



The Effects of Extracurricular Activities on Student's Academic Self Efficacy

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Abstract:

A child's academic achievement is shaped by their perceived academic ability, social and self-regulatory efficacy and academic aspirations. The vicarious influence from other people through positive social models is a key influence on self-efficacy. Self-efficacy can be achieved through the communication with significant others as well as through observation of problem solving techniques. One way for students to promote and practice their prosocial and interpersonal relationships is to be involved in extracurricular activities outside of school.

Keywords: *Academic self efficiency, Extracurricular Activity, Self efficacy*

1. Introduction

Self-efficacy is defined as a person's belief about their capabilities to achieve a certain level of performance. This belief can influence events that affect a person's life. Perceived self-efficacy determines how people feel, think, motivate them, and behave. It influences the choices they make, the effort they put forth, how persistent they are when confronted by obstacles, and how they feel. A strong sense of self-efficacy can enhance a person's accomplishments in many ways. A strong sense of self-efficacy can influence a person's aspirations; increase their level of motivation and their perseverance in the face of difficulties and setbacks. Unless a person believes that they can produce a desired effect by their actions, they have little incentive to act. A child's self-efficacy can affect the different aspects of their lives as well. Child's "belief in their efficacy to regulate their own learning activities and to master difficult subject matters affect their academic motivation, interest, and scholastic achievement". A child's perceived self-efficacy affects adaptation and can influence perseverance and resilience to. The benefits of having an increased level of self-efficacy many benefit a child's life in many ways. Helping create this better sense of self-efficacy may be achieved in numerous ways. A supportive and encouraging social network positively influences a child's sense of self-efficacy.

Some factors that influence a child's academic achievement are prosocialness and positive interpersonal relationships. Positive interpersonal relationships have a direct influence on a child's life. The benefits of high quality interpersonal relationships are important in a child's capacity to function effectively including their academic lives. Prosocialness is portrayed in cooperativeness, helpfulness, ability to share, and empathy.

2. Objectives of Study

1. To examine the effect of extracurricular activities on student's academic self efficacy.

3. Hypotheses

Ho₁: Students who participated in extra-curricular activities scored significantly higher on overall academic self-efficacy.

4. Methodology of the study

4.1 Sample

The sample consisted of four intact classes from sixth to eight grades. The sample included 25 Boys and 25 Girls from these classes. They all were from the Upper Primary School, situated at Bhiloda and the age range is 11 to 15 years old.

4.2 Tool

Students will be administered a student survey which asked for their gender, age, grade and if they participate in extracurricular activities. They will then complete the *Morgan-Jinks Students Efficacy Scale (MJSES)* (Jinks & Morgan, 1999). The MJSES is an inventory designed for middle school students to gain information about student efficacy beliefs that are related to school success. The MJSES is comprised of 30 items to which participants respond using a Lickert scale ranging from “really agree: to “really disagree.” Of these 30 items, nine are reverse scored. The responses were designed in this student friendly language to ensure student comfort and ease in responding to the statements. The MJSES yields an overall Academic Self-Efficacy score as well as scores on three sub-scales. The sub-scales measure a student’s self-efficacy with respect to context, talent, and effort. Context refers to how the student’s feel about school in general. Talent refers to how they feel about their academic performance. Effort refers to how they feel about their work ethic in school.

4.3 Procedure

There were two groups to examine. A: students who participated recently in extracurricular activities and B: students who did not participated recently in extracurricular activities. The responses of students who currently participate in extra-curricular activities Extra-Curricular Activities 9 were compared to the responses of those students who do not participate in these activities.

5. Findings

As hypothesized students who participated in extra-curricular activities scored significantly higher on overall academic self-efficacy ($M=95$) when compared to students who did not participate in extra-curricular activities ($M=83$), $t(63) = 4.40$.

References

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