

PARTICIPATION IN EXTRA-CURRICULAR ACTIVITIES AND LEARNERS' ACADEMIC PERFORMANCE

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Abstract

This study examined the relationship between participation in extra-curricular activities and learners' academic performance using a descriptive correlational research design. A researcher-developed survey questionnaire was employed to gather data from 50 teachers. The instrument was validated using the criteria set by Carter V. Good and Douglas E. Scates, while reliability testing was conducted with 30 teachers using Cronbach's Alpha. Data analysis involved descriptive, comparative, and relational statistical procedures, including frequency, percentage, mean, the Mann–Whitney U test, and Spearman's rho. Findings revealed that teachers were highly engaged in supporting learners' holistic development through their involvement in various extra-curricular activities, regardless of age, gender, or economic background. Learners were generally found to meet or exceed academic expectations, indicating the effectiveness of instructional strategies and the presence of a supportive learning environment. Results further showed that teacher participation in extra-curricular activities was relatively uniform across different activity types and demographic groups. However, statistical analysis indicated that teachers' involvement in extra-curricular activities did not have a significant relationship with learners' academic performance. The study concludes that while extra-curricular activities play an important role in promoting students' social, emotional, and character development, they are not the primary determinant of academic achievement. Academic performance appears to be influenced by a broader range of factors, including teaching strategies, learner motivation, and family background. Based on the findings, the study recommends sustaining effective classroom practices, encouraging teacher involvement in extra-curricular activities for holistic learner development, offering diverse enrichment programs, and considering contextual factors when examining academic outcomes. Professional development opportunities are also recommended to enhance teachers' capacity to contribute meaningfully both in academic and non-academic school activities.

Keywords: Extra-curricular activities, academic performance, teacher participation, learner development, descriptive correlational study, philippines

Bio-notes:

Joylyn L. Lirado is a dedicated elementary school teacher at Agan-an Elementary School, Schools Division of Negros Island Region, with eight years of teaching experience. She holds a Bachelor of Elementary Education major in Special Education (SPED) from Negros Oriental State University and has served as a Grade VI and Grade IV adviser in various schools, including DILCC-Bacong and Agan-an Elementary School. Passionate about creating a positive and engaging learning environment, she combines strong communication, teamwork, and adaptability skills with computer literacy to deliver effective lessons that support the holistic development of her students.



Introduction

Rationale

Education in the 21st century emphasizes not only academic achievement but also the holistic development of learners, recognizing that schools play a vital role in fostering cognitive, social, and emotional growth. Extra-curricular activities (ECAs), such as sports, arts, academic clubs, and community service, are widely considered important avenues for enhancing students' engagement, leadership skills, teamwork, and self-confidence. Research has shown that participation in structured school-based activities is positively associated with academic outcomes and psychosocial development (Eccles & Barber, 1999; Feldman & Matjasko, 2005). According to Organisation for Economic Co-operation and Development (2019), student engagement and well-being are strongly linked to overall educational success, while studies by Fredricks, Jennifer A. et al. (2004) emphasize that behavioral, emotional, and cognitive engagement significantly predict academic performance. However, some literature also cautions that excessive participation without proper time management may lead to academic strain, particularly among students from lower socioeconomic backgrounds (Mahoney & Vest, 2012). In the Philippine context, where learners vary in age, sex, and family income, the relationship between participation in ECAs and academic performance may differ depending on personal and contextual factors. Observations in local schools suggest that while ECAs can enhance confidence, collaboration, and school connectedness, some students struggle to balance their academic responsibilities with extra-curricular commitments. Thus, this study seeks to determine the relationship between learners' participation in extra-curricular activities and their academic performance, considering demographic variables, to inform balanced school programs. This research aligns with United Nations Sustainable Development Goal 4 (Quality Education), which promotes inclusive and equitable quality education and supports the development of relevant skills necessary for lifelong learning and holistic growth.

Literature Review

Research has shown that participation in ECAs is generally associated with positive student outcomes. International studies, such as Hughes, Cavell, and Jackson (2016), found that middle school students engaged in ECAs exhibited greater academic engagement, while Fredricks (2010) and Balaguer et al. (2020) caution that excessive involvement may reduce study time and negatively impact grades. Locally, Vispo and Macalinao (2024) and Lastra (2024) observed that students participating in ECAs often perform well academically, but results vary depending on individual characteristics and school contexts. These studies suggest that while ECAs have potential benefits for academic performance, their effect is moderated by demographic and socio-economic factors, requiring careful consideration in program design.

Theoretical Underpinnings

This study is anchored on Astin's Theory of Student Involvement (1984), which posits that the quantity and quality of energy students invest in both academic and non-academic school activities significantly influence their learning and personal development. According to Astin, higher involvement leads to greater growth and learning outcomes, provided that participation does not compromise academic duties. This theory supports the examination of ECAs as a critical factor in learners' academic



performance, highlighting that effective engagement—balanced with academic responsibilities—can enhance educational outcomes, personal skills, and holistic development.

Objectives

This paper aimed to determine the level of participation in extra-curricular activities and learners' academic performance in a large-sized Division of Negros Island Region, Philippines, for the School Year 2024-2025. Specifically, this study sought to determine: 1) the profile of the respondents in terms age, sex, and family income; 2) the level of participation in extra-curricular activities according to sports and athletics, club organizations, and community service; 3) the level of learners' academic performance; 4) the level of participation in extra-curricular activities when grouped according to the aforementioned variables; 5) if a significant difference exists in the level of participation in extra-curricular activities when grouped and compared according to the aforementioned variables; and 6) whether a significant relationship exists between the level of participation in extra-curricular activities and the level of learners' academic performance.

Methodology

The study's methodology-related components, such as the research design, respondents, research instrument, data collection process, and ethical issues, are described in this section.

Research Design

This study adopts a descriptive research design to evaluate the level of participation in extra-curricular activities and learners' academic performance in a large Division of Negros Island Region, Philippines, for the school year 2024-2025. A descriptive correlational design, as noted by Creswell (2014), helps us understand how two or more variables relate to each other without manipulating them. This is particularly beneficial for education studies, as it illustrates real-world relationships that can be challenging to establish in experimental settings. This study employs this design to identify trends linking students' activities outside of class to their academic performance. That way, we get a peek at what might help students succeed.

Respondents

The respondents for this study comprise 50 teachers. The researcher purposively selects the teachers as respondents. Since the respondents were quite manageable, total enumeration was employed.

Data-gathering Instrument

The instrument underwent rigorous face and content validation by five experts in research and education to ensure its accuracy in measuring the intended demographics. The validation process yielded a final validity score of 4.55, interpreted as excellent. Cronbach's Alpha was used to determine the reliability of the instrument and its internal consistency. The computed alpha for the questionnaire, which assessed the level of participation in extra-curricular activities, was 0.952, interpreted as “excellent.”



Procedures for Data Collection

The researcher secured all necessary approvals and endorsements before distributing the questionnaires, including consent from the district supervisor and school heads, following the approval of the research title by the Thesis Committee of STI West Negros University. Once authorized, the researcher explained the study's objectives and procedures to the respondents, ensuring clarity and encouraging honest responses. Respondents were given adequate time to complete the questionnaires, which the researcher personally collected for coding, tabulation, and statistical analysis. This approach ensured that the data gathered were complete, reliable, and treated with confidentiality.

Data Analysis and Statistical Treatment

Objective 1 used the descriptive analytical scheme and mean as a statistical tool to determine the level of participation in extra-curricular activities, including sports and athletics, club organization, and community service. Objective 2 used the same analytical scheme and statistical tool to determine the level of learners' academic performance. Objectives 3 used the same analytical scheme and statistical tool to determine the level of participation in extra-curricular activities when grouped according to the aforementioned variables. Objective 4 used the comparative analytical schemes and Mann-Whitney U tests as statistical tools to determine whether significant differences exist in the level of participation in extra-curricular activities when grouped and compared according to the aforementioned variables. Objective 5 used the relational analytical schemes and Spearman's rho correlation coefficient as statistical tools to determine whether significant differences exist in the level of participation in extra-curricular activities when grouped and compared according to the aforementioned variables.

Ethical Considerations

This research paper strived to minimize the risk of harm to its target respondents by assuring them of the confidentiality of their responses and ensuring their anonymity throughout the entire research process. At the onset, the researcher secured their free and informed consent and assured them of their right to withdraw from participation if deemed necessary. No personal data compromising the respondents' identity was collected, in adherence to the Data Privacy Act of 2012, particularly in accessing the data by both the researcher and the analyst. The respondents were assured that no information disclosing their identity would be released or published without their prior consent, except in extremely urgent circumstances. All collected materials were properly disposed of through machine shredding or dissolution in water after the study was submitted. At the same time, soft copies of the data were deleted to prevent future retrieval.

Results and Discussion

Profile of the Respondents

Table 1

Profile of the Respondents in terms of Age, Sex, and Family Income

Variables	Categories	Frequency	Percentage
Age	Younger (below 41 years old)	24	48.00
	Older (41 years old and above)	26	52.00



	Total	50	100
Sex	Male	17	34.00
	Female	33	66.00
	Total	50	100
Average Family Monthly Income	Lower (less than P42,400)	25	50.00
	Higher (P42, 400 and above)	25	50.00
	Total	50	100

Table 1 illustrates the respondents' profiles based on the variable groupings presented above. In terms of age, the older group slightly outnumbered their younger counterparts by a ratio of 52:48. Based on sex, females comprised the majority of the respondents, outnumbering males by a ratio of 66:34. When analyzed according to average family monthly income, both lower and higher income groups were evenly represented at 50% each. The research environment is characterized by respondents who are generally older, predominantly female, and equally distributed across income classifications. This implies that the findings of the study may largely reflect the perspectives and experiences of older and female learners, while still maintaining balanced insights across socioeconomic backgrounds due to the equal income distribution.

Level of Participation in Extra-curricular Activities in terms of Sports and Athletics, Club Organizations, and Community Service

Table 2
Level of Participation in Extra-curricular Activities in Sports and Athletics

Items	Mean	Interpretation
As a teacher, I ...		
1. encourage students to participate in sports and athletic activities actively.	4.62	Very High Level
2. observe improvements in students' teamwork and collaboration skills through sports.	4.44	High Level
3. notice enhanced self-discipline among students involved in athletic programs.	4.54	Very High Level
4. see students develop leadership skills through participation in sports teams.	4.38	High Level
5. identify a positive impact of sports on students' physical fitness and well-being.	3.58	High Level
6. observe improved time management skills among students balancing academics and athletics.	3.90	High Level
7. notice students becoming more resilient after facing challenges in sports competitions.	3.80	High Level
8. witness increased self-confidence in students through sports achievements.	3.66	High Level
9. recognize the role of sports in fostering respect and sportsmanship among students.	4.04	High Level
10. see a reduction in stress levels among students who engage in regular physical activities.	4.22	High Level
Overall Mean	4.12	High Level

Table 2 summarizes the results of the analysis on participation in extra-curricular sports and athletics activities, yielding an overall mean of 4.12, which indicates a high level of participation. Notably, all items in the table were interpreted at a high level, suggesting consistent positive responses across indicators. A closer examination reveals that Item 1 obtained the highest mean score of 4.62, while Item 8 recorded the lowest mean score of 3.66. Item 1 highlights the role of teacher-respondents in actively encouraging students to participate in sports and athletic activities, whereas Item 8 focuses on their observations of increased self-confidence among students as a result of sports achievements. This



implies that while teachers strongly promote participation in sports, the perceived impact on students' self-confidence, though still high, is comparatively less emphasized—suggesting a need to further strengthen programs that intentionally connect athletic involvement with measurable personal development outcomes.

Supporting the above results, Bailey (2006) explained that a high level of participation in sports and athletics implies that educators play a crucial role in fostering students' holistic growth beyond the classroom. Their involvement promotes physical fitness, teamwork, discipline, and social interaction — essential components for balanced learner development. This finding highlights the importance of teachers as facilitators of both academic and non-academic learning experiences.

Table 3

Level of Participation in Extra-curricular Activities in Club Organizations

Items	Mean	Interpretation
As a teacher, I ...		
1. encourage students to join school clubs that match their interests and talents.	4.00	High Level
2. observe the development of students' interpersonal skills through club participation.	3.74	High Level
3. see students improve their problem-solving abilities by taking part in club activities.	4.32	High Level
4. witness students becoming more creative through their involvement in club projects.	4.06	High Level
5. recognize the role of club organizations in enhancing students' sense of responsibility.	4.22	High Level
6. notice students learning practical communication skills through club meetings and events.	4.12	High Level
7. observe how club participation helps students develop a sense of belonging and teamwork.	4.22	High Level
8. identify how clubs contribute to students' ability to manage tasks and meet deadlines.	4.08	High Level
9. witness students applying skills learned in clubs to academic and real-world situations.	4.22	High Level
10. see students grow more confident as they take on leadership roles in club organizations.	4.16	High Level
Overall Mean	4.11	High Level

Table 3 presents an insightful analysis of participation in extra-curricular activities in club organizations, with an overall mean of 4.11, indicating a high level of engagement. All items in the table were consistently interpreted at a high level, reflecting favorable perceptions across indicators. A closer examination shows that Item 3 obtained the highest mean score of 4.32, while Item 9 registered the lowest mean score of 4.22. Item 3 highlights respondents' observations that students improved their problem-solving abilities through participation in club activities, whereas Item 9 pertains to students' application of skills learned in clubs to academic and real-world contexts. This implies that while club participation is strongly associated with the development of cognitive skills such as problem-solving, there is slightly less observable transfer of these skills to broader academic and real-life settings—indicating a need to design club programs that more explicitly integrate and reinforce real-world application of learned competencies.

The high impact of participation in club organizations suggests that such activities meaningfully enhance learners' leadership, teamwork, and personal development, thereby reinforcing both academic and social growth (Eccles & Barber, 1999).

Table 4

Level of Participation in Extra-curricular Activities in Community Service



Items	Mean	Interpretation
As a teacher, I ...		
1. encourage students to participate in community service projects.	3.94	High Level
2. observe students developing empathy and compassion through community outreach.	3.76	High Level
3. notice an improvement in students' sense of social responsibility after community service.	4.02	High Level
4. see students enhance their problem-solving skills through participation in service activities.	3.80	High Level
5. recognize how community service fosters teamwork and collaboration among students.	4.16	High Level
6. observe students' ability to connect academic learning with real-world applications in service projects.	4.14	High Level
7. witness students gaining a deeper appreciation for diversity and inclusivity through community engagement.	4.16	High Level
8. notice students demonstrating leadership skills during community service activities.	4.08	High Level
9. see a boost in students' self-confidence as they contribute positively to their communities.	4.02	High Level
10. recognize how community service helps students develop time management and organizational skills.	4.24	High Level
Overall Mean	4.03	High Level

Table 4 illustrates the analysis of the effect of participation in extra-curricular activities, specifically community service, with an overall mean of 4.03, indicating a high level of interpretation. Consistent with the previous tables, all items were interpreted at a high level, reflecting generally positive perceptions of community service involvement. A closer examination reveals that Item 10 obtained the highest mean score of 4.24, while Item 2 registered the lowest mean score of 3.76. Item 10 emphasizes respondents' recognition of community service as a means of developing students' time management and organizational skills, whereas Item 2 highlights observations regarding the development of empathy and compassion among students. This implies that community service is more strongly perceived as enhancing practical and organizational competencies than fostering socio-emotional growth, suggesting the need to intentionally structure community service activities to deepen reflective practices that cultivate empathy and compassion alongside skill development.

In the words of Youniss & Yates (1997), the high effect of participation in community service implies that such activities significantly strengthen learners' civic responsibility, empathy, and social development, complementing their academic growth.

Level of Learners' Academic Performance

Table 5

Level of Learners' Academic Performance

Variable	Mean	Interpretation
Learners' Academic Performance	87.25	High Level

Table 5 illustrates the analysis of learners' academic performance, with an overall mean of 87.25, indicating a high level of achievement. This result suggests that, in general, the learners demonstrated satisfactory to very satisfactory academic outcomes. The finding is supported by the study of Donnelly, Joseph E. and Lambourne, Kate (2011) titled "Classroom-based physical activity, cognition, and



academic achievement,” published in Preventive Medicine, which found that moderate to vigorous physical activity of sufficient duration is associated with improved academic performance. This implies that engagement in structured physical and school-related activities may contribute positively to learners’ cognitive functioning and academic success, reinforcing the importance of integrating well-designed extra-curricular and physical activity programs within the school curriculum to sustain high academic performance.

Level of Participation in Extra-curricular Activities in Sports and Athletics, Club Organizations, and Community Service when grouped according to Age, Sex, and Average Family Monthly Income

Table 6

Level of Participation in Extra-curricular Activities in Sports and Athletics when grouped according to age

Items	Younger		Older	
	Mean	Interpretation	Mean	Interpretation
As a teacher, I ...				
1. Encourage students to participate in sports and athletic activities actively.	4.63	Very High Level	4.62	Very High Level
2. Observe improvements in students' teamwork and collaboration skills through sports.	4.54	Very High Level	4.35	High Level
3. Notice enhanced self-discipline among students involved in athletic programs.	4.54	Very High Level	4.54	Very High Level
4. See students develop leadership skills through participation in sports teams.	4.42	High Level	4.35	High Level
5. Identify a positive impact of sports on students' physical fitness and well-being.	3.58	High Level	3.58	High Level
6. Observe improved time management skills among students balancing academics and athletics.	3.83	High Level	3.96	High Level
7. Notice students becoming more resilient after facing challenges in sports competitions.	3.75	High Level	3.85	High Level
8. Witness increased self-confidence in students through sports achievements.	3.50	High Level	3.81	High Level
9. Recognize the role of sports in fostering respect and sportsmanship among students.	3.88	High Level	4.19	High Level
10. See a reduction in stress levels among students who engage in regular physical activities.	4.25	High Level	4.19	High Level
Overall Mean	4.09	High Level	4.14	High Level

Table 6 illustrates the analysis of the effect of participation in extra-curricular activities under sports and athletics, grouped by age. The overall mean for the younger group was 4.09, while that of their older counterparts was 4.14, indicating that both age groups perceived a high level of positive effects from participation in sports and athletic activities. All items were interpreted at a high level, and upon closer examination, Item 1 emerged as the highest-rated indicator, obtaining mean scores of 4.63 for the younger group and 4.62 for the older group. This item emphasizes how teachers actively encourage students to participate in sports and athletic activities. This implies that teacher encouragement plays a crucial and consistent role across age groups in promoting sports participation, which may contribute to positive learner outcomes regardless of age differences. This finding is supported by the study of Owen, K. B. et al. (2022), which found that sport participation is positively associated with academic performance among children and adolescents.



Table 7

Level of Participation in Extra-curricular Activities in Club Organizations when grouped according to age

Items	Younger		Older	
	Mean	Interpretation	Mean	Interpretation
As a teacher, I ...				
1. encourage students to join school clubs that match their interests and talents.	3.96	High Level	4.04	High Level
2. observe the development of students' interpersonal skills through club participation.	3.67	High Level	3.81	High Level
3. see students improve their problem-solving abilities by taking part in club activities.	4.17	High Level	4.46	High Level
4. witness students becoming more creative through their involvement in club projects.	3.96	High Level	4.15	High Level
5. recognize the role of club organizations in enhancing students' sense of responsibility.	4.08	High Level	4.35	High Level
6. notice students learning practical communication skills through club meetings and events.	4.13	High Level	4.12	High Level
7. observe how club participation helps students develop a sense of belonging and teamwork.	4.13	High Level	4.31	High Level
8. identify how clubs contribute to students' ability to manage tasks and meet deadlines.	4.00	High Level	4.15	High Level
9. witness students applying skills learned in clubs to academic and real-world situations.	4.04	High Level	4.38	High Level
10. see students grow more confident as they take on leadership roles in club organizations.	4.17	High Level	4.15	High Level
Overall Mean	4.03	High Level	4.19	High Level

Table 7 presents the analysis of the effect of participation in extra-curricular activities under club organizations, grouped by age. The overall mean for the younger group was 4.03, while that of their older counterparts was 4.19. Again, all items received an interpretation indicating a high level of effects from participation in extra-curricular activities. Upon closer examination, items 3 and 10 stood out significantly, with the highest means of 4.63 for the younger group and 4.62 for the older group. This item highlights how teachers encourage students to participate in sports and athletic activities actively. The consistently high ratings imply that club organizations serve as effective avenues for holistic student development; therefore, schools should continuously strengthen and support club programs to sustain and maximize their positive impact on students' academic, social, and leadership growth.

Table 8

Level of Participation in Extra-curricular Activities in Community Service when grouped according to age

Items	Younger		Older	
	Mean	Interpretation	Mean	Interpretation
As a teacher, I ...				
1. encourage students to participate in community service projects.	3.96	High Level	3.92	High Level
2. observe students developing empathy and compassion through community outreach.	3.75	High Level	3.77	High Level
3. notice an improvement in students' sense of social responsibility after community service.	4.04	High Level	4.00	High Level
4. see students enhance their problem-solving skills through participation in service activities.	3.79	High Level	3.81	High Level



5. recognize how community service fosters teamwork and collaboration among students.	4.08	High Level	4.23	High Level
6. observe students' ability to connect academic learning with real-world applications in service projects.	4.04	High Level	4.23	High Level
7. witness students gaining a deeper appreciation for diversity and inclusivity through community engagement.	4.08	High Level	4.23	High Level
8. notice students demonstrating leadership skills during community service activities.	4.04	High Level	4.12	High Level
9. see a boost in students' self-confidence as they contribute positively to their communities.	3.96	High Level	4.08	High Level
10. recognize how community service helps students develop time management and organizational skills.	4.17	High Level	4.31	High Level
Overall Mean	3.99	High Level	4.07	High Level

Table 8 provides a summary of the analysis on the effect of participation in extra-curricular activities under community service, grouped by age. How teachers recognized that the group was 3.99, while that of their older counterparts was 4.07. Still, all items received an interpretation of a high level of effects from participation in extra-curricular activities. When analyzed more thoroughly, item 10 stood out, achieving the highest means of 4.17 and 4.31 for both younger and older groups. This item highlights how teachers recognize that community service helps students develop essential skills such as time management and organization.

In contrast, item 2 recorded the lowest yet almost identical mean scores of 3.75 for the younger group and 3.77 for their older counterparts. This item highlights the way teachers observe students developing empathy and compassion through community outreach. This imply that community service programs are valuable tools for fostering students' civic engagement and life skills; therefore, schools should continue to institutionalize and expand community-based initiatives to further strengthen students' social responsibility, leadership, and practical competencies.

Table 9

Level of Participation in Extra-curricular Activities in Sports and Athletics when grouped according to Sex

Items	Male		Female	
	Mean	Interpretation	Mean	Interpretation
As a teacher, I ...				
1. Encourage students to participate in sports and athletic activities actively.	4.82	Very High Level	4.52	Very High Level
2. Observe improvements in students' teamwork and collaboration skills through sports.	4.65	Very High Level	4.33	High Level
3. Notice enhanced self-discipline among students involved in athletic programs.	4.59	Very High Level	4.52	Very High Level
4. See students develop leadership skills through participation in sports teams.	4.35	High Level	4.39	High Level
5. Identify a positive impact of sports on students' physical fitness and well-being.	3.76	High Level	3.48	Moderate Level
6. Observe improved time management skills among students balancing academics and athletics.	4.12	High Level	3.79	High Level
7. Notice students becoming more resilient after facing challenges in sports competitions.	3.71	High Level	3.85	High Level
8. Witness increased self-confidence in students through sports achievements.	3.65	High Level	3.67	High Level



9. Recognize the role of sports in fostering respect and sportsmanship among students.	4.35	High Level	3.88	High Level
10. See a reduction in stress levels among students who engage in regular physical activities.	4.35	High Level	4.15	High Level
Overall Mean	4.24	High Level	4.06	High Level

Table 9 provides a summary of the analysis on the effect of participation in extra-curricular activities under sports and athletics, grouped by sex. The overall mean for the male group was 4.24, while that of their female counterparts was 4.06. Still, all items received an interpretation of a high level of effects from participation in extra-curricular activities. Upon closer examination, item 1 stood out significantly, with the highest means of 4.82 for males and 4.52 for females. This item highlights how teachers observed a reduction in stress levels among students who engage in regular physical activity. Additionally, the females also received another high mean of 4.52 in item 3, indicating that teachers notice enhanced self-discipline among students involved in athletic programs. Contrastingly, item 8 recorded the lowest yet almost identical mean scores of 3.65 for the younger group and 3.67 for their older counterparts. This imply that sports and athletic programs play a significant role in promoting students' discipline, teamwork, resilience, and overall well-being; thus, schools should continuously strengthen sports initiatives and ensure inclusive participation to maximize their developmental benefits for all learners.

Table 10

Level of Participation in Extra-curricular Activities in Club Organizations when grouped according to Sex

Items	Male		Female	
	Mean	Interpretation	Mean	Interpretation
As a teacher, I ...				
1. encourage students to join school clubs that match their interests and talents.	4.29	High Level	3.85	High Level
2. observe the development of students' interpersonal skills through club participation.	3.65	High Level	3.79	High Level
3. see students improve their problem-solving abilities by taking part in club activities.	4.59	Very High Level	4.18	High Level
4. witness students becoming more creative through their involvement in club projects.	4.35	High Level	3.91	High Level
5. recognize the role of club organizations in enhancing students' sense of responsibility.	4.53	Very High Level	4.06	High Level
6. notice students learning practical communication skills through club meetings and events.	4.35	High Level	4.00	High Level
7. observe how club participation helps students develop a sense of belonging and teamwork.	4.29	High Level	4.18	High Level
8. identify how clubs contribute to students' ability to manage tasks and meet deadlines.	4.06	High Level	4.09	High Level
9. witness students applying skills learned in clubs to academic and real-world situations.	4.35	High Level	4.15	High Level
10. see students grow more confident as they take on leadership roles in club organizations.	4.29	High Level	4.09	High Level
Overall Mean	4.28	High Level	4.03	High Level

Table 10 provides a summary of the analysis on the effect of participation in extra-curricular activities under club organizations, grouped by sex. The overall mean for the male group was 4.28, while that of their female counterparts was 4.03. These twin items received an interpretation indicating a high level of effects from participation in extra-curricular activities.



Upon closer examination, item 5 stood out significantly, with a mean of 4.53 for males, while item 9 had the highest mean of 4.15 for females. The former item describes how respondents recognize the role of club organizations in enhancing students' sense of responsibility. The latter describes how the respondents witnessed students apply skills learned in clubs to academic and real-world situations. On the flipside, item 2 recorded the lowest yet almost identical mean scores of 3.65 for the male group and 3.67 for their female counterparts. This suggest that club organizations significantly contribute to students' responsibility, leadership, problem-solving, and practical skill development; therefore, schools should continue to enhance club programs and promote equitable support to ensure that all students fully benefit from these developmental opportunities.

Table 11

Level of Participation in Extra-curricular Activities in Community Service when grouped according to Sex

Items	Male		Female	
	Mean	Interpretation	Mean	Interpretation
As a teacher, I ...				
1. encourage students to participate in community service projects.	4.00	High Level	3.91	High Level
2. observe students developing empathy and compassion through community outreach.	3.88	High Level	3.70	High Level
3. notice an improvement in students' sense of social responsibility after community service.	3.94	High Level	4.06	High Level
4. see students enhance their problem-solving skills through participation in service activities.	3.65	High Level	3.88	High Level
5. recognize how community service fosters teamwork and collaboration among students.	4.24	High Level	4.12	High Level
6. observe students' ability to connect academic learning with real-world applications in service projects.	4.12	High Level	4.15	High Level
7. witness students gaining a deeper appreciation for diversity and inclusivity through community engagement.	4.12	High Level	4.18	High Level
8. notice students demonstrating leadership skills during community service activities.	4.41	High Level	3.91	High Level
9. see a boost in students' self-confidence as they contribute positively to their communities.	4.24	High Level	3.91	High Level
10. recognize how community service helps students develop time management and organizational skills.	4.47	High Level	4.12	High Level
Overall Mean	4.11	High Level	3.99	High Level

Table 11 presents a summary of the analysis on the effect of participation in extra-curricular activities under community service, grouped by sex. The overall mean for the male group was 4.11, while that of their female counterparts was 3.99. These twin items received an interpretation indicating a high level of effects from participation in extra-curricular activities.

When analyzed more closely, item 10 stood out significantly, with the highest mean of 4.47 for males, while item 7 had the highest mean of 4.18 for females. The former item describes how respondents recognize that community service helps students develop time management and organizational skills. The latter, on the other hand, illustrates how students gain a deeper appreciation for diversity and inclusivity through community engagement.

Conversely, item 4 recorded the lowest mean scores of 3.65 for the male group and 3.70 for their female counterparts. The former item describes how respondents see students enhancing their problem-solving skills through participation in service activities.



The consistently high ratings imply that community service programs effectively foster civic responsibility and essential life skills among students; therefore, schools should sustain and further strengthen community engagement initiatives to ensure inclusive and meaningful participation for all learners.

Table 12

Level of Participation in Extra-curricular Activities in Sports and Athletics when grouped according to Average Family Income

Items	Lower	Higher
	Mean	Interpretation
As a teacher, I ...	Mean	Interpretation
1. encourage students to participate in sports and athletic activities actively.	4.60	Very High Level
2. observe improvements in students' teamwork and collaboration skills through sports.	4.56	Very High Level
3. notice enhanced self-discipline among students involved in athletic programs.	4.56	Very High Level
4. see students develop leadership skills through participation in sports teams.	4.40	High Level
5. identify a positive impact of sports on students' physical fitness and well-being.	3.48	Moderate Level
6. observe improved time management skills among students balancing academics and athletics.	3.84	High Level
7. notice students becoming more resilient after facing challenges in sports competitions.	3.76	High Level
8. witness increased self-confidence in students through sports achievements.	3.32	Moderate Level
9. recognize the role of sports in fostering respect and sportsmanship among students.	3.92	High Level
10. see a reduction in stress levels among students who engage in regular physical activities.	4.20	High Level
Overall Mean	4.06	High Level

Table 12 presents an analysis of the respondents who achieved their highest mean in item 1, curricular activities under sports and athletics, when respondents were grouped according to average family income. The overall mean for the lower-income group (LIG) was 4.06, while that of the higher-income group (HIG) was 4.17. These twin items received an interpretation indicating a high level of effects from participation in extra-curricular activities. When analyzed more thoroughly, both groups got their highest mean in item 1, with a mean of 4.60 for the LIG and 4.64 for the HIG. This item refers to how teachers encourage students to participate in sports and athletic activities actively. In contrast, the LIG achieved its lowest mean of 3.32 in item 8, while the HIG achieved its lowest mean of 3.68 in item 5. The former item discusses how teachers observe increased self-confidence in students through their sports achievements, while the latter illustrates how they recognize the positive impact of sports on students' physical fitness and well-being.

The findings imply that while sports programs are generally effective across income groups, schools should provide additional support and inclusive opportunities, particularly for students from lower-income families, to further enhance their confidence, physical well-being, and overall participation in athletic activities.



Table 13

Level of Participation in Extra-curricular Activities in Club Organizations when grouped according to Average Family Income

Items	Lower		Higher	
	Mean	Interpretation	Mean	Interpretation
As a teacher, I ...				
1. encourage students to join school clubs that match their interests and talents.	3.84	High Level	4.16	High Level
2. observe the development of students' interpersonal skills through club participation.	3.64	High Level	3.84	High Level
3. see students improve their problem-solving abilities by taking part in club activities.	4.20	High Level	4.44	High Level
4. witness students becoming more creative through their involvement in club projects.	3.96	High Level	4.16	High Level
5. recognize the role of club organizations in enhancing students' sense of responsibility.	4.28	High Level	4.16	High Level
6. notice students learning practical communication skills through club meetings and events.	4.20	High Level	4.04	High Level
7. observe how club participation helps students develop a sense of belonging and teamwork.	4.20	High Level	4.24	High Level
8. identify how clubs contribute to students' ability to manage tasks and meet deadlines.	4.04	High Level	4.12	High Level
9. witness students applying skills learned in clubs to academic and real-world situations.	4.04	High Level	4.40	High Level
10. see students grow more confident as they take on leadership roles in club organizations.	4.12	High Level	4.20	High Level
Overall Mean	4.05	High Level	4.18	High Level

Table 13 presents the analysis of the effect of participation in extra-curricular activities under club organizations, grouping respondents by average family income. The overall mean for the lower-income group (LIG) was 4.05, while that of the higher-income group (HIG) was 4.18. These twin items received an interpretation indicating a high level of effects from participation in extra-curricular activities. Upon closer examination, item 5 stood out significantly, with the highest mean of 4.28 for the LIG and 4.44 for the HIG in item 3. Both scores were interpreted as indicating a very high level of effect from participation in extra-curricular activities. The former item illustrates how teachers recognize the role of club organizations in enhancing students' sense of responsibility, while the latter shows how they see students improve their problem-solving abilities through participation in club activities. Conversely, both groups achieved their lowest mean scores, 3.64 for the LIG and 3.84 for the HIG, in item 2, which asked how teachers observe the development of students' interpersonal skills through club participation. The findings suggest that club organizations effectively support students' holistic development across income groups; therefore, schools should continue strengthening club programs while ensuring equitable access and targeted support so that students from all economic backgrounds can fully benefit from these developmental opportunities.

Table 14

Level of Participation in Extra-curricular Activities in Community Service when grouped according to Average Family Income

Items	Lower		Higher	
	Mean	Interpretation	Mean	Interpretation
As a teacher, I ...				
1. Encourage students to participate in community service projects.	3.76	High Level	4.12	High Level



2. Observe students developing empathy and compassion through community outreach.	3.64	High Level	3.88	High Level
3. Notice an improvement in students' sense of social responsibility after community service.	3.80	High Level	4.24	High Level
4. See students enhance their problem-solving skills through participation in service activities.	3.60	High Level	4.00	High Level
5. Recognize how community service fosters teamwork and collaboration among students.	3.96	High Level	4.36	High Level
6. Observe students' ability to connect academic learning with real-world applications in service projects.	3.84	High Level	4.44	High Level
7. Witness students gaining a deeper appreciation for diversity and inclusivity through community engagement.	4.12	High Level	4.20	High Level
8. Notice students demonstrating leadership skills during community service activities.	3.96	High Level	4.20	High Level
9. See a boost in students' self-confidence as they contribute positively to their communities.	3.76	High Level	4.28	High Level
10. Recognize how community service helps students develop time management and organizational skills.	4.08	High Level	4.40	High Level
Overall Mean	3.85	High Level	4.21	High Level

Table 14 presents the analysis of the effect of participation in extra-curricular activities under community service, grouping respondents according to their average family income. The overall mean for the lower-income group (LIG) was 3.85, while that of the higher-income group (HIG) was 4.21. These twin items received an interpretation indicating a high level of effects from participation in extra-curricular activities. Upon closer examination, item 7 stood out significantly, with the highest mean of 4.12 for the LIG. Meanwhile, item 10 achieved its highest mean of 4.40. The former item discusses how teachers observe students developing a deeper appreciation for diversity and inclusivity through community engagement, while the latter item highlights how teachers recognize the benefits of community service in helping students develop time management and organizational skills. Conversely, both groups achieved their lowest scores in item 2, with mean scores of 3.64 for the LIG and 3.88 for the HIG. This item talks about how teachers observe students developing empathy and compassion through community outreach.

The findings suggest that community service programs effectively foster students' civic engagement, inclusivity, and essential life skills; therefore, schools should continue to strengthen and provide equitable opportunities for community service participation to ensure that all students benefit, regardless of their economic background.

Comparative Analysis of the Level of the Effect of Participation in Extra-curricular Activities in Sports and Athletics, Club Organizations, and Community Service when grouped and compared according to Age, Sex, and Family Income

Table 15

Difference in the Level of Participation in Extra-curricular Activities in Sports and Athletics when grouped and compared according to Variables

Variable	Category	N	Mean Rank	Mann-Whitney U	p-value	Sig. level	Interpretation
Age	Younger	24	24.04	227.000	0.494	0.05	Not Significant
	Older	26	26.85				
Sex	Male	17	29.00	221.000	0.221		Not Significant



	Female	33	23.70			
Family Income	Lower	25	24.02	275.500	0.470	Not Significant
	Higher	25	26.98			

Table 15 presents the analysis of the difference in the level of the effect of participation in extra-curricular sports and athletics activities when grouped and compared according to selected variables.

The Mann-Whitney U Test produced U-values of 227.000 for age, 221.000 for sex, and 275.500 for average family monthly income, with corresponding p-values of 0.494, 0.221, and 0.470. Since all p-values exceeded the 0.05 significance threshold, the differences shown were interpreted as not statistically significant. In other words, the null hypothesis earlier stated in Chapter 1 is hereby accepted.

This imply that the positive effects of sports and athletic participation on students are consistent regardless of age, sex, or economic background, highlighting the universal value of promoting sports activities for all learners.

Table 16

Difference in the Level of Participation in Extra-curricular Activities in Club Organization when grouped and compared according to Variables

Variable	Category	N	Mean Rank	Mann-Whitney U	p-value	Sig. level	Interpretation
Age	Younger	24	23.94	274.500	0.465	0.05	Not Significant
	Older	26	26.94				
Sex	Male	17	29.24	217.000	0.192	0.05	Not Significant
	Female	33	23.58				
Family Income	Lower	25	24.50	287.500	0.626	Not Significant	
	Higher	25	26.50				

Table 16 illustrates the analysis of the difference in the level of the effect of participation in extra-curricular activities in club organizations when grouped and compared according to selected variables. The Mann-Whitney U Test produced U-values of 274.500 for age, 217.000 for sex, and 287.500 for average family monthly income, with corresponding p-values of 0.465, 0.192, and 0.626. Since all p-values exceeded the 0.05 significance threshold, the differences shown were also not statistically significant. In other words, the null hypothesis earlier stated in Chapter 1 is hereby accepted.

This simply that the benefits of club participation on students' responsibility, problem-solving, leadership, and teamwork are consistently perceived regardless of age, sex, or economic background, highlighting the universal importance of supporting club programs for all learners.

Table 17

Difference in the Level of Participation in Extra-curricular Activities in Community Service when grouped and compared according to Variables

Variable	Category	N	Mean Rank	Mann-Whitney U	p-value	Sig. level	Interpretation
Age	Younger	24	24.42	286.000	0.613	0.05	Not Significant
	Older	26	26.50				
Sex	Male	17	26.79	258.500	0.652	0.05	Not Significant
	Female	33	24.83				
Family Income	Lower	25	22.30	232.500	0.120	Not Significant	
	Higher	25	28.70				



Table 17 illustrates the analysis of the difference in the level of the effect of participation in extra-curricular activities in community service when grouped and compared according to selected variables. The Mann-Whitney U Test produced U-values of 286.000 for age, 258.500 for sex, and 232.500 for average family monthly income, with corresponding p-values of 0.613, 0.652, and 0.120. Since all p-values exceeded the 0.05 significance threshold, the differences shown were also not statistically significant. In other words, the null hypothesis earlier stated in Chapter 1 is hereby accepted.

This imply that the benefits of community service—such as fostering civic responsibility, leadership, teamwork, and practical life skills—are consistently perceived across demographic and economic backgrounds, highlighting the universal value of engaging all students in community-based activities.

Relational Analysis between the Levels of Participation in Extra-curricular Activities and the Learners' Academic Performance

Table 18

Relationship Between the Level of Participation in Extra-curricular Activities and the Level of Learners' Academic Performance

Variable	rho	p-value	Sig. level	Interpretation
Level of Participation in Extra-Curricular Activities	-0.161	0.265	0.05	Not Significant
Level of Academic Performance				

Table 18 illustrates the relational analysis between the levels of participation in extra-curricular activities and learners' academic performance. These two significant variables yielded a computed rho-value of -0.161 and a p-value of 0.265, which was found to be higher than the 0.05 significance level. Hence, the result is hereby interpreted as not significant. Thus, the null hypothesis stated in Chapter 1 is therefore accepted. In other words, participation in extra-curricular activities does not influence learners' academic performance. This implies that extra-curricular activities provide social, emotional, and practical skill development, this finding suggests that such participation alone does not directly influence learners' academic performance, highlighting the need for a balanced approach where academic support and extra-curricular engagement complement each other.

Conclusion

The study reveals that teachers' perceptions of the effects of participation in extra-curricular activities vary slightly across areas but remain generally high. In sports and athletics, the lowest mean was observed in students' self-confidence through sports achievements (3.32–4.00), indicating that while teachers recognize the benefits of physical activity, boosting learners' confidence through sports remains an area for growth. In club organizations, the lowest mean was recorded in the development of students' interpersonal skills (3.64–3.84), suggesting that more targeted support is needed to enhance students' ability to interact and collaborate effectively within clubs. For community service, the lowest mean appeared in students' empathy and compassion (3.64–3.88), highlighting that fostering deeper social-emotional awareness through service activities could be strengthened. These findings imply that while teachers actively engage in supporting learners' holistic development, certain socio-emotional and confidence-building outcomes through extra-curricular activities are less pronounced and may require focused interventions. Schools should design programs that specifically target the enhancement of



students' self-confidence, interpersonal skills, and empathy to maximize the holistic benefits of extra-curricular activities for all learners.

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Conflict of Interest

The authors declare that there are no conflicts of interest that may have influenced the conduct or outcomes of this study. No financial, personal, or professional relationships exist that could be perceived as affecting the objectivity or integrity of the research. Furthermore, the study design, data collection, analysis, and interpretation were conducted without influence from external parties.

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