



**UNIVERSITI TEKNOLOGI MARA SARAWAK
SAMARAHAN CAMPUS**

FACULTY OF ADMINISTRATIVE SCIENCE & POLICY STUDIES

DIPLOMA IN PUBLIC ADMINISTRATION (AM110)

**RESEARCH TITLE:
THE EFFECTIVENESS OF EXTRACURRICULAR ACTIVITIES
ORGANIZED BY UiTM SARAWAK**

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ABSTRACT

The purpose of the study is to analysis effectiveness of extracurricular activities organized by UiTM Sarawak and to seek out the most appropriate suggestions and recommendations in order to improve the performance of student who participating in extracurricular activities. The level of respondent's perception, experience and expectation were measured to identify whether extracurricular activities give more advantages than disadvantages. Throughout the period of study, one hundred and twenty-four (124) responses had been received and the data collected was analyzed. According to Phil Avery (2007), Geography Teacher, in his video, he explained that extracurricular activities refer to any activities that facilitate learning outside the classroom. They are not falling within the scope of the regular curriculum because they are scheduled outside of the regular class day. The common purpose or objective of extracurricular activities is to help the students to develop unique talents and skills they posses.

CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND OF STUDY

Generally, extracurricular activities refer to any activities that facilitate learning outside the classroom (Phil Avery,2007). They are not falling within the scope of the regular curriculum because they are scheduled outside of the regular class day. Extracurricular activities exist at all levels of education, from primary school, secondary school, college and university.

In the university level, students often organized the activities with the help or sponsorship from their faculty or the management department. The activities are generally voluntary and organized by several of student society or clubs. The common purpose or objective of extracurricular activities is to help the students to develop unique talents and skills they posses (Phil Avery,2007).

Extracurricular activities give many benefits towards students. Building self-esteem, teamwork spirit, developing social skills, leadership skills, time management and resume boosters are some of the positive outcomes in which students benefit from extracurricular activities. Through extracurricular activities, students learn life skills that benefit their studies. Besides, students learn how to compromise and work in a group. Extracurricular also help to enhance social skills that are not learned in the lecture room. Laura Bestler, assistant director of the student activities at the Student Activities Center, said that extracurricular activities are an effective way to network and meet other people with whom the students can study.

Based on the research done by Rachel Hollrah (2005), University of Iowa, she made a claim of fact that students involved in extracurricular activities receive better grades than those who are not involved in extracurricular activities. In addition, activities improve the overall student. Therefore, they help students to receive better grades by teaching them character building lessons, teaching them lifelong skills, saving some at risk students who would possibly drop out of school, and helping students develop social skills.

Meanwhile, based on Christy Lleras (2007), a professor of human and community development, said that the person who will have higher earnings and higher educational

CHAPTER TWO: LITERATURE REVIEW

2.1 INTRODUCTION

According to Phil Avery, extracurricular activities refer to any activities that facilitate learning outside the classroom. They are not falling within the scope of the regular curriculum because they are scheduled outside of the regular class day. Extracurricular activities exist at all levels of education, from primary school, secondary school, college and university.

Extracurricular activities give much needed outlet from studying. What a relief to be interrupted to go to a club meeting in after spending two hours reading or writing a paper. That small distraction can not only help the student emotionally, but enhance their studying. Studies have shown that students who pull all nighters or spend a consecutive amount of time on one subject are no more prepared than those who spread out their study time with breaks and relaxation. In fact, studies have proved that students who spread out their studying do better on exams and papers.

The present study conducted by Cory Blomfield and Bonnie Barber from Murdoch University investigated the relation between Australian adolescents' extracurricular activity participation and indicators of positive and negative development. It was hypothesized that participation in extracurricular activities would predict enrolment in a higher academic track, higher university aspirations, and school belonging, and less frequent skipping school. It was also hypothesized that participation in team sports would predict higher alcohol use, whereas participation in the other activity contexts would predict lower alcohol use. Because there are variations in the developmental indicators associated with participation in different types of activities, and in particular sporting contexts when investigating alcohol use (Barber *et al.*, 2005; Feldman & Matjasko, 2005; Fredricks & Eccles, 2005, 2006); the present study divided activity participation into five different contexts: team sports, individual sports, performance, community, and school involvement activities.