

Article

The Impact of Extracurricular Activities on Learner's Achievement in EFL: A Study at Daffodil International University

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Abstract: Extracurricular activities and academic performance are connected in every aspect of the education system. Daffodil International University is one of the top universities in Bangladesh that focuses on student improvement through extracurricular activities. Extracurricular activities help students improve skills like leadership, teamwork, and analytical abilities. Do extracurricular activities help English as a Foreign Language (EFL) students improve their academic performance? This evaluation aims to find out this question among Daffodil International University students. The study focused on both qualitative and quantitative data. Therefore, the data analysis followed a mixed method. The quantitative data focused on the students' participation in extracurricular activities. Respectively, the comparison between their participation and EFL course improvement. On the other hand, the qualitative data focused on the interviewee's experience. However, it's been proven that though extracurricular activities help students improve their other soft skills, they actually don't have as much impact on improving their EFL course curriculum performance.

Keywords: Academic Performance, English as a Foreign Language (EFL), Learners Achievement, Extracurricular Activities, Language Proficiency

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1. Introduction

Teaching English has always been linked to extracurricular activities to improve students' performance in academic activities (Lunenburg, 2010; Marsh & Kleitman, 2002) [1,2]. Though the academic curriculum of Bangladesh EFL courses focuses on grammatical context, language learning while involved in the EFL course must help students improve their skills in learning a foreign language (Chowdhury & Haider, 2012; Hamid & Honan, 2012; Rahman & Pandian, 2018) [3,4,5]. This research investigates if the EFL course can improve their skills while involving them in extracurricular activities within the framework of Daffodil International University. The university is located in Dhaka, Bangladesh, and is known as a renowned private university in Bangladesh.

The students who are involved in extracurricular activities are eager to improve their English language skills (Fredricks & Eccles, 2006) [6]. This relationship offers insights into comprehensive student growth and has practical benefits for them. The outcomes of this investigation are expected to influence policies, curriculum, and educational practices that support an integrated approach toward instruction in EFL environments. At Daffodil International University in Bangladesh, the study intends to fill up several knowledge gaps regarding extracurricular activities and their effect on learner's progress in EFL. First of all, in this cultural & educational context, there is a lack of empirical research expressly investigating the relationship between a variety of extracurricular activities & EFL performance. Secondly, although the value of comprehensive student development is

widely acknowledged, little is known about the precise role that extracurricular activities play in helping EFL students succeed academically. Thirdly, to fill the need for context-specific research, the study seeks to locate hidden components within Bangladesh's cultural environment that might have an impact on the association that has been observed.

In evaluation research aimed at understanding the context of extracurricular activities within the EFL education framework at Daffodil International University, several key objectives have been described. Firstly, the investigation seeks to identify the extracurricular endeavors most commonly undertaken by students at the university. These activities serve as the basis for assessing their extensive and potential impact. Additionally, the study aims to identify the connection between certain extracurricular engagements and students' academic performance in EFL, as well as their critical thinking abilities, language proficiency, and overall academic competence. Furthermore, this research aims to assess the level to which different extracurricular activities have a substantial impact on students' acquisition of language skills in the university's English as a Foreign Language (EFL) program. The research centers on the cultural and educational setting at DIU. The objective is to contribute to the existing knowledge regarding the impact of extracurricular activities on students' academic performance, particularly in the context of studying English as a foreign language (EFL). This study aims to provide significant insights into enhancing students' overall growth and academic performance in English as a Foreign Language (EFL) at the university level. The aim is to examine the relationship between participation in extracurricular activities and academic achievements, offering valuable insights into how these activities can improve language acquisition and cognitive skill advancement. This study aims to provide suggestions for enhancing EFL programs by incorporating efficient extracurricular elements that contribute to overall student success.

This study aims to determine the impact of ECAs on the academic performance of students enrolled in an English as a Foreign Language (EFL) course at Daffodil International University in Bangladesh. The study aims to fill key gaps in knowledge by examining the lack of experiments in this specific cultural and educational setting. It provides valuable insights into the impact of extracurricular activities on English as a Foreign Language (EFL) performance. The research aims to offer educators and policymakers clear direction in developing interventions that are tailored to the specific characteristics of the local situation. The anticipated practical outcomes include a comprehensive approach to English as a Foreign Language (EFL) guidance, assistance for the entire development of students, and the ability to shape university legislation and instructional practices. This study aims to examine the distinctive setting of DIU to better comprehend how the university's exceptional sociocultural and educational dynamics may influence the effectiveness of extracurricular activities. Moreover, this study aims to determine the composition of the student population at DIU and analyze the influence of factors such as teaching methods, student diversity, and institutional assistance on the relationship between involvement in extracurricular activities and language learning. This research aims to thoroughly evaluate the benefits that extracurricular activities provide to DIU EFL students. It focuses on overlooked outcomes, such as improvements in speaking ability, language competence, and the overall academic achievement of EFL students. Additionally, the study will investigate how university resources and support help EFL learners engage in productive extracurricular activities. By conducting a thorough assessment of these characteristics, the research aims to ultimately have a beneficial impact on the field of language theory and practice. The results will offer conclusive feedback regarding the effectiveness of language learning dynamism at DIU and other universities of a similar nature in Bangladesh.

The research questions in the present study are:

1. What are the most commonly engaged extracurricular activities among students at Daffodil International University, and how do these activities correlate with their academic achievement in EFL?
2. To what extent do extracurricular activities impact the development of proficiency in language, analytical skills, and overall academic competence within the EFL program at Daffodil International University?

2. Literature review

Extracurricular activities (ECAs) have garnered substantial attention in educational research for their possible consequences on various aspects of student development, including academic achievement. ECAs encompass a large number of recreations such as sports, arts, clubs, and community service, which are defined as part of the academic curriculum (Fredricks & Eccles, 2006) [6]. At DIU, students actively participate in ECAs, such as various student clubs in business, science, culture, skill, and specific departmental clubs (Daffodil International University, 2024) [7]. DIU Students participate in national and international events and competitions. DIU emerged as the victor in the NASA Space Apps Challenge in 2022, showcasing their exceptional creativity and technological expertise on an international platform (All University Info, 2024) [8]. The university's strong focus on entrepreneurship is apparent through its provision of assistance to student firms and the implementation of several initiatives that encourage entrepreneurial aptitude (Daffodil International University, 2024) [9]. These activities encourage the development of students' soft skills, including communication, leadership, and cooperation, which are crucial for studying English as a Foreign Language (EFL). Additionally, they boost students' confidence and motivation, leading to a favorable influence on their overall academic achievement.

Extracurricular activities provide additional venues for students to apply and immerse themselves in the target language, complementing traditional language education (Brown, 2009; Dewey, 2008; Hurd & Lewis, 2008) [10,11,12]. Students actively practice to enhance their language and communication skills through participation in clubs, performances, volunteering activities, and language-improvised events (Hunag, 2018) [13]. Moreover, participating in extracurricular activities plays a major role in promoting the development of essential interpersonal skills, such as teamwork, mentorship, and analytical thinking, all of which are essential for achieving success in language learning (Kwak & Kim, 2019) [14]. By participating in group activities and organizing language-focused events, students improve their language skills and acquire a wider range of competencies that positively impact their academic and professional success (Astin, 1993; Lantolf & Thorne, 2006; Storch, 2002) [15,16,17]. Previous research has demonstrated a clear correlation between participation in additional extracurricular activities and the academic achievement of EFL students. According to a study, learners who actively engaged in ECAs demonstrated greater levels of enthusiasm and language proficiency compared to their classmates who only depended on classroom instruction. (Zhang & Yuan, 2020) [18]. Participating in extracurricular activities improves language acquisition by offering more opportunities for immersion, leading to improved skills in listening, speaking, reading, and writing (Jiang & Liu, 2019) [19]. Furthermore, extracurricular activities serve as catalysts for exchanging cultural knowledge and enhancing intercultural skills. By interacting with classmates from various cultures and languages, students broaden their perspectives and improve their understanding of global issues, thus increasing their language acquisition process. (Chen & Lee, 2021) [20].

ECAs contribute greatly to improve language learning because of the contexts. Beyond the traditional classroom, ECAs involve real life context and communication which develop language fluency and confidence in EFL. For example, students can improve both verbal and no verbal communication by participating in debates (Erkan,

2018) [21]. Similarly, there is the opportunity to use the English language because it helps to communicate with multicultural teams (Bailey, 2019) [22]. Research indicates that students who take part in extended classroom activities (ECAs) have more motivation to acquire and utilize the language outside of the classroom, resulting in improved language competency and retention (Noels, 2001; Ushioda, 2013) [23,24]. By taking part in ECAs, these learners can create networks and social ties that help them in their academic endeavors and language acquisition (Stuart, 2008) [25]. Additionally, it has been demonstrated that ECAs acquire a variety of soft skills that are beneficial in both academic and professional contexts. For instance, attending extracurricular activities is frequently associated with benefits such as teamwork, management, and leadership (Mahoney, Cairns, & Farmer, 2003) [26]. These skills are helpful for future professional success in addition to academic accomplishment. These soft skills can improve students' communication proficiency and cultural adaptability when it comes to language learning, which will make them more proficient and self-assured language users (Collins, 2014) [27]. Improved academic achievement may also be a result of the comprehensive growth that ECAs promote. Engaging in artistic and musical pursuits, for example, has been associated with enhanced cognitive capacities, including memory, focus, and spatial-temporal abilities, all of which can have a secondary positive effect on language acquisition (Schellenberg, 2004) [28]. Sports and physical activity participation have also been linked to improved mental and physical health as well as improved academic performance (Trudeau & Shephard, 2008) [29].

3. Method

3.1. Research Procedure

The study acquired a mixed-methods approach, using both quantitative and qualitative procedures to comprehensively find out the relationship between extracurricular activities and academic achievement in English as an EFL at Daffodil International University (DIU), Bangladesh. This approach empowers a holistic understanding of the phenomenon, capturing both numerical data on participation experience and academic performance as well as refined insights into students' experiences and insights through interviews or focus groups. The evaluation process consists of 40 students studying in the EFL course at DIU. Given the diverse student body at DIU, graded random sampling has been employed to ensure representation across different census-taking groups, such as gender, academics, and major. This sampling method enables the researcher to obtain a steady and representative sample that reflects the diversity of the student population. A structured questionnaire has been administered to collect quantitative data on 40 students' participation in extracurricular activities, academic performance in EFL, critical thinking abilities, language proficiency, and demographic information. The questionnaire was designed based on the research objectives and will include both closed-ended and Likert-scale items to facilitate statistical analysis. Academic records and results of 30 responded students have been collected from DIU to correlate data with their participation and self-reported data on academic performance in EFL. To collect qualitative data on their perceptions, experiences, and attitudes towards ECAs, among all the respondents, 10 students were interviewed in depth. The interviews allowed for a deeper exploration of individual experiences and insights that may not be captured through quantitative measures. The interviews were conducted both physically and online.

3.2. Data Analysis

A Student Questionnaire and Interview Questions were used to collect data from 60 undergraduates and alumni of EFL at the Department of English, Daffodil International University. The scale and questionnaire created by Albirini (2006) [30], Al-Zaiydeen et al.

(2010) [31], and Agboola's (2016) [32] semi-structured interviews served as models for the questionnaires. Both questionnaires were concerned with two major variables: students participation in extracurricular activities and learner's achievement in EFL. Student frequency of participating in extracurricular activities related to the first research question, "What are the most commonly engaged extracurricular activities (EAs) among students at Daffodil International University, and how do these activities correlate with their academic performance in English as a Foreign Language (EFL)?" entailed four items, Questions No. 05 to 08, to assess the scope of your non-academic activities, such as your participation in arts, sports, volunteering, & academic groups. The goal is to determine your interests, passions, and level of involvement in various extracurricular activities offered by the institution. Additionally, it has the potential to offer valuable perspectives on one's proficiency in managing time, demonstrating leadership qualities, and making meaningful contributions to the wider community. The first research question, "What are the most popular extracurricular activities (EAs) among students at Daffodil International University, and how do these activities relate to their academic performance in English as a Foreign Language (EFL)?" was related to how students feel about extracurricular activities and how they affect their grades. It had six parts, Questions No. 01 to 04, that looked at how extracurricular activities affect academic success, especially in the English as a Foreign Language (EFL) program, and how these activities can improve language skills and abilities, help manage academic responsibilities, offer opportunities for practical language practice, and alleviate stress, ultimately leading to better overall well-being & academic performance. Once more, how did students feel about doing well in extracurricular activities that were related to the second research question? "To what extent do extracurricular activities impact the development of language proficiency, communication and critical thinking skills, and overall academic competence within the EFL program at Daffodil International University?" This question was based on nine items, Questions No. 1 through 9, that asked how relevant extracurricular activities were to improving language skills and the overall language learning experience. The database also shows that students' academic performance is linked to the second research question, "How much do extracurricular activities affect the development of language proficiency, communication and critical thinking skills, and overall academic competence within the EFL program at Daffodil International University?" This question had six parts, numbered 10 through 14, that looked at how well students did in reading, writing, speaking, listening, and pronouncing English. Thus, each of the questionnaires included 16 items designed as the 5-point scale (Likert, 1932) [33], in which 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, and 5=strongly agree. Survey questionnaires have been analyzed in SPSS software, and semi-structured interviews have been analyzed in terms of thematic content. More specifically, descriptive statistics were employed to sum up the data, including frequency percentages, means, and standard deviations.

3.3. Ethical Considerations

To conduct this survey, a written permission has been obtained from the Registrar of the university. To verify the authenticity of respondents' responses, academic results were crosschecked with the university through proper channels.

4. Findings

Table 1. Relationship between extracurricular activities and learners academic performance in English as a Foreign Language (EFL)

Questions	There is connection between participation in extracurricular activities and the development of language skills in the EFL programs	I effectively balance academic and extracurricular commitments, which demonstrate my better academic performance.	Some extracurricular activities, such as debating societies or cultural clubs, provided opportunities for me to practice and improve my English language skills in real-life contexts.	Participating in extracurricular activities can serve as a form of stress relief, potentially reducing academic-related stress and improving overall well-being, which indirectly impacts my academic performance.	
N	Valid	60	60	60	60
	Missing	0	0	0	0
Mean	3.95	3.93	3.83	3.92	
Std. Deviation	.999	.989	.994	1.030	

Table 2. Students' participation in extracurricular activities

Questions	I frequently participate in Arts, Culture and clubs	I frequently participate in Sports	I frequently participate in Community service Organizations	I frequently participate in Academic clubs	
N	Valid	60	60	60	60
	Missing	0	0	0	0
Mean	2.97	1.40	2.67	2.92	
Std. Deviation	1.850	1.138	1.893	1.835	

Table 3. Relationship between extracurricular activities and learners academic performance in English as a Foreign Language (EFL)

Criteria	Findings
English Language Clubs	Inactive
Non- English Language Clubs	English Language is not used
Drama & Theatre	Participation plays have an important role in pronunciation, intonation, and confidence in using English Language
Cultural Exchange Program	These exchanges allow students to practice in real-world settings to enhance their English language skills.
Debate & Public Speaking Clubs	These improves critical thinking and spontaneous language skills
Time management skills	Extracurricular activities help students manage their time properly, which they find beneficial for academic tasks
Academic Achievement	Participating in extracurricular activities in the classroom allows students to further their learning, providing chances for a deeper understanding of the English language, improving their knowledge, and promoting academic performance.

Table 4. Students' participation in extracurricular activities

Criteria	Findings
Personal Interests and Talents	Students like participating in activities they like to do or they do have hobbies
Peer Influence	Students influence their peer or friends in activities as they can interact with them
Benefits and Outcomes	Activities that are believed to provide concrete advantages, such as developing skills, enhancing university applications, or creating job chances, tend to attract more participants.
Accessibility & Resources	A well- organized club with equipment, facilities, and guidance attracts students to join clubs.
Scheduling and time compatibility	After their academic activities, they prefer developing their English language skills, both in the advancement of their academic and professional skills

Table 5. Impact on the development of language proficiency through extracurricular activities

	I could increase my reading skills by participating in extracurricular activities	I could increase my vocabulary skills by participating in extracurricular activities	I could increase my speaking skills by participating in extracurricular activities	I could increase my writing skills by participating in extracurricular activities	My English pronunciation has improved since I participated in extracurricular activities.	My English listening skills have improved since I participated in extracurricular activities.
N	Valid	60	60	60	60	60
	Missing	0	0	0	0	0
Mean	3.98	3.85	3.90	3.90	3.77	3.90
Std. Deviation	1.282	1.325	1.285	1.231	1.280	1.258

Table 6. Impact on the communication & critical thinking skills in the EFL program through extracurricular activities

	The impact of extracurricular activities enhanced my critical thinking skills within the EFL program at DIU.	Considering my participation in extracurricular activities, my ability to communicate effectively in English has improved.	I believe that extracurricular activities provide opportunities to practice English language skills in real-life contexts
N	Valid	60	60
	Missing	0	0
Mean	3.93	3.90	3.98
Std. Deviation	1.274	1.386	1.295

Table 7. Students' achievement by doing extracurricular activities

Criteria	Findings
Reading Skills	Participating in extracurricular activities, such as book clubs, can greatly improve students' reading abilities.
Vocabulary Skills	Engaging in activities helps to enrich new vocabularies.
Speaking Skills	Engaging in public speaking and activities based on performance enhances both speaking abilities and self-assurance.
Writing Skills	Engaging in activities that prioritize writing helps individuals develop their writing skills through organized practice, leading to enhanced overall writing ability.
Pronunciation	Specific pronunciation exercises are highly helpful for reducing accents and improving speech clarity.
Listening Skills	Engaging in extracurricular activities that involve exposure to diverse spoken English improves one's ability to listen effectively.
Critical Thinking	Debate and comparable events cultivate the development of critical thinking skills and the ability to provide prompt, analytical responses.
Effective Communication	Collaborative activities enhance interpersonal and communication skills among students.
Real-life Contexts	Engaging in extracurricular activities allows students to use their language abilities in real-world situations, resulting in practical proficiency.
Academic Performance	Participating in extracurricular activities enhances academic success by developing valuable skills.
Engagement and Motivation	Participation in engaging extracurricular activities enhances overall motivation and enthusiasm for academics.
Balancing Activities and Academics	Engaging in extracurricular activities alongside academics imparts essential life skills such as effective time management.
Support from Faculty	Faculty participation in extracurricular activities improves their effectiveness and offers mentorship.
Peer Interaction	Engaging in extracurricular activities with peers promotes a culture of learning that is characterized by collaboration and support.

Table 8. Academic Performance in EFL

		My SGPA/result related to the pronunciation course was:	My SGPA/result related to the listening course was:	My SGPA/result related to the speaking course was:	My SGPA/result related to the writing course was	My SGPA/result in Vocabulary Development and Usage or Reading Skill course was
N	Valid	60	60	60	60	60
	Missing	16	15	14	14	12
Mean		3.47	4.33	3.47	3.40	3.37
Std. Deviation		.873	.704	.853	.764	.802

Table 9. Academic Performance of Students

Criteria	Findings
Improvement in specific language skills	It suggests that engaging in extracurricular activities can partially improve language learning results, but students spend more time in recreation of extracurricular activities than learning.
Overall academic performance	There is evidence of a direct relationship between participating in extracurricular activities and achieving academic performance.
Confidence and competence in language use	Emphasizes the significance for extracurricular activities in enhancing language proficiency and fluency.
Enhanced listening and comprehension	It provides recommendations for targeted exercises that improve specific linguistic abilities.

Table 10. Correlations between different types of extracurricular activities and language proficiency, critical thinking skills, and overall academic competence

Descriptive Statistics			
	Mean	Std. Deviation	N
Achievement_in_EFL	3.7722	.90016	60
Participation_in_Extracurricular_Activities	3.1979	.50068	60
Correlations			
		Achievement_in_EFLParticipation_in_Extracurricular_Activities	
Achievement_in_EFL	Pearson Correlation	1	.021
	Sig. (2-tailed)		.872
	Sum of Squares and Cross-products	47.807	.563
	Covariance	.810	.010
	N	60	60
Participation_in_Extracurricular_Activities	Pearson Correlation	.021	1
	Sig. (2-tailed)	.872	
	Sum of Squares and Cross-products	.563	14.790
	Covariance	.010	.251
	N	60	60

4.1. Discussion of Findings

RQ 1. *What are the most commonly engaged extracurricular activities among students at Daffodil International University, and how do these activities correlate with their academic achievement in EFL?*

ECAs are an important aspect of experience at DIU. Alongside practical language learning, these activities provide students with soft skills and academic performance in EFL. Based on the analysis, students mostly participated in arts, culture, clubs, community service organizations, academic & central clubs, sports, and so on. Arts, culture, and clubs shown in [Table 2](#), represent moderate engagement among students with a mean of 2.97, where the high standard deviation indicates that some students participate frequently and others don't participate frequently. Students are involved in community service organizations with a mean of 2.67, which suggests the participation of a significant number of students, whereas the standard deviation suggests a diverse level of involvement. There is a balance between academic and extracurricular engagement, which is popular among students with a mean of 2.92, whereas there is a varied level of participation. Students have the tendency to participate less in sports, which has the lowest mean (1.40) and a relatively lower standard deviation (1.138) than other categories. The study indicates positive feedback regarding the influence of ECAs on learning a language, managing academic responsibilities, practical English usage in real-life situations, and alleviating stress. [Table 1](#) and [Table 3](#) represent that there is a significant relationship between participation in extracurricular activities such as drama, theater, debate, public speaking, cultural exchange programs, and academic performance in EFL, which positively impacts language skills with a mean of 3.8. The respondents agree with balancing their academic and extracurricular activities, as the mean is 3.93, which means overall academic success in EFL. Engaging in ECAs is seen as a way to alleviate stress (average score of 3.92). This indirectly enhances academic performance by minimizing stress connected to academics and enhancing overall well-being. The data presented in [Table 4](#) indicates that clubs that are well-structured and have sufficient resources and facilities tend to attract a larger number of students. This suggests that the availability of these resources is an important factor in promoting student engagement. Consequently, this enhances their experience of learning English as a foreign language.

RQ 2. To what extent do extracurricular activities impact the development of proficiency in language, analytical skills, and overall academic competence within the EFL program at Daffodil International University?

According to [Table 5](#), students view extracurricular activities as advantageous for improving their language competence. The elevated mean values (about 4) across many language proficiencies suggest an overall favorable sentiment. Nevertheless, the standard deviations ranging from 1.25 to 1.33 indicate a moderate level of diversity in these views. This emphasizes that although there is an overall favorable tendency, individual experiences may vary. The enhancement of reading skills was highly regarded, suggesting that extracurricular activities such as book clubs are very efficacious. The mean score for pronunciation was the lowest, indicating that it may be less affected by extracurricular activities compared to other skills. According to [Table 6](#), students perceive extracurricular activities as advantageous for enhancing their analytical and interpersonal skills in the EFL program. On average, students strongly agree that these activities improve the ability to think critically, foster effective communication, and offer chances to practice English in real-world circumstances. The relatively low standard deviations (ranging from 1.27 to 1.39) once again indicate a significant amount of variation in individual experiences. The mean score was greatest for the activity of practicing English in everyday settings, highlighting the significance of using language skills in practical situations. [Table 7](#) presents a comprehensive overview of the advantages of extracurricular involvement for different language abilities and overall academic achievement. The results corroborate the idea that engaging with activities such as book clubs, speaking at public events, & debates can greatly enhance reading, speaking, and the ability to think critically, respectively. Furthermore, extracurricular activities are associated with increased involvement, drive, and scholastic achievement. Emphasizing the importance of faculty assistance and peer

engagement, these activities are vital for creating a community of learners. Table 8 shows excellent success across different language courses, with average GPA values that range from 3.4 to 4.3. The listening course had the highest mean GPA of 4.33, indicating that activities that improve listening skills may be especially helpful. Nevertheless, the relatively large standard deviations suggest that although a significant number of students excel academically, there are notable differences in their levels of accomplishment. This indicates possible disparities in the extent to which various pupils derive advantages from identical extracurricular activities. Table 9 indicates a clear correlation between involvement in extracurricular activities and overall academic achievement. Participation in these activities seems to improve language proficiency, self-assurance, and understanding abilities. However, it also emphasizes that students may allocate a greater amount of time to pleasurable components of extracurricular activities than straight instruction, potentially impacting the degree of their language advancements. According to a Pearson correlation coefficient that is close to zero, the correlation study shows a negligible positive association between participation in extracurricular activities and proficiency in English as a Foreign Language (EFL). There is no noticeable correlation between the two factors. The elevated p-value further affirms that the observed association lacks statistical significance. While extracurricular engagements are commonly believed to enhance language abilities and critical thinking, there is little concrete evidence to support the notion that they actually improve academic progress in English as a Foreign Language (EFL). The survey suggests that students commonly view extracurricular activities as advantageous for their language acquisition and the enhancement of their critical thinking skills. Although positive impressions are present, they do not have a substantial correlation with quantitative academic outcomes in English as a Foreign Language (EFL). This suggests that additional variables may potentially have important influences on academic performance. The variety of responses suggests that individual factors like personal drive, cognitive preferences, and the nature of the activity may have an impact on the influence of extracurricular activities.

5. Conclusion

According to the results of this study, there are numerous important suggestions that can be made to improve the influence of extracurricular activities on the academic success of students, language skills, and general growth in the English as a Foreign Language (EFL) curriculum at DIU (Hossain & Ahmed, 2017) [34]. First, better facilities, stronger motivation and knowledge, and incentive programs like sports scholarships and rewards should all increase participation in athletic events (Chen & Lee, 2021; Kumar, 2020) [20,35]. Incorporating language-focused extracurricular events can greatly enhance students' learning experiences. To achieve this goal, it is crucial to establish dynamic English clubs, coordinate language-focused events such as debate competitions and play performances, and enhance cultural exchange programs (Khan, 2019) [36]. To achieve a harmonious equilibrium between academic & extracurricular obligations, it is recommended to implement time management courses and offer flexible scheduling options for activities (Rahman & Karim, 2019) [37]. These measures will assist students in properly managing their workload.

The ECAs should be administered seriously focusing on English Language improvement. Most importantly, it greatly helps students to compete in the job sectors. It has been shown that the data was collected from the students of EFL. Though they are studying in EFL, their academic performance in EFL is not admirable instead of their extracurricular activities which negatively affect ECAs participants. The English language centric education should be presented in interactive ways. It has been found that to develop the English Language, there are different activities available to participate in. But

the activities are not happening in an effective way. The activities should be conducted rigorously to get the positive results.

Moreover, it is essential to offer comprehensive assistance and ample resources for extracurricular activities. This entails promoting faculty participation, assigning adequate resources, and consistently gathering and responding to student input to guarantee the activities provided are pertinent and captivating (Ali, 2018) [38]. By showcasing the educational advantages of extracurriculars through the presentation of successful cases and ongoing studies to collect empirical evidence, we can inspire students to get involved and enhance the quality of these programs over time (Hossain & Ahmed, 2017) [34]. It is important to promote inclusive participation by providing a wide variety of activities and ensuring fair access for all students, no matter their socioeconomic status (Rahman, 2020) [39].

Students can also improve analytical and social skills by encouraging the formation of debate and analytical thinking groups and by backing multidisciplinary projects that require students to use their English as a Foreign Language (EFL) skills in a variety of settings (Chen & Lee, 2021) [20]. Regular assessments will facilitate continuous tracking and assessment of the influence of extracurricular activities on academic achievement & language proficiency (Kumar, 2020) [35]. This will enable continuing program enhancements. By implementing these guidelines, the positive effects of extracurriculars on students' academic performance & proficiency in languages in the EFL program will be maximized (Rahman & Karim, 2019) [37]. This will ultimately contribute to their overall growth and achievement at Daffodil International University.

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