

## Factors Affecting Students Participation in Extra-curricular

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### ABSTRACT

Extracurricular activity is a complementary of the requirement and interest in the student academic development. Extracurricular learning styles can be implemented in the form of informal where it can provide effective learning experiences to the students. In extracurricular development, every activity has its own goals and interests that can influence the students to participate in the particular activities. Nowadays, students are more likely to engage or spending their time with unbeneficial activities or isolate themselves in the virtual world. Several studies have been conducted and found that there are factors influence or prevent the students from participating in the extracurricular activities they intended to. These factors have been categorical into three main constraints; structural constraints, intrapersonal constraints, and interpersonal constraints. These main constraints referred to many factors that can influence student participation in extracurricular activities.

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### Introduction

Extracurricular activity is an activity applied outside of the classroom and is also a complementary to the requirement and interest in the academic development of students (Kasim et al., 2013). Extracurricular learning styles can be implemented in the form of informal which outside the classroom where can provide effective learning experiences for students. In extracurricular development, every activity has its own goals and interests that can influence the formation of personality in students. Each of the activities can provide a comprehensive education where it can nurture aspects of leadership and teamwork, improve in disciplinary, inculcating moral values, filling time with meaningful activities, and contribute efforts to the community. According to (Esa & Jamaludin, 2009), students can learn soft skills through extracurricular and it also helps in the holistic development of the students. In addition, students not only able to brush up and develop their talents as well as their potential (Hasan et al., 2013), but they were also able to prepare themselves with generic skills that required by the industry (Othman, 2016) only through the extracurricular activities conducted.

Basic implementation of extracurricular and sports program in schools began with the drafting of the Regulations of School 1956 (Mohamed & Baba, 2016). Although the extracurricular was considered unimportant in the process of teaching and learning in schools at one time (The Ministry of Education, 2000). But, implementation of extracurricular has been realizing its importance in fostering racial unity that is in line with the impact of Razak Report 1956 and Rahman Talib Report 1960, and its role as a complement to the school curriculum (Esa et al., 2015). Every curriculum and extracurricular development are carried out in schools nor in higher education institutions is based on a continuous effort in developing individuals potential to produce a balanced intellectually, spiritually, emotionally and physically (The Ministry of Education, 1988).

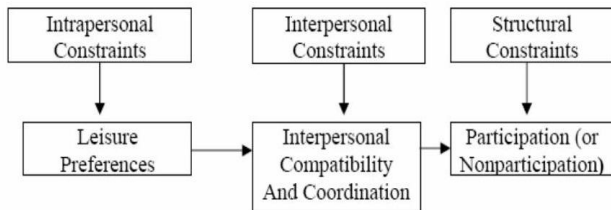
The goal of implementing any extracurricular activities may differ in the way of its implementation patterns but the objectives in sowing multiracial unity are still dominant until today. According to (Idris, 2011), the objectives of implementation of extracurricular in schools is intended to bring awareness to public schools in order to prepare themselves not purely in academic only, but also in terms of socializing, fitness, mentally and physically as to attain required balance by the body in achieving life and the hereafter. These advantages will also be used as one of the aspect that will support student's curriculum in the selection of admission to the postgraduate institute. The previous study by Maamor et al., (2015) found that students in the higher institution use extracurricular as the platform to enhance self-confidence, teamwork, develop communication skills and, adding and creating a better intercommunication.

### Challenges In Extracurricular

In Malaysia, extracurricular activities are mandatory for students and they are given the opportunity to make a selection for the type of desired activities (Jamalis & Omar Fauzee, 2007). However, there are students who are not focused on getting involved in extracurricular activities organized by the schools or institutions. Especially nowadays, students are more likely to engage or spending their time with unbeneficial activities or isolate themselves in the virtual world. Kechik (2006) stated that even though community recognizes the importance of extracurricular activities, but there are still no visible changes in the social and moral depravity of adolescents today. This coupled with the negatives perceptions towards the implementation of extracurricular activities which are said to have a negative impact, waste of time and not beneficial (Esa et al., 2015).

Several studies have been conducted and found that there are factors influence or prevent the students from participating in the extracurricular activities they intended to.

Zul fadli & Saifullizam (2014) found that factors affecting student's participation in extracurricular activities can be referred to the Hierarchical of Leisure Constraint Model, 1991. The model shows three types of constraints; (1) structural constraints, (2) interpersonal constraints and (3) intrapersonal constraints. Through study conducted by Bahari (2008), the sequence for the major factors that prevent student participation in the extracurricular activities is the structural constraints, followed by intrapersonal constraints and interpersonal constraints.



### The Hierarchical of Leisure Constraint by Crawford, Jackson, and Godbey (1991).

#### Structural Constraints

Structural constraints are the factor that refers to the infrastructure and equipment of the activities to be carried out (Bahari, 2008). This factor includes all facilities, equipment, times, financial and necessary information to achieve the goals of these activities. According to Maamor et al., (2015), the facilities offered by the institution affects not only in the program admission selection but also towards the extracurricular activities selection made by the students. It is supported by Othman (2016) that the infrastructure provided by some institution are likely cannot be used by students as the equipment is inadequate, difficult to borrow, facilities provided is not in a proper condition, the quality is not satisfactory and the equipment is not working well which certainly affecting students participation in extracurricular activities. All these factors are led to the readiness of the institution in providing or giving attention on the maintenance of the equipment and facilities for students to implement activities suggested.

#### Intrapersonal Constraints

Intrapersonal constraints are the factor that referring to someone though on something or an event and are in the process of communicating with him or herself only. Bahari (2008) describes this factor as internal factors such as student interaction or relationship between students, or students with teachers. These factors will cause a student to monolog with him or herself in decisions making and choices or in providing reasons and consequences. Gardner (1983) describes intrapersonal as the ability of a person to have sensitivity in understanding oneself, appreciate one's feelings, desires, fears, and motivations. Every student has their own desires which are passionate or tendency that will drive the students in making decision to select activities that they should be joining. The process describes in intrapersonal factor is the perception, consciousness, and self-interest that influence students in selecting their extracurricular activities. Through the study of Othman (2016) found that the student's attitude level gaining the knowledge in extracurricular are very low because of the perception placed on these activities is bored and burdened. This event can lead to a lack of student's interest getting involved in extracurricular activities and more likely to engage in a non-academic form of activities to fulfil their time.

It is supported by Mohd Fazli Hasan et al., (2013) where this causes students lacking in giving commitment towards the activities progress as they felt compelled or no interest in implementing it. Indeed, a good and building environment is very helpful to attract students' interest towards the extracurricular activities organized by their school or institution (Hasan et al., 2013).

#### Interpersonal Constraints

Interpersonal constraints are the existence of external factors that influence a student such as pressure, cultures, abilities and skills (Bahari, 2008). This factor is referring to the encouragement or influences received by a student from other individuals directly toward each other. Its character is more direct in which students are not using any particular medium or channel for communicating with each other where it will lead them in making decision or selection that needs to be done. Maamor et al., (2015) found that there are students who remain passive where they do not have the courage to explore their ability. But, students will be able to develop self-improvement through interpersonal factor especially from their parents. However, most parents were lacking in providing encouragement to their children for participating in the extracurricular activities organized (Maamor et al., 2015).

#### Conclusion

Extracurricular activities are part of daily life routine. These activities provide direction for students to get involved with beneficial activities and the skills acquired from these activities will be able to foster a healthy lifestyle in the future. Hoe (1996) also describes effective extracurricular activities can foster a balance of mental and spiritual development, physical as well as student social. Besides that, involvement in extracurricular activities enables the students to have communication skills more effectively as well as to be able to contribute ideas and thoughts during activities being carried out. As a student, they need to have social skills through the association activities (Kasim et al., 2013) because, through these activities, students are able to improve their skills in order to equip themselves with various of skills before getting into challenging working environment (Ahmad & Hisham, 2009).

This suggests that extracurricular is important as it could help in academic achievement and also assisting in various aspects of student development which will be used in their daily life. With the existence of extracurricular, at least it can help in reducing the student social problems, mingling, consensus, collaboration and tolerance which are considered as an exercise to produce a better society in the future (Kechik, 2006). Indirectly, the extracurricular would be able to produce more disciplined students in accommodating their time with beneficial activities and also helping in reducing social problems among students today (The Ministry of Education, 1985). It is clear that extracurricular activity contribute to the balanced development of the individual intellectually, mentally, spiritually and physically. It is a good option in making extracurricular activity as compulsory participation in school and higher education institution to ensure that students will get involved. However, without individual interest towards the activity, it can't help the students instead. Other than that, a contradiction of information received also one of the ways which will lead to misjudged towards the activities. Therefore, encouragement from the various individual is important to ensure students received accurate information about the activities that they might interest with.

Hence, these three main constraints need to be addressed accordingly and that students can attend or participate in extracurricular activities without any hindrance or interference.

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