Extracurricular Activities: Success and Development of Communication Skills with the Role of Parents, Public and Home Work

Sabirov Alisher Saibovich

Westminster International University in Tashkent, Tashkent, Uzbekistan

Abstract: The value of Extracurricular activities (ECA) is underestimated in the field of Higher and Secondary Education of Uzbekistan. Present work is revealing hidden potential of ECA to advance students capacity. Using unique data collected on the basis of in-depth interviews with the administration of the first international university in Uzbekistan with British accreditation, the authors tried to expand the scope of preliminary studies of the relationship of extracurricular activities with academic achievement, development of skills and the role of parents in shaping interest in extracurricular activities of students. The results demonstrate: (a) the impact of extracurricular activities on academic performance and skills development; (b) the effectiveness of the parental approach, based on a personal experience; (c) the importance of public and domestic works (unstructured extracurricular activities) in the development of the individual.

Keywords: Extracurricular activities, Academic achievement, Leadership, Skills

1. Introduction

Extra-curricular activities contribute to academic success, develop skills required in the labor market and demonstrate the uniqueness of WIUT. The organization of meaningful extracurricular activities is a laborious and costly process. However, losses arising from deductions, omissions, poor performance or inappropriate behavior of students are much more expensive than funds spent on out-of-class work. In addition, extracurricular activities are an important indicator determining the attractiveness of an educational institution. Cambridge and Oxford, in addition to academic achievements, became famous Boat race. American University Webster exposes its own team to the World Chess Olympiad. The Russian State Social University is also considered as one of the most chess universities in the world.

This study was stimulating the search for optimization of extracurricular work at the university. Investigating foreign experience, the research team dwelled on the experience of the Higher Education Achievement Report (HEAR). This system of accounting for the achievements of extracurricular activities of students unites 100 higher educational institutions of Great Britain and provides safe access to the information base of the achievements of students in the non-academic sphere. Based on the HEAR system, WIUT implemented its own system: "Achievement Record System". The recording of achievements in extracurricular work reflects the range of interests of students and is attached to the diploma. The list of achievements demonstrates the skills and level of social activity of the graduate.

WIUT was established in 2002, and today it organizes extracurricular activities, taking into account the formation of skills required in the labor market of Uzbekistan. The potential of extracurricular activities is beyond the scope of activities aimed at organizing meaningful leisure for students. The palette of extracurricular activities at the university includes about 40 clubs. Students of WIUT initiate guest lectures, concerts, programs promoting issues of law, international relations and globalization. Annually, during the first month of study, the Students' Union of the WIUT holds a "Clubs Day" at which students present their own ideas and form lists of club members. The university administration provides comprehensive material and organizational support. Diagram 1 shows clubs and programs organized in the 2017-2018 academic year.

Figure 1

The relationship between extracurricular activities, academic achievement and development of skills is the subject of this study. The article demonstrates the impact of social and domestic works on the development of leadership and communication skills. We give a characteristic of parental approaches in the formation of the interest of youth in extracurricular activities.

2. Literature Review

2.1. The Relationship between Extracurricular Activities, Academic Achievement and Skills Development

Scientific literature [1] (in our standards, we quote authors name and the year; (A.Sobirov, 2018) for the in-text referencing) describes the positive impact of extracurricular activities on academic performance, leadership development and a healthy lifestyle. Participation of students in extracurricular activities is an indicator of competence of career development in business. Students involved in extracurricular activities demonstrate academic and social achievements, self-esteem and satisfaction with life [2]. Extracurricular activities develop leadership, communication skills and influence further career growth [3], student self-efficiency, and internal motivation [4].

2.2. The Role of Parents in Shaping the Interest in Extracurricular Activities

Charlie S. Shannon [5] in the article: "Parents' reports about the role of extracurricular activities and unstructured leisure: the perception of adolescents", writes that parents are one of the most significant agents of socialization and are responsible for the interests and values developed by their children. Although the relationship between parent and child related to leisure is important, the influence of parents on the behavior of children at leisure is not widely studied. Expanding knowledge in this area is important, because values and attitudes motivate behavior, including choice and behavior in the field of leisure. Participation of parents has a positive impact on the performance and achievement of students, success in the productivity of reading, testing and assessment. Participation of parents affects the reduction in the number of problems associated with behavior in school, better attendance and preparation for classes, improving academic performance and lowering deductions.

2.3. The Importance of Unstructured Extracurricular Activities in Personal Development

Not all young people participate in organized (structured) extra-curricular activities. However, even those who

participate in such events, spend up to 40 percent of free time to unstructured leisure [6]. Table 1 shows the most popular leisure activities among adults in the United States as of September 2013 [7].

Structured and unstructured extracurricular activities, differently affect the development of the individual. Structured classes develop the initiative more than unstructured. Important in unstructured activities (leisure) is that the youth, being alone, develops self-control and self-discipline. "Leisure is not just "good", it is fundamentally important" [8], adolescents become "agents in their own development" [9].

Figure 2

3. Methodology

Using the method of in-depth interviews, the opinions and assumptions of the WIUT staff on the impact of extracurricular work on personal development were studied. The content of semi-structured interviews, with prior approval, was recorded on the recorder. The information is collected through the following semi-structured questions: What are the memories of participating in extracurricular activities? What was the reaction of the parents to the decision to engage in extracurricular activities? How do extracurricular activities affect student achievement and skills development? What needs to be changed in the organization of extracurricular activities? The text of each interview was translated in Word format, to check against an audio record for correctness of information. (Did we adopt these questions from some other researchers, if so, then, we should indicate)

The recording of each participant's interview was analyzed in accordance with the procedure for analyzing the information set out by Bogdan and Biklen (1998) [10], who advocate the creation of coding categories, the mechanical sorting of information and the analysis of data within each category. Interviews of each participant were separately coded as Interviewer 1 (INT.1), Interviewer 2 (INT.2), Interviewer 3 (INT.3), similarly, until Interviewer 11 (INT.11). Duplicate information is grouped into coding categories. The comparative method of research is used in the process of organizing and analyzing information.

4. Sample and Participants

We selected 11 administrative representatives of WIUT (Figure 1), whose activities are related to the process of organizing extracurricular activities at the university. This allowed us easily and economically determine the influence of extracurricular activities on the progress and development of students' skills. We also try to identify the strengths and weaknesses of extracurricular activities at the university and identify questions for further research.

Table 1: Statistics related to the respondents of the in-depth interviews

№	Work experience	Work experience at WIUT	Scientific degree		
			DSc	PhD	Candidate
Int.1	27	3	+	-	-
Int.2	28	13	-	-	+
Int.3	20	6	-	-	+
Int.4	19	11	-	+	-
Int.5	19	13	-	+	-
Int.6	8	4	-	-	-
Int.7	13	14	-	-	+
Int.8	14	12	-	-	+
Int.9	27	13	+	-	-
Int.10	17	15	-	-	+
Int.11	44	15	-	-	-

82% of interviewees have a scientific degree or are involved in scientific research.

Respondents have personal experience of participation both in structured and unstructured forms of extracurricular activities: sports, social clubs, socially useful work, doing household chores.

4.1. Data analysis and Collection

The study consists of several phases. During the preparatory process, a list of interviewers was compiled, with which were discussed: the purpose of the interview; time and place of the meeting; permission to audio recording; confidentiality issues. Interviewers are assured that their names will not be announced at any stage of the study and will not be passed on to third parties. The issue of further use of the received material was also discussed.

The next phase is the collection of information. We hold eleven meetings based on a schedule agreed in advance. The average duration of an interview was one to one and a half hours. The interviews are recorded on electronic recorder and later transmitted into Word format. The questions proposed to the respondents are grouped into three groups: (a) the impact of extracurricular activities on academic achievement and skills development; (b) the role of parents in shaping interest in extracurricular activities; (c) the importance of unstructured out-of-class training in the formation of the individual.

5. Results

5.1 The Relationship between Extracurricular Activities, Academic Achievement and Skill Development

Extra-curricular activities directly and indirectly affect academic performance and the development of soft / flexible skills: "Extracurricular activities teach to be hardworking, which is very important in learning (INT.4)"; "Sporting events have a positive impact on health, which, in turn, has a direct impact on learning (INT.5)". Success or failure depends on the role played by the participant in the team: "If the student is the organizer of the event, the impact is possibly negative. If it's a simple performer, the effect is positive (INT.6)". It is important to take into account the period of conducting the events: "During the assessment period it is difficult to combine study and extracurricular activities (INT.7)". Recognizing the positive impact of extracurricular activities on academic performance and skills development, respondents noted the existing risks.

Excessive enthusiasm for extracurricular activities adversely affects learning. "It happens that studying becomes a secondary matter and this has a negative impact on academic performance. From year to year, it is observed that some members of the Students Union, because of the heavy workload of public work, failed some subjects". (INT.3). The development of certain skills is related to certain types of extracurricular activities: "Sport and activities involving

managerial roles affect the development of leadership skills (INT.10)"; "Communicative skills improve when students are rehearsing something (Drama Club) (INT.3)".

"Body language is very well developed in judo. A person from a half-glance, on the basis of gestures and movements of the enemy learns to understand what he has conceived, what his future actions will be" (INT.4). "The development of creativity is influenced by reading fiction books, magazines about science and technology (INT.3)." In the opinion of the respondents, "the process of planning is the one in which flow of events will help develop strategic thinking (INT.9)."

5.2. The Role of Parents in Shaping the Interest of Young People in Extracurricular Activities

Three methods used by parents of respondents to engage in extracurricular activities were identified: an authoritarian, consultative method and a method based on a personal example. With the authoritarian method, the parental pressure adversely affected the interest in extracurricular studies. Personal interests of children in some cases radically differed from parents: "Parents wanted me to attend a music school. And, on the contrary, they were against my public activity at the university, because they thought that it distracted me from studying. Although I had the opposite opinion (INT.6). "The advisory method is characterized by the freedom of choice that parents provide to children: "My mother offered to see and, if I like, then attend classes (INT.3)". "I decided to play basketball and English at will. My parents supported my interest and tried to listen to my opinion." The method based on a personal example of parents differs from the above in that here parents do not take initiative at all. The environment in which the child lives and the parents' personal interest in this or that type of occupation involuntarily stimulates interest. The respondents recalled how enthusiastic studies of parents and relatives by music, painting, and sports involuntarily developed their interest. "The very environment in which I grew up had to go in for sports. My dad was engaged in sports, at home, there were dumbbells and a bar. (INT.4). " "My grandparents were painters. They were the founders of the first art schools. They spent a lifetime creating an art school (INT.5)". "Music lessons were the tradition of our family (INT.9)".

5.3. The Importance of Social and Domestic Work (Unstructured Extracurricular Activities) in the Formation Process of Personality

Talking to the respondents, the researchers were able to see new, hidden perspectives, stored in such everyday activities such as performing socially useful work like picking cotton and vegetables. "After passing the exams, before the start of the school year, we went to harvest fruits and vegetables. It was an interesting time; it's time for labor education (INT.1)". At the institute, the most vivid memories are associated with participation in a campaign to collect cotton. Every evening, after picking cotton, we held parties, discos, games near the fire. This helped the formation of problem-solving teams. (INT.2). "Doing household work is often associated with a routine that takes children's time. On the contrary, the interviewer's story about leisure associated with the daily grazing of livestock, which influenced the development of leadership qualities, helped to see the positive side of this lesson. "I grew up in a village. Usually in such places little or no clubs of interest (karate, football, etc.). Grazing was my extra-school occupation. In search of good pastures, I had to go to the territory of a neighboring district, which, at times, caused discontent among the local residents (my peers). The elucidation of circumstances required firmness of character, perseverance and perseverance. The proceedings, when the local guys tried to drive me out of my village, and my pride and perseverance uphold my point of view, laid the foundation for my leadership qualities (INT.5). " In addition, the respondent talked about his own children's experience of competition. The respondent fought for the right to use a "sales point" near his own home. The excitement of competition stimulated interest in business: "Watching how completely outsiders selling the "ayran" (drink made from sour milk) under the windows of my house earn money, I decided to compete with them. Having studied the technology of making "ayran" (quenching thirst milk drink, obtained with lactic acid bacteria), I was able to establish my own business. The quality of my product and my tireless efforts ultimately allowed me to drive out competitors. During these years I learned how to earn money and solve some of my own financial issues (INT.5)."

6. Conclusion

Three significant results were obtained during the study. First, respondents note the impact of extracurricular activities on academic performance and skills development. The result is similar to the results of similar scientific studies conducted abroad. Second, the advantage of a balanced parental involvement in the formation of an adolescent's interest in extracurricular activities. Parents who give freedom of choice, stimulate interest in extracurricular activities. In the

case of respondents, this is a method based on a personal example of parents. Third, the impact of social and domestic work on skills development.

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