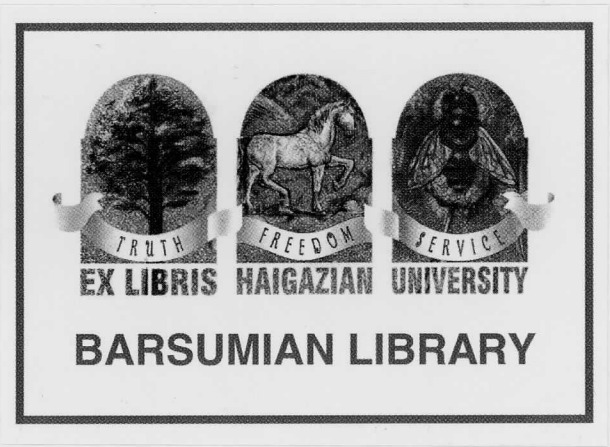

HAIGAZIAN UNIVERSITY

The Relationship between Extracurricular Activities, Academic Achievement and Self Esteem among Lebanese High School Students

by

MARY YEGHIA GHAZARIAN

A Thesis

submitted to the Faculty of Social and Behavioral Sciences

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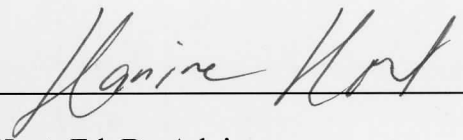

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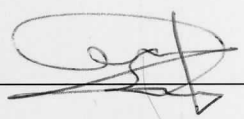

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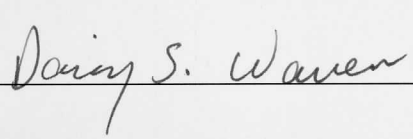

Dr. Daisy Warren, Ph. D., Reader

Dedication

To my parents, Yeghia and Zovig Ghazarian for their unconditional love. You taught me how to believe, challenge limits and excel. You believed in me when I had lost hope and you put me in God's shadow.

ACKNOWLEDGMENTS

I would like to thank my advisor, **Dr. Hanine Hout**, who offered guidance and helped in facing obstacles of the research.

Particular thanks to **Dr. Daoud Tawil** for his critical remarks and guidelines to prepare a solid research paper.

Special thanks to **Dr. Daisy Warren** for her warm understanding and guidance at the various stages of my study.

I would like to dedicate this thesis to my parents and brothers Garo and Hovig for their love and support. I would also like to dedicate this paper to my dear friends Raffi, Houry, Satenik and Ani who have been there for me at the ups and the downs of life.

Finally, I praise God, the source of all wisdom and knowledge.

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Abstract

The relationship between involvement in ECA, academic achievement and self esteem was studied in the research paper. The sample included 141 middle and high school students selected from 2 middle SES schools in Greater Beirut. The findings of the ANOVA and t-test suggest that there is a statistically significant difference in the academic achievement of participants in moderate hours of ECA (10-15 hrs/week) compared to low (0-9) or high (16+) participation in ECA. Additional results suggested that self esteem among the three groups was insignificant. Moreover the outcomes revealed that ECA related to sports had greater impact on the academic performance of students than non sport ECA. However, males were the most influenced when it came to sports. Further longitudinal research can be done to identify the long term effect of these ECA on students. The number of ECA can be complementary study as well.

The Relationship between Extracurricular Activities, Academic Achievement and Self Esteem among Lebanese High school Students

Recently, schools have included a variety of activities for students beside their educational duties and academic activities. Educational research examined the role of these extracurricular activities (ECA) in which students participate besides their curricular duties. According to Holloway (2003), ECA are voluntary activities that students do not obtain grades or academic credit for as these activities take place outside the classroom, while curricular activities include the subject areas where learning occurs inside the classroom. Earlier, Astin (1984) had defined student involvement as the total of physical and emotional energy that the student spends in a certain experience. Highly involved students allocate considerable amount of energy for a given event (Astin, 1984; Holloway, 2000).

Miserandino (1996) and Ryan (2000) considered that ECA are the tools to nurture the emotions that rise during the adolescent years. They recognized ECA as essential for the personal growth of the adolescents (Miserandino, 1996 ; Ryan, 2000).

Across studies, ECA have been associated with positive outcomes. These positive outcomes work for students with diverse abilities. However, when schools face financial hardship and need to save up at a department or another, they easily let go of the extracurricular component of their curriculum to minimize their budget expenses and save the academics. Lewis (2004) clarifies that learning how to read and write are indispensable skills but schools should put effort in recognizing the value of these activities and guaranteeing their place in the school curricula budget and administrative decisions.

Therefore, in light of research that highlighted the positive effect of these ECA, one would examine any element that might yield a positive impact on the academic performance of the learners during their adolescent years in Middle and High school.

Statement of the Problem

Holland and Andre (1987) found a positive correlation between participation in extracurricular activities and higher levels of self esteem, improvement of participation in political life, feeling of control in one's life and academic achievement. O'Dea (1994) established that there is a significant positive difference between grade point averages of students who are involved in extracurricular activities and those who are not. Gerber (1996) investigated the academic achievement aspect through a more detailed study. His study showed that academic achievement is enhanced through minimizing the gap between advantaged and disadvantaged students. The findings of his research with African American and Caucasian adolescents showed that the academic gap between races was smaller for the group of students who participated in extracurricular activities (O'Dea, 1994;Gerber, 1996). Marsh (1992) found concurring results in his study, where schools, through ECA, were diminishing the academic gap between advantaged and disadvantaged students (Marsh 1992).

Beside academic achievement, self esteem is a major factor that schools work on, and activities, as O'Dea (1994) explained, help students develop social skills through working on their self esteem, self discipline, and self confidence. They also become able to handle critical problems. These aspects of improvement in academics and self esteem help grow leadership traits (O'Dea, 1994).

The type of these ECA is a major component to take into consideration. For instance, McNeal (1995) concluded that participation in sport activities significantly gives high self

esteem to students and reduces their likelihood of drop out. Further studies by Narayan and Harrison (2003) showed that involvement in academic or vocational clubs have no effect on the drop out rate of students. They emphasized that students involved in sports like basketball and football have lower emotional distress, lower suicidal behavior and higher self esteem (Harrison & Narayan, 2003).

In light of Harrison's and Narayan's research, Mahoney (2000) openly stated that participation in cooperative ECA, such as sports, is associated with reduced rates of early dropouts and criminal arrest among high-risk boys and girls (Mahoney, 2000).

Stephens and Schaben (2002) studied specifically the relationship between ECA and academic achievement. The results were explained that students involved in activities, especially sports, perform academically better than those who are not involved. Research by Holland and Andre (1987) showed among many other findings that differences in SES and self esteem as well as academic achievement are factors which are positively affected by involvement in ECA, especially sports (Holland & Andre, 1987).

Gilman, Meyers and Perez (2004) emphasized the importance of the type of the activity that a person is participating in. They elaborated on the type and structure of these ECA. Participation in sports, for example, yields higher self esteem and higher academic achievement (Gilman et al., 2004).

Fredricks and Eccles (2006) investigated the effect of ECA on academic achievement and self esteem, which are crucial elements in preparing generations who are successful and independent learners. They discussed in details the concept of duration, number of activities and breadth of participation. When it comes to duration, their research showed that moderate (10 -15) hours of activities are correlated to higher academic achievement whereas, excessive (16 +)

hours of activities might distract the learner from academic obligations. As far as the number of activities, the total number of activities was associated with low level of distress and high level of school belongingness. Finally when it comes to breadth, whether a student is in one focused activity or multiple types of activities, results showed that participants who show commitment to many activities gain variety of skills which are specific for each type of activity. Overall, they found that greater involvement is associated with academic achievement, psychological competencies and a positive peer context. Eccles and Fredrick (2006) declared positive effects of ECA on academic achievement and self esteem. They presented their findings that low to moderate hours of ECA are the good duration to yield positive results (Fredricks & Eccles, 2006).

Eder and Parker (1987) introduced the link between ECA (especially sports) and another variable, gender. They explained the role that ECA play in promoting gender differences in values and behavior. Certain ECA were identified to influence predominant male and female cultures at early adolescence. Since males are involved in sport ECA, females were to take the role of cheerleaders in order to be privileged in this sport domain (Eder & Parker, 1987).

When gender is discussed, Holland and Andre (1987) have explained that participation in ECA correlated with high self esteem and better race relations but mainly this was shown more in sport ECA than non-sport ones. Further studies showed that sports ECA were revealing higher academic performance in males than in females. In front of this gender dilemma, it was discussed that females, who were valued and assessed based on their physical look and emotion management and not their performance, remained behind in the competitive and achievement-oriented males (Holland & Andre, 1987).

Types of ECA, hours practiced per week, (Fredricks & Eccles, 2006) and gender of participants (Wilson et al, 2009) are factors to be taken into consideration when identifying the relationship between ECA and academic achievement and self esteem. (Fredricks & Eccles, 2006; Wilson et al, 2009)

Purpose of the study

The purpose of this study was to investigate the relationship between ECA and academic achievement and self esteem among middle and high school students in Lebanon. In addition, this study sought to explore the type and the duration of participation in ECA and the effect these activities have on academic performance and self esteem of males and females.

Hypotheses

Based on the purpose of the study, which is to examine the relationship between ECA, academic achievement, self esteem, gender and taking into consideration the relevant literature, the following hypotheses were tested:

1- Students involved in moderate hours of ECA have higher academic achievement than students involved in low or high ECA

2- Students involved in moderate hours of ECA have higher self esteem than students involved in low or high ECA.

3- Students participating in sport activities will have higher academic achievement than students in non-sport ECA.

4- Male participants in sport ECA will have higher academic achievement than female participants in sport ECA.

Significance of the Study

Researchers agree collectively that extracurricular activities are related to academic achievement and self esteem. Middle School and High School students are in their adolescent years and hence the impact of these activities would be magnified on their performances (Miserandino, 1996).

The literature used for this study mainly focused on the presence of a relationship between ECA and academic achievement and self esteem. Mc Neal (1995) specified that there are different student outcomes, based on the type of ECA and the hours of involvement. Therefore, the research studies further how many hours of ECA yields the highest academic performance and self esteem for students in Lebanon. Moreover, what type of activity correlates to highest achievement is studied as well (Mc Neal, 1995).

Therefore, the special element that is presented in this study is that it inspected the relationship between ECA and academic achievement and self esteem among Middle and High School students and the criteria under which these ECA would yield the best possible outcome. It elaborated the work of the previous literature review by explaining how much of ECA is beneficial and when it is not.

Finally, if these ECA do have a positive effect on the students, then schools would need evidence on the significant impact of these activities in order to consider these activities as an asset to the educational process that cannot replace the academic part, but can be complementary in the lives of the learners.

In short, ECA is not one entity to study, it includes various components like the type of the activity, gender of the participants, their age, the number of hours of practice per week, and

many more points to be taken into consideration if one is to study the effect of ECA on academic achievement and self esteem.

Nature of the Study

The present research utilized the quantitative method of statistical analysis to measure variables using tests of comparison of means. The Survey tool was made up of a questionnaire about demographic information along with questions on ECA as well as the Rosenberg scale for self esteem. Students' records were compiled and documented. Data were collected from two Middle Schools of Greater Beirut. Analyses of Variance were used to test the hypotheses. The goal was to study the relationship between extracurricular activities and student achievement on one hand and self esteem on the other hand.

Definition of terms

Extracurricular activities: voluntary activities, which are additional to the academic content where students do not obtain grades or academic credit for them. These activities can take place inside or outside school premises (Holloway, 2003).

Student involvement: the total of physical and emotional energy that the student gives to a given experience. Highly involved student allocates considerable amount of energy for a given event (Astin, 1999).

Self esteem: liking one's nature; a sensation of importance to others and knowing their capabilities and limitations (Glasser, 1965).

Academic achievement- The completion of an educational goal or academic requirement. Academic achievement is measured by grades, achievement tests, high school rates and post graduation outcomes (Lewis, 2004).

GPA- Grade Point Average

Delimitations

The present study included two middle class schools that had recently started implementing extracurricular activities. Since the effects of these kinds of activities need time to show, a study at a later time, would have been a better indicator whether extracurricular activities really are related to academic achievement or self esteem or not. Longitudinal studies are better tools to use for these studies.

CHAPTER 2

Review of Literature

Advocates of ECA (Gilman et al, 2004, Fredricks & Eccles 2006, Moriana et al, 2006) described the positive effects that these activities have on students through improving academic and social performances. However, the negative aspects of these ECA were discussed as well by researchers such as Marsh & Kleitman (2002) who considered these activities solely as leisure activities that distract students from the narrowly defined academic outcomes (Marsh & Kleitman, 2002).

In light of these claims, the present research sought to study the effect of extracurricular activities on academic achievement and self esteem of Middle and High School students in Lebanon.

Extracurricular Activities

Moriana, Alos, Alcala, Pino, Herruzo, Ruiz (2006) defined extracurricular activities as activities complementary to the academic scholastic activities carried within the school setting and generally under school supervision (Moriana et al, 2006)

Taras (2005) demonstrated the biological and psychological aspects of ECA. His research revealed that activities improve general blood circulation, increase blood flow to the brain and raise levels of nor epinephrine and endorphins. These factors reduce stress, improve mood and induce a calming effect which can be the gateway to performing better academically. He elaborated that ECA create a bond between the individual and the school, and this feeling of belonging can improve the social well being of the adolescent. He summarized his findings by

concluding that students who are involved in ECA are biologically and socially healthier in the way they act in society and the social skills they exhibit (Taras, 2005).

In line with Taras's research (2005), Vermaas et al. (2009) explained that ECA motivate students and offer them a chance to perform better academically than students who are not involved in ECA (Vermaas et al, 2009).

McKown (1943) stated that throughout history, individual names were given to what we today call extracurricular activities, such as competitions, clubs, debating, special day celebrations. However, this mode of activities took new names and became in the present day "Extracurricular Activities". McKown divided the developmental period of the extra-curricular activities into three.

In the beginning, these activities were disregarded and overlooked. The teachers in this era ignored the activities that their students were involved in after school hours. The physical and social lives of students were not considered essential (McKown, 1943).

The second era was when the other extreme reaction was seen in schools. Social events, clubs and fraternities were advertised and advocated by teachers and the administration. The third period was the period of acceptance and practice of these activities where the teachers and the administration highlighted the obstacles of programming, financing and assessing these activities (McKown, 1943).

In the past, extracurricular activities were actually literally done outside classrooms and thus giving a definition for the term "Extracurricular Activities" was easy. Today, these activities are the responsibility of teachers and are done within the school premises and that's what makes discussing these activities a hard mission. The new theme today is the concept of the whole

child. This concept includes the mental, physical, social and spiritual status of the learner (McKown, 1943).

Gerber (1996) observed that students in 1960s and 1970s were putting more emphasis on extracurricular and social roles rather than academics. This case evolved in 70s and 80 to show through sustained research that ECA correlated positively to self esteem and indirectly impacted scholastic achievement. He clarified that participation increases academic self concept and other life skills which affect academic performance (Gerber, 1996).

Despite the fact that recently stress on the physical and social well-being of the learners is being taken into account, still the value of ECA differs from one school to another and the effect of these activities need to be investigated thoroughly.

ECA and Academic Achievement

Labeling a student low achiever or high achiever carries many explanations and consequences and this assessment can only be done by taking into consideration many factors such as school, teachers, parents, peers, media, and society. Moriana et al (2006) explained that schools undergo various changes in their curricula to better help these weak achievers and minimize the gap between them and the academically high achievers. They identified ECA as a tool that can diminish the gap through noncurricular methods such as activities (Moriana et al, 2006).

In line with Moriana's research (2006), Fredricks and Eccles (2006) found that students who participate in organized ECA have higher GPA than students who do not participate in these activities. Prior to Moriana et al. and Fredricks and Eccles, (2006) the study of Fung & Yong

(1991) sustained the fact that ECA were positively related to academic performance as well (Moriana et al, 2006; Fredricks & Eccles, 2006; Fung & Yong, 1991).

Fung and Yong (1991) explained that participation in ECA is not the variable making this positive academic outcome. In fact, the highly talented and high achievers are the students involved in these ECA in the first place. He justified the fact that the reason behind having large number of academically good students in the ECA is because they have identified ECA as the path to excel to their maximum potential (Fung & Yong, 1991).

Ganzarelli Verheat and Lester (1993) agreed with Fung and Young (1991) that high achieving students and their parents know how to use their intellectual resources more efficiently and that's the reason why ECA and GPA turn out to be highly correlated (Ganzarelli et al, 1993).

On the other hand, Vermaas (2009) and Fredricks and Eccles (2006) highlighted the possibilities of the negative effects of extracurricular activities. These activities can result in negative outcomes if they are unsupervised and disorganized. The nature of effect of extracurricular activities depends on the nature of the activity and the background of the student involved. Studies have shown that some athletic activities can correlate to some negative behaviors like increased alcohol use, violence, aggression and increased dropout rates (Vermaas,2009; Fredricks and Eccles, 2006).

Types of ECA

Marsh and Kleitman (2002) stated that activities which are planned in a logical order and structure by the school are more helpful than activities planned by inexperienced parents (Marsh and Kleitman, 2002).

Morrissey and Wilson (2005) considered ECA as constructive leisure activities that helps students in their social and academic performance, through putting students in front of real life situations and providing them with skills needed to grow with heart, mind and body. Morrissey and Wilson along with Darling, Caldwell and Smith (2005) explained that these "structured" activities have established standards of performance that foster healthy atmosphere and nourish the talents and skills of students that reflect in their academic life (Morrissey and Wilson, 2005; Darling et al, 2005).

In line with the study of Morrissey and Wilson (2005), Moriana et al (2006) divided ECA into two groups: inside and outside schools. They considered activities that take place inside the school premises, being planned and structured under the supervision of teachers and competent adults as more beneficial to students than activities which take place outside the school, usually supervised by a parent, where activities are more lenient and less structured. (Moriana et al, 2006)

Broh (2002) in *"Linking Extracurricular Activities to academic Achievement: Who Benefits and Why?"* elaborated on the nature of ECA. He stated that participation in some ECA improves academic achievement while participation in others diminishes academic achievement. He further detailed and explained that sport activities increase students' development and social ties among students, parents and schools and these benefits explain the positive effect on the academic achievement (Broh, 2002).

Previous research by Silleken & Quirk (1997) stated that students who are in sport ECA perform academically better than students who are not in clubs. They also state that these activities do not endanger academics; rather, they enhance the GPA of students (Silleken & Quirk, 1997).

Eccles, Barber, Stone and Hunt (2003) found that students involved in ECA have better educational outcomes and GPA compared to students not involved in ECA. They elaborated that these activities allow students to acquire and practice specific social, physical and intellectual skills that may be useful in a wide variety of settings including schools. This contributes to the well being of the student and results in improvement in academic performance.

Based on findings of previous research, Kimiko Fujita (2005) demonstrated the positive effect that structured ECA have on the academic achievement of the students. He prepared a survey instrument which was given for students from grade 6 to grade 8 during the academic year 2004-2005. The survey instrument was a five-point Likert-scale questionnaire. The data revealed that playing sports improves academic performance. As a summary, he concluded that extracurricular activities do have an impact on the academic achievement; however, the type of the activity that the student chooses to be involved in determines whether these results yield positive or negative outcome (Fujita, 2005).

Another component that was investigated by Darling et al (2005) was the reason why students in sport activities do better academically than students in non sport activities. She explained that sport encourages students to manage their own experiences by exerting personal control on their immediate surroundings and take control (Darling, 2005).

In line with Darling's finding, Griffin (1991) considered it unfair for students to only study and not have fun. He studied the effect of ECA on gifted and at risk students. He explained that parents and schools should encourage both academic and extracurricular performance for all the students with diverse abilities. He sustained his theory by finding that on average students involved in sport ECA obtained 3.85 on a 4.0 scale versus 3.27 on a 4.0 scale for students in non sport activities. Similar results were obtained later by Hollaway (2003) where students who

participated in sport ECA were significantly better than students not participating in sport ECA. Thus he concluded that ECA is the path to success for all students; gifted and at risk students.

Moreover, Lipscomb (2007) clarified that ECA have long impacts in terms of educational attainment and wages as well as immediate results. Sport participation was highlighted with students who participate in sport activities having 2% higher GPA in Math and science test scores compared to students involved in non sport activities. On the other hand, students in ECA other than sport still obtained 1 % higher test scores in math and sciences compared to students who did not participate in any ECA (Lipscomb, 2007).

Duration of ECA

Another component related to ECA is the duration. One has to specify the amount of ECA that would result in the best outcome. Virra and Raudsepp (2000) found conclusive results that moderate activity (11-15 hours per week) promotes task orientation, effort and ability in males, removes boredom and offers enjoyment for students without distracting them from educational duties (Virra & Raudsepp 2000).

One of the demonstrated benefits of participation in ECA is that students who spend one to four hours per week in extracurricular activities are 49% less likely to use drugs and 37 % less likely to become teen parents. The improvement in these social skills is shown by students showing better study habits and interpersonal skills. These skills help elevate the self esteem of the students (National Institute of Out-of- School Time, 2001).

Peuegro (2010) explained that moderate hours of ECA nurture, within healthy boundaries, the competitive task-oriented nature of males and the females who are by nature into enjoyment and relaxation. This is evident in the improvement of their academic performance. He

elaborated that excessive sport can detach the students from the academic atmosphere (Peuegro, 2010).

It can be summarized that ECA, if done for moderate hours (10-15), involves students in valuable experiences that help them gather skills to meet life requirements. The results of Newton (1992) showed the highest correlation between moderate hours of ECA and academic achievement, compared to low (0-9) and high (16+) hours of ECA participation per week (Newton, 1992).

On the other hand, when one examines the hours of participation in ECA per week, it should be clear that excessive activities exhaust the body and use energy that the body will need later for studying and concentrating on studies and academic performance (Moriana et al, 2006). Therefore, after school activities do benefit students in their performance, especially if there is a balance between sport-related and academic activities. Moriana et al emphasized that academic and nonacademic activities must have balanced importance in the life of the participant. In summary, ECA affect the lives of the adolescents and one should investigate how much of activity is beneficial for the student without causing fatigue or distress (Moriana et al, 2006)

ECA and Self esteem

It is essential to discuss self esteem when identifying the components related to ECA. Corsini (1984) defined self esteem as "the way one feels about oneself, including the degree to which one possess self respect and self concept" (Corsini,1984, p290). He further explained that self esteem is multidimensional concept and an essential component of one's self concept. He considered performance on stage or on football field, playing a musical instrument or performing an art as activities that improve the self esteem of students. (Corsini, 1984).

Later years McNamara(1985), Simeroth (1987) and Marsh (1992) revealed evidence that participation in extracurricular activities is positively associated with students' characters and especially with higher levels of self esteem (McNamara, 1985 ; Simeroth, 1987 ; Marsh, 1992).

McKown (1943) considers participation in extracurricular activities as practices of becoming better in social gathering and the affairs of acting in society. These activities train leaders and raise the self esteem of the students organizing them and participating in them. School publications, for instance, are windows to help students express their opinion, nurture the capabilities of working within teams, plant~~ing~~ seeds of initiatives, leadership and responsibility as well as release their inner thoughts and worries. The clearest effect of extracurricular activities is shown through the honor societies and award systems that help students set high challenges for themselves and raise their self esteem (McKown, 1943).Yuni and Zulkaidi (2005) also found a definite relationship between ECA and high self esteem.

Weiss (1966) explained the link between sports and self esteem where ECA positively affects the social and psychological development of youth. His findings show a strong correlation between participation in ECA and high self esteem (Weiss, 1966).

Coladarci and Cobb (1996) investigated the effect of extracurricular activities on self esteem and on academic achievement. They found that grade 12 showed a new perspective to the research where the effects of extracurricular activities was more pronounced. This finding was a further elaboration that Marsh (1992) found. Coladarci and Cobb (1996) explained the research of Marsh who discovered that the effect of Extracurricular Activities was a function of the particular facet of self concept question: Social concept was affected more than academic self concept.

Steitz and Owen (1988) discussed the results of their studies where students participating in sport ECA had 0.3 times higher academic performance than participants in non sport ECA.

Gender and sport ECA

Another component that is worth mentioning is the role of gender when it comes to participation in sport activities.

Virra and Raudsepp (2000) found a significant relation between the ECA sport participation and the benefits in the lives of students. However, they specified that these academic and social benefits of ECA are shown in males participating in sport but not to females participating in sports (Virra and Raudsepp, 2000).

When it comes to academic performance, Hartman(2008), through a review of the literature on ECA, found that in the beginning, in late 1980, boys were more likely to participate in sports than girls though a more recent study showed that this percentage has changed dramatically since then. It is a mere fact that the positive effects of ECA are highlighted in improved academic performance of boys and not so much in that of girls (Hartman, 2008).

Eder and Parker (1987) clarified that these academic benefits are more for boys than girls. They considered female athletes do not have a significant difference in their academic performance compared to males. Cheerleaders and female athletes may focus more on values of neatness and appearance and personality and not that much the skills and abilities gained (Eder & Parker, 1987).

Peuegro (2010) explained that females are, by nature, closer to the enjoyment type of activities whereas males are risk-takers and competitive. This difference in the nature of males and females explains why sport activities have different results on males and females. His results

showed that male students who are involved in sport perform academically better than females who are in sport activities. He finalized that females are more likely to participate in classroom related academic activities and less likely than males in sport activity (Peugero, 2010).

An important finding considered that gender as a significant predictor for the nature of ECA that students are involved in. Arts, crafts, dance, community, and religion are activities that seem to attract girls while team sports and games attract boys.

When it comes to self esteem, Steitz and Owen (1988) in their Multivariate study "Extracurricular activities and Adolescent Self esteem" in 1988 considered not only ECA, but also sex differences as an indicator for high level self esteem. Their findings confirmed the positive relationship between participation in extracurricular activities and self esteem for females. However, for males, the participation in extracurricular activities was unrelated to self esteem (Steitz and Owen, 1988).

On the other hand, ECA may play rather a negative role where they impose social values of the dominant element of the society. In some types of activities, for example they may foster the social roles for males and females. They emphasize, for instance, the leading character of the males and put females in the following status. In sport for example, the males take the leading role of participating in the game and the activity, meanwhile females are cheerleaders to encourage the dominant males. Robinson (1999) found a high correlation between ECA participation, specially, males participating in sports, have higher sexual activity than male participants in non sport activities (Robinson, 1999; Eder and Parker, 1987).

The current research paper studied the amount of time that yields the highest academic achievement. Having taken the advice of previous researches of Robinson (1999) and Eder and Parker (1987) the researcher hypothesized that a minimum hours per week (0-7 hours per week)

will not have a significant impact on the student achievement and an extensive hours per week (16+) will have a negative impact on the student achievement since the student is spending the majority of the time on these activities and not having sufficient time for homework and further reading and academic activities. Further studies revealed that the gender of the participants and the type of activities that they are involved in, are as well crucial elements in determining the type of relationship between ECA and achievement of self esteem. Therefore the research hypothesized that moderate (10-15 hours per week) hours of participation in extracurricular activities will yield the highest academic achievement.

CHAPTER 3

Method

This study investigated the relationship between ECA and academic achievement and self esteem. Prior to the data gathering, a pilot study was performed to receive feedback on the behavior of the students. It examined the different types of ECA, duration of participation in these ECA and their effect on the students. It was performed by having participants respond to a questionnaire and provide demographic information. Participants were Middle and High school students, (N=141). The questionnaire was distributed, collected and scored by the researcher. As quantitative study analyses of variance and tests of comparison of means were performed to analyze the research results.

Setting

After the pilot study on 41 students it was revealed that the questionnaire needed 20 minutes to be answered and the terms used were clear and comprehensible. This study took place in the classrooms of the students. Participants were given 20 minutes to answer the questions of the questionnaire and inquire if they had any questions. In both schools, the researcher and the teachers of the classes were present during the administration of the survey. The principals of the schools had previously received letters of notification to permit the researcher to present the survey to the students of middle and high school classes.

Participants

Middle and High school students (14-17 years old) were the participants who received the questionnaire. The 141 students were mostly Muslims. The gender distribution was 64 males and 77 females.

Materials

Participants were handed the questionnaire which included demographic and extracurricular activities information (Appendix A) and the Rosenberg self esteem scale (Appendix B). The survey tool that was used to verify the hypotheses of the study was formed of the Rosenberg's Self-Esteem Scale and the survey tool used by Kimiko Fujita's research on *The Effects of Extracurricular Activities on the Academic Performance of Junior High Students.* Additional components were from the study of Fredricks and Eccles (2006) in *Extracurricular involvement and adolescent adjustments: Impact of Duration, Number of activities and Breadth of participation.* The demographic and extracurricular activities related information included grade level, hours of ECA, grade average, gender and types of activities that participants were involved in.

Kimito Fujita's questionnaire

Results of one-dimensional chi square confirm that participation in ECA improves academic achievement.

Rosenberg Self esteem scale

This study made use of the Rosenberg Self-Esteem Scale. The internal reliability of this scale was determined by calculating its Cronbach alpha, which was equal to 0.569

Reliability and validity

The Self Esteem Scale (SES) was designed by Rosenberg in 1960s as a Guttman Scale however later it was used as a Likert Scale. The 10 items are answered on a four point scale ranging from strongly agree to strongly disagree. His first sample consisted of 5,024 high school juniors and seniors from 10 randomly chosen schools in New York State. The scale has high reliability: test-retest correlations range from .82 to .88 and Cronbach's alpha for various samples are in the range of .77 to .88 (Rosenberg, 1989).

Procedure

To carry out the research design, the researcher sent a letter to the principals of the two schools to get permission to collect data for the purpose of the study. Permission was granted after a week from the two principals. Data were collected from two middle school of Greater Beirut, Mouseitbeh Adventist Secondary School and Makased School, both located in Mar Elias with an average to small size campus. Participants (12years-18 years old) were in their classrooms when the researcher distributed the questionnaires.

The participants needed 20 minutes to answer the questionnaires. Activities for participation were listed on the questionnaire since some weren't familiar with the term extracurricular activities. The names of the students remained anonymous.

This study examined the independent variable (duration of activity, type of activity), gender, age and the dependent variable participation in ECA.

CHAPTER 4

Results

This study made use of the Rosenberg Self-Esteem Scale. The internal reliability of this scale was determined by calculating its Cronbach's alpha. Similar coefficients for Cronbach's alpha have been computed in previous studies (see Table 1).

Table 1

Cronbach's alpha for the Rosenberg Self-Esteem Scale

Previous Cronbach's alphas	.77 - .88
Current Cronbach's alpha	.569

The Cronbach's alpha of the current research questionnaire was .569 which is lower than the previous Cronbach's alphas (.77-.88) and this can be explained by the fact that in the Lebanese culture English is not the first language. Students of the Lebanese culture are not very familiar with such professional scales unlike those of the American culture in the USA.

Hypothesis 1: Students involved in moderate hours of ECA have higher academic achievement than students involved in low or high ECA.

Participants were divided into three groups: students in group 1 are those involved in low hours (0-9 hours per week) of extracurricular activities (ECA); students in group 2 are those involved in moderate hours (10-15 hours per week) of ECA; students in group 3 are those involved in high hours (more than 16 hours per week) of ECA. In order to see the difference between these three groups of students on academic achievement, an analysis of variance was conducted on their overall average of the last report card. Results showed that students who are

involved in moderate hours of ECA had the highest academic average, followed by those who are involved in low hours of ECA, and students involved in high hours of ECA had the lowest academic average. The difference of academic averages between the three groups of students is significant (see Table 2). This means that students involved in moderate hours of ECA have higher academic achievement than students involved in low or high ECA, which confirms the first hypothesis (see Graph 1).

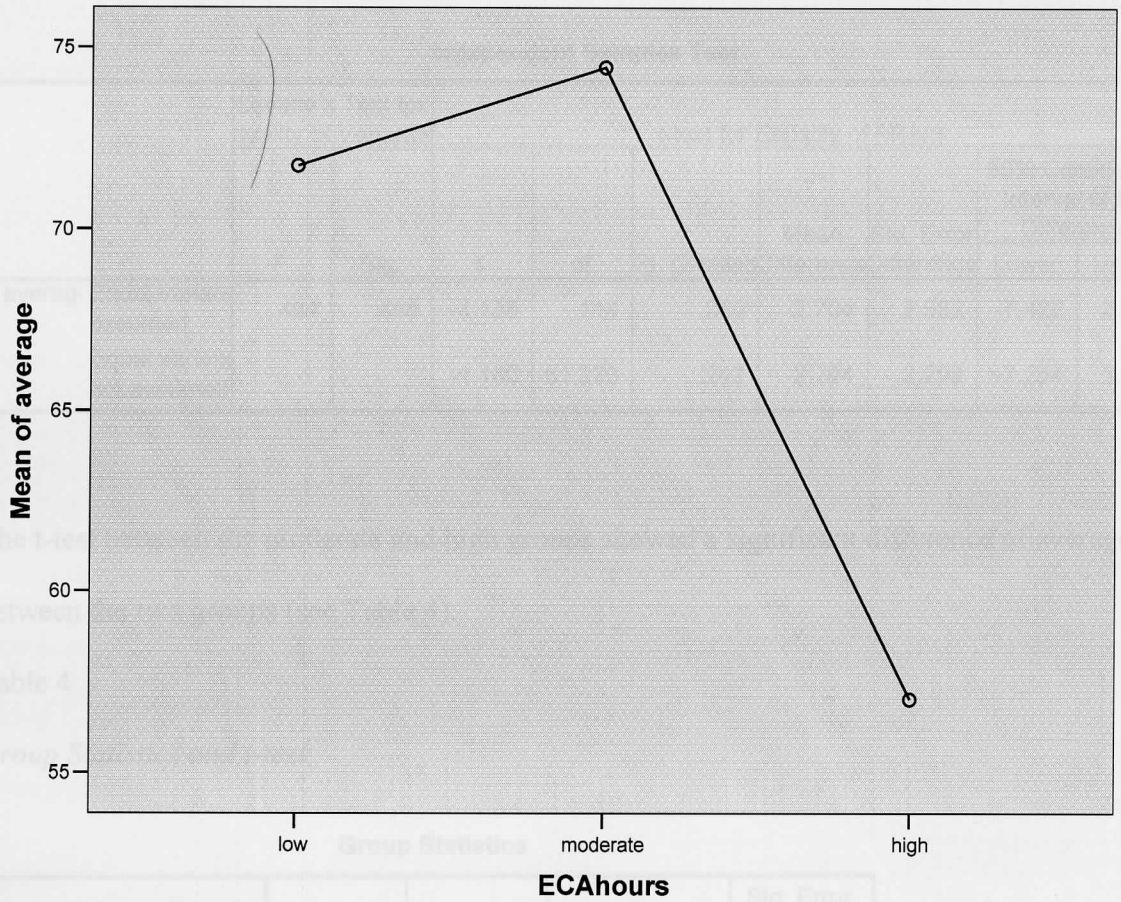
Table 2

Group Statistics and ANOVA

Groups	N	Mean of academic average	F(2,138)	Sig.
Low	78	71.74	18.528	.000
Moderate	38	74.45		
High	25	57.00		

Graph 1

ANOVA between the three ECA groups on academic achievement



The previous analysis shows a partial significance between the three groups. Therefore, further analysis was needed. t-tests were performed to check for significance between students in the low and moderate groups, and students in the moderate and high groups. The t-test between the low and moderate groups showed no significant difference of averages between the two groups (see Table 3).

Table 3

Group Statistics and t-test

Group Statistics

	ECAhours	N	Mean	Std. Deviation	Std. Error Mean
average	low	78	71.74	12.450	1.410
	moderate	38	74.45	11.140	1.807

Independent Samples Test

		Levene's Test for quality of Variance		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	ig. (2-tailed	Mean Difference	Std. Error Difference	Lower	Upper
averag	Equal varianc assumed	.484	.488	-1.135	114	.259	-2.704	2.382	-7.422	2.015
	Equal varianc not assumed			-1.180	81.270	.242	-2.704	2.292	-7.264	1.856

The t-test between the moderate and high groups showed a significant difference of averages between the two groups (see Table 4).

Table 4

Group Statistics and t-test

Group Statistics

	ECAhours	N	Mean	Std. Deviation	Std. Error Mean
average	moderate	38	74.45	11.140	1.807
	high	25	57.00	10.954	2.191

Independent Samples Test

		Levene's Test for quality of Variance		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	ig. (2-tailed	Mean Difference	Std. Error Difference	Lower	Upper
averag	Equal varianc assumed	.223	.639	6.122	61	.000	17.447	2.850	11.748	23.146
	Equal varianc not assumed			6.143	52.117	.000	17.447	2.840	11.749	23.146

Hypothesis 2: Students involved in moderate hours of ECA have higher self esteem than students involved in low or high ECA.

In order to test for the difference between the three ECA groups on self-esteem, an analysis of variance was conducted on the participants' scores on the Rosenberg Self-Esteem Scale. Results showed that students involved in high hours of ECA had the highest self-esteem mean, followed by those involved in low hours of ECA, and students involved in moderate hours of ECA had the lowest self-esteem mean. This is contrary to the second hypothesis, which states that students involved in moderate hours of ECA have higher self esteem than students involved in low or high ECA, but the difference of self-esteem scores between the three groups of students is not significant (see Table 5 and Graph 2). The second hypothesis was not accepted.

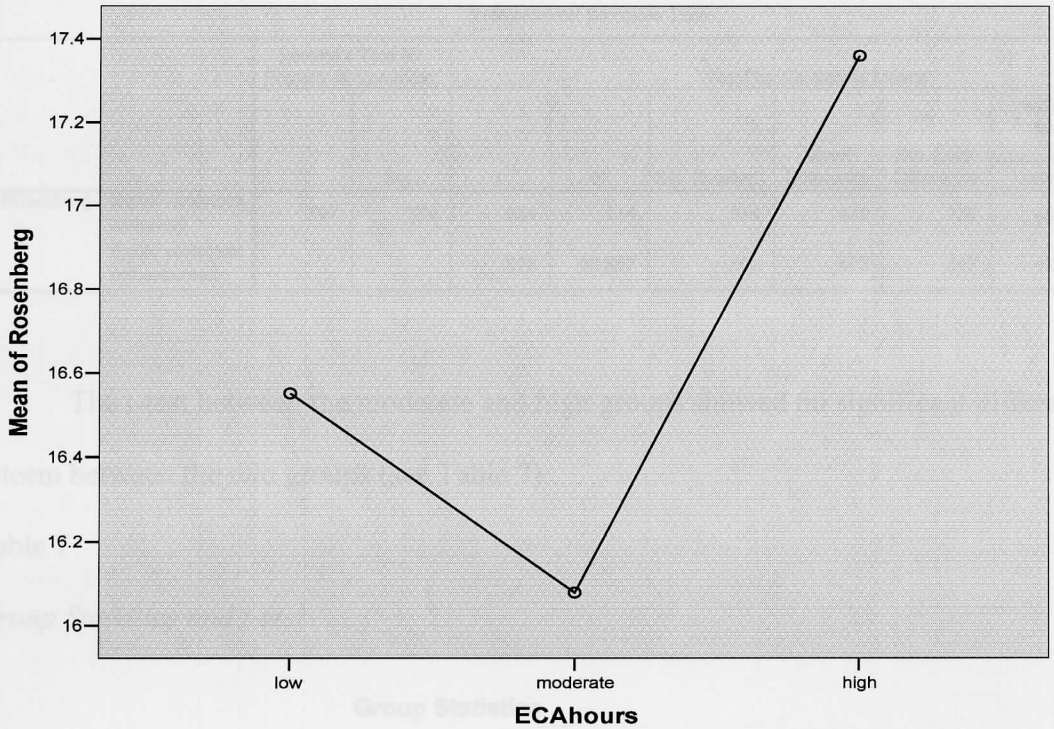
Table 5

Group Statistics and ANOVA

Groups	N	Mean of self-esteem	Std. Deviation	F(2,138)	Sig.
Low	78	16.55	3.76	0.844	.432
Moderate	38	16.08	3.40		
High	25	17.36	4.60		

Graph 2

ANOVA between the three ECA groups on self-esteem



Further analysis was performed by t-tests to check for significance between students in the low and moderate groups, and students in the moderate and high groups. The t-test between the low and moderate groups showed no significant difference of self-esteem between the two groups (see Table 6).

Table 6

Group Statistics and t-test

Group Statistics

	ECAhours	N	Mean	Std. Deviation	Std. Error Mean
Rosenberg	low	78	16.55	3.765	.426
	moderate	38	16.08	3.396	.551

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Rosenberg	Equal variances assumed	.797	.374	.654	114	.514	.472	.722	-.958	1.902
	Equal variances not assumed			.678	80.667	.500	.472	.697	-.914	1.858

The t-test between the moderate and high groups showed no significant difference of self-esteem between the two groups (see Table 7).

Table 7

Group Statistics and t-test

Group Statistics

	ECAhours	N	Mean	Std. Deviation	Std. Error Mean
Rosenberg	moderate	38	16.08	3.396	.551
	high	25	17.36	4.609	.922

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Rosenberg	Equal variances assumed	2.158	.147	-1.270	61	.209	-1.281	1.009	-3.299	.737
	Equal variances not assumed			-1.193	40.831	.240	-1.281	1.074	-3.450	.888

Hypothesis 3: Students participating in sport activities will have higher academic achievement than students in non-sport ECA.

Participants were categorized into the following three categories: students involved in non-sport ECA, students involved in sport ECA, and students involved in both sport and non-

sport ECA. An analysis of variance was conducted to test for the difference in academic achievement between the students of these three categories. Results showed that students involved in sport ECA had the highest academic average, followed by those involved in both sport and non-sport ECA, and students involved in non-sport ECA had the lowest academic average, and the difference between the groups is significant. This confirms the third hypothesis that states that students participating in sport ECA will have higher academic achievement than students in non-sport ECA (see Table 8 and Graph 3).

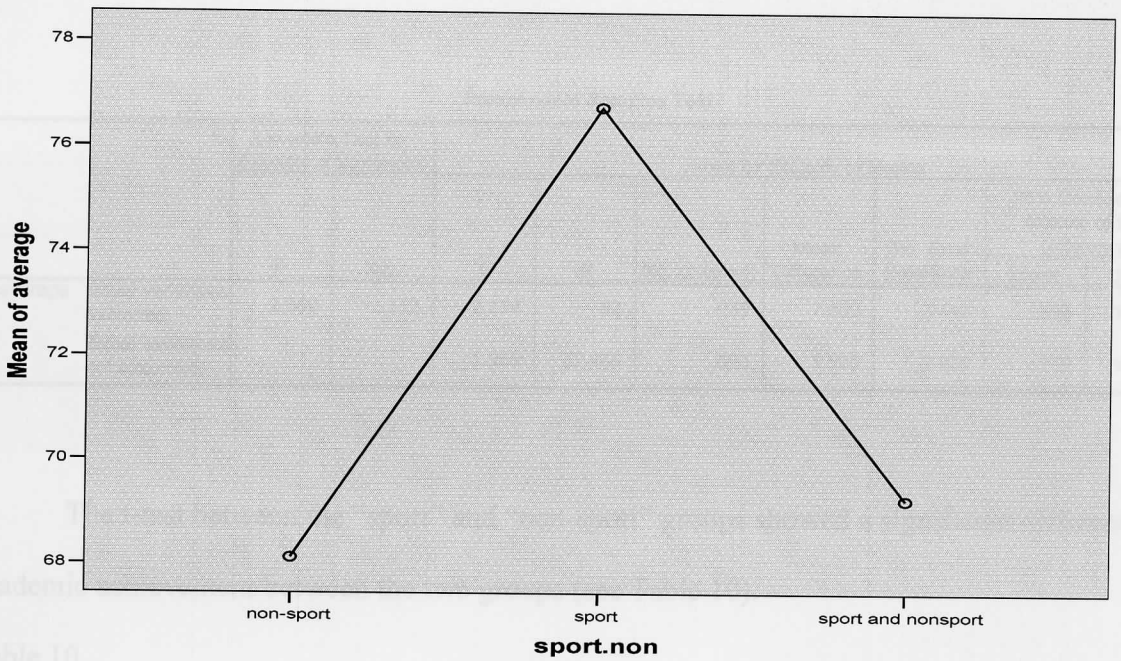
Table 8

Group Statistics and ANOVA

Groups	N	Mean of academic average	Std. Deviation	F(2,138)	Sig.
Non-sport ECA	57	68.12	12.40	3.367	.037
Sport ECA	20	76.75	15.57		
Sport and non-sport ECA	64	69.25	12.76		

Graph 3

ANOVA between the sport and non-sport groups on academic achievement



Further analysis was performed by t-tests to check for significance between students in the "sport" and "sport and non-sport" groups, and students in the "sport" and "non-sport" groups. The t-test between the "sport" and "sport and non-sport" groups showed a significant difference of academic achievement between the two groups (see Table 9).

Table 9

Group Statistics and t-test

Group Statistics

	sport.non	N	Mean	Std. Deviation	Std. Error Mean
average	sport	20	76.75	15.566	3.481
	sport and nonsport	64	69.25	12.763	1.595

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
average	Equal variances assumed	2.560	.113	2.174	82	.033	7.500	3.449	.638	14.362
	Equal variances not assumed			1.959	27.456	.060	7.500	3.829	-.350	15.350

The t-test between the "sport" and "non-sport" groups showed a significant difference of academic achievement between the two groups (see Table 10).

Table 10

Group Statistics and t-test

Group Statistics

	sport.non	N	Mean	Std. Deviation	Std. Error Mean
average	non-sport	57	68.12	12.397	1.642
	sport	20	76.75	15.566	3.481

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
average	Equal variance assumed	3.541	.064	-2.501	75	.015	-8.627	3.449	-15.498	-1.756
	Equal variance not assumed			-2.242	27.928	.033	-8.627	3.849	-16.511	-.743

Hypothesis 4: Male participants in sport ECA will have higher academic achievement than female participants in sport ECA.

From the three categories of sport ECA, non-sport ECA, and sport and non-sport ECA, only participants involved in sport ECA were selected. An independent samples t-test was conducted on the academic averages in order to see the difference between male participants and female participants in sport ECA. Results showed that males involved in sport ECA have a significantly higher mean of academic average than females, thus confirming the fourth hypothesis (see Table 11).

Table 11

Group Statistics and t-test

Groups in sport ECA	N	Mean of academic average	Std. Deviation	t	Sig.
Males	16	80.75	14.41	-2.63	.017
Females	4	60.75	8.34		

CHAPTER 5

Discussion

The objective of the study was to investigate the relationship between ECA and academic achievement and self esteem. For that reason, a questionnaire was prepared consisting of demographic information, ECA items and Rosenberg self esteem scale. Middle and high school students of two middle SES schools in Lebanon answered the questionnaire. Below is the summary of the findings.

ECA and Academic Achievement

For the purpose of the study, participants were divided into three groups: students of group 1 are those involved in low hours of ECA (0-7); students of groups 2 those involved in moderate hours of ECA (10-15): students in group 3 were those involved in high hours of ECA (16+). The results of the correlation between ECA participation and academic achievement showed that students who are involved in moderate hours of ECA had the highest academic achievement, followed by those who are involved in low hours of ECA and the students involved in high hours of ECA had the lowest academic average. This meant that the first hypothesis that states that the students involved in moderate hours of ECA achieve academically higher than students involved in low or high ECA was validated.

Peck, Roeser, Zarett and Eccles (2008) explored the hours of ECA and explained that ECA and academic achievement are not directly proportional and explained that a few hours of ECA per week is not enough to provide the students with the experiences and the skills needed to become better inside classroom work. However, extensive hours of ECA have negative effect on the students' academic achievement since they distract the students from the academic

atmosphere and objectives and focus their attention on outside classrooms and this might harm the performance of the students in their middle or high school years where they absorb the academic knowledge and information (Peck et al, 2008).

Other studies clarified how ECA affects academic achievement. Lewis (2004) explained that students are diverse in abilities and skills; therefore, schools can make use of ECA as a tool to educate and socialize students with diverse abilities. He further explained that ECA offer students an atmosphere to learn on their own and put their maximum effort to excel and reach their potentials (Lewis, 2004).

Trudeau and Shephard (2008) found that students involved in moderate hours of ECA have higher GPA than students involved in low or extensive ECA. They explained that the excessive amount of ECA is hindering their academic performance.

Moriana (2006) in line with Mahoney et al's research (2003) elaborate that ECA offer progressive educational level, interpersonal competences, higher aspirations and better concentration level (Moriana, 2006).

Newton (1992) and Virra and Raudsepp (2000) clarify that moderate hours of ECA promote task orientation and effort as well as it remove boredom and do not distract the student from the educational objectives, that's why moderate hours of ECA are correlated positively to academic achievement (Newton, 1992;Virra &Raudsepp, 2000).

ECA and self esteem

In order to test the second hypothesis analysis of variance was conducted on the participants' scores on Rosenburg Self esteem scale. Results showed that students involved in high hours of ECA had the highest self esteem, followed by those involved in low hours of ECA and students involved in moderate hours of ECA had the lowest self esteem. This is contrary to

the second hypothesis which states that moderate participation in ECA will have higher self esteem than students who participate in high or low ECA. However, the difference between of self esteem scores among the three groups of students was not significant.

Ruttler (1987) and Braddock et al. (1991) explain that it is not only the quality of ECA that increases self esteem but the quantity of participation in ECA. They explained that ECA offer students the ability to respond positively to the outside negative effects through increasing students' self esteem. Increase in the self esteem offers the students "protective" guard to defend against negative experiences and increase their success opportunities (Ruttler,1987; Braddock et al, 1991).

Another reason to explain the reason why the second hypothesis was not confirmed could be the lack of supporting literature. Most of the literature in the field did not mention the effect of the number of hours of ECA on self esteem. For instance, the research of Ruttler (1987) and Braddock et al. (1991) state that involvement in ECA alone is enough to elevate self esteem.

Further explanation can be provided to explain the insignificant results. The mean of self esteem of all three groups among this sample was lower than 20 (maximum score being 40). Therefore, in general self esteem among these students is moderately low. Also, ECA were new at both schools. Thus, moderately low self esteem would not be increased in less than a year, and the results on the self esteem would need longer time to show an elevation in self esteem.

Mc Kown (1943), McNamara (1985), March (1992), explain that the high hours of ECA are correlated to elevated self esteem since they increase the students' leadership skills and social abilities and few hours or moderate hours is not enough to perform that. (Mc Kown, 1943, Mc Namara, 1985, March. 1992).

Types of ECA and academic achievement

In order to test the third hypothesis that states that students involved in sport activities achieve better academically than students involved in non-sport ECA, participants were divided into three categories: students involved in non-sport ECA, students involved in sport ECA and students involved in both sport and non sport ECA. Results showed that students involved in sport ECA had the highest academic average, followed by those involved in both sport and non sport ECA and students involved in non-sport ECA achieved academically the lowest. The difference between the groups was significant and it confirmed the third hypothesis.

Trudeau and Shephard (2008) advocate that ECA specially sport should be a fixed part of a curriculum and in addition to that, these ECA should be on the school's program, if one wants to nurture the adolescent to the fullest (Trudeau & Shephard, 2008).

Biancur (2009) observed similar results and explained that sports offer satisfaction from parents and school. This motivates students to work for higher grades and thus increase their academic achievement (Biancur, 2009).

Gayles & Hu (2009) explained the results in their way. They explained that sport ECA is the right kind of activity that improves the student's self concept and their learning abilities and that's why they improve in academics (Gayles & Hu , 2009).

Bucknavage and Wornell (2005) summarize past research and state that participation in ECA alone is not sufficient in improving the academic achievement of adolescents; therefore, the type of ECA must be taken into consideration if one wants to examine the effect that these ECA have on adolescents (Bucknavage & Wornell, 2005).

Gender and sport ECA

From the three categories of sport ECA, non-sport ECA and sport and non-sport ECA, only participants involved in sport ECA were selected. An independence sample t-test was conducted on the academic averages in order to see the difference between male participants and female participants in sport ECA. Results showed that males involved in sport ECA have a significantly higher mean of academic achievement than females, thus confirming the fourth hypothesis that states that male participants in sport ECA achieve academically better than female participants in sport ECA.

Schmatz and Keritelier (2006) explain that some social norms which require masculinity from males and feminism from females can be the reason why males do better in sports than females. They divided sports into masculine sports like wrestling, football and feminine sport like dance, cheerleading, ballet and a third group of neutral sport like jogging, tennis, bicycling and diving. They explain that sports require masculinity and that's why males do better in sports compared to females (Schmatz and Keritelier ,2006).

Steitz and Owen (1988) clarified that the rules and regulations and the nature of sport activites favor more males than females and that's why males in sport ECA perform better academically than females in sport ECA (Steitz & Owen, 1988).

In line with the previous research, Bucknavage and Wornell (2005) explain that participation in ECA like sport may be affected by gender. For example, females are more into cultural and ethnical activities whereas males are more in sport activities (Bucknavage & Wornell 2005).

Therefore, gender of students should be taken into consideration if one wants to investigate the effect of participation in ECA.

According to Lewis (2004), ECA are not only about positive outcomes, there are some possible negative outcomes, such as increased aggression or alcohol use. But these can be controlled and minimized when these ECA become more structured and controlled at school. Lewis (2004) explained that ECA are not only beneficial in normal everyday life, but also when students face traumatic events or negative happenings. Therefore, one should not disregard the need of these ECA in the lives of students in their normal daily routines as well as during traumatic events like loss of a close member. ECA participation can help adolescents in their different experiences and assist against distress (Lewis, 2004).

Even though the research recognizes the important role of these ECA in the lives of the adolescents, it is crucial to recognize their structure, rules and regulations and keep under healthy supervision of competent adults (Lewis, 2004).

Solinger (2011) summarizes that ECA show the best results on academics and social growth when parents and schools accept ECA as important compliment to the curricular and educational process.

Braddock et al (1991) state that ECA offer ability to negotiate academic and social domains with the peers in non sport ECA. Therefore, schools need to use ECA as tools to nurture the growth of successful citizens with healthy habits and skills to face daily life troubles (Braddock et al, 1991).

In summary, Eccles et al. (2003) recognize that there is a unity of evidence to support that ECA have constructive role, beside the curricular to offer students the ability to grow.

When it comes to Lebanon, the Ministry of Education in the Lebanese government has identified the list of subjects that need to be taught in the classes of various schools. It has given schools the freedom to add subjects after seeking the approval of Ministry of Education. The

subjects required by the Lebanese Government are: Arabic, English/ French, Mathematics, Sciences, History, Civics, Geography, Arts and Physical education. Public schools abide precisely the script of the Ministry of Education. However, private schools add subjects like music, drama, knitting, public speaking and other similar subjects to their curricula. The government has also divided the school years into four cycles: preschool, elementary, intermediate and secondary.

Nevertheless, the government has not required schools to add any ECA to their curriculum. Therefore, schools that follow foreign programs in Lebanon, have to abide and follow both the Lebanese and the foreign curricula. For example, schools that follow the French program, have to teach both the French and the Lebanese Baccalaureate. The International Baccalaureate (IB) and the French Baccalaureate are major programs found in Lebanon (Lebanoneducation.info).

The Lebanese curriculum is used in all public and private schools in Lebanon. Schools have to apply both the Lebanese and foreign schemes at the same time when they will implement a foreign curriculum (French, English, or international) in a school.

Based on this division and hierarchy, schools in Lebanon currently emphasize the "academics", that is subject areas such as languages, mathematics, and sciences and pay minimal attention to the artistic and recreational skills like art, drama and music. Even though the French Baccalaureate exams include physical activities such as swimming and tennis, the Lebanese curricula do not allocate extracurricular activities as part of their program.

In front of this belittling placement of ECA in the Lebanese program, parents as well do not value highly the ECA. However, the case can be justified by the fact that in Lebanon, students have a short list of programs to major in at universities and these ECA like sport, dance,

debating, do not offer many job opportunities. In contrast in the US for instance, excelling in ECA like sport, can offer the student scholarship to start university.

This study would have great implications as we would be able to encourage the Ministry of Education to include ECA because it increases academic achievement and has a potential to increase self esteem among Lebanese Middle School and High School students.

Chi Chun and Ngaiying (1997) defined ECA as meaningful and organized activities that offer students chance to excel and get skills that cannot be gained inside classrooms. Moreover, when they researched the enthusiasm that parents showed to these ECA, they found that parents were twice willing to offer financials for the participation of their children in ECA compared to offering time to collaborate or participate in these ECA (Chi Chung & Ngaiying, 1997).

Barnett, O'Loughlin, Gauvin Paradis, Gilles, Hanley (2006) state that ECA are tools of intervention for at risk students as well as the average and gifted students. These ECA are offering students a field to excel, each to their own potential, and grow to healthy individuals. Schools should address the financials and the resources needed to truly implement these ECA (Barnett et al, 2006)

Biancur (2009) considered ECA as attempts to prepare parents on methods to improve their children's overall chances of success in life. They explain that it is important to direct the children's efforts and abilities towards academic success and fulfillment (Biancur, 2009).

Legon (2010) clarifies that it is not enough the role of school to observe the best outcomes for these ECA. His studies show that parental pressure and support paired with ECA produce students with well being and academic competencies (Legon, 2010).

Implications

Aside from the implications that this study could have among the Ministry of Education, many other implications can be found through a survey of the literature and the results of this study. For instance, Lewis (2004) puts a large role on administrators and other financial decision makers and government to follow up these ECA and make sure they are processed in the right method (Lewis, 2004).

Mattson (2007) agreed with Lewis and clarified that school administrations need to examine thoroughly the ECA, benefits and in reference to their researches, follow closely and implement ECA in their schools.

ECA offer atmosphere that holds the youth in safe hand and provides guidance and opportunities to grow and demonstrate skills to leave as members of the society equal with each other. Thus ECA offer educational equality that our nation works so long to attain.

As a conclusion, Swanson (2002) states that the type and duration of activities that adolescents choose to participate affect their lives and the product of their efforts.

Future research can be done to investigate the type of non sport ECA that benefit the females. One more component that can be studied is how parents and schools can do their part to help the ECA maximize their profit. Performing the same study on different schools high and low SES would be interesting. The number of ECA can be studied, as well as the role of the student in these ECA (leading role or only membership). The best way to recognize the effects of these ECA is to perform longitudinal studies and see the future of students involved in ECA and students not involved in ECA.

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APPENDIX A

Survey Instrument

Please circle the most accurate response to each statement. "Extra curricular activities" includes any activity in which you participate that are not related to your academics. Examples of extracurricular activities are sports, music performance, watching television, volunteering, church activities and ministry, etc.

1. I am currently in ___ grade. Gender _____ M/F Age ____

2. I usually spend 0-5 6-10 11-15 16-20 21+ hours each week watching television.

3. My favorite type of television program is

Sitcom Drama Cartoon Reality Show Educational Other

4. On average, I spend 0-5 6-10 11-15 16-20 21+ hours per week on extracurricular activities, excluding television.

5. Please check the type and the duration per week of the extracurricular activity that you are involved in.

	0-5	6-10	11-15	16-20	21+
Basketball					
Football					
Swimming					
Tennis					
Environmental club					
Martial Arts					
Volunteer / community service					
Dance					
Drama					
Art					
Science Fair					
Tutoring					
Debate club					
Music					

6. My overall average on my last report card was ____

APPENDIX B

Rosenberg Self Esteem Scale

Below is a list of statements dealing with your general feelings about yourself. If you **strongly agree**, circle **1**, if you **agree** with the statement, circle **2** . If you **disagree**, circle **3** and if you **strongly disagree**, circle **4**.

1. I feel that I'm a person worth, at least on an equal plane with others
   1 2 3 4
2. I feel that I have a number of good qualities.
   1 2 3 4
3. All in all, I am inclined to feel that I am a failure
   1 2 3 4
4. I am able to do things as well as most other people.
   1 2 3 4
5. I feel I do not have much to be proud of.
   1 2 3 4
6. I take positive attitude toward myself.
   1 2 3 4
7. On the whole, I am satisfied with myself.
   1 2 3 4
8. I wish I could have more respect for myself.
   1 2 3 4
9. I certainly feel useless at times.
   1 2 3 4
10. At times I think I am no good at all.
    1 2 3 4