

## Impact Of Extracurricular Activities On Students By Nikki

This book asks hard questions about afterschool education--in which students spend one-third of their total school time--and its effect on students. It is a critical guide for effectively employing time and resources to adapt programs to meet student needs. Increasingly, educational researchers and policy-makers are finding that extracurricular programs make a major difference in the lives of disadvantaged youth, helping to reduce the infamous academic attainment gap between white students and their black and Latino peers. Yet studies of these programs typically focus on how they improve the average academic performance of their participants, paying little attention to individual variation. *Why Afterschool Matters* takes a different approach, closely following ten Mexican American students who attended the same extracurricular program in California, then chronicling its long-term effects on their lives, from eighth grade to early adulthood. Discovering that participation in the program was life-changing for some students, yet had only a minimal impact on others, sociologist Ingrid A. Nelson investigates the factors behind these very different outcomes. Her research reveals that while afterschool initiatives are important, they are only one component in a complex network of school, family, community, and peer interactions that influence the educational achievement of disadvantaged students. Through its detailed case studies of individual students, this book brings to life the challenges marginalized youth en route to college face when navigating the intersections of various home, school, and community spheres. *Why Afterschool Matters* may focus on a single program, but its findings have major implications for education policy nationwide.

Improve student outcomes with a new approach to relationships and networks  
Relationships matter. *Who You Know* explores this simple idea to give teachers and school administrators a fresh perspective on how to break the pattern of inequality in American classrooms. It reveals how schools can invest in the power of relationships to increase social mobility for their students. Discussions about inequality often focus on achievement gaps. But opportunity is about more than just test scores. Opportunity gaps are a function of not just what students know, but who they know. This book explores the central role that relationships play in young people's lives, and provides guidance for a path forward. Schools can:  
Integrate student support models that increase access to caring adults in students' lives  
Invest in learning models that strengthen teacher-student relationships  
Deploy emerging technologies that expand students' networks to experts and mentors from around world  
Exploring the latest tools, data, and real-world examples, this book provides evidence-based guidance for educators looking to level the playing field and expert analysis on how policymakers and entrepreneurs can help. Networks need no longer be limited by geography or circumstance. By making room for relationships, K-12 schools can transform themselves into hubs of next-generation learning and connecting. *Who You Know* explains how.

The purpose of this study was to examine the beliefs of high school principals in Texas on the impact extracurricular participation has on student academic performance. Specifically, feedback from high school principals was sought concerning 1) the significance extracurricular participation has on student academic performance; 2) the leadership efforts on their campus to promote extracurricular participation as a means

to support student academic performance; 3) the quantity of extracurricular activities offered on their campus to meet the needs of all students that seek to participate; and 4) the attributes gleaned from participating in extracurricular activities that have the most positive impact on students. Research indicates that extracurricular activities, specifically involvement in sports, has been cited as an indication of higher grades, higher educational aspirations, more internal locus of control and a higher self-concept (Feigin, 1994). Research also claims school administrators have the ability to create and model school norms that cultivate and integrate extracurricular involvement while emphasizing the importance of individual academic achievement (George, 2012). Participants in this study included 173 Texas high school principals representing schools of varying student enrollments. A questionnaire with two questions was issued to the subjects seeking their beliefs on the impact extracurricular participation has on students. Ultimately, three findings ascended as productive results from this research. First, the responses revealed that the principals contributing to this study firmly agreed that extracurricular participation has a positive impact on students. Second, the results from this study showed that the school leaders that participated believe that students receive the greatest impact through extracurricular participation by the relationships those students build and from learning the importance of intangibles such as teamwork and commitment. Lastly, the feedback determined that the perceptions of the principals that participated in the study were generally consistent in their views on the impact extracurricular participation has on students, regardless of the enrollment size of the campus they lead. These three findings could have significance by expanding the body of knowledge related to the potential solutions extracurricular participation presents high school principals when they explore strategies to create support systems for students on their campus.

Participation in extracurricular activities has the potential to significantly impact an adolescent's opinion about themselves; specifically to view themselves in a more positive light. Meeting new friends, developing interests, learning the importance of time-management while working together toward a common goal are all outcomes adolescents benefit from while participating in a school-based extracurricular activities. High self-esteem in adolescents is associated with the ability to resist peer-pressure, to develop stronger self-regulation tactics, and to generate enjoyment in day-to-day activities. Adolescents who are involved in extracurricular activities demonstrate positive adjustments with transitions and satisfactory academic achievement. It is a fine line between participation and over-participation in activities as too many activities may result in students feeling overwhelmed and stressed. Finding balance between school, work and extracurricular activities contributes to the overall well-being of the student. Job search is and always has been an integral part of people's working lives. Whether one is brand new to the labor market or considered a mature, experienced worker, job seekers are regularly met with new challenges in a variety of organizational settings. Edited by Ute-Christine Klehe and Edwin A.J. van Hooft, *The Oxford Handbook of Job Loss and Job Search* provides readers with one of the first comprehensive overviews of the latest research and empirical knowledge in the areas of job loss and job search. Multidisciplinary in nature, Klehe, van Hooft, and their contributing authors offer fascinating insight into the diverse theoretical and methodological perspectives from which job loss and job search have been studied, such as psychology, sociology, labor

studies, and economics. Discussing the antecedents and consequences of job loss, as well as outside circumstances that may necessitate a more rigorous job hunt, this Handbook presents in-depth and up-to-date knowledge on the methods and processes of this important time in one's life. Further, it examines the unique circumstances faced by different populations during their job search, such as those working job-to-job, the unemployed, mature job seekers, international job seekers, and temporary employed workers. Job loss and unemployment are among the worst stressors individuals can encounter during their lifetimes. As a result, this Handbook concludes with a discussion of the various types of interventions developed to aid the unemployed. Further, it offers readers important insights and identifies best practices for both scholars and practitioners working in the areas of job loss, unemployment, career transitions, outplacement, and job search.

With over 70,000 copies of the first edition in print, this radical treatise on public education has been a New Society Publishers' bestseller for 10 years! Thirty years in New York City's public schools led John Gatto to the sad conclusion that compulsory schooling does little but teach young people to follow orders like cogs in an industrial machine. This second edition describes the wide-spread impact of the book and Gatto's "guerrilla teaching." John Gatto has been a teacher for 30 years and is a recipient of the New York State Teacher of the Year award. His other titles include *A Different Kind of Teacher* (Berkeley Hills Books, 2001) and *The Underground History of American Education* (Oxford Village Press, 2000).

"This article reviews the contemporary literature on extracurricular activity participation, focusing on patterns of participation, academic achievement, substance abuse, psychological adjustment, and young adult outcomes. Throughout the article, many different groups are referenced to, with the majority of those surveyed from various middle and high schools around the country. The review indicated that the associations between extracurricular activity participation and these outcomes are mostly positive, with some limitations due to unmonitored and unmeasurable variables. Adolescents who participated in ECAs reported higher grades, more positive attitudes toward schools, and higher academic aspirations once demographic characteristics and prior adjustment were controlled. In contrast, results were examined with information related to participation in team sports were linked to positive educational trajectories and to high rates of involvement in risky behaviors. The author suggests application for information from this review as well as future research including discovering new methods for measuring activities and attitudes related toward student's attitude and their school experiences."--leaf 3.

Students participating in extracurricular activities may benefit in many ways that may include better grades, improved test scores, and better social emotional well-being. These students are also less likely to drop out of school and less likely to participate in risky activities such as experimenting with drugs or alcohol. Student athletes and participants in extracurricular activities are also more likely to regularly attend school and have good investment and ownership in their education. When students are engaged in after school activities, they are more likely to make friendships and connections with other peers and staff members. These extracurricular activities often correlate with high academic achievement, development of healthy relationships, and management of time and resources. Students who are involved and connected with

school are more likely to have a better self-concept and self-esteem.

Physical inactivity is a key determinant of health across the lifespan. A lack of activity increases the risk of heart disease, colon and breast cancer, diabetes mellitus, hypertension, osteoporosis, anxiety and depression and others diseases. Emerging literature has suggested that in terms of mortality, the global population health burden of physical inactivity approaches that of cigarette smoking. The prevalence and substantial disease risk associated with physical inactivity has been described as a pandemic. The prevalence, health impact, and evidence of changeability all have resulted in calls for action to increase physical activity across the lifespan. In response to the need to find ways to make physical activity a health priority for youth, the Institute of Medicine's Committee on Physical Activity and Physical Education in the School Environment was formed. Its purpose was to review the current status of physical activity and physical education in the school environment, including before, during, and after school, and examine the influences of physical activity and physical education on the short and long term physical, cognitive and brain, and psychosocial health and development of children and adolescents. Educating the Student Body makes recommendations about approaches for strengthening and improving programs and policies for physical activity and physical education in the school environment. This report lays out a set of guiding principles to guide its work on these tasks. These included: recognizing the benefits of instilling life-long physical activity habits in children; the value of using systems thinking in improving physical activity and physical education in the school environment; the recognition of current disparities in opportunities and the need to achieve equity in physical activity and physical education; the importance of considering all types of school environments; the need to take into consideration the diversity of students as recommendations are developed. This report will be of interest to local and national policymakers, school officials, teachers, and the education community, researchers, professional organizations, and parents interested in physical activity, physical education, and health for school-aged children and adolescents.

"We can't do that in our school district." "I don't have time to add that to my curriculum." "We're fighting against impossible odds with these students." Sound familiar? School improvement can often feel like a losing battle, but it doesn't have to be. In this fully revised and updated second edition of *The Learning Leader*, Douglas B. Reeves helps leadership teams go beyond excuses to capitalize on their strengths, reduce their weaknesses, and reset their mindset and priorities to achieve unprecedented success. A critical key is recognizing student achievement as more than just a set of test scores. Reeves asserts that when leaders focus exclusively on results, they fail to measure and understand the importance of their own actions. He offers an alternative—the Leadership for Learning Framework, which helps leaders identify and distinguish among four different types of educators and provide more effective, tailored support to - "Lucky" educators, who achieve high results but don't understand how their actions influence achievement. - "Losing" educators, who achieve low results yet keep doing the same thing, expecting different outcomes. - "Learning" educators, who have not yet achieved the desired results but are working their way toward excellence. - "Leading" educators, who achieve high results and understand how their actions influence their success. Reeves stresses that effective leadership is neither a unitary skill nor a solitary activity. *The Learning Leader* helps leaders reconceptualize their roles in the school improvement process and motivate themselves and their colleagues to keep working to better serve their students. In the current educational climate that is fueled by high stakes testing, evidence-based

practices, and teacher/administrator accountability students' academic achievement and post-secondary pursuits are of high importance. However, students with emotional and behavioral disorders (EBD) remain at the adverse end of nearly all outcomes, including punitive disciplinary measures and school completion. In focusing on the latter, that is school completion, increasing student engagement has been the target of many of the initiatives employed to decrease dropout rates. Student engagement is a multidimensional construct comprised of a behavior, emotion, and cognition (Fredricks, Blumenfeld, & Paris, 2004). Behavioral engagement which includes behavioral problems as well as students' attendance and participation in extracurricular activities (ECA) is strongly associated with student outcomes (Juvonen, Espinoza, & Knifsend, 2012; Reschly & Christenson, 2012). Students with EBD have difficulty with engagement (Reddy & Richardson, 2006), particularly engagement in ECA (Reeves, 2008; Reschly & Christenson, 2006b). The benefits of ECA for youth are well-described in the literature. Furthermore, ECA participation is considered to be the key indicator of a students' engagement with school. What is less known, however, is the impact of ECA participation for students with EBD, a group clearly at high-risk for poor education and poor life outcomes. This dissertation sought to examine the impact of ECA involvement for students with EBD using the Education Longitudinal Study of 2002 (ELS: 2002), a report produced by the National Center for Educational Statistics. A close analysis of this database, primarily using logistic regression, helped answer the following questions (a) does involvement in extracurricular activities affect dropout rates for students with EBD; (b) are certain types of ECA strong predictors of student dropout, and (c) does ECA participation predict dropout above all other factors that affect graduation rates? The results indicated that among the categories of ECA examined, sports emerged as the most predictive of dropout rates. Specifically, participation in basketball was found to have the most positive impact of all ECA analyzed. This study will help teachers, program designers, and policy makers to better understand the needs and interests of students with EBD.

In this landmark work, Kenneth Feldman and Theodore Newcomb review and synthesize the findings of more than 1,500 studies conducted over four decades on the subject. Writing in 1991, Ernest Pascarella and Patrick Terenzini maintained that *The Impact of College on Students* not only provided the first comprehensive conceptual map of generally uncharted terrain, but also generated a number of major hypotheses about how college influences students. They also noted that Feldman and Newcombe helped to stimulate a torrent of studies on the characteristics of collegiate institutions and how students change and benefit during and after their college years from college attendance. *The Impact of College on Students* is now a standard text in graduate courses as well as a standard and frequently cited reference for scholars, students, and administrators of higher education. Much of what we understand about the developmental influence of college is based on this work.

Young people are told that college is a place where they will “find themselves” by engaging with diversity and making friendships that will last a lifetime. This vision of an inclusive, diverse social experience is a fundamental part of the image colleges sell potential students. But what really happens when students arrive on campus and enter this new social world? *The Cost of Inclusion* delves into this rich moment to explore the ways students seek out a sense of belonging and the sacrifices they make to fit in. Blake R. Silver spent a year immersed in student life at a large public university. He trained with the Cardio Club, hung out with the Learning Community, and hosted service events with the Volunteer Collective. Through these day-to-day interactions, he witnessed how students sought belonging and built their social worlds on campus. Over time, Silver realized that these students only achieved inclusion at significant cost. To fit in among new peers, they clung to or were pushed into raced and gendered cultural assumptions about behavior, becoming “the cool guy,” “the nice girl,” “the funny one,” “the leader,” “the intellectual,” or “the mom of the group.” Instead of developing

dynamic identities, they crafted and adhered to a cookie-cutter self, one that was rigid and two-dimensional. Silver found that these students were ill-prepared for the challenges of a diverse college campus, and that they had little guidance from their university on how to navigate the trials of social engagement or the pressures to conform. While colleges are focused on increasing the diversity of their enrolled student body, Silver's findings show that they need to take a hard look at how they are failing to support inclusion once students arrive on campus. School-aged children in the U.S. and other Western nations spend almost half of their waking hours in leisure activities. For some, out-of-school time is perceived as inconsequential or even counterproductive to the health and well-being of young persons. Recently, however, there has been a growing recognition that--along with family, peers, and school--the organized activities in which some youth participate during these hours are important contexts of emotional, social, and civic development. They provide opportunities for young persons to learn and develop competencies that are largely neglected by schools. At the same time, communities and national governments are now channeling considerable resources into creating organized activities for young people's out-of-school time. This volume brings together a multidisciplinary, international group of experts to provide conceptual, empirical, and policy-relevant advances in research on children's and adolescents' participation in the developmental contexts represented by extracurricular activities, and after-school and community programs. *Organized Activities as Contexts of Development* provides a handbook-like coverage of research in this new emerging field. It considers a broad developmental time-span from middle childhood through early adulthood, providing information on how motivation, participation, and developmental experiences change as youth get older. The contents cover one of the most salient topics in child and adolescent research, education, and social policy, placing consistent emphasis on developmental aspects and implications of organized activity participation for young persons. Representing contributors from several fields of study--psychology, criminal justice, leisure science, sociology, human development, education, prevention, and public policy--the book is designed to appeal to students and scholars in all these areas. Additionally, the volume is written to be of interest to professionals who administer programs and develop policy on youth.

"Approximately 70% of all students participate in some type of extracurricular activity. Our nation's schools spend many millions of dollars and our students spend hundreds of hours of their time participating in these activities. The impact of these activities on our students is critically important. Research indicates that participating in activities such as sports, music, and student government can have a positive impact on our students, helping them to improve their GPA's and graduation rates, while lowering dropout rates and reducing problematic behavior. Participation in extracurricular activities has been shown to have a significant positive impact on at-risk students. Not all extracurricular participation has a positive impact. When a student's extracurricular activity is a part-time job numerous studies indicate that this can lower GPA and graduation rates and increase depression and tobacco use. Additionally, in boys, participation in some sports has shown an increased use of alcohol and performance enhancing drugs ... The purpose of this thesis is to examine how students are affected by participation in extracurricular activities"--leaves 4, 9.

There has been a growing discussion in the fields of education and psychology about the relationship between social skill proficiency and academic excellence. However, the presence of extracurricular involvement as promoting both academic and social development has not been thoroughly explored. The most recent literature syntheses and meta-analyses on extracurricular activity participation were conducted in the

1980's. An updated review and quantitative look at the participation literature is due. The purpose of this study is to integrate participation studies from the 1990s and give summative information as to the impact of extracurricular activity participation on various educational and psycho-social characteristics. Of the 164 identified studies, 41 were included in these meta-analyses. The current analyses produced 6 different activity categories: general extracurricular activity, sports, work and vocational activities, performing arts, pro-social activities, and community-based activities. The current meta-analyses suggest student outcomes were significantly related to general extracurricular activity and pro-social activity participation. General activities and pro-social activities had the most impact on academic achievement, while performing arts and pro-social activities' participants reported the largest effect on identity and self esteem related outcomes. Sports and related activities (i.e. Cheerleading) were not as strongly linked to academic achievement indicators as anticipated and student workers had more negative outcomes than any other activity participants. In conclusion, the best outcomes for children and adolescents are brought about through well-built, developmentally appropriate structured activities. Moreover, the academic and social profits of extracurricular activities that have been examined in this study can be used to inform program planning and implementation.

After-school programs, scout groups, community service activities, religious youth groups, and other community-based activities have long been thought to play a key role in the lives of adolescents. But what do we know about the role of such programs for today's adolescents? How can we ensure that programs are designed to successfully meet young people's developmental needs and help them become healthy, happy, and productive adults? Community Programs to Promote Youth Development explores these questions, focusing on essential elements of adolescent well-being and healthy development. It offers recommendations for policy, practice, and research to ensure that programs are well designed to meet young people's developmental needs. The book also discusses the features of programs that can contribute to a successful transition from adolescence to adulthood. It examines what we know about the current landscape of youth development programs for America's youth, as well as how these programs are meeting their diverse needs. Recognizing the importance of adolescence as a period of transition to adulthood, Community Programs to Promote Youth Development offers authoritative guidance to policy makers, practitioners, researchers, and other key stakeholders on the role of youth development programs to promote the healthy development and well-being of the nation's youth.

Research paper from the year 2015 in the subject English Language and Literature Studies - Other, grade: 1.0, University of Asia and the Pacific (College of Arts and Sciences), language: English, abstract: There are different extra-curricular activities for every university in the world. The Philippines is no exception, the researcher observes that universities such as De La Salle University (DLSU), Ateneo de Manila University (ADMU), and University of the Philippines (UP) have their own extra-curricular activities that students actively take part in. In the University of Asia and the Pacific (UA&P) there exist multiple extra-curricular activities a student can take part in such as, the Media Management Committee (MMC), Dulaang Roc, Viare, Communitas, Bosun (the school publication), and many more to mention. The researcher has observed that despite the myriad of extra-curricular activities a student can take part in; there are students who

become active and eventually become inactive in participating. Since extra-curricular activities have different benefits (Holloway, 2000), the researcher observes that being active is good because students can take advantage of the benefits offered. Moreover, because of these benefits the researcher finds it questionable to investigate further if simply having fun is the most influencing factor for active participation. Therefore, it has led to the researcher to further probe what other factors influence active participation in extra-curricular activities of select university students in UA&P.

Over the last decade, the educational context for students with disabilities has significantly changed primarily as a result of mandates contained in NCLB and IDEA. The purpose of this book is to summarize the research literature regarding how students might be provided classrooms and schools that are both inclusive and effective. Inclusive schools are defined as places where students with disabilities are valued and active participants in academic and social activities and are given supports that help them succeed. Effectiveness is addressed within the current movement toward multi-tiered systems of support and evidence-based practices that meet the demands of high-stakes accountability.

Findings from the high-profile John S. and James L. Knight Foundation-sponsored surveys of over 100,000 high school students in 2004 and 2006 provided a wake-up call to those interested in preserving the future of free expression rights in America. These studies documented the current lack of appreciation for free expression rights among the nation's high school students, and thus raised serious questions about the vitality of those rights as this generation reaches adulthood. In *The Future of the First Amendment*, the scholars who conducted the Knight studies identify a number of important connections and relationships that education reformers should account for as they seek to raise the status of the First Amendment among the nation's youth. This book documents and explores the ramifications of First Amendment education and student media activities-both traditional and digital-on student support for free expression rights. Linking these curricular and extra-curricular activities to the next generation's tolerance for free expression rights, it provides guidance to educators and policy-makers on methods of improving the next generation's appreciation for these rights which are so central to the health of American democracy.

School leaders continue to try to find ways to improve students' GPA and test scores. Research has shown that extracurricular activities can have a positive effect on academic achievement. This study aimed at finding the sweet spot of the amount of participation in extracurricular activities in order to maximize students' GPA and test scores. Eleventh grade students from three rural East Tennessee high schools were sampled to determine the appropriate amount of level of involvement in extracurricular activities. Student transcripts were used to determine the GPA of the students at the end of their 11th grade year, as well as their ACT score for March test during 11th grade. Students were placed into one of four categories based on their level of participation in extracurricular activities: non-participants, participation in 1–2 activities, participation in 3–4 activities, and participation in 5 or more activities. This researcher found that there is a significant difference in ACT scores for students who participate in extracurricular activities. In addition, this study found that there is a significant difference in students' GPA for students who participate in extracurricular activities. This study determined that the sweet spot for maximizing academic achievement is

participating in 3–4 extracurricular activities; therefore, school officials need to encourage students to participate in multiple extracurricular activities.

Student involvement in extracurricular activities (ECA) has been studied in the field of educational research in regard to its impact on academic achievement. This research reviewed the extant research regarding student achievement. In addition, it expands upon the limited research on the relationship these activities may have in regard to the teachers and staff who oversee them, and how this supervision and involvement of ECA impacted those teachers' job satisfaction. The findings of the current investigation indicate that supervision of ECA can have a positive impact on educational professionals. Additionally, the research has shown to substantiate positive impacts on teacher longevity, organizational commitment, job performance, and job satisfaction for those individuals who coach and/or advise these activities. Coupled with the research indicating a positive impact on academic achievement from participation in ECA for students, these findings support the prioritization of ECA by school districts and states, so that creative fiscal ways can be found to sustain such programs that have, in recent times, been eliminated due to budget cuts.

One of the strongest predictors of children's school performance are individual differences in perceived control: those beliefs about how effective the self can be in producing desired outcomes. Drawing perspectives from both developmental and individual differences research, this longitudinal study documents the cycles in which children who develop optimal profiles of control are more actively engaged and have better academic success, (or in contrast, how children may doubt their capacities, experience lower scholastic achievement, and believe in the power of luck or unknown forces.) Further, the results show how these cycles may change with age, and suggest ways to improve children's perceived control.

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