

Participation in extra - curricular activities as a predictor of task and contextual performance

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"The best predictor of future behaviour is past behavior" is a cliché that's perhaps overused these days. However, from the perspective of constructing a cost-effective selection system, developing criteria based on the applicants' past behaviour can be very effective. One such criterion is the extent to which applicants are involved in extracurricular activities. Because by definition, extra-curricular activities are those in which individuals *beyond their regular work*, it is likely that those who are engaged in such activities are also more likely to engage in more than what is required of them by their employers. Contextual performance, defined as performance on activities not directly the responsibility of the worker but which still furthers organizational goals, may be more often displayed by individuals who were engaged in extra-curricular activities at school. Contextual performance is distinguished from task performance, or the technical core of the job. We examined the extent to which engagement in extra-curricular activities was related to task and contextual performance. It was hypothesized that participation in extracurricular activities would be more important in predicting contextual performance than task performance. Data were collected from eighty randomly selected women from a plant that assembles electronic equipment. Details on the participation in extra-curricular activities were collected from the employees. Analyses revealed that the 'helping organization' component of contextual performance was significantly correlated with level of participation, the duration of participation in extracurricular activities and the responsibilities held while engaged in extra-curricular activities. The helping coworker component was significantly correlated with level of participation and participated duration in extracurricular activities. Extra curricular activity participation was not related to task performance. Thus, the results were supportive of hypothesis and provide preliminary evidence that participation in extra-curricular activities maybe useful in predicting contextual performance. Implications of these findings in the context of selection are discussed.

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