

Abstract

The current study explored the possibility for academic self-competence, intrinsic motivation and problem-solving skill to work as mediators for the relationship between extra-curricular activities (ECA) participation and academic achievement. The relationships between the three proposed mediators were discussed and different patterns of ECA participation were also taken into account. The sample included 281 Grade 7 Hong Kong students. The method of questionnaire was used for data collection. Structured equation modelling was employed to evaluate the relationships. The three proposed mediators were correlated. Despite poor model fits, results concluded problem-solving skill as a mediator between ECA participation and academic achievement, and different patterns of ECA were found influencing the relationship. Two reasons for poor model fits were discussed; the disassociation between ECA and academic self-competence, also problem-solving skill, and the disassociation between intrinsic motivation and academic achievement. Implications to parents, teachers and educators were drawn, stressing the importance of balancing between ECA and academic achievement.

Keywords: extra-curricular activities, academic achievement, academic self-competence, intrinsic motivation, problem-solving skill