

---

# Relationship Of Students' Extracurricular Activities And Academic Performance

Students nowadays involved in extracurricular activities, these so-called activities help students achieve and master their skills in preparation for a college education. Extracurricular activities are part of today's academic school system. This allows them to develop a strong character and to enhance obedience, dedication, determination, self-control, and respect for academic staff. The goal of the study is to determine the impact of extracurricular activities on the academic performance of Cavite National High School Grade 11 STEM students. The study is conducted to determine if academic performance and extracurricular activities are related or not. Using a survey method, the variables were assessed using the researchers' questionnaire. The data were analyzed with the Pearson Product-moment Correlation Coefficient. It was found that students who engage in extracurricular activities generally benefit from better examination results, higher standardized test scores and higher educational achievement, more regular class attendance, and a higher self-concept.

## INTRODUCTION

### Background of the Study

Over the years, the implementation of the K-12 curriculum improves the quality of education in the Philippines. It is more than just adding years to a student's schooling, but it covers a lot of extracurricular activities and supports school clubs to provide sufficient time for mastery of concepts and skills of the students and also, to develop lifelong learners as they prepare for higher education. Thus, according to the study of Crimson (2007), involvement in after school club activities and extracurricular activities is beneficial in a variety of ways for the K-12 population.

It has been generally assumed that participation in extracurricular activities has a positive impact on the retention of students beyond the first year. However, many also believe that these activities may affect student performance negatively due to conflicting time requirements and competing schedules, even if they do enhance student's ability to cooperate and be active in school.

These extracurricular activities are often seen as an extension of the educational program. Thus, it allows the students who participate in these activities to develop their skills in different fields such as leadership, sportsmanship, self-discipline, self-confidence, and their ability to communicate well with their fellow students.

In the study of Ahmad M. (2015), students who participated in extracurricular activities had a better attendance rate in class. The moment when students always participate in school activities, they tend to apply their knowledge in every way possible. Also, as the students continue to participate in these kinds of activities, their performance in academics boosts linked to good outcomes. 2

---

These extracurricular activities affect the academic performance of the students in many ways. Along with the benefits of participation in these activities, a student should also know its adverse effects, how he/she should maintain a balance between extracurricular and their academics in school, and how participating in different activities can have different effects in their future. That is the reason why over-scheduling in excessive activities can decrease the benefits of participation in extracurricular activities in school. Students can become tired and lazy, thus, become less interested in participation. Students may also try to go beyond their limits to show extra performance resulting in some serious bad effects and/or problems.

In this manner, determining the relationship of students' level of engagement in extracurricular activities and academic performance will have different parameters which include sports, club activities, and academic competitions. The study has its basis on how the effects of these activities can improve the academic performance of the students.

## **Extracurricular Activities**

The term 'extracurricular activities' refers to any activities that take place outside of the regular (compulsory) curriculum. 'The activities are voluntary and students do not receive grades for academic credit for them'. These activities are offered outside of class hours but within the institutional setting. Gilman (2004), discussed the concept of structured extracurricular activities as a strategy for colleges to build resiliency, offer opportunities for engagement with educational institute activities and provide constructive academic performance. 3

Based on the study of Ahmad M, et al (2015), 'extracurricular activities' refer to any activity that takes place outside of the regular (compulsory) curriculum. The activities are voluntary and students do not receive grades for academic credit for them. These activities are offered outside of class hours but within the institutional setting.

In line with this, it also refers to activities, programs, and learning experiences that complement, in some way, what students are learning in school; experiences that are connected to or mirror the academic curriculum. These extracurricular activities may include sports, debates, essay writing, drama or theatre, different clubs, and student councils. According to Robert Freeman (2017), several terms have become synonymous with extracurricular activity programs: co-curricular activities, the third curriculum, and student activities.

## **Academic Performance**

The measurement of students' achievement across various academic subjects is referred to as academic performance. Teachers and education officials typically measure achievement using classroom performance, graduation rates and results from standardized tests. Also, academic performance is defined by students' reporting of past semester's Grade Point Average or GPA and their expected GPA for the current semester. The GPA is now used by most of the tertiary institutions as a convenient summary measure of the academic performance of their students (NA, ND).

## **Definition of Terms**

Extracurricular activities – are activities participated by the students inside and outside the

---

school.

Academic performance – is measured based on the level of participation of the students in a class.

## **METHODOLOGY**

This chapter explains the methods and procedure of the relationship of students' engagement in extracurricular activities to their academic performance. This also contains three parts which includes the research design, testing, and data analysis propose for the study.

### **Research Design**

The researchers used a Descriptive Correlational method in order to determine the survey results. This method allowed the researchers to test the expected relationships between and among variables and the prediction of future events from present knowledge. These also can assess the relationships in everyday life events. In scientific research, a descriptive correlational method refers to a type of study in which information is collected without making any changes to the study subject. This means that the researchers cannot directly interact with the environment in which they are studying in a way that would cause any changes related to the experiment.

### **Sample and Sampling Techniques**

The sample consisted of the students from Science, Technology, Engineering, and Mathematics or commonly known as STEM was selected through the use of Purposive Sampling technique. The researchers decided to make them as a reliable source of answers to the formulated questions indicated in the survey since most of the students who had an active engagement in school activities came from STEM strand according to the conducted research in the said school.

### **Instrumentation**

The researchers created a Descriptive Correlational 23-item questionnaire with a 4 point Likert-scale to further interpret the responses. The questionnaires were therefore disseminated to gather data about the relationship of students' engagement in extracurricular activities to their academic performance. The researchers, then, analysed the data and used statistical approach in interpreting the responses accurately.

### **Statistical Treatment of Data**

The study employed a descriptive correlational approach and the collected data were analyzed by statistical techniques such as mean, standard deviation, correlation coefficients, and factor analysis. Thus, the data from the sample was treated through statistical method, namely, Pearson Correlation Coefficient to measure the strength of the association between the relationships of student's engagement in extracurricular activities and their academic performance.

---

## Data Gathering Procedure

The researchers developed a 23-item survey questionnaire given to the respondents in order to determine the relationship of extracurricular activities and academic performance of the students. The researchers used a descriptive correlational research method.

## RESULTS

The researchers made statistical method in order to know the percentage and the correlation based on the acceptability level of the students' engagement in extracurricular activities with respect to their academic performance. The study was restricted to Cavite National High School – Senior High School. This study used a quantitative research approach and conducted a 23-item survey questionnaire with a 4 point Likert-scale through a Descriptive Correlational Statistics method and only seek answers to the formulated questions stated; statistical results was shown.

Generally, students who are engaged actively in extracurricular activities like sports, club activities, and even academic competitions are also active academically. Students often learned skills such as teamwork and leadership from college club activities while decreasing the likelihood of different problem behaviors. It is suggested that all educational institute authorities should provide adequate facilities for the students to take part in extracurricular activities within the institute premises and outside schedule class hour.

## REFERENCES

1. Ahmad, M & Rahman, M (2015, December). Effect of Extra Curricular Activity on Student's Academic Performance. Retrieved November 13, 2019 from <https://www.banglajol.info>
2. Crimson (2017). Top 8 Benefits of Extracurricular Activities for High School Students. Retrieved November 25, 2019 from <https://www.crimsoneducation.org/uk/blog/benefits-of-extracurricular-activities>
3. Freeman, R (2017). The Relationship between Extracurricular Activities and Academic Achievement Dissertations. Retrieved November 12, 2019 from <https://digitalcommons.nl.edu/diss/245>
4. NA (2013, October). Academic Performance. Retrieved November 12, 2019 from <https://www.edglossary.org/co-curricular/>
5. NA (2018). Academic performance. Retrieved November 12, 2019 from [https://ballotpedia.org/Academic\\_performance](https://ballotpedia.org/Academic_performance)
6. NA (ND). Effects of Extracurricular Activities on Students. Retrieved November 12, 2019 from [https://www.researchgate.net/publication/327052180\\_Effects\\_of\\_Extracurricular\\_Activities\\_on\\_Students](https://www.researchgate.net/publication/327052180_Effects_of_Extracurricular_Activities_on_Students)
7. NA (ND). The Relationship of Extracurricular Activities to Students. Retrieved November 13, 2019 from <https://www.igi-global.com/dictionary/the-relationship-between-individual-student-attributes-and-online-course-completion/42383>
8. NA (ND). "What is Descriptive Correlational Method?". Retrieved November 28, 2019 from <https://www.reference.com/world-view/descriptive-correlational-method-c9155e5383f0590f16>
9. Pressbooks (ND). Psychologists Use Descriptive, Correlational, and Experimental

---

Research Designs to Understand Behaviour. Retrieved November 27, 2019 from <https://opentextbc.ca/introductiontopsychology/chapter/2-2-psychologists-use-descriptive-correlational-and-experimental-research-designs-to-understand-behavior/>

edubirdie.com