

# Extracurricular Engagement of the Students of Fort San Pedro National High School

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**Abstract-** This study aimed to determine the level of extracurricular engagement of the 295 students of Fort San Pedro National High School, Iloilo City, Philippines during the school year 2012-2013 when the respondents are taken as a whole and when they are classified accordingly to sex, age, year level and parental support. Researcher-made questionnaire was used to gather data. Frequency count, percentage, mean and standard deviation were used to analyze the data. The findings of the study revealed that students of Fort San Pedro National High School are “low” in extracurricular engagement in school. There is no significant difference in the level of extracurricular engagement of the students when they are classified according to sex, age, year level and parental support.

**Index Terms-** extra-curricular engagement, high school students, Philippines

(59% male). Trinidadian adolescents were highly active, on average, participating in three activities. More males were involved in athletic and organized groups, whereas more females participated in artistic and religious activities. Artistic and athletic activity participation predicted positive perceived life chances, even after controlling for academic achievement. Artistic activities were especially beneficial for predicting future attitudes for males compared to females (Worrell and Mello, 2008).

However, regardless of variables such as age, gender and parental support, students who have just graduated also have difficulty in dealing with extracurricular activities which are part of their social environment in an academic community. Cabales (2016) concluded in her study that First year Bachelor of Science in Food Technology and Entrepreneurship students had both the highest percentage in terms of physical and social/interactive environment difficulty.

## I. INTRODUCTION

Extracurricular activities are found in all levels of our schools in many different forms. They can be sports, clubs, debate, drama, school publications, student council, and other social events. A student’s future can be determined in the things that they do in the hours after school and before their parents get home (Massoni, 2011).

Music, parental involvement, sports—all of these have an influence on how children perform academically. The way children choose to spend their free time can affect their school performance; it is not simply traditional in-class instruction that impacts academic achievement. “A study by the U. S. Department of Education 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 (Stephens & Schaben, 2002, para. 4 as cited by Fujita, n.d.). In addition to co-curricular or extracurricular activities, “analyses revealed that regardless of students’ background and prior achievement, various parenting, volunteering, and home learning activities positively influenced student grades” (Simon, 2001, para. 1). Numerous studies have examined the factors influencing students’ academic achievement, and many activities were found to have a significant influence (Fujita, n.d).

Participation in extracurricular activities has surfaced as an important context for adolescent development and may be a fruitful avenue for fostering future attitudes, a concept shown to predict adolescent behaviors. In this study of youth from Trinidad and Tobago, we examined gender differences in activity participation and perceived life chances in 1,385 adolescents

## II. RESEARCH ELABORATIONS

The participants of the study were 295 randomly selected students of Fort San Pedro National High School for school year 2012-2013. Personal profile of the students, and the extracurricular engagement scale was used in the gathering of data. Data was personally collected by the researcher. *Statistical tools* employed were mean and standard deviation.

## III. RESULTS OR FINDINGS

As an entire group, students have “Low” level ( $M = 142.77$ ,  $SD = 39.56$ ) of extracurricular engagement in school. In like manner, regardless of sex preferences, students have a “low” level of extracurricular engagement: males ( $M = 140.29$ ,  $SD = 43.31$ ) and females ( $M = 144.36$ ,  $SD = 37.07$ ). As for age, those who are 12 – 14 years old ( $M = 146.59$ ,  $SD = 36.87$ ); those who are 15 – 17 years old ( $M = 140.84$ ,  $SD = 40.57$ ); 18 – 20 years old ( $M = 146.07$ ,  $SD = 45.39$ ); and those who are 21 years old and above ( $M = 121.50$ ,  $SD = 2.12$ ) have a “low” level of extracurricular engagement in school.

As for the year level, grade VII students have “low” level of extracurricular engagement” ( $M = 141.87$ ,  $SD = 36.89$ ); the same is the true to the third year students ( $M = 133.76$ ,  $SD = 41.73$ ); and fourth year students ( $M = 143.33$ ,  $SD = 39.60$ ); however, second year students turned out to have a “moderate” level of extracurricular engagement ( $M = 152.57$ ,  $SD = 37.19$ ) in school.

As for parental support, students with high parental support have a “low” level ( $M = 144.42$ ,  $SD = 38.63$ ) of extracurricular engagement; same to those with moderate parental support ( $M =$

143,  $SD = 40.68$ ); and those with low parental support ( $M = 116.31$ ,  $SD = 20.76$ ).

There is no significant difference in the level of extracurricular engagement of students,  $t(294) = 0.743$  with  $p = .389$  when classified according to sex. This indicates that regardless of the sex of students, their level of extracurricular engagement remains the same. Further, level of extra-curricular engagement vary significantly when classified as to year level,  $F(3, 291) = 3.248$  with  $p = .022$  but not with age,  $F(3, 291) = 0.657$  with  $p = .579$ , and parental support,  $F(3, 291) = 2.015$  with  $p = .112$ .

#### IV. CONCLUSIONS

1. The level of extracurricular engagement of the students of Fort San Pedro National High School is "low". Students may not have engaged in extracurricular activities maybe because they lack interest on it.
2. There is no significant difference in the level of extra-curricular engagement of students of students when classified according to sex, age, and parental support. This may have been brought about by the similarities of students' interest on the kind of extracurricular activities they wanted to involve in. Thus, students participated only, on activities that appealed to them. Moreover, a significant difference was noted when students are

classified according to year level. It implies that students were able to afford the expenses allotted for the specific activities they participated in and that they have more time to practice and to have extra-curricular development.

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