



EXTRACURRICULAR ACTIVITIES ON THE LEARNER'S DEVELOPMENT AND PERFORMANCE

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ABSTRACT

The main purpose of the study is to determine the effect of extracurricular activities on the learner's development and performance. Specifically, this study aimed: The following objectives were sought: to determine the level of values of extracurricular activities in terms of discipline, leadership, life skills, and stress relief; to measure the level of level of the learner's development in terms of independent learning, goal-orientation, socialization, and self-efficacy; to test whether the level of values of extracurricular activities has a significant effect to the learner's development; and to test the level of values of extracurricular activities has significant effect to the performance of the learners.

The descriptive method was used to determine the level of students' acceptance of popular culture using developmental methods of intercultural sensitivity. The primary respondents of this study were 275 out of grade 12 learners of Cluster 5 integrated schools in Laguna. The major instrument used by the researcher was a questionnaire checklist in obtaining needed information from many students. The questionnaires created by the researcher were evaluated.

Analysis revealed that the level of values of extracurricular activities in terms of discipline, leadership, life skills, and stress relief and the level of the learner's development in terms of independent learning, goal-orientation, socialization, and self-efficacy are "very high". Lastly, it also revealed that discipline significantly enhances independent learning and socialization. Similarly, leadership significantly boosts socialization. Furthermore, life skills exhibit significant positive effects on socialization and stress relief.

Furthermore, the study shows the significant effect of different values associated with extracurricular activities on the performance of learners. There is a significant effect of discipline on learner performance, leadership, life skills, stress relief. This means that regular participation in extracurricular activities requires commitment and consistency, fostering overall values of the learner in these values can transfer to their academic endeavors, leading to improved time management, study habits, and overall performance. Therefore, the null hypotheses have been rejected.

Based on the drawn results and conclusions, it is therefore recommended that further research may be conducted to investigate the factors that influence the significance level of extracurricular among students who are not interested in any extracurricular activities, as this can aid in the development of more effective strategies for promoting diversity and inclusion in educational settings.

KEYWORDS: extracurricular activities; learner's development; performance

1. INTRODUCTION

Students are returning to in-person instruction more than two years after COVID pandemic emptied schools. Despite providing online education during the pandemic, many students in the Philippines were unable to access socially defined learning. After spending so much time away, students' already tenuous connection to school may have completely affected in certain situations.

In addition, after a two-year break from face-to-face instruction, schools are now faced with the daunting challenge of teaching many students who have even fallen behind. Additionally, Dendevnorov (2022), the Philippines' UNICEF representative, stated that children should remember that today marks the start of a protracted process towards learning recovery as they return to school.

Moreover, students are unable to take part in extracurricular activities that are required for their curriculum because of the pandemic. These activities include field trips, competitions, scouting, book readings, seminars, conferences, camps,

tournaments, and picnics. These activities are designed to get theyngsters moving, activate different senses, teach them through hands-on experiences, and have some fun, both within and outside of the classroom (Yildirim, 2019).

It implies that a student who is very involved is one who, for instance, invests a lot of time in their studies, spends a lot of time on campus, actively engages in student organizations, and engages in a lot of social interaction. It can also help the students to enhance their full potential.

Besides, according to Selanik-Ay and Erbasan, 2016, it is believed that children learn more from experiences in traditional classrooms when education-related activities are carried out outside of the classroom, which foster socialization and positively influence students' values. of the classroom, which fosters socialization and positively influences students' values. It also equips students in the future. Students who battled with institutional fit and were unlikely to stick around were those who did not feel comfortable at the institution or thought they had no place there. Students are better equipped to



generate ideas and retain what they are learning when they are engaged in their favorite activities and talents.

Furthermore, according to Llego (2022), extracurricular activities allow students to explore their interests, meet new people, and learn new skills. They can also help students build confidence and learn how to manage their time and resources that are integrated into the campus community were more likely to stick with it than those who did not have these kinds of deep connections. Students who battled with institutional fitness and were unlikely to stick around were those who did not feel comfortable at the institution. All these benefits can translate into success in school and life. The study's main goal is to research the effect of extracurricular activities on student learner's development and performance on the new normal.

1.1 Statement of the Problem

Specifically, it attempted to answer the following questions:

1. What is the level of values of extracurricular activities of the learners in terms of;
 - 1.1. Discipline;
 - 1.2. Leadership;
 - 1.3. Life Skills; and
 - 1.4. Stress Relief?
2. What is the level of the learner's development in terms of;
 - 2.1. Independent Learning;
 - 2.2. Goal-orientation;
 - 2.3. Socialization; and

2.4. Self-efficacy?

3. Do the values of extracurricular activities have significant effect to the learner's development?
4. Do the values of extracurricular activities have a significant effect on the performance of the learners?

2. METHODOLOGY

Descriptive method of research was used in this study to answer the research problems and obtain the objectives put forward in this paper.

Descriptive methods of research explore a phenomenon, group, or population. Data is collected and analyzed to characterize a group or phenomenon. Descriptive research aims to portray the topic accurately and objectively. (Aggarwal & Ranganathan, 2019)

3. RESULTS AND DISCUSSION

This chapter discusses the different results and discusses the results that were yielded from the treatment of the data that was gathered in this study. The tabular presentations and discussions further showed significant effect of extracurricular activities on the learners' development and performance.

Level of Values of Extracurricular Activities

The values of extracurricular activities of the learners includes discipline, leadership, life skills and stress relief and was determined by mean and standard deviation.

Table 1. Level of Values of Extracurricular Activities of the Learners in terms of Discipline

Indicators	Mean	SD	Remarks
1. I can understand the rules and regulations of the school.	4.48	0.53	Always
2. I can determine the consequences of my behavior toward others.	4.47	0.51	Always
3. I can illustrate the important values associated with self-control.	4.42	0.60	Always
4. I choose to attend classes on time.	4.48	0.61	Always
5. I eat healthy foods and get regular physical activities.	4.48	0.54	Always

Overall Mean = 4.47

Standard Deviation = 0.56

Verbal Interpretation = Very High

Table 1 indicates the level of value of extracurricular activities of the learners in terms of discipline. Students always identify the significance of extracurricular activities for learners in fostering discipline, exhibit an understanding of school rules and regulations, actively participate in classes, opt for nutritious meals, and engage in regular activities, as indicated by a mean score of (M=4.48). Likewise, students always illustrate the important value associated with self-control (4.42). The overall mean of 4.47 and the standard deviation of 0.56 indicate a very high level of discipline of the learners in extracurricular activities. This means that there's a notable emphasis on self-control and discipline among learners in extracurricular pursuits.

Table 2 shows the level of value of extracurricular activities of the learners in terms of leadership. It can be observed that the students always ask for ideas and input on plans and projects and ask for approval of each individual or the majority for major decisions to be made, as indicated by a mean score of (M=4.36). Also, students always allow others to determine what needs to be done and how to do it (4.48), delegate tasks to implement a process or procedure (4.32) and find practical solutions to problems (4.35). The overall mean of 4.37 and the standard deviation of 0.60 indicate a very high level of leadership of the learners in extracurricular activities. This means that there's a remarkable prominence on decision-making and problem-solving among learners in extracurricular interests.



Table 2. Level of Values of Extracurricular Activities of the Learners in terms of Leadership

Indicators	Mean	SD	Remarks
1. I ask for ideas and input on plans and projects.	4.36	0.64	Always
2. I allow others to determine what needs to be done and how to do it.	4.48	0.64	Always
3. I delegate tasks to implement a process or procedure.	4.32	0.57	Always
4. I ask for approval of each individual or the majority for major decisions to be made.	4.36	0.56	Always
5. I can find practical solutions to problems.	4.35	0.59	Always

Overall Mean = 4.37

Standard Deviation = 0.60

Verbal Interpretation = Very High

Table 3 indicates the level of learners' development in terms of life skills. Learners can always handle change well (M: 4.52), On the other hand, learners are always interested in how others feel (M: 4.41). Likewise, learners can always follow certain steps on dealing and solving problems (M: 4.49), reflect critically on experience (M: 4.29), and adapt varied roles and responsibilities (M:4.63). The overall mean of 4.47 with the

standard deviation of 0.53. This means that consistently demonstrate a high level of life skills, as evidenced by their proactive engagement with assessing their abilities, seeking help when necessary, persisting through challenges, and resolving difficulties through skills.

Table 3. Level of Values of Extracurricular Activities of the Learners in terms of Life Skills

Indicators	Mean	SD	Remarks
1. I can handle change well.	4.52	0.50	Always
2. I am interested of how others feel.	4.41	0.51	Always
3. I follow certain steps on dealing and solving a problem.	4.49	0.51	Always
4. I reflect critically on experience.	4.29	0.57	Always
5. I can adapt varied roles and responsibilities.	4.63	0.50	Always

Overall Mean = 4.47

Standard Deviation = 0.53

Verbal Interpretation = Very High

Table 4 presents the level of values of extracurricular activities of the learners in terms of stress relief. It shows that learners always try to adjust their mindset and allow self to be happier and discuss issues others and ask for their opinions (M:4.48). While learners always having fun to decrease the stress (M: 4.41). Likewise, learners always look for spiritual hope and

comfort (M: 4.35) and always calm down first and think how to reconcile the negative emotions (M: 4.36). The overall mean of 4.42 and the standard deviation of 0.59 state a very high level of stress relief for the learners in extracurricular activities. This means that there's a renowned importance on having fun and relaxing among learners in extracurricular involvement.

Table 4. Level of Values of Extracurricular Activities of the Learners in terms of Stress Relief

Indicators	Mean	SD	Remarks
1. I have fun to decrease my stress.	4.41	0.65	Always
2. I try to adjust my mindset and allow myself to be happier.	4.48	0.54	Always
3. I discuss issues others and ask for their opinions.	4.48	0.56	Always
4. I look for spiritual hope.	4.35	0.52	Always
5. I let myself calm down first and think how to reconcile the negative emotions.	4.36	0.65	Always



Overall Mean = 4.42
 Standard Deviation = 0.59
 Verbal Interpretation = Very High

Moreover, an individual should be able to control their stress and feel that their stress management strategy is well aligned with their values and lifestyle. Likewise, there are several different effective stress-reduction strategies. In addition to practices that enhance physical health, including exercise and diet, they may also contain tactics that enhance mental and emotional stability. Researchers studying epidemiology and healthcare have recently shown a great deal of interest in the

mindfulness-based stress-reduction strategy. People who practice participating in various educational from an early age get the ability to process the totality of their well-being.

Level of the Learner’s Development

Level of learners’ development include independent learning, goal-orientation, socialization and self-efficacy and was determined by mean and standard deviation.

Table 5. Level of the Learner’s Development in terms of Independent Learning

Indicators	Mean	SD	Remarks
1. I can assess my skills and abilities.	4.51	0.51	Always
2. I have the courage to ask if needed.	4.39	0.50	Always
3. I can recognize if I am stuck and need to change strategy.	4.41	0.53	Always
4. I try harder if I cannot understand things at first glance.	4.44	0.59	Always
5. I overcome my difficulties on my own.	4.40	0.53	Always

Overall Mean = 4.43
 Standard Deviation = 0.53
 Verbal Interpretation = Very High

Table 5 portends the level of learner’s development in terms of independent learning. Learners always assess their skills and abilities (M=4.51), On the other hand, learners always have the courage to ask if needed (M= 4.39). The overall mean of 4.43 with the standard deviation of 0.53. This means that

consistently demonstrate a high level of independence in their learning endeavors, as evidenced by their proactive engagement with assessing their abilities, seeking help when necessary, adapting strategies when stuck, persisting through challenges, and resolving difficulties autonomously.

Table 6. Level of the Learner’s Development in terms of Goal-orientation

Indicators	Mean	SD	Remarks
1. I prefer to work on tasks that force me to learn new things.	4.46	0.55	Always
2. I set tactical (short-term) and strategic (long-term) goal.	4.56	0.55	Always
3. I feel satisfied when I accomplish something.	4.33	0.57	Always
4. I challenge myself to improve and accelerate.	4.33	0.51	Always
5. I try hard to improve my past performance.	4.33	0.62	Always

Overall Mean = 4.40
 Standard Deviation = 0.57
 Verbal Interpretation = Very High

Table 6 illustrates the level of learner’s development in terms of goal-orientation. The students always feel satisfied when accomplished something, challenge themselves to improve and accelerate, and try hard to improve the past performance (M: 4.33). On the other hand, they always prefer to work on tasks that force them to learn new things (M:4.46) and always set tactical (short-term) and strategic (long-term) goals (M: 4.56).

The weighted mean of 4.40 and standard deviation of 0.57 indicate the level of learner’s development in terms of goal-orientation is very *high*. This means that the students have the capacity to set goals and that the respondents have a tendency to take initiative to improve and accomplish something strategically.

Table 7 shows the level of the learner’s development in terms



of socialization. Based on the responses of the learners they always like to participate in any sort of social activities (M:4.46). They always prefer being respectful for the value perception (M:4.35), choose helping other people instead of arguing in public (M:4.39). On the other hand, learners always feel alive when I am working with others (M: 4.39) and get along with other people with different personalities (M: 4.50).

The weighted mean of 4.39 with standard deviation of 0.53, indicates that the level of learner’s development in terms of socialization is very high. This means that the extracurricular involvement greatly enhanced the socialization skills of the learners which allow them to nurture themselves.

Table 7. Level of the Learner’s Development in terms of Socialization

Indicators	Mean	SD	Remarks
1. I like to participate on any sort of social activities.	4.46	0.51	Always
2. I prefer being respectful for the value perception.	4.35	0.49	Always
3. I choose helping other people instead of arguing in public.	4.39	0.52	Always
4. I usually feel alive when I am working with others.	4.25	0.58	Always
5. I can get along with other people with different personality.	4.50	0.50	Always

Overall Mean = 4.39
 Standard Deviation = 0.53
 Verbal Interpretation = Very High

Table 8 shows the level of the learner’s development in terms of self-efficacy. It can be observed that the learners always consider that practice every day could develop any skills, as indicated by a mean score of (M: 4.37). Also, learners always believe hard work pays off (M:4.46) and change basic level of ability considerably (M: 4.45). On the other hand, learners

always believe that they can achieve the goals they set for themselves (M: 4.28) and focus on progress instead of feeling discouraged (M: 4.32). The overall mean of 4.38 and the standard deviation of 0.57 indicate a very high level of self-efficacy of the learners in extracurricular activities.

Table 8. Level of the Learner’s Development in terms of Self-efficacy

Indicators	Mean	SD	Remarks
1. I consider that if I practice every day, I could develop any skills.	4.37	0.62	Always
2. I believe hard work pays off.	4.46	0.51	Always
3. I can change my basic level of ability considerably.	4.45	0.54	Always
4. I am confident that I will achieve the goals I set for myself.	4.28	0.52	Always
5. I focus on progress instead of feeling discouraged.	4.32	0.63	Always

Overall Mean = 4.38
 Standard Deviation = 0.57
 Verbal Interpretation = Very High

The conviction that one can accomplish an objective or obtain a desired result is known as self-efficacy. One’s actions and techniques for pursuing a goal are shaped by this belief, which is particular to a task, field of knowledge, or performance. Positivity toward one’s own control is shown in high self-efficacy.

has also shown that students with high self-efficacy attend more classes, work harder, stay longer, and have less negative emotional reactions when they get into trouble than students with lower self-efficacy.

Furthermore, research shows that self-efficacy can improve student achievement, promote emotional health and well-being, and be a valid predictor of motivation and learning. Research

Table 9 presents the results of a statistical analysis examining the effect of different values associated with extracurricular activities on learner development. The values considered are discipline, leadership, life skills, and stress relief.

It can be observed that discipline significantly enhances independent learning and socialization ($p = 0.002$). Similarly, leadership significantly boosts socialization ($p = 0.013$). Furthermore, life skills exhibit significant positive effects on socialization ($p = 0.037$) and stress relief ($p = 0.012$). However, certain effects, such as leaderships on stress relief and self-

efficacy, fail to achieve statistical significance. This analysis underscores the diverse ways in which extracurricular activities contribute to learner development, emphasizing the importance of discipline, leadership, and life skills in fostering positive outcomes.

Table 9. Significant Effect of Values of Extracurricular Activities to the Learner's Development

Values of Extracurricular Activities	Learners Development	Beta	SE	95 % CI		β	p
				LL	UL		
Discipline	Independent Learning	0.256	0.081	0.098	0.415	0.28	0.002*
Leadership		0.028	0.075	-0.12	0.176	0.031	0.709
Life Skills		0.053	0.1	-0.143	0.249	0.056	0.596
Stress Relief		-0.112	0.105	-0.319	0.095	-0.111	0.288
Discipline	Goal-orientation	0.006	0.085	-0.161	0.174	0.007	0.94
Leadership		0.104	0.079	-0.052	0.261	0.112	0.191
Life Skills		0.016	0.105	-0.191	0.222	0.016	0.882
Stress Relief		-0.077	0.111	-0.295	0.142	-0.075	0.491
Discipline	Socialization	0.032	0.088	0.141	0.205	0.033	0.013*
Leadership		0.093	0.082	0.069	0.254	0.095	0.02
Life Skills		0.104	0.109	0.109	0.318	0.104	0.037*
Stress Relief		-0.013	0.115	0.238	0.213	0.012	0.012*
Discipline	Self-Efficacy	0.035	0.078	0.119	0.19	0.041	0.652
Leadership		0.074	0.073	0.071	0.218	0.485	0.016*
Life Skills		0.065	0.097	0.126	0.255	0.672	0.006*
Stress Relief		0.019	0.102	0.183	0.221	0.02	0.853

Note: * $p < .05$.

Table 10 shows the results of a study analyzing the significant effect of different values associated with extracurricular activities on the performance of learners. There is a statistically significant effect of discipline on learner performance, as indicated by ($p=0.039$), leadership ($p=0.005$), life skills ($p=0.040$), stress relief ($p=0.039$). This means that regular

participation in extracurricular activities requires commitment and consistency, fostering overall values of the learner in these values can transfer to their academic endeavors, leading to improved time management, study habits, and overall performance.

Table 10. Significant Effect of Values of Extracurricular Activities to the Performance of Learners

Values of Extracurricular Activities	Learner's Performance	Beta	SE	95 % CI		β	P
				LL	UL		
Discipline	Grades	-0.785	0.82	2.399	0.829	-0.087	0.039*
Leadership		0.396	0.766	1.112	1.905	0.044	0.005*
Life Skills		-0.717	1.013	2.712	1.278	-0.077	0.040*
Stress Relief		-0.217	1.071	2.325	1.891	-0.022	0.039*

Note: * $p < .05$.



4. CONCLUSION AND RECOMMENDATIONS

The following conclusions are drawn based on the foregoing findings of the study:

1. The study shows that discipline significantly enhances independent learning and socialization. Similarly, leadership significantly boosts socialization. Furthermore, life skills exhibit significant positive effects on socialization and stress relief. However, certain effects, such as leaderships on stress relief and self-efficacy, fail to achieve statistical significance. This analysis underscores the diverse ways in which extracurricular activities contribute to learner development, emphasizing the importance of discipline, leadership, and life skills in fostering positive outcomes. It was inferred that the null hypothesis was rejected.
2. The study shows the significant effect of different values associated with extracurricular activities on the performance of learners. There is a statistically significant effect of discipline on learner performance, leadership, life skills, stress relief. This means that regular participation in extracurricular activities requires commitment and consistency, fostering overall values of the learner in these values can transfer to their academic endeavors, leading to improved time management, study habits, and overall performance. It was inferred that the null hypothesis was rejected.

In view of the presented conclusions, the following recommendations are hereby advanced.

1. The students may explore diverse forms of extracurricular activities like theater, music, arts, sports, community engagement and the like to enhance their total development.
2. Parents may encourage their children to participate in extracurricular activities actively by setting examples to them as they also actively engage in different social activities in school and the community.
3. Schools may offer some sort of other extracurricular programs like sports fest, arts, and music fest in their school for students who are not actively involved in extracurricular activities and may find it as preventive intervention for declining students' performance.

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