

## **Effects of Extracurricular Activities on Students' Motivation to Learn among Seventh - day Adventist Affiliated Secondary Schools in Morogoro, Tanzania**

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**Abstract:** This study was pursued to establish the effects of extracurricular activities on students' motivation to learn among Seventh- day Adventist affiliated Secondary Schools in Morogoro, Tanzania. The study employed the quantitative research approach using the descriptive-correlational design. The targeted population of the study was 398 students from two SDA-affiliated Secondary Schools in Morogoro. A sample of 199 students was determined through the Taro Yamane's mathematical formula. Data was collected through a self-constructed questionnaire based on literature review. The first two research questions were analyzed through descriptive statistics while the third was analyzed through Pearson Product Moment Correlation Coefficient. Based on the findings, the study concluded that students actively participated in extracurricular activities and were motivated to learn through various ways. The more students participate in extracurricular activities, the more their learning motivation increased. Therefore, participation in extracurricular activities enhanced the learning motivation for students. The study recommends that students be encouraged to actively participate in various extracurricular activities for betterment of their physical, mental and spiritual wellbeing and for the improved learning motivation. Secondly, schools should improve the quality of extracurricular activities so that students may gain richer experiences as they keep participating in the extra-curricular activities.

**Keywords:** Extracurricular; participation; physical; mental; spiritual; motivation; Seventh-day Adventist.

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### **Introduction**

Extracurricular activities have been said to include any kind of activities which are outside the scope of lessons predetermined in the curriculum and are compulsory for the students (Acar & Nevin, 2017). These activities include sports and games, music,

drama, cultural activities, students' leadership, scout, peer education and environmental clubs that occur outside the regular hours during breaks hours, after school and sometimes on weekends and they are applicable in both secular and non-secular schools (Kara, 2016). According to Acar and Nevin (2017), extracurricular activities are carried in line

with general objectives of education and are a part of education and they are described as events which are oriented to the interest and needs of students; they are implemented according to plan and program in order to improve students' personality under the light of knowledge and guidance of school administration.

Wilson (2016) argues that more than 50% of American teenagers attending school participate in some extracurricular such as clubs, athletics, scout and drama. In America, extracurricular activities are designed to emphasize the advancement of academic achievement as well as to provide social and emotional enrichment (Joseph, 2014). However, this is not a case in Turkey. According to Kara (2016) out-of-class activities in the Turkish education system are not the desired type, there do exist extracurricular activities that can be done according to regulations and implemented by the schools' own resources. Such activities are hardly carried out in conscious fashion, with proper planning or according to predetermined programs. In order to properly organize these activities, schools must know the possibilities available for extracurricular activities, what their content is and what resources and opportunities can be provided to support them.

Motivation to learn has been said to be the 'heart of learning', 'golden road to learning' and 'potent factor in learning' as all learning is motivated learning (Borah, 2021). According to Bakar (2014), motivation to learn is a complex part of human psychology and behavior that influences how individuals choose to invest their time, how much energy they exert in learning, how they think and feel about learning and how long they persist in the learning process.

Motivating students to learn in school is a topic of great concern for educationists today and is one of greatest challenges of education due to insufficient awareness on techniques for motivating students (Borah, 2021). According to Hadre et al. (2007) as cited in Borah (2021), motivation is among the most powerful determinants of students' success or failure in school. In the learning sphere, spurring students' motivation to engage in academic activities should be part of teachers' teaching-learning strategy if the teacher wants to see consistent and quality results. Motivating students so that they can succeed in school being one of the greatest challenges of education, Kirondo (2014) argues that extracurricular activities should be

among strategies that can be used to motivate students to learn.

Participation of students in extracurricular activities like music, judo, athletics, drama and debates was said to increase sense of fulfillment and satisfaction in school life among Japanese students (Sumiya & Muto, 2001 as cited in Chengula, 2015). Shamsudin, Ismail, Al-Mamun & Nordin (2014) also argued that participation of students in physical programs can enhance the learning process for students where the content of the extracurricular activities is integrated.

Mahmoud and Tanni (2014) established that games-based extracurricular activities have influence on the Palestinian students' motivation towards learning English Language and that the use of them in the class is not just for fun but it also serves many educational purposes such as creative thinking, critical thinking, problem solving, role playing and collaborative work, among others. These arguments are in line with those of Groff, Howells and Cranmer (2015) who argued that using game-based approaches as well as allowing students in Scotland schools to participate in extracurricular activities allowed them to gain more new, friends with whom they could even share learning materials. They also contend that sports and games-based extracurricular activities in schools have been proved to be the reason for students' motivation to seek high grades as a way to protect their reputation since participating in sports competition makes them famous; so they will feel shy if they perform well in sports while performing poor in exams.

Adetunji and Akindutire (2017) contends that in Nigerian schools, students who participate in sports and games are highly motivated to learn since participating in sports competition with students from other schools makes them more eager to compete in academics. They further argue that through sports and games competition programs, students grow their network with other students from different schools, hence they are able to share some academic sources and they are able to gain more sources of academic materials.

In Seventh-day Adventists affiliated schools, school management and teachers have been supporting students' involvement in different activities outside the classroom to provide the opportunity for mental development (Jacob, 2015). In addition to regular extracurricular activities found in such schools,

there are a number of extracurricular activities through which teachers and staff have the privilege to integrate religious values to students. These extracurricular activities include chapel exercises, seminars, workshops, group activities, learning buddies, social interactions, dormitory worships and religious other activities (Baijirajee, 2014).

It is argued that these activities in non-secular educational institutions (including Adventist affiliated) strengthen faith and spiritual growth of students as well as mental and physical wellbeing of the students. These activities play important roles for students' emotional, psychological, social, physical and moral development (Jacob, 2015). These activities have a potential impact on mental, physical, social, emotional and spiritual aspects of students (Baijirajee, 2014).

From previous studies, students' participation in extracurricular activities has been said to contribute to students' motivation to learn (Joseph, 2014; Mahmoud & Tanni 2014; Kara, 2016; Adetunj & Akindutire 2017). However, the understanding of how extracurricular participation affects students' motivation to learn in Seventh-day Adventist affiliated schools is limited by the fact that previous studies were conducted largely in secular schools, leaving apart the study by Baijirajee (2014) was also conducted outside Tanzania. This study was conducted to establish the effect of extracurricular activities on students' motivation to learn among seventh-day affiliated secondary schools in Morogoro, Tanzania. The study was guided by three research questions:

1. Do students in Seventh-day Adventists affiliated Secondary Schools in Morogoro Municipal participate in extracurricular activities?
2. What is the prevailing status of students' motivation to learn among Seventh-day Adventists affiliated Secondary Schools in Morogoro?
3. Is there a relationship between extracurricular activities and students' learning motivation among in Seventh-day Adventists affiliated Secondary Schools in Morogoro?

## Methodology

### Research Design

This study employed the quantitative research approach using a descriptive-correlational design. According to McCombes (2019), descriptive research design aims to accurately and

systematically describe a population, situation or phenomenon. In this study, the design was employed to describe the students' tendencies on participating in extracurricular activities in their schools as well as ratings of the students' current learning motivation. On the other hand, correlation design, according to Bhandari (2021), investigates relationships between variables without the researcher controlling or manipulating any of them. A correlation reflects the strength and/or direction of the relationship between two or more variables. In this study, correlation design was employed to establish the relationship between students' participation in extracurricular activities and their current motivation in learning.

### Population and Sampling

The targeted population of this study was students from the SDA-affiliated secondary schools in Morogoro Municipality. The schools were two namely Yespa Secondary School and Lamiriam Secondary School with the population of 172 and 226 students respectively, forming the total population of 398 students. Taro Yamane's mathematical formula for sample size was employed to obtain the desired sample size as follows.

$$n = N / (1 + N(e)^2)$$

Where:

N: signifies Total population

n: signifies desired sample size

e: signifies the margin error which is 0.05

$$n = 398 / (1 + 398 (0.05)^2)$$

$$n = 398 / (1 + 398 (0.0025))$$

$$n = 398 / (1 + 0.995)$$

$$n = 398 / 1.995 = 199$$

$$n = 199$$

Therefore, the sample for this study had 199 students.

### Data Collection Methods

The researchers collected data using a questionnaire method of data collection. Closed items in the questionnaire were constructed in four points likert scale whereby respondents were asked to provide their opinions using various choices including Strongly Agree, Agree, Disagree and Strongly Disagree.

### Statistical Treatment of Data

In the first two research questions, data was analyzed using the Statistical Package for Social Sciences through descriptive statistics. The mean

scores were interpreted under the following criteria: 1.00 to 1.49 = strongly disagree, 1.50 to 2.49 =disagree, 2.50 to 3.49 = agree and 3.50 to 4.00 = strongly agree. The third research question was analyzed through Pearson product Moment Correlation Coefficient. The nature of existing correlation would be either positive or negative and was interpreted under the following criteria:  $\geq .70$  = strong relationships,  $\geq .50$  = moderate relationships and  $\leq .50$  = weak relationships.

## Findings of the Study

### Demographic Information

This section presents the demographic information of respondents who participated in this study. The demographic information presented in this section includes gender, age and class. Male students who participated were 96 (48%) while females were 103 (52%).

**Table 1: Demographic Information of Respondents**

| Variable | Category     | Frequency  | Percentage (%) |
|----------|--------------|------------|----------------|
| Gender   | Male         | 96         | 48             |
|          | Female       | 103        | 52             |
|          | <b>Total</b> | <b>199</b> | <b>100</b>     |
| Age      | 13 Years     | 20         | 10.1           |
|          | 14 Years     | 30         | 15.1           |
|          | 15 Years     | 26         | 13.1           |
|          | 16 Years     | 39         | 19.6           |
|          | 17 Years     | 52         | 26.1           |
|          | 18 Years     | 32         | 16.1           |
|          | <b>Total</b> | <b>199</b> | <b>100</b>     |
| Class    | Form I       | 38         | 19.1           |
|          | Form II      | 45         | 22.6           |
|          | Form III     | 52         | 26.1           |
|          | Form IV      | 64         | 32.2           |
|          | <b>Total</b> | <b>199</b> | <b>100</b>     |

**Table 1: Students' Participation in Extracurricular**

| SN                                 | Item in the Questionnaire                     | Mean        | Std. Dev   | Interpretation |
|------------------------------------|-----------------------------------------------|-------------|------------|----------------|
| 1                                  | I participate in debates                      | 3.37        | .61        | Agree          |
| 2                                  | I participate in sports and games             | 3.02        | .80        | Agree          |
| 3                                  | I am a member of school arts and drama clubs  | 3.40        | .64        | Agree          |
| 4                                  | Am participating in students' leadership      | 3.37        | .69        | Agree          |
| 5                                  | During my free time, I participate in farming | 3.31        | .75        | Agree          |
| 6                                  | I participate in essay writing competitions   | 3.07        | .78        | Agree          |
| 7                                  | I participate in gospel music groups          | 3.24        | .77        | Agree          |
| 8                                  | I participate in athletics                    | 3.34        | .73        | Agree          |
| 9                                  | I participate in school study tour programs   | 3.25        | .79        | Agree          |
| 10                                 | I volunteer for community services            | 3.38        | .69        | Agree          |
| 11                                 | I am a member of the Adventist Youth club     | 3.03        | .83        | Agree          |
| 12                                 | I am a member of Students Scout club          | 3.02        | .89        | Agree          |
| 13                                 | I participate in church outreach programs     | 3.40        | .64        | Agree          |
| 14                                 | I participate in entrepreneurship clubs       | 3.25        | .79        | Agree          |
| 15                                 | I participate in environmental clubs          | 3.82        | .91        | Strongly Agree |
| <b>Average Mean/ STD Deviation</b> |                                               | <b>3.28</b> | <b>.75</b> | <b>Agree</b>   |

Therefore, majority of participants were female students. In terms of age, participants ranged from 13 years to 18 years, those of 17 years being the majority, followed by those with 16 years and the minority was those of 13 years old. The study further involved students at the ordinary level of

secondary schools, engaging students from Form, 1, Form 2, Form 3 and Form 4.

**Research Question 1:** Do students in Seventh-day Adventists affiliated Secondary Schools in Morogoro Municipal participate in extracurricular activities?

The study sought to establish the status of students' participation in extracurricular activities among the Seventh-day Adventists affiliated Secondary Schools in Morogoro. Findings for this research question appear in table 2 where students had to rate themselves by agreeing or disagreeing with 15 statements in the questionnaire.

The overall mean score for students' participation in extracurricular activities was 3.28 which denote agreement. Mean scores for specific items were in the same category of agreement except for the last item about environmental activities which was strongly agreed. The other items were about debate, sports and games, arts and drama clubs, leadership, farming, writing competition, music, athletics, study tour, community service, Adventist Youth Club, outreach programs and entrepreneurship clubs.

The findings show that the schools had very rich extra-curricular activities in which students

participated in. The findings imply that the students of the investigated Seventh-day Adventist affiliated secondary school in Morogoro are participating in extracurricular activities available in schools. The findings are in line with the findings of Chengula who also reported the students in the secondary schools of Dodoma to be participating in available extracurricular activities both within and outside the school compounds.

**Research Question 2:** What is the prevailing status of students' motivation to learn among Seventh-day Adventists affiliated Secondary Schools in Morogoro?

The study sought to establish the prevailing status of students' motivation to learn among Seventh-day Adventists affiliated Secondary Schools in Morogoro. Findings for this research question appear in table 3 where students had to rate themselves by agreeing or disagreeing with 15 statements in the questionnaire.

**Table 2: Students' Motivation to Learn**

| SN                    | Item in the Questionnaire                                      | Mean        | Std. Dev   | Interpretation |
|-----------------------|----------------------------------------------------------------|-------------|------------|----------------|
| 1                     | I attend all the class sessions                                | 3.38        | .69        | Agree          |
| 2                     | I enjoy doing some experiments in the laboratory               | 3.4         | .64        | Agree          |
| 3                     | I accomplish my class assignment on time                       | 3.97        | .95        | Strongly Agree |
| 4                     | I seek new ideas based on my studies from different sources    | 4.37        | .91        | Strongly Agree |
| 5                     | I visit the library for self-studies                           | 3.82        | .91        | Strongly Agree |
| 6                     | I prefer learning through group discussion                     | 4.00        | .85        | Strongly Agree |
| 7                     | I ask question about issues I don't understand                 | 4.17        | .77        | Strongly Agree |
| 8                     | I am attentive to my teachers during class sessions            | 4.09        | 1.19       | Strongly Agree |
| 9                     | I cooperate with my fellow students in my class                | 4.33        | .81        | Strongly Agree |
| 10                    | I prefer learning new cultures as I travel                     | 3.92        | 1.05       | Strongly Agree |
| 11                    | I take time to read magazines and newspapers                   | 3.60        | 1.06       | Strongly Agree |
| 12                    | I visit computer lab to seek for globally cross-cutting issues | 4.09        | 1.12       | Strongly Agree |
| <b>Average Scores</b> |                                                                | <b>3.92</b> | <b>.91</b> | Strongly Agree |

As indicated in table 3, the overall mean score for learning motivation was 3.92 which denote strong agreement. Mean scores for specific items was in the same category of strong agreement except for the first two items about attending class sessions and enjoying experiments in the laboratories whereby respondents agreed. Items which were strongly agreed include seeking new ideas based on studies from different sources, visiting the library for self-studie, learning through group discussion, asking questions about some issues, being attentive to teachers during class sessions, cooperation with fellow students in class, learning new cultures, reading magazines and newspapers and visiting computer labs to seek for globally cross-cutting issues.

The findings show that the motivation level of students was high and it included many items which would bring a rich experience in the process of learning. Such findings suggest that students from the investigated Seventh-day Adventist affiliated schools were highly motivated to learn.

**Research Question 3:** Is there a relationship between extracurricular activities and students' learning motivation among in Seventh-day Adventists affiliated Secondary Schools in Morogoro?

The third research question sought to establish the relationship between students' participation in extracurricular activities and students' motivation to learn among the Seventh-day Adventists affiliated

Secondary Schools in Morogoro. The question called for testing the following null hypothesis: *there is no significant relationship between* extracurricular activities and students' learning motivation among in Seventh-day Adventists affiliated Secondary Schools in Morogoro. This hypothesis was tested through Pearson product Moment Correlation Coefficient and the findings were as presented in table 4.

**Table 3: Correlation between Extracurricular Activities and Learning Motivation**

|                            |                     | Extracurricular Activities | Learning Motivation |
|----------------------------|---------------------|----------------------------|---------------------|
| Extracurricular Activities | Pearson Correlation | 1                          | .383**              |
|                            | Sig. (2-tailed)     |                            | .001                |
|                            | N                   | 199                        | 199                 |
| Learning Motivation        | Pearson Correlation | .383**                     | 1                   |
|                            | Sig. (2-tailed)     | .001                       |                     |
|                            | N                   | 199                        | 199                 |

According to the scale of interpretation in the statistical treatment of data in the methodology section, the strength of the relationship was weak, though. This finding implies that the more students participate in extra-curricular activities, the more their learning motivation increases.

Therefore, participation in extracurricular activities enhanced the learning motivation of students in schools under investigation. This finding is in harmony with that of Eccles (2017) who reported a significant positive relationship between the participation of students in extracurricular activities and academic aspirations of the African American and European America youths in secondary schools. Furthermore, the findings are in agreement with those by Chengula (2015) who reported a strong correlation between students' participation in extracurricular activities and retention of students in secondary school of Dodoma, meaning that, students' participation in extracurricular activities in the secondary schools strongly influenced the students to remain in schools.

## Conclusions and Recommendations

### Conclusions

Based on the findings of this study, the following conclusions were made.

The students in Seventh-day Adventist affiliated secondary schools in Morogoro actively participated in extracurricular activities through debates, sports and games, school arts and drama clubs, farming, essay writing competition, music, athletics, Adventist Youth Clubs, scout clubs, entrepreneurship clubs and environment clubs.

As it can be seen in the table, the correlation between students' participation in extracurricular activities and students' motivation to learn was ( $r = .383$ ,  $p = .001$ ). The Sig of below .05 leads to rejection of the null hypothesis, thus maintaining that there is a significant positive relationship between extracurricular activities and students' learning motivation.

Students were motivated to learn through attending class sessions, seeking new ideas from different sources, visiting library for self-studies, group discussion, asking questions about issues they didn't understand and visiting computer labs to seek for globally cross-cutting issues.

The more students participate in extra-curricular activities, the more their learning motivation increased. Therefore, participation in extracurricular activities enhanced the learning motivation for students in schools under investigation.

### Recommendations

Based on the conclusions, the study recommends that students in Seventh-day Adventist affiliated secondary schools be encouraged to actively continue participating in various extracurricular activities found in the schools for betterment of their physical, mental and spiritual wellbeing as well as for improved learning motivation as informed by literature and findings in this study. Secondly, schools under investigation should improve the quality of extracurricular activities and such facilities such as playground, farms, computer labs and science laboratories so that students may gain richer experiences as they keep participating in extra-curricular activities.

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