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Research Article

Correlational Study between Academic Performance, Co-Curricular Activities and Extra-curricular Activities in a Select Educational Institution

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ABSTRACT

Academic performance is usually viewed in terms of numerical figures as manifested in the individual activities of students in the classroom. As mentioned by Husaini, Y & Shukor, N (2022), students' Academic Performance is vital for assessing a student's standing within a university. It makes it possible for academic staff, educational administrators, and decision-makers to precisely evaluate students taking various courses throughout a semester. Additionally, it served as a cautionary tale for the students to assess their performance level and make subsequent improvements. Supported by the results from the study of Husaini, Y & Shukor, N (2023), students' academic performance is vital for assessing a student's standing within a university. It makes it possible for academic staff, educational administrators, and decision-makers to precisely evaluate students taking various courses throughout a semester. The study investigated the relationship between student's academic performance and their participation on Co-curricular and Extra-curricular Activities. It further investigated if Age, Sex and Academic Program would cause significant differences in their Academic Performance, Co-curricular Activities and Extra-curricular Activities. A total of 75 students from the Business Administration program participates in the study. The students were from the four (4) academic majors namely; Marketing Management, Financial Management, Operation Management and Human Resource Management. Results revealed that Co-curricular Activities and Extra-curricular Activities of the students are both significantly related to their academic performance with P-value < 0.05. Likewise, the Age, Sex and Academic Program of the students did not cause any differences on their assessments towards Academic Performance, Co-curricular Activities and Extra-curricular Activities with P-value of >0.05.

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Introduction

Academic performance is greatly affected by several factors both curricular and non-curricular factors. The co-curricular factors are those activities embedded in the curriculum and allows student to exhibits the learning into actual practices while the extra-curricular activities are those entire outside the student’s curriculum. As mentioned by Rahman, S. R. et al (2021), co-curricular activities benefits students by providing opportunities to apply their knowledge, skills, develop new skills and interest and strengthen their organizational and social skills. Similarly, in the research conducted by Moriana, J. et al (2006), students who participated in activities outside school day yielded to better academic performance especially those who participated in study-related activities, tutorial activities, private classes and those participated in both academic and sports activities.

Thus, the study determined the extent of perception of students with academic performance and their participation to both co-curricular and extra-curricular activities. The relationship among variables are likewise determined as well as differences utilizing the student profiles.

Methods

The study utilized a quantitative design which is descriptive in nature. Descriptively, the extent of perception of students towards academic performance, co-curricular activities and extra-curricular activities are assessed. Correlational method is used and determined

the association between the three variables and the comparative method is used and determined the differences when students are grouped based on profile.

Sample and Sampling

Seventy five (75) student-participants from the Business Program are utilized in the study through a random sampling technique.

Research Instrument

A self-made four-point scale instrument is used in the study containing items specifically for Academic Performance, Co-curricular activities and Extra Curricular Activities. Indicators from the three variables are subjected to reliability test by way of Cronbach Alpha and obtained the following results 0.832, 0.876 and 0.807 respectively. Pearson correlation is also used and determined the validity of the items in the instrument and obtained a P-value of > 0.05. Likewise, participants were asked to answer the four-point scale instrument for academic performance with the following interpretation:

3.51 – 4.00	Strongly Agree
2.51 – 3.50	Agree
1.51 – 2.50	Disagree
1.00 – 1.50	Strongly Disagree

On the other hand, the following interpretation are used for co-curricular activities and extra-curricular activities:

3.51 – 4.00	Always
2.51 – 3.50	Often
1.51 – 2.50	Seldom
1.00 – 1.50	Never

Result and Discussion

Demographic Profile of the Participants

Table 1. Frequency Distribution of Student’s Profile

Program	f	%
Marketing Management	22	29.3
Financial Management	20	26.7
Operation Management	15	20.0
Human Resource Management	18	24.0
Total	75	100

Program	f	%
Sex		
Male	31	41.3
Female	44	58.7
Total	75	100
Age		
18 – 20 years old	21	28
21 – 24 years old	52	69.3
25 years old - above	2	2.7
Total	75	100

Majority of the participants are students from Marketing Management and Financial Management, female, and at least 21 – 24 years old.

Academic Performance, Co-curricular Activities, Extra-Curricular Activities

Results revealed that, students strongly agree on the extent of academic performance and always participating in co-curricular activities, and extra-curricular activities as shown in Table 2.

A further interpretation is that, students agree on the extent of importance of academic performance in terms of variations in teaching techniques as a direct factor influencing their academic performance. As mentioned by Galarpe (2019), having a good academic performance is based on the extent of factors for academic performance and its importance. On the other hand, active participation in co-

curricular activities and extra-curricular activities directly affect the academic performance of students. When students actively participates to non-academic activities, it resulted to improvement of their academic performance. As mentioned in the study of Dodke, S & Dubey, S (2014), co-curricular activities in school helps to enhance the overall personality of students emphasizing that those students who actively participate in co-curricular activities have better exam grades and motivation towards education. In the study conducted by Rathore, K et al (2018), indicated that co-curricular activities provides numerous benefits including increasing of self-confidence, communication skills and good health. Supported by Johnson, R & Moulden, R (2011), many opportunities in participating with non-academic activities including enriching student’s lives by encouraging social skills.

Table 2. Summary of Assessment towards Academic Performance, Co-curricular Activities and Extra-Curricular Activities

Indicators	Mean	SD	Interpretation
Academic Performance	3.54	0.47	Strongly Agree
Co-curricular Activities	3.52	0.50	Always
Extra-Curricular Activities	3.53	0.64	Always

Legend: 4.00-3.51 Strongly Agree, 3.50-2.51 Agree, 2.50-1.51 Disagree, 1.50-1.00 Strongly Disagree
4.00-3.51 Always, 3.50-2.51 Often, 2.50-1.51 Seldom, 1.50-1.00 Never

Relationship between Academic Performance, Co-curricular Activities and Extra-curricular Activities

Results revealed that there is a strong positive relationship between academic perfor-

mance and co-curricular activities and academic performance and extracurricular activities is significant with P-value < 0.05 and Coefficient of > 0.5 as shown in Table 3.

Table 3. Relationship between Academic Performance, Co-curricular Activities, Extra-curricular Activities

Indicators	Coefficient	Sig	Interpretation
Academic Performance and Co-curricular Activities	0.593	0.000	Significant
Academic Performance and Extra-Curricular Activities	0.598	0.041	Significant

**Significant at alpha 0.05

The strong association between academic performance, co-curricular and extra-curricular activities indicate a direct influence of the non-academic factors to academic performance. As the students actively participates, their skills and competencies are improved, therefore, resulting to higher academic performance. Uysal, F (2023), mentioned some benefits of active participation in extra-curricular activities such as supporting personal development, supporting teaching skills, supporting social development, instilling positive affective qualities, supporting academic development and supporting physical development.

Concurred by Rahman, S et al (2021) mentioned that co-curricular activities and academic performance are significantly related emphasizing co-curricular activities that supports and enhance student and the curriculum.

Differences on Academic Performance, Co-curricular Activities and Extra-curricular Activities

Results revealed that there is no significant difference in the assessment of students towards academic performance, co-curricular activities and extra-curricular activities with P-values > 0.05

Table 4. Differences on Academic Performance, Co-curricular Activities and Extra-curricular Activities based on Student Sex

Indicators	Sex	Mean	Sig-Value
Academic Performance	Male	3.53	0.060
	Female	3.54	
Co-curricular Activities	Male	3.54	0.511
	Female	3.56	
Extracurricular Activities	Male	3.59	0.518
	Female	3.59	

** Significant at alpha 0.05

The assessment of the students towards academic performance, co-curricular activities and extra-curricular activities were no difference as also indicated in the respective mean values. The importance of the extent of academic performance and participation in co-curricular activities and extra-curricular activities

are deemed important as aspects of honing holistic student academic performance. Moreover, there was no significant difference in the assessment of students towards academic performance, co-curricular activities and extra-curricular activities based on age and program as shown in Table 5 and Table 6.

Table 5. Differences on Academic Performance, Co-curricular Activities and Extra-curricular Activities based on Student Age

Indicators	Program	Mean	Sig
Academic Performance	MM	3.51	0.227
	FM	3.57	
	OM	3.54	
	HR	3.54	

Indicators	Program	Mean	Sig
Co-curricular Activities	MM	3.53	0.557
	FM	3.51	
	OM	3.59	
	HR	3.52	
Extra-Curricular Activities	MM	3.51	0.207
	FM	3.54	
	OM	3.52	
	HR	3.52	

** Significant at alpha 0.05

As indicated in the results shown in Table 5, results revealed that there is no significant difference in the assessment of students towards academic performance, co-curricular and extra-curricular when academic program is considered with P-values >0.05. The same assess-

ment based on academic program is an indicator that, regardless of the course to which the student is enrolled, the importance of academic performance and participation in non-academic activities is with a student's topmost priority.

Table 6. Differences on Academic Performance, Co-curricular Activities and Extra-curricular Activities based on Student Age

Indicators	Age	Mean	Sig
Academic Performance	18 - 20	3.54	0.830
	21 - 24	3.58	
	25 - above	3.58	
Co-curricular Activities	18 - 20	3.56	0.386
	21 - 24	3.52	
	25 - above	3.53	
Extra-Curricular Activities	18 - 20	3.51	0.274
	21 - 24	3.53	
	25 - above	3.55	

** Significant at alpha 0.05

Results revealed in Table 6 that there is no significant difference in the assessment of students towards academic performance, co-curricular and extra-curricular when student's age is considered with P-values >0.05. Age is not significant when it comes to determining extent of academic performance and importance of co-curricular and extra-curricular participation.

Conclusion

With regards to the extent of agreement on Academic Performance, it is important to understand the extent of academic performance as these factors are greatly considered by student as parameters directly influencing their performance. In terms of student participation

on co-curricular and extracurricular activities, results revealed that, in general, BSBA Students are actively participating in activities anchored in their program curricula and or syllabus while students often participate in extracurricular activities. This is a good indication that EAC's BSBA students give more focus and attention to their academic requirements. Though, the result justifies the hypothesis that there is a positive significant relationship between academic performance and curricular activities and extra-curricular activities, as well the no difference on the assessment of the participants, the result is still limited in identifying the exact influence of co-curricular activities and extracurricular activities to student academic performance.

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