CO-CURRICULAR ACTIVITIES AND ACADEMIC PERFORMANCE OF JUNIOR HIGH SCHOOL STUDENTS: BASIS FOR AN INTERVENTION PROGRAM

_____

A Thesis

Presented to

the Faculty of the College of Graduate Studies

SAMAR COLLEGE

City of Catbalogan

_____

In Partial Fulfillment

of the Requirements for the Degree

MASTER OF ARTS IN EDUCATION

(Educational Management)

_____

ANTONIA Y. TABANAO

April 2020

A P P R O V A L S H E E T

In partial fulfillment of the requirements for the degree in **MASTER OF ARTS IN EDUCATION** major in **EDUCATIONAL MANAGEMENT**, this thesis entitled **"CO-CURRICULAR ACTIVITIES AND ACADEMIC PERFORMANCE OF JUNIOR HIGH SCHOOL STUDENTS: BASIS FOR AN INTERVENTION PROGRAM"** has been prepared and submitted by **ANTONIA Y. TABANAO** who, having passed the comprehensive examination, is hereby recommended for oral examination.

CRISTA JOY ABOGADIE-TORBILLA, PhD
Adviser

Approved by the Committee on Oral Examination on **7 November 2020** with a rating of **P A S S E D**.

NIMFA T. TORREMORO, PhD
Dean, College of Graduate Studies
Chairman

LETECIA R. GUERRA, PhD
VP for Basic Education
Samar College, Catbalogan City
Member

IMELDA M. UY, EdD
Pub. Schools Dist. Supervisor
Catbalogan City Division
Member

MICHELLE L. MUSTACISA, PhD
Pub. Schools Dist. Supervisor
DepEd, Catbalogan City Division
Member

GUILLERMO D. LAGBO, DPA
Statistical Specialist II
PSA, Samar
Member

Accepted and approved in partial fulfillment of the requirements for the degree in **MASTER OF ARTS IN EDUCATION** major in **EDUCATIONAL MANAGEMENT.**

NIMFA T. TORREMORO, PhD
Dean, College of Graduate Studies

Date of Examination:

7 November 2020

A C K N O W L E D G M E N T S

Grateful acknowledgement and sincere appreciation are expressed by the researcher to the following persons who made possible the accomplishment of this thesis:

To **Dr. Crista Joy Abogadie Torbila**, her thesis adviser, for the expertise, patience in reading, motivation, enthusiasm, immense knowledge, guidance, and dedicated advisory from the first to the final draft, which helped in the completion of this research work;

To **Dr. Nimfa T. Torremoro**, Dean of the Graduate Studies and Chairman of the Panel of Oral Examiners, for her recommendations, assistance, encouragement, and support for the researchers' professional development.

To the members of the Panel of Oral Examinations: **Dr. Letecia R. Guerra**, Vice-President for Basic Education Program, **Dr. Michelle L. Mustacisa**, Education Supervisor, DepEd Division of Catbalogan City, and **Dr. Imelda M. Uy**, Public Schools Division Supervisor, for their constructive criticisms, suggestions, and support to improve the manuscript;

To **Dr. Guillermo D. Lagbo**, Statistical Specialist, PSA Samar Branch, Catbalogan City, the researcher's thesis statistician and Panel Member, for his professional guidance and continued efforts in analyzing the data as

well as in making the necessary changes and suggestions in the manuscript;

She cannot forget the friendly affection and cordial co-operation of **Dr. Rezy** for sharing her precious time not only during the course of investigation, but also in strengthening inner power to achieve the target and for her learned advice and constant encouragement.

To **Dr. Mercedes P. Daco**, the outgoing Principal and to her School Head, **Noel Dacanay Ebias**, for the valuable help and support;

She also pays thank to the staff of Casandig National High School for their unending help during the research process.

She cannot forget the friendly affection and cordial co-operation of the parents, LGU officials, and Junior High School Students who served as the potent source of information in order to come up with the findings of this study. For sharing their precious time not only during course of investigation, but also in strengthening inner power to achieve the target.

To her children, **Jefferson**, **Jeoffrey**, and **Jefford** and her loving husband, **Bonifacio C. Tabanao Jr.**, who served as her strength and inspiration in life. Their love and encouragement have kept her going through this journey.

Words cannot be found to express her gratitude. She also

appreciates all her friends who, in one way or another, have been there and have continually prayed for her success.

Above all, she offers her heartily devotion to "The Almighty" for the blessings bestowed on her life. Who has provided all that was needed to complete this study.

A million thanks to all . . .

A.Y.T

D E D I C A T I O N

To my husband, **Bonifacio**, for his moral and financial support, unceasing inspiration, and most needed love while this research endeavor was in progress;

To my children:

Jefferson;

Jeoffrey;

and **Jefford**;

also to my **brothers** and **sisters**, **relatives** and **friends**, who are always there to comfort me during my hardest times,

To them, this masterpiece is lovingly

and heartily dedicated.

Antonia

A B S T R A C T

Research Title: **CO-CURRICULAR ACTIVITIES AND ACADEMIC PERFORMANCE OF JUNIOR HIGH SCHOOL STUDENTS: BASIS FOR AN INTERVENTION PROGRAM**

Researcher: Antonia Y. Tabanao

Accession Number:

Language Used: English

Research Type: Thesis

Discipline Group: Educational Management

Program: MAEd

Full Title of Degree: Master of Arts in Education – Educational Management

Year Completed: 2020

Keyword: Co-curricular Activities
Academic Performance
Junior High School Students
Intervention Program

This study determined the extent of involvement of Junior High School students in co-curricular activities and their academic performance in Casandig National High School, Schools Division of Samar for the School Year 2019-2020. Specifically, it sought to answer the following questions: 1) what is the profile of student-respondents in

terms of the following profile variates: age and sex, religion, parents' highest educational attainment, parents' occupation, gross monthly family income, general average for the last school year, and attitude toward co-curricular activities.

Likewise, it answered also the following questions: 2) what is the extent of involvement in co-curricular activities of the student-respondents along the following: campus journalism, sports activities, scouting, literary/academic contests, cultural, and student government; 3) is there a significant relationship between the perceived extent of involvement in co-curricular activities of student-respondents and their profile variates; and 4) what intervention program may be evolved from the findings of the study.

From the afore-listed specific questions, the following hypothesis was drawn and tested in this study: there is no significant relationship between the perceived extent of involvement in co-curricular activities of student-respondents and their profile variates.

The findings of the study revealed that the extent of involvement in co-curricular activities of student-respondents, they were slightly involved along campus journalism, sports activities, scouting, literary/academic

contests and cultural activities while they were moderately involved along student government.

Furthermore, in associating linear relationship between the extent of involvement of student-respondents in co-curricular activities and their profile variates, it was found significant in terms of age, sex, parents' highest educational attainment, and attitude toward co- curricular activities while it was found not significant in terms of religion, parents' occupation, gross monthly family income, and general average for the last school year.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

Chapter 1

THE PROBLEM AND ITS BACKGROUND

Introduction

School activities play a very important role in the total growth and development of students. Education is a broad concept which transcends the four walls of a classroom. Total education is the type of education that focuses on the overall development of the child. Such education comprises curricular and co-curricular activities. Some examples of co-curricular learning opportunities include participation in clubs, organizations, associations, student government, athletics, arts, community service, committee membership, and student life workshops. Co-curricular activity is conceptualized as an out-of class activity, supervised and/or financed by the school, which provides curriculum-related learning and character building experiences. These activities are meant to add to the total development of the student during his/her four years education in the junior high school.

The Department of Education issued DepEd Order Number 66, Series of 2017 implementing guidelines on the conduct of off-campus activities dated December 27, 2017. It was clearly stated that all co-curricular and extra-curricular activities will ensure relevance and alignment with

educational competence of the k to 12 curriculum and leadership development of learners; uphold child protection principles and that no learner shall be disadvantaged in any form and observe the safety and security protocols for all participants before, during, and after the activity. To realize the mandate of the Department of Education on the implementation of the guidelines in the conduct of off-campus activities, DepED Nueva Ecija Division published an article on "Understanding Co-Curricular Activities" in their website through authored by Noora dated May 22, 2017.

On the other hand, DepED Bohol Division issued a Division Memorandum Number 039, Series of 2018, entitled Dissemination of DepED Order Number 66, Series of 2018 as part of their information dissemination campaign. In the memorandum, it was emphasized that the students' full development is not dependent merely on books and lectures. This is the reason why further integration and innovations are administered in various educational institutions worldwide to discover the full potential of individuals rather than just focusing on the mastery in academics.

As expressed in the Philippine Constitution, education is one of the priorities of the state. The government should lead in ensuring its quality and accessibility. In addition, as stipulated in the Senate Bill Number 911, one of the biggest foundations of a progressive nation is an

educated population. To do this, there is a prime need of striking a balance between curriculum, academic and co-curricular activities (Devora, 2015:1-3). These activities work hand in hand in the holistic development of personalities and create a horizon for systematic and meaningful learning opportunities and prepare students for the future (Sushna, 2016:5).

In Casandig National High School 65 percent was noted as the participation rate of the students in co-curriular activities for the past three years which showed they recognize its intention to bring social and intellectual skills, moral, cultural and ethical values, personality development, and academic advancement. Likewise, co-curricular activities is aimed at improving entry in various aspects of quality education.

Premised on the foregoing citations, the researcher conducted this study to find out the extent of involvement in co-curricular activities of junior high school students as basis for an intervention program in Casandig National High School.

Statement of the Problem

This study determined the extent of involvement of Junior High School students in co-curricular activities of junior high school students in Casandig National High

School, Schools Division of Samar for the School Year 2019-2020.

Specifically, it sought to answer the following questions:

1. What is the profile of student-respondents in terms of the following profile variates:

1.1 age and sex;

1.1 religion;

1.2 parents' highest educational attainment;

1.3 parents' occupation;

1.4 gross monthly family income;

1.5 general average for the last school year; and

1.6 attitude toward co-curricular activities?

2. What is the extent of involvement in co-curricular activities of the student-respondents along the following:

2.1 campus journalism;

2.2 sports activities;

2.3 scouting;

2.4 literary/academic contests;

2.5 cultural; and

2.6 student government?

3. Is there a significant relationship between the

perceived extent of involvement in co-curricular activities of student-respondents and their profile variates?

4. What intervention program may be evolved from the findings of the study?

Hypothesis

Based on the formulated specific questions, the following hypothesis was drawn and tested in this study:

There is no significant relationship between the perceived extent of involvement in co-curricular activities of student-respondents and their profile variates.

Theoretical Framework

This study was anchored on the following theories: the Theory of Socio-Cultural Human Learning by Vygotzky, the Theory of Socio-Cultural Development by Vgotsky, and the Theory of Experiential Learning by Kolb.

According to Vygotsky's theory, the Theory of Socio-Cultural Human Learning describes learning as a social process and the origination of human intelligence in society or culture. He believed that everything is learned on two levels. First, through interaction with others and secondly, through integration into the individual's mental structure. The Theory of Socio-Cultural Learning by Vygotsky explains further, that learning occurs during social interactions between individuals. It is one of the

dominant theories of education today. It believes learning happens first through social interaction and second through individual internalization of social behaviors.

Additionally, Vygotsky also espoused the Theory of Socio-Cultural Development by stating that learning and development happens in social interaction. It emphasizes the mediating role of social interaction on the construction of knowledge. It shapes the early childhood education curriculum and pedagogy in a significant way (Hedge & Cullen 2011:109-120). He believed that formal and conceptual knowledge emerges from a repertoire of daily experience and interaction with adults and peers. Children may work with tools or artifacts together with an adult, via language, signs and symbols; knowledge, cultural norms and rues are gradually internalized to be a part of the children's thinking. At different grade levels, the teacher needs to measure what the students cannot do by themselves but are able to do with help from the teacher or more skillful peers, which is defined as the Zone of Proximal Development (ZPD).

It is true that much of the child's intellectual development happens to a great extent, in the classroom itself. But, various other aspects of his personality such as emotional development and social skill development happen through co-curricular activities to a large extent.

The key role and importance of co-curricular activities cannot be denied in holistic development. The goal of co-curricular activities is to give better fitness to students and inculcate a sense of sportsmanship, competitive spirit, leadership, meticulousness, cooperation and team spirit. Thus, many institutions are appreciating the importance of co-curricular activities and integrating a number of co-curricular activities in their syllabus and making it mandatory for the students to choose their interest in co-curricular activities from a list of options. The hidden motive behind all this is to develop self-confidence and trust in others.

Co-curricular activities in school help hone the talents of young minds and give them an opportunity to develop their specialized skills. Competitions that are organized can create a competitive environment and help them work towards continuous improvement in their skills. Therefore, a number of schools are now understanding the importance of co-curricular activities right from the early stages of school so that students can benefit in the future as well

Moreover, The Theory of Experiential Learning by Kolb which states that learning is described as a four-stage process consisting of concrete experience, reflective observation, abstract conceptualization, and active

experimentation. One of the key defining characteristics of the Theory of Experiential Learning is the role of purposive experience in learning (Kolb, 2010:12-15). A purposive experience involves creating the most effective conditions for learning, by linking real-world experience to intended learning outcomes, and balancing all four learning modes. Accordingly, learners may enter the cycle with a preferred learning style, but require the abilities within each stage for learning to be most effective.

Supporting the use of Kolb's Theory of Experiential Learning in co-curricular activities, Kuh (2013:23) has published extensively on creating engaging high-impact practices in colleges and universities through the use of the experiential learning cycle. According to Kuh, facilitating high-impact student learning in higher education requires teaching students to reflect–think about experiences inside and outside the classroom, integrate–see the connections between different courses, out-of-class experiences and life beyond the institution, and apply–use what one has learned in different settings by identifying contemporary challenges and presenting novel approaches and practices. Furthermore, Kuh strongly emphasizes the interrelation between curricular and co-curricular experiential learning as a part of holistic student development.

In consonance with the above theory, Chickering (2013) developed a Psycho-Social Model which is the well-known applied theory of student personal development. He proposed seven vectors along which traditionally aged college students develop, which included achieving competence to include intellectual, physical, and social; managing emotions, becoming autonomous, establishing identity, freeing interpersonal relationships, clarifying purposes, and developing integrity.

The foregoing theories mentioned undeniably suggested that students should be given more and more opportunities to explore their interests and abilities and the importance of co-curricular activities cannot be denied. In order to instill the 'all-rounder' factor in students, co-curricular activities in school are being integrated in the academic curriculum in schools across several countries in the world. The importance of co-curricular activities in the integrative school curriculum is being appreciated.

The rewards of co-curricular activities in schools have been researched pretty well and it is now ascertained that students who participate in these activities show better academic results, stronger relationships in schools and are more likely to lead a healthy and active lifestyle.

Conceptual Framework

Figure 1 shows the conceptual framework of the study elucidating the working process undertaken.

The base of the schema represents the research environment which is in the Casandig National High School under the Schools Division of Samar and the respondents of the study which are the Junior High School Students. It is connected to the big frame above signifying the development of the study.

The first bigger frame contains the variables considered in the study. The lower frame reflects the extent of involvement in co-curricular activities in terms of campus journalism, sports activities, scouting, literary/academic contest, cultural, and student government. Furthermore, the top box reflects the students' profile variates in terms of age and sex, religion, parents' educational attainment, parents' occupation, gross monthly family income, general average for the last school year, and attitude toward co-curricular activities which was associated with the extent of involvement in co-curricular activities for any significant linear relationship.

After going through the aforesaid processes, findings and implications were drawn which provided feedback mechanism to the respondents of the study. The same

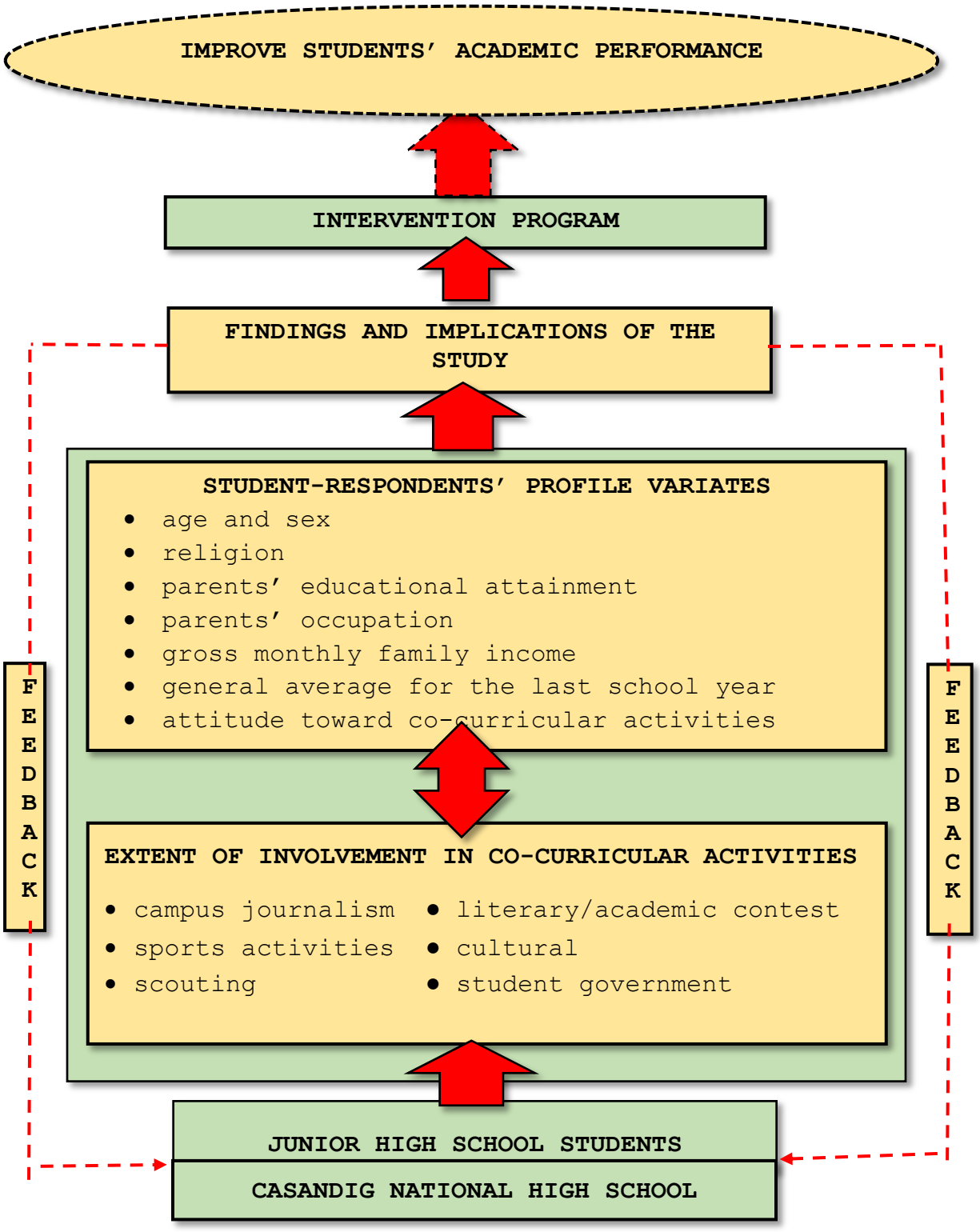

Figure 1. The Conceptual Framework of the Study

findings and implications of the study served as a springboard for the proposed intervention program that, in turn, led to the ultimate aim of the study which is improved students' academic performance.

Significance of the Study

The findings of the study were beneficial to the following groups of individuals: junior high school students, advisers of school organizations, teachers, school administrators, DepEd key officials, parents, and future researchers.

To the Junior High School Students. The students would benefit from the outcome of this study since they are the primary recipients of the output of this study. This will serve as springboard on their active involvement in co-curricular activities and developed socially and physically.

To the Advisers of School Organizations. The advisers of school organizations would be benefited by the findings of this study through the assurance that their objectives would be attained with remarkable successes.

To the Teachers. The findings of this study would benefit them since it would serve as inputs for them the importance of involvement in co-curricular activities through proper management of time and efforts.

To the School Administrators. The findings of this study would be used by the school administrators to reinforce or to give support to the different school organizations participated by the students with the end in view to enhance their personal development.

To the DepEd Key Officials. Through the findings of the study, the DepEd key officials would be given sufficient and complete information of participation of the students in co-curricular activities.

To the Parents. The result of this study would give the parents firsthand information with regards to the influence of school organizations to the academic performance of the pupils. With this knowledge, they would not be apathetic to school organizations instead they would encourage their children to join such organizations.

To the Future Researchers. The findings of this study would be beneficial to the future researchers as a source of related study in the conduct of similar or sequel study.

Scope and Delimitation

This study focused on the determination of the extent of involvement in co-curricular activities along campus journalism, sports activities, scouting, literary/academic contest, cultural, and student government. It involved the 228 junior high school students in Casandig National High

School under the Distrit of Wright II, Schools Division of Samar.

The profile of the student-respondents as covariates to the extent of involvement in co-curricular activities were also determined in terms of age and sex, religion, parents' educational attainment, parents' occupation, gross monthly family income, general average for the last school year, and attitude toward co-curricular activities

The study was conducted during the School Year 2019-2020.

Definition of Terms

In order for the readers to have a better understanding of this study, the following terms are herein defined conceptually and operationally.

Academic contest. Operationally, this is a contest pertaining to the basic knowledge learned by pupils in the different learning areas such as in English, Mathematics, Science, and others.

Academic Performance. This term represents the knowledge and skills that students have mastered in a subject or a course. It is basically a measure of how well students have performed in the various assessment items set for them based on some educational criteria determined by educators (Lee, 2010:32). In this study, this refers to the

general average of the students for the previous years in all subject area.

Athletics. This term refers to activities and undertakings designed to develop sportsmanship and athletic skills among personal and pupils. Operationally, this term refers to the different sports activities undertaken by the school which develops the agility and endurance of pupils in terms of body and muscular movements. This includes plain sports done during Physical Education periods and competitive sports.

Achievement. It refers to the measure of the extent to which a person has acquired certain information or mastered skills usually as a result of specified instruction (Rivera and Sambrano, 1992:165). In this study, it refers to the mean percentage score of the target pupils as measured by the District Achievement Test.

Campus Journalism. In a broader sense, this term refers to mass-communication activities which pertain to the collection and publishing of news related materials for general and specialized segments in the school environment. Specially in this study, this term refers to activities pertaining to school publications for consumption of the teachers, students, as well as administrators.

Co-curricular Activities. Refers to the activities that take place outside the classroom but reinforce or

supplement classroom curriculum in some way. They are ungraded and do not offer any form of academic credit, but they do provide complementary learning of some form. Examples of co-curricular activities might include National Honor Society, student council, school sports teams, math clubs, chess clubs, talent shows, spelling bees, writing competitions, debates, mock trials, school newspapers, and drama productions. All of these activities take place outside the traditional classroom and offer no grade or academic credit, but they provide supplementary and complementary instruction and education for students (https;//study.com/academy/ lesson/ co-curricular-activiteis- definition- advantages-disavantages.html, 15 January 2019).

Competitive sports. Conceptually, this term is defined as an athletic contest or game commonly played between two teams each representing some organization such as a school or a college (Good, 1983:551). In this study, this term is defined as the sports undertaken by the pupils as competition during school meets. This includes basketball, baseball, volleyball, softball, sipa, track and field, and others.

Involvement. This term refers to the amount of physical and Psychological energy that the student devotes to the academic Experience. In this study, this refers to the actively

participation of students in organizations, interacts frequently with faculty members and other students.

Performance. This refers to the act of doing; also the thing done; execution completion; action; achievement (Webster, 1987: 9377). Operationally, this refers to accomplishment attained by teachers in their subject taught under learners' achievement in the RPAST/IPCRF. This further refers to the teachers' efficiency rating given by their immediate head or supervisor for the School Year 2019-2020.

School Organizations. This term refers to the different clubs, associations and organizations duly recognized by the school that facilitate in the development and enhancement of potentials, talents and skills of individuals (Dictionary of Education, 1973:1817). In this particular study, this term refers to the existing association, clubs and organizations where the elementary grade pupils had the opportunity to join as members and undertake activities which fall under the following categories: curricular; co-curricular, and extra-curricular.

Sports Activities. It refers to a "human activity that involves specific coordination; organization and a historical background of rules which define the object and limit the pattern of human behavior; it involves

competition or challenge and a definite outcome primarily determined by physical skills.

Student. This term defined as a learner or someone who attends an education. In this study, the term refers to the junior high school students of Casandig National High School.

Students' Involvement. In this study, it refers to the extent to which the junior high school students get involved in the different sports activities in the different levels.

Teachers. This term refers to all persons engaged in teaching at the junior high school levels, whether on full-time or part-time basis, including industrial arts or vocational teachers and all other persons performing supervisory and/or administrative functions in all schools in the aforesaid levels and qualified to practice teaching. Operationally, this will be referring to the secondary teachers of Casandig National High School.

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presents the review of related literature and related studies which have direct or indirect bearing on the research problem and the variables considered in the study.

Related Literature

The following are citations taken from various published materials including electronic sources.

Co-curricular activities are very important part and parcel of educational institutions to develop he students' personality as well as to strengthen the classroom learning. Co-curricular activities facilitate in the development of various domains of mind and personality such as intellectual development, emotional development, and aesthetic development. The integration between student involvement and academic performance must be considered as a contributing facet to a student's success during his or her tenure on campus. Bergen-Cico and Viscomi (2013) documented that students' academic success is enhanced by participation in co-curricular activities.

Additionally, prior studies have shown that student participation in co-curricular activities provides students

with a sense of community on campus, improves student engagement, fosters institutional commitment, and increases students' commitment to learning (Forrester & Noel-Elkins, 2011:23).

Therefore, co-curricular activities in students' academic performance helps develop the all-round personality of the students to face undaunted task and turbulent world of future. One study conducted by the National Longitudinal Study, found out that participation in some activities improves achievement and also can diminishes academic performance. The co-curricular activities make the students fit for the future time and develop a sense of competitive spirit, cooperation, leadership, diligence as well as it provides backdrop for the development of their creative talents. Co-curricular activities are vital because even though they are not a part of the core curriculum, they play a very crucial role in giving the young boys and girls the ability to mould their lives to become well-rounded people. The school activities have to be designed purposefully to give an apt mix of student's participation in academics and also create a chance for all round development.

According to Lemire (2017), many school districts are cutting or eliminating their athletic programs, band programs, and music programs in order to save money for

their academic programs. The economy is forcing school districts to make tough decisions concerning all the programs they offer their students. Before the school districts cut the non-essential academic programs, the school districts need to investigate the impact of these programs may have on student achievement.

Dickinson and Adelson (2016) measured the content validity of the required state assessment, the ACT test, and student GPA using a multitrait-multimethod (MTMM) approach. Although state assessments and the ACT test measured student achievement, state assessments were linked to a specific course curriculum or instructional sequence, whereas the ACT test was a broad measure of cumulative prior knowledge across all academic years and areas. Performance on the ACT and state assessments were found to have a stronger achievement construct than GPA, meaning that data obtained from these measures were better able to identify gifted students and predict future academic outcomes (Dickinson & Adelson, 2016).

Similarly, Jaakkola et al. (2015) found that fundamental movement skills (basic movements such as stretching, throwing, kicking, and running) predicted academic performance in 9th grade students, suggesting that activities promoting those skills might be beneficial to students as well. This process works similarly to those

described in the section concerning intensity. Some physical activities seem to activate neural pathways that lead to better cognitive functioning while others do not (Jaakkola et al., 2015). Again, future research should focus on different kinds of physical activity and the way they might affect academic performance.

Cash (2014) reported that most states do not place any academic requirements on participation in students' clubs, participation in the band, participation in the chorus, and participation in the orchestra. Academic clubs such as National Honor Society, Key Club, and Beta Club do require academic requirements. In some states, the marching band might have to meet the same requirements that athletes must meet in order to participate in competition. Additionally, states and school districts set requirements for participation in school athletics based on grades, attendance, and behavior (Cash, 2014).

The type of physical activity also affects academic outcomes. One particularly revealing article found that activities promoting cardiorespiratory capacity and motor ability benefitted students' academic performance, but activities promoting muscular strength were not significantly correlated with such performance (Esteban et al. 2014).

Massoni (2011) averred that conducting of co-

curricular activities in school has positive effect on students' performance. Current study on the impact of sport activities on the students' performance show inconsistency in the results. Co-curricular activities become or enable the children to show positive interaction among the society.

Co-curricular activities are important for students, and many colleges and universities have made them mandatory. They present an area of institutional activity in which to inculcate values, develop additional life skills, stimulate cooperation among students and provide opportunities for socializing while enjoying student life in beneficial, healthy ways.

Co-curricular activities also serve as an aspect of university life in which students can gain practical experiences they do not get from classes or lectures, although some co-curricular activities are related to students' courses of study. Co-curricular activities can help improve study performance by enhancing students' aspirations to further their education and by reducing absenteeism. Moreover, Mapuranga et al. (2012) observed that educators felt that participation was beneficial in numerous ways, including promoting academic success. In accounting, 92.5 percent of the educators agreed that learners should seriously participate in co-curricular

activities.

Activities on voluntary basis which are being offered by the school and are officially approved and have no extra marks or grades in exam are considered co-curricular activities (Lunenburg & Ornstein, 2012). Student participation in such activities depends on the opportunities which are being offered by school at different levels. Experience from these activities shape an alternative curriculum—one that helps to shape the behavior of the students and is well incorporated into the daily program of the school (Barbieri, 2010).

Similarly, Singh (2017) explained that co-curricular activities as activities conducted on or off school premises by clubs, associations, and organizations of students. In ancient times co-curricular activities are perceived as residential institution providing opportunities of social contacts on a large scale. The history of co-curricular activities dated back to 19th century when it first appeared in American colleges in the nineteenth century. In Ethiopia too, co-curricular has its root with the introduction of modern education.

Nowadays, schools have co-curricular activity implementing guidelines (Ritchie, 2018; Chingtham, 2016). Paul and Baskey (2012) stated that co-curricular activities provides additional activities for school students that

enhance social interaction, leadership, healthy recreation, self-discipline and self-confidence. These educative activities and experiences of school, comprise experiences inside as well as outside the class room, curricular as well as extra-curricular or co-curricular to cover all facts of growth pattern and ensure balanced development of the child and good citizenship for the country.

Ritchie (2018) and Bayat (2015) expressed that the physical, emotional, social, intellectual and spiritual development of the child is the prime concerns of the school through co-curricular activity engagement. However, in practical schools were giving less emphasis for co-curricular activities worldwide. For instance, in Philippines, members of co-curricular activities were not fully satisfied with resources and logistic supplies provided to utilize for the implementation of co-curricular activities (Abrea, 2015).

In Africa, same problems were manifested in school co-curricular activities. finding of Mbugua, Kaagema, and Nelson (2017), and Kisango (2016) research conducted in Kenya showed that in Africa too school based cocurricular activities were not supported well, not monitored and evaluated against the achievement of its goals and objectives.

The afore-cited citations helped the researcher in

substantiating the study at hand and proved the need to conduct it.

Related Studies

Co-curricular activities can support classroom-based learning while also providing students an opportunity for campus involvement and personal development outside of the classroom. This section presents citations sourced from books, magazines, and other published materials including electronic sources.

The study of Kariyana et al. (2019) entitled, "Benefits of Co-Curricular Activities to Academic Performance of Financial and Management Accounting Students," revealed that even educators are very positive about learners' participation in co-curricular activities. Feelings of belonging to school among students had been shown to be associated with academic engagement. The guidance from the parents and the teachers indirectly affect the performance of the students. Past research demonstrates that student involvement has a positive impact on cognitive growth. Students are introduced to a whole new horizon of activities that gives them a better insight and lets them choose what they enjoy and what they wish to learn. It broadens new horizons for them.

Being involved will require some organization and time

management on the part of the student—and that is a good thing. The amount of student learning and personal development associated with any educational program is directly proportional to the quality and quantity of student involvement in that program. The researchers got an interest in knowing that active participation in any co-curricular activities will affect the student's knowledge, skills, attitudes and academic performance. The researchers aimed to increase the level of awareness and understanding of the student with regards to the activities they engaged in.

The study cited posed similarity with the present study considering that both studies delved on co-curricular activities. However, they differed in the area of the study. While the previous study focused on the benefits derived from the involvement in co-curricular activities, the present study focused on the extent of involvement in co-curricular activities.

In the study of Wondimu and Gonfa (2019) entitled, "Co-curricular Activities and Its Contribution for Psychosocial Skills Development of Students in Upper Primary Schools of Sinana Woreda, Bale Zone, Oromia", disclosed that participating in co-curricular activity has played a pivotal role in boasting social skills such as building strong relationship and managing disagreements and

outbreak conflicts. And is a program that is out-of-class activity, supervised and/or financed by the school, which provides curriculum-related learning and character-building experiences.

The foregoing study was in parallel with the present study in the sense that both studies delved on co-curricular activities. However, they differed in the angle to which the study was conducted. The study of Wondimu and Gonfa focused on the contribution of co-curricular activities for psychosocial skills development of students while the present study focused on the extent of involvement of students in co-curricular activities.

A study by Siddiky (2019) entitled, "Developing Co-Curricular Activities and Extra-Curricular Activities for All-Round Development of the Undergraduate Students: A Study of a Selected Public University in Bangladesh" revealed that a good quality education provides all learners with capabilities they necessitate to become economically productive, develop sustainable livelihoods that would contribute to peaceful and democratic societies and individual well-being Hence, quality education not only involves sound formal academic learning but also includes a wide range of co-curricular activities performed by the students to reach their fullest potential.

Ensuring quality education itself is a goal of SDGs (Goal-4) and a means as well for achieving the sustainable development as a whole. It has been regarded not only as an integral part of SDGs but also as a key to promote lifelong learning opportunities for all. As such, it is one of the priority-areas in the SDGs adopted by the international community to foster the development of human capabilities so that they could contribute to the achievement of SDGs in order to make a sustainable, prosperous and equitable planet. However, to make sure quality education, it is very important to focus on co-curricular activities alongside formal academic learning so that all-round development of the learners can be ensured.

The previous study posed relevance with the present study considering that both studies delved on curricular activities. However, the two studies differed in the area of the study. The previous study delved on co-curricular and extra-curricular activities focused on the development of students while the present study delved on the co-curricular activities with focus on the extent of involvement of students.

Ritchie (2018), in his study entitled, “The Impact of Co-Curricular Activity Participation on Academic Achievement: A Study of Catholic High School Students,”

stated that the value of co-curricular participation would provide insights regarding the value of program offerings in support of the academic curriculum. All Catholic schools endure to create successful students. Providing out-of-class activities is helpful for the nation's future in that in can help in developing a good citizenry.

Moreover, the research has suggested that these co-curricular activities not only produce good citizens but also promote academic success. High school seniors who reported participating in academic co-curricular activities were three times more likely to perform in the top quartile in both mathematics and reading assessments as compared to non-participants.

The study of Ritchie was similar with the present study for the reason that both studies delved on the co-curricular activities participation or involvement. However, the two studies differed in the variables involved in the study. The former study delved on tbe impact of co-curricular activity participation to the academic performance of students while the present study delved on the extent of involvement of students in co-curricular activities.

Similarly, the study of Kisango (2016) entitled, "Factors Influencing Students' Participation in Co-Curricular Activities in Public Secondary Schools in Lamu

County Kenya," stated that co-curricular activities are the activities performed by students that do not fall in the realm of the ordinary curriculum of educational institution. Whether these activities have any relation with academic achievement or not, these are important in their own right due to many reasons. Many educationists believe that these active increase social interaction, enhance leadership quality, give a chance of healthy recreation, make students self-disciplined and confident.

The foregoing study posed similarity with present study because they both delved on students' participation on cu-curricular activities. However, the two studies differed in the process of the study. The previous study focused on the influence of students' participation in co-curricular activities while the present study focused on the evaluation of the extent of involvement of students in co-curricular activities.

According to Kimengi et al. (2014), in their study entitled, "Students' Co-Curricular Participation Perception and Academic Performance in Kenyan Secondary Schools," almost every student in the Kenyan education has experienced co-curricular activities either as a spectator or participant. Yet, outside athletic participation, research on the effects of participation in specific school activities (e.g. music, drama, netball, basketball,

football and volleyball) is scant. History suggests that participation in such activities as band, choir and orchestra have a positive effect on everything, from academic achievement to self-discipline and from citizenship to personal hygiene.

The foregoing study posed relevance to the present study due to the fact the two studies delved on the co-curricular activities and the participation of students. However, they differed in the process of the study. The previous study focused delve on the perception of the students regarding their participation with the co-curricular activities and academic performance. The present study was an evaluative study focusing on the extent of involvement of students with co-curricular activities in school.

Suleman and Phil Scholar (2014) in their study entitled, "Effects of Over-Scheduled Involvement in Co-Curricular Activities on the Academic Achievement of Secondary School Students in Kohat Division, Pakistan," disclosed that co-curricular activities refer to a series of activities that are associated with institutional programmes necessary for the overall development of students outside the course subjects for examination scheduled. The examples of these activities are sports, choir practice, debate, music lessons, religious study,

charitable fund raising, theatricals, science clubs, as well as hobbies like gardening, crafts, dancing and home economics.

Hence, co-curricular activities provide with extra opportunities for personal growth, skill development, self-discipline, leadership skills, honesty, unity, brotherhood, creativity, mutual cooperation and fun etc. In short, those activities through which an individual develops a balance personality and adopts different skills necessary for his balanced personality, that is, self-discipline, leadership skills, unity, brotherhood, mutual cooperation, competition and others.

The aim of education is not to communicate some factual knowledge to the learners but to make sure his overall development of balanced personality. A child needs mental, physical, social, moral and emotional development. All these requirements of a child are not possible only with book reading. They require particular activities to meet these requirements. That is why, those activities that help in the physical, moral, social and civic development of the child are called co-curricular activities.

The foregoing study posed parallelism with the study at hand in the sense that the two studies considered co-curricular activities involvement. However, considering the previous study focused on the effects of over-scheduled

involvement in co-curricular activities on the academic achievement of secondary school students and the present study focused on the extent of involvement of students with the co-curricular activities, the two studies differed.

Daniyal et al. (2012) in their study entitled, "Variations in Parental Participation in Curricular and Co-Curricular Activities of University Students", they have shown that activities that are not included in routine curriculum also have positive effect on students' academic achievement. The quality time given by the family is one of the factors that have additionally contributed to their adolescents' educational success.

Parental involvement has a role to play in self-grooming and psychological development of students and enhancement of parent's involvement for character building and for better learning outcomes of students. This will be definitely helpful in future for producing self-confident personalities and the satisfaction of parents. Therefore, parents' involvement in higher studies helps to make the students confident, motivated self-oriented, independent, civilized and productive members of society.

The afore-cited study posed parallelism with the present study considering that both studies tackled on co-curricular activities. However, the two studies differed for the reason that the previous study tackled on the

variation of parental participation to the co-curricular activities of the students while the study at hand tackled on the extent of involvement of the students to the co-curricular activities in school.

A study by Schaben (2012) of the United States Education Department entitled, "Effect of Co-curricular Activities on Academic Achievement of Students', revealed that students who participate in co-curricular activities are three times more likely to have a grade point average of 3.0 or better than students who do not participate in co-curricular activities.

The above-cited study posed similarity with the study at hand in the sense that both studies focused on the co-curricular activities. However, the two studies differed for the reason that the previous study focused on the effect of co-curricular activities to the academic achievement of students while the present study delved on the extent of involvement of students in co-curricular activities which might affect their academic performance.

Morrow and Ackerman (2012) in their study entitled, "Influence of Co-curricular Participation on Academic Success and Persistence Among Sophomore Students," they found that participation in co-curricular activities promotes student engagement, increases the likelihood of students' academic success, enhanced peer relationships,

students are likely to experience gains in their intellectual skills, and build ties to the institution.

The study of Morrow and Acker showed similarity with the present study for the reason that the major variable considered in the study was the same, co-curricular participation. However, they differed in the process conducted in the study. The present study correlated the co-curricular activity participation of the students with their academic performance and persistence while the present study simply looked into the extent of invovment of its linear association to their personal profile.

Yusoff et al. (2012) in their study entitled, "How do Tertiary Education Students Perceived Co-Curricular Activities under the New Education System," indicated that leaders in government and industry have called for graduates to possess employability skills associated with communication, teamwork, problem solving and decision making. They have also indicated that employers are seeking graduates with creativity, remarkable and future-oriented thinking and high adaptability.

Providing diverse and rich choices and promoting whole-person development are the core features of the new education system. Apart from providing a wide range of subjects that cover the core learning areas, most secondary schools arrange a wide range of CCA so as to offer

sufficient basic knowledge for students and provide them skills to face the challenges ahead.

The foregoing study posed relevance to the present study in the sense that both studies delved on co-curricular activities. However, they differed on the process of the study. The previous study was more on the perception of the students on the co-curricular activities underd the new system of education whereas the present study was more on the extent of involvement of students with co-curricular activities.

The foregoing related studies provided the researcher the strong rational in the conduct of the study through the concepts and findings disclosed.

Chapter 3

METHODOLOGY

This chapter presents the methods undertaken in the conduct of the study. Included in this chapter are the following: research design, locale of the study, instrumentation, validation of instrument, sampling procedure, data gathering, and statistical treatment of data.

Research Design

This study utilized a descriptive-correlation design utilizing a questionnaire as the main instrument of the study. The study is descriptive in nature considering that it determined the personal characteristics of the student-respondents, their perception on the effects of co-curricular activities to their general well-being, and their extent of involvement to such activities.

The study is also correlational considering that the profile variates of the student-respondents were correlated to their perception on the effect of co-curricular activities on their well-being as well as to their extent of involvement to different identified co-curricular activities.

Data gathered were treated statistically using

appropriate descriptive and inferential statistical tools, such as: Frequency Count, Percentage, Arithmetic Mean, Standard Deviation, Weighted Mean, and Pearson's Product Moment Coefficient of Correlation.

Locale of Study

Figure 2 presents the map showing the locale of the study.

Casandig National High School is located at Barangay Casandig, Paranas, Samar along the provincial road routed to San Jose de Buan, Samar. This locality is about 17 kilometers away from the town proper of the Municipality of Paranas. This is the reason why some concerned people were encouraged to appeal to proper authorities for the opening of the school.

The Casandig National High School was established on August 5, 1976 through the efforts of the three active barangay leaders namely, Antonio O. Quebec, Pamfilo Pombo Sr. and Gilberto Hek Sr. The school started with with a beginning fund of P5,000.00 which was an aid from the Municipality of Paranas.

The school has experienced a lot of transformations. From Casandig Barangay High School, it was transformed to Casandig High School. On 1989 the school was transformed again into Casandig National High School by virtue of the

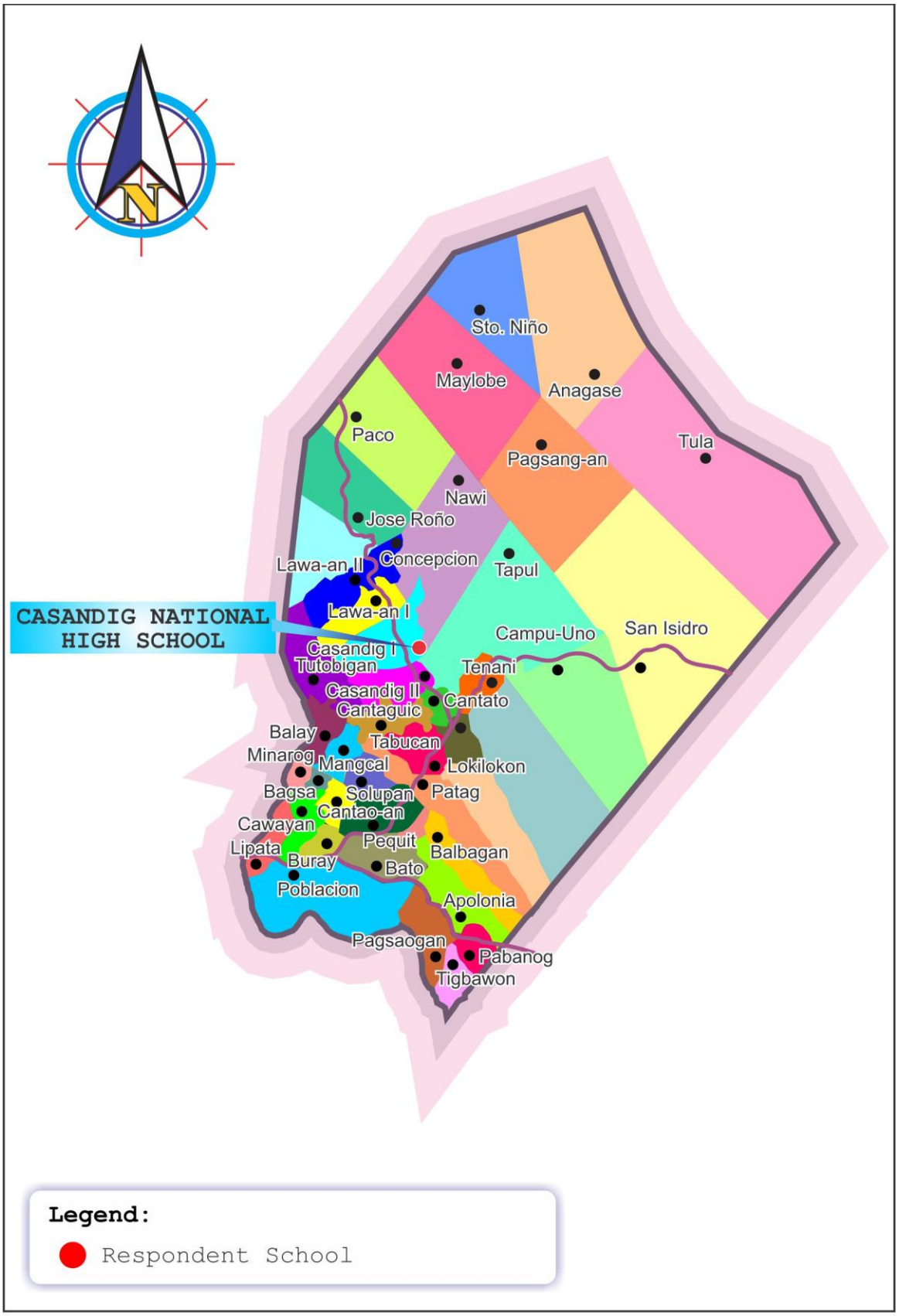

Figure 2. The Map Showing the Locale of the Study

governments' program to convert all existing community high school into national high school.

On its 38 years of operations the school has been a source of lots of professionals in the locality. The graduates of this school enrolled in various fields of professional careers and technological courses to colleges and universities in the country.

Casandig National High School caters high school age of Barangay Casandig 1, Barangay Casandig 2, Cantato, Lokilokon, and Tutobigan as catchment areas. It offers the 2010 Basic Education Curriculum for Fourth Year and K-12 Basic Education Program for Grade 7, Grade 8 and Grade 9, Grade 10, with the total enrolment of 384 at present.

The School Principal leads the school in terms of instructional supervision, management and administration, and mobilization of resources in the school. She also spearheads all the planning activities for the improvement of the school physically and academically. She also delegates ancillary services to the teaching staff as designates.

The School Improvement plan of the school serves as a guide in achieving school goals and aspirations for three years.

Instrumentation

This study utilized a questionnaire and school forms of the student-respondents as main instruments in data collection.

Questionnaire. This survey questionnaire was the main data-gathering instrument in this study that was capture the different variables delved into. The instrument consisted of three parts.

Part I was intended for gathering data in their profile such as: age and sex, religion, parents' highest educational attainment, parents' occupation, gross monthly family income, and general average for the last school year. Part II determined the attitude toward co-curricular activities. This was composed of 10 attitude statements responded by the students using the following five-point Likert scale: 5 for Strongly Agree (SA), Agree (A), Uncertain (U), Disagree (D), and Strongly Disagree (SD).

Part III elicited the extent of involvement in co-curricular activities along the following: campus journalism, sports activities, scouting, literary/academic contests, cultural, and student government. This was composed of 44 indicators were responded by student-respondents using the five-point Thurstone scale as follow: 5 for Extremely Involved (EI), Highly Involved (HI),

Moderately Involved (MI), Slightly Involved (SI), and Not Involved (NI)

School Forms. This was the source of the student-respondents' academic performance for the previous year prior to the conduct of this study.

Validation of Instrument

The research instrument utilized in this study was adapted from a similar study with a slight modification to suit with the intention of the study at hand. Therefore, it undergone expert validation focusing on the following areas, namely: face, content, construct, pragmatic and convergent-discriminant validity with consideration on the cognitive and situational perspectives of the respondents.

Comments and suggestions for improvement of the questionnaire from the experts were considered in the revision of the questionnaire and was finalized for actual data collection among student-respondents.

Sampling Procedure

The stratified random sampling was used to choose the student-respondents. A simplified formula for proportion was used to calculate the sample size of the Junior High School students of Casandig National High School applying the formula (Yamane, 1967:886) as follow:

$$n = N/n+Ne^2$$

where: n refers to the sample size;

N refers to the population size; and

e refers to the margin of error set at 0.05.

Table 1 presents the number of student-respondents whereby out of 441 total enrollment, 228 were taken as respondents of the study.

Data Gathering Procedure

In this study, the researcher firstly asked for the approval of request letter addressed to the DepEd Samar School Division Superintendent. Later, another request letter, together with the Letter of Endorsement from the DepEd Samar School Division Superintendent, addressed to the the Principal of Casandig NHS to field the questionnaire to the main respondents who are the Junior High Schools Students establishing her intention and the objectives of the study.

The researcher, with the permission secured from Schools Division Superintendent and School Principal of

Table 1

Number of Student-Respondents

Total Enrollment	Respondents
441	228

Casandig National High School who was involved in this study, was distributed personally the assessment questionnaire to the student-respondents with the help of the faculty staff or the teacher adviser. This was done during their vacant time. The researcher assumed to get 100 percent retrieval of the questionnaire.

In getting the respondents' first, second quarter grades, and the general average for the last school year the researcher presented a letter of request to the teacher in charge of the records, duly noted and approved by the School Principal for an official grade copy of the respondents.

When all the copies of the survey questionnaires were filled out, the data gathered was then checked, arranged, and organized using Microsoft excel in order to find out the level of performance of the students-respondents in the co-curricular activities.

Upon determining the level of performance of the student-respondents, the researcher considered the administration on the focus group discussion go back to the research environment to conduct a focus group discussion scheduled for a smooth and accurate data gathering.

Any response from all the respondents was treated with confidentiality by the researcher.

Statistical Treatment of Data

To give meaning to the data that were collected, descriptive statistical tools were employed, namely: Frequency Count, Percentage, Arithmetic Mean, Standard Deviation, Weighted Mean, Pearson's Product-Moment Coefficient of Correlation, and Fisher's t-Test.

Frequency Count. This tool was used to determine the profile of respondents in terms of their personal characteristics as to its magnitude of occurrence. The same was also applied in tallying the number of respondents answer in Part II, and Part III of the survey instrument.

Percentage. This measure was used to convert the magnitude of occurrence of each variable with respect to the total respondents using the following formula (Sevilla et al., 1992:200):

$$P = [f/N] \times 100$$

where: P refers to the percentage;

f refers to the number of occurrence; and

N refers to the total number of samples.

Arithmetic Mean. These was used to express the group perceptions of some of the identified characteristics of the respondents specifically on the data that are in interval scale. The following formula (Freud & Simon, 1992:35) was used:

$$\mu = \frac{\Sigma fX}{N}$$

where: μ refers to the arithmetic mean or average;

f refers to the frequency of occurrence;

X refers to the identified variable; and,

n refers to the sample size.

Standard Deviation. This statistic tool was used to support the calculation of the Arithmetic Mean by calculating the deviation of the observations from calculated averages. The following formula (Freud & Simon, 1992:52) was used:

$$s = \sqrt{\frac{\Sigma f(X - \mu)^2}{n - 1}}$$

where: s refers to the standard deviation;

f refers to the frequency of occurrence;

X refers to the identified variable; and

μ refers to the arithmetic mean.

Weighted Mean. This statistic was employed to determine the extent of involvement of the respondents relative to the co-curricular activities and academic performance employed by teachers. The formula (Pagoso, 1997:111) that was used follows:

$$\mu_w = \frac{\Sigma f_i X_i W_i}{n}$$

where: μ_w refers to the weighted mean;

f_i refers to the frequency of a category of variable;

X_i refers to the identified category of a variable;

W_i refers to the weights which are expressed in a five-point scale; and

n refers to the sample size.

In interpreting the weighted mean, particularly the kinesthetic qualities and teaching methods, the following set of five-point scales was used:

Range	**Interpretation**	
4.51-5.00	Strongly Agree	(SA)
	Extremly Involved	(EI)
3.51-4.50	Agree	(A)
	Highly Involved	(HI)
2.51-3.50	Uncertain	(U)
	Moderately Involved	(MI)
1.51-2.50	Disagree	(D)
	Slightly Involved	(SI)
1.00-1.50	Strongly Disagree	(SD)
	Not Involved	(NI)

Pearson's Product-Moment Correlation Coefficient. This was used to determine the linear association between the profile variates of the Senior High School students and their own perceptions on the kinesthetic qualities and teaching methods. The formula (Walpole, 1997:375) that was

used as follows:

$$r_{xy} = \frac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{\left[n\sum X^2 - (\sum X)^2\right]\left[n\sum Y^2 - (\sum Y)^2\right]}}$$

where: r_{xy} refers to the Pearson's r value;

$\sum X$ refers to the sum of the X scores;

$\sum Y$ refers to the sum of the Y scores;

$\sum X^2$ refers to the sum of the squared X scores;

$\sum Y^2$ refers to the sum of the squared Y scores;

$\sum XY$ refers to the sum of the paired X and Y scores;

n refers to the number of paired scores;

X represents the academic performance of the Senior High School students based on the English grade of the 1st semester; and

Y represents the kinesthetic qualities and the teaching methods.

Table 2 was employed as guide in interpreting the degree of linear association (SRTC, 2013:98).

Likewise, inferential statistics was employed in this study, the Fisher's t-test.

Fisher's t-test. This statistical tool was used to test the significance of the coefficient of linear

association (Pearson's r) between a set of paired variables. The formula (Best & Khan, 1998:402-403) was applied in this case is as follows:

$$t_f = r_{xy}\sqrt{\frac{N-2}{1-r_{xy}^2}}$$

where: t_f refers to the Fisher's t-test value;

r_{xy} refers to the value of the Pearson r;

n-2 refers to the degree of freedom; and

n refers to the sample population.

In deciding whether the null hypothesis was accepted or rejected, the following decision rule served as guide: accept the null hypothesis if and when the computed value turned lesser than the critical or tabular value or the p-value turned greater than the α; on the other hand, reject the null hypothesis if and when the computed value turned equal or greater than the critical or tabular value or the

Table 2

Table of Linear Association

Correlation Coefficient	Interpretation
0	No linear association
$0<p<\pm0.2$	Very weak linear association
$\pm0.2\leq p<\pm0.4$	Weak linear association
$\pm0.4\leq p<\pm0.6$	Moderate linear association
$\pm0.6\leq p<\pm0.8$	Strong linear association
$\pm0.8\leq p<\pm1.0$	Very strong linear association
±1.0	Perfect linear association

p-value turned equal or lesser than the α.

Finally, hypothesis testing was done using α=0.05 in a two-tailed test with the aid of available statistical software or packages.

Chapter 4

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter presents the findings of the study with the corresponding analysis and interpretation of data. Included here are the following: profile of student-respondents, extent of involvement in co-curricular activities of student-respondents and relationship between the extent of involvement in co-curricular activities of student-respondents and their profile variates.

Profile of Student-Respondents

This part presents the profile of the student-respondents in terms of the following variates, namely: age and sex, religion, parents' highest educational attainment, parents' occupation, gross monthly family income, general average for the last school year, and attitude toward co-curricular activities.

Age and Sex. Table 3 provides the age and sex distribution of the student-respondents.

The table shows that the oldest student-respondent was aged 22 years old while the youngest was 12 years old whereby a number of them, that is, 49 or 21.49 percent were aged 15 years old while 48 or 212.05 were aged 16 years old, 47 or 20.61 percent were aged 14 years old, 33 or

Table 3

Age and Sex Distribution of Student-Respondents

Age	Sex			Total	%
	Male	Female	Not Stated		
22	1	0	0	1	0.44
21	1	0	0	1	0.44
20	2	0	0	2	0.88
19	1	1	0	2	0.88
18	2	0	1	3	1.32
17	6	7	0	13	5.70
16	19	29	0	48	21.05
15	17	32	0	49	21.49
14	14	33	0	47	20.61
13	14	19	0	33	14.47
12	9	13	0	22	9.65
Not Stated	1	1	5	7	3.07
Total	**87**	**135**	**6**	**228**	**100.00**
%	**38.20**	**59.20**	**2.60**	**100.00**	
Median	**15 years old**				
AD	**2 years**				

14.47 percent were aged 13 years old and the rest were distributed to the other identified ages.

The Median age of the student-respondents was posted at 15 years old with an Average Deviation (AD) of two years. The data signified that the student-respondents were fit for the grade level they were enrolled with more or less of similar ages with about two years difference which indicated that their maturity level was almost the same.

Furthermore, majority of the student-respondents were

female accounting for 135 or 59.20 percent. The male counterpart was composed of 87 or 38.20 percent only. The data signified that the female students outnumbered the male students in this district. This was a common scenario among schools whereby in the enrollment the female were always the majority in the roster of enrolment.

Religion. Table 4 shows the religious affiliation of the student-respondents being termed as religion in this study.

Table 4 shows that majority of the student-respondents were Catholics accounting for 192 or 84.21 percent. The rest were thinly distributed in the other identified religious affiliation.

Table 4

Religion of Student-Respondents

Religion	f	%
Catholic	192	84.21
Iglesia ni Cristo	6	2.63
Seventh Day Adventist	3	1.32
Jehovah's Witnesses	1	0.44
Baptist	6	2.63
UCCP	6	2.63
Not Stated	14	6.14
Total	**228**	**100.00**

The data signified that the student-respondents commonly belonging to the same religious affiliation indicating that they have common beliefs as taught by their doctrine. They belong to the dominant religion in the country which is Roman Catholic.

Parents' Highest Educational Attainment. Table 5 presents the parents' highest educational attainment of the student-respondents.

The table shows that among the fathers of the student-respondents, a number, that is, 68 or 29.82 percent reached the elementary level while 48 or 21.05 percent were high school graduates, 41 or 17.98 percent were elementary

Table 5

Parents' Highest Educational Attainment of Student-Respondents

Educational Level	Father		Mother	
	f	%	f	%
Post Graduate	0	0.00	1	0.44
College Graduate	20	8.77	18	7.89
College Level	12	5.26	25	10.96
Techno-Vocational	1	0.44	0	0.00
High School Graduate	48	21.05	63	27.63
High School Level	31	13.60	46	20.18
Elementary Graduate	41	17.98	29	12.72
Elementary Level	68	29.82	40	17.54
No Schooling	2	0.88	1	0.44
Not Stated	5	2.20	5	2.20
Total	**228**	**100.00**	**228**	**100.00**

graduates, 31 or 13.60 percent reached the high school level and the rest were slimly distributed to the other identified educational levels.

On the other hand, a number of the mothers of other student-respondents, that is, 63 or 27.63 percent were high school graduates while 46 or 20.18 percent reached the high school level, 40 or 17.54 percent reached the elementary level, 29 or 12.72 percent were elementary graduate 25 or 10.76 percent were college level and the rest were slimly distributed to the other identified educational levels.

The foregoing data signified that the parents of the student-respondents were all literates, that is, with the capacity to read, write, and understand simple messages which could be a great advantage to the schooling of their children.

Parents' Occupation. Table 6 contains the parents' occupation of the student-respondents.

The table reveals that a number of the fathers of the student-respondents, that is, 97 or 42.54 percent were farmers while the rest were thinly distributed to the other identified occupations and 70 or 30.70 percent of them did not disclose their occupations for unknown reasons.

The same table shows that 122 or 53.51 percent were not engaged in gainful activities being the housewife. There might be a number of them, that is 63 or 27.63

Table 6

Parents' Occupation of Student-Respondents

Occupation	Father		Mother	
	f	%	f	%
Philippine Army	8	3.51	0	0.00
Baker	1	0.44	0	0.00
Barangay Official	2	0.88	6	2.63
Caregiver	1	0.44	0	0.00
Carpenter	6	2.63	0	0.00
Construction Worker	12	5.26	0	0.00
Security Guard	3	1.31	0	0.00
Government Employee	2	0.88	0	0.00
Driver	17	7.45	0	0.00
Electrician	1	0.44	0	0.00
Farmer	97	42.54	10	4.39
Fisherman	1	0.44	0	0.00
Mechanic	2	0.88	0	0.00
Laborer	1	0.44	0	0.00
Bulldozer Operator	1	0.44	0	0.00
Pilot	1	0.44	0	0.00
Police	1	0.44	0	0.00
Domestic Helper	0	0.00	7	3.07
Self-Employed	0	0.00	2	0.88
Launderer	0	0.00	3	1.32
OFW	0	0.00	4	1.75
Nurse	0	0.00	1	0.44
Teacher	0	0.00	6	2.63
Vendor	0	0.00	4	1.75
Pensioner	1	0.44	0	0.00
Housewife	0	0.00	122	53.51
Not Stated	70	30.70	63	27.63
Total	**228**	**100.00**	**228**	**100.00**

percent who were gainfully employed but they opted to held their anonymity and the rest of the mothers were slimly distributed to the other identified occupations.

The foregoing data signified that the parents of the

student-respondents had a regular gainful occupation which served as their source of income for the family. The fathers usually had the job while the mothers took charge of taking care of the family.

Gross Monthly Family Income. Table 7 contains the gross monthly family income distribution of the student-respondents.

From the table, it can be noted that majority of the families of the student-respondents earned a monthly income of Less than P10,000 accounting for 191 or 83.77 percent. The rest were distributed to the other identified income. The data denoted that the student-respondents earned regular monthly income which they used to defray the monthly financial requirements of the family. Meager

Table 7

Gross Monthly Family Income of Student-Respondents

Income Bracket	f	%
P90,000 and over	1	0.44
P70,000-P89,999	4	1.75
P50,000-P69,999	4	1.75
P30,000-P49,999	5	2.20
P10,000-P29,999	20	8.77
Less than P10,000	191	83.77
Not Stated	3	1.32
Total	**228**	**100.00**

though, but they prioritized the schooling of their children signifying that they put premium with the education of their children for their better future.

General Average for the Last School Year. Table 8 reveals the general average of the student-respondents for the last school year.

The table reveals that more than half of the student-respondents, that is, 126 or 55.26 percent garnered a general average of 85-89for the last school year while 54 or 23.68 percent obtained general average of 80-84, 36 or 15.79 percent earned a general average of 90-94 and the rest were thinly distributed to the other identified rating brackets.

The mean grade obtained by the student-respondents for

Table 8

General Average for the Last School Year of Student-Respondents

General Average	f	%
95-99	3	1.32
90-94	36	15.79
85-89	126	55.26
80-84	54	23.68
75-79	9	3.95
Total	**228**	**100.00**
Mean	**86.27**	
SD	**6.66**	

the last school year was posted at 86.27 with a SD of 6.66. The data signified that the student-respondents obtained exemplary performance with general average higher than the required cut-off of the DepEd which is 75 percent.

Attitude Toward Co-Curricular Activities. Table 9 contains the self-assessment of the student-respondents on their attitude toward co-curricular activities. There were 5 attitude statements considered.

Table 9 shows that the student-respondents "agreed" eight attitude statements toward co-curricular activities with weighted means ranging from 3.59 to 4.31. The attitude statements that obtained the highest and the least weighted means, respectively, corresponded to the statements stating: "getting involved in co-curricular activities help me meet new friends and help me improve my social skills" and "I am ashamed in joining school organizations."

The remaining two attitude statements, the student-respondents were "uncertain" which corresponded to the statements stating: "school organization is just a waste of time and interruption to my studies" and "I don't believe in joining co-curricular as way of enhancing my academic achievement," with weighted means of 2.85 and 2.67 Taken as a whole, the student-respondents "agreed" on their attitude toward co-curricular activities being indicated by the grand weighted mean of 3.81. This signified that the

Table 9

Attitude Toward Co-curricular Activities of Student-Respondents

Indicator	Weighted Mean	Interpre-tation
1. Joining co-curricular activities in school is fun and boast self-confidence.	4.26	A
2. Joining co-curricular activities in the school will help me get a good job when I am older.	4.20	A
3. I believe that co-curricular activities should be made compulsory in school.	3.92	A
4. I believe that co-curricular activities will equip me with the skills I need to succeed after I graduate, such as leadership skills, teamwork, time-management, communication skills and environment flexibility.	4.30	A
5. Joining co-curricular activities shows that I am successful both inside and outside the classroom.	4.02	A
6. Getting involved in co-curricular activities help me meet new friends and help me improve my social skills.	4.31	A
7. Co-curricular activities enhance my scholastic performance.	3.97	A
8. School organization is just a waste of time and interruption to my studies.	2.85	U
9. I am ashamed in joining school organizations.	3.59	A
10. I don't believe in joining co-curricular as way of enhancing my academic achievement.	2.67	U
Grand Weighted Mean	**3.81**	
Interpretation	**Agree**	

Legend:	4.51-5.00	Strongly Agree	(SA)
	3.51-4.50	Agree	(A)
	2.51-3.50	Uncertain	(U)
	1.51-2.50	Disagree	(D)
	1.00-1.50	Strongly Disagree	(SD)

student-respondents manifested very favorable attitude toward extra co-curricular activities. This denoted that

they were very interested with co-curricular activities which they usually join or actively involved.

Extent of Involvement in Co-Curricular Activities of Student-Respondents

This part presents the extent of involvement in co-curricular activities of student-respondents in terms of campus journalism, sports activities, scouting, literary/academic contests, cultural, and student government.

Campus Journalism. Table 10 presents the extent of involvement in co-curricular activities of student-respondents along campus journalism. There were five indicators considered in this area.

The table shows that the student-respondents averred that they were "slightly involved" on all the indicators depicting the extent of their involvement in co-curricular activities along campus journalism with weighted means ranging from 2.28 to 2.49. Furthermore, they were more and least involved in the following: "involvement as contributor to School Paper" and "involvement as Editor-in-chief of the School Paper," respectively.

Taken as a whole, the student-respondents signified that they were "slightly involved" in co-curricular activities along campus journalism being shown by the grand weighted mean of 2.41. This indicated that the student-

Table 10

Extent of Involvement in Co-curricular Activities of Student-Respondents along Campus Journalism

Indicator	Weighted Mean	Interpre-tation
1. Involvement as editorial staff of School Paper	2.43	SI
2. Involvement as contributor to School Paper	2.49	SI
3. Involvement as Editor- in-chief of the School Paper	2.28	SI
4. Involvement in workshop for campus journalism	2.43	SI
5. Involvement in the production of the School Paper every issue	2.45	SI
Grand Weighted Mean	**2.42**	
Mean	**Slightly Involved**	

Legend:

4.51-5.00	Extremely Involved	(EI)
3.51-4.50	Highly Involved	(HI)
2.51-3.50	Moderately Involved	(MI)
1.51-2.50	Slightly Involved	(SI)
1.00-1.50	Not Involved	(NI)

respondents considered themselves less competent to join the editorial staff of the school paper that they less involved in it.

Sports Activities. Table 11 depicts the extent of involvement in co-curricular activities of student-respondents along sports activities. There were five indicators considered in this area.

The table shows that the student-respondents averred that they were "highly involved" on one indicator only

Table 11

Extent of Involvement in Co-curricular Activities of Student-Respondents along Sports Activities

Indicator	Weighted Mean	Interpre-tation
1. Involvement in the Intramural meet	3.93	HI
2. Involvement in the Division meet	2.38	SI
3. Involvement in EVRAA meet	1.59	SI
4. Involvement in Palarong Pambansa	1.68	SI
5. Involvement in the invitational fun run	2.03	SI
Grand Weighted Mean	**2.32**	
Mean	**Slightly Involved**	

Legend:			
	4.51-5.00	Extremely Involved	(EI)
	3.51-4.50	Highly Involved	(HI)
	2.51-3.50	Moderately Involved	(MI)
	1.51-2.50	Slightly Involved	(SI)
	1.00-1.50	Not Involved	(NI)

depicting the extent of their involvement in co-curricular activities along sports activities. This corresponded to the indicator stating, "involvement in the Intramural meet" with weighted mean of 3.93. The remaining four indicator were considered by this same group of respondents as "slightly involved" with weighted means ranging from 1.59 to 2.38. They were more and least involved in the following indicators: "involvement in the Division meet" and "Involvement in EVRAA meet," respectively.

Taken as a whole, the student-respondents signified that they were "slightly involved" in co-curricular

activities along sports activities being shown by the grand weighted mean of 2.32. This indicated that the student-respondents considered themselves without enough skills and ability to join sports activities thus they less involved in it although they sometimes joined the school-level sports activities, the intramurals meet.

Scouting. Table 12 reveals the extent of involvement in co-curricular activities of student- respondents along scouting. There were five indicators considered in this area.

Table 12 presents that the student-respondents averred that they were "moderately involved" on one indicator only depicting the extent of their involvement in co-curricular activities along scouting corresponding to: "involvement in scouting activities," with weighted mean of 3.49. The other four indicators were assessed by this same group of respondents that they were "slightly involved" on these with weighted means ranging from 1.76 to 2.10. Moreover, they were more along "involvement in Jamborees in district level" while they were least involved along "involvement in Jamborees in the national level."

Taken as a whole, the student-respondents considered themselves "slightly involved" in co-curricular activities along scouting being manifested by the grand weighted mean of 2.25. This signified that they felt that they could not

Table 12

Extent of Involvement in Co-curricular Activities of Student-Respondents along Scouting

Indicator	Weighted Mean	Interpre-tation
1. Involvement in scouting activities	3.49	MI
2. Involvement as Troop Leader	2.09	SI
3. Involvement in Jamborees in district level	2.10	SI
4. Involvement in Jamborees in the division level	1.79	SI
5. Involvement in Jamborees in the national level	1.76	SI
Grand Weighted Mean	**2.25**	
Mean	**Slightly Involved**	

Legend:			
	4.51-5.00	Extremely Involved	(EI)
	3.51-4.50	Highly Involved	(HI)
	2.51-3.50	Moderately Involved	(MI)
	1.51-2.50	Slightly Involved	(SI)
	1.00-1.50	Not Involved	(NI)

afford in joining scouting, particularly, the jamborees outside their locality which entailed finances, hence, they less involved in it.

Literary/Academic Contests. Table 13 reveals the extent of involvement in co-curricular activities of student- respondents along literary/academic contests. There were eight indicators considered in this area.

Table 13 presents that the student-respondents averred that they were "moderately involved" on one indicator only depicting the extent of their involvement in co-curricular

Table 13

Extent of Involvement in Co-curricular Activities of Student-Respondents along Literary/ Academic Contests

Indicator	Weighted Mean	Interpre-tation
1. Involvement in literary contests in the school level	2.56	MI
2. Involvement in literary contests in the division level	1.80	SI
3. Involvement in literary contests in the regional level	1.65	SI
4. Involvement in literary contests in the national level	1.72	SI
5. Involvement in academic contests in the school level	2.32	SI
6. Involvement in academic contests in the division level	1.70	SI
7. Involvement in academic contests in the regional level	1.77	SI
8. Involvement in academic contests in the national level	1.79	SI
Grand Weighted Mean	**1.91**	
Mean	**Slightly Involved**	

Legend:

4.51-5.00	Extremely Involved	(EI)
3.51-4.50	Highly Involved	(HI)
2.51-3.50	Moderately Involved	(MI)
1.51-2.50	Slightly Involved	(SI)
1.00-1.50	Not Involved	(NI)

activities along literary/academic contests corresponding to: “involvement in literary contests in the school level,” with weighted mean of 2.56. The other seven indicators were assessed by this same group of respondents that they were “slightly involved” on these with weighted means ranging from 1.65 to 2.32. This group of respondents

involved more and least on the following: "involvement in academic contests in the school level" and "involvement in literary contests in the regional level," respectively.

Taken as a whole, the student-respondents assessed themselves as "slightly involved" co-curricular activities along literary/academic contests being shown by the grand weighted mean of 1.91. This indicated that the student-respondents believed they have no enough stock knowledge of information that they less involved in literary/academic contests. If ever they get involved, it was usually a school-based contest only.

Cultural. Table 14 presents the extent of involvement in co-curricular activities of student- respondents along cultural. There were five indicators considered in this area.

The table shows that the student-respondents averred that they were "moderately involved" on one indicator only depicting the extent of their involvement in co-curricular activities along cultural corresponding to: "involvement in cultural programs in the school level," with weighted mean of 3.41. The other four indicators were assessed by this same group of respondents that they were "slightly involved" on these with weighted means ranging from 1.82 to 2.05. This group of respondents involved more and least on the following: "involvement in cultural programs in the

Table 14

Extent of Involvement in Co-curricular Activities of Student-Respondents along Cultural

Indicator	Weighted Mean	Interpre-tation
1. Involvement in cultural programs in the school level	3.41	MI
2. Involvement in cultural programs in the district level	2.05	SI
3. Involvement in cultural programs in the division level	1.82	SI
4. Involvement in cultural programs in the regional level	1.86	SI
5. Involvement in cultural programs in the national level	1.99	SI
Grand Weighted Mean	**2.23**	
Mean	**Slightly Involved**	

Legend:			
	4.51-5.00	Extremely Involved	(EI)
	3.51-4.50	Highly Involved	(HI)
	2.51-3.50	Moderately Involved	(MI)
	1.51-2.50	Slightly Involved	(SI)
	1.00-1.50	Not Involved	(NI)

district level" and "involvement in cultural programs in the division level," respectively.

Taken as a whole, the student-respondents assessed themselves as "slightly involved" co-curricular activities along cultural being shown by the grand weighted mean of 2.23.

This indicated that the student-respondents believed they have no enough talent to show case during cultural

activities thus they less involved in it. If ever they join any cultural program, it was a school-based only.

Student Government. Table 15 presents the extent of involvement in co-curricular activities of student-respondents along student government. There were six indicators considered in this area.

Table 15

Extent of Involvement in Co-curricular Activities of Student-Respondents along Student Government

Indicator	Weighted Mean	Interpre-tation
1. Involvement in the student government organization/election	3.21	MI
2. Running as candidate during election of student government	2.28	SI
3. Functioning as legislature for the welfare of students	2.52	MI
4. Administering compliance among students with laws promulgated by the student government	2.50	SI
5. Attendance to capability building for the student leaders	2.81	MI
6. Attending regularly in sessions called for the student leaders	2.84	MI
Grand Weighted Mean	**2.69**	
Mean		**Moderately Involved**

Legend:

4.51-5.00	Extremely Involved	(EI)
3.51-4.50	Highly Involved	(HI)
2.51-3.50	Moderately Involved	(MI)
1.51-2.50	Slightly Involved	(SI)
1.00-1.50	Not Involved	(NI)

The table shows that the student-respondents averred that they were "moderately involved" on two indicators only depicting the extent of their involvement in co-curricular activities along cultural corresponding to: "involvement in the student government organization/election" and "functioning as legislature for the welfare of students," with weighted mean of 3.21 and 2.52, respectively. The other four indicators were assessed by this same group of respondents that they were "slightly involved" on these with weighted means ranging from 2.28 to 2.50. This group of respondents involved more and least on the following: "administering compliance among students with laws promulgated by the student government" and "running as candidate during election of student government," respectively.

Taken as a whole, the student-respondents assessed themselves as "moderately involved" co-curricular activities along student government being shown by the grand weighted mean of 2.69. This indicated that the student-respondents believed they might have the leadership skills that they involved in student government. Usually they involved in running a position in the student government.

In summary, the student-respondents averred a slight involvement in co-curricular activities particularly along

campus journalism, sports activities, scouting, literary/academic contests and cultural activities, and moderate involvement along student government. During the Focus Group Discussion (FGD) represented by the students, teachers and parents, the students manifested positive attitude toward co-curricular activities which was also affirmed by the parents for as long as such activities would not deter the academic performance of their students. On the part of the teachers, they positively expressed higher performance of the students despite involvement of students in co-curricular activities considering that they provided them intervention scheme to cope up with the lessons while they were out for the co-curricular activities.

To sum up, all the representative expressed that involvement in co-curricular activities of the students significantly influenced their academic performance.

Relationship Between the Extent of Involvement of Student-Respondents in Co-Curricular Activities and Their Profile Variates

Table 16 reveals the relationship between the extent of involvement of student-respondents in co-curricular activities and their profile variates in terms of: age, sex, religion, parents' highest educational attainment, parents' occupation, gross monthly family income, general

Table 16

Relationship Between the Extent of Involvement Of Student-Respondents in Co-curricular Activities and Their Profile Variates

Variate	Linear Association		Fisher's t-Value	p-Value	Evaluation/ Decision
	Coeffi-cient	Degree			
Age	**-.137**	**Very Weak**	**2.079**	**0.040**	**S / Reject Ho.**
Sex	**-.207**	**Weak**	**3.181**	**0.002**	**S / Reject Ho.**
Religion	.011	Very Weak	0.165	0.870	NS / Accept Ho.
Parents' Highest Educational Attainment	**.135**	**Very Weak**	**2.048**	**0.041**	**S / Reject Ho.**
Parents' Occupation	.010	Very Weak	0.160	0.879	NS / Accept Ho.
Gross Monthly Family Income	.087	Very Weak	1.313	0.196	NS / Accept Ho.
General Average for the Last School Year	.001	Very Weak	0.015	0.997	NS / Accept Ho.
Attitude Toward Co-curricular Activities	**.236**	**Weak**	**3.661**	**0.000**	**S / Reject Ho.**

Fisher's t-Critical Value = $\pm$1.971 S - Significant
df = 226 α=.05 NS – Not Significant

average for the last school year and attitude toward co-curricular activities.

Age. In associating linear relationship between the extent of involvement of student-respondents in co-curricular activities and their age using the Pearson's r,

the computed value was posted at -.137 denoting a "very weak" linear association. In testing the significance of the noted linear association between the two variable utilizing the Fisher's t-Test, the computed value was posted at 2.079 with df = 226 and a p-value of 0.040 at .05 α. The critical t-value was set at ±1.971. Furthermore, the computed value was compared with the critical value and the p-value was compared with the α. In the evaluation, the following decision rule was applied: the variation was not significant if and when the computed value turned lesser than the critical value and the p-value turned greater than the α; on the other hand, the variation was significant if and when the computed value turned greater than the critical value and the p-value turned lesser than the α.

In the comparison of the aforementioned values, it was proven that the computed value turned greater than the critical value and the p-value turned lesser than the α, thus, the linear association between the two variables was significant which signified that the age of the students did significantly influence their extent of involvement in co-curricular activities. Therefore, the null hypothesis stating that, "there is no significant relationship between extent of involvement of student-respondents in co-curricular activities and their age," was rejected.

The coefficient being negative suggested an inverse

linear association indicating that the younger students were more inclined to co-curricular activities than the older ones.

Sex. In associating linear relationship between the extent of involvement of student-respondents in co-curricular activities and their sex using the Pearson's r, the computed value was posted at -.207 denoting a "weak" linear association. In testing the significance of the noted linear association between the two variable utilizing the Fisher's t-Test, the computed value was posted at 3.181 with df = 226 and a p-value of 0.002 at .05 α. The critical t-value was set at ±1.971. Furthermore, the computed value was compared with the critical value and the p-value was compared with the α. In the evaluation, the following decision rule was applied: the variation was not significant if and when the computed value turned lesser than the critical value and the p-value turned greater than the α; on the other hand, the variation was significant if and when the computed value turned greater than the critical value and the p-value turned lesser than the α.

In the comparison of the aforementioned values, it was proven that the computed value turned greater than the critical value and the p-value turned lesser than the α, thus, the linear association between the two variables was significant which signified that the sex of the students

did significantly influence their extent of involvement in co-curricular activities. Therefore, the null hypothesis stating that, "there is no significant relationship between extent of involvement of student-respondents in co-curricular activities and their sex," was rejected.

The coefficient being negative suggested an inverse linear association indicating that the male students were more inclined to co-curricular activities than the female ones which indicated that this sex-group believed that they have the strength and prowess to actively involved in co-curricular activities, particularly on sports activities.

Religion. In associating linear relationship between the extent of involvement of student-respondents in co-curricular activities and their religion using the Pearson's r, the computed value was posted at .011 denoting a "very weak" linear association. In testing the significance of the noted linear association between the two variable utilizing the Fisher's t-Test, the computed value was posted at 0.165 with df = 226 and a p-value of 0.870 at .05 α. The critical t-value was set at ±1.971. Furthermore, the computed value was compared with the critical value and the p-value was compared with the α. In the evaluation, the following decision rule was applied: the variation was not significant if and when the computed value turned lesser than the critical value and the p-value

turned greater than the α; on the other hand, the variation was significant if and when the computed value turned greater than the critical value and the p-value turned lesser than the α.

In the comparison of the aforementioned values, it was proven that the computed value turned lesser than the critical value and the p-value turned greater than the α, thus, the linear association between the two variables was not significant which signified that the religion of the students did not significantly influence their extent of involvement in co-curricular activities. Therefore, the null hypothesis stating that, "there is no significant relationship between extent of involvement of student-respondents in co-curricular activities and their religion," was accepted.

Parents' Highest Educational Attainment. In associating linear relationship between the extent of involvement of student-respondents in co-curricular activities and their parents' highest educational attainment using the Pearson's r, the computed value was posted at .135 denoting a "very weak" linear association. In testing the significance of the noted linear association between the two variable utilizing the Fisher's t-Test, the computed value was posted at 2.048 with df = 226 and a p-value of 0.041 at .05 α. The critical t-value was set at

±1.971. Furthermore, the computed value was compared with the critical value and the p-value was compared with the α. In the evaluation, the following decision rule was applied: the variation was not significant if and when the computed value turned lesser than the critical value and the p-value turned greater than the α; on the other hand, the variation was significant if and when the computed value turned greater than the critical value and the p-value turned lesser than the α.

In the comparison of the aforementioned values, it was proven that the computed value turned greater than the critical value and the p-value turned lesser than the α, thus, the linear association between the two variables was significant which signified that the parents' highest educational attainment of the students did significantly influence their extent of involvement in co-curricular activities. Therefore, the null hypothesis stating that, "there is no significant relationship between extent of involvement of student-respondents in co-curricular activities and their parents' highest educational attainment," was rejected.

The coefficient being positive suggested a direct proportional linear association indicating that the students who have parents with higher educational level

were more inclined to co-curricular activities than the ones whose parents attained lower educational levels only.

Parents' Occupation. In associating linear relationship between the extent of involvement of student-respondents in co-curricular activities and their parents' occupation using the Pearson's r, the computed value was posted at .010 denoting a "very weak" linear association. In testing the significance of the noted linear association between the two variable utilizing the Fisher's t-Test, the computed value was posted at 0.160 with df = 226 and a p-value of 0.879 at .05 α. The critical t-value was set at ±1.971. Furthermore, the computed value was compared with the critical value and the p-value was compared with the α. In the evaluation, the following decision rule was applied: the variation was not significant if and when the computed value turned lesser than the critical value and the p-value turned greater than the α; on the other hand, the variation was significant if and when the computed value turned greater than the critical value and the p-value turned lesser than the α.

In the comparison of the aforementioned values, it was proven that the computed value turned lesser than the critical value and the p-value turned greater than the α, thus, the linear association between the two variables was not significant which signified that the parents'

occupation of the students did not significantly influence their extent of involvement in co-curricular activities. Therefore, the null hypothesis stating that, "there is no significant relationship between extent of involvement of student-respondents in co-curricular activities and their parents' occupation," was accepted.

Gross Monthly Family Income. In associating linear relationship between the extent of involvement of student-respondents in co-curricular activities and their gross monthly family income using the Pearson's r, the computed value was posted at .087 denoting a "very weak" linear association. In testing the significance of the noted linear association between the two variable utilizing the Fisher's t-Test, the computed value was posted at 1.313 with df = 226 and a p-value of 0.196 at .05 α. The critical t-value was set at ±1.971. Furthermore, the computed value was compared with the critical value and the p-value was compared with the α. In the evaluation, the following decision rule was applied: the variation was not significant if and when the computed value turned lesser than the critical value and the p-value turned greater than the α; on the other hand, the variation was significant if and when the computed value turned greater than the critical value and the p-value turned lesser than the α.

In the comparison of the aforementioned values, it was

proven that the computed value turned lesser than the critical value and the p-value turned greater than the α, thus, the linear association between the two variables was not significant which signified that the gross monthly family income of the students did not significantly influence their extent of involvement in co-curricular activities. Therefore, the null hypothesis stating that, "there is no significant relationship between extent of involvement of student-respondents in co-curricular activities and their gross monthly family income," was accepted.

General Average for the Last School Year. In associating linear relationship between the extent of involvement of student-respondents in co-curricular activities and their general average for the last school year using the Pearson's r, the computed value was posted at .001 denoting a "very weak" linear association. In testing the significance of the noted linear association between the two variable utilizing the Fisher's t-Test, the computed value was posted at .015 with df = 226 and a p-value of 0.997 at .05 α. The critical t-value was set at ±1.971. Furthermore, the computed value was compared with the critical value and the p-value was compared with the α. In the evaluation, the following decision rule was applied: the variation was not significant if and when the computed

value turned lesser than the critical value and the p-value turned greater than the α; on the other hand, the variation was significant if and when the computed value turned greater than the critical value and the p-value turned lesser than the α.

In the comparison of the aforementioned values, it was proven that the computed value turned lesser than the critical value and the p-value turned greater than the α, thus, the linear association between the two variables was not significant which signified that the general average for the last school year of the students did not significantly influence their extent of involvement in co-curricular activities. Therefore, the null hypothesis stating that, "there is no significant relationship between extent of involvement of student-respondents in co-curricular activities and their general average for the last school year," was accepted.

Attitude Toward Co-Curricular Activities. In associating linear relationship between the extent of involvement of student-respondents in co-curricular activities and their attitude toward co-curricular activities using the Pearson's r, the computed value was posted at .236 denoting a "weak" linear association. In testing the significance of the noted linear association between the two variable utilizing the Fisher's t-Test, the

computed value was posted at 3.661 with df = 226 and a p-value of 0.000 at .05 α. The critical t-value was set at ±1.971. Furthermore, the computed value was compared with the critical value and the p-value was compared with the α. In the evaluation, the following decision rule was applied: the variation was not significant if and when the computed value turned lesser than the critical value and the p-value turned greater than the α; on the other hand, the variation was significant if and when the computed value turned greater than the critical value and the p-value turned lesser than the α.

In the comparison of the aforementioned values, it was proven that the computed value turned greater than the critical value and the p-value turned lesser than the α, thus, the linear association between the two variables was significant which signified that the attitude toward co-curricular activities of the students did significantly influence their extent of involvement in co-curricular activities. Therefore, the null hypothesis stating that, "there is no significant relationship between extent of involvement of student-respondents in co-curricular activities and their attitude toward co-curricular activities," was rejected.

The coefficient being positive suggested a direct proportional linear association indicating that the

students who have a highly positive attitude toward co-curricular activities were more inclined to actively involved in co-curricular activities than the ones were apathetic to it.

In summary, of the profile variates of the student-respondents, only their age, sex, parents' highest educational attainment, and attitude toward co-curricular activities proved to influence significantly their extent of involvement to it. The other variates did not prove any significant influence at all.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary of the findings of the study with the conclusions drawn from them and the recommendations based primarily on the conclusions drawn from the findings of the study.

Summary of Findings

The following were the major findings of the study:

1. The oldest student-respondent was aged 22 years old while the youngest was 12 years old whereby the Median age was posted at 15 years old with an AD of two years. Furthermore, majority of the student-respondents were female accounting for 135 or 59.20 percent.

2. Majority of the student-respondents were Catholics accounting for 192 or 84.21 percent.

3. Among the fathers of the student-respondents, a number, that is, 68 or 29.82 percent reached the elementary level while a number of the mothers, that is, 63 or 27.63 percent were high school graduates.

4. A number of the fathers of the student-respondents, that is, 97 or 42.54 percent were farmers while 122 or 53.51 percent were not engaged in gainful activities being the housewife.

5. Majority of the families of the student-respondents earned a monthly income of Less than P10,000 accounting for 191 or 83.77 percent.

6. The mean grade obtained by the student-respondents for the last school year was posted at 86.27 with a SD of 6.66.

7. The student-respondents "agreed" on their attitude toward co-curricular activities being indicated by the grand weighted mean of 3.81.

8. The extent of involvement in co-curricular activities of student-respondents, they were slightly involved along campus journalism, sports activities, scouting, literary/academic contests and cultural activities while they were moderately involved along student government.

9. In associating linear relationship between the extent of involvement of student-respondents in co-curricular activities and their profile variates, it was found significant in terms of age, sex, parents' highest educational attainment, and attitude toward co- curricular activities while it was found not significant in terms of religion, parents' occupation, gross monthly family income, and general average for the last school year.

Conclusions

The following were the conclusions drawn from the findings of the study:

1. The student-respondents were fit for the grade level they were enrolled with more or less of similar ages with about two-year difference which indicated that their maturity level was almost the same whereby the female students outnumbered the male students in this district. This was a common scenario among schools whereby in the enrollment the females were always the majority in the roster of enrolment.

2. The student-respondents were commonly belonging to the same religious affiliation indicating that they have common beliefs as taught by their doctrine. They belong to the dominant religion in the country which is Roman Catholic.

3. The parents of the student-respondents were all literates, that is, with the capacity to read, write and understand simple messages which could be a great advantage to the schooling of their children.

4. The parents of the student-respondents had a regular gainful occupation which served as their source of income for the family. The fathers usually had the job while the mothers took charge of taking care of the family.

5. The student-respondents earned regular monthly

income which they used to defray the monthly financial requirements of the family. Meager though, but they prioritized the schooling of their children signifying that they put premium with the education of their children for their better future.

6. The student-respondents obtained exemplary performance with general average higher than the required cut-off of the DepEd which is 75 percent.

7. The student-respondents manifested very favorable attitude toward extra co-curricular activities. This denoted that they were very interested with co-curricular activities which they usually join or actively involved.

8. The student-respondents averred a slight involvement in co-curricular activities particularly along campus journalism, sports activities, scouting, literary/academic contests and cultural activities, and moderate involvement along student government. Based on the FGD represented by the students, teachers and parents, the students manifested positive attitude toward co-curricular activities which was also affirmed by the parents for as long as such activities would not deter the academic performance of their students. On the part of the teachers, they positively expressed higher performance of the students despite involvement of students in co-curricular activities considering that they provided them intervention

scheme to cope up with the lessons while they were out for the co-curricular activities. To sum up, all the representatives expressed that involvement in co-curricular activities of the students significantly influenced their academic performance.

9. Of the profile variates of the student-respondents, only their age, sex, parents' highest educational attainment and attitude toward co-curricular activities proved to influence significantly their extent of involvement to it. The other variates did not prove any significant influence at all.

Recommendations

Based the conclusions drawn from the findings of the study, the following are the recommendations:

1. Inasmuch as the students considered their involvement in co-curricular activities as slight along the campus journalism, sports activities, scouting, literary/academic contests and cultural activities, and moderate involvement along student government, teachers should provide them intervention for them to appreciate it and be highly involved in it.

2. Based on the linear association, the intervention activities should focus more on developing the young male students so that they could be representative of the school

for any co-curricular activities in sports competition however, the female students should not be neglected also for they too could be developed in literary/academic and cultural competitions.

3. The attitude of the students toward co-curricular activities should be sustained by providing them opportunities to take part in any co-curricular activities in school. They should be involved.

4. Another study may be conducted in other schools to validate the findings of this study.

Chapter 6

INTERVENTION PROGRAM

This chapter presents the intervention program that evolved from the findings of the study with the end in view of enhancing the extent of involvement of Junior High School Students with the co-curricular activities in school.

Rationale

Schools are implementing co-curricular activities with academic curriculum so that students develop skills beyond knowledge of subjects. Every activity in school life plays a significant role in development of students.

Co-curricular activities are an essential part of school life and helps in enhancing learning process of students at school. They are designed and balanced with academic curriculum so that every student gets to learn beyond subjects.

The program is developed based on the recommendations revealed on this study. As discovered in this study, the oldest student-respondent was aged 22 years old while the youngest was 12 years old. Furthermore, majority of the student-respondents were female; hence, it was suggested that male students should be encouraged to join the co-

curricular activities in school regardless of their age and gender preference in order to promote gender sensitivity, equality and empowerment.

It was found out that majority of the student-respondents were Catholics and so it was recommended that all co-curricular activities in school should be open to all religions.

It was also revealed that the extent of involvement in co-curricular activities of student-respondents along campus journalism, sports activities, scouting, literary/academic contests and cultural activities were slightly participated while moderately involved along student government; wherefore, it was recommended that the school management together with the help of student leaders should provide an intervention program or apply different strategies which were considered “interesting” on the part of the students.

It was also recommended that the attitude of the students toward co-curricular activities should be sustained by providing them opportunities to take part in any co-curricular activities in school.

It was also suggested that another study may be conducted in other schools; or it can be a district-based, division-based or regional in scope to validate the findings of this study.

Generally, based on the forgoing rationale, this enhancement program in the implementation of co-curricular activities of Junior High School students in Casandig National High School was evolved to improve the extent of participation of students in co-curricular activities and their academic performance.

The program contains series of activities scattered whole year round, from June up to March. It intends to intensify the implementation of co-curricular activities in Casandig National High School.

Objective

The general objective of this program is to strengthen the implementation of co-curricular activities in order to improve the academic performance of students in Casandig National High School.

Specifically, the program intends to enhance various strategies and skills in the improvement of teachers' and student leaders' competence in managing school organizations through orientation, re-orientation, capability building and monitoring and evaluation.

Feature of The Enhanced Program

The enhanced program is focused on improving the competence of teachers (those who are assigned as the subject/club coordinators) and student leaders from the

student government for them to inspire and invite students to join the co-curricular activities in school. The intention was to help them become more appreciative of all the efforts towards physical and mental development as well as academic excellence.

Project APIHI (Active Participation through Intensified and High-value Interventions) was designed to help them become effective, efficient, economical, ethical, and competent coaches, advisers and student leaders in Casandig National High School which are supposed to be conducted on a monthly or quarterly basis.

A one-day orientation and three-day training and workshop is designed for each quarter so as to improve the system of implementation of co-curricular activities so as to improve the academic performance of students.

Strategies for Implementation

The following outlines the activity proposal for the implementation of the intervention program.

Source of Fund	MOOE/ School Initiated Fund Through Donation and IGP a
Title	Phase I: Preparatory Works Phase II: Planning and Structuring Phase III: Orientation/Re-Orientation Phase IV: Launching of the Project APIHI Phase V: Capability Building Phase V: Monitoring and Evaluation Phase VI: Presentation of Results/Accomplishments

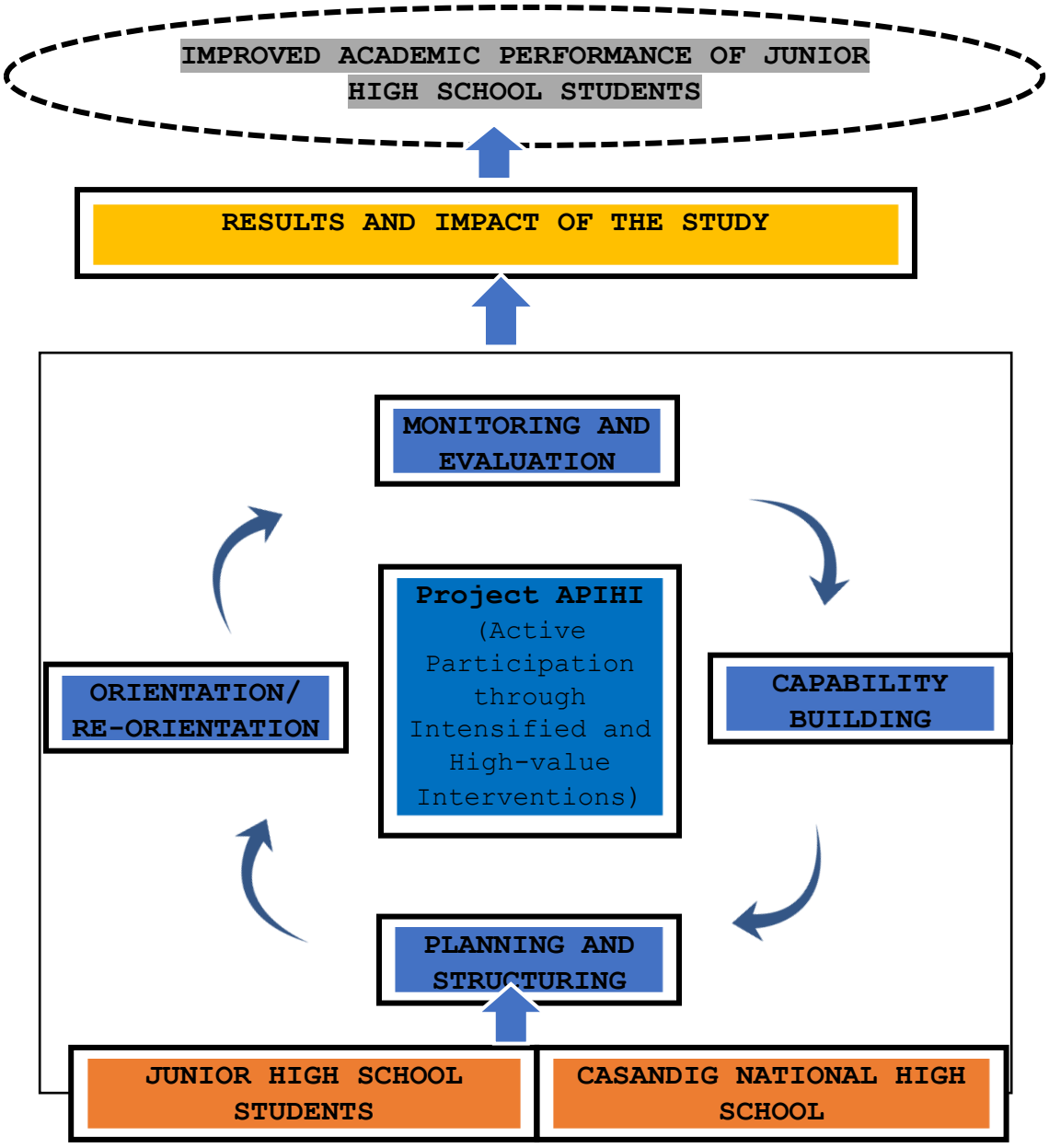

Figure 3. The Schematic Diagram of the Enhancement Program to Intensify the Implementation of Co-Curricular Activities Towards Academic Excellence of Junior High School Students in Casandig National High School

Activity	Advocacy Campaign on Intensified Implementation of Co-curricular Activities; Orientation; Seminar and Workshops
Schedule	June 12, 2020
Involved	Teachers, Students, School Head, and

Units	Stakeholders
Suggested venue	School plaza/covered court
Objectives	1. To provide awareness and understanding on DepEd Order Number 66., s. 2018 (Guidelines in The Conduct of Off-Campus Activities) to all students, teachers, parents and stakeholders. 2. To guide teacher-advisers in Co-curricular activities and student leaders in documenting the processes involved relative to the enhanced system in manning an event or organization. 3. To orient all students, teachers, parents and stakeholders about PROJECT APIHI
Context	1. Conduct understanding on the implementation of Co-curricular activities in school and how it supports the academic performance of students. 2. Establish a timeline for the project 3. Develop action plan/strategic options for each organization/co-curricular activity
Expectation	1. With the help of the resource speaker/s, participants will be able to document all the processes and apply effective strategies in order to meet the objectives/goals.

Budgetary Requirements

A. Preparatory Phase – Planning and Structuring of the Organization, Orientation/Re-orientation and Launching of Project APIHI

Item of Expenditure	Unit Cost	Unit	Days Required	Number of Pax	Sub-total	Total
Live-out Food (Launching of the Project APIHI)	150	pax	1	(Students =414) (Teachers and Principal= 26) (Stakehol-	450 pax x 150-unit cost = PhP67,500 67,500 x 3 days = PhP202,500	202,500

				ders =10) Total =450		
Venue	7,500	Unit	1	-	PhP7,500	7,500
Honorarium of the Speaker	3,000	-	1	1	PhP3,000	3,000
Laptop, Projector, White Screen	c/o SSG	-	-	-	-	-
Tarpaulin and Backdrop	2,000	-	-	-	PhP2,000	2,000
Miscella-neous	2,000	-	-	-	PhP2,000	2,000
Total	**PhP 215,000. 00**					

B. Capacity Building – Crafting Strategic Directions / 6-Year Development Plan for Co-Curricular Activities in Casandig National High School

Item of Expendi-ture	**Unit Cost**	**Unit**	**Days Required**	**Number of Pax**	**Sub-total**	**Total**
Live-out Food (Capacity Building)	150	pax	3	(Students =414) (Teachers and Principal= 26) (Stakehol-ders =10) Total =450	450 pax x 150-unit cost = 67 ,500 67, 500 x 3 days = 202,500	202,500
Venue	7,500	Unit	3	-	7,500 x 3 = PhP22500	22,500
Honorarium of the Speaker	3,000	-	3	1	3, 000 x 3 = PhP9,000	9,000
Training	10,000	Unit	3	-	10,000	10,000

Kit, Handouts and Flyers						
Laptop, Projector, White Screen	c/o SSG	-	-	-	-	-
Tarpaulin and Backdrop	2,000	-	-	-	2,000	2,000
Strategic Direction Journals (output)	4,000	-	-	-	4,000	4,000
Total	**PhP 250, 000.00**					

C. Monitoring and Evaluation (Contextualized M & E Tools)

Item of Expenditure	Unit Cost	Unit	Days Required	Number of Pax	Sub-total	Total
Monitoring Tool	10.00	Set	1	450 pax	4,500	4,500
Internet for online monitoring/ storage & maintenance	c/o SSG	-	-	-	-	-
Total	**PhP 4,500.00**					

D. Presentation of Results/Accomplishments

Item of Expenditure	Unit Cost	Unit	Days Required	Number of Pax	Sub-total	Total
Live-out Food (Presentation of Co-Curricular Activities Development Plan/ Result and Impact of Project APIHI)	150	pax	1	(Students = 414) (Teachers and Principal= 26) (Stakeholders =10) Total = 450	450 pax x 150-unit cost = 67,500 67,500 x 3 days = 202,500	202,500
Venue	7,500	Unit	1	-	7,500	7,500

Honorarium	3,000	–	1	1	3,000	3,000
Laptop, Projector, White Screen	c/o SSG	–	–	–	–	–
Tarpaulin and Backdrop	2,000	–	–	–	2,000	2,000
Miscellaneous	2,000	–	–	–	2,000	2,000
Total	**PhP 215,000. 00**					
Overall Total	**PhP 684,500. 00**					

Monitoring and Evaluation

Monitoring and evaluation are ways of systematically measuring and assessing program activities and results. Their purpose is to check on the progress of implementation and outputs systematically. They help to determine when a program is going to plan and when changes may be needed. They form the basis for modification of interventions, and of assessing the quality of any activities that are being conducted. Moreover, with a positive outcome, they can be used to demonstrate that programs have been implemented effectively and have had a measurable impact.

Together, monitoring and evaluation (frequently abbreviated to M&E) provide the necessary data to guide planning, to allocate resources, to design and implement programs and projects and, if necessary, to re-allocate resources in better ways. They are essential in providing planners, implementers, policy makers and donors with the

information and understanding they need to make informed decisions about the operation of their programs.

Monitoring and evaluation of the Project APIHI is important because it provides the only consolidated source of information showcasing project progress; it allows actors to learn from each other's experiences, building on expertise and knowledge; it often generates reports that contribute to the transparency and accountability, it allows for lessons to be shared easily; it reveals mistakes and offers paths for learning and improvements; it provides a basis for questioning and testing assumptions; it provides a means for agencies seeking to learn from their experiences and to incorporate them into policy and practice; it provides a way to assess the crucial link between implementers and beneficiaries on the ground and decision makers; it adds to the retention and development of instructional memory; and it provides a more robust basis for raising funds and influencing policy (http://www.sporttanddev.org/en/toolkit/monitoring&evaluation, 18 March 2018.

In monitoring Project APIHI, the following can be used as tools/motivation: 1) Weekly **Kumustahan Program** (informal session in the school library or office of the SSG were students and teachers will feel comfortable of sharing their best practices 2) Monthly submission of Project APIHI

Journal per school event/organization/club 3) Quarterly submission of Project APIHI M&E tool 4) Giving certificate of recognition, cash price and token for the most effective and competent student leaders and teacher advisers/coordinators/coaches.

B I B L I O G R A P H Y

A. BOOK

Morrow, Jennifer Ann. & Ackerman, Margot. E. **Influences of Co-Curricular Participation on Academic Success and Persistence among Sophomore Students**, 2012.

B. J0URNALS, PUBLICATIONS AND OTHER SOURCES

Almero-Encio, H. et al. "Benefits of Co-Curricular Activities to Academic Performance of Financial and Management Accounting Students." **Asia Pacific Journal of Education, Arts and Sciences**, 2016.

Abbidin, Norhasni. "Exploring Student Development Theory in Enhancing Learning Through Supervision." **HRMARS**, 2012.

Adelson, Jill L. & Dickinson, "Differences in the reading-mathematics relationship: multi-grade, multi-year statewide examination." **Learning and Individual Differences**, 2015.

Bashir, Zahid. "The Effectiveness of Co-curricular Activities on Academic Achievements of Secondary School Students in District Abbottabad Pakistan - A Case Study." **Developing Country Studies**, Vol. 2, No.2, 2012.

Batool, Tahira. & Riaz, Jannat. "Variations in Parental Participation in Curricular and Co-Curricular Activities of University Students." **Global Social Sciences Review**, 2019.

Briones, Leonor. M. "Implementing Guidelines on the Conduct of Off-Campus Activities." In support of the K to 12 curriculum implementation, Department of Education, 27 December 2017.

Elkins, Daniel., Noel-Elkins, Amelia. V., Forrester & Scott. "The Contribution of Campus Recreational Sports Participation to Perceived Sense of Campus Community. **Recreational Sports Journal**, 2011.

Jaakkola, Elina., Helkkula, Anu. & Aarikka-Stenroos, Leena. "Understanding and Advancing Service Experience Co-Creation." **Journal of Service Management**, 2015.

Kimengi, Isaac Njuguna, Kiptala, Wilson, & Okero, Richard. "Students' Co-Curricular Participation Perception and

Academic Performance in Kenyan Secondary Schools." Vol 1, No 3, 2014.

Kisango, Benard. "Factors Influencing Students' Participation in Activities in Publc Secondary Schools in Lamu Country, Kenya," 2016.

Lemire, Beverly. "The power of "Things" in eighteenth-century societies." **Eighteenth-Century Studies**, 2017.

Leung, Chi Hung., Ng, Chi Weng Raymond. & Chan, Po On Ella. "Can Co-Curricular Activities Enhance the Learning Effectiveness of Students: An Application to the Sub-Degree Students in Hong Kong." **International Journal of Teaching and Learning in Higher Education**, 2011.

Rei-an Craig. V. & Almero-Encio. Hadge. "Benefits of Co-Curricular Activities to Academic Performance of Financial and Management Accounting Student," **Asia Pacific Journal of Education, Arts and Sciences**, Vol. 3, No. 1, 2016.

Siddiky, Md. R. Developing co-curricular activities and extra-curricular activities for all-round development of the undergraduate students: a study of a selected public university in Bangladesh. **Pakistan Journal of Applied Social Sciences**, 2019.

Sincero, Sarah Mae. "Social Development Theory". 6 July 2020.

Singh. Ananya." Effect of Co-Curricular Activities on Academic Achievement of Students." **IRA-International Journal of Education & Multidisciplinary Studies**, ISSN 2455-2526; Vol.06, 2017.

Stirling, Ashley. E. Kerr, Gretchen. A. "Creating meaningful co-curricular experiences in eigher education." **Journal of Education & Social Policy**, 2015.

Suleman, Qaiser, & Zeeshan. M. "Effects of Over-Scheduled Involvement in Co-Curricular Activities on the Academic Achievement of Secondary School Students in Kohat Division, Pakistan." **Internatonal Journal of Learning & Development**, 2014.

Wodimu, Bezabih. & Gonfa, Zeleke. "Co-curricular Activities and Its Contribution for Psychosocial Skills Development

of Students in Upper Primary Schools of Sinana Woreda, Bale Zone, Oromia." **Journal of Education and Practice**. Vol. 10, No. 28, 2019.

Wong, Helen & Leung, Simon. "How do Tertiary Education Students Perceive Co-Curricular Activities Under the New Education System?" **International Education Studies**, 2018.

Zac**h**erman, Avi. & Foubert, John. "The Relationship Between Engagement in Cocurricular Activities and Academic Performance: Exploring Gender Differences." **Innovations in Research and Scholarship Features**, 2014.

C. UNPUBLISHED MATERIALS

Kisango, Benard. "Factors Influencing Students' Participation
in Co-Curricular Activities in Public Secondary Schools in Lamu Country Kenya, 2016.

Siddiky, Md. Roknuzzaman. Developing Co-Curricular Activities and Extra-Curricular Activities for All-Round Development of The Undergraduate Students: A Study of a Selected Public University in Bangladesh. 2019

Ritchie, Gail. M. "The Impact of Academic Co-Curricular Activity Participation on Academic Achievement: A Study of Catholic High School Seniors," 2018

A P P E N D I C E S

APPENDIX A

REQUEST FOR APPROVAL OF RESEARCH TITLE

SAMAR COLLEGE
COLLEGE OF GRADUATE STUDIES
City of Catbalogan

November 2019

Dr. NIMFA T. TORREMORO
Dean, College of Graduate Studies
Samar College
City of Catbalogan

M a d a m e:

The undersigned will enroll in thesis writing this 2nd Semester, School Year 2019-2020. In this regard, she would like to present the following proposed thesis titles, preferably Number 1, for your evaluation, suggestions and recommendation.

1. CO-CURRICULAR ACTIVITIES AND ACADEMIC PERFORMANCE OF JUNIOR HIGH SCHOOL STUDENTS: BASIS FOR AN INTERVENTION PROGRAM
2. Efficacy of the school administrators' rotational assignment scheme in the department of education
3. Effectiveness of yes-o initiatives as perceived by Precious Mae Junior High School Students

(SGD) **ANTONIA Y. TABANAO**
Researcher

Recommended Title No.

1 (SGD) **GUILLERMO D. LAGBO, DPA**
Evaluator
1 (SGD) **NATALIA B. UY, PhD**
Evaluator
1 (SGD) **PEDRITO G. PADILLA, PhD**
Evaluator

Approved Title No.: # 1

(SGD) NIMFA T. TORREMORO, PhD
Dean, College of Graduate Studies

APPENDIX B

Republic of the Philippines
Commission on Higher Education
Region VIII
Samar College
COLLEGE OF GRADUATE STUDIES
City of Catbalogan

ASSIGNMENT OF ADVISER

NAME	:	ANTONIA Y. TABANAO
COURSE	:	Master of Arts in Education
SPECIALIZATION	:	Educational Management
TITLE OF THESIS PROPOSAL	:	Co-curricular Activities and Academic performance of Junior high school students Bases for an intervention Program
NAME OF ADVISER	:	CRISTA JOY A. TORBILA, PhD

(SGD.) ANTONIA Y. TABANAO
Researcher

CONFORME:

(SGD) CRISTA JOY A. TORBILA, PhD
Adviser

APPROVED:

(SGD) NIMFA T. TORREMORO, PhD
Dean, College of Graduate Studies

APPENDIX C

QUESTIONNAIRE
(for Student-Respondent)

Republic of the Philippines
Commission on Higher Education
Region VIII
Samar College
COLLEGE OF GRADUATE STUDIES
City of Catbalogan

December 9, 2019

Dear Respondent,

The undersigned is currently conducting a study entitled, **"Co-curricular Activities and Academic Performance of Junior High School Students: Bases for an Intervention Program"**, as one of the requirements for the degree, Master of Arts in Education (MAEd) major in Educational Management (EM) with the College of Graduate Studies of Samar College, City of Catbalogan.

As potent source of information, the undersigned requests your cooperation in answering the attached questionnaire.

Rest assured that any information given in this questionnaire will be held in strict confidentiality and shall be used solely for the purpose of this study.

Thank you very much for the usual cooperation.

Very truly yours,

(SGD) ANTONIA Y. TABANAO
Researcher

PART I. PROFILE OF RESPONDENT

Direction: Kindly supply the information asked for by writing on the space provided or by checking appropriate box.

1. Name (optional): _____

2. Age: _____ 3. Sex: ☐ Male ☐ Female
(Please Specify)

3. Religion:
☐ Roman Catholic
☐ Iglesia ni Cristo
☐ Seventh Day Adventist
☐ Baptist
☐ Jehovah's Witnesses
☐ Others, pls. specify_____

4. Parents' Highest Educational Attainment:

Father		Mother
☐	Post Graduate	☐
☐	College Graduate	☐
☐	College Level	☐
☐	Techno-Vocational	☐
☐	High School Graduate	☐
☐	High School Level	☐
☐	Elementary Level	☐
☐	No Schooling	☐

5. Parents' Occupation:(Please Specify)

Father: _____

Mother: _____

6. Gross Monthly Family Income:

☐ Less than P10,000 ☐ P50,000-P69,999

☐ P10,000-P29,999 ☐ P70,000-P89,999

☐ P30,000-P49,999 ☐ P90,000 and over

7. General Average for the last school year: _____

PART II. ATTITUDES TOWARD CO-CURRICULAR ACTIVITIES AND ACADEMIC PERFORMANCE

Direction: Below are statements that determine the extent of your involvement in school organizations. Kindly rate yourself by checking appropriate column by using the scale below:

5 - Strongly Agree (SA)
4 - Agree (A)
3 - Uncertain (U)
2 - Disagree (D)
1 - Strongly Disagree (SD)

Attitude Statement	5 (SA)	4 (A)	3 (U)	2 (D)	1 (SD)
1. Joining co-curricular activities in school is fun and boast self-confidence.					
2. Joining co-curricular activities in the school will help me get a good job when I am older.					
3. I believe that co-curricular activities should be made compulsory in school.					
4. I believe that co-curricular activities will equip me with the skills I need to succeed after I graduate, such as leadership skills, teamwork, time-management, communication skills and environment flexibility.					
5. Joining co-curricular activities shows that I am successful both inside and outside the classroom.					

6. Getting involved in co-curricular activities help me meet new friends and help me improve my social skills.					
7. Co-curricular activities enhance my scholastic performance.					
8. School organization is just a waste of time and interruption to my studies.					
9. I am ashamed in joining school organizations.					
10. I don't believe in joining co-curricular as way of enhancing my academic achievement.					

PART III. PART III. EXTENT OF INVOLVEMENT OF STUDENTS IN CO-CURRICULAR ACTIVITIES

Direction: Below are statements that determine the extent of your involvement in co-curricular activities. Kindly rate yourself by checking appropriate column using the scale below:

5 – Extremely Involve (EI)
4 – Highly Involve (HI)
3 – Moderately Involve (MI)
2 – Slightly Involve (SI)
1 – Not Involve (NI)

Indicator	5 (EI)	4 (HI)	3 (MI)	2 (SI)	1 (NI)
A. Campus Journalism					
1. Involvement as editorial staff of School Paper.					
2. Involvement as contributor to School Paper.					
3. Involvement as Editor- in-chief of the School Paper.					
4. Involvement in workshop for campus journalism.					
5. Involvement in the production of the School Paper every issue.					
B. Sports Activities					
1. Involvement in the Intramural					

meet.					
2. Involvement in the Division meet.					
3. Involvement in EVRAA meet.					
4. Involvement in Palarong Pambansa.					
5. Involvement in the invitational fun run.					
C. Scouting					
1. Involvement in scouting activities.					
2. Involvement as Troop Leader.					
3. Involvement in Jamborees in district level.					
4. Involvement in Jamborees in the division level.					
5. Involvement in Jamborees in the national level.					
D. Literary/Academic Contest					
1. Involvement in literary contests in the school level.					
2. Involvement in literary contests in the division level.					
3. Involvement in literary contests in the regional level.					
4. Involvement in literary contests in the national level.					
5. Involvement in academic contests in the school level.					
6. Involvement in academic contests in the division level.					
7. Involvement in academic contests in the regional level.					
8. Involvement in academic contests in the national level.					
E. Cultural					
1. Involvement in cultural programs in the school level.					
2. Involvement in cultural programs in the district level.					
3. Involvement in cultural					

programs in the division level.					
4. Involvement in cultural programs in the regional level.					
5. Involvement in cultural programs in the national level.					
F. Student Government					
1. Involvement in the student government organization/ election.					
2. Running as candidate during election of student government.					
3. Functioning as legislature for the welfare of students.					
4. Administering compliance among students with laws promulgated by the student government.					
5. Attendance to capability building for the student leaders.					
6. Attending regularly in sessions called for the student leaders.					
G. STEP and YES-O					
1. Involvement in festival of talents in school level.					
2. Involvement in festival of talents in the district level.					
3. Involvement in festival of talents in the division level.					
4. Involvement in festival of talents in the regional level.					
5. Involvement in festival of talents in the national level.					
6. Involvement in the Yes-O organization.					
7. Running as candidate during Yes-O officers.					
8. Involvement in implementing waste management program.					

9. Involvement in the tree planting within the school campus.					
10. Involvement in the conduct of clean up drives within the school premises, and in the community.					

Thank You Very Much. . .

The Researcher

APPENDIX D

LETTER OF REQUEST TO THE SCHOOLS DIVISION SUPERNTENDENT TO CONDUCT THE STUDY

Republic of the Philippines
Department of Education
Region VIII
Division of Samar
District of Wright II SJB
Casandig National High School
CasandigParanas, Samar

November 25, 2019

THE SCHOOLS DIVISION SUPERINTENDENT
DepEd Schools Division of Samar
City of Catbalogan

Madame:

Greetings!

The undersigned is currently conducting a Research Study entitled "**Co-curricular Activities and Academic Performance of Junior High School Students: Bases for an Intervention Program**" as a requirement for the degree, Master of Arts in Education with the College of Graduate Studies of Samar College.

In this regard, she would like to request the approval of your good office to conduct a research survey to the students of Casandig National High School that will serve as the respondents of the study. Interruption of classes will not take long since the conduct of survey does not require much time.

Thank you very much for your favorable approval of this request.

Respectfully yours,

(SGD) ANTONIA Y. TABANAO
Teacher-Researcher

APPROVED BY:

(SGD) MERCEDES P. DACO, EdD
Principal III

APPENDIX E

LETTER OF REQUEST TO THE SCHOOL HEAD OF CASANDIG NATIONAL HIGH SCHOOL TO CONDUCT THE STUDY

Republic of the Philippines
Department of Education
Region VIII
Division of Samar
District of Wright II SJB
Casandig National High School
CasandigParanas, Samar

November 25, 2019

MERCEDES P. DACO, EdD
Principal III
Casandig National High School
Paranas, Samar

Madame:

Greetings!

The undersigned is currently conducting a Research Study entitled "**Co-curricular Activities and Academic Performance of Junior High School Students: Bases for an Intervention Program**" as a requirement for the degree, Master of Arts in Education with the College of Graduate Studies of Samar College.

In this regard, I would like to request the approval of your good office to conduct a research survey to the students of Casandig National High School that will serve as the respondents of the study. Interruption of classes will not take long since the conduct of survey does not require much time.

Thank you very much for your favorable approval of this request.

Respectfully yours,

(SGD) ANTONIA Y. TABANAO
Teacher-Researcher

APPROVED BY:

(SGD) MERCEDES P. DACO, EdD
Principal III

C U R R I C U L U M V I T A E

NAME	:	Antonia Yanga Tabanao
RESIDENCE	:	EQ7-D Ten Doors Camp Lukban Maulong Catbalogan City Samar
CONTACT NUMBER	:	09989930166
EMAIL ADDRESS	:	antonia.tabanao@deped.gov.ph
DATE OF BIRTH	:	February 25, 1980
PLACE OF BIRTH	:	Catbalogan, City Samar
CIVIL STATUS	:	Married
CURRENT POSITION	:	Secondary School Teacher III
STATION	:	Casandig National High School District of Wright II DepEd Schools Division of Samar
CURRICULUM PURSUED	:	Master of Arts in Education (MAED)
SPECIALIZATION	:	Educational Management (EM)

EDUCATIONAL BACKGROUND

Elementary	:	Bagacay Elementary School Hinabangan, Samar 1987-1993
Secondary	:	Bagacay National High School Hinabangan, Samar 1993-1997
Collegiate	:	Bachelor of Secondary Education Major in Mathematics Samar State University City if Catbalogan 1997-2002
Graduate Education	:	Samar College City of Catbalogan 2017-2020

ELIGIBILITY

Licensure Examination for Teachers (LET)

WORK EXPERIENCE

Secondary School Teacher : Casandig National School
Paranas, Samar
2018-present

SEMINARS, TRAININGS AND WORSHOPS ATTENDED

Bread and Pastry Production NCII, 2017.

Understanding Your Teaching Style or Better Engage Yoyhg Learners, 2017.

Job Orientation/Seminar & Workshop of Newly-Hired Teachers for 2018.

Action Researh Studies in Basic, Education, 2018.

Cookery NCII, 2018.

Division Seminar-Workshop for Agriculture Teachers on Cacao Production and Nursery Plant/Vegetable Management, 2018.

Trainees Methodology, 2018.

Orientation of Learning Resource Evaluator and Lay-out Artists, 2018.

School District Professional Meeting, 2018.

In-Service Training on Capability Building on Integrated School Nutrition Model, Inclusive Education and Multi-Factored Assessment Tool, Critical Contents in Science and Matheatics, and Implentating Rondalla in Music Foundation, 2018.

Three-day District-Based Eoll-out on the PPST and RPMS Manual for Teachers and School Heads, 2019.

Disttrict Professional Meeting, 2019.

International Seminar on Transformational Leaderhip and Professional Growth Development, 2019.

Igniting Holistic and Innovative Learning Throgh Teachnology, 2019.

International Training Workshop on 21st Century Teaching-Learnig Pedagogies, 2019.

Girl Club Orientation for Junior Level, 2019.

Basic Leadership Training Course, 2019.

District In-Service training for Teachers, 2019.