Reasons behind students' lack of participation in school activities: A Quantitative study

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Abstract

This study investigated why students lack participation in school activities and proposed interventions to address these barriers. A quantitative research design was employed, utilizing survey questionnaires administered to senior high school students at Balite National High School in Surigao Del Norte, Philippines. The study found that while most students participate in school activities regularly, a significant portion participates occasionally or rarely. Sports emerged as the most popular category of activities, followed by arts and music, clubs and organizations, academic competitions, and social events. Perceived barriers to participation include lack of interest, mismatched skills or interests, lack of confidence, fear of judgment, time constraints, lack of information, and inadequate support from teachers or peers. Significant differences in perceived reasons for lack of participation were found based on grade level but not age or sex. Recommendations for students, teachers, school administration, curriculum planners, and future researchers are provided to promote student engagement and participation in school activities. Addressing these barriers through targeted interventions can create a more inclusive and engaging school environment that enhances students' educational experience.

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Introduction

Lack of participation is one of the main problems in school. This lack of involvement creates an obstacle to the effectiveness of school activities.

Addressing this issue, particularly among students, is essential because understanding why students lack participation in school activities is crucial for educators and administrators to address and overcome these challenges effectively. Schools can implement targeted strategies to promote greater student involvement and create a more inclusive and vibrant learning environment by identifying the factors contributing to student disengagement.

Hamouda, A. (2013) attempted to investigate the causes of student non-participation in EFL classrooms at a key university in Qassim, Saudi Arabia.

The problem of students needing more participation in school activities poses a significant challenge for educational institutions. This issue hinders students' overall engagement and involvement, impacting their academic and personal development. By uncovering the underlying reasons behind this lack of participation, schools can work towards implementing practical solutions that encourage student engagement, enhance their learning experience, and foster a sense of belonging within the school community.
The aim of this research is to determine the reasons behind students' lack of participation in school activities. Understanding the reasons behind students' lack of participation in school activities is essential for developing effective strategies to enhance student engagement, improve teaching practices, and create a more conducive learning environment.

**Review of Related Literature**
Various social, cultural, and personal factors influence students' participation in school activities. Several studies have delved into these factors to understand the reasons behind students' lack of participation. Dagkas and Stathi (2007) [4] explored the social factors affecting youth participation in school and out-of-school physical activities. They found that adolescents' cultural, physical, and economic capital significantly influenced their involvement in physical activity settings. This suggests that students' backgrounds and resources are crucial in their participation in school activities.

On the other hand, Hamouda (2013) [6] focused on students' non-participation in English as a Foreign Language (EFL) classrooms. The research revealed that reasons such as low English proficiency, fear of speaking in front of others, negative evaluation, shyness, lack of confidence and preparation, and fear of making mistakes contributed to students' reluctance to participate in oral English language classrooms. This highlights the importance of addressing individual student needs and anxieties to encourage participation.

Huntsman (1992) examined why early adolescents do not engage in organized recreation activities. Loss of interest, dislike for leaders, relocation, and feeling too old were reasons for ceasing participation. Interestingly, the study suggested that adolescents perceive constraints differently from adults, indicating a need for tailored approaches to engage them in activities.

Kisango (2016) [1] investigated factors influencing students' participation in co-curricular activities in secondary schools. The study found that inadequate funding for such activities affected students' participation in games and sports. This emphasizes the role of resources and support in promoting student engagement in extracurricular endeavors.

Jeruto and Kiprop (2011) [3] explored student participation in secondary schools in Kenya. Their findings indicated that while there were attempts to include students' views in school policies, these efforts were often tokenistic and only extended to core management issues. This suggests a gap between student involvement in decision-making and meaningful engagement in school activities.

Yazzie-Mintz (2006) [9] investigated students' attitudes and perceptions towards their school environment. The study revealed that most students were content with their high school experience, cared about their school, felt engaged, and considered themselves an essential part of the school community. Understanding students' perspectives can inform school reform and improvement efforts.

Lastly, Young et al. (2003) [10] examined constraints on college students' participation in recreational sports activities. Lack of time due to work, school, or family commitments and unawareness of available activities were significant barriers. This highlights the importance of addressing practical constraints to enhance student involvement in recreational activities.

These studies generally shed light on various factors contributing to students' lack of participation in school activities, ranging from individual constraints to broader social and institutional issues. Addressing these factors can help create more inclusive and engaging school environments for students.

**Statement of the Problem**
This study aimed to determine why students lack participation in school activities. Specifically, it sought to answer the following questions:
1. What is the demographic profile of the students in terms of age, sex, and grade levels?
2. What are the reasons behind students' lack of participation in school activities in terms of interest and Judgement?
3. Is there a significant difference between the demographic profile and reasons behind students' lack of participation in school activities?
4. Based on the findings, what intervention program can be designed?

**Methodology**

**Research Design**
The study employed a quantitative research design to examine why students lack participation in school activities comprehensively. This approach allowed for the systematic collection and analysis of data to identify patterns and trends.

**Research Environment**
The research was conducted at Balite National High School, situated in Brgy. Balite, San Francisco, Surigao Del Norte, Philippines. This location provided a representative setting to investigate the phenomenon within a typical high school environment.

**Research Participants**
A purposive sampling method under a non-probability approach was utilized to select participants for the study. Senior high school students from Balite National High School constituted the sample population. This method ensured that participants were selected based on their relevance to the research objectives.

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Population</th>
<th>Percentage</th>
<th>Sample Size (n)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 7</td>
<td>41</td>
<td>11.00%</td>
<td>21</td>
</tr>
<tr>
<td>Grade 8</td>
<td>41</td>
<td>11.00%</td>
<td>21</td>
</tr>
<tr>
<td>Grade 9</td>
<td>59</td>
<td>16.00%</td>
<td>21</td>
</tr>
<tr>
<td>Grade 10</td>
<td>73</td>
<td>20.00%</td>
<td>38</td>
</tr>
<tr>
<td>Grade 11</td>
<td>60</td>
<td>16.00%</td>
<td>31</td>
</tr>
<tr>
<td>Grade 12</td>
<td>94</td>
<td>26.00%</td>
<td>49</td>
</tr>
</tbody>
</table>

**Total** 368 100% 191

**Research Instrument**
The study employed a survey questionnaire designed by the researchers to gather data. This instrument facilitated the collection of respondents' opinions and perspectives regarding their participation in school activities. The questionnaire was carefully crafted to cover various factors that could influence student participation.

**Ethics and Data Gathering Procedure**
Ethical considerations were paramount throughout the research...
process. The researcher obtained permission from the school principal to conduct the study within the school premises. Subsequently, the relevant teachers were informed about the study, and their permission was sought to administer the survey in their classrooms.

To protect participants' confidentiality and privacy, each student was assigned a code instead of using their real names in the survey responses. This measure ensured that individual responses remained anonymous and that participants felt comfortable providing honest feedback. The research adhered to ethical standards and maintained respect for the participants' rights throughout the data collection process.

Data Analysis
The study utilizes several statistical techniques to analyze the data collected from the survey questionnaires. These techniques include frequency distribution, mean, standard deviation, one-way ANOVA, and independent t-test. Here is how each of these methods contributes to the analysis:

1. **Frequency Distribution** are used to organize and summarize categorical data by counting the number of occurrences of each category. In this study, frequency distributions are applied to variables such as the frequency of participation in school activities and the types of activities of interest.

2. **Mean and Standard Deviation.** Used to describe the central tendency and variability of numerical data, respectively. In this study, mean and standard deviation are calculated for variables related to the perceived reasons for lack of participation in school activities.

3. **One-way ANOVA (Analysis of Variance).** Used to compare the means of three or more groups to determine whether they have statistically significant differences. This study employs one-way ANOVA to examine differences in perceived reasons for lack of participation based on demographic factors such as age and grade level.

4. **Independent t-test.** They are used to compare the means of two independent groups to determine whether they have statistically significant differences. In this study, the independent t-test examines differences in perceived reasons for lack of participation between male and female students.

Results
In this section, the data gathered were interpreted.

Table 2 shows the demographic profile of the respondents. As for age, respondents in the age bracket of 15-17 have the highest number of participants in this research, with a percentage of 50%, compared to ages 12-14, with 35%, and ages 18 and above, which have 15% only. As for sex, female respondents have the highest percentage, 60%, while male respondents only have 40%. Additionally, for the grade level, the grade 12 students have the highest count, with 26% of the total, compared to grades 7 and 8, tied at 11%, and grades 9 and 11, tied at 16%. Meanwhile, the grade 10 students have 20% in total.

Table 3: How often do you participate in school activities?

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Counts</th>
<th>% of total</th>
<th>Cumulative %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regularly</td>
<td>117</td>
<td>61%</td>
<td>61.3%</td>
</tr>
<tr>
<td>Occasionally</td>
<td>38</td>
<td>20%</td>
<td>81.2%</td>
</tr>
<tr>
<td>Rarely or Never</td>
<td>36</td>
<td>19%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Most of the respondents answered regularly, which means they participate more often in school activities, with a total percentage of 61%. Meanwhile, 20% of the respondents answered occasionally, and 19% answered rarely or never.

Table 4: Types of School Activities of Interest

<table>
<thead>
<tr>
<th>Types of School Activities</th>
<th>Counts</th>
<th>% of Total</th>
<th>Cumulative %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sports</td>
<td>108</td>
<td>57%</td>
<td>56.5%</td>
</tr>
<tr>
<td>Arts and Music</td>
<td>57</td>
<td>19%</td>
<td>75.9%</td>
</tr>
<tr>
<td>Clubs and Organizations</td>
<td>13</td>
<td>7%</td>
<td>82.7%</td>
</tr>
<tr>
<td>Academic Competitions</td>
<td>13</td>
<td>7%</td>
<td>89.5%</td>
</tr>
<tr>
<td>Social Events</td>
<td>20</td>
<td>10%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

This table provides insights into the types of school activities students are most interested in. Sports emerged as the most popular category, with 57% of respondents expressing interest. This suggests that physical activities such as sports play a significant role in engaging students.

Arts and music were of interest to 19% of respondents, indicating a sizable proportion of students who prefer creative and cultural activities.

Clubs and Organizations and Academic Competitions both received relatively lower interest percentages (7% each), suggesting that while there is some interest in these areas, they may be less popular among the student body than sports and arts/music.

Social Events attracted interest from 10% of respondents, indicating that a smaller but notable portion of students value social interactions and events within the school community. The results suggest that schools may benefit from focusing on promoting a diverse range of activities to cater to students' varying interests. While sports are prevalent, efforts to enhance engagement in other areas, such as arts, clubs, academics, and social events, could contribute to a more well-rounded student extracurricular experience.

According to Kharaz R., et. al (2016) the top three barriers to participation in UR were "lack of time" (77.4%), "lack of formal UR courses in the curriculum" (76%), and "lack of UR mentors" (70.1%).
The mean scores in the table represent the average responses of the participants for each item. At the same time, the standard deviation (SD) indicates the variability or spread of the responses around the mean.

Items 1, 2, 3, 4, 7, and 8 all fall within the range of 1.75 or lower, indicating that respondents generally agree or strongly agree with these statements. This suggests that factors such as lack of interest in activities, mismatch between offered activities and individual skills/interests, lack of confidence, fear of judgment, time constraints, and lack of information/resources are perceived as significant barriers to participation.

Table 5: Reasons for lack of participation

<table>
<thead>
<tr>
<th>Items</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I do not find school activities exciting or appealing.</td>
<td>191</td>
<td>1.85</td>
<td>0.842</td>
</tr>
<tr>
<td>2. The activities offered need to match my skills or interests.</td>
<td>191</td>
<td>1.87</td>
<td>0.820</td>
</tr>
<tr>
<td>3. I do not feel confident enough to try new activities.</td>
<td>191</td>
<td>1.96</td>
<td>0.989</td>
</tr>
<tr>
<td>4. I am worried about being judged or criticized by others for participating.</td>
<td>191</td>
<td>1.95</td>
<td>1.043</td>
</tr>
<tr>
<td>5. I feel like I don’t belong in certain activities because of my background or abilities.</td>
<td>191</td>
<td>2.21</td>
<td>1.030</td>
</tr>
<tr>
<td>6. I am afraid of making mistakes or failing at the activity.</td>
<td>191</td>
<td>2.13</td>
<td>1.061</td>
</tr>
<tr>
<td>7. Time commitments outside of school prevent me from participating.</td>
<td>191</td>
<td>1.93</td>
<td>1.023</td>
</tr>
<tr>
<td>8. I lack the necessary information or resources to learn about and join activities.</td>
<td>191</td>
<td>1.93</td>
<td>0.954</td>
</tr>
<tr>
<td>9. I do not feel encouraged or supported by teachers or peers to participate.</td>
<td>191</td>
<td>2.24</td>
<td>1.052</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>2.00</td>
<td>1.273</td>
</tr>
</tbody>
</table>

Table 5: Significant difference in the perceived Reasons for lack of participation when grouped according to Age and Grade Level

<table>
<thead>
<tr>
<th>ANOVA</th>
<th>df</th>
<th>p</th>
<th>Conclusion</th>
<th>Decision on Ho</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>2</td>
<td>0.251</td>
<td>Insignificant</td>
<td>Do not reject Ho</td>
</tr>
<tr>
<td>Grade</td>
<td>5</td>
<td>0.003</td>
<td>Significant</td>
<td>Reject Ho</td>
</tr>
</tbody>
</table>

The significant difference based on grade level suggests that students in different grade levels have varying perceptions of reasons for their lack of participation. Schools may need to tailor interventions and support strategies to address the specific concerns of students at each grade level to promote greater participation in school activities.

Table 4: A significant difference in the perceived Reasons for lack of participation when grouped according to Age and Grade Level

The t-statistic for sex is -1.37, with a p-value of 0.172. Since the p-value is less than the significance level (α = 0.05), the difference in perceived reasons for lack of participation across sex is statistically significant. Therefore, we do not reject the null hypothesis (Ho) and conclude that there is a significant difference in perceived reasons for lack of participation based on sex.

The insignificant difference based on sex suggests that both male and female students perceive similar reasons for their lack of participation in school activities. Thus, interventions addressing these reasons should apply to all students regardless of gender.

Intervention Plan: Enhancing Student Participation in School Activities

Objective

To increase student participation in school activities by...
addressing the perceived barriers identified in the study.

Target Audience:
All students in Balite National High School.

1. Targeting Factors Identified as Significant:
   Grade-Level Specific Interventions:
   - Junior High School (Grades 7-10):
     - Implement orientation sessions at the beginning of each school year to introduce students to available activities and clubs.
     - Provide mentorship programs where senior students guide juniors in selecting activities that match their interests and skills.
   - Senior High School (Grades 11-12):
     - Offer flexible scheduling options for activities to accommodate the academic workload of senior students.
     - Organize career-oriented activities or workshops to help seniors connect extracurricular activities with their future aspirations.

2. School-wide Interventions
   Promotion of Diverse Activities
   - Promote arts, music, academic competitions, and social events through posters, announcements, and social media platforms to increase awareness of non-sport activities.
   - Host a yearly activity fair where students can explore and sign up for various clubs and organizations.

Peer Support and Encouragement
- Establish a peer mentoring system where experienced students encourage and support newcomers to join activities.
- Recognize and celebrate student involvement through monthly or quarterly awards to motivate others to participate.

3. Addressing Common Barriers
   Confidence Building and Fear Management
   - Offer workshops or seminars on building self-confidence and overcoming fear of failure or judgment.
   - Encourage a growth mindset by emphasizing learning from mistakes and embracing challenges.

Information Accessibility
- Create a centralized platform (e.g., school website, bulletin board) for students to access information about upcoming activities, requirements, and registration procedures.
- Ensure that teachers and staff are readily available to guide and inform students interested in joining activities.

4. Evaluation and Feedback
   Continuous Evaluation
   - Conduct regular surveys or focus group discussions to assess the effectiveness of interventions and gather feedback from students on their experiences and needs.
   - Use the feedback to make adjustments and improvements to the intervention plan.

Monitoring and Support
- Designate a faculty member or committee responsible for monitoring participation rates and providing additional support or guidance to students with difficulty joining activities.

5. Long-term Sustainability
   Integration into School Culture
   - Embed promoting student involvement in school culture through assemblies, newsletters, and recognition ceremonies.
   - Encourage teachers to integrate extracurricular activities into their lesson plans to emphasize their value and importance.

Partnerships and Community Involvement
- Collaborate with local businesses, organizations, and community members to provide resources, funding, and expertise to support various activities.
- Establish partnerships with nearby schools to organize joint events and competitions, fostering community and camaraderie.

Evaluation of Intervention
- Periodically assess the impact of the intervention plan through participation rates, student feedback, and academic performance indicators.
- Adjust the plan based on evaluation results to ensure its effectiveness and relevance.

By implementing this comprehensive intervention plan, Balite National High School can create an inclusive environment that encourages all students to participate in school activities and actively enrich their educational experience.

Discussion
The study's results provide valuable insights into the factors influencing student participation in school activities. Through quantitative analysis and statistical tests, several key findings have emerged, shedding light on students' barriers and areas where interventions may be needed.

Frequency of Participation: The findings indicate that most respondents participate in school activities regularly (61%), while a significant portion participate occasionally (20%). However, a notable group of students also participate rarely or never (19%). This suggests a spectrum of student engagement, with a portion showing consistent involvement while others are less engaged.

Types of Activities of Interest: Sports emerge as the most popular category of school activities, followed by arts and music, clubs and organizations, academic competitions, and social events. This suggests a diverse range of interests among students, with sports being the most prominent. Understanding these preferences is crucial for schools to tailor their activity offerings to meet students' needs and interests.

Perceived Reasons for Lack of Participation: The analysis of perceived reasons for lack of participation reveals several key insights:
1. Lack of Interest or Appeal: Many students agree that
they do not need to find school activities more exciting and appealing. This highlights the importance of creating engaging and diverse opportunities that cater to various interests and preferences.

2. **Mismatched Skills or Interests:** Many students feel that the activities offered do not need to match their skills or interests. This underscores the need for schools to provide various activities catering to different talents and passions.

3. **Lack of Confidence:** A considerable proportion of students express a lack of confidence in trying new activities, fear of judgment or criticism, and fear of making mistakes or failing. These findings indicate the importance of fostering a supportive and encouraging environment where students feel safe exploring new interests and taking risks without fear of negative consequences.

4. **Time Constraints:** Another significant barrier identified is the impact of time commitments outside school on participation. Many students cannot participate due to competing priorities such as work or family responsibilities. Schools should consider offering flexible scheduling options or alternative activity formats to accommodate students’ busy schedules.

5. **Information Accessibility:** Some students lack the necessary information or resources to learn about and join activities. Improving communication channels and providing clear, accessible information about available activities can help address this barrier.

6. **Lack of Encouragement or Support:** Lastly, many students feel they do not need more encouragement or support from teachers or peers to participate in activities. Building a culture of encouragement and support within the school community can motivate students to get involved and stay engaged.

**Demographic Differences:** The analysis also examined demographic differences in perceived reasons for lack of participation. While there were no significant differences based on age, there were significant differences based on grade level. This suggests that students in different grade levels may face distinct challenges or perceive barriers differently, highlighting the importance of targeted interventions tailored to the needs of specific age groups.

Additionally, no significant differences were found based on sex, indicating that both male and female students perceive similar barriers to participation. This suggests that interventions addressing these barriers should be inclusive and applicable to all students regardless of gender.

**Implications and Intervention Strategies:** Based on these findings, several intervention strategies can be implemented to enhance student participation in school activities:

1. **Diversify Activity Offerings:** Schools should offer a diverse range of activities that cater to various interests and talents, including sports, arts, clubs, and social events.

2. **Build Confidence and Support:** Implement programs and initiatives to build students’ confidence, provide support, and foster a culture of encouragement within the school community.

3. **Improve Communication and Accessibility:** Enhance communication channels to ensure students have access to information about available activities and resources to overcome barriers such as lack of information or time constraints.

4. **Tailor Interventions to Grade Levels:** Develop targeted interventions tailored to students’ specific needs and challenges in different grade levels to ensure their effectiveness and relevance.

5. **Evaluate and Adjust:** Continuously evaluate the impact of interventions and make adjustments based on feedback and evaluation results to ensure their long-term effectiveness and sustainability.

The study’s findings provide valuable insights into the complex factors influencing student participation in school activities. By understanding these barriers and implementing targeted interventions, schools can create a more inclusive and engaging environment that promotes active involvement and enriches the overall educational experience for all students.

**Conclusion**

Based on the findings of the study, the following conclusions were drawn:

1. **Variability in Participation Levels:** The study revealed a spectrum of student engagement in school activities, with the majority participating regularly, a significant portion participating occasionally, and a notable minority participating rarely or never.

2. **Preference for Sports:** Sports emerged as the most popular category of school activities, followed by arts and music, clubs and organizations, academic competitions, and social events, indicating diverse interests among students.

3. **Critical Barriers to Participation:**
   - Lack of interest or appeal in activities
   - Mismatched skills or interests with offered activities
   - Lack of confidence to try new activities and fear of judgment or criticism
   - Time constraints due to commitments outside of school
   - Lack of information or resources to learn about and join activities
   - Insufficient encouragement or support from teachers or peers

4. **Demographic Differences:**
   - No significant differences based on age were found.
   - Significant differences based on grade level suggest varying perceptions and challenges across different grade levels.
   - No significant differences based on sex were found, indicating similar perceived barriers among male and female students.

5. **Implications for Intervention:**
   - Implementing diverse activity offerings to cater to different interests and talents.
   - Building confidence, providing support, and fostering a culture of encouragement within the school community.
   - Enhancing communication channels and accessibility of information about activities.
   - Tailoring interventions to students’ specific needs and challenges in different grade levels.
   - Continuously evaluating and adjusting interventions to ensure their effectiveness and sustainability.
Recommendations

For Students
1. **Explore Diverse Activities**: Students should explore various activities beyond their comfort zone to discover new interests and talents.
2. **Seek Support**: Do not hesitate to seek support from teachers, peers, or mentors when trying new activities or facing challenges.
3. **Manage time effectively**: Learn to balance academic responsibilities with extracurricular activities by prioritizing and planning.
4. **Participate Actively**: Engage actively in school activities to develop social skills, leadership qualities, and a sense of belonging.
5. **Provide Feedback**: Share feedback with school administration about preferred activities and suggestions for improvement.

For Teachers
1. **Encourage Participation**: Actively encourage students to participate in various activities and provide support and guidance as needed.
2. **Facilitate Access**: Ensure that students have access to information about available activities and resources to overcome barriers to participation.
3. **Offer Flexibility**: Provide flexible scheduling options for activities to accommodate students’ diverse schedules and commitments.
4. **Foster Inclusivity**: Create a supportive and inclusive classroom environment where all students feel valued and encouraged to participate.
5. **Provide Recognition**: Recognize and celebrate student involvement in activities through awards, acknowledgments, and praise.

For School Administration
1. **Promote Diversity**: Ensure a wide range of activities are available to cater to various interests and talents among students.
2. **Invest in Resources**: Allocate resources and funding to support extracurricular programs and provide necessary equipment and materials.
3. **Facilitate Communication**: Improve communication channels to disseminate information about activities and engage students in decision-making processes.
4. **Provide Training**: Offer training and professional development opportunities for teachers to enhance their skills in promoting student participation and engagement.
5. **Evaluate and Improve**: Regularly evaluate participation rates and gather feedback from students to identify areas for improvement and adjustment.

For Curriculum Planners
1. **Integrate Activities**: Integrate extracurricular activities into the curriculum to provide opportunities for skill development and holistic learning.
2. **Align with Interests**: Ensure activities align with students’ interests and abilities to maximize engagement and participation.
3. **Focus on Skill Development**: Design activities that focus on developing essential skills such as leadership, teamwork, creativity, and communication.
4. **Offer Variety**: Provide a variety of activities across different domains, including sports, arts, academics, and social events, to cater to diverse interests.

5. **Evaluate Impact**: Regularly assess the impact of extracurricular programs on student outcomes and make adjustments as necessary based on evaluation findings.

For Future Researchers
1. **Explore Specific Factors**: Investigate factors influencing student participation in school activities, such as cultural differences, socio-economic status, or individual personality traits.
2. **Longitudinal Studies**: Conduct longitudinal studies to track changes in student participation patterns over time and identify the long-term effects of interventions.
3. **Qualitative Approaches**: Utilize qualitative approaches, such as interviews or focus groups, to gain deeper insights into students’ experiences and perceptions.
4. **Comparative Studies**: Compare participation rates and reasons across different schools, regions, or educational systems to identify best practices and areas for improvement.
5. **Collaborate with Stakeholders**: Collaborate with students, teachers, school administrators, and community members to ensure research findings are relevant and actionable.

Disclosure
The authors declare no conflict of interest.

1. **References**
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