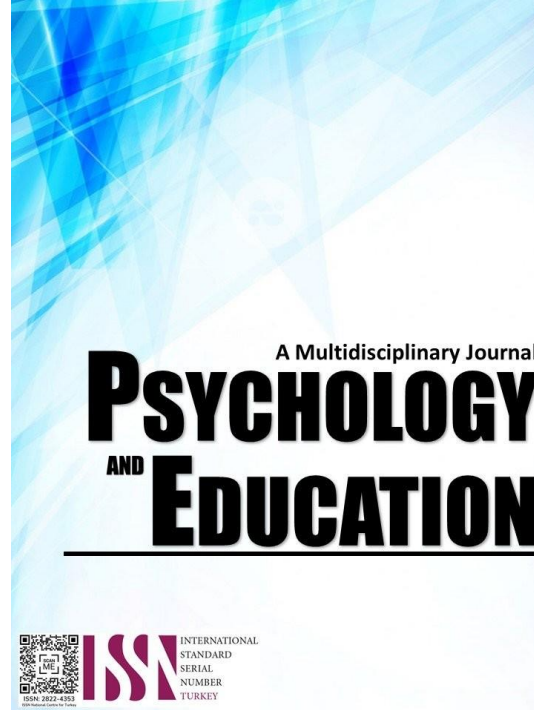


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Students' Participation in School Activities in a State University

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Abstract

The study described the respondent's profile in terms of year level, sex, college, role in student activities, and perceived academic performance and found out if there was a significant difference on the perception on school activities according to profile. Using the quantitative research design, particularly the descriptive-comparative method, the respondents were college students who were identified through Slovin's formula and proportional sampling among the colleges. The study utilized a survey questionnaire. Statistical tools used were frequency counts, percentages, means, and analysis of variance. Majority of the student respondents were female, observers during activities, and perceived that their academic performance is good. The most participated co-curricular activities are seminar/workshops/symposiums along the field of specialization while the most participated extra-curricular activities are acquaintance/Christmas parties and mass/spiritual activities. The respondents had a high perception on school activities. There is no difference in the frequency of participation in activities in terms of sex and year level while there is a significant difference in the frequency of participation in terms of the college, the role of the student, and the perceived academic performance. There is no difference in the perception on school activities in terms of sex, year level, and perceived academic performance while there is a significant difference in the perception in terms of college and the role of the student.

Keywords: *participation, school activities, co-curricular activity, extra-curricular activity, college students*

Introduction

Every learning institution envisions a graduate to be a holistic individual. The institution is mandated to provide learners with sufficient academic services to give the best possible quality education to the learners. Complementary with these academic services are co-curricular and extra-curricular activities (CEAs) which are conducted to enhance the academic experiences of the learners.

Co-curricular activities are conducted by student organizations and promote in-class learning while extra-curricular activities are non-credit activities which promote pursuits other than co-curricular activities such as athletics, culture, and leadership. Abrea (2015) posts that working outside of the classroom with diverse groups of individuals allow students to gain more self-confidence, autonomy, and appreciation for other's differences and similarities. Bearns (2005) stressed the contribution of out-of-class experiences to student achievement. He said that any institution that wishes to make student satisfaction, persistence and learning a priority must have extensive extra class activities which help in the attainment of the academic mission of the institution realize its goals.

However, it has been observed that despite their positive contribution, CEAs are sometimes not participated well by students of the university. Abrea

(2015) lamented on students' disagreement that CEAs contribute to the development of students. Some students prefer to stay home or boarding houses and not go to school if there are no classes and some college or university activities will be done. Organizations, at times, resort to imposing fines to students who do not participate in activities, which does not really solve the root cause of students' non-participation in activities.

Hence, this study is conducted to explore students' participation in activities in the university. Specifically, the study described the respondent's profile in terms of year level, sex, college, campus address, role in student activities, and perceived academic performance. The study further found out if there was a significant difference on the perception of the respondents on school activities when grouped according to profile.

Research Questions

This study's primary purpose is to determine the perception of students on school activities in the University of Eastern Philippines. Specifically, this study sought to answer the following questions:

1. What is the profile of the respondents in terms of
 - 1.1. year level
 - 1.2. sex
 - 1.3. college
 - 1.4. role in student activities

- 1.5. perceived academic performance
2. Is there a significant difference on the perception of the respondents on school activities when grouped according to profile?
3. Is there a significant difference on the participation of the respondents on school activities when grouped according to profile?

Literature Review

Co-Curricular and Extra-Curricular Activities (CEAs)

In their literature review, Bartkus, Nemelka & Nemelka (2012) defined co-curricular activity as one that requires a student's participation outside of normal classroom time as a condition for meeting a curricular requirement. The same study defined extracurricular activities as academic or non-academic activities that are conducted under the auspices of the school but occur outside of normal classroom time and are not part of the curriculum. Additionally, extracurricular activities do not involve a grade or academic credit and participation is optional on the part of the student. In their study, Bartkus, Nemelka & Nemelka (2012) clarified that a co-curricular activity is similar to an extracurricular activity in that they both occur outside of the normal classroom time and they are both conducted under the auspices of the school. They differ, however, in that the co-curricular activity is required and is aligned with curriculum objectives. Bîrzéa and colleagues (2004) further described extracurricular activities to be part of non-formal curriculum and range from visits to different settings and institutions, school exchanges, voluntary work, and student organizations to student clubs and projects outside the school. Rahman, et al. (2021) posit that co-curricular activities are vital components of educational institutions' attempts to help students develop their personalities and improve classroom learning.

Benefits of Participation in CEAs

Tahir, et al. (2021) concluded that students who participated in co-curricular activities either in sports or literary activities have higher academic performance as compared to those who did not participate. Similarly, Craft (2012) study found that students that participate in extracurricular activities have slightly higher GPAs, SAT scores, success on the Georgia High School Graduation Writing Test, and miss fewer days of schools. Singh (2017) concluded that the overall effect of co-curricular activities on the

student's academic performance and personality development is positive, and co-curricular activities compliment the academic activities in attainment of education's main goal of bringing change in student's behavior

The study of Rathore, Chaudhry, & Azad (2018) revealed the multiple regression analysis which demonstrated that co-curricular activities have positive impact on student's exam performance. The study of Furda & Shuleski (2019) revealed that the results of all three t-tests relating to school perception demonstrated significantly more positive perceptions among participants than non-participants. The results of the t-test comparing grade point averages show a significantly higher grade point average among participants when compared to non-participants.

Reasons for Non-participation in CEAs

Black (2002) suggested that involvement in student clubs and organizations might even distract students from their regular study, and not all activities were of benefit to academic performance (Gul, R., Khan, S. S., & Akhtar, S., 2020). A significant proportion of pupils in Bangladesh do not participate in such activities, one of the primary reasons of which, is the belief that these activities would jeopardize a student's academic performance (Rahman, et al., 2021). Greenbank (2015) found that many students were not participating in ECAs because they lacked an appreciation of the value of ECAs to graduate employers. The same study found that students were also influenced by social and peer norms, especially the fact that their peers were not engaging in ECAs and students often exhibited an extrinsic locus of control and dependency which was not conducive to engagement in ECAs.

Methodology

The study employed the quantitative research design, particularly the descriptive-comparative method. The study described the profile of the student respondents, how often the respondents participate in the CEAs in the University, and their level of perception on the participation in student activities. It compared the views of the respondents on the non-participation in student activities among the profile groups.

Participants

The respondents of the study were 349 college students of the University who were identified through Slovin's formula. Using proportional sampling, the



students were sampled from all year levels and from the different colleges of the University like Agriculture, Business Administration, Teacher Education, Arts and Communication, Engineering, Nursing, Sciences, and Veterinary Medicine.

Instruments of the Study

The study utilized a survey questionnaire. It was composed of three parts: Part I which found out the profile of the respondents, Part II where the respondents identified the frequency of their attendance in the identified CEAs, and Part III which asked for their perceptions on school activities.

Procedures

Before the actual gathering of the data, permission was sought from the Deans of the Colleges to have a room-to-room visit for the administration of the survey instrument. Upon the permission, the help of the faculty members who were teaching the identified samples were also asked. The data gathered were inputted to MS Excel and analyzed. Using SPSS, statistical tools employed were frequency counts, percentages, and means. T-test and analysis of variance (ANOVA) were applied in finding the difference on the views of the respondents among profile groups.

Ethical Considerations

Before the questionnaires were given to the samples, the objectives of the study were explained. It was emphasized that the results of the study will be used solely for the purposes of the study, which will ultimately be directed to the improvement of student services in the University.

Results

Profile of respondents

Table 1 presents the profile of the respondents. Of the 349 respondents, 219 or 62.8 percent were female while only 130 or 37.2 percent were males. The number of respondents per college and per year level was determined by proportional sampling from the total sample. It was also found out that 250 or 71.6 percent of the respondents are only observers during activities while 99 or 28.4 percent are active participants. In terms of perceived academic performance, majority of the respondents (65.3%) perceived that their academic performance is good.

Only a small percentage considered themselves as Excellent and Very Good in academics.

Table 1. *Profile of respondents*

<i>Sex</i>	<i>f</i>	<i>%</i>
Male	130	37.2
Female	219	62.8
Total	349	100.0
<i>College</i>	<i>f</i>	<i>%</i>
CAFNR	66	18.9
CAC	65	18.6
CBA	65	18.6
COED	46	13.2
CE	49	14.0
CNAHS	6	1.7
CS	37	10.6
CVM	15	4.3
Total	349	100.0
<i>Year Level</i>	<i>f</i>	<i>%</i>
First	19	5.4
Second	110	31.5
Third	98	28.1
Fourth – Sixth	122	35.0
Total	349	100.0
<i>Role in activities</i>	<i>f</i>	<i>%</i>
Active participant	99	28.4
Observer	250	71.6
Total	349	100.0
<i>Perceived academic performance</i>	<i>f</i>	<i>%</i>
Excellent	1	0.3
Very Good	17	4.9
Good	228	65.3
Fair	86	24.6
Poor	17	4.9
Total	349	100.0

Participation in co- and extra-curricular activities

Table 2.1 and 2.2 present the extent of participation of the respondents in CEAs, respectively. It was revealed that among co-curricular activities,



seminar/workshops/symposiums along the field of specialization are often participated in (M=3.47). Extension activities (M=2.80) and activities in department-based organizations (M=2.65) are sometimes participated in while academic contests in the college (M=2.52), field trips/nature trips (M=2.13) and academic contests in the university (M=2.13) are seldom participated in by students.

Table 2.1. *Extent of participation in co-curricular activities*

<i>Co-curricular Activity</i>	<i>Mean</i>
Seminar/workshops/symposiums along the field of specialization	3.47
Extension activities	2.80
Department-based organizations	2.65
Academic contests in the college	2.52
Field trips/nature trips	2.13
Academic contests in the university	1.85

Table 2.2 presents the extent of participation in extra-curricular activities. Data show that acquaintance/Christmas parties (M=4.09) and mass/spiritual activities (M=3.64) are the activities often participated in by students. Student council elections and intramurals/sports activities are sometimes participated in. Tree-planting/ecological activities, fund-raising activities of organizations, convocations, and student publications are seldom participated in while literary- musical contests in the college and the university and fraternities/sororities are never participated in by the respondents.

Table 2.2. *Extent of participation in extra-curricular activities*

<i>Extra-curricular Activity</i>	<i>Mean</i>
Acquaintance/Christmas parties	4.09
Mass/spiritual activity sponsored by the college	3.64
Student council elections	2.68
Intramurals/sports activities	2.64
Tree-planting/ecological activities	2.56
Fund-raising activities of organizations	2.27
Convocations	2.05
Student publication	1.94
Literary-musical contests in the college	1.69
Literary-musical contests in the university	1.50
Fraternities/sororities	1.29

Perceptions on participation in student activities

Table 3.

<i>Indicator</i>	<i>Mean</i>
Co- and extra-curricular activities develop social skills.	4.22
The school/college conducts co- and extra-curricular activities which are interesting.	3.95
Co- and extra-curricular activities are avenues in developing holistic college students.	3.93
Co- and extra-curricular activities enhance academic skills.	3.93
My parents do not want me to join in co-and extra-curricular activities.	3.88
Co- and extra-curricular activities in the school/college are in line with the goals/objectives of the school/college.	3.80
Co- and extra-curricular activities are a waste of time.	3.72
Co- and extra-curricular activities are only for the talented.	3.62
Co- and extra-curricular activities are not needed in my preparation for a future job.	3.47
My health condition prevents me from joining co- and extra-curricular activities.	3.39
I do not have time to attend to co- and extra-curricular activities.	3.37
Co- and extra-curricular activities may interfere with my household chores.	3.18
My academic load is heavy that I do not have time to participate in co- and extra-curricular activities.	3.14
Co- and extra-curricular activities entail a lot of expenses.	3.07
I rather focus on academics than join co- and extra-curricular activities.	2.52
Students especially commuters find a hard time in joining co- and extra-curricular activities.	2.39
Grand Mean	3.47

Table 3 presents the perception of respondents on participation in student activities. Generally, the respondents had a high perception (M=3.47). Looking into details, the respondents had a very high perception (M=4.22) on CEAs as a means of developing social skills. The respondents also had high perceptions on the interesting activities in the CEAs (M=3.95) which are in line with the goals/objectives of the college/school (M=3.80), thus enhancing academic skills (M=3.93) and developing holistic college students (M=3.93). However, the respondents have high perceptions on CEAs as waste of time (M=3.72), only for the talented (M=3.62), not needed in the preparation for their future job (M=3.47) and that



parents do not want them to join in CEAs. The respondents had low perceptions on focusing in academics rather than participating in CEAs and the hard time in joining CEAs especially by commuters.

Differences in frequency of participation in CEAs among profile groups

Table 4.1.1 presents the test of difference in the frequency of participation in the CEAs in terms of sex. The data show that the p-value of .199 is larger than .05. This indicates that the null hypothesis is accepted. There is no difference in the frequency of participation of males and females in CEAs.

Table 4.1.1. Summary table for test of difference in frequency of participation in CEAs in terms of sex

	<i>T</i>	<i>df</i>	<i>Sig. (2-tailed)*</i>	<i>Mean Difference</i>	<i>Std. Error Difference</i>
Equal variances assumed	1.287	343	.199	.09563	.07431
Equal variances not assumed	1.221	227.297	.223	.09563	.07831

Table 4.1.2 presents the test of difference in the frequency of participation in the CEAs in terms of college. The data show that the p-value of .013 is lesser than .05. This indicates that the null hypothesis is rejected. There is a significant difference in the frequency of participation of the different colleges in CEAs.

Table 4.1.2. Summary table for test of difference in frequency of participation in CEAs in terms of college

	<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.*</i>
Between Groups	7.878	7	1.125	2.586	.013
Within Groups	148.401	341	.435		
Total	156.279	348			

Table 4.1.3 presents the test of difference in the frequency of participation in the CEAs in terms of year level. The data show that the p-value of .186 is larger than .05. This indicates that the null hypothesis is accepted. There is no difference in the frequency of participation of the different year levels in CEAs.

Table 4.1.3. Summary table for test of difference in frequency of participation in CEAs in terms of year level

	<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.*</i>
Between Groups	2.161	3	.720	1.613	.186
Within Groups	154.118	345	.447		
Total	156.279	348			

Table 4.1.4 presents the test of difference in the frequency of participation in the CEAs in terms of the role of the respondent in activities. The data show that the p-value of .000 is lesser than .05. This indicates that the null hypothesis is rejected. There is a significant difference in the frequency of participation of active participants and observers in CEAs.

Table 4.1.4. Summary table for test of difference in frequency of participation in CEAs in terms of role in activities

	<i>t</i>	<i>df</i>	<i>Sig. (2-tailed)*</i>	<i>Mean Difference</i>	<i>Std. Error Difference</i>
Equal variances assumed	4.386	347	.000	.34020	.07757
Equal variances not assumed	4.164	162.383	.000	.34020	.08170

Table 4.1.4 presents the test of difference in the frequency of participation in the CEAs in terms of the perceived academic performance of the respondents. The data show that the p-value of .000 is lesser than .05. This indicates that the null hypothesis is rejected. There is a significant difference in the frequency of participation of respondents with varied academic performance in CEAs.

Table 4.1.5. Summary table for test of difference in frequency of participation in CEAs in terms of perceived academic performance

	<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.*</i>
Between Groups	12.656	4	3.164	7.579	.000
Within Groups	143.622	344	.418		
Total	156.279	348			

Differences in perception on CEAs among profile groups

Table 4.2.1 presents the test of difference in the perception on CEAs in terms of sex. The data show that the p-value of .069 is larger than .05. This indicates that the null hypothesis is accepted. There is no difference in the perception of males and females on CEAs.



Table 4.2.1. Summary table for test of difference in frequency of participation in CEAs in terms of sex

	t	df	Sig. (2-tailed)*	Mean Difference	Std. Error Difference
Equal variances assumed	-1.823	343	.069	-.09823	.05389
Equal variances not assumed	-1.795	256.640	.074	-.09823	.05471

Table 4.2.2 presents the test of difference in the perception on CEAs in terms of college. The data show that the p-value of .009 is lesser than .05. This indicates that the null hypothesis is rejected. There is a significant difference in the perception of the different colleges on CEAs.

Table 4.2.2. Summary table for test of difference in frequency of participation in CEAs in terms of college

	Sum of Squares	df	Mean Square	F	Sig.*
Between Groups	4.363	7	.623	2.746	.009
Within Groups	77.396	341	.227		
Total	81.759	348			

Table 4.2.3 presents the test of difference in the perception on CEAs in terms of year level. The data show that the p-value of .698 is larger than .05. This indicates that the null hypothesis is accepted. There is no difference in the perception of the different year levels on CEAs.

Table 4.2.3. Summary table for test of difference in frequency of participation in CEAs in terms of year level

	Sum of Squares	df	Mean Square	F	Sig.*
Between Groups	.339	3	.113	.478	.698
Within Groups	81.421	345	.236		

Table 4.2.4 presents the test of difference in the perception on CEAs in terms of the role of respondents in activities. The data show that the p-value of .025 is lesser than .05. This indicates that the null hypothesis is rejected. There is a significant difference in the perception of the active participant and the observers on CEAs.

Table 4.2.4. Summary table for test of difference in frequency of participation in CEAs in terms of role in activities

	t	df	Sig. (2-tailed)*	Mean Difference	Std. Error Difference
Equal variances assumed	2.246	347	.025	.12852	.05723
Equal variances not assumed	2.274	184.632	.024	.12852	.05652

Table 4.2.5 presents the test of difference in the perception on CEAs in terms of the perceived academic performance of the respondent. The data show that the p-value of .935 is larger than .05. This indicates that the null hypothesis is accepted. There is no difference in the perception of the respondents with varied academic performance on CEAs.

Table 4.2.5. Summary table for test of difference in frequency of participation in CEAs in terms of perceived academic performance

	Sum of Squares	df	Mean Square	F	Sig.*
Between Groups	.195	4	.049	.205	.935
Within Groups	81.565	344	.237		
Total	81.759	348			

Discussion

Among co-curricular activities, seminars, workshops and the like are activities where students participate in the most frequent. Aside from attendance in these activities being a compulsory activity due to its being an activity of the subject concerned, these activities provide extended learning to students which are not sometimes covered in the class sessions. However, academic contests, whether in the college level or in the university are seldom given attention. Because of the rigors of organizing these contests, some students feel that not all students can just participate in this kind of activities which need intellectual prowess. Field trips/nature trips are rarely participated in because of the limitations in the pursuit of trips as spelled out in the moratorium on conducting field trips by the Commission on Higher Education. This is on top of the fact that field trips require a large budget, which at times, is a disadvantage of students who come from low-income earning families.

In terms of extra-curricular activities, acquaintance and Christmas parties are mostly attended due to the fact that these are regular social activities sponsored by

student councils in the first semester and second semester, respectively. These activities are easily participated since while students are recognized in attendance, these are opportunities to socialize with other students who are not their classmates. The activities which were seldom participated could not only mean that there is no participation but because there are no enough opportunities for holding these activities. Participation in fraternities/sororities has the lowest mean as these organizations are not really participated by a huge number of students.

Students are highly aware of the importance of CEAs. This means that the respondents recognize the role of these activities in developing the skills on how to relate with other students and adapt with a group. This also indicates that the respondents recognize the relevance of these activities to the over-all development of the individual student. Students recognize the worth of CEAs, however, external factors like parental approval and the misconceptions on the role of CEAs in the development of students affect their perception. This supports the earlier claim that CEAs are considered important in the student life and whether one is a commuter or residing in a boarding house will not really hamper one's participation in CEAs.

Sex and year level do not matter in the participation of students and their perceptions on CEAs, while the college where the student belong to and whether they are active participants or observers matter in the difference of the participation and perceptions of the students. However, there is a contrasting view on the participation and perception on CEAs among the students in terms of the perceived academic performance.

Conclusion

College students, in general, have a low level of participation in co- and extra-curricular activities, despite the high perception in the importance of these activities. This shows that while students could participate or not, they recognize the benefits of CEAs in their holistic development. The college is a significant factor in the perceptions of CEAs, hence, the college needs to exert effort on promoting CEAs as vital part of the educational experiences of the students. There is a need for the colleges, through the student organizations, to exert effort in promoting the co- and extra-curricular activities and the need to engage in these activities. The University Student Council, as the highest student governing body, is

expected to lead other university-based organizations in designing activities which will enhance the participation of students.

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