Olkin Measures for Sampling Adequacy and Bartlett's Test of Sphericity of Extracurricular Activity of Professional Institution

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.921
Approx. Chi-Square	2309.730
Bartlett's Test of Sphericity	Df
	190
	Sig.
	.000

The Kaiser- Meyer-Olkin Measure of Sampling Adequacy Value was .921 indicating that the sample was adequate to consider the data as normally distributed. Bartlett's test sphericity which tested the null hypothesis item to Item Correlation matrix based on the responses received from respondents for all the variables was an identify matrix. The bartletts test was evaluated through chi-square test having chi-square value 2309.730 which is significant at 0.000 level of significant, indicating that null hypothesis is rejected, therefore it is clear that the item to item correlation matrix was pot an identify matrix and therefore, the data were suitable for factor analysis. The Bartlett's Test of Sphericity was tested through Chi-Square value 2309.730 significant at 0% level of significance indicating that the data has low sphericity and is therefore suitable for factor analysis.

Factor Distributions

Principle component factor analysis with Varimax rotation and Kiser normalization was applied. The factor analysis resulted in 3 factors 5 iterations.

S.N	Factor Name	Eigen Value		Item Covered	Factor Load
		Total	% of Variance Explained		
1		6.669	33.347	Experiment and innovate in their work	.741
				Training & Development of the Student	.639
				Receive training in how to work and learn in teams	.627
				Plantation	.611
				Visit lecture by professionals	.595
				MRP Preparation	.573
				Indoor game competition	.508
				Convocation	.504
2		1.420	7.102	Annual function	.670
				Personality development class	.629
				Seminar/workshop/symposia for research is timely	.612
				Outdoor game competition	.606
				Weekly presentation	.443
				Company visit	.399
3		1.253	6.266	Movies play in every month at your institution	.770
				Debate Competition (Relevant Subject)	.613
				Awarded to top rankers	.530
				Painting ceremony	.459
				Game play	.433
				Religions festival	.404

T-test between Gender and Extracurricular Activity of Professional Institutions

H01 – It stated Gender not affected towards Extracurricular Activity of Professional Institutions.

The hypothesis was tested using T-test to evaluate the effect of Gender (Male and Female) on Extracurricular Activity of Professional Institutions, the study two levels of gender.

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
ExtracurricularActivity	Male	154	68.1818	12.04103	.97029
	Female	230	69.1696	13.38323	.88246

Independent Samples Test

	Levene's Test for Equality of Variances	t-test for Equality of Means								
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Extracurricular Activity	Equal variances assumed	2.482	.116	.738	382	.461	-.98775	1.33926	3.62100	1.64550
	Equal variances not assumed			.753	350.548	.452	-.98775	1.31157	3.56728	1.59179

Levene’s test was applied to evaluate equality of variance in responses of male and female respondents. The value of F was found to be 2.482 which is insignificant at 11.6% levels therefore, the null hypothesis indicating not equal variance among groups formed on the basis of Gender (Male and Female) was accepted.

Regression Analysis of Extracurricular activities and Student Perception of Professional Institutions

H02. There is no significant relationship between Extracurricular Activities and Student Perception of Professional Institutions

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.948 ^a	.898	.898	4.24621	1.809

a. Predictors: (Constant), Extracurricular Activities
 b. Dependent Variable: StudentPerception

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	60827.411	1	60827.411	3373.620	.000 ^b
1 Residual	6887.578	382	18.030		
Total	67714.990	383			

a. Dependent Variable: StudentPerception
 b. Predictors: (Constant), Extracurricular activities

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.922	1.253		3.131	.002
	AcademicResearchEnvironment	.908	.016	.948	58.083	.000

a. Dependent Variable: StudentPerception

Table of ANOVA^b shows Significant F value 3373.620 at 0% significance indicates good model fit and Coefficients table indicates value of t 58.083 at 0% significance level. Model Summary^b shows R square value .898 with beta value .948 indicates 89.8% of variance explained by extracurricular activities and Student Perception. This means relationship between extracurricular activities as independent variable and Student Perception as dependent variable is significant.

Thus the hypothesis H02 was **rejected** by the regression analysis results

Findings

1. According to extracurricular activities considered that reliability is more than 0.7 as it can be seen in both table (Cronbach Alpha .907, Split-Half .870, Guttman .893 and Parallel .894) that the reliability through all tests is more than the standard value, hence this questionnaire were also highly reliable.

2. Cronbach's Alpha had been obtained .907 after reliability test through SPSS which is more than the cut off value (.7). In above table of consistency measures mainly two things are considered, first Corrected Item to Total Correlation values which is acceptable if greater than .2. Secondly Cronbach's Alpha if Item Deleted value for each item is evaluated and if found value greater than the calculated reliability value (.907) than that item should be dropped from the questionnaire and not considered for further study.
3. Table shows that data is normally distributed with insignificant level of .073. It is because if the insignificance value of the Shapiro-Wilk Test is greater than 0.05, the data is normal.
4. Principle component factor analysis with Varimax rotation and Kiser normalization was applied. The factor analysis resulted in 3 factors 5 iterations. These factors are Skill Development, Personality Improvement and Cultural Environment.
5. According to T-test between Gender and Extracurricular Activity of Professional Institutions, The value of F was found to be 2.482 which is insignificant at 11.6% levels therefore, the null hypothesis indicating not equal variance among groups formed on the basis of Gender (Male and Female) was accepted.
6. Table of ANOVA^b shows Significant F value 3373.620 at 0% significance indicates good model fit and Coefficients^a table indicates value of t 58.083 at 0% significance level. Model Summary^b shows R square value .898 with beta value .948 indicates 89.8% of variance explained by extracurricular activities and Student Perception.

Problems and Suggestion

The current study presented exhibit problems and suggestion that should be considered. The problems and suggestions are as follows.

1. The sample size of the current study was 540 for student and 100 for management body (including teaching and non teaching staff). Although the sufficient sample size was taken to conduct this research. It is suggested that, the researcher may use the bigger sample size to find out more strategies to enroll students in professional colleges.
2. The population for the current study was limited to respondents residing at Gwalior and surrounding areas. Therefore, the result of the study can be generalized only for this region. It is advisable to replicate the study on a wider population that could represent the country, so that the result may be generalized for the entire country.
3. The current study used non-probability purposive sampling methods cannot be estimated accurately. Though, utmost care was taken while selecting the sample to keep it representative, the result of the study may still be erroneous. It is suggested to adopt one of the probability sampling techniques and if possible simple random sampling technique to identify respondents to ensure results with low known errors.
4. The study was conducted on selected institutes of Gwalior and Chambal region. That Institutes used in study are well established and had strong brand image. It is suggested to include college from other areas and also include that colleges that do not have very strong brand image for further studies so that conceptual generalizations could take place that would add to the existing knowledge.