

Students that engage with sports, the Fine Arts, and other extracurricular activities perform better in high school



**Charles Merriam**  
*Utah State University*

**Cree Taylor**  
*Utah State University*

Introduction

Students across the country are dropping out of and unperforming in high school.

This is alone is a worrisome fact, but even more troublesome is that the majority of these students belong to already disadvantaged and marginalized groups, severely limiting their opportunities to escape from the vicious cycle many of them are trapped in.

My research focused mainly on these groups, and how they can be benefited academically by participating and engaging in extracurricular activities.

Methods

Most of my research was conducted by utilizing The USU Library Databases and other online sources to collect and evaluate Primary and Secondary sources relating to the topic.

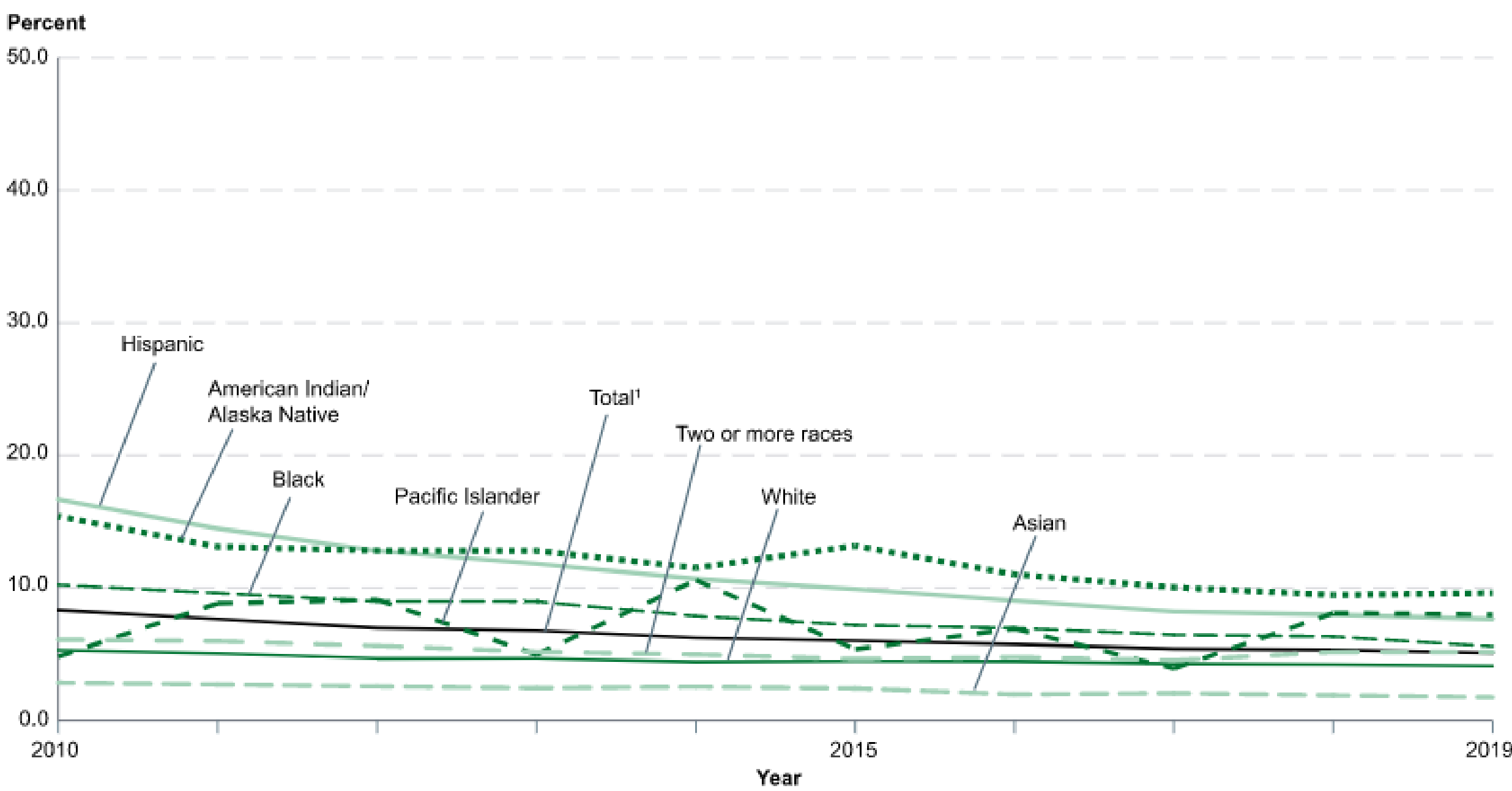
Students,  
especially “at-risk” students,  
are more likely to succeed academically while  
participating in extracurricular activities.



Scan for Research Paper



Scan for Poster PDF



A graph from the National Center for Education Statistics, depicting a higher dropout rate for ethnic minorities than majority students.

Results

Studies consistently showed that students who were involved in extra-curricular activities had lower drop out rates, higher test scores, and a higher likelihood of pursuing education after high school

Table 5. Logistic Regression Models for Extracurricular Engagement on High School Dropout (Odds Ratios).

Independent Variables	White (N = 5,383)		Hispanic (N = 1,413)		Black (N = 1,340)	
	e <sup>b</sup>	SE	e <sup>b</sup>	SE	e <sup>b</sup>	SE
Extracurricular participation						
Athletic only	0.541***	0.103	0.837	0.206	0.507**	0.136
Academic/fine arts only	0.586**	0.111	0.872	0.247	0.714	0.236
Athletic and academic/fine arts	0.362***	0.082	0.741	0.222	0.252***	0.089
Breadth						
No. of extracurricular activities	0.730***	0.064	1.030	0.121	0.745**	0.081
No. of extracurricular activities squared	1.029**	0.009	1.000	0.012	1.031***	0.009
IQV	0.740	0.194	0.754	0.272	0.394**	0.178
Intensity						
Extracurricular hours/week	0.762***	0.038	0.908*	0.05	0.807**	0.057
Extracurricular hours/week squared	1.012***	0.003	1.000	0.004	1.009**	0.004

Note. IQV = index of qualitative variation; HPI = Hawaiian/Pacific Islander  
\*p ≤ .10. \*\*p ≤ .05. \*\*\*p ≤ .001. (two tailed tests)

This Data Table shows that African American Students are significantly less likely to dropout when involved in extracurricular activities