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Research Article

Extent of Students Involvement in Extracurricular Activities and Academic Performance Among Grade 8 Students

Genesis B. Vispo^{1*}, Zenvi Ann Macalinao²

¹Department of Education, Schools Division of Zambales, Iba 2201, Philippines

²President Ramon Magsaysay State University, Iba Campus, Iba 2201, Philippines

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*Corresponding author:

E-mail:

vispogenesis@gmail.com

ABSTRACT

This research study explored the extent of extracurricular activities on student's academic performance. The study aimed to address the students' involvement in extracurricular activities and academic performance. It was conducted among the Grade 8 High School Students of Zambales National High School. This study utilized a descriptive quantitative research design, a survey questionnaire was used as the main research instrument for obtaining data and analyzing quantitative data gathered from the respondents. Based from the findings, it concludes that the majority of respondents were female students aged 13-14 with a middle-income family income. Sports was the most involved, and students did not participate in debates. The level of involvement in extracurricular activities was slightly involved. The students rated satisfactory academic performance. There was no significant difference in involvement based on profile variables or academic performance. The study recommends that secondary schools should consider extracurricular activities as a way to promote student growth and provide experiences outside the classroom. School counselors should work with students to identify activities that align with their interests and skill levels.

Keywords: Academic performance, Extracurricular activities, Involvement

Introduction

Secondary schools, colleges, and universities provide a diverse range of extracurricular activities. These extracurricular activities include a range of choices such as sporting events, debates, essay writing, drama or theatre, various clubs, student councils (Saqib, Raheem, Iqbal, Salman & Shahzad, 2018), and cultural activities that enhance students'

knowledge, attitude, and skills (Ahmad, Rahma, Ali, Rahman, and Al-Azad, 2015). Extracurricular activities are crucial for enhancing students' skill development. According to Himelfarb, Lac, and Baharav (2013), engaging in this activity encourages students to engage in critical thinking, develop cooperation skills, and exhibit good conduct.

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Achieving high grades and academic excellence are primary objectives at all levels of school, yielding favorable results for both students and the educational (Hayat, Shateri, Amini, and Shokrpour (2020). Students have the option to choose activities that fall into three categories: physical, educational, and social. Physical activities include both team-based sports such as football and basketball, as well as individual pursuits like joining organizations or participating in charitable endeavors (Anjum, 2021). The impact of extracurricular activities on a student's school life is significant. According to the research conducted by Anjun (2021), extracurricular activities have a positive impact on students. It enhances the conduct and academic achievement of students in school. Based on this study, it is determined that engaging in extracurricular activities leads to enhanced communication skills, greater academic performance, and better interpersonal relationships with both adults and peers. In a study conducted by Burns et al. (2020), it was shown that students who engaged in three or more sports had superior academic performance compared to those who only participated in a single sport. The data also revealed that students who demonstrated better academic success also engage in a healthy lifestyle. The results indicate a correlation between student engagement in athletic activities and a rise in academic performance at the secondary education level.

A research conducted by Paulino (2022) in the Philippines indicated a strong correlation between high school students' involvement in extracurricular activities and their academic achievement. The research demonstrates that students' participation in extracurricular activities has a significant influence in their cognitive and emotional development, as well as their educational effectiveness and satisfaction. Furthermore, it reveals that engaging in extracurricular activities is linked to higher academic accomplishment among students. Engaging in extracurricular activities has several advantages, such as improved academic performance with better grades and test scores, increased educational accomplishments, enhanced attendance in class, and boosted self-confidence. Additionally, involvement in

community activities fosters the development of leadership skills and the ability to work effectively in a team among students. Research has shown that high school students who engage in extracurricular activities have higher levels of academic achievement (Palmer, Elliott, & Cheatham, 2017). Engaging in extracurricular activities also facilitates the development of students into industrious learners and responsible individuals. Engaging in extracurricular activities enables students to develop essential abilities such leadership, collaboration, organization, analytical thinking, problem-solving, and time management (Yang, Lin & Stomski, 2021).

These activities facilitate the development of the student's ability to multitask. This affords them the opportunity to uncover their inherent talents. Participation in extracurricular activities additionally enhances students' social aptitudes. Extracurricular activities provide students with the opportunity to collaborate with individuals from diverse backgrounds who possess similar interests and skills. This has a positive effect on the educational system, yielding advantages for both students and institutions (Yang, Lin & Stomski, 2021). A conclusion is reached in a study of twenty-four Iowa institutions that students who participate in football have a higher grade point average than those who do not. Consequently, there is a positive correlation between participation in extracurricular activities and academic achievement (Mangino, 2014). Nevertheless, in order to aid in academic success, students must receive assistance in a variety of methods both within and beyond the classroom (Munoz-Bullon, Sanchez-Bueno, & Vos-Saz, 2017). Students who excel in these activities are unquestionably more successful in academic institutions and in life thereafter (Ahmad, Rahma, Ali, Rahman, & Al-Azad, 2015).

Evidence suggests that engaging in extracurricular activities positively impacts student success, as seen in both secondary and higher education settings (Marbury, 2021). By engaging in these activities, students uncover the beneficial impacts and acquire knowledge that is not often included in conventional classroom instruction or course materials. This favorable impact manifests itself in the conduct of

students, resulting in improved academic performance and successful adulthood. According to Yang, Lin, and Stomski (2021), students who engage in extracurricular activities see a reduction in behavioral issues. There is always a debate concerning the significance of extracurricular activities in a student's life. During exams, students are under a lot of pressure to do well and feel stressed out. In these situations, it becomes essential to include extracurricular activities since they are vital to pupils' overall growth. Sometimes, parents discourage their children from participating in extracurricular activities because they think it will take their focus away from their schoolwork. Because extracurricular activities are so important to a student's life, they are just as important as academics. When it comes to extracurricular activities, students are spoiled for choice: competitions, athletic events, cultural gatherings, and more. A number of activities capture the attention of some students (Anjum, 2021).

Given the previous research found, this research seeks to extend the previous findings by investigating the extent of student's involvement in extracurricular activities and academic performance. The respondents were the Grade 8 students of Zambales National High School. The study was conducted during the Fourth Quarter of the school year 2022- 2023. This study used descriptive research method with the survey questionnaire as the major instrument in this study. This study focused among Filipino secondary students who participated in extracurricular activities would have a relationship to their academic performance. Moreover, the researcher wanted to find out if demographic profile of students are predictors on students' involvement to extracurricular activities and academic performance. Moreover, their academic performance determined their general weighted average.

Specifically, it sought to answer the following research questions:

1. What is the demographic profile of the respondents in terms of:
 - a. Sex;
 - b. Age;
 - c. Monthly Family Income;
2. What extracurricular activities did the students participated the most?

3. What is the level of involvement of the student-respondents in extracurricular activities described?
4. What is the level of academic performance of the student-respondents?
5. Is there a significant difference on students' level of involvement in extracurricular activities when grouped according to profile?
6. Is there a significant relationship between students' involvement to extracurricular activities and academic performance?

Methods

Research Design

In this study, the researcher used quantitative approach, more specifically descriptive research design aimed to explore the extent of student's participation in extracurricular activities and academic performance among secondary students. This study is expected to give description on student's involvement in any extracurricular activities. According to Susanti, et al. (2021), descriptive research design involves collecting of data in order to test hypothesis or answer questions concerning the current status of the subject of the study and to explore the causes of particular phenomena. In this study, the researcher wants to test the relationship between students' involvement to extracurricular activities to academic performance and when grouped according to profile.

Respondents and Location

The respondents of this study were the Grade 8 Junior High students from Zambales National High School enrolled in academic year 2022-2023 at Zone 6, Iba, Zambales, Philippines. Students from the special programs was the respondents of the research study. A total population of 165 respondents from six sections of Grade 8 Junior High School in Special programs was the respondents of the research study. There are twenty-nine (29) students from Darwin, twenty-eight (28) from Mendel, forty-four (44) comprise the section of Special Program in Arts, twenty (20) students in Special Program in Foreign Language, ten (10) from Special program in Journalism and thirty-four (34) students belong to Special Program in Sports. This study was conducted at Zambales National High School. The school is located at

zone 6, Iba, Zambales. Only the Grade 8 students who participate in extracurricular activities was the respondents in the study.

The Instrument

The main instrument that was used in gathering data for the present study was survey questionnaire. Students were administered a student survey (Part I) which asked for their sex, age, family monthly income and their involvement to extracurricular activities if any, they will answer from the sports, school clubs, debates, essay writing, dance, theatre or drama, quiz bee, poster or slogan making, journalism and others which they may specify and the level of involvement to extracurricular activities if any, they will answer from the scale ranging from 4 (Highly Involved), 3 (Involved), 2 (Slightly Involved) and 1 (Not Involved). Respondents were also asked about their general weighted average in third quarter. The researcher-made instrument underwent validation and demonstrated a Cronbach's alpha level value of 0.82 which interpreted as "Good".

Data Collection

After securing the endorsement letter from the School Division of Zambales, Philippines, the researcher personally distributed the questionnaires and retrieved them at the same time. The researcher explained to the respondents the significance of the study. And all the obtained information from the respondents were

treated confidentially. The collected questionnaire was checked and tallied

The sampling technique utilized in this study was total sampling. The Grade 8 students in Special Program of Zambales National High School were included as the respondent of the study to ensure the data to be gathered were most probably correct and accurate to be considered valid for this study. It is presumed to be the best and qualified respondent to supply the needed information in order to acquire the purpose and objective of this study.

Data Analysis

The researchers used the Statistical package for the Social Sciences (SPSS) to organized and process the data gathered. The following statistical tools were used in the analysis and interpretation of data from the research instrument. The statistical tool was frequency, percentage, weighted mean, Pearson – Product Correlation Coefficient and Analysis of Variance (ANOVA) with 0.05 alpha level of significance and their third quarter general weighted average.

Results and Discussion

1. Profile of the Respondents

Table 1 shows the result on the profile of the Grade 8 students-respondents in terms of sex, age and family monthly income.

Table 1. Frequency and Percentage Distribution of the Respondents' Profile

Profile		Frequency	Percent (%)
Sex	Male	66	45.52
	Female	79	54.48
	Total	145	100.00
Age Mean = 13.83 years old	16 & above	1	0.69
	14-15	95	65.52
	12-13	49	33.79
	Total	145	100.00
Family Monthly Income Mean = Php 21,017.63	30,001 and above	33	22.76
	25,001-30,000	24	16.55
	20,001-25,000	20	13.79
	15,001- 20,000	19	13.10
	10,001-15,000	17	11.72
	10,000 below	32	22.07
Total		145	100.00

Sex. With a total of 145 respondent, 66 or 45.52% are male students and 79 or 54.48% are female. This means that majority of the respondents in Grade 8 Special programs section are female.

Age. A total of 145 respondents, there are 49 or 33. 79% respondents from 12-13 age group, 95 or 65.52% respondents from 14-15 age group and only 1 or 0.69% respondent from 16 and above age group. The mean age was 13.83 years old. This age is the appropriate age of Grade 8 students.

Family Monthly Income. There are 32 or 22.07% respondents from the group of 10, 000 below, 17 or 11.72% from the group of 10,001-

15,000, 19 or 13.10% from the group of 15,001- 20, 000, 20 or 13.79% from the group of 20,001-25,000, 24 or 16.55% from the group of 25,001- 30,000 and 33 or 22.76% belong to the group of 30,001 and above family monthly income. The mean monthly family income is Php 21, 017.63. In this study, findings shows that majority of the respondents monthly family income is 30, 001.

2 and 3. Level of Involvement of the Respondents in Extracurricular Activities

Table 2 presents the Level of Involvement of the Grade 8 students-respondents in Extracurricular Activities.

Table 2. Level of Involvement of the Respondents in Extracurricular Activities

Extracurricular Activities	Mean	Descriptive Rating	Rank
Sports	2.46	Slightly Involved	1
School Clubs	1.89	Slightly Involved	4
Debates	1.40	Not Involved	9
Essay writing	1.87	Slightly Involved	5
Dance	2.23	Slightly Involved	2
Theatre/ Drama	1.57	Not Involved	6
Quiz bee	1.44	Not Involved	8
Poster/Slogan Making	2.11	Slightly Involved	3
Journalism	1.50	Not Involved	7
Overall Weighted Mean	1.83	Slightly Involved	

Sports obtained a mean of 2.46 and rank 1st and interpreted as "Slightly Involved". Sports and its associated competitions across the globe have made participation in sports appealing to various parts of the world. It is asserted that, inside a healthy body is a sound mind. Previous studies show the extent of sports participation on student health and academic performance. The overall weighted mean for level of involvement of the respondents in extracurricular activities Grade 8 students in special programs sections was 1.83 with Descriptive Rating of Slightly Involved.

According to Rees and Sabia (2021) discuss the importance of exercise in correcting children's mental perceptions and physical activities teaches students to cultivate discipline, unity and cooperation. Through sports,

students learn social and cognitive skills (Yarkwah & Agyei, 2020).

Debates is least from the rank which obtained a mean of 1.40 and interpreted as "Not Involved". This means that the respondents are not interested in joining any debates. The characteristics of the respondents must be considered. English is not the first language of the respondents, this can affect their involvement in debates, due to fear of making error.

According to Greenwood (2023), even the most confident student can be hesitant to speak out verbally due to social pressure involved with speaking aloud in front a group of their peers. The language barrier is the most significant obstacle since it impairs one's capacity to communicate with others, which is necessary for conveying your thoughts (Ashifa, 2021).

4. Level of Academic Performance of the Respondents

Table 3. Level of Academic Performance of the Respondents

Descriptive Rating	Numerical Rating	Frequency	Percent
Outstanding	96-100	6	4.14
Very Satisfactory	90-95	75	51.72
Satisfactory	85-89	47	32.41
Fairly Satisfactory	80-84	17	11.72
Poor	70 - 79	0	0.00
Total		145	100.00
Mean		89.71	
Descriptive Rating		Satisfactory	

Table 3 showed the Level of Academic Performance of the Grade 8 students of Zambales National High School.

The Level of Academic Performance of the respondents is presented as Table 3. The descriptive rating of Outstanding with numerical rating from 96-100 has a frequency of 6 or 4.14%, Very Satisfactory has a frequency of 75 or 51.72% and numerical rating of 90-95, Satisfactory with numerical rating from 85-89 has a frequency of 47 or 32.41%, Fairly Satisfactory has a frequency of 17 or 11.72% and numerical rating from 80-84, and lastly the descriptive rating of Poor from numerical rating of 70-79 has 0 frequency and percentage. The mean of academic performance of the respondents is 89.71 and descriptive rating of Satisfactory. The respondents of this study belong to the special programs of the school which consists of different learning specialization. This section has a maintaining grade of 85%, this maintaining grade is reflected on table 8 where the overall mean of the respondent's is 89.71 for the level of academic performance. The

academic performance is among the several components of academic success. Many factors including socioeconomic status, student temperament and motivation and parental support influence academic performance.

Students' Academic performance is one of the important indicators in the assessment of quality education and all efforts and stretches of educational system are needed to achieve the goal (Ghafoor et. al., 2020). The factors affecting academic achievement survey showed that various factors, apart from individual abilities, have an impact on academic performance such as learning styles (Hannan et. al., 2020) defined as preferred and unique ways used by individuals to learn and recall information (Jiraporncharoen et.al., 2015 & Samarakoon et al., 2013). Academic performance is the extent to which a student, teacher or institution has attained their short or long-term educational goals and is measured either by continuous assessment or cumulative grade point average (Tedese, Yeshaneh & Mulu, 2022).

5. Test of Significant Difference on Level of Involvement of the Respondents in Extracurricular Activities When Grouped According to Profile Variables

Table 4. Test of Significant Difference on Level of Involvement of the Respondents in Extracurricular Activities When Grouped According to Profile Variables

Source of Variations		df	F	Sig.	Decision/ Interpretation
Sex	Between Groups	1	0.21	0.64	Accept Ho Not Significant
	Within Groups	143			
	Total	144			
Age	Between Groups	2	1.28	0.28	Accept Ho Not Significant
	Within Groups	142			
	Total	144			

Source of Variations		df	F	Sig.	Decision/ Interpretation
Family Monthly Income	Between Groups	5	0.54	0.75	Accept Ho Not Significant
	Within Groups	139			
	Total	144			

Table 4 showed the Test of Significance Difference on Level of Involvement of the Respondents in Extracurricular Activities when Grouped According to Profile Variables.

The Level of Involvement of the Respondents in Extracurricular Activities According to profile was represented in the table above. Table 4 shows the variations among respondents in terms of sex age and family monthly income. Sex showed a significant value of 0.64 which is greater than the alpha level of significance of 0.05, therefore there is no significant difference on the extracurricular activities. The age showed a significant value of 0.28 which is greater than the alpha level of significance of 0.05, therefore there no significant difference on the extracurricular activities. Family monthly income of the respondents showed a significant value of 0.75 which is greater than the alpha level of significance of 0.05, therefore there no significant difference on the extracurricular activities of the respondents. Extracurricular activities play a vital role in building positive relationships between teachers, students and other stakeholders. Table 9 showed that regardless of the sex, age and family monthly income of the respondents the students still participate in any extracurricular activities offered in their school. Through extracurricular activities, students are capable of brainstorming and developing a sense of being an active member in a group by contributing when the discussion is underway.

The findings of the current study showed that there is no significant difference on the level of involvement of respondents in extracurricular activities when group according to their profile variables (sex, age and family monthly income). However according to Garcia (2022). The proportion of boys and girls playing on a sports team increased between 1998 and 2020, despite some fluctuations during that period. For example, 44% of boys were on a sports team in 2020 compared with 41% in

1998. Sports have consistently been more popular activity among boys than girls. In 2020, 44% of boys participated in sports-related activities while about one-third (35%) of girls did so. The pattern was similar in 1998, when 41% of boys played sports compared with 30% of girls. In contrast to sports, girls joined clubs in higher proportions than boys. In 2020, 29% of girls and 24% of boys were involved in clubs. And girls also participated more often in music, dance, language or other lessons compared to boys. On the other hand, Gold-Watts, et.al (2020) argue although biological changes are shaped by gender norms, extracurricular activities help students to understand their bodies which in turn allow them to develop coping mechanisms in addressing biological challenges.

A study conducted by Meier et. Al. (2018), the respondents of the study was the high school students especially grade eight, tenth and twelfth. Results showed that school-based activity profiles by gender demonstrating large and significant trend differences, girls increased their participation in both sport and non-sport activities from a low of 38% in the early years of observation to a high of about 54% in the late 1990s and again in 2011. Boys, on the other hand, decreased their proportion in both sport and non-sport activities from 52% in the late 1980s to 44% in the most recent years. The trends lines indicate that over time girls transferred their participation away from only non-sport activities to participation in both sport and non-sport activities and only sport activities. Boys' pattern of only non-sport participation is lower overall and more level over time. Regarding levels, a higher proportion of boys than girls participate in only sport activities. However, both boys' and girls' participation in only sport activities has grown over time. The proportion of boys who are non-participants is higher than that of girls, but trend lines do not show much change over time.

The results of the current study in table 4 showed that family monthly income was not significant on the level of involvement of the respondents in extracurricular activities. However, according to Snellman, et al. (2015), students from socioeconomically advantaged homes tend to participate in extracurricular activities more often than students from

disadvantaged homes. One of the main reasons for this is inequality of access. Furthermore, Oberle (2019), socioeconomically advantaged families also have cultural, social, and economic resources that help them obtain information about high quality extracurricular education or activities, pay fees and related costs, and make long term commitments.

6. Test of Significant Relationship between Level of Involvement and Academic Performance of the Respondents

Table 5. Test of Significant Relationship between Level of Involvement and Academic Performance of the Respondents

Source of Correlations		Involvement	Decision/ Interpretation
Academic Performance	Pearson Correlation	-0.021	No Relationship Accept Ho
	Sig. (2-tailed)	0.799	Not Significant
	N	145	

The Level of involvement with a significance value of 0.799, therefore the null hypothesis is accepted, there is no significant relationship on the academic performance of the respondent's and showed an interpretation of "No Relationship". The overall total number of the respondents involved in extracurricular activities are 145 respondents. From the results above it can be concluded that student's involvement in extracurricular activities has no relationship to their academic performance. One factor to be considered is that the respondents belonging to special program sections offered in school has a maintaining grades to be met. This quarterly grade serves as one of the bases for students to be included in those sections.

On the other hand, in the study of Ahmad et al. (2015), students who participated in extracurricular activities had a better attendance rate in class. The moment when students always participate in school activities, they tend to apply their knowledge in every way possible. Also, as the students continue to participate in these kinds of activities, their performance in academics boosts linked to good outcomes. The elements influencing academic accomplishment can be loosely characterized as follows: psychological perceptions, student skills and environmental perspective (Al-Abyadh & Azeem, 2022). Learning can be considered as change that is permanent in nature because

change is brought into students by a teacher through techniques like developing specific skills, changing some attitudes, or understanding behind a learning environment (Munna & Kalam, 2021). These extracurricular activities are often seen as an extension of the educational program. Thus, it allows the students who participate in these activities to develop their skills in different fields such as leadership, sportsmanship, self-discipline, self-confidence and their ability to communicate well with their fellow students. According to Coulangeon (2018) adolescent participation in sports has been linked to higher academic achievement in France. More broadly, extracurricular activity involvement was found to have a positive relationship with academic achievement in the United States (Carbonaro & Maloney, 2019). However, many also believe that these activities may affect student performance negatively due to conflicting time requirements and competing schedules, even if they do enhance students' ability to cooperate and be active in school.

Based from the findings, it concludes that majority of the respondents were age 13-14 years old, female, and belong to a family with a monthly income of Php 21,017.63, which falls within the medium income bracket as defined by the Philippine Statistics Authority. Sports garnered the greatest level of participation, whereas students refrain from engaging in

debates. The degree of participation in extracurricular activities was characterized as slightly involved. The student responders were graded as satisfactory in terms of their academic achievement. There is no significant difference in the level of involvement among the respondents when grouped based on their profile factors and academic results.

It is advisable for all secondary schools to recognize the benefits of extracurricular activities in fostering students' personal growth. These activities provide experiences that cannot be obtained in the classroom. By offering a wide range of extracurricular options at a low cost, schools can motivate students to participate and potentially create positive experiences. School counselors may collaborate with children to ascertain whether extracurricular activities align with their interests and proficiency. Extracurricular activities may be seen as a reflection of students' abilities and interests, which will benefit them in the future. It is important to approach these activities with respect and fairness.

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