TEACHER EDUCATION STUDENTS' EXTRA CURRICULAR ACTIVITIES IN RELATION TO THEIR ACADEMIC PERFORMANCE

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Abstract

This study explored the relationship between students' participation in extracurricular activities and their academic performance. It also examined the effects of demographic factors such as age, sex, year level, and specialization. Results showed that age, sex, and specialization significantly influenced students' involvement in extracurricular activities, while year level did not. Younger students (18–20 years old) were more active in sports, while those aged 21–23 participated more in culture, arts, and academic organizations, showing a shift in interests as students mature. Female students were more involved in sports and academic groups, while both male and female students showed equal participation in cultural and arts activities. First-year students preferred sports, while third- and fourth-year students were more involved in academic organizations, reflecting career-focused engagement. Academic performance varied across types of activities. Students in sports had "Good" academic standing, those in culture and arts achieved "Very Good" ratings, and those in academic organizations had the highest performance. Differences in academic performance were also noted based on sex, year level, and specialization—but not age. Importantly, the study found a significant positive relationship between extracurricular involvement and academic performance. This suggests that participation in such activities not only supports personal and professional growth but also contributes to better academic outcomes. The study highlights the value of promoting well-rounded student development through extracurricular opportunities.

Keywords and phrases*: extracurricular activities, academic performance, student demographics, sports participation, culture and arts, academic organizations, sex differences, specialization, higher education, student engagement*

Introduction

Academic success among Teacher Education students is often attributed to their performance in classroom-based activities. However, in today's evolving educational landscape, academic achievement is no longer viewed as isolation. Increasingly, institutions recognize the influence of out-of-classroom experiences, particularly extracurricular activities, as integral components of holistic student development. These activities, which include sports, culture and arts, and academic organizations, serve as platforms for cultivating social, emotional, and intellectual skills that go beyond textbook learning.

In many countries, the inclusion of extracurricular activities in the educational framework is acknowledged for its role in promoting student engagement, leadership development, and social responsibility. The Student Engagement Theory by Fredricks et al. (2004) explored by Smith et al. (2022), which underscores the importance of behavioral, emotional, and cognitive involvement in all aspects of student life. This theory has been instrumental in explaining how non-academic engagements may influence academic outcomes. Dundar and Ustun (2019) further posited that extracurricular participation enhances academic self-efficacy and indirectly strengthens academic performance.

In the Philippine context, the Commission on Higher Education (CHED) underscores the significance of extracurricular and co-curricular engagements through various Memorandum Orders. CMO No. 17, Series of 2012 and CMO No. 9, Series of 2013 emphasize the role of holistic education by integrating leadership programs, cultural enrichment, and student organization support. These are reinforced through institutional policies such as the Jose Rizal Memorial State University (JRMSU) Student Handbook (2020 Edition), which mandates student services that promote physical, artistic, social, and intellectual development. Organizations such as the Philippine Association of State Universities and Colleges (PASUC) and the State Colleges and Universities Athletic Association (SCUAA) provide structured platforms for students to participate in national competitions in sports and cultural arts, thereby institutionalizing extracurricular engagement.

Despite the availability of these opportunities, questions remain about their tangible benefits—particularly regarding their relationship to academic performance. Anecdotal evidence and classroom observations suggest that some students may find it challenging to balance academic responsibilities with extracurricular demands. This concern raises a critical question: Does participation in extracurricular activities positively or negatively impact students' academic outcomes?

This study was conducted to examine the effects of extracurricular participation on the academic performance of Teacher Education students at JRMSU Dipolog Campus. Specifically, the research aimed to determine whether levels of involvement in sports,

cultural and arts activities, and academic organizations are associated with variations in students' General Weighted Average (GWA). The study also assessed whether student profiles—including age, sex, year level, and specialization—serve as moderating variables in this relationship.

The insights generated from this study are intended to inform educators, student affairs practitioners, and policymakers in their efforts to foster student engagement without compromising academic rigor. In understanding this dynamic, academic institutions can create more inclusive programs that recognize extracurricular activities as complementary—not contradictory—to academic excellence.

Materials and Methods

This study employed a quantitative descriptive-correlational research design to examine the relationship between participation in extracurricular activities and the academic performance of Teacher Education students at Jose Rizal Memorial State University – Dipolog Campus. The approach was selected to quantify the levels of student participation in various extracurricular domains and to determine whether statistically significant correlations exist between these levels and the students' academic standing as measured by their General Weighted Average (GWA).

Limitations of the Study

This study, while offering valuable insights into the relationship between extracurricular activities and academic performance, is subject to certain limitations that may affect the interpretation and generalizability of its findings. Firstly, the research was confined to 67 Teacher Education students from the JRMSU Dipolog Campus, which limits the scope and may not adequately represent students from other campuses, programs, or institutions. Therefore, the results should be interpreted with caution when applied to broader populations.

Additionally, the use of self-reported questionnaires to assess extracurricular participation may have introduced biases, such as social desirability or inaccurate recall, potentially affecting the reliability of the data. The cross-sectional nature of the study also restricts the ability to draw causal inferences; while correlations were identified, the study cannot definitively conclude that extracurricular involvement directly impacts academic performance.

Moreover, the research did not control for external variables such as socioeconomic status, mental health, employment responsibilities, or family background, all of which could influence academic outcomes. Finally, the study focused solely on formal, university-recognized extracurricular activities, excluding informal or non-accredited engagements that might also contribute meaningfully to student development. These limitations highlight the need for further research using larger, more diverse samples and

longitudinal approaches to better understand the long-term academic and personal impacts of extracurricular participation.

Locale of the study

The research was conducted at the Jose Rizal Memorial State University (JRMSU) Dipolog Campus, located in Dipolog City, Zamboanga del Norte, Philippines. JRMSU is known for offering academic programs in teacher education and for promoting holistic student development through various extracurricular initiatives. The institution's active engagement in national activities such as PASUC (for culture and arts) and SCUAA (for sports) made it an appropriate site for examining the effects of extracurricular involvement on academic outcomes.

Participants and Sampling

The respondents consisted of 67 Teacher Education students who were involved in at least one extracurricular activity during the second semester of Academic Year 2023–2024. To determine the minimum required sample size, the Slovin's formula was applied at a 95% confidence level and 5% margin of error. Stratified data showed students engaged in sports, cultural arts, and academic organizations, with distribution across year levels and fields of specialization. The final sample reflected a cross-section of demographic diversity within the Teacher Education population.

Research Instrument

Data were gathered using a researcher-adapted questionnaire originally developed by Anjum (2021), which consisted of two main parts. Part I collected the respondents' demographic information, including age, sex, year level, and specialization. Part II assessed the respondents' participation in extracurricular activities using a Likert-scale format ranging from Strongly Agree (5) to Strongly Disagree (1). The scale measured perceived levels of participation and their potential academic benefits. Additionally, the respondents' General Weighted Averages (GWA) were sourced from the university registrar upon receiving proper authorization to ensure data accuracy and objectivity.

The final questionnaire consisted of two main parts:

- Part I: Demographic Profile

This section gathered essential background information from respondents, including age, sex, year level, and field of specialization. These variables were used to analyze potential differences in extracurricular participation and academic performance across demographic groups.

- Part II: Extracurricular Participation Scale

This portion measured students' level of involvement in three categories of

extracurricular activities: sports, culture and arts, and academic organizations. It included 15 statements—five per category—rated on a 5-point Likert scale, with responses ranging from Strongly Disagree (1) to Strongly Agree (5). The items assessed frequency of participation, perceived benefits (e.g., teamwork, creativity, leadership), and how students balanced extracurricular commitments with academic responsibilities. Sample items include:

- *"Participation in sports has helped me manage my time more effectively."*
- *"Involvement in cultural or artistic activities enhances my creativity and expression."*
- *"Being part of an academic organization motivates me to improve my academic performance."*

To ensure the instrument's content validity, it was reviewed and validated by a panel of experts composed of three internal faculty members from Jose Rizal Memorial State University (JRMSU) and one external panel member from the Department of Education (DepEd). Feedback from the validators guided the refinement of the items to ensure clarity, relevance, and alignment with the study objectives.

The respondents' General Weighted Averages (GWA) were retrieved from the University Registrar's Office with proper authorization and informed consent. These objective academic records were correlated with the self-reported levels of extracurricular involvement to determine relationships between the two variables.

Data Gathering Procedure

Before data collection, permission was secured from the Office of the Dean and the Campus Registrar. Upon approval, the questionnaire was administered digitally via Google Forms, and links were distributed through Facebook Messenger. This online approach ensured efficient distribution and collection, considering current technological practices. The researcher obtained informed consent from all participants, and confidentiality of responses was maintained throughout the process. The GWA records were collected only after securing necessary administrative clearance and consent from student-respondents.

Data Analysis

The data were classified, tallied, and subjected to appropriate statistical treatments. Frequency and percentage were used to describe respondent profiles. The weighted mean determined the level of extracurricular participation, while Analysis of Variance (ANOVA) tested for significant differences in participation based on student profiles. To test the relationship between extracurricular activity levels and academic performance, the Pearson Product-Moment Correlation Coefficient (Pearson r) was applied. These statistical computations were conducted using standard spreadsheet and statistical software tools.

Ethical Considerations

This study adhered to established ethical standards in the conduct of educational research involving human participants. Prior to data collection, the researcher obtained the necessary approvals from the Dean of the Graduate School, the Campus Director, and the Associate Dean of the College of Teacher Education at Jose Rizal Memorial State University – Dipolog Campus. Informed consent was secured from all respondents, who were assured that their participation was entirely voluntary and that they could withdraw at any stage without penalty.

To protect the privacy and confidentiality of the respondents, no personally identifiable information was collected in the survey instrument. Participation data were anonymized, and academic records such as General Weighted Averages (GWA) were accessed only after receiving formal authorization and consent. All data collected were handled with strict confidentiality and were used solely for the purpose of this research.

Furthermore, the research instrument was designed to pose no physical, psychological, or emotional harm to the participants. The study was conducted in full compliance with the data privacy policy of JRMSU and applicable ethical guidelines for research in higher education. The results were consolidated and analyzed objectively, and the final output of the study was presented in aggregate form to ensure that no individual respondent could be identified.

Results And Discussion

This section presents the findings of the study concerning the participation of Teacher Education students in extracurricular activities and its relationship to their academic performance. The results are organized around the variables identified in the research framework, followed by statistical interpretations and supported by relevant studies.

Profile of Respondents

The respondent group consisted of 67 Teacher Education students from various year levels and academic specializations. A breakdown by age showed that students aged 18–20 were the most engaged in sports (80%), while those aged 21–23 demonstrated the highest participation in both cultural and arts activities (55.56%) and academic organizations (84%). Female students exhibited a notably higher level of participation in sports (80%) and academic organizations (68%) compared to their male counterparts. In terms of year level, participation in extracurricular activities peaked among third-year and fourth-year students, with academic organizations being the most favored category. BSED English and BSED Filipino majors showed higher levels of involvement in multiple

extracurricular domains, while BEED students registered no participation in any of the three ECA categories under study.

These trends suggest a shift in extracurricular focus as students mature academically. As supported by Jewett et al. (2014), upper-year students tend to engage more in activities that align with career preparation, such as academic organizations, compared to the more recreational pursuits of first-year students.

Level of Participation in Extracurricular Activities

Participation levels were measured across three main categories: sports, culture and arts, and academic organizations. Using a Likert-scale survey, weighted mean scores indicated the following:

- **Sports**: Overall, students exhibited a *very high* level of engagement (Mean = 4.28). Items with the highest agreement included teamwork development, physical wellness, and time management. However, slightly lower ratings were observed on the item related to balancing academic demands, indicating that while sports improve discipline and collaboration, they may also pose challenges in managing academic responsibilities.
- **Culture and Arts**: Students reported a *high* level of participation (Mean = 4.01). Cultural engagement was associated with improved creativity, self-expression, and critical thinking. These results align with Ishiguro et al. (2023), who noted that long-term participation in the arts is associated with gains in academic achievement over time.
- **Academic Organizations**: This category had the highest average rating (Mean = 4.35), suggesting that involvement in academically oriented groups contributes meaningfully to student development. Participation in such organizations reportedly enhanced students' subject mastery, research skills, and academic motivation. These findings mirror those of Reyes and Manalo (2019), who emphasized the role of student leadership in fostering academic self-efficacy and performance.

Academic Performance of Students

Students' academic performance, based on their General Weighted Averages (GWAs), was classified using institutional grading standards. The majority of respondents fell within the "Very Good" (1.1–1.5) and "Good" (1.6–2.5) ranges, indicating satisfactory to high academic performance. Notably, students with consistent participation in academic organizations had a higher incidence of GWAs in the upper performance bands. This suggests a potential link between structured extracurricular engagement and academic achievement.

Relationship Between Extracurricular Participation and Academic Performance

Using the Pearson Product-Moment Correlation Coefficient (Pearson r), the study found a significant positive relationship between participation in extracurricular activities and academic performance (r-value > critical value, $p < 0.05$). Specifically, students who reported higher levels of involvement—particularly in academic organizations—were more likely to have higher GWAs.

This outcome supports the findings of Dundar and Ustun (2019), who demonstrated that extracurricular participation improves academic self-efficacy, which in turn enhances academic performance. Likewise, the results affirm Kuh et al. (2018), who argued that active engagement in learning communities, such as student organizations, fosters collaboration and critical thinking skills beneficial for academic success.

Differences in Participation and Performance Based on Profile Variables

Analysis of Variance (ANOVA) revealed significant differences in the level of extracurricular participation when students were grouped according to age, year level, and specialization. For instance, older students (21–23) showed higher involvement in academic organizations, while younger students (18–20) were more active in sports. Similarly, third- and fourth-year students reported greater participation in academic organizations and culture and arts, as compared to first-year students who preferred sports.

Moreover, differences in academic performance were statistically significant when analyzed against specialization, with BSED Filipino and BSED English majors achieving better GWAs, potentially due to their higher levels of organizational involvement. These trends are consistent with Vicente and Barroso (2020), who highlighted the influence of demographic factors—particularly year level and gender—on patterns of extracurricular engagement.

Conclusion

The study demonstrated that extracurricular activities significantly enhance the academic performance and holistic development of Teacher Education students. Participation patterns varied by demographic factors, with older and upper-year students favoring academic organizations while younger students were more active in sports. Among the categories, academic organizations exerted the strongest positive influence, correlating with higher General Weighted Averages (GWAs). Engagement in sports and cultural activities likewise contributed to creativity, discipline, and collaboration, though time-management challenges persisted. Overall, extracurricular involvement was shown to be a vital complement to formal education, fostering both academic success and personal growth, and should be sustained through institutional support and structured opportunities.

Informed by the findings of this study, the following recommendations are proposed to enhance both student development and academic performance through structured extracurricular engagement:

1. **For Educational Institutions:** Jose Rizal Memorial State University and similar institutions should strengthen support systems for academic organizations by providing designated faculty advisers, budget allocations, and dedicated meeting spaces. These measures will help sustain meaningful student engagement and allow academic organizations to function as incubators for leadership, research, and career preparation. Additionally, a policy may be developed to integrate extra-curricular accomplishments into students' academic portfolios or e-credentials.

2. **For Faculty and Student Affairs Coordinators:** Faculty members and student services staff should coordinate to identify academically at-risk students who are highly engaged in extracurricular activities and provide time management coaching or academic advising. Incorporating co-curricular reflections into coursework—such as journals or presentations—can also help students connect their extracurricular experiences with their academic development.

3. **For Students**: Students should be encouraged to select extracurricular activities that complement their academic and career goals. For instance, those specializing in education should prioritize participation in academic organizations, leadership training, or tutoring clubs that enhance pedagogical skills. Instead of engaging in multiple unrelated organizations, students may benefit more from deeper involvement in one or two aligned groups where they can take on meaningful roles and projects. Regular self-assessment of academic standing and extracurricular workload should also be practiced to avoid overcommitment.

4. **For Policy Makers and Administrators:** University policymakers should consider institutionalizing recognition for student achievements in extracurricular domains by implementing merit-based incentives such as certificates, academic credits, or leadership awards. Clear guidelines should be crafted to define the scope and academic value of co-curricular participation, ensuring that involvement in university-sanctioned activities is formally acknowledged in students' academic records.

5. **For Future Researchers**: Future studies may explore longitudinal data to trace the long-term effects of sustained extracurricular engagement on both academic success and professional readiness. Researchers could also expand the scope to include informal student-led groups, volunteerism, and online communities to capture a broader spectrum of student involvement. Moreover, qualitative approaches such as interviews or focus groups may be used to understand the

personal motivations, challenges, and learning outcomes linked to extracurricular participation.

By operationalizing these recommendations, academic institutions and their stakeholders can create a more integrative learning environment that nurtures both intellectual growth and personal development, contributing to the production of competent, well-rounded future educators.

Acknowledgments

The researcher extends sincere gratitude to the individuals and institutions whose support and contributions were vital to the successful completion of this study.

Foremost, heartfelt thanks are given to the Jose Rizal Memorial State University – Dipolog Campus, particularly the College of Teacher Education, for granting the opportunity and permission to conduct this research. The cooperation of the Office of the Campus Director, the Associate Dean, and the Registrar's Office was instrumental in facilitating data access and institutional support.

Special appreciation is extended to the respondents, the Teacher Education students, whose time and honest participation made the data gathering process meaningful and insightful. Their cooperation and willingness to contribute to the research process are deeply valued.

The researcher also acknowledges the guidance and constructive input of faculty mentors and research advisers who provided their expertise during the formulation and refinement of this study.

Lastly, the unwavering encouragement and moral support of family, friends, and colleagues served as a constant source of motivation throughout this academic endeavor.

Disclosure: Use Of AI Tools

This study utilized artificial intelligence (AI) tools, specifically ChatGPT by OpenAI, to assist in refining the structure, grammar, and clarity of the manuscript. The AI tool was employed primarily for language enhancement, reorganization of content according to standard research formats, and verification of coherence in academic writing.

In addition, an AI-powered plagiarism checker was used to ensure the originality of the content and to maintain academic integrity. This tool helped the researcher identify and revise any unintentional similarities with existing literature prior to submission.

All data, analyses, and interpretations presented in this research were originally conceptualized, conducted, and validated by the researcher. The use of AI did not influence the research outcomes or the integrity of the statistical findings. The final version of the

manuscript was thoroughly reviewed to ensure accuracy, authenticity, and alignment with the study's objectives.

The inclusion of this disclosure aligns with principles of academic transparency and responsible research practice.

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