

Research article

PERSONAL DEVELOPMENT AND ACADEMIC PERFORMANCE OF STUDENTS AND THEIR PARTICIPATION IN CO AND EXTRA CURRICULAR ACTIVITIES: INPUTS TO STUDENTS' ENHANCEMENT PROGRAM

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ABSTRACT

Educational managers are continually in search of measures and ways that will prove responsiveness as well as guarantee efficiency and effectiveness in the curricular offerings in SUC's. A revisit of the curricula suggests a need to expand instructional activities and consider other equally significant actions that ensure learning and sustain the developmental goals of learners. This study contributes to this intent as it relates students' involvement in co and extra-curricular activities to students' academic performance and personal development. Two research methods were employed, quantitative and qualitative where a total of two hundred twelve (212) student leaders were sampled, and then interviews were conducted to selected advisers, coaches, and other student leaders. Analyzes have correlation relationship and descriptive in nature as well as phenomenological. The study yielded acceptance to the hypothesis that involvement in **co and extracurricular** activities significantly relate with **academic performance** and **personal development** of students. In particular, students' involvement in academic related activities, performing arts and sports significantly relate with students' personal development indicated in satisfaction, self-confidence, emotional management and leadership. Corollarily, inputs from coaches and advisers are worthy to be reconsidered in an action program. **Copyright © WJER, all rights reserved.**

Keywords: academic performance, co and extra-curricular activities, emotional management leadership, personal development, satisfaction, self-confidence

Introduction

It is the aim of any educational institution to produce graduates equipped with both academic and non academic competence and well-rounded personality. This aim is realized in complementing academic activities with co and extra-curricular undertakings that widen the horizon of students (Astin, 2004). Also, to enhance their potentials, heighten their academic performance, develop them personally and eventually expand the curricula. Thus, co/extra-curricular activities are encouraged and enjoined in all colleges and universities. BulSU subscribes to the underlying philosophy that the goal of education is not only to promote common good but the individual welfare in its totality as well. Believing Nolloedo (2000) who posited that it is the right of any student to form, establish, join and participate in organizations and societies recognized by the school and henceforth foster their intellectual, cultural, spiritual, and physical growth and development activities that will promote these areas are deemed necessary.

Co/Extra-curricular activities provide young people the opportunity for the finest academic performance as well as personal development. In participating with co/extra-curricular activities, these young people capture the opportunity for *satisfaction, self-development, emotional management and leadership* (Pope, 2002). Through involvement in co/extra-curricular activities, young people become effective coaches and mentors later on. The National Survey of Student Engagement (2000) stated that student's involvement in co/extra-curricular activities is vital in creating a culture of active involvement as well as loyalty and pride to the institution and in the pursuit of academic success and personal development that serve to mirror the extent of cognitive affective and psychomotor domains of learning.

However, looking at the fulfillment aspect, as an adviser of a student organization, there is a need to fully commit in the tasks and in the organization itself (Curry, 2004). This requires efficient coaching which is fully utilized through trainings and value formation and be well- equipped in training students, promoting the organization, meeting and rehearsing members, closely monitoring membership, practicing performers thoroughly and even counseling those who have problems. In fulfilling these tasks, there is an inevitable need for the support of the administration and of colleagues. As the task of educational managers is nested in planning, organizing, monitoring, leading, evaluating and possibly recommending, it is herein claimed that a conceptualized model that strengthens what is present and augment what is lacking is highly commendable. Hence, this study presents baseline data on the need for program implementation in pursuit of academic excellence as well as full development.

System Theory (Heylighen, 2002) posits transdisciplinary view of organizations and phenomena, the interdependence, and both the spatial and temporal scale of existence that is significant in mirroring curricula and designing intervention programs. In schools for example, there is interconnectedness between units and offices which must all be working for this end. This is primarily the concern of any academic administration – to unite forces and to work as one unit in developing and implementing programs so that the outcome is academic success and personal development. In this view, school administrators must have to consider all the facets of the school ranging from its faculty members' instruction, students' organizations, interests/programs and other school profiles in order to arrive at a consensual procedure for a better program. The goal is to be excellent in organizing co and extra-curricular activities. As Kast and Rozenweig (1972) explained the importance of underscoring the

interrelationship between the principal factors of an organization namely: its goals, technology, structure and psychosocial relationship, in its four major independent constructs, namely inputs, transformation process, outputs and feedback so should it be implemented in the academe.

This system can go the direction of input-process-output and feedback. **Inputs** refer to various human, material, financial, and transformational resources required in producing goods and services. **Transformation process** refers to the organization's managerial and technological abilities that are applied to convert inputs into outputs. At the center of the model is the **process** which underscores the procedure whereby facts are utilized for the betterment of the workflow. The expected output will be a model that depicts the proposed changes in the workflow. **Outputs** are the products, services, and other outcomes produced by the organization. To be considered too is the **feedback** which refers to information rendered about results and the status of the organization in relation to its environment. The **output** will then be evaluated through the feedbacks that are gathered from the enhancement program such that continuous monitoring and programming may be yielded from the entire workflow. This system then can be seen as a set of task among unified workforce affecting one another within an environment and forming an efficient pattern peculiar from each section.

As education caters to clientele's total development, anything that may enrich learning and attain the clientele's full satisfaction must be rendered attention. This is the guiding principle behind the implementation of the mandate about co/extra-curricular programs involvement. Montaigne (1931) stated that, it is not sufficient to make student's mind strong, his muscles must be strengthened too, hence, and sports, culture and athletics must have to be integral part of the process, for it is neither the mind nor the body that stands but is the entire man with all its aspects. This viewpoint justifies the need for collaborative effort among the different units of an educational system. Hence, it is herein argued that interconnectedness by way of communicating, reporting and feed backing be made regular part of the work flow in a wider milieu like the academe.

It is along these views that this study is pursued as it examined the relationship of students' involvement in the different co/extracurricular activities on their academic performance and personal development. The general problem of the study is: How do the extent of involvement in co-curricular and extra-curricular activities relate with the academic performance and personal development of students? Specifically, what is the extent of students' involvement in the following activities: Co- curricular activities such as academic and artistic related; in Extra-curricular activities such as performing Arts, sports and service-oriented? What is the level of academic performance of the students in terms of their general point average (GPA) in the last two (2) semesters? How may the student's personal development be measured in terms of Satisfaction, Self confidence, Emotional management, and Leadership? Is there a significant relationship between students' involvement in co/extra-curricular activities and academic performance? Is there a significant relationship between students' involvement in co/extra-curricular activities and personal development? What factors motivate students' participation in co and extra-curricular activities? How do student leaders perceive the benefits they gain from their participation in co and extra-curricular activities? What problems are commonly encountered by these student leaders? What enhancement program on co/extra-curricular activities would support students' academic performance and personal development?

The researcher empirically proved that involvement in co/extra-curricular activities is associated with beneficial outcomes such as academic performance and personal development. Henceforth, it forwards a model presenting the programs available as well as room for further enhancing university programs.

Methodology

This study employed a blend of quantitative and qualitative approach. The quantitative part employed a descriptive-correlational research design as it described the nature and extent of students' involvement in co and extra-curricular activities and correlated these in the outcomes of academic performance and personal development. The study focused on the 107 accredited organizations of the four (4) campuses of Bulacan State University. The respondents were the three (3) key positions in their respective organization.

There were two sets of instruments that were used in gathering the data needed for this study. One is a survey questionnaire and the other is a structured interview guide. The survey questionnaire consists of two parts, namely: students' involvement in co/extracurricular activities which was adopted from Lopez (2012) and the second part is an inventory of students' personal development adopted from Elliot (2009) and which measured personal development in its dimensions: satisfaction, self- confidence, emotional management and leadership. The student leader respondent was asked to check the column that corresponds to his answer.

The resulting data from the questionnaires and supplementary information during interview were collected and analyzed. These were tallied, coded and tabulated in an excel sheet. In presenting and analyzing the responses of the subjects of the study, **percentage** was used as numerical analysis, **frequency distribution** was reported about the profile of student leaders; **weighted mean** determined the extent of students' involvement in co/extra-curricular activities. Microsoft excel and SPSS (Statistical Package for Social Sciences) were used in the statistical computation of the data where **Pearson product** correlation (r) was tested at .01 level of significance.

Results and Discussions

The table reveals that co-curricular activities can be categorized into academic-related and artistic-related activities. From the six (6) academic-related activities, the involvement in Math club showed the highest mean value of 3.72 interpreted as "great extent" which can be deduced that joining clubs and organizations would enhance Mathematical skills. Science club ($M=3.68$; great extent) and Filipino club ($M=3.63$; great extent) are also considered among the top clubs/organizations preferred to be participated in confirming literature (Eccles,2003) that points to the need for actively involving in academic organizations and clubs. Literary activities include declamation, oration, speech choir, essay writing, and similar forms. In the case of school paper organization, respondents are not much interested in writing since this endeavor requires specialized writing skills and competencies (Lopez, 2012). As mentioned by some of the respondents during the interview, they thought that having to write in a school paper make them anxious because they do not know where to begin. Hence, they may not be able to write articles about their assigned topics and meet deadline. Confirming Richards (1999) who believed that it is common for students in today's educational system to dislike and/or avoid writing, present day students prefer more academically natured activities than otherwise.

Table 1. Extent of Students' Involvement in Co-Curricular Activities

Academic Related Activities	Frequency (f)					Mean	VI
	5	4	3	2	1		
1. Math Club	47	72	70	17	1	3.72	GE
2. Science Club	45	71	84	8	4	3.68	GE
3. Filipino Club	40	80	67	23	2	3.63	GE
4. English Club	30	57	96	20	9	3.37	ME
5. Literary Club	11	25	122	51	3	2.95	ME
6. School Paper Organization	16	26	39	36	95	2.21	LE
Artistic Related Activities							
1. Poster making	13	13	44	37	105	2.02	LE
2. Drawing	18	21	44	32	97	2.20	LE
3. Lettering	11	21	49	36	95	2.14	LE
4. Painting	10	10	50	26	116	1.92	LE

The table also presents the involvement of students in artistic-related activities: poster making, drawing, lettering and painting. All artistic-related activities obtained mean values of ($M= 2.02, 2.2, 2.14, 1.92$) respectively, interpreted as "little extent" in affirmation of Suarez' (2007) who explained that students do prioritize development of academic skills than artistic skills. Additionally, the lowest mean values of ($M=2.95$, moderate extent) for literary clubs and school paper organization ($M=2.21$, little extent) may infer that students prefer academic related activities than extra-curricular organizations.

Table 2. Extent of Frequency and Distribution of Descriptive means of Students' Involvement in Extra-Curricular Activities

Performing Arts	Frequency (f)					Mean	VI
	5	4	3	2	1		
1. Singing	41	91	53	25	2	3.68	GE
2. Playing musical instrument	12	35	120	43	2	3.06	ME
3. Dancing	36	33	36	29	78	2.62	ME
4. Acting	16	28	38	28	102	2.19	LE
Sports							
1. Basketball	14	122	46	28	2	3.56	GE
2. Volleyball	26	24	114	47	1	3.53	GE
3. Chess	11	105	57	39	0	3.42	ME
4. Table Tennis	8	18	138	48	0	2.93	ME
5. Badminton	25	30	58	26	73	2.57	ME
6. Swimming	11	7	44	25	125	1.84	LE
7. Football	7	7	26	41	131	1.67	LE
8. Billiard	6	10	21	44	131	1.66	LE
9. Softball	6	7	18	42	139	1.58	LE
Service-Oriented							
1. Peer Counseling Group	22	111	47	32	0	3.58	GE
2. College set of Officers	38	48	37	28	61	2.88	ME
3. Red Cross Organization	19	18	46	30	99	2.19	LE
4. Student Government	8	19	51	30	104	2.04	LE
5. Catholic Youth Organization	9	13	39	35	116	1.89	LE

In the areas of performing arts, singing ranked first, playing musical instrument ranked second ($M=3.06$, *moderate extent*) while dancing ranked third, ($M=2.62$, *moderate extent*), acting ranked fourth. This is similar with Lopez (2012), students' involvement. In extra-curricular affairs must have to be pushed and promoted. Sports involvement like chess, table tennis and badminton yielded ($M=3.42$, 2.93 , 2.57) *moderate extent* of involvement. Partly this could be traced as limitation of the study, because participants are leaders of their own group who cannot make it to be in other fields. Four of the types of sports yielded low mean values and these are: swimming, football, billiard and softball ($M=1.84$, 1.67 , 1.66 , 1.58 ; *little extent*). The table also revealed service-oriented activities such as Peer Counseling, College set of Officers, Red Cross Organization and Catholic Youth Organization as significant. In terms of service-oriented extra-curricular activities, peer counseling garnered the highest mean value of 3.58 signifying that students as they are, are most willing to help their fellow students in terms of counseling. Next to becoming peer counselor is leading the college. The idea of becoming a college officer ($M=2.88$, *moderate extent*) seems to attract a couple of students. Data is revealing of college students' prioritizing academics over co and extra-curricular activities which may mirror a need to boost involvement if indeed this yields balance in personal development.

Table 3. Frequency and Descriptive Measures of Personal Development in terms of Academic, Social and Overall Experience

Statement	Frequency (f)					Mean	VI
	5	4	3	2	1		
1. Academic Experience	35	155	19	3	0	4.06	MS
2. Social Experience	10	161	40	1	0	3.85	MS
3. Overall Experience	16	169	25	2	0	3.94	MS
Academic Experience	Frequency					Mean	VI
	5	4	3	2	1		
1. I am satisfied in my becoming better person as I get involved in academic activities	113	76	15	6	2	4.38	MS
2. I am satisfied with my class attendance	28	158	21	5	0	3.98	MS
3. I feel satisfied as my teachers inspire me to study hard	22	153	36	1	0	3.92	MS
4. I like all of the school's activities	40	147	21	4	0	4.05	MS
5. I see that school policies do influence students' academic performance	28	154	26	4	0	3.97	MS
Overall Mean						4.06	MS
Social Experience							
1. I am happily gaining friends with our performances	106	74	23	6	2	4.31	MS
2. Coaches/activity advisers are trustworthy and reliable.	19	161	28	4	0	3.91	MS
3. I am contributing so much to the school and community in every performance.	22	166	22	2	0	3.98	MS
4. I socialize well through the practices and performances.	2	118	78	10	4	3.49	S

5. Cultural activities are avenues of networking and sharing of similar interests.	47	74	73	17	1	3.70	MS
Overall Mean						3.88	MS
Over all experience							
1. Gaining a degree is possible even in involving in different activities.	26	164	19	3	0	4.00	MS
2. I feel the popularity I desire through my involvement.	22	48	72	68	2	3.09	S
3. Time management is a skill I have developed.	61	57	67	19	8	3.68	MS
4. I am satisfied with the school programs.	11	25	111	62	3	2.90	S
5. Instructors are providing chances to catch up for the losses due to rehearsals and performances.	40	70	87	11	4	3.62	MS
Overall Mean						3.50	MS

Table 3 shows that student participants are generally satisfied on what they earn or experience in involving in the different co/extra-curricular activities in the university. The computed mean values of 4.06, 3.88 and 3.5 respectively, with the verbal interpretation of “much satisfied” justify the previously stated findings. This finding may to some extent prove the efficiency of the university programming by way of emphasizing benefits of overall development among its studentry, there is a strike of balance between academic and social experiences promoted in its program offerings. Students are able to assimilate as well as appreciate this university effort.

Table 4. Relationship of Students’ Involvement in Co/Extra-Curricular Activities to their Academic Performance

	Academic Performance (GPA)		Satisfaction	Self Confidence	Emotional Management	Leadership
	Pearson r					Pearson r
Academic Related	0.549**	Academic Related	0.324**	0.494**	0.394**	0.394**
Artistic Related	0.099	Artistic Related	0.068	0.040	0.037	0.016
Performing Arts	0.232**	Performing Arts	0.246**	0.333**	0.298**	0.288**
Sports	0.322**	Sports	0.213**	0.368**	0.298**	0.315**
Service-Oriented Activities	0.102	Service-Oriented Activities	0.0052	0.031	0.026	0.123

Analyzing the numerical data in Table 4, it may infer that involvement of students in three (3) out of the five (5) co/extra-curricular activities are significantly correlated with their academic performance; and these are: academic, artistic, and service oriented activities. The table shows that academic related activities, performing arts, and sports are significantly related to students’ personal development in terms of satisfaction, self-confidence, emotional management and leadership ($r=0.32, 0.49, 0.39$ & 0.39) all significant at 0.01 level (2-tailed test). There

is acceptance of the hypothesis that involvement in co and extra-curricular activities significantly relate with learners' personal development that is wider than academic achievement.

The study's Qualitative data further reveal that among the intrinsic factors that motivate involvement are self-fulfillment, self-determination and self-satisfaction. These 'self' constructs are attained in any involvement, the feeling of worth, desire to proceed and perform as well as feel happy with the outcome are important outcomes yielded from endeavor to facilitate co and extra-curricular involvement.

Among the extrinsic motivators are: monetary rewards in the form of prizes and scholarship benefits. From the faculty members who serve as advisers/coaches, the motivating factors are: the enrichment of their potentials, fulfillment of their desire to be of help to students and be part of school's activities and the feeling of empowerment are what matter the most. The qualitative data also proved the benefits of participating in co and extra-curricular activities such as: skills enrichment/enhancement, opportunity to gain new friends, opportunity to know and get along with co-workers and colleagues, service credit and other forms of reward, and the boost to self-confidence, skills and personality improvement. The study found support to the claim that involvement in academic related, performing arts and sports are significantly related with personal development.

These and a lot more are the benefits of facilitating both co and extracurricular activities in the academe for as Gardner (2000) put it, the totality of the human potential must be honed and developed to the fullest because men should never be all brains, they equally possess talents that must be expressed in order to attain full potentialities.

It is herein therefore recommended that there should be reflection and brainstorming about an educational management model highlighting the need for coordination of all units as well as encouragement of students in enjoining co and extra-curricular activities. A better system of rewards and incentives must have to be reconsidered for these active and excelling students most especially. A balance of human and material resources must be reconsidered so as to ensure the thorough and intensive trainings needed by the students in all of the activities enjoined. A more active involvement and specified function for the head/dean of student affairs may be commendable so that this office will fully function for the overall welfare of students.

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