Extracurricular Activities and Employability Skill Perception

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Abstract
This study attempted to find university students' perception of their employability skills, such as personal, interpersonal, and administrative skills, through their participation in extracurricular activities. After comparing the perception of students participating in extracurricular activities with those not participating in extracurricular activities for personal skills, this research paper found that there was a significant difference reported with reference to self-confidence, integrity, commitment, adaptability, independence, willingness to learn, overcoming stage fear, positive attitude, and adjustment with others. However, with reference to self-discipline, presence of mind, and character, no significant differences were reported. The researcher then compared the perception of students participating in extracurricular activities with those not participating in extracurricular activities for interpersonal skills and found a significant difference in communication, team spirit, leadership, public relations, networking, persuasion, listening, and collaboration. No significant differences were found for conflict resolution, empathy towards others, mediating, and negotiation. Finally, the researcher compared the perception of students participating in extracurricular activities with those not participating in extracurricular activities for administrative skills and found that there were significant differences reported with reference to critical thinking, initiative, resource management, organizational, prioritization, patience, and flexibility skills. However, no significant differences were reported with respect to planning, time management, and problem solving. Overall, it was observed that students participating in extracurricular activities had a high perception of their employability skills. However, the effect sizes showed limited practical influence on personal, interpersonal, and administrative skill enhancement. To enhance the generalizability of the findings, future research should extend this study to different universities across India. A longitudinal study can also be conducted to determine the influence of sustained participation in extracurricular activities on employability skills and career outcomes.

Keywords: Extracurricular Activities, Employability Skills, Experiential Learning, Human Capital Development, Graduate Readiness, Higher Education.

Introduction

Extracurricular activities are now an integral part of higher education because of their value in students' overall development in addition to the curriculum. It is acknowledged that universities internationally expect their graduates to have a wide range of transferable employability skills in addition to some disciplinary knowledge to deal with the changing needs of the labor market. Students are provided an opportunity to build hands-on skills in addition to classroom learning through various co-curricular activities, such as the National Service Scheme (NSS), Department of Lifelong Learning and Extension (DLLE), Student Council, volunteering programs, entrepreneur programs, cultural societies, environmental clubs, sports, and other student

clubs and societies. These activities challenge students to real-life scenarios and engage them in learning teamwork, leadership, communication, problem-solving, critical thinking, adaptability, and professional responsibility.

Employers are increasingly looking for students with good employability skills as well as academic qualifications in the global economy. Due to rapidly evolving technology, digitalization, globalization, and employee expectations, employers are no longer solely focused on technical knowledge but also on cognitive, interpersonal, and behavioral abilities. Increasingly, recent national and international research has demonstrated that HE institutions need to actively work towards promoting employability development by creating spaces that enable experiential learning, thus equipping students for successful transitions into the world of work. The importance of employability programmes, work-related learning, and extracurricular engagement in enhancing graduates' skills and employment outcomes has been emphasized.

Employability is more than getting a job; it is the knowledge, skills, attitudes, and personal qualities that will help graduates to get, keep, and progress in a job. Some of the key skills that employers value are communication, leadership, teamwork, critical thinking, adaptability, initiative, problem solving, emotional intelligence, time management, and learning throughout life. These skills allow graduates to adapt to the evolving demands of organizations and society. A recent series of systematic reviews found that extracurricular programs positively impact academic achievement, professional identity, career readiness, leadership development, networking opportunities, and graduate employability, which are important components of helping students successfully enter the workforce.

The theoretical bases of this study are the Human Capital Theory and Experiential Learning Theory. Human capital theory, introduced by Becker (1964), states that education and training of skills increase people's productivity and economic worth. Extracurricular activities are an investment in human capital, as students learn transferable skills that enhance their employment and career opportunities. These skills will help graduates become better contributors to organizations and respond to changing work demands.

The second theoretical underpinning is experiential learning theory, as proposed by Kolb (1984), which states that learning is meaningful when it is through concrete experiences, reflective observation, abstract conceptualization, and active experimentation. In contrast, extracurricular activities offer learning contexts that enable experiential learning experiences in which students engage in planning, problem-solving, meeting a wide range of people, and taking charge of leadership roles. These experiences allow the development of personal, interpersonal, and administrative skills that are sought after in today's work environment. In addition, recent research has highlighted how experiential learning impacts employability skills and institutional performance by translating theory into practice.

Additionally, there is international evidence for the value of structured extracurricular activities in increasing graduate employability through communication, leadership, and collaboration skills, resilience, adaptability, and professional identity. Therefore, increased focus is being placed on ensuring that employability programmes are part of both curricular and extracurricular experiences at universities around the world to produce a new generation of work-ready graduates who are able to rise to the challenges of the modern labor market. Moreover, there is evidence that experiential activities like hackathons, volunteering programmes, student leadership activities, and community engagement activities increase students' confidence, creativity, collaboration, and readiness for the workplace.

The study's novelty lies in comparing the employability skills of students participating and not participating in structured extracurricular activities within the context of Mumbai University. Furthermore, this study focuses on personal, interpersonal, and administrative skills across multiple forms of extracurricular engagement, such as NSS, DLLE, student councils, and purpose-specific student clubs. This comprehensive focus of the study is in contrast to previous studies that focused on only a single employability dimension or academic performance.

While several international studies have attempted to delve into the link between participation in extracurricular activities and employability, very little empirical evidence has focused on a comparison of the self-perceived employability skills of university students who do and do not engage in structured extracurricular activities in the context of higher education in India. In particular, the evidence of Mumbai University students involved in the NSS, DLLE, Student Council, and purpose-specific student clubs is very limited. Therefore, this research aims to fill this gap by comparing students' perceptions of employability skills (personal, interpersonal, and administrative) with respect to extracurricular activities. The results will be published in the growing body of knowledge on graduate employability and will offer valuable insights for higher education institutions, policymakers, employers, and students on the importance of extracurricular programs for preparing a workforce.

Scope and Significance of Study

The scope of the study was restricted to students at Mumbai University in Mumbai city. The significance of this study is that it will help to show how extracurricular activities help in recognizing the employability skills of students who participate in extracurricular activities. By highlighting the benefits of extracurricular activities, this study encourages educators and policymakers to involve students in extracurricular activities to enhance their employability skills. Furthermore, it will help employers to view students participating in extracurricular activities to be more ready for job with reference to personal, interpersonal, and administrative skills

Research Objectives

- To find the employability skills with reference to personal skills, interpersonal skills, and administrative skills.
- To study extracurricular activities, namely NSS, DLLE, Student Council, and any Club for specific purpose.
- To compare university students in Mumbai who are participating in extracurricular activitiesand those students who are not participating in extracurricular activities regarding their self-perception of employability skills.

Literature Review

Ribeiro et al. (2024), in their research article, entitled "The impact of extracurricular activities on university students' academic success and employability", narratively synthesized the literature available between 2010 and 2021 to gain insight into the effects of extracurricular activities on the academic performance and employability of university students. The researchers analyzed 39 articles published in journals retrieved from the Scopus and Web of Science databases. The results showed that involvement in extracurricular activities is positively associated with students' academic achievement, employability, leadership, teamwork, communication skills, and career readiness. The study found that universities should promote structured extracurricular programs for all-round student development and enhance the employability of their graduates.

Jackson, Lambert, Sibson, Bridgstock, and Tofa (2024), in their research article titled "Student Employability-Building Activities: Participation and Contribution to Graduate Outcomes," explored university students' participation in curricular, co-curricular, and extra-curricular employability-building activities and their contribution to graduate employability. The researchers used a mixed methods design and carried out a web-based questionnaire with 324 recent graduates from two Australian universities and focus group discussions. The results indicated that students believed that extracurricular activities, internships, mentoring, career counselling, and career-related experiences were important sources for developing a sense of professional identity, networking, communication skills, and career readiness. This study also defined barriers to participation, such as academic workload, financial issues, lack of awareness, and limited confidence. The researchers found that there is a need to integrate employability development into the curriculum in higher education institutions while promoting wider participation in other activities to enhance the outcomes for graduates and their preparedness for the workplace.

Jackson (2024), in the research article "The Relationship Between Student Employment, Employability-Building Activities and Graduate Outcomes," showed the impact of student employment, extracurricular activities, and work-integrated learning on graduate employability. The researcher performed a quantitative statistical analysis of national survey data from 152,226 recent Australian graduates. The results showed that students who engaged in employability-related activities outside school had better employment outcomes, preparedness, professional networks, and career development. The study found that extracurricular activities support graduates' employability and smoothen their transition to the labor market.

Pandita and Kiran (2023) in their research article, titled, "Tapping the Potential of Academic Leadership, Experiential Learning, and Employability of Students to Enhance Higher Educational Institute Performance," examined the influence of academic leadership and experiential learning on students' employability in higher education institutions. The researchers received responses from 400 students, and the data were analyzed using Partial Least Squares Structural Equation Modelling (PLS-SEM). The findings showed that experiential learning was found to be a significant factor in enhancing students' employability competencies and academic leadership was found to have a positive impact on experiential learning opportunities. The researchers deduced that there is a need to promote experiential learning activities, such as extracurricular activities, at H. E. I. s to improve the employability of their graduates and the performance of their institutions.

Chiplunkar and Tamhankar (2023) in their research paper entitled "Role of Extracurricular Activities in Developing Employability Skills: A HR Perspective," explored the role of extracurricular activities in the employability skills required by HR for campus placements. The researchers discussed job expectations and the impact of extracurricular activities on acquiring transferable skills in the workplace. The results showed that students benefited from participating in out-of-school activities to improve their communication, teamwork, leadership, initiative, problem-solving, confidence, and adaptability. The researchers suggested that there is a need for the higher educational institutions to include extracurricular programmes for improving the employability of graduates.

Surendran et al. (2023), in their research paper titledThe Use of Extracurricular Hackathons to Promote and Enhance Students' Academic and Employability Skills," focused on developing students' employability competencies. The researchers used a mixed method by gathering quantitative and qualitative data from students at a two-week extracurricular sustainability hackathon. The results showed that leadership, teamwork, communication, creativity, resilience, interdisciplinary collaboration, and problem-solving skills were enhanced. Moreover, students reported improved self-assurance in their employability following the extracurricular programme. The researchers have found experiential extracurricular activities like hackathons as a good opportunity to support graduates' employability and workplace readiness.

Tomlinson and Holmes (2023) in their research article, titled, "Graduate Employability and the Student Experience of Higher Education: Towards a Conceptual Framework," demonstrated the role that higher education experiences had in the development of graduate employability. The researchers reviewed the current literature on employability in detail and developed a conceptual model that relates academic learning, out-of-classroom involvement, work-based learning, and career development. The study emphasized that extracurricular activities are important for developing transferable skills like leadership, communication, teamwork, adapting, self-confidence, and professional identity. The researchers found that graduate employability should be considered a developmental process that incorporates and supports the context of participation in the classroom and beyond.

Nandita Mishra and Sreeramana Aithal (2023) in their research article, titled, "Effect of Extracurricular and Co-Curricular Activities on Students' Development in Higher Education," stated that the all-round personality of students will be developed while participating in co-curricular and extra-curricular activities. The researchers state that students will be participative, mentally

agile, responsive, independent, and confident when participating in extracurricular activities. The researchers used relevant articles and papers related to extracurricular activities as secondary sources, connecting them with primary data to establish the role of co-curricular and extracurricular activities. The researchers found that learners developed confidence, skills, attitudes, knowledge, and values by participating in co-curricular and extracurricular activities.

Peng (2023) in the research article, titled, "Level of Involvement in Extracurricular Activities and Employability Skills of Graduating Students," investigated the relationship between students' participation in extracurricular activities and their employability skills among graduating students in China. The researcher applied a quantitative research design with survey data from graduating students from various higher education institutions. The results indicated that students who were actively involved in extracurricular activities had better communication, teamwork, leadership, professionalism, and problem-solving skills. The research found that participation in extracurricular activities has a significant positive impact on graduates' employability and career readiness.

Aliu and Aigbavboa (2023) in their research paper entitled "Reviewing the Roles of Extracurricular Activities in Developing Employability Skills: A Bibliometric Review," reviewed the existing literature on the roles of extracurricular activities in developing employability skills with the Scopus database spanning the years 1990 and 2020. A bibliometric review methodology was chosen to pinpoint research trends, themes, and gaps regarding extracurricular activities and employability. It was observed that extracurricular activities have a positive impact on the following employability skills: academic achievement, cultural diversity, and human development. Moreover, problem-based and experiential learning were identified as pedagogical approaches that could improve employability via extracurricular activities. The researchers suggested that Higher Education Institutions should incorporate extracurricular activities into their education plans to equip learners for future employment.

Hui et al (2021) in their research article, titled, "Employability: Smart Learning in Extracurricular Activities for Developing College Graduates' Competencies," introduced a framework called smart learning which aims to assist higher education institutions (HEIs) to develop graduate competencies systematically through extracurricular participation. The researchers looked at how competency development through technology-supported planning and assessment processes could be supported through structured extracurricular activities. The results indicated that extracurricular activities indeed contributed to students' positive improvement in skills related with communication, leadership, teamwork, critical thinking, creativity, and problem solving, all of which are in high demand by employers. The researchers recommended that universities should have some structured frameworks for extracurricular learning to systematically build up competency of employability skills for graduates.

Jackson and Bridgstock's (2021) in their research article "What Actually Works to Enhance Graduate Employability?" explored the effectiveness of a variety of learning experiences for improving graduate employability. The researchers compared the levels of learning outcome in the domains of curricular learning, co-curricular activities, extracurricular activities, and paid work in developing students' employability in universities. The results showed that extracurricular and co-curricular activities played a significant role in the acquisition of transferable skills in the areas of communication, teamwork, leadership, career management and professional identity. The researchers found that universities need to make more of an effort to combine extracurricular with academic activities in order to enhance graduates' employability.

Moxey and Simpkin (2021) in their research article, titled, "Harnessing the Potential of Extracurricular Opportunities to Enhance Graduate Employability in Higher Education," found how leadership roles undertaken by students in extracurricular activities contribute towards graduate employability. The researchers carried out a survey on university students who work in clubs, societies and student organisations. The results showed that the extra-curricular leadership experiences improved

confidence, communication skills, team working, leadership, organisation, and problem-solving skills. But many students had little understanding about how to apply these abilities in a good way for graduate recruitment. The researchers suggested structured employability services, so that students can make their extracurricular activities skills transferable to their future careers and to their universities.

Brown et al. (2022) in their research article entitled "Career Adaptability and Career Adaptive Behaviors: A Qualitative Analysis of University Students' Participation in Extracurricular Activities," explored the relationship between participation in extracurricular activities and career adaptability among university students. The researchers used a qualitative research design that involved interviews with students in the university who were involved in university activities outside of the classroom. The results indicated that extracurricular involvement improved students' self-confidence, networking skills, leadership skills, career planning and readiness for new employment settings. The researchers found that extracurricular activities offer much to the graduates in terms of experiential learning to enhance employability and career readiness.

Jackson and Tomlinson (2022) in their research article, "The Relative Importance of Work Experience, Extra-Curricular and University Based Activities on Student Employability" determined the contribution of various employability related activities that university students in Australia and the United Kingdom undertake. The researchers gathered the survey data on undergraduate and postgraduate students and analysed their perceptions in terms of the development of their employability. The study revealed that participation in extracurricular activities had a significant impact on networking opportunities, professional identity, career awareness, communication skills and employer attractiveness. The researchers found that extracurricular activity is a complement to academic learning and that it is a major factor in building the employability of graduates.

Jackson and Dean (2022) in the research article, titled "Employability-related Activities Beyond the Curriculum: How Participation and Impact Vary Across Diverse Student Cohorts," looked at the differences in the rates of participation and impact of employability-related activities across a diverse group of university students. The researchers analysed the survey data based on higher education students' involvement in extracurricular programmes and their perceived employability results. The study revealed that students who were actively engaging in outside school activities reported higher levels of career confidence, networking opportunities, communication skills, leadership skills, and workplace readiness. The researchers found that it is important for universities to make sure that all students have equal opportunities to participate in extracurricular activities.

Nisar Yousaf Zada and Dr. Alamzeb (2021) in their research paper, titled, "The Role of Co-curricular Activities in Leadership Skills' Development among University Students," found how leadership skills are developed by participating in co-curricular activities among university students. The researchers first investigated the various co-curricular activities which the students can participate at the university level. The researchers found that most of the University students were participating in co-curricular activities namely, athletics, literary activities, excursions, campaigns, and cultural activities. The researchers, further, found the link between leadership skills and extracurricular activities among university students.

Bodolica et al. (2021) in their research article, titled, "Extracurricular activities and social entrepreneurial leadership of graduating youth in universities from the Middle East," found how social entrepreneurial competences are developed due to participation in extracurricular activities among the graduating youth. The researcher used a single case study approach of an undergraduate student in UAE who was keen in building a sense of community. The researchers studied critically how sanction-free university environment will play a role to activate social entrepreneurial behaviour among the students. The researchers recommended making educational institute a place where entrepreneurial skills are practiced.

Chloe Lane (2021) in the research article, titled, "How Can Extracurricular Activities Help You Find a Job," state that to pass the first stage of recruitment process, both soft-skills and non-academic

achievement are important. The researcher state that participation in extra-curricular activities show that the student has the initiative for seeking variety of life enriching experiences. It further helps the students to differentiate from other applicants applying for the job. The researchers state that soft skills will be developed by students during participation in extracurricular activities. Furthermore, sales abilities can be developed through fund raising and emotional intelligence can be developed through volunteering

Prada et al. (2020) in their research article titled, "The acquisition of teamwork skills in university students through extra-curricular activities," wanted to find out whether team-work skills are improved by university student's participation in international group work experiences, music, volunteering, professional practices, and sports. The researchers found that the lowest scores reported were that of coordination and leadership skills. The researchers concluded by mentioning that university students will develop soft skills which will complement their education if extracurricular activities are promoted in the Universities.

Theresia Rosemary Dominic and Katherine Fulgence (2020) in their research article titled, "Gender Differences in Enhancing Students' Employability Skills," found out association between gender, level of participation in extracurricular activities, skill levels, and the intention of students to become self-employed. The researchers found that female and male differed in core competency level significantly. It was found that male students displayed higher levels of core competency when they were compared to female students. In comparison to female students, male students were more likely to choose self-employment. The researcher stated that there are gender differences with respect to participation in extracurricular activities, employability skills, and being self-employed.

Dr. Padmakar I. Shahare (2019) in the research article titled, "Extracurricular Activities and Employability Skills with reference to MBA Students of RTM Nagpur University, Nagpur," stated the importance of extracurricular activities for business management programs. Training is given to MBA students in various areas and exceptionally talented professionals as required by industry are developed. The researchers found that extra-curricular activities are found in different forms such as social events, debate, student council, club, and sports. A positive relationship between extracurricular activities and employability skills was found by the researchers.

Ahmad et al. (2019) in their research article titled, "Effect of Extra Curricular Activity on Student's Academic Performance," investigated the relationship between academic performance and extracurricular activities. The researchers selected students from Armed Forces Medical College, Dhaka. The study found that better examination results, higher educational attainment, and higher self-concept were linked with student's participation in extracurricular activities.

Patrick Buckley and Paul Lee (2018) in their research article titled, "The impact of extra-curricular activity on the student experience," state that extra-curricular activities have been part of higher-level institutions since their origin. These extra-curricular activities are fraternities, clubs, and societies. The researchers found that to avoid adverse effects on academic achievement, time commitments related to extra-curricular activities had to be managed by students. The researchers found that students mentioned higher self-confidence and display of their abilities and competencies while managing activities of club, society, leading teams of peers, and running events. The researchers found that due to the participation in extra-curricular activities there was a development of employability skills, namely communication skills, teamwork and problem solving.

Stuart et al. (2011) in their research article, titled, "The impact of engagement with extracurricular activities on the student experience and graduate outcomes for widening participation population," found the effect of extracurricular activities on the experience of students and their future job prospects. It was found by the researchers that more time was spent with non-university extracurricular activities, namely family, religious, and solitary activities by older and ethnic minority students. Researchers found that more time was spent working and less time was spent engaging in extracurricular activities by students from lower socio-economic status. Employee respondents reported that commitment,

cultural fit, and leadership were developed due to participation in extracurricular activities.

The literature review showed that no study had been carried out in Mumbai which compared the self-perception of university students who were participating in extracurricular activities, namely NSS, DLLE, Student Council, and any Club for specific purpose and those students who were not participating in extracurricular activities regarding their employability skills.

Research Methodology

The researchers reviewed primary and secondary data. The primary data consisted of information collected through a questionnaire from 413 Mumbai University students (186 participating in extracurricular activities and 227 not participating in extracurricular activities) in Mumbai city and found the impact of extracurricular activities on employability skills. This study compared the perception of university students who were participating in extracurricular activities, namely NSS, DLLE, Student Council, and any Club for a specific purpose, and those students who were not participating in extracurricular activities regarding their employability skills. Secondary data were collected from articles published in various journals regarding employability skills and extracurricular activities. The research design used in this study was descriptive. Keeping the study objective in mind, a questionnaire was prepared to understand the self-perception of university students in Mumbai. The questionnaire items were adapted from previously published studies to measure personal, interpersonal, and administrative employability-related skills. To establish content validity, the draft questionnaire was reviewed by subject experts and academic researchers to assess the relevance, clarity, and appropriateness of the items. Based on their suggestions, minor modifications were made before the final questionnaire was administered. Therefore, satisfactory content validity was established. The questionnaire consisted of a 5-point Likert scale of importance for finding the opinion of university students in Mumbai regarding their employability skills bifurcated into personal, interpersonal, and administrative skills from 1 to 5, where 1=Very Low, 2=Low, 3= Moderate, 4=High, and 5=Very High. The researcher used a non-probabilistic convenience sampling method. Data were collected using a questionnaire through Google Forms and sent through WhatsApp to the respondents. Cronbach's alpha was used to determine the reliability of the questionnaire. The Personal Skills construct (12 items) had a Cronbach's alpha of 0.918, the Interpersonal Skills construct (12 items) had a Cronbach's alpha of 0.929, and the Administrative Skills construct (10 items) had a Cronbach's alpha of 0.921. All Cronbach's alpha values exceeded 0.7, indicating the questionnaire's reliability in measuring employability skills. The researcher followed ethical principles throughout the study period. Participation of respondents was voluntary, and informed consent was obtained from respondents before data collection.

Employability and Extracurricular activities

Employability Skills

Employability skills are the qualities and abilities that make an individual capable of being employed, retained, and promoted. This study classifies employability skills into personal, interpersonal, and administrative skills. Personal Skills refer to the abilities that an individual possesses and are considered to be his/her strengths. It includes self-confidence, integrity, commitment, adaptability, self-discipline, independence, willingness to learn, presence of mind, character, overcoming stage fear, positive attitude, and adjustment with others. Interpersonal skills refer to an individual's ability to communicate efficiently and effectively with others. It includes communication, team spirit, leadership, public relations, conflict resolution, networking, empathy towards others, mediating, persuasion, negotiation, listening, and collaboration. Administrative skills refer to the qualities required to complete tasks related to managing a business or organization. These skills include critical thinking, planning, time management, initiative, problem solving, resource management, organizational skills, prioritization, patience, and flexibility.

Extracurricular Activities

Extracurricular activities are acts performed outside the curriculum that benefit learners. For

this study extracurricular activities are divided into a) NSS b) Department of Lifelong Learning and Extension c) Student Council d) Any Club for Specific Purpose (Example: Environment Club, Linguistic Club, Entrepreneurship Club etc.)

NSS: The National Service Scheme was started by the Government of India. Through this scheme, students participate in various community service activities and programs.

Department of Lifelong Learning and Extension: Students perform various activities to create social awareness on issues such as pollution, global warming, illiteracy, dowry, malnutrition, environment, tree plantation, importance of education, and watershed management. Social awareness is created by students through street plays, exhibitions, speeches, elocution, conferences, seminars, surveys, songs, and poster making.

Student Council: The Student Councilacts as an umbrella body for various committees and clubs of the college to ensure their operation and alignment with the college's vision and mission. The student council supervises all activities, events, and student interactions on campus.

Any Club for Specific Purpose: The student club offers opportunities for students to participate in and develop leadership skills beyond the academic programme and classroom setting. Some examples of student clubs in college/university are as follows:

Environment Club: This club promotes students' participation in learning and working towards the conservation and sustainability of the environment. It aims to increase awareness of the environment and save the environment through various innovative ideas.

Linguistic Club: This is a student group interested in the study of language. For those interested in linguistics, it fosters a sense of community and increases the visibility of linguistics in college.

Entrepreneurship Club: Activities planned according to business standards. To capture the interest of youth, interesting games or puzzles are made a part of the business domain. This helps students to be educated in the latest business strategies as they apply their thinking and cognitive skills.

Findings and Data Analysis

For Personal Skills

The following hypotheses were framed based on students' participation in extracurricular activities. The hypothesis was framed based on personal, interpersonal, and administrative skills. The personal skills consisted of self-confidence, integrity, commitment, adaptability, self-discipline, independence, willingness to learn, presence of mind, character, overcoming stage fear, positive attitude, and adjustment with others. Interpersonal skills included communication, team spirit, leadership, public relations, conflict resolution, networking, empathy towards others, mediating, persuasion, negotiation, listening, and collaboration. The administrative skills consisted of critical thinking, planning, time management, initiative, problem solving, resource management, organizational, prioritization, patience, and flexibility skills.

Hypothesis

H0: There is no significant difference in the mean rank of students participating in extracurricular activities and not participating in extracurricular activities towards personal skills, interpersonal skills, and administrative skills

H1: There is a significant difference in the mean rank of students participating in extracurricular activities and not participating in extracurricular activities towards personal, interpersonal, and administrative skills.

As shown in Tables 1 and 2, the researchers used the one-sample Kolmogorov-Smirnov Test to check the normality of the data with respect to personal skills. The test results indicated that the data for personal skills followed a non-normal distribution because the p-value was less than 0.05.

Table 1 One-Sample Kolmogorov-Smirnov Test for Personal Skills

		Self Confidence	Integrity	Commitment	Adaptability	Self-Discipline	Independent
N		413	413	413	413	413	413
Normal Parameters a,b	Mean	3.41	3.54	3.70	3.75	3.86	3.69
	Std. Deviation	0.906	0.865	0.920	0.868	0.936	0.920
Most Extreme Differences	Absolute	0.266	0.262	0.205	0.211	0.214	0.217
	Positive	0.266	0.262	0.205	0.209	0.166	0.217
	Negative	-0.218	-0.183	-0.199	-0.211	-0.214	-0.188
Test Statistic		0.266	0.262	0.205	0.211	0.214	0.217
Asymp. Sig. (2-tailed)		.000c	.000c	.000c	.000c	.000c	.000c

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
Source: Primary Data SPSS Computation

Table 2 One-Sample Kolmogorov-Smirnov Test for Personal Skills (Continued)

		Willingness to learn	Presence of Mind	Character	Overcome Stage Fear	Positive Attitude	Adjustment with others
N		413	413	413	413	413	413
Normal Parameters a,b	Mean	3.41	3.54	3.70	3.75	3.86	3.69
	Std. Deviation	0.906	0.865	0.920	0.868	0.936	0.920
Most Extreme Differences	Absolute	0.234	0.219	0.212	0.220	0.208	0.202
	Positive	0.155	0.219	0.189	0.220	0.183	0.149
	Negative	-0.234	-0.205	-0.212	-0.216	-0.208	-0.202
Test Statistic		0.234	0.219	0.212	0.220	0.208	0.202
Asymp. Sig. (2-tailed)		.000c	.000c	.000c	.000c	.000c	.000c

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
Source: Primary Data SPSS Computation

As seen in Table 3 and Table 4, researchers used one-sample Kolmogorov-Smirnov Test for checking normality of data with respect to interpersonal skills. The test result indicated that the data for interpersonal skills follow a non-normal distribution because p-value is less than 0.05

Table 3 One-Sample Kolmogorov-Smirnov Test for Interpersonal Skills

		Communication	Team Spirit	Leadership	Public Relation	Conflict Resolution	Networking
N		413	413	413	413	413	413
Normal Parameters a,b	Mean	3.44	3.81	3.60	3.51	3.46	3.40
	Std. Deviation	0.864	0.892	0.990	0.972	0.893	0.952

Most Extreme Differences	Absolute	0.275	0.222	0.225	0.241	0.274	0.257
	Positive	0.275	0.181	0.225	0.241	0.274	0.257
	Negative	-0.216	-0.222	-0.160	-0.185	-0.203	-0.194
Test Statistic		0.275	0.222	0.225	0.241	0.274	0.257
Asymp. Sig. (2-tailed)		.000c	.000c	.000c	.000c	.000c	.000c

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
Source: Primary Data SPSS Computation

Table 4 One-Sample Kolmogorov-Smirnov Test for Interpersonal Skills (Continued)

		Empathy towards others	Mediating	Persuasion	Negotiation	Listening	Collaboration
N		413	413	413	413	413	413
Normal Parameters a,b	Mean	3.65	3.36	3.42	3.38	3.94	3.61
	Std. Deviation	0.903	0.915	0.863	0.889	0.896	0.899
Most Extreme Differences	Absolute	0.232	0.256	0.268	0.280	0.213	0.258
	Positive	0.232	0.256	0.268	0.280	0.209	0.258
	Negative	-0.183	-0.214	-0.218	-0.211	-0.213	-0.173
Test Statistic		0.232	0.256	0.268	0.280	0.213	0.258
Asymp. Sig. (2-tailed)		.000c	.000c	.000c	.000c	.000c	.000c

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
Source: Primary Data SPSS Computation

As seen in Table 5 and Table 6, researchers used one-sample Kolmogorov-Smirnov Test for checking normality of data with respect to administrative skills. The test result indicated that the data for administrative skills follow a non-normal distribution because p-value is less than 0.05.

Table 5 One-Sample Kolmogorov-Smirnov Test for Administrative Skills

		Critical Thinking	Planning	Time Management	Initiative	Problem Solving
N		413	413	413	413	413
Normal Parameters a,b	Mean	3.55	3.74	3.65	3.57	3.68
	Std. Deviation	0.890	0.834	0.929	0.889	0.872
Most Extreme Differences	Absolute	0.256	0.225	0.205	0.259	0.236
	Positive	0.256	0.211	0.200	0.259	0.236
	Negative	-0.185	-0.225	-0.205	-0.177	-0.189
Test Statistic		0.256	0.225	0.205	0.259	0.236
Asymp. Sig. (2-tailed)		.000c	.000c	.000c	.000c	.000c

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
Source: Primary Data SPSS Computation

Table 6 One-Sample Kolmogorov-Smirnov Test for Administrative Skills (Continued)

		Resource Management	Organizational	Prioritization	Patience	Flexibility
N		413	413	413	413	413
Normal Parameters a,b	Mean	3.58	3.61	3.74	3.73	3.78
	Std. Deviation	0.840	0.859	0.884	1.122	0.895
Most Extreme Differences	Absolute	0.272	0.263	0.224	0.188	0.220
	Positive	0.272	0.263	0.224	0.155	0.220
	Negative	-0.186	-0.177	-0.190	-0.188	-0.185
Test Statistic		0.272	0.263	0.224	0.188	0.220
Asymp. Sig. (2-tailed)		.000c	.000c	.000c	.000c	.000c

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
Source: Primary Data SPSS Computation

The data for personal, interpersonal, and administrative skills did not follow a normal distribution. Hence, the researchers used the non-parametric Mann-Whitney U Test for hypothesis testing. As seen in Table 7, with reference to personal skills, there was a significant difference reported with reference to self-confidence, integrity, commitment, adaptability, independence, willingness to learn, overcoming stage fear, positive attitude, and adjustment with others. Hence, the researchers adopted an alternative hypothesis. However, with reference to self-discipline, presence of mind, and character, no significant differences were reported. Hence, the researchers failed to reject the null hypothesis.

Table 7 Testing of Hypothesis (Personal Skills)

Participation		N	Mean Rank	Sum of Ranks	Mann-Whitney U	Asymp. Sig. (2-tailed)
Self Confidence	Participation	186	223.91	41647.00	17966	0.005
	Non-Participation	227	193.15	43844.00		
	Total	413				
Integrity	Participation	186	220.01	40921.00	18692	0.032
	Non-Participation	227	196.34	44570.00		
	Total	413				
Commitment	Participation	186	224.05	41673.00	17940	0.006
	Non-Participation	227	193.03	43818.00		
	Total	413				
Adaptability	Participation	186	225.07	41862.50	17750.5	0.003
	Non-Participation	227	192.20	43628.50		
	Total	413				

Self-Discipline	Participation	186	217.70	40492.00	19121	0.083
	Non-Participation	227	198.23	44999.00		
	Total	413				
Independent	Participation	186	221.28	41159.00	18454	0.021
	Non-Participation	227	195.30	44332.00		
	Total	413				
Willingness to learn	Participation	186	222.43	41371.50	18241.5	0.012
	Non-Participation	227	194.36	44119.50		
	Total	413				
Presence of Mind	Participation	186	218.09	40564.50	19048.5	0.070
	Non-Participation	227	197.91	44926.50		
	Total	413				
Character	Participation	186	213.74	39755.00	19858	0.272
	Non-Participation	227	201.48	45736.00		
	Total	413				
Overcome Stage Fear	Participation	186	223.13	41502.50	18110.5	0.0089
	Non-Participation	227	193.78	43988.50		
	Total	413				
Positive Attitude	Participation	186	226.89	42202.00	17411	0.001
	Non-Participation	227	190.70	43289.00		
	Total	413				
Adjustment with others	Participation	186	225.23	41893.00	17720	0.003
	Non-Participation	227	192.06	43598.00		
	Total	413				

Source: Primary Data SPSS Computation

As seen in Table 8, with reference to interpersonal skills, there was a significant difference in communication, team spirit, leadership, public relations, networking, persuasion, listening, and collaboration. Hence, the researchers accepted the alternative hypothesis. No significant differences were found for conflict resolution, empathy towards others, mediating, and negotiation. Hence, the researchers failed to reject the null hypothesis.

Table 8 Testing of Hypothesis (Interpersonal Skills)

Participation		N	Mean Rank	Sum of Ranks	Mann-Whitney U	Asymp. Sig. (2-tailed)
Self Confidence	Participation	186	223.91	41647.00	17966	0.005
	Non-Participation	227	193.15	43844.00		
	Total	413				
Integrity	Participation	186	220.01	40921.00	18692	0.032
	Non-Participation	227	196.34	44570.00		
	Total	413				
Commitment	Participation	186	224.05	41673.00	17940	0.006
	Non-Participation	227	193.03	43818.00		
	Total	413				
Adaptability	Participation	186	225.07	41862.50	17750.5	0.003
	Non-Participation	227	192.20	43628.50		
	Total	413				
Self-Discipline	Participation	186	217.70	40492.00	19121	0.083
	Non-Participation	227	198.23	44999.00		
	Total	413				
Independent	Participation	186	221.28	41159.00	18454	0.021
	Non-Participation	227	195.30	44332.00		
	Total	413				
Willingness to learn	Participation	186	222.43	41371.50	18241.5	0.012
	Non-Participation	227	194.36	44119.50		
	Total	413				
Presence of Mind	Participation	186	218.09	40564.50	19048.5	0.070
	Non-Participation	227	197.91	44926.50		
	Total	413				
Character	Participation	186	213.74	39755.00	19858	0.272
	Non-Participation	227	201.48	45736.00		
	Total	413				
Overcome Stage Fear	Participation	186	223.13	41502.50	18110.5	0.0089
	Non-Participation	227	193.78	43988.50		
	Total	413				

Positive Attitude	Participation	186	226.89	42202.00	17411	0.001
	Non-Participation	227	190.70	43289.00		
	Total	413				
Adjustment with others	Participation	186	225.23	41893.00	17720	0.003
	Non-Participation	227	192.06	43598.00		
	Total	413				

Source: Primary Data SPSS Computation

As seen in Table 9, with reference to administrative skills, there were significant differences reported with reference to critical thinking, initiative, resource management, organizational skills, prioritization, patience, and flexibility. Hence, the researcher accepted the alternative hypothesis. No significant differences were reported with respect to planning, time management, and problem solving. Hence, the researcher failed to reject the null hypothesis.

Table 9 Testing of Hypothesis (Administrative Skills)

Participation		N	Mean Rank	Sum of Ranks	Mann-Whitney U	Asymp. Sig. (2-tailed)
Critical Thinking	Participation	186	220.87	41082.50	18530.5	0.023
	Non-Participation	227	195.63	44408.50		
	Total	413				
Planning	Participation	186	218.81	40699.00	18914	0.053
	Non-Participation	227	197.32	44792.00		
	Total	413				
Time Management	Participation	186	213.99	39801.50	19811.5	0.258
	Non-Participation	227	201.28	45689.50		
	Total	413				
Initiative	Participation	186	228.53	42507.00	17106	0.000
	Non-Participation	227	189.36	42984.00		
	Total	413				
Problem Solving	Participation	186	211.95	39423.00	20190	0.419
	Non-Participation	227	202.94	46068.00		
	Total	413				
Resource Management	Participation	186	220.99	41103.50	18509.5	0.021
	Non-Participation	227	195.54	44387.50		
	Total	413				

Organizational	Participation	186	221.70	41235.50	18377.5	0.016
	Non-Participation	227	194.96	44255.50		
	Total	413				
Prioritization	Participation	186	231.94	43141.00	16472	0.000
	Non-Participation	227	186.56	42350.00		
	Total	413				
Patience	Participation	186	220.63	41037.00	18576	0.029
	Non-Participation	227	195.83	44454.00		
	Total	413				
Flexibility	Participation	186	226.49	42127.00	17486	0.002
	Non-Participation	227	191.03	43364.00		
	Total	413				

Source: Primary Data SPSS Computation

The researcher calculated the effect sizes for personal skills. The effect size was calculated by dividing the standardized test statistic (Z) by the square root of N. The results are presented in Table 10. The negative Z values and higher mean ranks consistently favored the participating students. Overall, the findings show that participation in extracurricular activities has a positive but limited practical influence on employability skill development.

Table 10 Personal Skills

Participation	Z	N	sqrt (413)	Rank-biserial correlation	Effect Size
Self Confidence	-2.806	413	20.32	-0.14	Small
Integrity	-2.141	413	20.32	-0.11	Small
Commitment	-2.770	413	20.32	-0.14	Small
Adaptability	-2.947	413	20.32	-0.15	Small
Self-Discipline	-1.734	413	20.32	-0.09	Negligible
Independent	-2.315	413	20.32	-0.11	Small
Willingness to learn	-2.520	413	20.32	-0.12	Small
Presence of Mind	-1.810	413	20.32	-0.09	Negligible
Character	-1.097	413	20.32	-0.05	Negligible
Overcome Stage Fear	-2.617	413	20.32	-0.13	Small
Positive Attitude	-3.234	413	20.32	-0.16	Small
Adjustment with others	-2.934	413	20.32	-0.14	Small

Source: Primary Data SPSS Computation

Similarly, the effect sizes were calculated for interpersonal skills. The results are shown in Table 11. The consistently negative Z values with higher mean ranks for participating students showed that students engaged in extracurricular activities had better interpersonal competencies. However, the magnitude of these differences remained small. Overall, the results showed that extracurricular participation has a positive but limited practical influence on interpersonal skill enhancement.

Table 11 Interpersonal Skills

Participation	Z	N	sqrt (413)	Rank-biserial correlation	Effect Size
Communication	-3.949	413	20.32	-0.19	Small
Team Spirit	-2.934	413	20.32	-0.14	Small
Leadership	-2.909	413	20.32	-0.14	Small
Public Relation	-1.979	413	20.32	-0.10	Small
Conflict Resolution	-1.850	413	20.32	-0.09	Negligible
Networking	-2.283	413	20.32	-0.11	Small
Empathy towards others	-1.569	413	20.32	-0.08	Negligible
Mediating	-0.712	413	20.32	-0.04	Negligible
Persuasion	-2.565	413	20.32	-0.13	Small
Negotiation	-1.630	413	20.32	-0.08	Negligible
Listening	-2.892	413	20.32	-0.14	Small
Collaboration	-2.503	413	20.32	-0.12	Small

Source: Primary Data SPSS Computation

Effect sizes were calculated for administrative skills. The results are presented in Table 12. The consistently negative Z values with higher mean ranks for participating students showed that students engaged in extracurricular activities had better administrative competence. However, the magnitude of these differences remained minimal. Overall, the results show that extracurricular participation has a positive but limited practical influence on administrative skill enhancement.

Table 12 Administrative Skills

Participation	Z	N	sqrt (413)	Rank-biserial correlation	Effect Size
Critical Thinking	-2.279	413	20.32	-0.11	Small
Planning	-1.937	413	20.32	-0.10	Small
Time Management	-1.132	413	20.32	-0.06	Negligible
Initiative	-3.530	413	20.32	-0.17	Small
Problem Solving	-0.809	413	20.32	-0.04	Negligible
Resource Management	-2.316	413	20.32	-0.11	Small
Organizational	-2.420	413	20.32	-0.12	Small
Prioritization	-4.057	413	20.32	-0.20	Small
Patience	-2.184	413	20.32	-0.11	Small
Flexibility	-3.166	413	20.32	-0.16	Small
Listening	-2.892	413	20.32	-0.14	Small
Collaboration	-2.503	413	20.32	-0.12	Small

Source: Primary Data SPSS Computation

Summary and Conclusion

Extracurricular activities are the acts done outside of the curriculum that benefits learners. This can include participation in the National Service Scheme (NSS), DLLE (Department of Lifelong Learning and Extension), Student Council, and any Club for a specific purpose, such as the Environment Club, Linguistic Club, and Entrepreneurship Club. On the other hand, Employability skills are a set of qualities and abilities that make a person capable of being employed, retained, and promoted in a job. Employability skills include personal, interpersonal, and administrative skills. After comparing the perception of students participating in extracurricular activities with those not participating in extracurricular activities for personal skills, this research paper found that there was significant difference reported with reference to self-confidence,

integrity, commitment, adaptability, independent, willingness to learn, overcome stage fear, positive attitude and adjustment with other. However, with reference to self-discipline, presence of mind, and character, no significant differences reported. The researcher then compared the perception of students participating in extracurricular activities with those not participating in extracurricular activities for interpersonal skills and found that there was a significant difference reported with respect to communication, team-spirit, leadership, public relations, networking, persuasion, listening, and collaboration. No significant differences were found for conflict resolution, empathy towards others, mediating, and negotiation. Finally, the researcher compared the perception of students participating in extracurricular activities with those not participating in extracurricular activities for administrative skills and found that there were significant differences reported with reference to critical thinking, initiative, resource management, organizational, prioritization, patience, and flexibility. However, there were no significant differences reported with reference to planning, time management, and problem solving.

Overall, it was observed that students participating in extracurricular activities had a high perception of their employability skills; however, the effect sizes showed a limited practical influence on personal, interpersonal, and administrative skill enhancement. Further research can be extended to universities outside Mumbai with different extracurricular activities. A longitudinal research design can also be adopted to determine how sustained participation in extracurricular activities enhances the development of extracurricular activities. A comparison between public and private universities could also be undertaken to determine the variation in employability skill development due to participation in extracurricular activities.

Recommendations and Suggestions

Encourage students to participate in extracurricular activities at higher education institutions. Colleges/ universities should proactively encourage students to join various student associations, such as the National Service Scheme (NSS), Department of Lifelong Learning and Extension (DLLE), Student Council, Entrepreneurship clubs, Environmental clubs, Cultural Associations, and other student clubs. Given that the study revealed that students engaging in extracurricular activities had significantly higher levels of perceived personal, interpersonal, and administrative skills, it can be suggested that enhancing students' involvement in extracurricular activities is an effective way of improving their employability when they graduate.

All extracurricular activities should be linked to institutional employability development programs. Extracurricular activities, especially those that would contribute to employability enhancement programs, career guidance, and skill development workshops, should be recognized as an important aspect of graduate development by universities. This will allow students to systematically build a set of skills that employers need.

Students involved in extracurricular activities should be mentored by active faculty members. Continuous guidance and mentoring from faculty coordinators should be provided to enable students to maximize learning from extracurricular activities. Communication, leadership, teamwork, adaptability, and organizational skills are important student abilities that can be identified and enhanced through structured reflection sessions and mentoring.

Universities need to enhance collaboration with industry partners. Educational institutions should conduct leadership camps, workshops, internships, community engagement programmes, competitions, and guest lectures in association with industry professionals so that students can gain hands-on experience in the industry. This will help students become more aware of industry expectations and gain workplace skills.

Students should keep notes of their achievements outside the curriculum. Pupils should be asked to build an Employability Portfolio of their involvement, leadership, certificates, work, voluntary work, projects, and achievements. These portfolios can help boost resumes and demonstrate transferable skills during placement and recruitment.

Recognition and incentives should be provided for active participation in the program. Awards/ certificates, academic credits, digital badges, or recognition on transcripts for meaningful participation in extracurricular activities should be introduced into universities. This kind of acknowledgment can help encourage students to engage more and foster a sense of the need for comprehensive development.

Equal opportunities should be provided for participation in the program. All educational institutions must provide opportunities for students from different academic fields, socio-economic backgrounds, and capabilities to engage in extracurricular activities in an inclusive manner. Financial support, institutional resources, and flexible scheduling should be provided to create minimal barriers to participation.

The role of extracurricular activities in higher education policy should be enhanced. Higher education institutions should be encouraged to integrate structured engagement beyond the classroom as part of higher education institutional quality and graduate employability plans through the encouragement of regulatory bodies and policymakers. There can be a stronger focus on experiential learning to produce graduates with the knowledge, skills, and attitudes needed in the modern job market.

Implications of the Study

This study showed that participating in extracurricular activities helped students recognize their valuable skills. Universities should make these extracurricular activities more accessible to students, which will help them align their skills with industry requirements. Employers can view students' participation in extracurricular activities as being more ready for jobs with reference to the skills required to succeed in the workplace. Finally, this study can also help policymakers design a well-rounded education system that supports extracurricular initiatives.

Limitations of the Study

The study was restricted to university students in Mumbai. Furthermore, extracurricular activities are restricted to only NSS, DLLE, Student Council, and any Club for specific activities. The sample size was small compared to the population size.

Further Research

The research can be extended to university students outside Mumbai with different extracurricular activities that were not used in this study. Further research can also consider a longitudinal research design to determine how employability skills are influenced by sustained participation in extracurricular activities. Researchers could also compare private and public universities with reference to variations in employability skill development due to participation in extracurricular activities.

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