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The Impact of Co-Curricular Activities on College Students

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Abstract

Co-curricular activities through involvement in student organizations are noticeable in the experience of undergraduate students on American institutions campuses. Therefore, the purpose of this study was to explore some the various impacts of engaging the students on campus life. This project used a questionnaire as an instrument. The target population were undergraduate students at the University of Dayton in the college of Education. The study included 123 participants whose ages are no less than 18. A Pearson's correlation test was used to report the relation between students' participation in these activities and the impacts on their GPA, building relationship with others, and sense of being a part of the community.

Background

- Co-curriculum activities are considered opportunities for the students' experiences in their daily life while at college because these activities could support the students' experiences in classrooms (curriculum) as well as help them to integrate skills from their experiences.
- The out of class experience supported the students in their quest: to reach self- authorship.
- Participation of students in organizations helps them to increase their academic achievement as well their academic skills.
- There is a mutual relationship between the regular participation of the students in co-curricular activities and the development of the interpersonal dimension.
- Participation of students in purposeful co-curricular activities increases the students' sense of campus community and helps them to be contributors to that community.

Research Questions

- What is the impact of student engagement in co-curricular activities on cumulative grade point average?
- What is the impact of student engagement in co-curricular activities on their quality of relation with others and community?

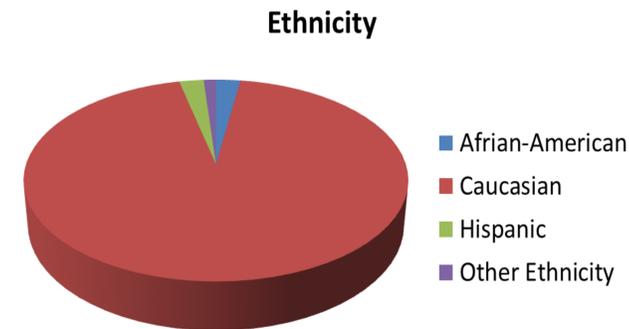
Material & Methods

This study utilized a questionnaire that was adapted from the campus life involvement survey. During class time, the data was collected by the instructors. The questionnaire items was in a likert scale format. This data was considered as interval data. Descriptive statistics were used to report the data. Pearson's correlation tests were used to examine the intercorrelations of the variables.

Correlations with Community Building

Sense of being part of Community		
Academic Organization	Pearson Correlation	.312**
	Sig. (2-tailed)	0
	N	123
Governing Organization	Pearson Correlation	0.103
	Sig. (2-tailed)	0.255
Values Based Greek Organization	Pearson Correlation	.291**
	Sig. (2-tailed)	0.001
Service Advocacy Awareness	Pearson Correlation	.188*
	Sig. (2-tailed)	0.037
Recreational Organization	Pearson Correlation	.277**
	Sig. (2-tailed)	0.002
Religious/Faith-based	Pearson Correlation	.217*
	Sig. (2-tailed)	0.016

The Result



Correlations with Relationship

Building Relationships with Others		
Academic Organization	Pearson Correlation	0.158
	Sig. (2-tailed)	0.08
	N	123
Governing Organization	Pearson Correlation	0.047
	Sig. (2-tailed)	0.602
Values Based Greek Organization	Pearson Correlation	.255**
	Sig. (2-tailed)	0.004
Service Advocacy Awareness	Pearson Correlation	.192*
	Sig. (2-tailed)	0.033
Recreational Organization	Pearson Correlation	0.164
	Sig. (2-tailed)	0.069
Religious/Faith-based	Pearson Correlation	.179*
	Sig. (2-tailed)	0.047

Correlations with GPA

GPA		
Academic Organization	Pearson Correlation	.282**
	Sig. (2-tailed)	0.002
	N	123
Governing Organization	Pearson Correlation	0.047
	Sig. (2-tailed)	0.605
Values Based Greek Organization	Pearson Correlation	-0.07
	Sig. (2-tailed)	0.416
Service Advocacy Awareness	Pearson Correlation	.227*
	Sig. (2-tailed)	0.011
Recreational Organization	Pearson Correlation	-0.03
	Sig. (2-tailed)	0.754
Religious/Faith-based	Pearson Correlation	0.113
	Sig. (2-tailed)	0.215

Conclusion

- In terms of demographic information; 94.3 % of the survey participants were females and the majority of them are Caucasian 93.5 %.
- The data also showed that the majority of the students 79.7% confirmed that participation in these activities contribute in building relationship with others and 77.2% in the sense of being a part of the community.
- The strongest positive correlation occurred between;
 1. GPA and the Academic Organization
 2. Building relationship with others and Values Based Greek Organization
 3. Sense of being a part of the community and Academic Organization.

Future Directions

- Increasing the number of the participants as well as focusing to get balanced responses from males and females.
- Extending the future research into several institutions.
- Extending the scope to different types of co-curricular activities not only student organizations.

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