

An Extra-curricular activities extension in public elementary schools

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Received: 27 November 2019; Accepted: 31 March 2020; Published: 02 April 2020

ABSTRACT

The main purpose of this study is to determine the extent of implementation and level of contribution of the extra-curricular activities in the public elementary schools. Descriptive research was utilized in this study. There were 7 school heads and 64 selected teachers as respondents using total enumeration technique. Information was obtained from the respondents through the use of questionnaires. Quantitative data collected by using a questionnaire were analyzed by the use of descriptive statistics and presented through percentages, means, and frequencies. Findings show that there is an over- all high implementation of the extra-curricular activities in the public elementary school of Aginaldo District 2. Moreover, pupils have active participation of the different activities through the leadership of the school administrators and teachers. Likewise, the school heads and teachers treat extracurricular activities with similar passion with the curricular activities but with careful discretion in not disrupting regular class schedule. The study also shows that extra-curricular activities can provide better environment for the development of school especially on the nurturing of the pupils. Pupils of the public elementary schools in Aginaldo District 2 have been actively competing in the different extra-curricular activities which made each school able receive awards in different levels. The success of the school performances requires careful management and good organization. Therefore, support, cooperation and motivation from school administrators, parents and students should necessary in order to maintain excellence achievement and good school performances.

Keywords: Extra-Curricular Activities, Academic Performance, Teachers, Implementation, Performance

INTRODUCTION

One of the ways on how to develop holistically the pupils, aside from academic performance, different schools allow pupils to be involved in the different activities in the school as part of the curriculum to develop the personal aspects of the pupils. Indeed, the involvement of the pupils in every activity in the school helps them to grow and gain important knowledge, skills and abilities. Likewise, extra-curricular in the school or even outside the school play a vital role in shaping the pupils' ability to perform well. In the context of Department of Education in the Philippines, extra-curricular activities are part and parcel in the education among pupils. Hence, all the activities conducted outside the school within the normal course can be called as extracurricular activities.

Education Act 1996 includes the implementation of extra-curricular activities. The implementation of it is needed to improve the performance of the students in the different fields like music, arts, journalism, sports, mathematics, academics and other related activities to enhance the performance of the students. According to Mohd Sofian (2006), extra-curricular is the other term for an extension of learning or activities in the

field of teaching and even in the aspect of learning. Precisely, by introducing extra-curricular activities, the pupils will be able to become disciplined individual, versatile, responsible and self-reliant.

Moreover, the concept extra-curricular has been intensified by Mohd Najib (2007) that it is synonymous to the benefits, comforts and interest of the curriculum in a particular educational institution. Besides, extracurricular activities relate to activities that are “external to the core curriculum” (Shulruf, 2010).

Extracurricular activities are offered at most schools and can consist of a wide range of activities that do not form a part of the regular school curriculum. Most schools allow a free choice for student involvement in these activities, believing that such a mandate helps to create a more ‘well-rounded’ student” Stoltzfus (2007). It includes statements about extracurricular activities, for example “Students are strongly encouraged to participate”. This seems to contradict the definition of extra-curricular activities being voluntary, but can be interpreted as an obligation for all students to participate in an extracurricular activity of their choice. It is clear that the schools promote participation in these activities due to the merits involved. Hence, this study ventures on identifying the effect of extracurricular activities among the students.

BACKGROUND OF THE STUDY

All activities and pogroms conducted outside the school could be a great help among the students. It is very important to expose the students in the different contested activities to enhance their individual skills. Usually, all the interested students are invited to join and participate in the varied extra-curricular activities. The school or every educational institution should plan possible ways on how to help pupils to improve their skills and abilities through different extra-curricular activities. Indeed, extracurricular programs are classified as those varied activities that widen the educational experience and endeavors which usually take place beyond the normal school day. In the context of the extra-curricular activities of the pupils, it is categorized into different levels such as school, district, area, division, regional, national and even in an international level.

Academic and non-academic activities that are conducted and initiated in the school can be categorized as extra-curricular. Also, these activities can be done and conducted outside the school parameters as emphasized by Bartkus, et al. (2012).

In all activities in the school, the extra-curricular activities are applied at all levels. All related academics and non-academics activities are considered in this context. Extra-curricular activities include as debate, athletics, music, drama, school publications, school clubs, contests, and various social events (Emmer, 2010). In this context, all the experiences gained by the participants could probably help them grow holistically.

Moreover, the public elementary schools of District 2 of Aguinaldo, Ifugao had experiences about the extension of the extra-curricular activities among the pupils. Some of the teachers claimed that there are also advantages of it in terms of the different key indicators such as enrolment, dropout rate, graduation rate, retention rate and even the achievement rate.

LITERATURE REVIEW

According to Cole, et al. (2007), the participation of the pupils in the extra-curricular activities has been recognized as a very important aspect in the field of the education experiences of the pupils. They can be developed physically, emotionally, mentally, socially and even spiritually. Similarly, Rynes, et al. (2003)

disclosed that student participation in extracurricular activities was conceptualized and viewed as a good instrument or possible way to instill good leadership and strong interpersonal skills.

Generally, the participation of the extra-curricular activities of the pupils can be voluntary. In some cases, it is sponsored by the stakeholders such as parents, alumni, retirees and the administration in order to carry out the name of the school they represented. Then, as a reward if the students excel in the competition, they will be awarded in the recognition day but it is no academic credit toward graduation (Lunenborg & Ornstein, 2008).

On other hand, the teacher has strong potential to help pupils improve their performances in the extra-curricular activities. They are expected to assist and help students to excel and perform better in their non-academic activities along with their academic aspects.

In the Philippines, as one way to support the K to 12 Curriculum implementations, the Department of Education (DepEd) establishes the enclosed guidelines on the conduct of Extra-curricular off-campus activities for public and private schools.

Relative to the implementation of the guidelines of extra-curricular activities, all extracurricular activities ensure relevance and alignment with the educational competencies of the K to 12 curriculum and leadership development of the learners, uphold child protection principles and that no learners shall be disadvantaged in any form and observe the safety and security protocols for all participants before, during and after the activity.

Moreover, the involvement in school clubs, organizations and extracurricular activities is beneficial in a variety of ways for the K-12 population. For example, school clubs can offer a place to form relationships and foster learning, and this was demonstrated with multiple groups. Research including students with disabilities involved in extracurricular activities show that they were more likely to have friends than those who were not involved.

The different educational institutions are extremely considering strengthening the implementation of extra-curricular activities in schools in order to produce knowledgeable, enthusiastic goodwill, and good personality of next generation (MOE, 2013). Generally, extra-curricular activities are known as activities conducted outside the classroom, and they provide the knowledge, skills, experience, and values and so on, which helps the development of students' soft skills. Almost all modern educators acknowledge that education does not only memorizing of certain skills. In fact, it is all about improvement and full development of the pupils and student's quality that formed through their knowledge and experience from school and also through neural communication process Yahya Don et al. (2014).

In the context of curriculum, extra-curricular should not be neglected. Extra-curricular promotes life-wide learning experiences. Through extra-curricular activities, intellectual, physical, social, mental and personality development would be improved. In this case, appropriate activities should be selected and participated.

The coordinators, teachers and even the school heads such as head teachers and school principals can thus make a professional report to assess the quality of the extra-curricular activities to be attended by the students. Abdullah (2008) has stated that all principals or headmasters and teachers in every school should arrange their respective strategies to make their school to produce quality students, i.e. students who excel both in terms of academic or extra-curricular activities, and have a wide range of skills, as well as personality.

Broh (2002) has found a positive correlation between participation in extra-curricular and academic achievement. While Darling et al. (2005) found that students who participate in school-based extra-curricular activities achieved higher grades, higher academic aspirations compared to those who do not participate in extra-curricular activities. The school administrators and teachers should ensure leadership commitment and comprehensive involvement of students in extra-curricular activities Annamalai, et al (2012).

In order to determine the success of the learners in attending or participating in extracurricular activities, excellent management of the teachers and the full involvement of the students could be realized.

Truly, every extracurricular activity at an educational institution can only be ultimately realized in full in cases where teachers who handle these events know their duties well and perform the task with enthusiasm, honesty and dedication.

According to Smith (2015), all the academic related outcomes including the proficient performance of the students, lesser disciplinary problems, behavioral issues, improvement of the school key performance areas such as dropout rates, retention rates, graduation rates, cohort survival rate, stronger partnership and linkages and solid commitment of the stakeholders will be definitely realized through the participation of the students in the extracurricular activities.

The term ‘extracurricular activities’ refers to any activities that take place outside of the regular (compulsory) school curriculum. These activities are offered outside of school hours, but within the school setting. Pupils will develop and learn more when they are involved in the extracurricular activities, according to Astin’s model of student involvement. A student who chooses to be highly involved in extracurricular activities often obtains increased grades, graduation rate, as well as leadership and interpersonal skills Astin (2009).

Indeed, the involvement in extracurricular activities is consistently and positively correlated with good standing of the students and the educational institution (Olson, 2008). Given all the citations, the researchers were interested to determine the extension of extra-curricular activities of the pupils in public elementary schools.

STATEMENT OF THE PROBLEM

Generally, this study aimed to determine the extent of implementation and level of contribution of the extracurricular activities in the public elementary schools of Aguinardo District 2, Aguinardo, Ifugao for the School Year 2018-2019. Specifically, the researcher sought answers on the following questions: (1) What is the key performance of the school the schools in terms of: enrollment rate; dropout rate; retention rate; graduation rate; and achievement rate? (2) What is the extra-curricular performance of the school in terms of: level; area; and awards receive? (3) What is the extent of implementation of the extra- curricular activities in public elementary school? and (4) What is the level of contribution of extra-curricular in the Public Elementary School as perceived by the teachers and the school heads? (5) Is there a significance difference in the extent implementation of extra- curricular activities between teachers and school heads?

METHODOLOGY

This study used a descriptive research to describe the key performance of the school in terms of: school enrollment, drop-out rate, retention rate, graduation rate and achievement rate. It also includes the extra-curricular performances of the school in terms area, level and awards received. On the other hand,

quantitative of research was employed to determine implementation of the extracurricular activities. Identifying the level of contribution of extra-curricular in the academic performance of Public Elementary School was also included. This study was conducted to selected public elementary schools of Aguinardo District, School Year 2018-2019. The public elementary schools of Aguinardo District were namely: Aguinardo Central School, Awayan ES, Chalalo ES, Manaot ES, Monggayang ES, Damag ES and Ubao ES. The respondents of the study were the school heads and teachers of Aguinardo District using total enumeration. To complete the data needed for this study, survey questionnaire was used. Research instrument such as simple revised structured questionnaires Lee (2012), checklist, rating scale used in this study to logically prove the problem. There are two sets of questionnaires to gather data from public School heads and teachers. The first part of the questionnaire was designed to gather data from public school heads in Aguinardo District focusing on the key performances of the school in terms of enrollment, drop-out rate, retention rate, graduation rate and achievement rate. It also includes the extra-curricular performances of the school in terms area, level and awards received. The second part of the instrument dovetails data from school principals and teacher respondents. The instrument focused on the questions about the extent of implementation of the extra- curricular activities. In addition, level of contribution of extracurricular activities in the academic performance of public elementary school was also included.

The researchers sought permission from the Public Schools District Supervisor to conduct this study. When permission was granted, the researcher personally conducted the interview and delivered the questionnaires and the respondents were given an ample time to answer the questionnaires.

The researchers collected the data based on the aforementioned questionnaire, checklist and interview. Finally, at the end of the survey period, all data were collected. After the retrieval of questionnaires, it was tabulated, analyzed and interpreted using the appropriate statistic tool. The researchers used a Five Point-Likert scale to find out the implication of extracurricular to academic performance of public Elementary school in Aguinardo District 2.

The data obtained from respondents were recorded in for analysis. Quantitative data collected by using a questionnaire was analyzed by the use of descriptive statistics using the statistical (SPSS) and presented through percentages, mean, and frequencies. The information was displayed by use of tables. On the other hand, Mann-Whitney U-test was utilized to identify the significance difference in the extent implementation among teachers and school heads.

RESULTS AND DISCUSSION

School Key Performance Profile.

Table 1 shows that that public elementary schools in Aguinardo district have a perfect positive record in the areas of dropout, retention and graduation while they vary in the area on achievement which ranges from 70% to 91%. This can show that the school administrator, teachers and the community are fully participating in letting the children at least attend school. Though the Aguinardo CS and Ubao ES have the highest list of enrollees with scores of 359 and 395, respectively, they also both bested the other schools on the achievement rate with scores of 91% and 90%, respectively. Out of seven schools, only the Damag ES receives a score of 70% while the rest is above 75%. This implies that almost all schools are still maintaining a strong achievement record.

According to Chen (2007), the materialization of an effective school is highly dependent on the leadership. He also noted that efficient and effective leadership will be able to enhance the progress and success of an organization. Therefore, Annamalai, et al. (2012) stated that the school administrators and teachers should ensure leadership commitment and comprehensive involvement of pupils in extra-curricular activities.

Holloway (2002) supports the nation that involvement of extra-curricular activities, enhance the academic mission of schools. From his literature review, he concluded that extra-curricular activities participation improved school performances, reduced the probability of school dropout, lower absenteeism, involvement in these activities appeared to support students by maintaining, enhancing and strengthening the student school connection.

Table 1. Key Performance Output of the Public Elementary School

Name of School	Key Performance Indicator				
	Enrollment Frequency	Dropout Rate	Retention Rate	Graduation Rate	Achievement Rate
1. Ubao ES	395	0	0	100%	90%
2. Chalalo ES	182	0	0	100%	85%
3. Monggayang ES	156	0	0	100%	88%
4. Awayan ES	171	0	0	100%	82%
5. Aguineldo CS	359	0	0	100%	91%
6. Damag ES	147	0	0	100%	70%
7. Manaot ES	91	0	0	100%	80%

Extra-curricular Performance of the School in terms of Areas, Level and Awards.

Table 2 shows that the pupils of the public elementary schools in Aguineldo District have been actively competing in the different extra-curricular activities which made each school able receive awards in different levels. As level of competition, only two out of seven schools were able to reach regional level which includes the Ubao ES and Aguineldo CS having each score of 3 and 2, respectively. The other schools were able to reach division level except for the Monggayang ES which was stuck in the district level. As for the awards receive, all schools were able to receive a place from 5th place to 1st place. This implies that pupils have active participation of the different activities through the leadership of the school administrators and teachers.

Further, it shows that the pupils of the public elementary schools in Aguineldo District have been actively competing in the different extra-curricular activities which made each school able receive awards in different levels. As level of competition, only two out of seven schools were able to reach regional level which includes the Ubao ES and Aguineldo CS having each score of 3 and 2, respectively. The other schools were able to reach division level except for the Monggayang ES which was stuck in the district level. As for the awards receive, all schools were able to receive a place from 5th place to 1st place. This implies that pupils have active participation of the different activities through the leadership of the school administrators and teachers.

Table 2. Extra-curricular Performance Output of the School in terms of Level and Awards

Name of School	Level				Awards				
	Regional	Division	District	School	1st	2 nd	3rd	4th	5 th
1. Ubao ES	3	6	4	5	5	4	2	1	1
2. Chalalo ES	0	1	7	7	4	2	1	1	1
3. Monggayang ES	0	0	7	5	3	2	2	3	2
4. Awayan ES	0	1	8	6	3	2	3	1	1

5. Aguinaldo Central S	2	5	5	7	6	5	3	2	2
6. Damag ES	0	1	10	6	2	3	3	1	1
7. Manaot ES	0	2	10	6	3	4	2	1	4

Extent of Implementation of the Extracurricular Activities.

The table 3 shows that there is an overall high implementation of the extra-curricular activities in the public elementary school with a mean of 4.07. The results show a positive image on the leadership of school administrators and teachers in knowing the value of extra-curricular activities for their students considering that these activities come with additional time commitments as mentioned by Griffiths (2014).

Moreover, Smith (2005) pointed out that participation in extracurricular activities is positively correlated with positive academic related outcomes especially in the development of attitudes towards school. Thus, curricular and extracurricular activities must be viewed with parallel importance and never contrasting.

As shown also on the table, there is no significant difference in the extent of implementation of extra-curricular activities in the public elementary school as perceived by the teachers and the school heads. This implies that both the school heads as administrator and the teachers are working together as a team and it is actually vital in the success of conducting some extracurricular activities as mentioned by Abdullah (2008).

Among the indicators for implementation, almost all of the indicators are highly implemented or very highly implemented by the school heads and teachers. Only the item “4” which is including extracurricular activities in the regular class schedule was rated moderately implemented with a mean of 3.33. This may imply that extracurricular activities are not usually mixed with academic activities unless it is necessary or the school design extracurricular activities separate from curricular activities so that regular class schedule will not be disrupted.

Regarding the strength of the implementation, item “13” which is the monitoring of the extracurricular activities that is taking place in the school got the highest favor among the teachers and the school heads with a mean of 4.43. Item “2” which is encouraging pupils to take part in extra-curricular activities and to gain experience from the process with a mean of 4.40 got the second highest favor while item “11” which is ensuring that all extra-curricular activities are safely conducted by the school got the third highest favor from the respondents with a mean of 4.36. This implies that the school heads and teachers treat extracurricular activities with similar passion with the curricular activities but with careful discretion in not disrupting regular class schedule.

Table 3. Descriptive and Inferential Statistics on the Extent of Implementation of Extracurricular Activities as Perceived by the Respondents

Indicators	School Head	Teachers	Both	QI	Rank	p-value
1. Set up distinct goals according to the environment of the individual schools and the needs of the pupils	4.57	4.29	4.33	VHI	5	.217
2. Pupils are encouraged to take part in Extra-Curricular	4.57	4.37	4.40	VH	2	.427

Activities (ECA) and to gain experience from the process						
3. Creating different activities based on pupils' interests	4.43	4.16	4.19	HI-VHI	8	.599
4. Extracurricular activities is included in the regular class schedule	3.14	3.35	3.33	MI	15	.644
5. Place of practice is conducive for practicing	3.43	3.82	3.78	HI	12	.312
6. Time for ECA do not interfere with the academic class schedule	4.14	3.92	3.95	HI	10	.566
7. Time allotted for extracurricular activities is enough to mold into a desired character and personality of pupils	3.43	3.80	3.76	HI	13	.188
8. Expenses during performances are shouldered by the school	3.43	3.51	3.50	HI	14	.834
9. Retention and utilization of records	4.14	3.90	3.93	HI	11	.494
10. Arrange an encouraging awards scheme	4.43	4.12	4.16	HI-VHI	9	.360
11. The school ensure that all ECAs are conducted safely	4.57	4.33	4.36	VHI	3	.605
12. Evaluate the academic performance of an active member who participate in extracurricular activities	4.57	4.29	4.33	VHI	5	.344
13. Often monitor the extracurricular activities that is taking place in the school	4.71	4.39	4.43	VHI	1	.306
14. The school inform parents of the details of organized ECA	4.57	4.20	4.24	HI-VHI	7	.270
15. Always make improvements on each of the extracurricular activities	4.71	4.29	4.34	VHI	4	.206
Overall	4.19	4.05	4.07	HI		.139

Legend: *VHI* – Very Highly Implemented *HI* – Highly Implemented *MI* – Moderately Implemented

Level of Contribution of Extra-curricular in the Public Elementary School.

Table 4 shows that the extra-curricular activities have a large extent of positive contribution for the improvements of the public elementary schools in Aguinaldo District with an overall mean of 4.11. This means that the teachers and the school heads observed that extra-curricular activities can provide better environment for the development of school especially on the nurturing of the pupils. Though Reeves (2008) determined that loss of focus on the academics due to out-of-school activities was feared by the parents and teachers, other studies confirmed that there is more positive impact than negative ones. Like Walter (2006) found-out that after-school programs have been viewed as a way to help solve school problems, reduce drug use, and prevent violence and youth crime and Olson (2008) who cited that zero dropout rate is correlated with a higher grade point is also consistently and positively correlated with the involvement of the students in extracurricular activities.

As shown also in the table, individual indicators were evaluated from large extent to very large extent on the contribution for the improvement of the public elementary schools. Among the indicators, item “7” which is promoting pupils' personal development by broadening their interests and developing their potential was most observed the teachers and school heads with a mean of 4.50. It was followed by item “9” which is having new skills and experience through extracurricular activities as second and item “8”

which is making school life more challenging and interesting as third with means of 4.45 and 4.38, respectively. Though the item “4” which is reducing drop out pupils is the lowest observed indicator with a mean of 3.74, extracurricular activities still have a large extent contribution on it. It confirms the study of Olson (2008) that through the involvement in extracurricular activities among pupils the school attendance and standing will be improved.

The result of the study implies that there is an effective implementation of extracurricular activities and have been a great help for the improvement of the public elementary schools considering that elementary educational background is the foundation for every individual learning towards higher level academics.

Table 4. Mean, Qualitative Interpretation, and Rank Distribution on the Level of Contribution of Extra-curricular in the Public Elementary School as Perceived by the School Heads and Teachers

<i>Indicators</i>	<i>School Head</i>	<i>Teachers</i>	<i>Both</i>	<i>QI</i>	<i>Rank</i>
1. Create positive benefits in educational outcomes such as better school attendance	3.71	3.96	3.93	LE	10
2. Lower rates of discipline issues in the school	3.57	3.88	3.84	LE	11
3. Reduce the absentees from the class	3.57	3.78	3.76	LE	13
4. Reduce drop out pupils	3.43	3.78	3.74	LE	15
5. Make friendly environment of the class	4.29	4.33	4.33	VLE	6
6. Allow pupils to put their knowledge and skills into practice	4.29	4.39	4.38	VLE	3
7. Promote pupils’ personal development by broadening their interests, developing their potential	4.57	4.49	4.50	VLE	1
8. Make school life more challenging and interesting	4.57	4.35	4.38	VLE	3
9. Extracurricular activities give new skills and experience	4.57	4.43	4.45	VLE	2
10. Help to promote school performance	4.14	4.12	4.12	LE	8
11. Improve academic performance	3.86	3.75	3.76	LE	13
12. Productive breaks	4.14	3.80	3.84	LE	11
13. Foster the relationship between teachers and students, and to create a harmonious school climate	4.43	4.24	4.26	VLE	7
14. Help motivate pupils to keep up their grades	4.29	3.98	4.02	VLE	9
15. Build a sense of community and promotes pupils taking ownership of their school and education	4.43	4.33	4.34	VLE	5
Overall	4.12	4.11	4.11	LE	

Legend: *VLE* – To a very large extent *LE* – To a large extent

CONCLUSIONS AND RECOMMENDATIONS

Based on the findings of the research study, the following conclusions are drawn: (1) Almost all schools are maintaining a strong achievement record in each performance. This shows that school heads, teachers and pupils are fully participating in different activities; (2) Pupils of the public elementary schools in Aguinaldo District have been actively competing in the different extra-curricular activities which made each school able receive awards in different levels; (3) There is an overall high implementation of the extra-curricular activities in the public elementary school of Aguinaldo District. Most of the teachers and school heads are responsible in monitoring the extracurricular activities that is taking place in the school. On the other hand, majority of the respondents who are not in favor in the implementation that extracurricular activities should not include in the regular class schedule which may affects pupil’s performances. Therefore, there is no significant difference in the extent of implementation of extra-curricular activities in the public elementary school as perceived by the teachers and the school heads; (4) Extracurricular activities

can provide better environment for the development of school especially on the nurturing of the pupils. Most of the respondents observed that involvement in extracurricular activities is positively correlated with good school attendance. Therefore, extra-curricular activities can still reduce drop out pupils in a particular school.

Based on the conclusions formulated from the results of the study, the following are recommended: The success of the school performances requires careful management and good organization. Therefore, support, cooperation and motivation from school administrators, parents and students should necessary in order to maintain excellence achievement and good school performances; With an excellent extra-curricular program management, it is hoped that students' involvement in such activities will be further enhanced. Pupils of the public elementary schools should maintain an active participation in extracurricular activities with the leadership of the school administrators and teachers; Extracurricular activities should not include in the regular class schedule. The school could propose policy that extracurricular activities separate from curricular activities so that regular class schedule will not be disrupted; The success of extra-curricular activities is hinged upon good planning and coordination between persons involved. Both school heads and teachers must be more responsible for organizing the extracurricular activities of the school, helping to arrange and to coordinate inter-school activities and major school functions; participating in the setting up of goals, directions and policies for the implementation of extracurricular activities; and further studies should be conducted to strengthen the implementation of extra-curricular.

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