

# [POM 16] THE RELATIONSHIPS BETWEEN STUDENTS INVOLVEMENT IN CURRICULAR ACTIVITIES ON STUDENTS PERFORMANCE IN STML, UUM

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## ABSTRACT

*Student curricular activities are a major contribution to achieving student performance in University. Applying the curricular activities can help the student to improve student performance. However, the issues regarding the involvement of School of Technology Management and Logistics (STML) undergraduate students in curricular activities on the student performance still not comprehensively study. Therefore, this research is focusing on the impact of the STML undergraduate students' involvement in the curricular activities at University Utara Malaysia (UUM) towards students' performance. The quantitative approach of stratified random sampling was use to conduct this research. The scope of studies is involved undergraduate's students from first to fourth year. SPSS program is used in this study to analyses the data. The studies finding shows that STML's undergraduate's curricular activities have positively significant impact to the student performance.*

**Keywords:** *curricular activities, academic performance, undergraduate students*

## INTRODUCTION

Curricular activity can be define as a non-academic activities that students participate which can give the students an opportunity to enhancing their social interaction, healthy recreation, building up leadership, self-confidence and also self-discipline (Massoni, 2011). Co-curricular activities have been blended into Malaysia's education system in and it is a must to every student. According to Preliminary Report: Malaysian Education Blueprint 2013-2025, the school curriculum systems in Malaysia giving fully commitment in developing holistic students in term of physical dimensions, emotional, spiritual, and intellectual as stated in the National Education Philosophy (Malaysia Education Ministry, 2012). Therefore, curricular activities do influence either directly or indirectly in the development of an individual.

### **Problem statement**

According to Hassan et al. (2008), studies shows that there are positive relationship between involvement of students in curricular activities at the secondary school and university levels. Broh (2002) also stated that there are positive relationship between curricular participation and achievement of students' academic performance. Meanwhile, it was discovered that approximately 60,000 graduates in Malaysia

unemployed because of having less experience, poor English, bad communication skills, and studies is not relevant to the marketplace (MalaysiaKini, 2015). This gap is not comprehensively studied. As the reason, this study will study the relationship between students involvement in curricular activities such as type, time and level towards students performance (academic performance and soft skills).

### **Research questions**

1. Due to the stated problems above, the research will answer the following questions:
2. What is the relationship between time and students performance?
3. What is the relationship between type and students performance?
4. What is the relationship between level and students performance?
5. What is the relationship between the curricular activities and students' performance?

### **Research objectives**

The purpose of this study is:

1. To determine the relationship between time and students performance.
2. To determine the relationship between type and students performance.
3. To determine the relationship between level and students performance.
4. To investigate the relationship between the curricular activities and students' performance.

## **LITERATURE REVIEW**

### **Curricular activity**

Curricular activities are the activities that students perform and do not fall in the realm of the ordinary curriculum of educational institution. Generally, curricular activity will be held after the school hour's session (Zaimi, 1996). Curricular activities also known as activities of schools, activities of the students, extra class activities, co- curricular activities, socializing, allied activities, and activities of pupil (Esa, Md. Yunus & Kaprawi, 2012).

#### *Time*

Spending time more for the outside of the classroom may decrease the student's possibility for success. One of the disadvantages is the outside of classroom activity take away the student's study time (O'Dea, 1994).

#### *Type*

According to Eccles (2003), indicates that types of curricular activities and participation levels can give impact towards development of individuals. Some also believed that student's participation in curricular activities can give a positive youth development to them. For examples, students who are competing in speech contest can help the students to enhance their confident level. Other than that, students who are involve in youth group or scouting organisation can help the students in developing their character and connecting community (Annu & Sunita, 2013).

#### *Level of involvement*

Statistics shows that more than half of American teenagers take part in organised activities at their schools. According to Little (2005), it can be critical when the time of

out of school use in developing the competencies that will carry out into adulthood. According to Roth, Gardner and Brooks-Gunn (2008), indicated that intensity and levels of student's participation in curricular activities are important to be look at. The student's level of taking part in curricular activities can show how much the students will get affected through the activities. Different levels of student's participation in activities may give a positive impact towards successful future for those who are participating (Wilson, 2009).

### **Student's performance**

#### *Academic performance*

Students who were members and officers in student organizations had significantly higher academic performance measured by GPA than that at the general student body (Jones, Rush, Elmore & White, 2014). Some of the studies show that curricular activities may not have correlation to academic performance or may have negative consequences on education in same situations (Jones et al., 2014). It is said that taking part in curricular activities will give a positive impact towards students' academic results, such as improving the CGPA, scores of test, be more engage to school, and enhance the educational aspirations (Fredricks & Eccles, 2006).

#### *Communication skills*

Curricular activities provide opportunities outside of the class activities for the students to develop practice and create new attitudes and skills. The purpose is to work independently and interdependently in different contexts (Dhanmeher, 2014). One of the research showed that 108 out of 122 respondents said that the involvement of students in curricular activities can give a moderate to higher impacts towards their communication skills. For examples, students that join in Executive Board and Committees can enhance their competencies in communications (Nerswick, Duncan, Fuhrman & Rucker, 2012).

#### *Leadership skills*

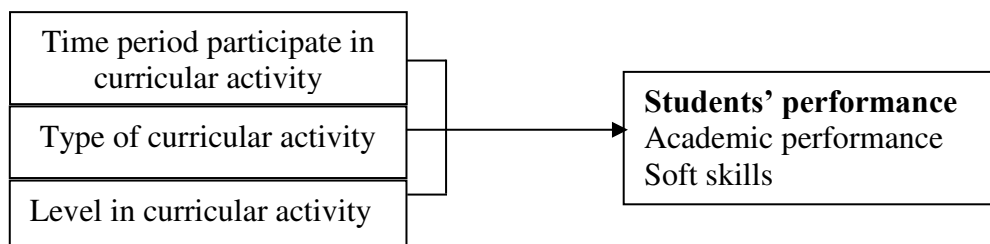
According to Hemphill and Coons (1957), leadership can be define as "the behavior of an individual...directing the activities of a group toward a shared goal". Leadership also can be defining as "a behavior of an individual while he is involved in directing group activities". Meanwhile, Richards and Engle (1986) define as "articulating visions, embodying values, and creating the environment within which things can be accomplished". This research mostly studies on the leader's responsibilities, leaders' activities, functions and how the leaders react towards time and cope with conflicts, constraints and demands (Bass, 1990).

#### *Employability needs*

Employability is about the understandings, achievements, and personal attributes that make individuals to be hire and success in their chosen jobs (Kinash, Crane, Knight, Dowling & Mitchell, 2014). There are six skills lacking in students nowadays, there are eager to learn, self-confident, communication skills, leadership, creative skills, interpersonal skills and. Therefore, participation in curricular activities be one of the students' strategy to be employed (Kinash et al., 2014).

## METHODOLOGY

The research instrument is based on the work of Seaward's (2005) and Hsieh et al. (2004). The questionnaire was used to investigate the impact of student involvement in curricular activities on student performances in STML, UUM, in this study was a 40 item questionnaire. The questionnaires were distributed to respondents through online medium. The first part is requesting general information on demographic data, including gender, age, race, and education background. The second part requires respondents to point out their agreement and disagreement on 35 items by using the scale of Likert, ranging from 1 to 5, which is 1 stand for strongly disagree, and 5 stands for strongly agree. There are 15 items related to time, level and type. Meanwhile, the third part also requires respondents to point out their agreement and disagreement on 20 items related to four factors including CGPA, leadership, communication skill, and employability. This study is to investigate the relationship between student involvement in curricular activities and student's performance as mentioned in Figure 1.



**Figure 1**  
Research framework of students performance

As research questions and objectives stated above, the following hypotheses are proposed:

H1: Time has positive relationship with students performance.

H2: Type has positive relationship with students performance.

H3: Level has positive relationship with students performance.

H4: Curricular activities has positive relationship with students performance.

**Table 1**  
Demographic table results

| Categories       | Gender                   | Frequency | Percentage (%) |
|------------------|--------------------------|-----------|----------------|
| Gender           | Male                     | 32        | 26.7           |
|                  | Female                   | 88        | 73.3           |
| Age              | 20                       | 11        | 9.2            |
|                  | 21                       | 18        | 15.0           |
|                  | 22                       | 31        | 25.8           |
|                  | > 23                     | 60        | 50.0           |
| Current semester | 1                        | 5         | 4.2            |
|                  | 2                        | 1         | 0.8            |
|                  | 3                        | 16        | 13.3           |
|                  | 4                        | 1         | 0.8            |
|                  | 5                        | 26        | 21.7           |
|                  | 7                        | 69        | 57.5           |
|                  | 8                        | 2         | 1.7            |
| Program          | Operation Management     | 55        | 45.8           |
|                  | Management of Technology | 42        | 35.0           |
|                  | Management of Logistics  | 23        | 19.2           |
| Total            |                          | 120       | 100.0          |

**Table 2**  
Descriptive analysis results

| Variable      | Minimum | Maximum | Mean   | Standard Deviation |
|---------------|---------|---------|--------|--------------------|
| Time          | 1.40    | 5.00    | 3.5883 | .71399             |
| Level         | 2.40    | 5.00    | 3.7517 | .60307             |
| Type          | 2.60    | 5.00    | 3.7967 | .61847             |
| CGPA          | 2.00    | 5.00    | 3.4767 | .58965             |
| Leadership    | 2.20    | 5.00    | 3.6767 | .65140             |
| Communication | 2.80    | 5.00    | 4.0250 | .58872             |
| Employability | 2.40    | 5.00    | 4.0067 | .57624             |

**Table 3**  
Pearson correlation analysis

| Item          | Pearson Correlation |
|---------------|---------------------|
| Time          | r = 0.903           |
| Level         | r = 0.882           |
| Type          | r = 0.906           |
| CGPA          | r = 0.724           |
| Leadership    | r = 0.881           |
| Communication | r = 0.857           |
| Employability | r = 0.896           |

**Table 4**  
Coefficients<sup>a</sup>

| Model |            | Unstandardized Coefficients |            | Standardized Coefficients | t      | Sig. |
|-------|------------|-----------------------------|------------|---------------------------|--------|------|
|       |            | B                           | Std. Error | Beta                      |        |      |
| 1     | (Constant) | 1.236                       | .185       |                           | 6.678  | .000 |
|       | CA_1       | .690                        | .049       | .790                      | 14.000 | .000 |

a. Dependent Variable: SP\_1

| Model |            | Unstandardized Coefficients |            | Standardized Coefficients | t     | Sig. |
|-------|------------|-----------------------------|------------|---------------------------|-------|------|
|       |            | B                           | Std. Error | Beta                      |       |      |
| 1     | (Constant) | 1.217                       | .191       |                           | 6.372 | .000 |
|       | Time       | .190                        | .061       | .268                      | 3.124 | .002 |
|       | Level      | .143                        | .072       | .171                      | 1.993 | .049 |
|       | Type       | .358                        | .075       | .438                      | 4.764 | .000 |

a. Dependent Variable: SP\_1

## RESULTS

According to Berenson et al. (2016), the coefficient of correlation gets closer to +1 or -1, the linear relationship between two variables is stronger. When the coefficient of correlation is near 0, little or no linear relationship exists.

The result of study shown that time of curricular involvement of student activities of correlation coefficient has ( $r= 0.903$ ), it show that there is a strong and positive relationship to students performance. The result of this study also shown that level of student involvement in curricular activities with correlation coefficient ( $r= 0.882$ ) is strong and positive relationship to students performance.

From the figure above, we can see that level has a strongest and positive relationship to student's performance with 0.906. The regression analysis results was shown that curricular activities have significant relationship to the students' performance ( $t=14.000$ ,  $p= 0.000$ ). The results also found that time, level, and type of involvement have significant effect to students performance ( $p<0.05$ ).

## CONCLUSION

The study found that curricular activities have a significant relationship to the student's performance in STML UUM that was similar finding by Lam, Hiu-Fung and Euji (2011). As prior mentioned, this research found that time, level and type have significant to student's performance. The results also found that employability contributes the highest contribution to student's performance. We conclude that STML should recognize the finding towards students' performance.

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