

## **Effects of Extra Curricular and Co-curricular Activities to the Academic Performance of Intermediate Pupils**

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*Abstract: This study was made to determine the effects of extra and co-curricular activities to the academic performance of intermediate pupils in Binmaley I District, Binmaley, Pangasinan. Public schools in the elementary level in Binmaley District 1 are mostly with big campuses with standard number of pupils and sample teaching force. Majority of the schools holds 5-7 co-curricular activities. More so, the majority of the learners participate in the co-curricular activities in school, district, division and regional levels. The participation of the learners to the co-curricular activities contributes to attaining their learning competencies. The school profile has not related to the extent of contribution of the majority of the co-curricular activities to pupils' learning competencies. Among the top problems encountered by the learners in participating Co-Curricular activities dwell on the pupils' struggle with time management, short attention span, costly activities, the difficulty of coping up and tardiness. Based on the findings and conclusions, it is recommended that public elementary schools should sustain the conduct of co-curricular activities and explore more innovative and interactive activities to reach out to more learners. They should also promote and give more emphasis on the participation of co-curricular activities. Further, since profile variables do not affect the extent of contribution of the majority of the co-curricular activities to pupils' learning competencies, it should be part of the curriculum for good.*

*Keywords: co-curricular activities, extracurricular activities, intermediate pupils, academic performance*

## INTRODUCTION

The main purpose of this study was to examine the effects of extra and co-curricular activities on an intermediate pupil's academic performance. Specifically, does participation in extra and co-curricular activities have a positive effect on pupil academic well-being? This study was supposed to promote research that supports pupil achievement in the field of education. Teachers and academicians have continuously conducted research to improve pupil achievement for decades. Teachers simply want their pupils to be successful, achieve, and excel academically. This study was conducted in Binmaley I District at Elementary Schools. Teachers were used as participants in this study [1].

In education, the measure of success is academic performance based on the curricular foundation and standards of the institution. Since good education is vital to success, efforts should be made to monitor, document and analyze student work to encourage them further. The challenge of extra and co-curricular activities for the learner provides a way to improve and develop skills, since these activities are relevant to their acquisition of knowledge, skills, and even desired attitudinal changes [2].

## OBJECTIVES OF THE STUDY

This study determined the effects of co-curricular activities on the academic performance of intermediate pupils in Binmaley I District, Binmaley, Pangasinan, Philippines.

Specifically, this study identified the profile of pupils in terms of type of school, number of learners, teachers, extra and co-curricular organization and the number of extra and co-curricular activities participated by the students, the extent of contribution of the extra and co-curricular activities to the attainment of learning competencies of scouting, journalism, mathematics enhancement,

science quest and camp, leadership development, athletic meet, arts and talent competition, the problems encountered by the pupils in participating extra and co-curricular activities as perceived by the teachers and the significant relationship between the extent of contribution of extra and co-curricular activities to the learning competencies and their profile variables.

## MATERIALS AND METHODS

The descriptive method of research was used in the study [9]. Purposive sampling technique was used in determining the respondents who are from the public elementary teachers in Binmaley I district, Binmaley, Pangasinan. The research instrument that was used in gathering the data is a questionnaire distributed and retrieved by the researcher. The data gathered were analyzed and interpreted using frequency counts, percentages, mean, Chi-square Test Statistic and Spearman's rho Correlation.

## RESULTS AND DISCUSSION

Table 2 shows that there are 26 respondents in the big elementary schools in Binmaley I District in Pangasinan, and which consists of 52% of the overall number. The medium schools consist of 19 or 38%, and there are 5 small schools or 10%. This implies that majority of the schools are big and can accommodate more pupils in the district since they have more teachers.

Majority of the schools have less than 500 learners. This comprises 28 or 56% of the schools. On the other hand, 18 or 36% of the schools have 501 – 1000 learners while there are 4 or 8% of the schools that have above 1000 learners.

There are 29 or 58% of the schools that have 10-20 teachers. On the other hand, 11 or 22% have less than ten teachers, 6 or 12% have 20-30 teachers, and 4 or 8% have more than 30 teachers.

There are 31 or 62% of schools that have 5-7 co-curricular organisations. On the other hand,

there are 11 or 22% that have 8 and above, and 8 or 16% of the schools have 2-4 co-curricular organisations.

On the school level, 29 or 58% of the schools have 8 and above co-curricular activities being attended by the pupils. On the other hand, 17 or 34% have 5-7, and 4 or 8% of the schools have 3-4 co-curricular activities participated in by the pupils.

On the district level, there are 27 or 54% of the schools have 3-4 co-curricular activities being attended by the pupils. On the other hand, 10 or 20% have 8, and above, 6 or 12% of the schools have 3-4, and 4 or 8% have 1-2 co-curricular activities attended by the pupils.

On the division level, there are 23 or 46% of the schools have 8 and above co-curricular activities being attended by the pupils. On the other hand, 17 or 34% have 5-7, 9 or 18% have 1-2, and 4 or 8% of the schools have 8 and above co-curricular activities participated by the pupils.

On the regional level, there are 29 or 58% of the schools have 5-7 co-curricular activities being attended by the pupils. On the other hand, 18 or 36% have 1-2, 9 and 11 or 22% of the schools have 3-4 co-curricular activities participated by the pupils.

**Table 2**  
**Profile of the Binmaley I District Schools**

	Profile Variables	Frequency	Per cent
<b>1. Type of School</b>			
	Small	5	10.0
	Medium	19	38.0
	Big	26	52.0
<b>2. Number of learners</b>			
	Below 500	28	56.0
	501 – 1000	18	36.0
	Above 1000	4	8.0
<b>3. Number of Teachers</b>			
	Below 10	11	22.0
	10 – 20	29	58.0
	20 – 30	6	12.0
	Above 30	4	8.0
<b>4. Number of Extra and Co-curricular organization</b>			
	2 – 4	8	16.0
	5 – 7	31	62.0

<b>8 and above</b>	11	22.0
<b>5. Number of Extra and Co-curricular Activities Participated by Pupils</b>		
<b>A. School Level</b>		
<b>3 – 4</b>	4	8.0
<b>5 – 7</b>	17	34.0
<b>8 and above</b>	29	58.0
<b>B. District Level</b>		
<b>1 – 2</b>	4	8.0
<b>3 – 4</b>	6	12.0
<b>5 – 7</b>	27	54.0
<b>8 and above</b>	13	26.0
<b>C. Division Level</b>		
<b>1 – 2</b>	9	18.0
<b>3 – 4</b>	23	46.0
<b>5 – 7</b>	10	20.0
<b>8 and above</b>	4	8.0
<b>Total</b>	46	92.0
<b>D. Regional Level</b>		
<b>1 – 2</b>	18	36.0
<b>3 – 4</b>	11	22.0
<b>5 – 7</b>	29	58.0
<b>E. National Level</b>		
<b>1-2</b>	20	40.0

*Descriptive Equivalent: 5-Very Highly Contributory; 4-Highly Contributory; 3-Contributory; 2-Contributory; 1-Does not Contribute at all*

**Table 3**  
**The extent of Contribution of Scouting to the Attainment of Learning Competencies**

A. Scouting The learners...	Extent of Contribution				
	5	4	3	2	1
1. Learn to be a productive citizen of our country.	24 (48%)	19 (38%)	7 (14%)	0	0
2. Learn to formulate and regain the values that are now deteriorating due to	15 (30%)	28 (56%)	6 (12%)	0	0

many factors.						
3.	Learn to stem away vices and bad influences of drugs and peers.	21 (42%)	20 (40%)	9 (18%)	0	0
4.	Learn to be dynamic and show interest in studies.	20 (40%)	21 (42%)	8 (16%)	1 (2%)	0
5.	Learn how to be a community service provider.	21 (42%)	23 (46%)	5 (10%)	0	0
Overall Extent of Contribution		44.8 %	Highly Contributory			

*Descriptive Equivalent: 5-Very Highly Contributory; 4-Highly Contributory; 3-Contributory; 2-Contributory; 1-Does not Contribute at all*

Table 3 reveals the results on the extent of contribution of co-curricular activity specifically on scouting to the attainment of learning competencies.

Overall, the extent of contribution of co-curricular activity specifically on scouting to the attainment of learning competencies is highly contributory as shown in the overall weighted mean of 44.8%.

Specifically, the scouting indicators which receive the very highly contributory are the learners learn to be a productive citizen of our country and learn to stem away vices and bad influences of drugs and peers based on frequency counts and percentage of 24 or 48% and 21 and 42%, respectively. On the other hand, the scouting indicators which receive the highly contributory are learn to formulate and regain the values that are now deteriorating due to many factors, learn to be dynamic and show interest in studies, and learn how to be community service provider based on frequency counts and percentage of 28 or 56%, 21 or 42%, and 23 or 46%, respectively.

The results were possible because the Scouting Movement, through the Boy Scouts of the Philippines (BSP) and the Girl Scouts of the Philippines (GSP), is an effective program in the leadership and value formation of every child. The main objective of this program is consistent with the Department's mission to enhance, support, and develop boys and girls into well-rounded individuals with exemplary character. The BSP and the GSP have, so far, produced leaders who are true to the Scout Oath and Law or Girl Scout Promise and Law [1]

**Table 4**  
**The extent of Contribution of Journalism to the Attainment of Learning Competencies**

B. Journalism The learners...		Extent of Contribution				
		5	4	3	2	1
1.	Compose a clear and coherent sentence using appropriate grammatical structures.	12 (24%)	21 (42%)	13 (26%)	4 (8%)	0
2.	Plan a composition using an outline / other graphic organizers.	8 (16%)	24 (48%)	14 (28%)	4 (8%)	0
3.	Revise writing for clarity and correct spelling.	11 (22%)	24 (48%)	11 (22%)	4 (8%)	0
4.	Clarify the meaning of words using dictionaries and thesaurus.	11 (22%)	21 (42%)	14 (28%)	4 (8%)	0

5. fill-out forms accurately and efficiently (bio-data, application forms, etc.)	13 (26%)	21 (42%)	13 (26%)	3 (6%)	0
<b>Overall Extent of Contribution</b>	<b>44.4 %</b>	<b>Highly Contributory</b>			

*Descriptive Equivalent: 5-Very Highly Contributory; 4-Highly Contributory; 3-Contributory; 2-Contributory; 1-Does not Contribute at all*

Table 4 discloses the results on the extent of contribution of co-curricular activity, specifically on journalism to the attainment of learning competencies.

In general, the extent of contribution of co-curricular activity specifically on journalism to the attainment of learning competencies is highly contributory as shown in the overall weighted mean of 44.4%.

This is possible since the number of campus publications in the Philippines now has exceeded 1,000 – with the College Editors Guild of the Philippines (CEGP) having counts 750 member-publications. The guild is the oldest and broadest intercollegiate alliance of student publications in the Asia-Pacific, with many student publications that continue the tradition and the role of analysing pressing social issues [2].

**Table 5**

**The extent of Contribution of Mathematics Enhancement to the Attainment of Learning Competencies of Learning**

C. Mathematics Enhancement The learners...	Extent of Contribution				
	5	4	3	2	1
1. Divide decimals up to 2 decimal places by 10, 100 and 1000 mentally.	19 (38%)	26 (52%)	5 (10%)	0	0

2. Formulate the rule in finding the nth term using different strategies (looking for a pattern, guessing and checking, working backwards)	17 (34%)	20 (40%)	13 (26%)	0	0
3. Perform the basic operations on integers.	17 (34%)	19 (38%)	13 (26%)	1 (2%)	0
4. Solve word problems involving average, rate and speed .	16 (32%)	20 (40%)	12 (24%)	2 (4%)	0
5. Perform an experiment and record outcomes.	18 (36%)	21 (42%)	11 (22%)	0	0
<b>Overall Extent of Contribution</b>	<b>42.4%</b>	<b>Highly Contributory</b>			

*Descriptive Equivalent: 5-Very Highly Contributory; 4-Highly Contributory; 3-Contributory; 2-Contributory; 1-Does not Contribute at all*

Table 5 presents the results on the extent of contribution of co-curricular activity specifically on Mathematics enhancement to the attainment of learning competencies.

Taken as a whole, the extent of contribution of co-curricular activity specifically on Mathematics enhancement to the attainment of learning competencies is highly contributory as shown in the overall weighted mean of 42.4%.

More particularly, the Mathematics enhancement indicators which receive the very highly contributory are learners divide decimals up to 2 decimal places by 10, 100 and 1000 mentally, perform experiment and record outcomes, formulate the rule in finding the nth term using different strategies (looking for a pattern, guessing and checking, working backwards), solve word problems involving average, rate and speed and perform the basic operations on integers based on frequency counts and percentage of 26 or 52%, 21 or 42%, 20 or 40%, 20 or 40%, and 19 or 38%, respectively.

Learners may perceive that Mathematics is the key to opportunity. No longer just the language of science, mathematics now contributes to direct and fundamental ways to business, finance, health, and defence. For students, it opens doors to careers. For citizens, it enables informed decisions.

**Table 6**

**The extent of Contribution of Science Quest and Camp to the Attainment of Learning Competencies**

D. Science Quest and Camp The learners...	Extent of Contribution				
	5	4	3	2	1
1. Construct a model of the solar system showing the relative sizes of the planets and their relative distances from the Sun.	11 (22%)	26 (52%)	12 (24%)	1 (2%)	0
2. Demonstrate rotation and revolution of the Earth using a globe to explain day and night and the sequence of seasons.	20 (40%)	22 (44%)	8 (16%)	0	0
3. Enumerate what to do before, during and after an earthquake and volcanic eruptions.	25 (50%)	18 (36%)	7 (14%)	0	0
4. Learn to operate in a competitive environment.	12 (24%)	23 (46%)	15 (30%)	0	0
5. Describe the components of a scientific investigation.	12 (24%)	22 (44%)	16 (32%)	0	0
<b>Overall Extent of Contribution</b>	<b>44.4 %</b>	<b>Highly Contributory</b>			

*Descriptive Equivalent: 5-Very Highly Contributory; 4-Highly Contributory; 3-Contributory; 2-Contributory; 1-Does not Contribute at all*

Table 6 exposes the results on the extent of contribution of co-curricular activity specifically on Science Quest and Camp to the attainment of learning competencies.

Looking at its entirety, the extent of contribution of co-curricular activity specifically on Science Quest and Camp to the attainment of learning competencies is highly contributory as shown in the overall weighted mean of 44.4%.

Be more precise, the Science Quest and Camp indicator which receives the very highly contributory is learners enumerate what to do before, during and after the earthquake and volcanic eruptions based on frequency counts and percentage of 25 or 50%. On the other hand, the Science Quest and Camp indicators which receive highly contributory are learners construct a model of the solar system showing the relative sizes of the planets and their relative distances from the sun, learn to operate in a competitive environment, demonstrate rotation and revolution of the Earth using a globe to explain day and night and the sequence of seasons, and describe the components of a scientific investigation, based on the frequency counts and percentage of 26 or 52%, 23 or 46%, 22 or 44%, and 22 or 44%, respectively.

[3] stated that with the UN-led celebration of the International Year of Youth from August 2010 to August 2011 there has been a renewed interest in young people and the vital role they can play in important issues, such as disaster risk reduction (DRR). This study aims to examine the potential of science clubs as a vehicle for youth participation in DRR in the Philippines. This implies that participating in Science clubs are easier to market due to its benefits and opportunities for the learners.

**Table 7**

**The extent of Contribution of Leadership Development to the Attainment of Learning Competencies**

E. Leadership Development The learners...	Extent of Contribution				
	5	4	3	2	1

1. Have a great facility in his language of communication.	16 (32%)	20 (40%)	13 (26%)	1 (2%)	0
2. Are full of enthusiasm and powerful drives that are responsible for his accomplishments.	16 (32%)	20 (40%)	12 (24%)	2 (4%)	0
3. Are mentally and emotionally mature.	17 (34%)	21 (42%)	8 (16%)	4 (8%)	0
4. Are well-rounded from the standpoint of interests and aptitudes.	16 (32%)	21 (42%)	10 (20%)	3 (6%)	0
5. Are endowed with bountiful intelligence, especially when compared with his followers.	20 (40%)	16 (32%)	12 (24%)	2 (4%)	0
<b>Overall Extent of Contribution</b>	<b>39.2 %</b>	<b>Highly Contributory</b>			

*Descriptive Equivalent: 5-Very Highly Contributory; 4-Highly Contributory; 3-Contributory; 2-Contributory; 1-Does not Contribute at all*

Table 7 shows the results on the extent of contribution of co-curricular activity specifically on leadership development to the attainment of learning competencies.

Generally, the extent of contribution of co-curricular activity specifically on leadership development to the attainment of learning competencies is highly contributory as shown in the overall weighted mean of 39.2%.

More so, the leadership development indicator which receives the very highly

contributory is learners are endowed with bountiful intelligence, especially when compared with his followers based on frequency counts and percentage of 20 or 40%. On the other hand, the leadership development indicators which receives highly contributory are learners have great facility in his language of communication, are full of enthusiasm and powerful drives that are responsible for his accomplishments, are mentally and emotionally mature, and are well-rounded from the standpoint of interests and aptitudes, based on the frequency counts and percentage of 20 or 40%, 20 or 40%, 21 or 42%, and 21 or 42%, respectively.

Based on the survey conducted at Fort Bonifacio High School in Makati, it contradicts the findings that some of the students don't feel the student government organisation. They are having second thoughts if there is such an organisation maybe the reason why half of the students answered that they have a second thoughts to participate or not to join any of the activities. The survey also shows that half of the students are not satisfied with the student government's work and performance. It means that the student government officer's performance is not enough to satisfy the students [4]

**Table 8**

**The extent of Contribution of Athletic Meet to the Attainment of Learning Competencies**

F. Athletic Meet The learners...	Extent of Contribution				
	5	4	3	2	1
1. Learn skills like teamwork, self-discipline and communication.	25 (50%)	19 (38%)	6 (12%)	0	0
2. Have the opportunities to develop their talents.	25 (50%)	20 (40%)	5 (10%)	0	0

3. Learn to manage their lifelong healthy habits.	15 (30%)	24 (48%)	11 (22%)	0	0
4. Are motivated to perform well academically.	19 (38%)	22 (44%)	9 (18%)	0	0
5. Learn solidarity and school pride.	22 (44%)	23 (46%)	5 (10%)	0	0
<b>Overall Extent of Contribution</b>	<b>43.2%</b>	<b>Highly Contributory</b>			

*Descriptive Equivalent: 5-Very Highly Contributory; 4-Highly Contributory; 3-Contributory; 2-Contributory; 1-Does not Contribute at all*

Table 8 depicts the results on the extent of contribution of co-curricular activity specifically on an athletic meet to the attainment of learning competencies.

By and large, the extent of contribution of co-curricular activity specifically on an athletic meet to the attainment of learning competencies is highly contributory as shown in the overall weighted mean of 43.2%.

The findings support the results of the study of [5], which revealed that there was a significant relationship between sports participation and academic success of the student-athletes. Sports participation improved athletes' perceptions on academic excellence, mental processes and becoming more logical and patient. A significant improvement regarding class attendance of the student-athletes was also noticed.

**Table 9**

### **The extent of Contribution of Arts and Talent Competition the Attainment of Learning Competencies**

G. Arts and Talent Competition The learners...		Extent of Contribution				
		5	4	3	2	1
1. Sing self-composed melodies.		9 (18%)	19 (38%)	18 (36%)	3 (6%)	1 (2%)
2. Identify different textures vocal, solo voice, solo voice with accompaniment, duet, partner songs, round songs and instrumental solo and ensemble.		12 (24%)	19 (38%)	14 (28%)	5 (10%)	0
3. Apply skills in lay-outting and photo editing using new technologies in making a poster.		11 (22%)	19 (38%)	18 (36%)	2 (4%)	0
4. Apply composition skills to produce a printed photograph for a simple photo essay.		14 (28%)	15 (30%)	19 (38%)	2 (4%)	0
5. Participate in school/district/ exhibit and culminating activity in celebration of the National Arts Month (February).		8 (16%)	21 (42%)	15 (30%)	6 (12%)	0
<b>Overall Extent of Contribution</b>		<b>37.2%</b>	<b>Highly Contributory</b>			

*Descriptive Equivalent: 5-Very Highly Contributory; 4-Highly Contributory; 3-Contributory; 2-Contributory; 1-Does not Contribute at all*

Table 9 portrays the results on the extent of contribution of co-curricular activity, specifically on arts and talent competition to the attainment of learning competencies.



On the whole, the extent of contribution of co-curricular activity specifically on arts and talent competition to the attainment of learning competencies is highly contributory as shown in the overall weighted mean of 37.2%.

The results may be possible because the importance of drama and performing arts in education is significant [6]. This is also similar to arts and talent competition. Whether children have the opportunity to perform in theatre productions or help out behind the scenes, participating in arts and talent competition not only engages with the creative side of the brain, it also provides an ideal balance in students' patterns of study. It's easy for children to become swamped in a sea of theory, which is why subjects that offer practical learning are essential.

**Table 10**  
**Significant Relationship Between the Extent of Contribution of Extra and Co-Curricular Activities to Pupils' Learning Competencies and School Profile in Terms Type of School**

Extra and Co-Curricular Activities	Chi-square Statistic	df	Sig.	Effect Size	Sig.
<b>A. Scouting</b>	14.253*	4	.007	.351*	.015
<b>B. Journalism</b>	21.658*	6	.001	.454*	.002
<b>C. Mathematics Enhancement</b>	10.638*	4	.031	.308*	.049
<b>D. Science Quest and Camp</b>	4.949	4	.293	.219	.308
<b>E. Leadership Development</b>	12.547	6	.051	.339	.075
<b>F. Athletic Meet</b>	5.628	4	.229	.228	.266
<b>G. Arts and Talent Competition</b>	10.235	6	.115	.291	.204

\* Significant at .05 level

Consequently, as shown in Table 10, there is no significant relationship between the extent of

contribution to some of the co-curricular activities and the type of school. In particular, the concerned co-curricular activities as correlated to the type of school are Science Quest and Camp with .031 level of significance, leadership development with .051 level of significance, athletic meet with .229 level of significance, and arts and talent with .115 level of significance. All mentioned values are above the .05 level of significance. Therefore, the hypothesis is accepted.

This implies that the type of school has no effect on the extent of contribution to the co-curricular activities by the pupils as mentioned above.

**Table 11**  
**Significant Relationship Between the Extent of Contribution of the Extra and Co-Curricular Activities to Pupils' Learning Competencies in Terms Number of Learners, Number of Teachers, and Number of Extra and Co-Curricular Organization**

Extra and Co-Curricular Activities	Number of Learners	Number of Teachers	Number of Co-curricular organization			
				Sig	Sig	Sig
<b>A. Scouting</b>	.45 4** 1	.0 0 10 4	.2 10 3 41	.1 0 4 7	- .0 41 6	.7 7 6 6
<b>B. Journalism</b>	.52 1** 0	.0 0 46 *	.3 1 4 43	.0 1 4 5	- .3 43 *	.0 1 5 5
<b>C. Mathematics Enhancement</b>	.40 3** 4	.0 0 47 8	.0 4 4 8	.7 4 4 8	.2 13 3 7	.1 3 7 7

<b>D. Science Quest and Camp</b>	.30 4*	.0 3	.1 22	.4 0	.1 20	.4 0
<b>E. Leadership Development</b>	.39 8**	.0 0	.1 76	.2 2	- .1	.2 6
		4		3	59	9
<b>F. Athletic Meet</b>	.27 4	.0 5	.0 12	.9 3	.0 58	.6 8
		4		6		9
<b>G. Arts and Talent Competition</b>	.29 7*	.0 3	.1 71	.2 3	- .2	.1 5
		6		5	05	3

\* Significant at .05 level

### On the Number of Learners

As depicted in Table 11, there is a significant relationship between the extent of contribution to almost all co-curricular activities to pupils' learning competencies and the number of learners. In particular, the concerned co-curricular activities as correlated to the number of learners are scouting with .001 level of significance, journalism with .000, and Mathematics enhancement with .004 level of significance, Science Quest and Camp with .032 level of significance, leadership development with .004 level of significance, and arts and talent competition with .036. All mentioned values are below the .05 level of significance. Hence, the hypothesis is rejected. This implies that the number of learners affects on the extent of the contribution of the co-curricular activities to pupils learning competencies.

### On the Number of Teachers

As illustrated in Table 11, there is a significant relationship between the extent of contribution of the co-curricular activity to pupils' learning competencies and the number of teachers. In particular, the concerned co-curricular activity as

correlated to the number of teachers is journalism with .014 level of significance which, is below the .05 level of significance. Hence, the hypothesis is rejected. This implies that the number of teachers affects on the contribution of the curricular activity (Journalism Activities) to the pupils' learning competencies.

### On the Number of Extra and Co-Curricular Organization

As displayed in Table 11, there is a significant relationship between the extent of contribution of one co-curricular activity to pupils' learning competencies and the number of teachers. In particular, the concerned co-curricular activity as correlated to the number of teachers is journalism with .015 level of significance, which is below the .05 level of significance. Hence, the hypothesis is rejected. This implies that the number of the co-curricular organization affects on the extent of contribution of the co-curricular activity to the pupils' learning competencies.

**Table 12**  
**Significant Relationship Between the Extent of Contribution of One Co-Curricular Activity To Pupils' Learning Competencies and School Profile in Terms the Number of Co-Curricular Activities Participated by Learners**

Extra and Co-Curricular Activities	School Level		District Level		Division Level		Regional Level	
	Sig.		Sig.		Sig.		Sig.	
<b>A. Scouting</b>	.1 0 8	.4 5 6	- .0 0	.9 5 6	.1 9 5	.1 9 5	.1 8 0	.3 4 9
<b>B. Journalism</b>	- .1 7 5	.2 2 3	- .1 2 8	.3 7 8	.1 6 1	.2 8 5	.2 1 3	.2 6 7
<b>C. Mathematics Enhancement</b>	.0 0 9	.9 5 1	- .1 6	.2 5 9	.2 9 3	.0 4 8	.0 8 7	.6 5 3

<b>D. Science Quest and Camp</b>	.1 5 7	.2 7 7	.1 8 5	.1 9 7	.1 8 2	.2 2 6	- .1 4 3	.4 5 8
<b>E. Leadership Development</b>	- .0 4 9	.7 3 5	- .0 1 4	.9 2 1	.1 9 3	.1 9 9	.1 7 1	.3 7 5
<b>F. Athletic Meet</b>	.1 2 2	.4 0 0	- .0 0 2	.9 8 6	.0 9 7	.5 2 3	- .0 4 2	.8 3 0
<b>G. Arts and Talent Competition</b>	.1 7 8	.2 1 7	.0 7 3	.6 1 7	.0 6 8	.6 5 2	- .0 4 9	.7 9 9

\* Significant at .05 level

As indicated in Table 12, there is no significant relationship between the extent of contribution of one co-curricular activity to pupils' learning competencies and the number of Co-Curricular Activities participated by learners in district level. In particular, the concerned co-curricular activities as correlated to the number of learners are scouting with .956 level of significance, journalism with .378, and Mathematics enhancement with .259 level of significance, Science Quest and Camp with .197 level of significance, leadership development with .921 level of significance, athletic meet with .986 level of significance, and arts and talent competition with .617. All mentioned values are above the .05 level of significance. Hence, the hypothesis is accepted.

This implies that the number of co-curricular activities participated by learners in the district level has no affect extent of contribution of one co-curricular activity to pupils' learning competencies.

## CONCLUSIONS AND RECOMMENDATIONS

There is a significant relationship between the extent of contribution of co-curricular activities to the learning competencies and school profile. Public elementary schools in Binmaley I District, Pangasinan are dominated by big schools with less number of pupils and with sufficient number of teachers. [7] [8] Majority of the schools hold 5-7 co-

curricular activities. More so, the learners are well-exposed to co-curricular activities in school, district, division and regional levels. The participation of the learners in the co-curricular activities contributes in attaining their learning competencies. The school profile does not affect the extent of contribution of the majority of the co-curricular activities to pupils' learning competencies.

Public elementary schools should sustain the conduct of co-curricular activities and explore more innovative and interactive activities to reach out to more learners. Public elementary schools should promote and give more opportunities for the participation of co-curricular activities. . Since profile variables do not affect the extent of contribution of the majority of the co-curricular activities to pupils' learning competencies, it should be part of the curriculum for good. Public elementary schools should create a program that will focus on the implementation and monitoring of co-curricular activities to lessen the occurrence of expected problems such as time management, attention span, financial, tardiness and coping mechanism to name a few.

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