

PARTICIPATION IN EXTRACURRICULAR ACTIVITIES AND SOCIAL SKILLS OF PRE-SERVICE TEACHERS FROM EDUCATION COLLEGES

Khin Cho Lin¹, OhmmarWin²

Abstract

The main purpose of this study is to investigate participation in extracurricular activities and social skills of pre-service teachers from selected Education Colleges. Descriptive Survey method and quantitative approach were used. The Education colleges and pre-service teachers were selected by using simple random sampling technique. A total of 788 pre-service teachers (394 males and 394 females) from selected Education Colleges participated. As research instruments, the questionnaire of Examining the breadth and depth of extracurricular activity participation developed by Denault and Poulin (2009) and the questionnaire of social skills developed by Carmen Paz Tapia-Gutierrez and S¹ixtoCubo-Delgado (2015) were used. In data analyses, descriptive statistics, independent samples *t* test, one-way ANOVA, Post Hoc Test (Tukey HSD, Games Howell) and Pearson Product Moment Correlation technique were used. According to the results, the levels of participation in extracurricular activities and social skills were satisfactory. And then, the present study indicated that there were gender, education level and college differences between participation in extracurricular activities of pre-service teachers. The participation in extracurricular activities of male pre-service teachers was higher than that of female pre-service teachers. And then, the mean score of participation in extracurricular activities for second year pre-service teachers was highest in this study and there was significant difference between first year and second year. Participation in extracurricular activities of pre-service teachers from College 1 was significant difference from College 3. In social skills of pre-service teachers, there were no significant differences by gender, education level and college. Moreover, based on the results, participation in extracurricular activities of pre-service teachers was found a significant and positive correlation with their social skills ($r=.298, p<.01$).

Keywords: Social Skills, Extracurricular Activities, Pre-Service Teachers

Introduction

The lives of many youths are substantially enriched by their participation in organized extracurricular activities, which are defined broadly to include adult-sanctioned organized activities that youths do outside of the classroom, whether or not they are school sponsored (cited in Tom, et al, 2002). Extracurricular activities can strengthen the interaction between the students and at the same time promoting integration between the races as well as nurturing decencies, independencies, hardwork, disciplined and obedient to the law which develops the students into becoming a useful citizen (Wee Eng Hoe, 1994) (cited in Ahmad, 2016). Therefore, extracurricular activities are capable to improve social skills among students which will also help them in the future career prospects.

According to Gresham & Elliot (1990), social skills may be defined as socially acceptable learned behaviors that enable a person to interact with others in ways that elicit positive responses and assist in avoiding negative responses. Children with social skills deficit are at risk for social-emotional difficulties and poor academic performances (Parker and Asher, 1987). Specifically, to be successful in school, students need to learn not only academic content, but also how to acquire academic content through classroom discourse, room discourse involves interaction with teachers and peers, and is based on a procedural knowledge of social participation structure (Sung, 2009).

¹ Lecturer, Department of Methodology of Mathematics, Meiktila Education College

² Lecturer, Department of Educational Psychology, Sagaing University of Education

Extracurricular activities are closely linked with the balance development of mental and spiritual, physical and as well as socials among students. It is also capable in building social skills such as communication, leadership, thinking, interpersonal, cooperation. With the implementation of extracurricular activities, individuals who are highly skilled can be produced and can become a holistic human capital and competitive at the international level.

Purpose of the Study

The main purpose of the study is to investigate the participation in extracurricular activities and social skills of pre-service teachers from Education Colleges.

Definitions of the Key Terms

- Social Skills** : Social skills are characterized by a set of behaviors displayed by individuals in an interpersonal context in which they express feelings, attitudes, desires, opinions or rights adequately for the situations, respecting the same behaviors in others (Caballo, 1986).
- Extracurricular Activities** : ‘Extracurricular activities’ refers to any activities that take place outside of the regular (compulsory) school curriculum. “The activities are voluntary, and students do not receive grades for academic credit for them” (Holloway, 2000).
- Pre-service Teachers** : The students who participated in pre-service training or education, a course or program of study which student teachers complete before they begin teaching (Richards and Schmidt, 2002).

Review of Related Literature

Different activities, in which students participate, both inside and outside the school itself, are among the multiple situations or agents that can have effect on performance. In the USA, extracurricular activities have been associated with an improved education level, more competences that are interpersonal, higher aspirations and a better attention level. Increased critical thinking and personal and social maturity, higher motivation and benefits that serve to bridge school activities with those performed outside the academic setting (Noam, Biancarosa & Dechausay, 2003), (cited in Annu, S., & Sunita, M., 2015)

Such involvement in extracurricular activities helps young people discover and share talents, develop character and competence and often provide the added benefit of close relationships with caring, principled adults outside the home. There are specific benefits that may result through participation in extracurricular activities. Youth who are involved in organizations are more likely to show leadership abilities and are more likely to become leaders, compared to non- participants.

Involvement in such activities had a positive influence on self-esteem and community service. The key points that will be made in this claim of fact are that students involved in extracurricular activities receive better grades than those who are not involved in extracurricular activities. In addition, activities improve the overall student. Therefore, they help students to receive better grades by teaching them character building lessons, teaching them lifelong skills, saving some at risk students who would possibly drop out of school, and helping students develop social skills.

The process of acquiring social skills continues as children participate in different interactions that reinforce positive social behaviors (cited in Brook, 2013). Children also become aware of their undesirable social behaviors when they are given corrective feedback from other children. When children fail to acquire and enact effective social skills with other children, they are viewed as socially incompetent by their peers and they are at risk for social isolation (cited in Brook, 2013). This isolation further restricts opportunities to practice important skills that can enhance social development. The classroom is one such environment children must learn to navigate. Successful learning requires students to interact closely with teachers and peers. In addition to their general importance for daily interaction, social skills can have a big impact on a child's ability to succeed in an academic setting. The classroom becomes both a training ground for development of social skills and an arena in which those skills are put to use.

Social skills are skills every person needs to possess in order to relate to others. Developing these skills starts at an early age. Social competence, defined as the ability to initiate and maintain satisfying relationships, should be developed by age seven. Skills that children should acquire include, but are not limited to, discussing, compromising, negotiating, stating feelings and desires, articulating preferences, articulating reasons for making good choices or decisions, cooperating, turn taking, asserting themselves, empathizing with others, and gaining access to and interacting with their peers (Knight & Hughes, 1995)(cited in Slimmer, n.d). It is highly recommended that all children be introduced to each of these skills throughout their early educational years.

Methodology

This study examined participation in extracurricular activities and social skills of pre-service teachers from selected Education Colleges.

Sampling

A total of 788 pre-service teachers (394 males and 394 females) were selected from three Education Colleges.

Instrumentation

In this study, questionnaire of Examining the breadth and depth of extracurricular activity participation (Denault and Poulin, 2009) and that of social skills developed by Carmen Paz Tapia-Gutierrez and SixtoCubo-Delgado (2015) were used to measure the participation in extracurricular activities and social skills of pre-service teachers. Questionnaire of social skills was grouped into five categories; solidarity and empathic skills (11 items), conversational skills (11 items), self-assertion skills (6 items), collaboration skills (8 items) and conflict resolution skills (5 items). The questionnaire of Examining the breadth and depth of extracurricular activity participation consists of 14 items. So, the total is 55 items. This questionnaire was revised and modified by the researcher.

Procedure

The current study explored the participation in extracurricular activities and social skills of pre-service teachers from selected Education Colleges. The study was conducted with two instruments. Respondents used 4 point Likert scale to rate each statement in both questionnaires. After collecting the required data, data analysis was conducted.

Data Analysis and Findings

To study the participation in extracurricular activities of pre-service teachers, descriptive statistics was used. The results for 788 participants were presented in Table 1. As shown in Table 1, the result is satisfactory because total mean score is 20.02. This means that the pre-service teachers are interested in extracurricular activities.

Table 1 Descriptive Statistics for Participation in Extracurricular Activities of Pre-service Teachers

Variable	N	No. of items	Min	Max	Mean	Std. Deviation
Participation in Extracurricular Activities	788	14	2	42	20.02	7.746

The Subscales of Participation in Extracurricular Activities

Participation in Extracurricular Activities was divided into two subscales. They were individual activities and group activities. Descriptive analysis revealed means and standard deviations for two subscales of participation in extracurricular activities.

Table 2 Mean Comparison for the Subscales of Pre-service Teachers' Participation in Extracurricular Activities

Subscales	N	No. of items	Min	Max	Mean	Std. Deviation
Individual Activities	788	7	0	21	7.52	4.347
Group Activities	788	7	0	21	12.51	4.377

Table 2 showed that the number of participants, number of items, minimum, maximum, mean and standard deviation of participation in extracurricular activities. It can be found that the mean score of group activities was higher than that of individual activities. So, it can be concluded that pre-service teachers participate more in group activities.

Comparison of Participation in Extracurricular Activities by Gender

To know participation level in extracurricular activities between male and female, descriptive analysis was conducted.

Table 3 Descriptive Statistics for Pre-service Teachers' Participation in Extracurricular Activities by Gender

Variable	Gender	N	Mean	Std. Deviation	Mean Difference
Participation in Extracurricular Activities	Male	394	21.15	8.102	2.25
	Female	394	18.90	7.207	

The mean scores and standard deviations are reported in Table 3. The total mean score of participation in extracurricular activities for male pre-service teachers exceeds 2.25 than that of female pre-service teachers. It means that participation level in extracurricular activities of male pre-service teachers were higher than that of female pre-service teachers.

To examine whether these differences were significant or not, the independent sample *t* test was conducted. The results of *t* test were described in Table 4.

Table 4 The Result of Independent Sample t test for Pre-service Teachers' Participation in Extracurricular Activities by Gender

Variable	Gender	N	<i>t</i>	<i>df</i>	<i>p</i>	Mean Difference
Participation in Extracurricular Activities	Male	394	4.13***	786	.000	2.25
	Female	394				

Note:*** The mean difference is significant at 0.001 level.

According to Table 4, the result of *t* test indicated that there was significant difference between male and female pre-service teachers in participation in extracurricular activities.

Moreover, descriptive analysis was conducted to compare participation level in extracurricular activities by different subscales of male and female pre-service teachers. The means, standard deviations and mean differences of participation in extracurricular activities between male and female pre-service teachers for each subscale were displayed in Table 5.

Table 5 Descriptive Statistics for Pre-service Teachers' Participation in Extracurricular Activities by Gender in Each Subscale

Subscales	Gender	N	Mean	Std. Deviation	Mean Difference
Individual Activities	Male	394	8.09	4.626	1.15
	Female	394	6.94	3.973	
Group Activities	Male	394	13.06	4.477	1.11
	Female	394	11.95	4.208	

And then, to examine whether these differences were significant or not, the independent sample *t* test was conducted.

Table 6 The Result of Independent Sample t test for Pre-service Teachers' Participation in Extracurricular Activities by Gender in Each Subscale

Subscales	Gender	N	<i>t</i>	<i>df</i>	<i>p</i>	Mean Difference
Individual Activities	Male	394	3.742***	786	.000	1.15
	Female	394				
Group Activities	Male	394	3.575***	786	.000	1.11
	Female	394				

Note: ***The mean difference is significant at 0.001 level.

According to the result of *t* test in Table 6, the gender differences occurred in all subscales at 0.001 levels. So, there were significant differences in both subscales. Therefore, it can be interpreted that male pre-service teachers exceeds in both subscales than female pre-service teachers.

Comparison of Participation in Extracurricular Activities by Education Level

To examine the effect of the education level, a mean comparison of participation in extracurricular activities was conducted. In this part, there were 262 pre-service teachers from first year, 263 pre-service teachers from second year and 263 pre-service teachers from PPTT. It was found that the mean score of participation in extracurricular activities of second year pre-service teachers was highest (in Table 7). It can be concluded that second year pre-service teachers more participate in extracurricular activities than other selected education levels.

Table 7 Descriptive Statistics for Pre-service Teachers' Participation in Extracurricular Activities by Education Level

Variable	Education Level	N	Mean	Std. Deviation
Participation in Extracurricular Activities	1st Year	262	19.02	7.875
	2nd Year	263	20.89	7.949
	PPTT	263	20.17	7.311

According to the results of Table 7, it was found that the mean scores of participation in extracurricular activities first year, second year and post graduated pre-service teachers were 19.02, 20.89 and 20.17 and their standard deviations were 7.875, 7.949 and 7.311 respectively. And then, the mean score of participation in extracurricular activities for second year pre-service teachers was highest in this study. The researcher investigated whether there were significant differences in participation in extracurricular activities among three education levels. Therefore, one-way ANOVA was used to examine the differences among three education levels. It was found that there were significant differences among three education levels concerning the participation in extracurricular activities, ($F = 3.924$, $p = 0.020$).

Table 8 ANOVA Results for Pre-service Teachers' Participation Extracurricular Activities by Education Level

Variables	Sum of Squares	df	Mean Square	F	p
Between Groups	467.386	2	233.693		
Within Groups	46747.156	785	59.551	3.924*	.020
Total	47214.542	787			

Note: *The mean difference is significant at 0.05 level.

For making mean comparisons among three education levels, Games-Howell was again employed by using Post-Hoc Test method and pre-service teachers' participation level in extracurricular activities was interpreted by using multiple comparison method (see in Table 9).

Table 9 The Result of Post Hoc Test for Pre-service Teachers' Participation in Extracurricular Activities by Education Level

(I) Education Level	(J) Education Level	Mean Difference	p
1st Year	2nd Year	-1.871*	.019
	PPTT	-1.152	.192
2nd Year	1st Year	1.871*	.019
	PPTT	.719	.527
PPTT	1st Year	1.152	.192
	2nd Year	-.719	.527

Note: *The mean difference is significant at 0.05 level.

Based on the results of the Post Hoc Test by using Games-Howell method, it can be concluded that the participation in extracurricular activities of first year pre-service teachers was significant difference from participation in extracurricular activities of second year pre-service teachers. And there was no significant difference between second year and PPTT. It was also found that second year pre-service teachers was most participate in extracurricular activities in all selected education levels.

Comparison of Pre-service Teachers' Participation Extracurricular Activities by Colleges

In order to know pre-service teachers' participation in extracurricular activities among selected colleges, descriptive statistics was made.

Table 10 Descriptive Statistics for Pre-service Teachers' Participation Extracurricular Activities by Colleges

Variable	Colleges	N	Mean	Std. Deviation
Participation in Extracurricular Activities	College 1	261	19.04	8.258
	College 2	261	19.92	7.402
	College 3	266	21.09	7.444

The mean scores of participation in extracurricular activities in selected colleges are 19.04, 19.92 and 21.09. As mentioned in Table 10, the mean score of college 3 was higher than any other colleges in participation in extracurricular activities. Therefore, the pre-service teachers from college 3 were most interested in extracurricular activities. The pre-service teachers from college 2 were more interested in extracurricular activities than college 1.

The researcher investigated whether there was significant difference in participation in extracurricular activities among the selected colleges. Therefore, one-way ANOVA was used to examine the difference among the selected colleges. It was found that there was significant difference among the selected colleges concerning the participation in extracurricular activities ($F = 4.665$, $p = 0.010$) see in Table 11.

Table 11 ANOVA Results for Pre-service Teachers' Extracurricular Activities by Colleges

Variables	Sum of Squares	df	Mean Square	F	p
Between Groups	554.527	2	277.263		
Within Groups	46660.015	785	59.440	4.665**	.010
Total	47214.542	787			

Note: *The mean difference is significant at 0.01 level.

Again, Post Hoc comparison was computed using Games-Howell test to find out the difference between participation in extracurricular activities which college is significant difference from that of each other (see in Table 12).

Table 12 The Result of Post Hoc Test for Pre-service Teachers' Participation in Extracurricular Activities by Colleges

(I) Colleges	(J) Colleges	Mean Difference	p
College 1	College 2	-.881	.405
	College 3	-2.044*	.008
College 2	College 1	.881	.405
	College 3	-1.163	.171
College 3	College 1	2.044*	.008
	College 2	1.163	.171

Note: *The mean difference is significant at 0.05 level.

Based on the results of Post-Hoc Test by using Games Howell method, participation level in extracurricular activities from college 1 was significant difference from college 3. But there was no significant difference among other colleges.

Comparison of Social Skills

Firstly, to study the social skills of pre-service teachers, descriptive statistics was used. The results for all 788 participants were presented in Table 10.

Table 13 Descriptive Statistics for Social Skills of the Pre-service Teachers

Variable	N	No. of items	Minimum	Maximum	Mean	Std. Deviation
Social Skills	788	41	79	161	122.64	8.973

The descriptive statistics for social skills of pre-service teachers was shown in Table 13. This table showed that the total mean score of social skills of pre-service teachers. Descriptive statistics showed that the mean and standard deviation for the whole sample were 122.64 and 8.973 respectively. To know the detailed information among the subscales of social skills, descriptive statistics was again conducted.

The Subscales of Social Skills

Social skills consist of five subscales. They were solidarity and empathic skills, conversational skills, self-assertion skills, collaboration skills and conflict resolution skills. Descriptive analysis revealed means and standard deviations for five subscales of social skills. Means percent were computed since item proportion is not equal.

Table 14 Mean Percent Comparisons for the Subscales of Social Skills of Pre-service Teachers

Subscales	N	No. of items	Min	Max	Mean	Mean Percent	Std. Deviation
Solidarity and empathic skills	788	11	16	44	33.83	76.89%	3.241
Conversational Skills	788	11	20	44	31.56	71.73%	2.986
Self-assertion Skills	788	6	11	23	17.41	72.54%	1.719
Collaboration Skills	788	8	10	32	24.52	76.63%	2.437
Conflict Resolution skills	788	5	9	20	15.31	76.55%	1.706

Table 14 showed that the number of participants, number of items, minimum, maximum, mean, mean percentage and standard deviation of social skills. Although the mean percent of Solidarity and empathic skills (76.89%) was the highest and that of Conversational Skills (71.73%) was the lowest, it cannot be interpreted that pre-service teachers have good level of solidarity and empathic skills and poor level of Conversational Skills because mean percent were not highly different.

Comparison of Social Skills by Gender

To know social skills between male and female pre-service teachers, descriptive analysis was conducted. The means and standard deviations of males and females were reported in Table 12.

Table 15 Descriptive Statistics for Social Skills by Gender

Variable	Gender	N	Mean	Std. Deviation	Mean Difference
Social Skills	Male	394	122.90	9.474	0.53
	Female	394	122.37	8.447	

As mentioned in Table 15, the total mean score of social skills for male pre-service teachers exceeds 0.53 than that of female pre-service teachers. So, social skills of male pre-service teachers were slightly higher than that of female pre-service teachers.

To examine whether these differences were significant or not, the independent sample *t* test was conducted. The results of *t* test were described in Table 16.

Table 16 The Result of Independent Sample *t* test for Social Skills of Pre-service Teachers by Gender

Variable	Gender	N	<i>t</i>	<i>df</i>	<i>p</i>	Mean Difference
Social Skills	Male	394	.837	786	.403	0.53
	Female	394				

According to Table 16, the result of *t* test indicated that there was no significant difference between male and female pre-service teachers in social skills.

Moreover, descriptive analysis was conducted to compare social skills by different subscales of male and female pre-service teachers. The mean, standard deviation and mean differences of subscales of social skills between male and female pre-service teachers for each subscale were displayed in Table 17.

Table 17 Descriptive Statistics for Social Skills of Pre-service Teachers by Gender in each Subscale

Subscales	Gender	N	Mean	Std. Deviation	Mean Difference
Solidarity and empathic skills	Male	394	34.08	3.279	.50
	Female	394	33.58	3.187	
Conversational Skills	Male	394	31.69	3.065	.26
	Female	394	31.43	2.902	
Self-assertion Skills	Male	394	17.38	1.846	-.05
	Female	394	17.43	1.583	
Collaboration Skills	Male	394	24.41	2.675	-.22
	Female	394	24.63	2.170	
Conflict Resolution skills	Male	394	15.34	1.756	.05
	Female	394	15.29	1.657	

According to Table 17, it can be seen that the mean scores of subscales of social skills for male and female pre-service teachers were different. And then, to examine whether these differences were significant or not, the independent sample *t* test was conducted.

Table 18 The Result of Independent Sample t test for Social Skills by Gender in each Subscale

Subscales	Gender	N	<i>t</i>	<i>df</i>	<i>p</i>	Mean Difference
Solidarity and Empathic skills	Male	394	2.192*	786	.029	.50
	Female	394				
Conversational Skills	Male	394	1.217	786	.224	.26
	Female	394				
Self-assertion Skills	Male	394	-.414	786	.679	-.05
	Female	394				
Collaboration Skills	Male	394	-1.301	786	.193	-.22
	Female	394				
Conflict Resolution skills	Male	394	.396	786	.692	.05
	Female	394				

Note: * The mean difference is significant at 0.05 level.

According to the result of *t* test in Table 18, there were not significant differences in all subscales by gender except solidarity and empathic skills. Therefore, it can be interpreted that solidarity and empathic skills of male pre-service teachers were significant difference from that of female pre-service teachers.

Comparison of Social Skills by education levels

To examine the education level effect, a mean comparison of social skills scores of first year, second year and post graduated pre-service teachers was conducted. It was found that the mean scores of social skills of post graduated pre-service teachers were highest among the selected education levels. The results were mentioned in Table 19.

Table 19 Descriptive Statistics for Social Skills by Education Level

Variable	Education Level	N	Mean	Std. Deviation
Social Skills	1st Year	262	122.59	9.552
	2nd Year	263	121.79	9.508
	PPTT	263	123.52	7.687

According to the result of Table 19, it was found that the mean scores of social skills of first year, second year and post graduated pre-service teachers were 122.59, 121.79 and 123.52 and their standard deviations were 9.552, 9.508 and 7.687 respectively. The mean score of post graduated pre-service teachers was the highest in social skills among education levels. Therefore, social skills of post graduated pre-service teachers was the best among others education levels.

The researcher investigated whether there was significant difference in social skills among the education levels. Therefore, one-way ANOVA was used to examine the difference among the education levels. It was found that there was no significant difference among the education levels concerning the social skills ($F = 2.447$, $p = 0.087$) see in Table 20.

Table 20 ANOVA Results for Social Skills by Education Level

Variables	Sum of Squares	df	Mean Square	F	p
Between Groups	392.622	2	196.311		
Within Groups	62977.849	785	80.227	2.447	.087
Total	63370.471	787			

Comparison of Social Skills by Colleges

In order to know the social skills of pre-service teachers among the selected colleges, descriptive statistics was made. A mean comparison of social skills scores of College 1, College 2 and College 3 was conducted. In this part, there were 261 pre-service teachers from College 1, 261 pre-service teachers from College 2 and 266 pre-service teachers from College 3. The results were mentioned in Table 21.

Table 21 Descriptive Statistics for Social Skills by Colleges

Variable	Colleges	N	Mean	Std. Deviation
Social Skills	College 1	261	121.81	8.235
	College 2	261	122.51	9.221
	College 3	266	123.57	9.360

As mentioned in Table 21, it was found that the mean scores of social skills of pre-service teachers from college 1, college 2 and college 3 were 121.81, 122.51 and 123.57 and their standard deviations were 8.235, 9.221 and 9.360 respectively. The mean score of pre-service teachers from college 3 was the highest in social skills among selected Education Colleges. Therefore, social skills of pre-service teachers from college 3 was the best among selected Education Colleges.

The researcher investigated whether there was significant difference in social skills among the selected colleges. Therefore, one-way ANOVA was used to examine the difference among the selected colleges. It was found that there was no significant difference among the selected colleges concerning the social skills ($F = 2.583$, $p = 0.076$) see in Table 22. This means that pre-service teachers from all selected Education colleges were not different in social skills.

Table 22 ANOVA Results for Social Skills of Pre-service Teachers

Variables	Sum of Squares	df	Mean Square	F	p
Between Groups	414.286	2	207.143		
Within Groups	62956.185	785	80.199	2.583	.076
Total	63370.471	787			

Table 23 The Relationship Between Participation in Extracurricular Activities and Social Skills

Variable	Participation in Extracurricular Activities	Social Skills
Participation in Extracurricular Activities	-	.298**
Social Skills	.298**	-

Note: **Correlation is significant at the 0.01 level (2-tailed).

It can be seen from Table 23 that the participation in extracurricular activities was correlated with social skills of pre-service teachers ($r = .298, p = 0.01$). Although the strength of correlation was weak, there was significant correlation in 0.01 level. This means that if pre-service teachers more participate in extracurricular activities, their social skills would be higher.

Conclusion

Students who participate in extracurricular activities (ECAs) offered by school are not limited to learning academic skills but they also develop social and life skills through experience. This is highlighted in the research conducted by Wilson (2009) stating that participation can give adolescents confidence about their physical and perhaps social selves; social competence, often have greater opportunity to interact with others, develop friendships, and to develop social confidence, participation might be interpreted as a sign of maturity and as a self-affirming behavior. Such life-long benefits of participation in extracurricular activities shape students to become well-rounded beings. Extracurricular activities such as community service, voluntary and internships promote a greater sense of community and belonging for students. Rodriguez et al. (2011) revealed that participation in ECAs also helps to provide happiness in life (cited in HninPwintSoe, 2014). Impacts of ECAs on students' life such as good health, quality job, self-confidence and good social life increase the happiness throughout their life.

Eccles, (2003) suggested that participation in voluntary, school-based, extracurricular activities increase school participation and achievement. This happens because it facilitates: (a) the acquisition of interpersonal skills and positive social norms, (b) membership in pro-social peer groups, and (c) stronger emotional and social connections to one's school.

Acknowledgements

We would like to offer respectful appreciation to Dr. Saw PyoneNaing (Rector of Sagaing University of Education) and Dr. MyatMyat Thaw (Pro-Rector of Sagaing University of Education, for their encouragement, administrative supports, official permission, and providing facilities throughout the research. We are deeply grateful to participated pre-service teachers from selected Education Colleges for data collection of this study.

References

- Ahmad, A. (2016). Cocurricular Activities and its Effects on Social Skills. Retrieved July 12, 2018 from <https://www.researchgate.net/publication/320044239>
- Annu, S., & Sunita, M. (2015). Extracurricular Activities and Student's Performance in Secondary School of Government and Private Schools. *International Journal of Sociology and Anthropology Research* Vol.1, No.1; Retrieved July 10, 2018 from <https://www.researchgate.net/publication/330533880>
- Brook, B. A. (2013). Extracurricular Activities and the Development of Social Skills in Children with Intellectual and Learning Disabilities. Retrieved January 31, 2019 from <https://www.ncbi.nlm.nih.gov/pubmed/25400206/>
- Caballo, V. E. (1986). The Relationship Between Social Skills and Social Anxiety and Personality Styles/Disorder. Retrieved July 30, 2018 from <https://www.researchgate.net/publication/269519330>
- Eccles, J. (2003). Extracurricular Activities and Adolescent Development. Retrieved December 14, 2018 from <https://www.researchgate.net/publication/227544478>
- Gresham, F. M., & Elliot, S. N. (1990). The Relationship Between Social Skills and Behavioral Problems in Children with Visual Impairment. Retrieved November 13, 2018 from <https://rcak.srce.hr/file/221040>

- Gutierrez, C. P. T & Delgado, S. C. (2015). Design of an Instrument to Assess Social Skills in Teacher Training Programs. Retrieved July 27, 2018 from <https://www.sciencedirect.com/science/article/pii/S18770428150043438/pdf?>
- HninPwintSoe. (2014). Perception of Students and Teachers on the role of Extracurricular Activities at a Private University in Myanmar. Retrieved July 10, 2018 from <https://unitec.researchbank.ac.nz/handle/10652/2521>
- Holloway, J. H. (2000). Extracurricular Activities: The Path to Academic Success? Retrieved July 27, 2018 from <https://www.ascd.org/publications/educational-leadership/dec99>
- Sung, Y. J. (2009). The Effect of Social Skills on Academic Achievement of Linguistically Diverse Elementary Students: Concurrent and Longitudinal Analysis. Retrieved January 23, 2019 from <https://vtechworks.lib.vt.edu/handle/10919/37504>
- Tom, W. C., et al. (2002). Participation in Extracurricular Activities. Retrieved December 10, 2018 from https://nlts2.sri.com/reports/2003042/nlts2_report_2003_04_2_ch4.pdf
- Wachsmuth, S. (2013). An Examination of the Extracurricular Activity Participation, Social Skills and School Engagement of Students with Emotional and Behavioral Disorders. Retrieved September 8, 2018 from <https://mospace.umsystem.edu/xmlui/handle/10355/40120>