

Co-curricular and Extra-Curricular Engagement of Students and their Effects on Academic performance and Behaviour

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Abstract:

Co-curricular and extracurricular involvement both play important roles in students’ cognitive and affective development, educational effectiveness and satisfaction, as well as a sense of belonging. Researchers have found positive associations between participation in co-curricular activities and academic performance of the students. The research explored this fact that the students who participate in co-curricular activities also perform well in their academics as compared to those students who do not participate in such activities. Studies have found that involving in extracurricular activities are associated with greater academic achievement among students. The students who actively participated in extracurricular activities get a lot of benefits including higher grades, and test scores, higher educational achievements, more regularity in class attendance and higher self-confidence while activities in the community increase leadership and teamwork abilities in students. In the study, interest was to assess the co-curricular and extra-curricular activities engagement of students and their effect on academic achievement and behavior. The descriptive-correlational method of research was utilized in this study. Descriptive correlational is a quantitative method of research in dealing with two or more quantitative variables from the same group of subjects, and the focus is to determine if there is a relationship between the variables (Padgett, 2016). Questionnaire and analysis will be also employed in this study. Questionnaire will be utilized in identifying which among co-curricular and extra-curricular significantly affect the grade 11 senior high school student’s academic achievements and behavior. Documentary analysis was used in attaining the grade point average of the students from teacher’s record. Result showed that students’ academic behavior does not met their satisfactory competency requirements. It is also indicated that the students’ academic behavior are influenced by internal and external elements. The engagement of the students in terms of co- curricular and extra-curricular activities does not effect on the academic behavior.

Keywords —Co-curricular, Extra-Curricular, Academic performance, Behavior.

I. INTRODUCTION

Co-curricular and extracurricular involvement both play important roles in students’ cognitive and affective development, educational effectiveness and satisfaction, as well as a sense of belonging. Moreover, these practices can help equip a diverse population with the academic and professional

skills that are necessary in order to succeed in the technological workforce.

According to Massoni (2011) involving the students in extracurricular activities (ECA) is part of students' everyday life; they play important roles in students' lives. Few studies have addressed the question of how student engagements to (ECA) affect student's academic performance. Studies have

found that involving in extracurricular activities are associated with greater academic achievement among students. The students who actively participated in extracurricular activities get a lot of benefits including higher grades, and test scores, higher educational achievements, more regularity in class attendance and higher self-confidence while activities in the community increase leadership and teamwork abilities in students. These activities also decrease the use of drugs, alcohol and behavior and disciplinary problem related to their use.

Total extracurricular activity participation (TEAP) is associated with high CGPA's. It increases the attendance and reduces the absentees from the class (Broh, 2002).

Researchers have found positive associations between participation in co-curricular activities and academic performance of the students (Guest & Schneider, 2003). Most of the co-curricular activities have found to be good in constructing and enhancing academic performance of the students although they do not have direct relationship with their academic subjects (Marsh & Kleitman, 2002). The research explored this fact that the students who participate in co-curricular activities also perform well in their academics 260 as compared to those students who do not participate in such activities (Marsh & Kleitman, 2002). Darling et.al. (2005) also conducted the study to find out the association between the involvement in co-curricular activities and the enhancement in the performance of the students in their academics.

Guest & Schneider (2003) carried out the study on different social factors which has association with the co-curricular activities and the student academic performance. Co-curricular activities serve at a large for the development in the academic, social, mental, and character of students, and every student should be provided with the chance to take part in at least one healthy and positive activity.

The research focuses on achieving the following aims and objectives: to measure and identify the effects of extracurricular activities on academic achievements of the Senior High School students in a catholic institution, to identify the

different extracurricular activities of the Senior High School students in catholic institutions, and to improve the extracurricular activities of the Senior High School students in catholic institutions.

This study is important to improve the extracurricular activities of the senior high school students and measure, identify the effects of extracurricular activities in academic achievements of the senior high school students in catholic institutions. Due to all these reasons, it's really important to learn how to involve the students in co-curricular and extracurricular activities. This study will be provided important information and benefits to the school, administrators, teachers, students and researchers. These benefits can be seen in various areas which contribute to the students' overall achievement. Also, this study can help students to identify the right activity for them and to keep students more engaged.

Methodology

This chapter dealt with the description of the research design, respondents, research instruments, data gathering procedures/techniques and the data gathering and statistical treatment.

Methods and Techniques Used

The descriptive-correlational method of research was utilized in this study. Descriptive correlational is a quantitative method of research in dealing with two or more quantitative variables from the same group of subjects, and the focus is to determine if there is a relationship between the variables (Padgett, 2016). In the study, interest was to assess the co-curricular and extra-curricular activities engagement of students and their effect on academic achievement and behavior. Questionnaire and analysis will be also employed in this study. Questionnaire will be utilized in identifying which among co-curricular and extra-curricular significantly affect the grade 11 senior high school student's academic achievements and behavior. Documentary analysis was used in attaining the grade point average of the students from teacher's record.

Respondents of the Study

As per total enrolment issued by the University Registrar, total population was 2659 divided as follow: Accountancy, Business and Management (ABM) - 450; Science, Technology, Engineering and Mathematics (STEM) - 875; Humanities and Social Science (HUMSS) - 474; General Academic Strand (GAS) - 160; Technical, Vocational, Livelihood (TVL) - 613; and Arts and Design (AD) - 87.

Information regarding the population was gained through a study of some portions of it. The stratified sampling technique will be used to ensure that all the Tracks of Grade 11 Senior High School are adequately selected as sample.

Respondents of the Study

Respondent	Population	Percentage	Frequency
ABM	450	17	59
STEM	875	33	115
HUMSS	474	18	63
GAS	160	6	21
TVL	613	23	80
AD	87	3	10
TOTAL	2659	100	348

Instruments of the Study

In obtaining the data needed, the study used a closed-ended questionnaire as an instrument for collecting information from the grade 11 senior high school students in a catholic institution.

The researchers used the close ended or guided response type of questionnaire method. The guided response type is also called the closed or restricted type. The respondents are guided in making his reply.

The questionnaire methods that were used are appropriate to apply in the study that the

researchers conducted to be able to determine the Co-curricular and Extra-Curricular Engagement of the Students and their Effect on Academic Achievement and Behavior of grade 11 senior high school students. Using this questionnaire method, the researchers could easily tabulate and summarize the answers of the respondents and at the same time, they gathered enough information based from answers of the respondents to the questions presented to them.

The questionnaires were developed based on the statement of the problem. Initially, a comprehensive review of related literatures and studies was conducted before construction of the first draft of questionnaires. Afterwards, the prepared draft was presented to the adviser for comments and suggestions. The improved draft then was presented to three (3) competent persons to assure the content's validity of the instruments.

The corrected questionnaires were reproduced, presented, and distributed to the respondents of the study. The target respondents of the study are the grade 11 senior high school students of a catholic school.

Data Gathering Procedures

The researcher wrote a letter to the Principal of Basic Education Department Office to research the senior high school grade 11. An endorsement letter will be addressed to the principal permitting to conduct the study. The researcher assured to obtain the much needed documents such as the number of students per strands. With the approval, the researcher distributed the questionnaire to the respondents personally. The researcher collected the questionnaires personally from the respondents and check if all the items were answer.

Data Processing and Statistical Treatment

The data gathered were collated and categorized based on the orders of the problems presented.

The data collected were tabulated and processed using Statistical Package for Social Science (SPSS).

In order to analyze and interpret the data gathered, the following statistical measures were used:

Rating Scale	Range	Descriptive Evaluation
5	4.50-5.00	Always used/Very high
4	3.50-4.49	Generally used/High
3	2.50-3.49	Sometimes used/Moderate
2	1.50-2.49	Generally not used/Low
1	1.00-1.49	Not always used/ Very Low

1. The effect of academic behavior of the students were determined using regression analysis.

The Personality Development Inventory was interpret using the scales below:

Rating Scale	Range	Verbal Interpretation
5	4.50-5.00	If had made a very great improvement
4	3.50-4.49	If had made great improvement
3	2.50-3.49	If had made just enough improvement
2	1.50-2.49	If had made only little improvement
1	1.00-1.49	If had made no improvement

2. Correlation and Regression was used to determine the effects of the independent variables to dependent variable.

Results and Discussion

For an organized presentation and consistent discussion, the data are presented following the order or sequence of the questions raised in Chapter 1, to wit: (1) co-curricular engagement, (2) extra-curricular activities, (3) academic behavior, and (4) implications drawn from the findings of the study.

The research design utilized by the study was the descriptive-correlational framework in which a self-made instrument was the main tool for data gathering. The respondents of the study were 348 grade 11 students at La Consolacion University Philippines.

The results were obtained using the Statistical Packages for Social Sciences (SPSS) for data processing. The findings were exhibited using the necessary tables and figures. The results were analyzed, evaluated and interpreted using statistical procedures such as the effect of co-curricular and extra-curricular engagement of the students on their academic behavior. The effect of co-curricular and extra-curricular engagement of the students in their academic behavior in terms of moral, physical, psychological, social, and spiritual of grade 11 students were quantified using weighted mean procedures. Using the aforementioned procedures, the findings of the study may be summarized as follows;

1: How may the co-curricular and extra-curricular engagement of students is described in terms of Co-curricular and Extra-Curricular Activities.

The frequency of engagement of the students in co-curricular was used “low” as evidenced by the general weighted mean value of 1.62 for the STEM, 1.70 Arts and Design, 1.67 TVL, 1.70 ABM, 1.72 HUMSS, 1.71 GAS. The engagement of the students in extra-curricular was "not at all" in terms of engagement of the students in extra-curricular activities as evidenced by the

weighted mean values of 1.31 STEM, 1.40 Arts and Design, 1.46 TVL, 1.21 ABM, 1.58 HUMSS, and 1.81 GAS had a “low” interpretation respectively.

2: The Respondents' Academic Behavior

The students' effect of academic behavior for the STEM in terms in moral development was enough improvement as exhibited by the general weighted mean score of 3.38, physical development 2.99, psychological development with a 3.59 little improvement interpretation, social development 2.97, and spiritual development of 3.02 with enough improvement interpretation.

For the Arts and Design students in terms of moral development was little improvement as exhibited by the general weighted mean score of 3.52, physical development 3.28, psychological development with a 3.73 little improvement interpretation, social development 3.72, and spiritual development of 3.54 with little improvement interpretation.

Meanwhile for the academic behavior of TVL students in terms of moral development was little improvement as exhibited by the general weighted mean score of 3.78, physical development 3.55, psychological development 3.87, social development 3.56, and spiritual development of 3.37 with enough improvement interpretation.

For the ABM students' academic behavior in terms of moral development was enough improvement as exhibited by the general weighted mean score of 3.47, physical development 3.34, psychological development with a little improvement interpretation of 3.78, social development 3.36, and spiritual development of 3.34 with enough improvement interpretation respectively.

On the other hand, the academic behavior of HUMSS students in terms of moral development was little improvement as exhibited by the general weighted mean score of 3.83, physical development

3.22, psychological development with a enough improvement interpretation of 3.78, social development 3.34, and spiritual development of 3.15 respectively.

And for the GAS academic behavior of the students in terms of moral development was little improvement as exhibited by the general weighted mean score of 3.53, physical development had an enough improvement with a 3.44, psychological development with a little improvement interpretation of 3.64, social development 3.74, and spiritual development of had an enough improvement of 3.28 interpretation.

3: Do co and extra- curricular engagement of students exert significant effects on their academic behavior

The B-values of the regression analysis show how much the independent variable of implementation extent affects academic behavior where it shows a unit decrease of: 0.16 in terms of academic behavior on spiritual; a unit decrease of -.229 in terms of psychological behavior of the students; -.011 in terms of moral behavior of the students; .006 in terms of social behavior of the students, and lastly; .266 for physical behavior of the students.

In terms of Beta values, the strongest predictor for academic behavior in terms of the independent variable of implementation extent is “Physical Behavior” with .268, followed by; “Spiritual Behavior” with .015; “Social Behavior” with .006; “Moral Behavior” with -.010, and lastly; “Psychological Behavior” with -.189.

Among the independent variable components, there is non-significant in terms of engaging the students in co and extra- curricular effects on their academic behavior.

In terms of overall influence of engaging the students in co and extra-curricular activity there is non-significant combined effect as shown by the

obtained F-value of .479 and an associated probability of .790, slightly higher than the alpha set at .05. The null hypothesis has to be accepted.

4: Implications are drawn from the findings of the study

The following were the implications drawn based on the findings of the study:

1. Although administrators expect teachers to encourage the students to engage their students in co and extra- activities, their allowed or even compelled students to engage the students in co and extra- curricular activities. Although learners could understand the effect of engaging their selves in joining in this kind of activities, the purpose of clarifying and explaining concepts, but not during lecture and giving assessments, like final output of their activities.
2. Educators and teachers of a catholic institution where co and extra-curricular is one of activities might want to consider the students' preferences and attitudes toward to their academic behavior.
3. Students might need to know their prefer activities to be actively involved in the co and extra-curricular. Thus, teacher's use of an appropriate methodology seems to be a non-significant where active participation is crucial. This must be appropriately supported by engaging the students in co and extra-curricular activities.
4. The impact of co and extra- curricular engagement of the students and their effect on their academic behavior underscores the attention of students and teachers to the endorsed outlets of learning outside the classroom. Programs, seminars, workshop and inside and outside competition are essential avenues to address the demands of education in the present time.

Conclusion

In the light of the findings of the study, the following conclusions were drawn:

1. Although teachers are expected to engage their students in actively participating in co and extracurricular activities, as indicated in the University's policy, co and extra-curricular activities was utilized most of the time by the teacher for the following purposes: curriculum access, classroom management, and interpersonal relationship.
2. That students' academic behavior does not met their satisfactory competency requirements. It is also indicated that the students' academic behavior are influenced by internal and external elements.
3. The engagement of the students in terms of co- curricular and extra-curricular activities does not effect on the academic behavior,
4. The null hypothesis that utilization of co and extra- curricular activities does not impact significantly on academic behavior has been rejected.
5. The findings drew several implications that may help learners and teachers realize the need for a comprehensive awareness of co and extra-curricular activities and academic performance.

Recommendations:

Based on the findings and conclusion of the study, the following recommendations are hereby offered:

1. That the teachers allow learners to engage their students in co and extra-curricular activities that may suit different situations inside the classroom, especially for classroom management and behavior relationship but limited to curriculum access.
2. That the learners be aware of the co and extra-curricular activity in the school to excellently meet learning objectives.

3. That teachers, school principals, and head teachers review the activities in term of co and extra-curricular activities policy of the institution.
4. That future researchers conduct experimental investigations on the practical and deliberate impact of engagement of the students in co and extra-curricular activities to the academic behavior, not only in the school but also outside the school.

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