

**The Effect of Extra-curricular Activities on Education of Students of  
Daffodil International University**

**BY**

**Abdikarim Gelle Farah**

**ID: 191-17-395**

This Report Presented in Partial Fulfillment of the Requirements for the Degree of Masters of  
Science in Management Information System

Supervised By

**Ms. Nazmun Nessa Moon**

Assistant Professor

Department of CSE

Daffodil International University



**DAFFODIL INTERNATIONAL UNIVERSITY**

**DHAKA, BANGLADESH**

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## **APPROVAL**

This Project/internship titled “**The Effect of Extra-curricular Activities on Education of Students of Daffodil International University**”, submitted by **Abdikarim Gelle Farah**, ID No: **191-17-395**, to the Department of Computer Science and Engineering, Daffodil International University has been accepted as satisfactory for the partial fulfillment of the requirements for the degree of MS in Management Information System and approved as to its style and contents. The presentation has been held on 08 December 2019.

## **BOARD OF EXAMINERS**



---

**Dr. Syed Akhter Hossain**  
**Professor and Head**

Department of Computer Science and Engineering  
Faculty of Science & Information Technology  
Daffodil International University

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**Dr. Sheak Rashed Haider Noori**  
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**Assistant Professor**  
Department of Computer Science and Engineering  
Faculty of Science & Information Technology  
Daffodil International University

**Internal Examiner**



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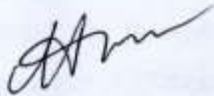
**Dr. Mohammad Shorif Uddin**  
**Professor**  
Department of Computer Science and Engineering  
Jahangirnagar University

**External Examiner**

## DECLARATION

I hereby declare that, this thesis has been done by me under the supervision of **Ms. Nazmun Nessa Moon Assistant Professor, Department of CSE, Daffodil International University**. I also declare that neither this thesis nor any part of this thesis has been submitted elsewhere for award of any degree or diploma.

### SUPERVISED BY:



---

**Ms. Nazmun Nessa Moon**  
**Assistant Professor**  
**Department of CSE**  
**Daffodil International University**

### SUBMITTED BY:



---

**Abdikarim Gelle Farah**  
**ID: 191-17-395**  
**Department of Management Information System**  
**Daffodil International University**

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And finally, also wish to thank my family, friends, roommates for their help and constant support, thank again for your understanding and encouragement in my many, many moments of crisis. Your friendship makes my life a wonderful experience thanks all

## DEDICATION

I dedicate my dissertation work to my family and many friends. A special feeling of gratitude to my loving parents, to my mother **Safia Jama** a strong and gently soul who taught me to trust in Allah, believe in hard work and that so much could be done with little. To my Second father **Awke Farah** for earning an honest living for us and for supporting and encouraging me to believe in myself. Also, I need to thank my brother **Said Birmad** and my lovely aunt **Zeinab Jama** for their encouragement and support.

## **ABSTRACT**

The purpose of the study is to examine the effect of extracurricular activities (ECA) on education of students of Daffodil International University (DIU) Bangladesh. To define the effect more clearly we have disaggregated the extracurricular activities in to several parts such as career activities, cultural activities and social work activities. A total of 280 students from different faculties have been selected to collect data using stratified random sampling method. Findings of this study indicate that there is a negative but insignificant association between involvement in overall extracurricular activities and academic achievement. But when we separately estimates the models for different particular extracurricular activities we find that only the involvement in social activities has a significant negative impact on academic performance as measured by cumulative grade point average (CGPA) while other extracurricular

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# CHAPTER 1

## INTRODUCTION

### 1.1 Introduction

Nowadays a vast variety of extracurricular activities are being offered in schools, colleges and universities. These extracurricular activities may include sports, debates, essay writing, drama or theatre, different clubs and student councils. There are two schools of thoughts, one in support of participating and other in support of not participating in extracurricular activities. So it is of great interest to determine that how participating in different kinds of activities effects the students, both in academics and as well as in their future professional life.

It is said that an empty mind is a home of Satan, emphasizing on the fact that it is necessary for a person to keep himself busy in healthy activities, otherwise he may get involved in bad habits such as drugs, smoking, stealing etc. So the question of how the young generation spends its leisure time is important to determine the prosperity of society.

An important question arises that why some youngsters remain underachieved, are unable to have confidence in themselves and not do something great in their life. These things in addition to their academic performance can be linked to the activities that they do outside the class room.

Along with the benefits of participation in these activities one should also know about its adverse effects, how one should maintain a balance between extracurricular and his academics, How participating in different activities can have different effects in the future [1].

Extracurricular activities (ECA) are generally those types of activities that fall outside area of the normal curriculum of school, college or university education, performed by the student. According to Cadwallader, Garza and Wagner (2002), extracurricular activities are defined as the activities in which the students involve after the regular school day has ended. This type of involvement may include athletics, school clubs, marching band, chorus, orchestra, cultural, social, and volunteer and student leadership organizations. Such activities are generally voluntary and there are not involve with any academic curriculum. Extracurricular activities can involve sport, cultural, political, voluntary, clubs, debate, scouts, drama, student council, and other social events. Involvement in different activities may positively impact on participant near future success.

An important question arises that why some youngsters remain underachieved, are unable to have confidence in themselves and not do something great in their life. These things in addition to their academic performance can be linked to the activities that they do outside the class room.

Along with the benefits of participation in these activities one should also know about its adverse effects, how one should maintain a balance between extracurricular and his academics, How participating in different activities can have different effects in the future.

Keeping in mind the growing rate of un-employability of the young generation especially in Bangladesh and Somalia, it is often claimed by the employers that students who develop additional skills outside the class room are preferred over the students who just focus on their studies, as participating in extracurricular activities develops self-confidence, improves communication skills and also help in promoting other characteristics such as team work and leadership in the individuals. But some people say that by getting involved in these activities, students become detracted from their studies, lose their focus and are stressed from this overburden and hence their academic performance decreases.

## **1.2 Motivation**

Here are a few tips to motivate students and arrange such campaign successfully.

**Do research work:** Teachers should do proper research work to decide what kind of activity would help in wholesome development of students and make them responsible citizens. How many pupil are going to participate in the camp and teacher should also decide a proper name for the campaign as it can also motivate the students to join such camps.

**Involve right kind of people:** Only experts should be entrusted with the job of teaching, training and judging children involved in various activities. If the people leading the activity are not confident they will not be able to impart the right kind of knowledge to the students.

**Involve students in natural way:** Teachers should pick up interesting activity like public speaking, drama, presentations etc. So student will involve willingly in these activities on the basis of their own interests and preferences. Teachers should also understand the limitations of student and there should always be an option to choose. These way students will learn things in the natural way.

**Motivate:** Motivate the students while they show their inclination, when they are getting trained or performing. Continuous motivation helps the students in performing better and even takes up

the activities they were unaware of. Motivation could be direct by appreciating the efforts or praising the outcome of the same.

**Reward:** Reward is the next level of motivation. At times, students initially get involved with an activity lured by the rewards associated with it. But many a times, they start liking the activity when they start pursuing it. Thus, rewards also play a crucial role in involving the students.

So, it is clear that although there are various ways in which one can increase the involvement of students in extracurricular activities. Also, it is not possible to make an exhaustive list of the ways in which this can be done but even if you stick to these basic points you can expect a decent result.

### **1.3 Rationale of the Study**

A lot of research has been done to inquire the effects of involvement in extracurricular activities which are discussed later. Most of them have given a very descriptive qualitative analysis regarding this topic as a result the conclusions drawn were more biased to the author's opinion. This research aims to give broader and more refined results by collecting and analyzing data from both the students and also the people who have graduated and are currently pursuing their professional life.

For this research two types of survey were done, one was intended towards the current students studying in Daffodil International University to get data regarding how participation in extracurricular affects their academic performance and the other was intended towards the graduates who have stepped into their professional life to get an estimate as how these activities have helped them excel in their professional career.

### **1.4 Research Questions**

- ❖ What are the main effects for participating in extra-curricular activities?
- ❖ How many students are participating in activities?
- ❖ In what activities are the students choosing?
- ❖ What are the barriers faced by students to participation in activities?

### **Definitions of Terms**

There are terms that are used throughout the literature review that need to be defined for clarity of understanding. These terms are:

Extracurricular Activities - organized student activities connected with school and usually carrying no academic credit.

Structured Extracurricular Activities - highly structured activities that emphasize skill building, in which the skill attained increases in complexity under the guidance of competent adult leaders.

### **1.5 Expected Out Come**

- ✚ To understand what ECA and DIU University are?
- ✚ To improve the students' awareness of Extra Curricular Activities.
- ✚ To examine how students are comfortable in participating Clubs and attending events.
- ✚ To determine the role and impact of ECA based university education among DIU students.
- ✚ To get the students recommendations about what they would appreciate to be implemented in DIU.

### **1.6 Report Layout**

Report layout will discourse about the chapters of this thesis and their sub topics as shown below:

**Chapter one:** We discuss about introduction of ECA in education, Motivation, Rationale of the study, Research questions, Expected Outcome, and Report Layout.

**Chapter two:** We will discuss chapter two Background, Introduction, Related Works, Research summary, Scope of the Problem and Challenges.

**Chapter three:** Research methodology will discuss Research Subject and Instrumentation, Data Collection Procedure, Statistical Analysis and Implementation Requirements.

**Chapter four:** Experimental results and discussion of the Experimental Results, Descriptive Analysis and summary.

**Chapter five:** Summary, Conclusion, Recommendation and Implication for Future Research.

## CHAPTER 2

### LITERATURE REVIEW

#### 2.1 Introduction

Literature review is a text written by someone to consider the critical points of current knowledge including substantive findings as well as theoretical and methodological contributions to a particular topic. Main goals are to situate the current study within the body of literature and to provide context for the particular reader.

This chapter will discuss about the literature review and the background of the study, where I will take some of the most recent topics of Effect of Extra Curricular Activities on Education of Students that has been conducted by researchers.

#### 2.2 Related Works

A study was conducted by Daley and Leahy in 2003 which discussed the improvement in self-concept caused by involvement in physical exercises. Participation in physical extracurricular activities reduces the stress caused by excessive studies. Students remain physical and mentally fit. Also, their body is in good shape which gives them self-confidence and a better view of their appearance. Apart from these those who are not involved in any physical activities at all lack these qualities [2].

Also in this section we have provided a comprehensive review of relevant literature on the association between student's involvement in extracurricular activities and academic performance of the students. The involvement of non-technical skills such as communication and academic behavior is importance for student improvement. Involvement in extracurricular activities provides an extra support in the improvement of non-knowledgeable skills.

As the term "extra" implies, the extracurricular activities (ECA) are not part of the curriculum or classroom activities that are mandatory and involve a grade or academic credit as a result of the activities. In this sense, one critical feature of ECA is that the participation in ECA is optional and according to a student's voluntary interests [3].



Another study discussed the impacts of investment in extracurricular activities on academic achievements of students. As per Brown (n.d.) students who were actively participating in out-of-university activities secured higher grades and standardized test marks, they had higher educational achievements, they were more punctual and regular in their class attendance and had a greater self-perception. Participants in extracurricular activities are also found to be less involved with the usage of illegal drugs and liquor, less drop-out rate and less suicide cases [4]. Participation in extracurricular activities help youngsters learn important set of skill like team building and teamwork, and role-playing skills like leadership skill. All these skill help students prosper in their school life as well as in their professional life. During the school life and afterwards, those students who are members of teams are more likely to make friends more easily that who are not, they are more easily adjusted in new environment and can easily showcase their leadership abilities based on their experience gained by participation in extracurricular activities. Participation also decreases behavioral problems.

### **2.3 Research summary**

From the related works above we can deduce, the following summary. A body of literature does exist that provides an understanding of the relationship between academic achievement and extra-curricular activity. The literature points to a positive influence on student performance for, those students involved in extra-curricular activity.

Many of the studies compared activities to self-esteem, work habits, study habits, university size, and parents' marital status. These factors are loosely associated with academic achievement. This study will focus on participation in extracurricular activity and its effect on grade point average.

Finally extracurricular activities are needed for healthy life, refreshment of mind, grow Leadership, maintain organization, time management, discipline, punctual etc.

### **1.4 Scope of problem**

The focus of this research work is to primarily study the effect of extracurricular activities on education of students of DIU.

There are so many students that haven't get a job even if they have most of them they do not perform their work as well as it is needed also there are huge number of students who do not have any idea of what extra-curricular activities are, Its advantage and whether it is good or bad for them in participating ECA.

So this study will help those students by giving them some concept of ECA and explaining some factors which needed to know.

### **Geographical Area**

Background: Daffodil International University (DIU) is a private university located in Dhanmondi, Dhaka, Bangladesh. It was established on 24 January 2002 under the The Private University Act of 1992. DIU is the first university in Bangladesh to have signed the UN's Commitment to Sustainable Practices of Higher Education Institutions.

The university has multiple campuses within Dhaka. The main campus is located in Dhanmondi and the permanent campus is in Ashulia. The permanent campus covers 150 acres of land with a playground, shopping mall, basketball court, golf course, hostel, and other facilities. The University offers bachelors, masters and doctoral degrees through its 23 departments, themselves organized into 5 faculties

This study is about the effect of extra-curricular activities on education of students in selected university which is Daffodil International University. This study will take place in Dhaka-Bangladesh.

### **This study particularly focused on two main Departments:-**

First is to ensure and proof for the students of DIU whether the extra-curricular activities on education of students is important for them or not.

Second if it is good, then to encourage the students to join and be a member of those clubs existing and also participate seminars that's going on in our university.

### **Time Scope**

This study will be conducted September 2019 up to December 2019 cross-sectional method.

The data will be collected by researcher using questionnaire.

### **Significance of the study**

The purpose of this study has been to examine students' perceptions of the ECA system and its impact on their academic activities as well as participation in ECA, career development, and college life. Researchers hypothesized that the perception of the ECA system would have positive relationship to curriculum learning, participation in ECA, career development, and college life. The following research questions were addressed:

- 1) How do students perceive the helpfulness and usefulness of the ECA system?
- 2) How is the perception related to a student's academic and non-academic activities?

## **2.5 Challenges**

This study has several limitations or challenges.

First, because students use self-reported data, there is no baseline data on the practical utility and effectiveness of the ECA system.

Second, since the data from this study are from one university in Bangladesh which is Daffodil International University (DIU), caution is needed in generalizing the findings of the study.

## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

Research methodology is the systematic way to solve the research problems it may be understood as a science of studying how research is done scientifically. It explains the research design. It also gives details about the population and sampling technique used for the research.

This chapter discusses the methodology that was the effect of extra-curricular activities on education of students of Daffodil International University (DIU). The discussion will include the design of the research, Research Subject and Instrumentation, Data Collection, Procedure and Statistical Analysis.

#### **3.2 Research Subject and Instrumentation**

Points out that a survey is only as good as a question it asks, hence the questionnaire is a critical stage in the survey research process, the questionnaire must be relevant and accurate in trying to capture the essence of the research objective. To achieve these ends, a researcher will be required to make several decisions:

- ❖ How should be asked?
- ❖ How should each question be phrased?
- ❖ In what sequence should the questions be arranged?
- ❖ What questionnaire layout will best serve the researcher objectives?
- ❖ How should the questionnaire be pre-tested?
- ❖ Does the questionnaire need to be revised?

### **3.3 Data Collection Procedure**

Data is typically accrued from the students who reading Daffodil International University.

The statistics series instrument is a questionnaire. It consists of questions formulated primarily based on the lookup questions (main and sub-questions), literature overview and the theoretical positioning introduced in this study. The questions were set in a way that examines the connection between the extra-curricular things to do and the learn about of students. Collected information have been quantified, for instance, with regard to time spent on the extra-curricular activities and other academic things to do compared how it impacts the first-class and the learn about of the students

### **3.4 Statistical Analyze**

The Statistical Package for Social Scientists (SPSS) was once used for statistics entry and analysis. Pearson's correlation device used to be used to establish relevant relationships amongst the identified variables.

### **3.5 Reliabilities and validities**

Ensuring these two components of a learn about are very important. While reliability indicates the need that a find out about produces effects that will be affirmed constantly by using subsequent similar studies, validity or trustworthiness of a learn about requires that the instrument utilized successfully obtains the kind of facts that it is supposed to be gathered. The researcher was dedicated to work objectively and diligently to make certain the actuality of these two components of lookup by using following relevant scientific method. Initially, the tool was once pre-tested with up to ten randomly selected students in the University of DIU Bangladesh. Doing this was once seen as a way of assisting the researcher to verify the validity of the tool.

### **3.6 Research design**

The study was conducted in Dhaka, Bangladesh. The research design was descriptive type. The student researcher used descriptive design because it is convenient to design to conduct a survey on the effect of extra-curricular activities on education of students of Daffodil International University (DIU).

The survey approach of data collection was carried out the use of a structured questionnaire. The standards furnished on when surveys turn into a suitable desire are instructive in selecting the survey method. The authors listed the following as the standards indicated that the approach is fantastic when: -

- ❖ Data are pleasant acquired listing from the respondents.
- ❖ Data can be bought by using brief answers to structured questions.
- ❖ Respondents are expected to give reliable information.
- ❖ How to use the solutions is known.
- ❖ An ample response price is expected.

The questionnaire used to be decided by means of the literature reviewed, the targets and the research questions of this learn about as properly as via the theoretical positions. Data have been amassed based on the structured questionnaire made on hand to the undergraduate and master's college students chosen as sample. The data amassed have been managed using the Statistical Package for Social Science (SPSS).

The data from the find out about were analyzed using Pearson's components for correlational co-efficient. This analytical component was chosen for this learn about because Pearson's correlation co-efficient or Pearson's product second correlation is an analytic measure used to determine the linear dependence (correlation) between units of information (variables). It is commonly used within the pursuit of quantitative method to research.

## CHAPTER 4

### EXPERIMENTAL RESULTS AND DISCUSSION

#### 4.1 Introduction

This chapter discusses and dissects about data analysis and the presentation of data collected from the different respondents who participated in this study which is about the effect of extra-curricular activities on education of students of DIU.

The data results have been presented by using table and figures to figure out the major findings of this study. It has been presented and analyzed with regard to the research questions. A statistical study was done by using percentage and other statistical methods.

In this study was analyzed and presented into four different sections; demographic information about the respondents, presentation, interpretation and analysis of research questions and objectives by presenting in graphs. The researcher distributed a questionnaire to different respondents both male and female in different faculties and degrees in Daffodil International University, Dhaka, Bangladesh.

#### 4.2 Experimental Results

In order to show the distribution of the respondents on the various question items. Tables and graphs were used in the presentation of data. The respondents have same questionnaire given them the sample size of the study population was 300 respondents, while the target population is 280.

#### 4.3 Descriptive analysis

Descriptive records are short descriptive coefficients that summarize a given facts set, which can be either a representation of the whole populace or a pattern of it. Descriptive facts are broken down into measures of central dependency or wish and measures of (quality of altering over time or at exclusive places), or spread.

#### 4. Gender Respondents

Table 4.1 Gender Respondent

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	171	61.1	61.1	61.1
	Female	109	38.9	38.9	100.0
	Total	280	100.0	100.0	

The above Table 4.1 indicates that the total gender respondents were 280, while 171 (61.1%) were male and 109(38.9%) were female. This indicates the majority of respondents are male. The following figure 4.1 shows the graph of table 4.1.

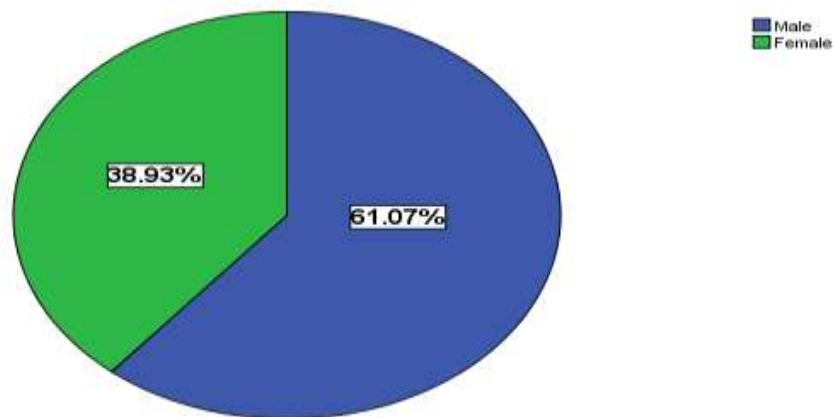


Figure 4.1 Gender respondents



### 4.3.2 Age respondents

Table 4.2 Age Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
<b>Valid</b>	20-25	111	39.6	39.6	39.6
	26-30	96	34.3	34.3	73.9
	31-35	61	21.8	21.8	95.7
	36-40	12	4.3	4.3	100.0
	<b>Total</b>	280	100.0	100.0	

The above Table 4.2 shows that 111 (39.6%) of the respondents are at the age between 20-25, 96 (34.3%) of the respondents are at age between 26-30 years, and 61 (21.8%) are at the age between 31-35 years while 12 (4.3%) are the age between 36-40 years

. The following figure 4.2 shows the graph of table 4.2.

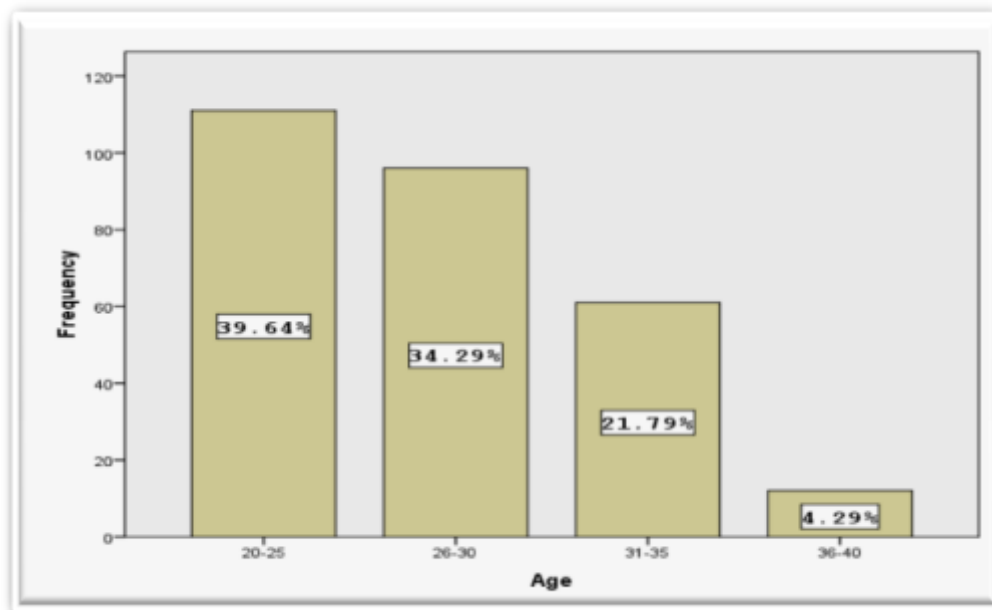


Figure 4.2 Age Respondent

### 4.3.3 Educational level

Table 4.3 Educational Level

	Frequency	Percent	Valid Percent	Cumulative Percent
<b>Valid</b> Undergraduate	85	30.4	30.4	30.4
Master	195	69.6	69.6	100.0
<b>Total</b>	280	100.0	100.0	

The above table 4.3 shows that 85 (30.4%) of the respondent's educational level is studying Bachelor degree and 195 (69.6%) of the respondent's educational level is studying Master degree.

The following figure 4.3 shows the graph of table 4.3

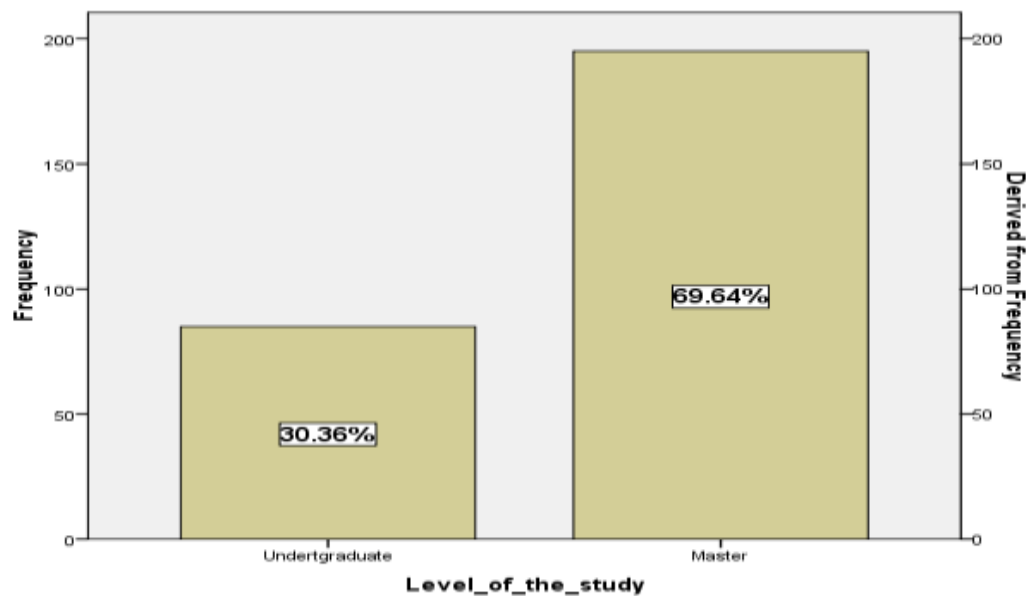


Figure 4.3 Level of the study

### 4.3.4 CGPA

Table 4.4 The CGPA of the students

		Frequency	Percent	Valid Percent	Cumulative Percent
<b>Valid</b>	4.00	27	9.6	9.6	9.6
	3.75	66	23.6	23.6	33.2
	3.50	108	38.6	38.6	71.8
	3.25	25	8.9	8.9	80.7
	3.00	18	6.4	6.4	87.1
	2.75	24	8.6	8.6	95.7
	2.50	12	4.3	4.3	100.0
<b>Total</b>		280	100.0	100.0	

The above table 4.4 shows that 27 (9.6%) of the respondent's CGPA is A+, 66(23.6%) is A, 108(38.6%) is A-, 25(8.9%) is B+, 18(6.4%) is B, 24(8.6%) is B- and 12(4.3%) is C+.

The following figure 4.4 shows the graph of table 4.4

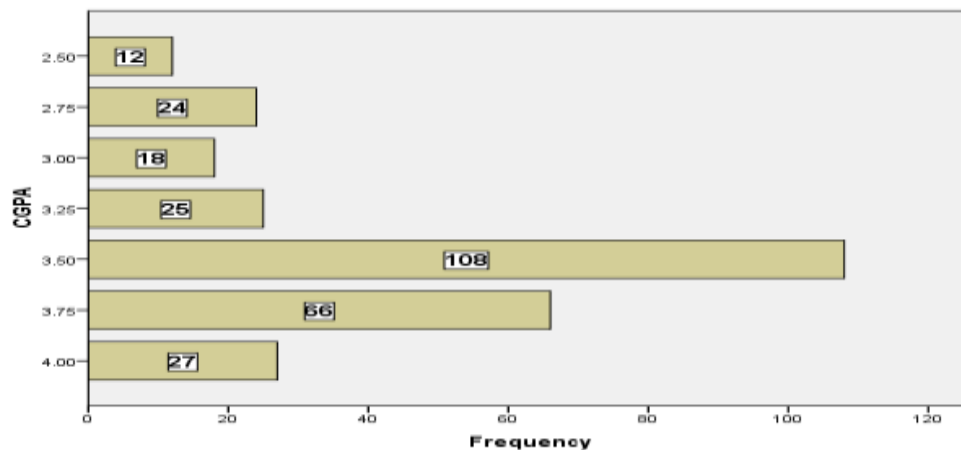


Figure 4.4 The Respondent's CGPA

### 4.3.5 CGPA

Table 4.5 Department of the students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	CSE	53	18.9	18.9	18.9
	MIS	45	16.1	16.1	35.0
	CIS	31	11.1	11.1	46.1
	SE	39	13.9	13.9	60.0
	ETC	3	1.1	1.1	61.1
	DS	55	19.6	19.6	80.7
	PH	27	9.6	9.6	90.4
	MBA	21	7.5	7.5	97.9
	Civil Eng	6	2.1	2.1	100.0
	<b>Total</b>	<b>280</b>	<b>100.0</b>	<b>100.0</b>	

The above Table 4.5 shows that the departments of the respondents 53 (18.9%) of the respondents are the department of Computer science and Engineering, 45(16.1%) are studying Management Information System (MIS), 31(11.1%) are the CIS, 39(13.9%) are Software Engineering, 3(1.1%) are ETC, 55(19.6%) Development Studies, 27(9.6%) are PH, 21(7.5%) are MBA, 6 (2.1%) are Civil Engineering students.

. The following figure 4.5 shows the graph of table 4.5.

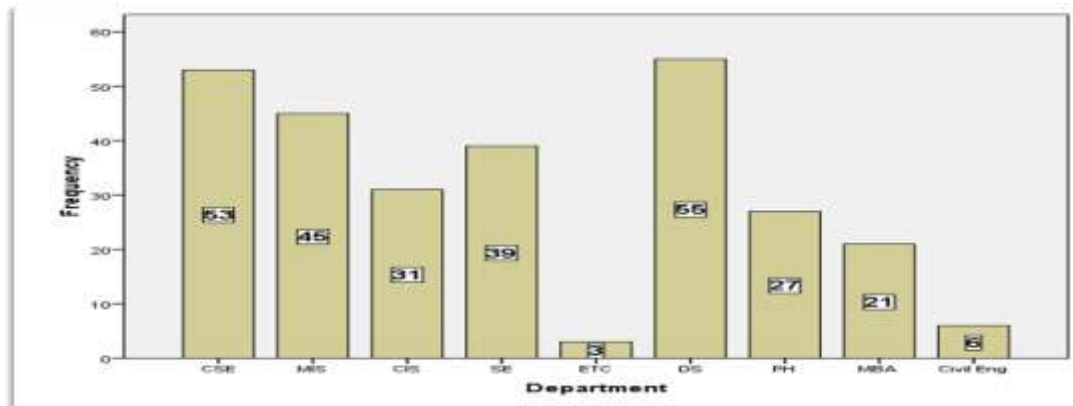


Figure 4.5 Department of the student

### 4.3.6 Are you a member of any DIU Clubs?

Table 4.6 respondent's answers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	156	55.7	55.7	55.7
	No	124	44.3	44.3	100.0
	Total	280	100.0	100.0	

The above Table 4.6 shows the respondent's answers whether they are a member of any Daffodil International University's clubs or not.

The study indicates that the most of the respondents are members of DIU clubs. 156(55.7%) are members of the existing clubs while the rest which are 124(44.3%) are not member of any club.

. The following figure 4.6 shows the graph of table 4.6.

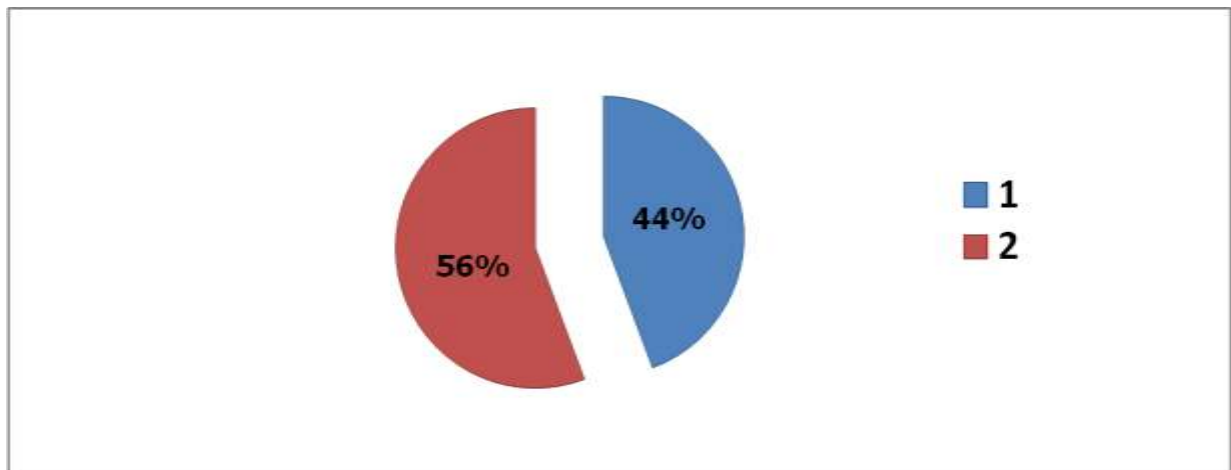


Figure 4.6 Membership of a club

### 4.3.7 Which Club are you in?

Table 4.7 Clubs in DIU

		Frequency	Percent	Valid Percent	Cumulative Percent
<b>Valid</b>	<b>DIUSC</b>	13	4.6	7.9	7.9
	<b>CPC</b>	23	8.2	14.0	22.0
	<b>Cultural Club</b>	40	14.3	24.4	46.3
	<b>SEC</b>	8	2.9	4.9	51.2
	<b>GCPC</b>	23	8.2	14.0	65.2
	<b>Robotics</b>	3	1.1	1.8	67.1
	<b>Career club</b>	21	7.5	12.8	79.9
	<b>Daffodil ProthomaloBondhuShova</b>	3	1.1	1.8	81.7
	<b>Others</b>	30	10.7	18.3	100.0
	<b>Total</b>	164	58.6	100.0	
<b>Missing</b>	<b>System</b>	116	41.4		
<b>Total</b>		280	100.0		

The above table shows some of the clubs that exist in DIU and what the study provided through the respondent's data which I was collected.

The study indicates that 13 (4.6%) are members of Daffodil International University Sports Club, 23(8.2%) are members of Computer Programming Club, 40(14.3%) are members of Cultural Club, 8(2.9%) are members of Software Engineering Club, 23(8.2%) are members of Girls Computer Programming Club, 3(1.1%) are members of Robotics Club, 21(7.5%) are members of Career Club, 3(1.1%) are members of Daffodil Prothom-aloBondhuShova, 30(10.7%) are members of other clubs while the rest of the respondent's which are 116(41.4%) are not members of DIU Clubs.

. The following figure 4.7 shows the graph of table 4.7

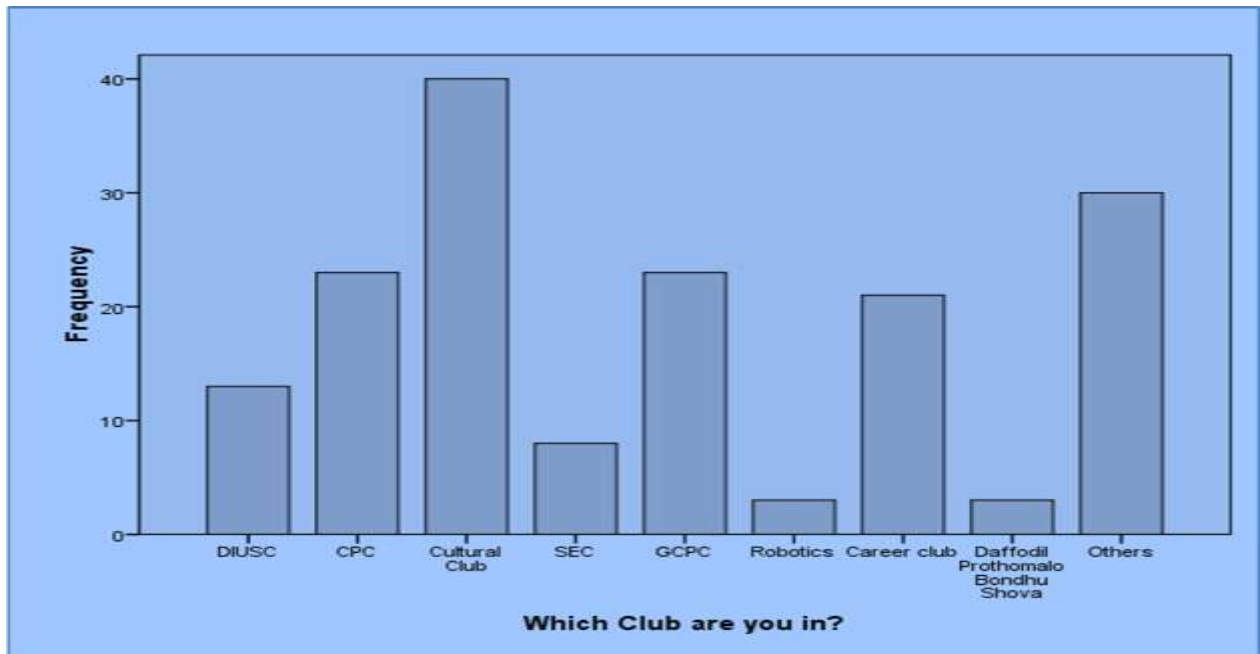


Figure 4.7 Clubs in DIU

#### 4.3.8 What is the reason for not being a member of any club?

Table 4.8 the reason

		Frequency	Percent	Valid Percent	Cumulative Percent
<b>Valid</b>	I want to be involved but I have too many responsibilities	35	12.5	30.2	30.2
	I want to, but need time to study	55	19.6	47.4	77.6
	It seems to me that it loses my time so I don't need it	26	9.3	22.4	100.0
	<b>Total</b>	116	41.4	100.0	
<b>Missing</b>	<b>System</b>	164	58.6		
<b>Total</b>		280	100.0		

The above Table 4.8 indicates that the reason why some of the students are not member of any DIU Club. 35(12.5%) said “I want to be involved but I have too many responsibilities”, 55(19.6%) said “I want to, but need time to study”, and 26(9.3%) said “It seems to me that it loses my time so I don’t need it”.

The following figure 4.8 shows the graph of table 4.8

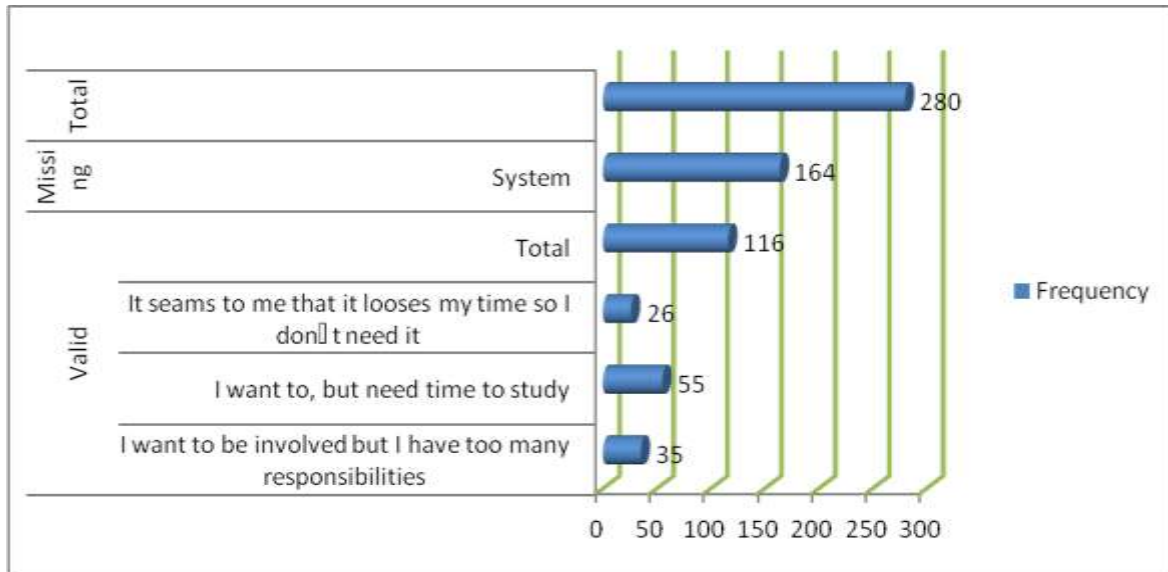


Figure 4.8 the reason

#### 4.3.9 How many days do you spend extracurricular activities in a semester?

Table 4.9 Numbers of days spent in ECA

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	10 days	44	15.7	26.8	26.8
	15 days	21	7.5	12.8	39.6
	17 days	3	1.1	1.8	41.5
	20 days	39	13.9	23.8	65.2
	25 days	3	1.1	1.8	67.1
	One Month	54	19.3	32.9	100.0
	<b>Total</b>		164	58.6	100.0
<b>Missing</b>	<b>System</b>	116	41.4		
<b>Total</b>		280	100.0		



The above Table 4.9 indicates the numbers of days that students spend Extra Curricular Activities in every semester. 44(15.7%) spends ten days, 21(7.5%) 15 days, 3(1.1%) spends seventeen days, 39(13.9%) spends twenty days, 3(1.1%) spends twenty five days and 54(19.3%) spends one month in each semester.

The following figure 4.9 shows the graph of table 4.9

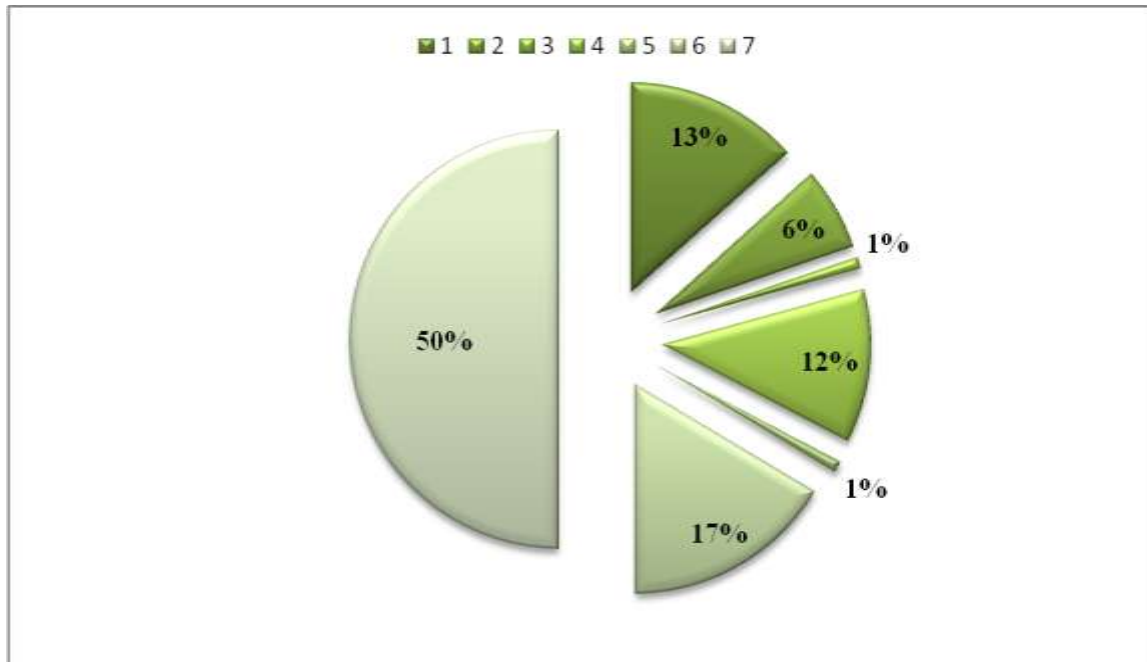


Figure 4.9 Numbers of days spent in ECA

#### 4.3.10 Are you a member of any club outside in DIU?

Table 4.10 Clubs other than DIU Clubs

		Frequency	Percent	Valid Percent	Cumulative Percent
<b>Valid</b>	<b>Yes</b>	95	33.9	33.9	33.9
	<b>No</b>	88	31.4	31.4	65.4
	<b>May be</b>	97	34.6	34.6	100.0
	<b>Total</b>	280	100.0	100.0	

The above Table 4.10 indicates whether students are members of clubs other than those exist in DIU. 95 (33.9%) are members of clubs outside in DIU, 88(31.4%) are not members of any other club and 97(34.6%) said may be which can be both yes or no.

The following figure 4.10 shows the graph of table 4.10

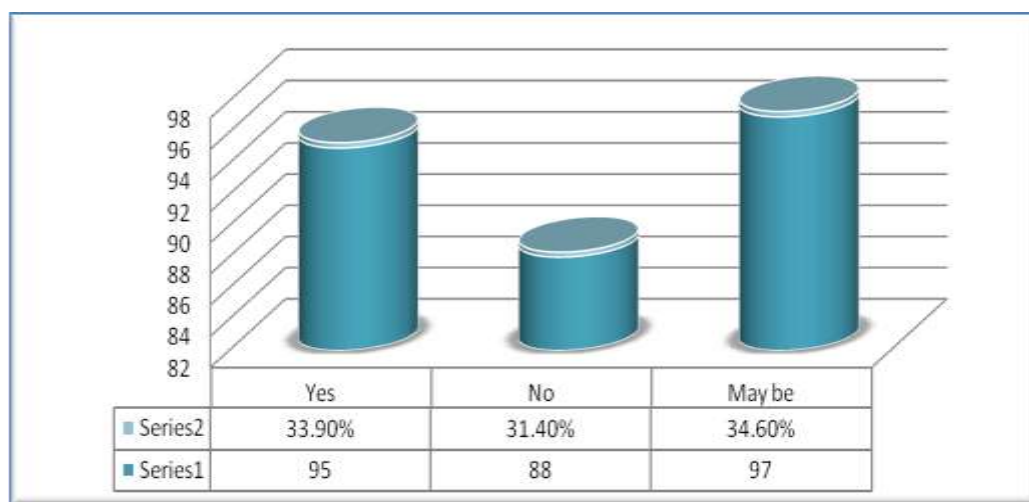


Figure 4.10 Clubs other than DIU Clubs

#### 4.3.11 What is your purpose behind participating extra-curricular activities on education?

Table 4.11 Purpose behind participation of ECA

		Frequency	Percent	Valid Percent	Cumulative Percent
<b>Valid</b>	To develop additional skills outside the classroom	40	14.3	24.4	24.4
	To improve communication skills	32	11.4	19.5	43.9
	To keep a way involving in abad habits	31	11.1	18.9	62.8
	To adopt chracteristics of team work and leadership	61	21.8	37.2	100.0
	Total	164	58.6	100.0	
<b>Missing</b>	<b>System</b>	116	41.4		
<b>Total</b>		280	100.0		

The above Table 4.11 shows that the purpose behind participating extra-curricular activities on education 40(14.3%) said “To develop additional skills outside the classroom”, 32(11.4%) said “To improve communication skills”, 31(11.1%) said “To keep a way involving in a bad habits”, 61(21.8%) said “To adopt characteristics of team work and leadership”.

The following figure 4.11 shows the graph of table 4.11



Figure 4.11 Purpose behind participation of ECA

#### 4.3.12 Do you think students who are more involved in extracurricular activities are more successful on in professional life?

Table 4.12 More successful in professional life

		Frequency	Percent	Valid Percent	Cumulative Percent
<b>Valid</b>	Strongly Disagree	80	28.6	28.6	28.6
	Disagree	32	11.4	11.4	40.0
	Neither agree nor disagree	28	10.0	10.0	50.0
	Agree	109	38.9	38.9	88.9
	Strongly Agree	31	11.1	11.1	100.0
	<b>Total</b>	280	100.0	100.0	

The above Table 4.12 indicates whether students think that involving extra-curricular activities are more successful on in professional life or not. Most of the students which are 109(38.9%) said “Agree” which means we think that students who involved in extracurricular activities are more successful on in professional life, 80(28.6%) said “Strongly Disagree”, 32(11.4%) said “Disagree”, 28(10.0%) said “Neither agree nor disagree”, and 31(11.1%) said “Strongly Agree”. The following figure 4.12 shows the graph of table 4.12

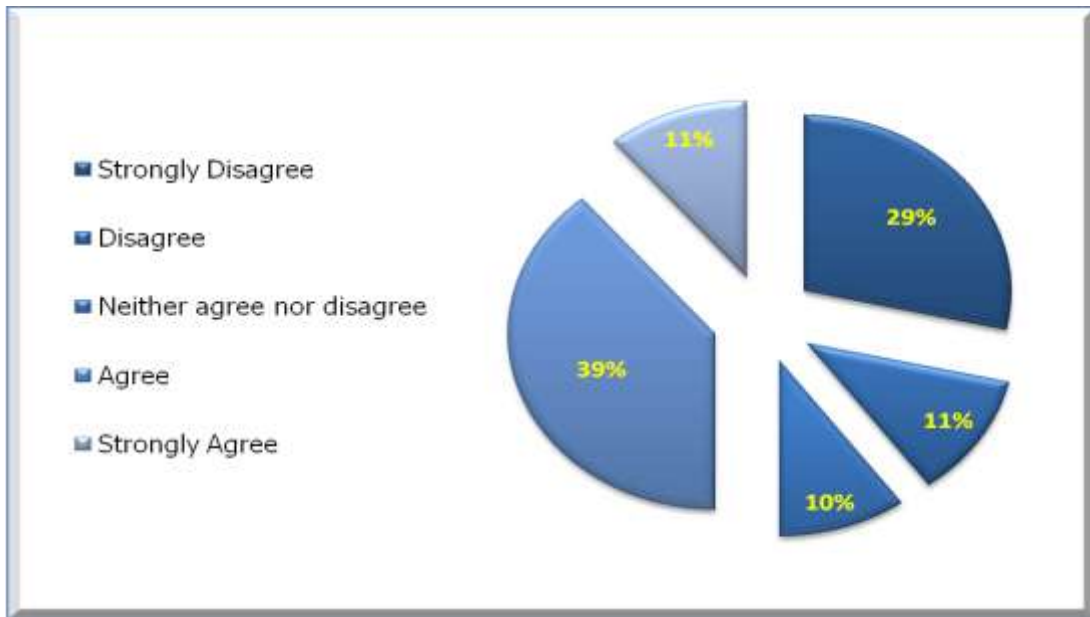


Figure 4.12 More successful in professional life

#### 4.3.13 Do you think that these extra-curricular activities affect the student’s academic results?

Table 4.13 Student’s academic results

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	61	21.8	21.8	21.8
	No	219	78.2	78.2	100.0
	Total	280	100.0	100.0	

The above Table 4.13 shows that 61(21.8%) of the students thinks that extra-curricular activities affects their academic result while 219(78.2%) thinks that the ECA does not affect their academic result.

The following figure 4.13 shows the graph of table 4.13

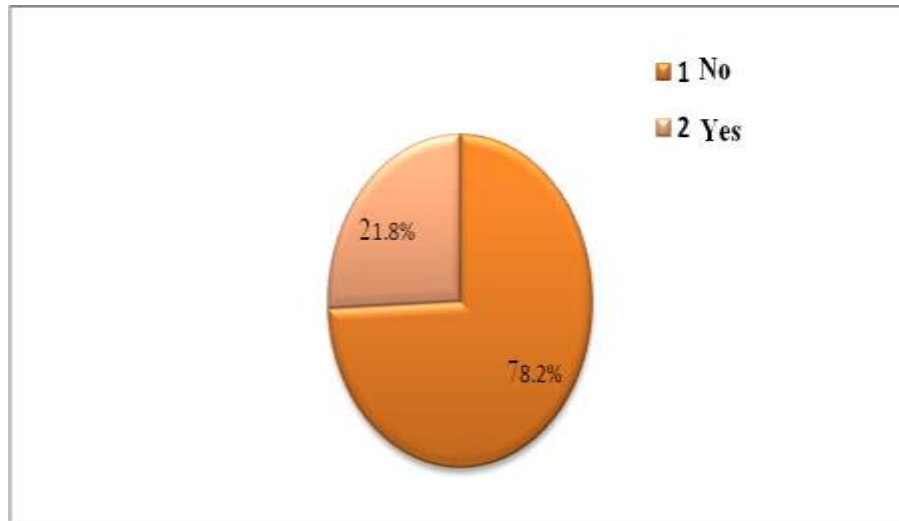


Figure 4.13 Student's academic results

#### 4.4 Summary

The analysis showed that some most students like to spend their free time on extra-curricular activities because we can see that through the average number of the students who are members of different clubs of DIU and other kinds of clubs that exists in the society.

Most people realize the importance of participation in extra-curricular activities when they go into professional life as it helps develop social and personal skills and increases self-perception and confidence, professional advice students to be involved in extracurricular activities while at the same time keeping it at balance with their academic performances.

## CHAPTER 5

### SUMMARY, CONCLUSION, RECOMMENDATION AND IMPLICATION FOR FUTURE RESEARCH

#### 5.1 Introduction

This chapter examines the findings and discussions in the previous chapters and relates to the literature which was reviewed and discussed in chapter two and the objectives of the study as well, as to qualify the researcher make some important summaries and adorable recommendations for future studies as to help those who conduct research about the topic in the future. The main motive of this study was to explore and investigate the effect of extra-curricular activities on education of students which was conducted in Dhaka, Bangladesh.

The sample of the population used for this was 280 of Somali and Bangladeshi students in Daffodil International University. A well-structured method and well-planned questionnaire were used in order to obtain the required information from the respondents regarding the objectives of the study.

#### 5.2 Summary of the Study

The findings of this study will be discussed regarding the objectives and the literature review of the study.

After findings the researcher focused on to discuss the questions asked the respondents.

##### 5.2.1 Are you a member of any DIU Clubs?

The study indicates that the most of the respondents are members of DIU clubs. About 55.7 are members of the existing clubs while the rest which is 44.3% are not member of any club.

##### 5.2.2 Which Club are you in?

Around 4.6% are members of Daffodil International University Sports Club, 8.2% are members of Computer Programming Club, 14.3% are members of Cultural Club, 2.9% are members of Software Engineering Club, 8.2% are members of Girls Computer Programming Club, 1.1% are members of Robotics Club, 7.5% are members of Career Club, 1.1% are members of Daffodil Prothom-aloBondhuShova and 10.7% are members of other clubs while the rest of the respondents which are 41.4% are not members of DIU Clubs.

### **5.2.3 What is the reason for not being a member of any club?**

About 12.5% told me that the reason of not being a member of any club and said “I want to be involved but I have too many responsibilities”, Another 19.6% said “I want to, but need time to study”, and 9.3% said “It seems to me that it loses my time so I don’t need it”.

### **5.2.4 Are you a member of any club outside in DIU?**

Around 33.9% are members of clubs other than those of Daffodil International University, 31.4% are not members of any other club and 34.6% said may be which can be both yes or no.

### **5.2.5 What is your purpose behind participating extra-curricular activities on education?**

About 14.3% said “To develop additional skills outside the classroom”, 11.4% said “To improve communication skills”, 11.1% said “To keep a way involving in a bad habit, and 21.8% said “To adopt characteristics of team work and leadership”.

### **5.2.6 Do you think students who are more involved in extracurricular activities are more successful on in professional life?**

38.9% which are most of the students told me that they are agree which means we think that students who involved in extra-curricular activities are more successful on in professional life, another 28.6% said “Strongly Disagree”, 11.4% said “Disagree”, 10.0% said “Neither agree nor disagree”, and 11.1% said “Strongly Agree”.

### **5.2.7 Do you think that these extra-curricular activities affect the student’s academic results?**

Around 21.8% of the students thinks that extracurricular activities affect their academic result while the other 78.2% thinks that the ECA does not affect their academic result.

## **5.3 Conclusion**

The aim of this study was to describe the effect of extra-curricular activities on education of students. So the findings of the study indicate that the majority of students thinks and believes that the participation in extracurricular activities will help youngsters learn important set of skill like team building and teamwork, and role-playing skills like leadership skill. All these skill help students prosper in their school life as well as in their professional life.

#### **5.4 Recommendation**

Based on the findings of this study, after analyzing the questions that I asked the population, we found that the most of the students are members of clubs also the study revealed that a good number of the respondents think that students who involved in extracurricular activities are more successful on in professional life. So I would like to suggest you advice that will help you to get better academics and more successful in your professional life.

#### **5.5 Implication for Further Study**

This study recommends for further research on the effect of extra-curricular activities that will generate more findings and knowledge about how students, adults and youngsters can make use of time for joining clubs, spending time and participating the extra-curricular activities so as to improve their academic performance and necessary activities that are helpful and not harmful for their future.



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## Appendices

### Daffodil International University

Faculty of Science and Information Technology, Department of Management Information System

#### The effect of extra-curricular activities on education of students of DIU

Dear participants,

The data I am collecting through this questionnaire will be used only for research purpose and to understand the effect of extracurricular activities on education of our students. Please read carefully and use (✓) to answer the questions. All information gathered will be private and kept confidential and will not disclose to anyone.

Gender	Age	Undergraduate / master	CGPA	Department

1. Are you a member of any DIU Clubs? (Please tick one of the given options).

Yes  No

2 If your answer is yes, Which Club are you in? You can select more one option if needed.

DIUSC  CPC  Cultural Club  SEC  GCPC   
Robotics  Career Club  Daffodil Prothom-aloBondhuShova  Others

3. If your answer is No, the reason for not being a member of any club is? Please select from the given below options.

I want to be involved but I have too many responsibilities

I want to, but need time to study

It seems to me that it loses my time so I don't need it

4. How long have you been a member in this club?

Months  Year/Years

5. How many activities that your club performs in every semester?

Total  activities

6. How many days do spend extra curricular activities in a semester?

Days

7. How much time do you spend in Extra Curricular Activities in a day?

Hours

8. Are you a member any club outside in DIU?

Yes  No  May be

9. Do you think that it is important in participating extra curricular activities?

Yes  No  May be

10. What is your purpose behind participating extra curricular activities on education?

To develop additional skills outside the classroom

To improve communication skills

To keep a way involving in abad habits

To adopt characteristics of team work and leadership

11. Do you think if you have participated in more extracurricular activities you have done better in your academics?

Strongly Disagree  Disagree  Neither agree nor disagree

Agree  Strongly Agree

12. Do you think students who are more involved in extracurricular activities are more successful on in professional life?

Strongly Disagree  Disagree  Neither agree nor disagree

Agree  Strongly Agree

13. Do you think that these extra curricular activities affects the student's academic results?

Yes  No.

## Extra-curricular

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