

Status of Co-Curricular and Extra Class Activities of Student Organizations from Selected Tertiary Institutions in the Philippines

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Abstract – This study explores the co-curricular and extra class activities of selected Tertiary Education Institutions (TEIs) in Batangas Province and the impact of these activities to students' development. The descriptive method of research was utilized with the use of a questionnaire as the main data gathering instrument, supplemented by documentary analysis, interview and focus group discussion. Respondents of the study were 16 administrators, 96 faculty members and 494 student officers from nine selected colleges in the province. Frequency, percentage, ranking, weighted mean, and one-way analysis of variance (ANOVA) or F-test were the statistical tools used in the study. Results of the study revealed that all the colleges have recognized student organizations, and its membership except in student government was based on students' interests. The goals were in line with the vision and mission of the institution and membership fee was the primary source of fund. The respondents assessed that there was an extensive participation of students in co-curricular and extra class activities. The strategies applied were effective and delivery systems were frequently used by the students' organization. It was found out that the administration was supportive in student activities specifically in the use of physical facilities. The findings revealed that the identified activities contributed to a great extent to students' mental, social, physical, behavioral and moral development. The strengths of the activities were evident, however, weaknesses were sometimes observed. A management guide on co-curricular and extra class activities was the output of the study.

Keywords – Co-Curricular and Extra Class Activities, Management Guide, Students' Activities

INTRODUCTION

In age where quest for improvement is insatiable and the inertia of change is rapid, educational institutions face different challenges. Changes demand new ideas, facts, skills and attitudes necessary for an institution's successful curricular, instructional and administrative functioning. As a consequence, education carries a greater responsibility than ever before.

The modern education system recognizes that students come to school for all around and harmonious development. In fact, the quality of the schools depends on and is evaluated upon the educational experience they provide to students. To fulfil these purposes, variety of educative experiences is provided in the school programmers which contribute to a long, happy and normal life of students. These comprise of co-curricular and extra

class educative experiences provided inside as well as outside classrooms. Working outside of the classroom with diverse groups of individuals allow student to gain more self-confidence, autonomy, and appreciation for other's differences and similarities. Students have opportunities to improve their leadership and interpersonal skills while also increasing their self-confidence. Also, extra class involvement allows students to link academic knowledge with practical experience, thereby leading to a better understanding of their own abilities, talents and career goals. Future employers seek individuals with these increased skills levels, making these involved students more viable in the job market. Specifically, participation in extra class activities and leadership roles in these activities give students their initial challenge to test their potential. As stated by Tejada[1], there is a need for the development of a

well rounded youth and this can be achieved by preparing them for their future life to become service of humanity.

Student development at colleges and universities has been the primary concern of student affairs practitioners for many years. Leadership trainings, programs and seminars have been created as ways to enhance the abilities of college students. Students are encouraged to become active in student organizations, community service, academic competitions, sports and athletics and the like to develop their skills and enhance their marketability in a competitive world. It can be deduced that success in collegiate activities might lead to success in the workplace.

Bearns [2] stressed the contribution of out-of-class experiences to student achievement. He said that any institution that wishes to make student satisfaction, persistence and learning a priority must have extensive extra class activities which help in the attainment of the academic mission of the institution realize its goals. This statement implies that the crucial task in the management of every school is to work harmoniously with people in the school system: students, parents, teaching and non-teaching personnel for the attainment of the set goals and objectives. It also makes imperative that the various activities truly serve the needs of students.

Every tertiary education aims to develop the holistic well being of students. Aside from the learning they acquire in the classroom, the co-curricular and extra class activities are meant to develop in them a wholesome personality. Through such activities, they may later on become productive, efficient and effective citizens of the country. Based on the survey and unstructured interview done by the researcher, some teachers and students do not agree that co-curricular and extra class activities contribute to the development of students. According to them, learning from the academic subjects and what is acquired inside the classroom is what makes and individual a whole being. It is at this premise that the researcher conducted a study on the status of the mentioned activities. The findings of this study can prove or disapprove if these activities affect the students' development.

Basically, organizations are recognized if they are approved to operate by the Office of Student Affairs. Hence, the study focused on the status of the various co-curricular and extra class activities conducted by recognized organizations in tertiary institutions in the

province of Batangas. This study will assess the effectiveness of strategy and their delivery system, logistical support from the administration, availability and inadequacy of physical facilities for the conduct of activities and involvement of the studentry.

OBJECTIVES OF THE STUDY

The main objectives of this study are to describe the features of the recognized students' organization in selected teacher education institution and to assess its co-curricular and extra class activities undertaken with regard to effectiveness of strategy, delivery system, logistical support, physical facilities and involvement of industry. It also aimed to determine the contribution of these activities to student development and to find out the strengths and weaknesses of these activities. Moreover, the study aimed to discuss the significant difference on the assessments of the three groups of respondents. Lastly, it aimed to propose a management guide for co-curricular and extra class activities for selected tertiary institutions in Batangas.

MATERIALS AND METHODS

This section discusses the methodology, design used and the subjects of the study. The instruments utilized in gathering the data will also be presented as well of the procedure and data analysis.

Research Design

The researcher applied documentary analysis in order to describe the features of the recognized student organizations. This also utilized descriptive method of research as it aimed to assess the students' co-curricular and extra class activities in selected colleges in Batangas province.

Participants

The researcher identified public and private colleges in the province of Batangas which offer education programs as setting of the investigation. Moreover, participants were chosen based from the similarities of the co-curricular and extra class activities provided to students. However, there are some colleges which refused to become part of the study, hence, only nine institutions were used as participants. The target participants of the study were 25 administrators, 155 faculty moderators/ advisers and 615 club and organization officers coming from Sta. Teresa College, Golden Gate Colleges, I. B. Calingasan Memorial Institution, Lipa City Colleges,

Lipa City Public College, First Asian Institute for Technology and Humanities, Balayan College, Alitagtag College and Lemery Colleges. The sample size of the student respondents was determined employing random sampling and fishball technique using slovin's formula at 2.0 percent margin of error. No sampling was used in determining the administrator and faculty adviser respondents. However, upon retrieval of the questionnaire 16 out of 25 administrators, 96 from 155 faculty advisers and 452 out of 615 student officers were able to return the questionnaire for one reason or another.

Instruments

Research triangulation was applied in the study which includes the questionnaire, documentary analysis and focus group discussion. The researcher made questionnaire was the main data gathering instrument of the study. The sources of items were from documents obtained from the teachers and office of the Students Affairs. Books, memoranda, manuals, journals, literature, published materials as well as observations and personal experiences were also sources of items. Some experts, practitioners, and professors of the different colleges and advisers of recognized organizations validated the questionnaire. Their suggestions and comments were considered for the improvement of the questionnaire. Modifications were done to ensure that each item yielded the information needed. Pilot testing was done to students in Batangas State University who were not included as participants. After further revisions, the survey questionnaire was bound to serve the purpose for which it was intended. The documentary analysis was done to gain broader information on the recognized student organizations in each college. The documents include student handbooks, journals, reports, manuals, portfolio and the constitutions and by-laws of various student organizations. Focus group discussion was also done to verify the answers of the respondents and to substantiate the information needed.

Procedure

To realize the objectives of the study, the approval of the presidents, Deans, and Directors of the Teacher Education Institutions was sought for the distribution of the questionnaire to target respondents and to gather the needed documents to be analyzed. With the request granted, the questionnaires were personally distributed to the respondents. Close supervision was made to ensure that all items were properly answered.

Documentary analysis was done to gain broader information on the recognized student organizations. Data were gathered from the different sources such as handbooks, journals, reports and constitution and by-laws of various student organizations. To substantiate the statistical analysis of gathered data, focus group discussion was conducted to some Deans, Directors and moderators/ advisers directly involved in the management of student activities. The focus group discussion shed light on the different questions posed by the researcher.

Data Analysis

The collected data were submitted to statistician for statistical treatment. These were analyzed through quantitative technique. The statistical tools used in the study were weighted mean, to show the assessment on co-curricular and extra class activities by the three groups of respondents; and F-test to test the significant differences of the respondents' responses. The scale continuum used has a range of .50 to 1.0.

RESULTS AND DISCUSSION

Features of Accredited Organizations

There were nine types of recognized organizations in nine colleges. All selected colleges had student government, academic organizations, and college publications. The membership in each organization except in student government was based on the interests of the students. No grade requirement was needed to be a member except in honor councils. The different colleges had common goals which were in-line with the vision and mission of the college. It was a requirement for all colleges that the developmental activities planned and implemented by the organization must conform to its goals and objectives as stated in its constitution by laws. These must be approved by the approving body. Membership fee was the primary source of fund of all organizations. However, the management gave financial assistance to a tangible project sponsored by an organization.

Assessment by Respondents on Students Participation on Co-curricular and Extra Class Activities

Table 1 shows the assessment of respondents regarding participation of students in co – curricular activities. The administrator-respondents indicated that there was very extensive participation of college students in co-curricular activities especially in Social

Science as affirmed on highest weighted mean of 3.75.

Table 1. Participation on Co-Curricular Activities

Subjects	Administrators		Faculty		Student Officers	
	WM	VI	WM	VI	WM	VI
Math	3.31	EP	3.58	VEP	2.77	EP
Science	3.62	VEP	3.49	EP	2.76	EP
English	3.62	VEP	3.44	EP	2.82	EP
Social Studies	3.75	VEP	3.50	VEP	2.81	EP
Filipino	3.07	EP	3.51	VEP	2.87	EP
Composite Mean	3.47	EP	3.50	VEP	2.81	EP

VEP: Very Extensive participation; EP: Extensive Participation

Active participation in Social Science activities, help students to be abreast of the political and economic status of the country. It goes to show that involvement in co-curricular is effective for students' development. This is in consonance to the findings of (Orobia)'s[3] study which found out that generous service, bright ideas, outstanding achievement and excellent performance extended for the benefit of the community members were prominent manifestation of good leadership. However, faculty revealed that very extensive participation was on Math with a weighted mean of 3.58. The activities in Mathematics develop the students problem solving and critical thinking skills. Students disclosed extensive participation on Filipino as shown on weighted mean of 2.87. This is a good indication that they love being Filipino. The composite means of 3.47 and 3.50 as assessed by the administrators and faculty respectively is an indication that there is extensive participation of students in co-curricular activities. However, the assessment of the students is lower as shown in the composite mean of 2.81. It was revealed by some of the students that they have low participation in co-curricular activities because some of the activities are not related to their potentials, needs and interests. Nevertheless, for other students, their extensive participation on these was adequate enough to enhance their leadership skills and enrich their intellectual growth. This finding conforms with Hartley's[4] idea that students join on activities that develop their potentials and Pascarella and Terrenzini[5] who stated that involvement in co-curricular activities has great impact on cognitive development of students.

As to participation in extra class activities, which is presented in table 2, the administrators assessed that

Campus Ministry, sports and athletic competitions and Supreme Student Government were three top activities extensively participated in by students with composite mean of 3.14.

Table 2. Participation on Extra Class Activities

Activities	Administrators		Faculty		Student Officers	
	WM	VI	WM	VI	WM	VI
Campus Ministry	3.76	VEP	3.54	VEP	2.54	EP
School Publications	3.17	EP	3.53	VEP	2.38	SEP
Sports & Athletic Club	3.44	EP	3.41	EP	2.58	EP
Supreme Student Council	3.26	EP	3.65	VEP	2.57	EP
Cultural Performing Arts	3.12	EP	3.33	EP	2.27	SEP
Fraternities/ Sororities	2.0	SEP	3.40	EP	1.17	MP
Community Service	3.25	EP	3.33	EP	2.92	EP
Composite Mean	3.14	EP	3.45	EP	2.34	SEP

Legend: VEP: Very Extensive participation
 EP: Extensive Participation
 SEP: Slightly Extensive participation
 MP: Minimal Participation

It appears that students participate in religious activities and join the community outreach program and Catechisms. As pointed out in the study of (Cabalu)[6], a training program for all officers and members of extra class organizations should be undertaken. Student leaders need help in such matters as planning, meetings and conducting discussions. Fraternities / sororities activities had minimal participation with a weighted mean of 1.17 was the assessment of students. This can be because school administrators do not approve or recognize such organization. The composite mean of students' assessment is 2.34 which indicated low participation. The students pointed out during the focus group discussion that extra class activities provided are inadequate. Some of them mentioned that their parents or guardians do not allow them to join the activities. The teachers assessed higher participation of students in extra class activities than the two groups of respondents as shown in the composite mean of 3.45. The findings affirm Rathus[7] concept on active participation in extra class activities develops different values, attitudes, ideals and skills. Also, as cited by

Kezar[8], educational program must embody activities beyond classroom that involve students and foster values that come from interaction and unified effort. They should be active in physical activities which offer unlimited opportunities for physical and social development.

The higher assessments of administrators and faculty compare to the assessment of students can be attributed to the fact that administrator and faculty base their assessments on the attendance of students in a particular activity while students base their assessment on their general perceptions of their involvement in extra class activities.

Table 3. Summary of Assessments by the Three Groups of Respondents Regarding Activities Undertaken by the Students

Indicators	Composite Mean	Verbal Interpretation
Effectiveness of Strategies	3.13	Effective
Delivery System	3.01	Often
Logistical Support	3.20	To a Great Extent
Physical Facilities	2.96	Adequate
Involvement of Students	3.22	Moderately Involved

As shown from table 3, there are adequate physical facilities and a great extent logistical support in the conduct of students' activities as shown in the composite means of 2.96 and 3.20 respectively. This infers that for the respondents there were adequate classrooms, offices, computer rooms and other facilities necessary in the conduct of student activities. It is significant to note that the respondents believe that the administrators support the student activities. This is in consonance to Kuh [9] who stated that student activities cannot be neglected as part of educational program. The goal of student development can be realized if these activities were planned, organized and monitored regularly. The respondents assessed that the utilization of strategies were effective with composite mean of 3.13 and often used these strategies as shown on weighted mean of 3.01. There was moderate involvement of students as shown by composite mean of 3.22. As mentioned by Mcknown[10], the administration, supervision and logistical support to student activities are vital functions of administrators. This would lead to

successful implementation if student activities are properly managed and supervised.

Table 4. Comparison on the Assessments by the Three Groups of Respondents as to Indicators of Students Activities

Indicators	Fc	Decision
Effectiveness of Strategies	16.014*	Reject
Delivery System	8.432*	Reject
Logistical Support	30.821*	Reject
Physical Facilities	17.587*	Reject
Involvement of Students	53.652*	Reject

*Significant

Table 4 discusses the comparison on the assessments of the three groups of respondents as to indicators of students' activities. The administrators, faculty and student officers differed in their assessments on all the indicators which includes effectiveness of strategies, delivery system, logistical support, physical facilities and involvement of students as revealed in computed F-values ranging from 8.432 to 53.652 which were greater than the critical F-value of 3.01 at two degrees of freedom and at 563 degree of freedom within at .05 level of significance. The administrators and teachers had higher ratings than the students. The administrators believed that they provided the needed resources and logistical support to be utilized in the implementation of activities. However, the assessments of students differed for they revealed that they were not fully satisfied to what the administrators are doing. It was disclosed by the students during the focus group discussion that schedule of activities is in conflict with the schedule of the academic subjects or time allotted is inadequate to conduct various activities. According to them facilities, equipment and resources are insufficient for the conduct of the activities and policies regarding extra class activities are inconsistent. This led to the rejection to the null hypothesis.

Table 5. Summary of Assessments on the Extent of Contribution of Activities to Student Development

Aspects of Student Development	Composite Mean	Verbal Interpretation
Mental	3.24	To a Great Extent
Social	3.4	To a Great Extent
Physical	3.35	To a Great Extent
Behavioral	3.38	To a Great Extent
Moral	3.38	To a Great Extent
Average Composite Mean	3.36	To a Great Extent

As can be seen from table 5, students' activities contribute to a great extent to five aspects of student development. Topping among them is the impact to social development as shown in composite mean of 3.40. This is a clear indication that social skills of students are developed as they mingle with other students outside the classroom. The students disclosed that their confidence, camaraderie, rapport, enthusiasm and pride were developed through peer activities. These results are in consonance with findings of Felshiem[11] who explained that an important value of extra class activities is their support of positive student social relations. Moral and behavioral aspects obtained the same composite mean of 3.38, while physical aspect got a composite mean of 3.35. The notion of Palmer[12] was affirmed by the findings which state that spiritualized education is characterized as opening the mind, warming the heart and awakening the spirit of every student. The respondents noted that student activities develop better academic attitudes of students as they tend to have higher aspirations compare to those who do not participate. This finding affirms Smith [13] idea that co-curricular and extra class activities affect behavior of students. The average composite mean of 3.36 is an indication that these activities affect students to a great extent. It was revealed that mental aspect was the least develop through activities as manifested of composite mean of 3.24.

Considered strength of activities as to administration, teacher and student -related factors was much evident as revealed by the respondents and shown in the average composite mean of 3.40. It is good to note that the administrators approved the conduct of student activities, advisers/moderators are prepared to the given responsibilities and students enjoy and learn from the activities. Hardie[14] explained that evaluation after the activities is an important phase in organizational processes as it determined the strengths and the lapses which need to be remedied for better results. The process also assess on how activities were performed. On the other hand, weakness identified was sometimes observed as manifested in the average composite mean of 3.33. It was revealed by the respondents during focus group discussion that policies regarding student activities are inconsistent. Also, the advisers/moderators are not given honoraria, while parents and guardians are reluctant to support the activities. As stated by Holloway [15], all members of academic community, the administrators, teachers and students have their respective roles to play in these programs and activities to attain its goals and objectives.

Students' academic success and personal development depend not only on the quality of the curriculum and classroom instruction but also on the extra class activities. When instructional faculty interface and collaborate with the outside classroom experiences synergetic effects are likely to positively affect student learning and development. Based on the findings of the study, most of the weaknesses of the conduct of the activities are on the part of the administrator. It also revealed that the quality college experiences from various activities greatly affect students learning.

With this, the proposed management guide features the general objectives, specific objectives in managing co-curricular and extra class activities. This addresses the role of administrators, faculty and students. There are suggested activities which address the development of the different aspects of students, possible sources of funds and strategies to be applied. There are also the list of agencies where they can solicit involvement and support. The suggested activities may enhance further the student potentials and realize the full range of goals of education.

Table 6. Strengths and Weaknesses of Activities

Strengths	Composite Mean	Verbal Interpretation
As to Administrators-Related Factor	3.41	Much Evident
As to Teachers-Related Factor	3.4	Much Evident
As to Students-Related Factor	3.4	Much Evident
Average Composite Mean	3.4	Much Evident
Weakness	Composite Mean	Verbal Interpretation
As to Administrators-Related Factor	3.29	Sometimes Observed
As to Teachers-Related Factor	3.39	Sometimes Observed
As to Students-Related Factor	3.32	Sometimes Observed
Average Composite Mean	3.33	Sometimes Observed

CONCLUSION AND RECOMMENDATION

The accredited organizations of the selected colleges have the same features as to type, membership requirement, developmental activities, goal and sources of funds. The three group of respondents assessed that there was extensive participation of students in co-curricular and extra class activities. Administrators, faculty and student activities are implemented in the different colleges considering effectiveness of strategies, delivery system, logistical support, physical facilities and involvement of the students. The three groups of respondents differ significantly on their assessments on the indicators of student activities. The student activities greatly contribute to the development of the college students. There are strengths and weaknesses observed by the respondents on student activities undertaken by accredited student organizations. The proposed management guide includes specific suggested activities intended for administrator, faculty advisers and student leaders to enhance the effectiveness of recognized student organizations.

The researcher suggested that the proposed management guide be presented to administrators and faculty- advisers of the selected Teacher Education that participated in the study. It was recommended to be implemented by the institutions to maximize students' participation. The study was limited to the constructs/ variables presented in this study and no State Universities was included as participant. Thus, future study maybe conducted along this line in public and private universities in Calabarzon and may include other variables related to student activities.

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