

Research on the Impact of Extracurricular Activities on Academic Achievement of Students: A Case of Students Majoring in the Japanese Language of FPT University

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Abstract

Extra-curricular activities have brought a lot of positive effects not only on students' academic results but also on soft skills that are applicable in real society. These positive effects mostly serve the common goal of providing better academic achievement and training students with the necessary skills before graduating from university. A clear mind and enduring health to persevere, make efforts with learning more or less well trained from extra-curricular activities, especially sports activities. These results are drawn from the analysis of the documents and the survey results from university students majoring in the Japanese Language of FPT. Some effective solutions are also mentioned to solve the problem in the most basic way.

Keywords: Extra-curricular activities; students; teachers; benefits.

INTRODUCTION

Teaching and training human resources with sufficient skills and knowledge to meet the needs of society is always the top concern of universities. There are many innovative methods to improve the quality of training, but "Learning with practice" is a method that never gets old in the field of education, in addition to theoretical subjects. Currently, universities in Vietnam, especially FPT University in Ho Chi Minh City, always focus on organizing extracurricular activities or skill classes for students to participate in. Create conditions for students to consolidate knowledge and learn more skills after regular school hours. Extra-curricular activities are often in many different forms, it can be clubs, seminars according to specialties topics, social events, or field trips to experience the real world, the question arises whether students' participation in extra-curricular activities affects their learning outcomes. To answer the question, the essay analyzes the benefits and disadvantages of extracurricular activities (Hill, 2007).

Literature Review

Seow & Pan (2014) researched to analyze the impact of extracurricular activities on students' learning outcomes based on different theoretical bases. Feldman & Matjasko (2005) wrote this study the role of extracurricular activities at school in the development of adolescents, orientation for the future. Munoz et al (2016) university students to evaluate factors affecting their intention to participate in extracurricular activities and determine the importance of such activities: experiential learning, volunteering, or how to effectively organize and maintain programs that enhance student value and experience. Research resultsshowed that many students attach importance to activities related to career development and exchange with experts. Moriana et al (2006) through the study, confirmed the existence of a relationship between extracurricular activities and student achievement. The benefits of extracurricular activities have been emphasized, such as enhancing critical thinking, improving academic achievement, developing personal competence, and enhancing concentration. Moreover,

according to survey results, students who are participating in academic and sports clubs will have higher academic achievement than the rest. On the other hand, there are also many cases of tired, stressed, injured students that happen because students participate in too many activities. In addition, due to their complete, nature, the activities selected, planned, and organized by the school are more useful than those that take place outside.

Research purpose, object, and scope of research

This research study is being undertaken to present the real situation of FPT University students participating in extracurricular activities in Ho Chi Minh City, as well as examine the benefits and drawbacks of extracurricular activities. From there, it is possible to evaluate how participation in extracurricular activities affects students' academic progress and give relevant recommendations to students on how to choose and participate in activities in the most effective way. The object of the study was to examine the influence of extracurricular activities on students' learning outcomes. The object of the study was 100 students from all disciplines, especially Japanese language students at FPT University in Ho Chi Minh City. The reason these survey subjects were selected was because of favorable space and time conditions. In addition, they are people who have been able to directly experience extracurricular activities; thereby, the collection of opinions and information from these subjects will be more transparent and clear.

Research Methodology

Theoretical research results are based on searching by keywords, analyzing, synthesizing, and selecting from previous research documents of reputable domestic and foreign authors and organizations to clarify expressed problems (Seow & Pan, 2014). In addition, to have more basis for scientific analysis on awareness and status of organization of extracurricular activities at university, with the qualitative research phase, the tool was used, which is an interview with semi-formal form, structure with supporting tools such as Zalo, Facebook, Email

(Dyment, 2005). Besides, at the stage of quantitative research, the questionnaire survey method is one of the most popular and widely used research methods to collect data. In the questionnaire, the student's personal information was mentioned along with questions around their participation in extracurricular activities and was assessed using a 5-point Likert scale. The survey content aims to elucidate the degree of influence of extracurricular activities on academic achievement, analyze the determinants of student participation, and propose measures to organize these activities. movement becomes more convenient and efficient

Status of extracurricular activities of FPT University students

The lack of soft skills among students is still common, and what students need to acquire these skills are time and a good training environment. Extracurricular activities are exactly what students need to fill in their skills gaps. Understanding that, FPT University always focuses on investing in and organizing a lot of extracurricular activities rich in both content and organizational form, to create opportunities for comprehensive development for students.

Although extracurricular activities are not too unfamiliar to students of FPT University through observation and investigation the level of interaction and participation in those activities of FPT University students is not remarkable. Compared to building a generation of self-reliant and dynamic students, this level is still not enough. To know the actual status of students participating in extracurricular activities at FPT University in Ho Chi Minh City, a survey was conducted on 300 students studying in all fields of the university through the question-answer form.

With the opening question "Are you currently participating in any extra-curricular activities?", the survey results showed that 60% of the respondents were inclined to answer "no", thereby proving the answer. prove the point about students' interest in extracurricular activities at the school above is correct. Moreover, this disparity is even more pronounced when the percentage of female

students participating in extracurricular activities is 30% higher than that of male students (Figure 1).

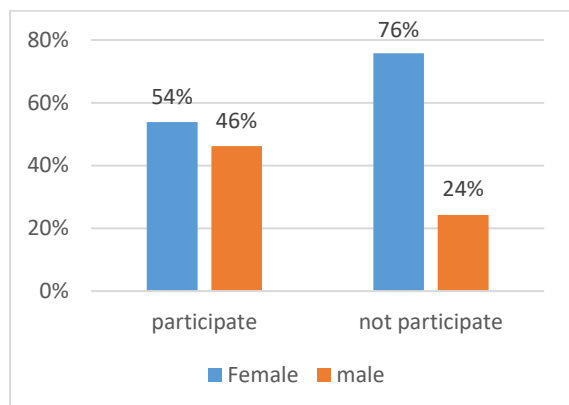


Figure 1. *Percentage of students participating in extracurricular activities*

From this question, students can be divided into two survey groups: students who participate in extracurricular activities and students who do not participate in extracurricular activities. Then the next question is what is the reason they decided to do so.

With the question “What is the reason for you to participate in extracurricular activities?”, the data show that the majority of students participate in these activities because it affects their academic performance, namely training scores, and to create relationships with friends and people around them. In other words, students can become self-aware that participating in extracurricular activities will bring about the benefits of grades and society throughout their studies at the school (Dyment, 2005).

With the obvious difference in reasons between “practice score” and “content”, we can question whether students are interested in extracurricular activities or are they just finishing up. responsibility as a student of the school. It will be very difficult if students have to do something not with comfort and excitement but in a forced mentality, moreover, the effect won't be high.

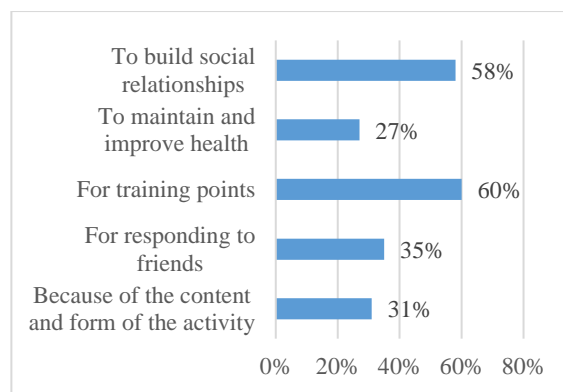


Figure 2. *The reasons students participate in extracurricular activities*

The survey results also show a difference in the percentage of students participating in extracurricular activities. The field that students participate in the most is volunteering, accounting for 40%, followed by sports and art activities with 35%; participation, and event organization with 10%; the percentage of students participating in academic clubs is 10%, the lowest rate of students participating in experiential sightseeing activities is 5%. These figures show that students' interest in sightseeing and experiential activities is not as high as volunteer activities and sports and art activities. In addition, this also reflects the fact that the organization of field trips and practical experiences have not been facilitated by the school and the lecturers due to many limitations in terms of time and cost (Broh, 2002). On the other hand, the difference in the rate of extracurricular activities is also shown by different disciplines. Students majoring in languages, especially Japanese, will give preference to academic clubs, volunteer activities, and business students will often participate in art activities and organizations. events. On the other hand, sports activities are the answer most chosen by information technology students.

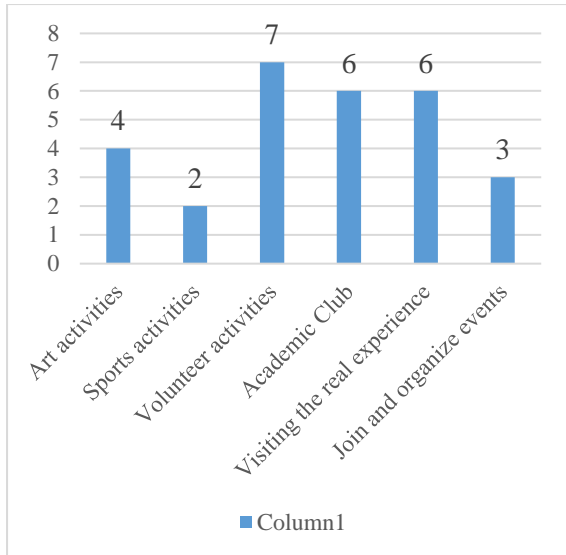


Figure 3. *Activities students often participate in*

When asking students to self-assess the frequency of participating in extra-curricular activities, the majority of students answered that they participate once every week and this rate accounted for 50%, followed by the group of students participating in extracurricular activities with a frequency of once every few weeks, accounting for 30%; followed by the group of students who only participate 3 weeks/time accounted for 15%, the group of students who participated every day only accounted for 5%. Students may participate according to the schedule of each activity, but it cannot be ruled out that the activities do not bring interest to students.

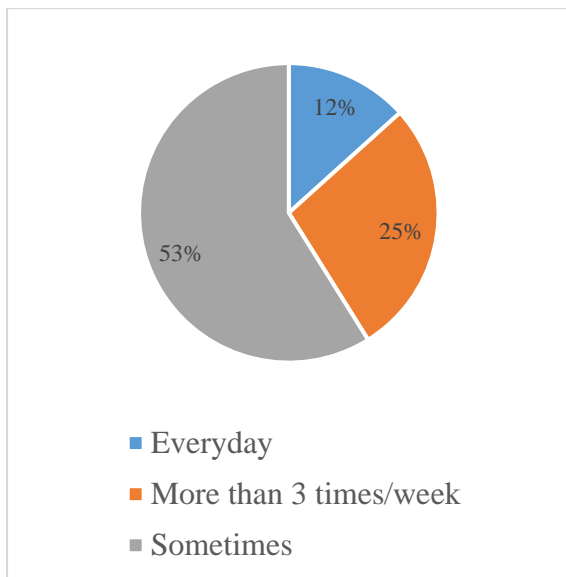


Figure 4. *Frequency of students participating in extracurricular activities*

With any job, there will be obstacles and difficulties. So, what are the obstacles that FPT faces when participating in extracurricular activities? The most chosen answer is “disagreement among members”, accounting for 60%. Although having the same common purpose is the best work, the appearance of conflicting opinions between the two sides is inevitable. The solution to this problem will be different for each individual, but it will also take a lot of time. In contrast, 20% of students participated in activities smoothly and peacefully, so they chose the answer "no problem at all". Other suggested obstacles such as insufficient facilities, time or funds, etc. have a total rate of 20%.

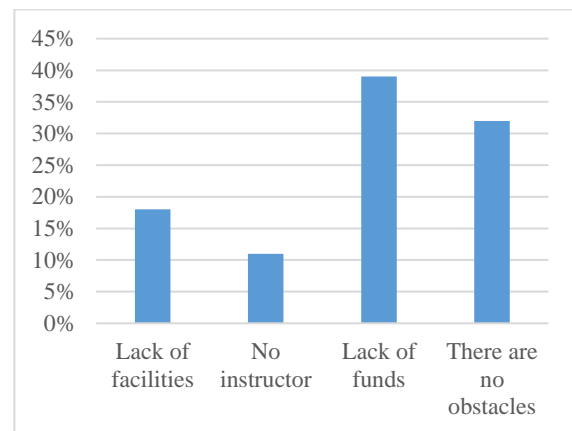


Figure 5. *Obstacles when participating in extracurricular activities*

On the other hand, there are many explanations for students' decision not to participate in extracurricular activities. In the question "What is the reason you do not participate in extracurricular activities", the answers "no activities you want to participate in" and "extracurricular activities at school are not as interesting as outside" with the rate of 20%, 10%, 15% respectively, has partly clarified the current status of extracurricular activities at the school. To attract the active interest of students, the organization of activities at the school needs to be reconsidered; in addition, the promotion and education about the role of extracurricular activities for students. Education is also an important issue.

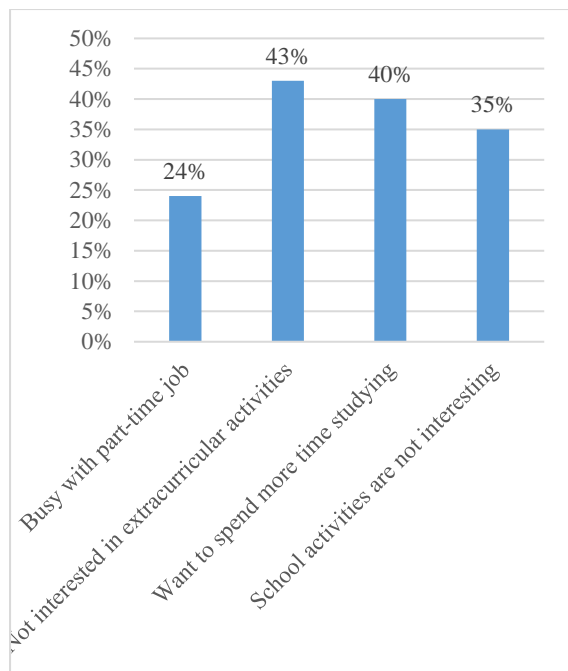


Figure 6. *Reasons why students do not participate in extracurricular activities*

Students are still not aware of the positive effects of extracurricular activities on academic achievement and social literacy. Moreover, with the thought that it is not possible to balance study and participation in extracurricular activities, or want to achieve maximum results in the teacher's tests, many students still have a one-sided view that participating in activities will be one of the factors that lead to distraction, waste time and affect your learning results (Mahoney et al., 2005).

The answer with the second-highest rate is 24% - "Busy part-time work" is also the cause that affects more or less the decision of students not to participate in extracurricular activities (Marasi, 2019). They believe that compared to extracurricular activities, part-time jobs will bring better knowledge and social skills. Moreover, many students have given that one of the things they only get from a part-time job is income (Darling et al., 2015).

After a tiring and stressful day at school, students will have more time for themselves. Instead of participating in activities, these students will fill their free time with other useful things. They see their free time as an opportunity to gain knowledge that is not related to work or expertise. "Self-learning new skills" is also the answer chosen by the students the most, with a rate of 65%. Many students will review the old

lesson and prepare for the new lesson to be ready for the next day at school and this rate accounts for 15%. The remaining 30% of students will spend time on home entertainment such as watching movies, surfing the web, eating, and hanging out with family and friends (Mahoney, 2000).

Survey results have shown that although the school always focuses and encourages students to participate, they have not yet attracted much attention from students. Personal reasons such as part-time work, and unbalanced study are important factors affecting students' decision to participate in extracurricular activities. In terms of schools, it is necessary to have solutions to improve organizational effectiveness and solve the difficulties of extracurricular activities at FPT University. On the contrary, students need to know what they need and want and how to choose and participate in extracurricular activities more effectively.

Positive influence on student academic achievement

Whether a student participates in extracurricular activities or not, the positive effects that these activities have on the academic achievement of FPT students are indisputable. Although having the same ultimate goal is towards improving academic achievement, to be able to do this, there will still be many different conditions and means attached, whether directly or indirectly. The question here is what factors will help students achieve high scores in the study? Is it health, sanity, friends, or time? The answers given are all of the above.

For students to be able to undergo continuous and prolonged study hours favorably and acquire knowledge effectively, health is one of the necessary and sufficient factors (Guest & Schneider, 2003). Persistent health and high concentration will bring countless benefits to students in all aspects of life, not just academic results. This can also be considered as one of the first and foremost typical effects of extracurricular activities, especially for sports activities.

Recommendations

Firstly, when new students enter the university door with many new things and are exposed to a variety of extracurricular activities, they will become hesitant in choosing a suitable activity for themselves. There are cases where students do not identify the purpose and participate in countless activities with the desire to beautify their resume and show their multitasking in front of employers (Ming Chia, 2005).

Second, participation in an activity that can support the discipline exists as an appropriate support measure to effectively enhance learning outcomes. Similar to if you majored in software engineering, joining an IT club-like club-like F-code can make you passionate in a free, non-forced environment like a classroom, and can continue to work (Moriana et al., 2006). Acquire new knowledge from which to support the development and expansion of the existing professional background.

Third, long-term activities such as clubs are often an ideal extracurricular activity that attracts the majority of students when they enter the University door because this will be a good environment for students to have a good time. You can spend time relaxing, socializing in a miniature community with people with similar interests and passions after class (Tan, 2019).

Fourth, based on a study that has shown that low or high performance will be reflected in the results of the activities you participate in, participation is fundamentally more than simply "being present." " but there must be an investment with a positive attitude in that extracurricular activity to produce tangible results (Moriana et al., 2006). We often hear a lot about the benefits that extracurricular activities bring such as reducing pressure or improving physical and mental health, but there is a huge benefit that brings a Lessons are useful for students both in learning and in the future (Kim & Bastedo, 2017).

Conclusion

Extracurricular activities have a great influence on the academic achievement of each student. Based on a survey of students studying at FPT University, it can be seen that most of them have a certain general view and awareness about the

importance of an extracurricular activity to their academic results. However, there are still cases where they don't know how to stay organized or are skeptical about the impact of extracurricular activities. Along with the practical solutions proposed in the thesis, we hope to be able to partly support and orient the students of FPT University in Ho Chi Minh City in the process of choosing a university. Although this thesis has not been able to deeply study the impact of extracurricular activities on students' learning outcomes in a particular major, it is hoped that the obtained results will provide new and useful data. useful for future research.

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