

Benefits of Co-Curricular Activities to Academic Performance of Financial and Management Accounting Students

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Aileen S. Villalobos¹, Arlene Jane C. Dulce², Lara Joyce Fontilar³,
Darlene Margot C. Gutierrez⁴, Rei-an Craig V. Sawali⁵,
Hadge Almero-Encio⁶

Business Administration Major in Financial Management and Accounting,
Lyceum of the Philippines University, Batangas City, Philippines
¹aileenvillalobos1995@yahoo.com, ²aj_swithart@yahoo.com,
³larajoyce.fontilar@gmail.com, ⁴gutierrezdarlene@gamil.com,
⁵omay_kano7@yahoo.com

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Abstract - *The study aimed to find out the benefits of co-curricular activities of the Financial and Management Accounting Students to their academic performance, skills, attitudes and knowledge; to identify the reasons in joining in activities; to be aware about the benefits of co-curricular activities to their academic performance; and to know the factors that affect in joining co-curricular activities. The descriptive method of research utilizing the normative survey technique was employed in the study. Results showed that majority of the respondents are female, 19-20 years old, with 2.01-2.25 general weighted average. Pleasure and enjoyment are the most common reasons of students why they join the activities. The benefits of these activity matter over the knowledge, skills, attitude and academic performance. Peer, family, student and school are the factors that affect the students in joining co-curricular activities.*

Keywords: *Academic performance, Co-curricular, Knowledge, Skills, Attitudes*

INTRODUCTION

Having a good education is a great opportunity for everyone. It involves learning new knowledge which are necessary in grounding of the young in the principles and tradition they belong in. The effort to improve academic achievement has been a major concern among the students. Today, co-curricular activities improve student's academic performance. Guest and Schneider [1] noted that researchers have found positive association between the co-curricular activities and the academic performance of the

students. In a study which is conducted by Nonis and Hudson [2] conclude that time spent on work influences academic performance. As time at work increased academic performance decreased. The role of co-curricular activities in students' academic performance helps to develop the all-round personality of the students to face undaunted task and turbulent world of future [3]. One study conducted by the National Longitudinal Study, found out that participation in some activities improves achievement and also can diminishes academic performance. The co-curricular activities make the students fit for the future time and develop a sense of competitive spirit, cooperation, leadership, diligence as well as it provide backdrop for the development of their creative talents.

Co-curricular activities are vital because even though they are not a part of the core curriculum, they play a very crucial role in giving the young boys and girls the ability to mould their lives to become well rounded people. The school activities have to be designed purposefully to give an apt mix of student's participation in academics and also create a chance for all round development [4].

VanZile-Tamsen and Bissonnette [5] stated that activities were found to have more benefit than only the enjoyment of competition. Students know it is important to be active in college so as to be more competitive when they are on the job market or applying to graduate schools. Experiences acquired through the participation in activities give students the ability to think critically [6]. Studies have shown that students pursuing their hobbies achieved better results in their studies. Their academic performance goes way up north as they learn to balance their co-curricular

activities with their academic pursuits. They also better understand on how to manage their time efficiently and also increases their interest in the school [4].

The study of Kariyana et al. [7] revealed that even educators are very positive about learners' participation in co-curricular activities. Feelings of belonging to school among students had been shown to be associated with academic engagement [8]. The guidance from the parents and the teachers indirectly affect the performance of the students [9].

Past research demonstrates that student involvement has a positive impact on cognitive growth [10]. Students are introduced to a whole new horizon of activities that gives them a better insight and lets them choose what they enjoy and what they wish to learn. It broadens new horizons for them [4]. Being involved will require some organization and time management on the part of the student—and that's a good thing [30]. The amount of student learning and personal development associated with any educational program is directly proportional to the quality and quantity of student involvement in that program [10].

The researchers got an interest in knowing that active participation in any co-curricular activities will affect the student's knowledge, skills, attitudes [12] and academic performance. The researchers aimed to increase the level of awareness and understanding of the student with regards to the activities they engaged in.

OBJECTIVES OF THE STUDY

The research study investigates the Co-curricular Activities of the Financial and Management Accounting Students in Lyceum of the Philippines University-Batangas and its benefits to academic performance.

Specifically, this study aims to determine the profile of the respondents in terms of age, gender and general weighted average and to determine the different co-curricular activities of Financial and Management Accounting Students in Lyceum of the Philippines University Batangas; to identify the reasons in joining in these activities; to determine the benefits of co-curricular activities to their academic performance, skills, attitudes and knowledge; and to know the factors that affect the student in joining co-curricular activities.

METHODS

Research Design

The descriptive method of research utilizing the normative survey technique will be employ in this study. Descriptive research is used to obtain information concerning the current status of the phenomenon to describe "co-curricular activities" with respect to variables, conditions or situations [12].

It involves descriptive, analysis and interpretation of the existing conditions, and investigates the relationship between variables to developmental studies which seek to determine changes overtime.

Participants of the Study

The respondents of the study are the 22 students from 3rd year and 58 students from 4th year FMA in the Lyceum of the Philippines University-Batangas for S.Y. 2015-2016 only. Our participants were 80 enrolled students. All of them constituted as the respondents of the study or 100% utilization of participants.

Instrument

The primary instrument used is a self-made questionnaire which is validated thru the help of the panel members and by the statistician; this was used to gather the information. The researchers conducted pilot testing with the Accountancy students who are not part of the study before it was distributed to the target participants. The results showed the cronbach alpha of 0.964 with cronbach alpha greater than 0.70 is highly reliable. Thus, the questionnaire made is valid and reliable.

The questionnaire has four parts. Part I is the demographic profile in terms of age, gender, general weighted average and organizations involved in. Part II is the reasons in joining such activities and organization. Part III is the benefits to student's academic performance, skills, attitude and knowledge. Part IV is the factors that affect students in joining co-curricular activities.

Procedures

A draft research title was made and also submitted to the adviser for approval. After the approval of the title, the researchers immediately started to search for information using resources such as theses, online websites and books. The Business Administration professors helped in validation of its internal and external content. After gathering the information we

needed, we obtained the standardized questionnaire to be distributed to the participants.

Data analysis

The data gathered were tallied and interpreted using descriptive statistics. This includes frequency distribution, weighted mean and composite mean. These statistical tools were used a statistical software, PASW version 18 to further analyze the results.

The given scale was used to interpret the result of the data gathered: 3.50 – 4.00 – Strongly Agree (SA); 2.50 – 3.49 – Agree (A); 1.50 – 2.49 – Disagree (D); 1.00 – 1.49 – Strongly Disagree (SD)

RESULTS AND DISCUSSION

Table 1. Distribution of Respondents According to Profile (N = 80)

		f	%
Age	17 – 18	9	11.2
	19 – 20	69	86.2
	21 and above	2	2.5
Gender	Male	10	12.5
	Female	70	87.5
General Weighted Average	1.51 - 1.75	2	2.5
	1.76 - 2.00	16	20.0
	2.01 - 2.25	35	43.8
	2.26 - 2.50	16	20.0
	2.51 - 2.75	9	11.2
	2.76 -3.00	2	2.5
Organization/Activity Involved	Religious	3	3.16
	Academic	7	7.37
	Cultural	10	10.53
	Civic	34	35.79
	Sports	3	3.16
	JFINEX	35	36.84
	JCFAP	2	2.11
Pippin on Stage	1	1.05	

Table 1 presents the distribution of the respondents' profile. The survey was conducted from the different third year and fourth year FMA students in LPU-Batangas. It was found out that in terms of age of the respondents, the highest percentage in age bracket is 19-20 years old with 69 or 86.2 percent while the age bracket of 21 years old and above got the lowest percentage with 2 or 2.5 percent. It shows that most of the FMA students are 19-20 years old during their Third year and Fourth year level in college.

In terms of gender, majority of the respondents are female with 70 or 87.5 percent while male got 10 or 12.5 percent. The female FMA students are greater

compared to male due to appraising number of enrollee with the course.

On the other hand, the highest in general weighted average (GWA) as of first semester A.Y 2015-2016 is 2.00-2.25 with 35 or 43.8 percent and the lowest percentage is 1.50-1.75 with 2 or 2.5 percent same as 2.75-3.0. This interprets that the FMA students are very much dedicated to their studies despite the fact that they are joining in such activity and they can afford to fail.

However, in terms of organization or activity Junior Financial Executives (JFINEX) ranked as the highest with the percentage of 35 or 36.84 percent while Pippin on Stage activity has the lowest ranked with the percentage of 1 or 1.05. With this, it observes that the respondents joined in an activity or organization in much relation to their academic performance [14], [15], [16].

Table 2. Reasons for Involving in Co-curricular Activities

Indicators	f	%	Rank
1. Prestige and recognition	9	7.76	5
2. Develop talents and skills	35	30.17	2
3. Pleasure and enjoyment	40	34.48	1
4. Improve academic performance	20	17.24	3
5. Develop leadership style	12	10.34	4

Table 2 illustrates the reasons of involving in co-curricular activities. The most common reason why students was involving in co-curricular activities was pleasure and enjoyment with 40 or 34.48 percent they view participation in co-curricular activities as an avenue to help them begin relationships to others. It is shows that the respondents use this kind of activity to enjoy their life while studying and fulfill their motivations [13].

Coming in second is to develop talents and skills with 35 or 30.17 percent. It shows that these activities can provide them with the opportunity to improve their interest [18].

In addition, they learn better communication and interpersonal skills as they interact with people from all backgrounds and all walks of life [5].

However, to improve academic performance got the third ranked with 20 or 17.24 percent. It reflects that most of the respondents joined in an activity which can help them to have a higher grade in academics. Develop leadership [17] style and prestige and recognition obtained the least scores.

Table 3. Benefits of Co-curricular Activities to Students' Academic Performance

Indicators	WM	VI	Rank
1. It shows me how to evaluate arguments and claims critically.	3.20	A	7.5
2. It improves my writing and thinking skills.	3.11	A	9
3. It helps me to reason objectively and draw objective conclusions from various types of data.	3.20	A	7.5
4. I can evaluate new ideas and techniques efficiently.	3.30	A	3
5. I can make reasonable decisions in the face of imperfect information.	3.21	A	5.5
6. It gives me an extra grade.	2.98	A	10
7. It can help me in preparation for my future career.	3.34	A	1
8. It is good to see in my resume.	3.21	A	5.5
9. It prepares me for high-performing jobs and innovations of the future.	3.23	A	4
10. My experience from these brought new learning and positive outcome for my academic achievement.	3.33	A	2
Composite Mean	3.21	A	

Table 3 presents the benefits of co-curricular activities to student's academic performance. The overall composite mean of 3.21 indicates that the respondents agree on each indicator given. With this, it signifies that the activities involved in by the respondents have something to do with their academic performance [19].

All items were rated as agree, but it can help me in preparation for my future career topped on the rank with mean score of 3.34. It observes that the respondents use such ground from the different activities they joined in to improve their knowledge that may help them in the near future.

On the other hand, experience from these brought new learning and positive outcome for my academic achievement [20] got the second ranked with mean score of 3.33. It states that the experience gain by the respondents are satisfactorily brought them new learning and positive outcome which in some instances are reliable and understandable for their academic performance.

However, in terms of evaluating new ideas and techniques efficiently got the third ranked with mean score of 3.30. It shows that co-curricular activities help the respondents to clarify ideas and techniques

efficiently with regards to their academic achievement [21].

Studies have shown that students pursuing their hobbies achieved better results in their studies. Their academic performance goes way up north as they learn to balance their co-curricular activities with their academic pursuits. They also better understand on how to manage their time efficiently and also increases their interest in the school [4].

In contrast, among the items, it shows me how to evaluate arguments and claims critically same as it helps me to reason objectively and draw objective conclusions from various types of data got the weighted mean of 3.20. With this, it implies that the activities the respondents involved in did not improved well their ability to evaluate arguments and draw objective conclusions.

While, it improves my writing and thinking skills got a mean score of 3.11. It is interpreted as; school activity can promote good changes towards the student's skills such as their writing and critical thinking skills [22]-[24].

On the other hand, it gives me an extra grade got the lowest weighted mean value of 2.98 with a verbal interpretation of agree. This shows that not all activities have an incentive in exchange upon joining with these.

Table 4. Benefits of Co-curricular Activities to Students' Skills

Indicators	WM	VI	Rank
1. It improved cognitive skills specifically critical thinking.	3.24	A	9
2. It can help me to train my mind and body to be alert and decide quickly.	3.33	A	6
3. My communication skills may develop while involving myself in such activities in school.	3.34	A	4.5
4. It can help me to be prepared in my future career because it may serve as my training.	3.20	A	10
5. It can give me a way on how to present an activity in front of others.	3.28	A	7
6. It emphasizes teamwork and sense of unity not only in school but also in community.	3.36	A	3
7. I can develop my talent while joining in different organization.	3.25	A	8
8. It provides the avenue of self identification and assessment.	3.34	A	4.5
9. It improves my sense of belongingness and maturity.	3.46	A	2
10. It increases my social interaction and be disciplined enough.	3.49	A	1
Composite Mean	3.33	A	

Table 4 illustrates the benefits of co-curricular activities to student's skills. It was observed that the overall benefits was positive with a composite mean of 3.33 with the verbal interpretation of agree. The skills of the respondents are a big factor on how they can deal with their peers on bringing out their ideas and talents and even the personal development [25],[26].

All indicators were interpreted as agree but, it increases my social interaction and be disciplined enough got the highest rank with the weighted mean of 3.49. This shows that social interaction, especially disciplined are still keep up in spite of the aggressive behavior that the respondents have.

On the other hand, coming second with a weighted mean of 3.46 is it improves my sense of belongingness and maturity. It observes that those activities help the respondents to be more mature and learn the way on how to fit in a group.

Next is the indicator with verbal interpretation of agree with a weighted mean of 3.36 which got the third rank, it emphasizes teamwork and sense of unity not only in school but also in community. It explains that the respondents were sort of able to work as a team with unity to others. This as well is the basis of the organization of students present to their course group.

In contrast, it can develop my talent while joining in different organization with a mean score of 3.25 which results to be on rank 8 among the items. It states that different organization helps to widen up their ability and potentials in one thing.

Coming next as the rank 9 with 3.24 mean score is it improved cognitive skills specifically critical thinking. It shows that co-curricular activities help the students to enhance their skills upon joining.

It can help me to be prepared in my future career because it may serve as my training got the lowest rank with 3.20 mean score. The activities that must join by the student are those which can improve their skills and facilitate for their future career [27].

As seen in the table 5, it presents the benefits of co-curricular activities to student's attitudes which is interpreted as agree and a composite mean of 3.29 which indicates that the respondents concur with the indicators given with consideration to the benefits for their attitudes. This will show what could be the possible attitudes is used by the respondents regard to the situation provided by such activities.

Among the items mentioned, it improves my passion in doing tasks and it leads me to have a good

moral character [24], [26] same as I'll learn about time management and prioritizing things in my life ranked the highest as 3.36 is the weighted mean and a verbal interpretation of agree.

Table 5. Benefits of Co-curricular Activities to Students' Attitudes

Indicators	WM	VI	Rank
1. I learn about long term commitments when joining in a club because I commit myself within a long period of time.	3.21	A	9
2. It reveals a lot about yourself that can help you in the future.	3.35	A	3
3. It improves my passion in doing tasks and it leads me to have a good moral character.	3.36	A	1.5
4. It shows that getting away from just thinking about yourself allows you to contribute to something else in some way.	3.26	A	7
5. It helps you to accepts criticism graciously and show effort to overcome shortcomings.	3.28	A	6
6. It helps you in eliminating my fears and anxieties and makes you more enthusiastic about attending my class.	3.24	A	8
7. It helps you to reduce your stage fright for oral recitation.	3.18	A	10
8. I learn how to appropriate my act in social situations by these activities and build a solid relationship towards other.	3.31	A	5
9. It provides me a way that I can get involved in something and really shine, giving my self-esteem a boost.	3.34	A	4
10. I'll learn about time management and prioritizing things in my life.	3.36	A	1.5
Composite Mean	3.29	A	

It is proven that the respondents are very much willing to learn things that have a good outcome for them. Also, being involved in many activities needed more time for practice the respondents should find out a way in managing their time.

Coming next with 3.35 weighted mean is it reveals a lot about yourself that can help you in the future having a verbal interpretation of agree. It reflects that the co-curricular activities boost each respondent to show their strength and weaknesses regarding something. This indicator is very much

appealing for everyone because it gives them an idea that joining isn't all about fun.

In contrast, it helps in eliminating your fears and anxieties and makes you more enthusiastic about attending my class got a weighted mean of 3.24. It only shows that co-curricular activity has least likely influence the respondents to be more enthusiastic in attending class. It might be a reason why they skip classes just to attend practice or meeting.

However, long term commitments when joining in a club within a long period of time got a weighted mean of 3.21. This reflects that teaching on how to commit is not on the top priority of benefits for students' attitudes. It shows that even they are not members of an organization they still learn the foundation of commitment [28].

The lowest ranked is it helps you to reduce your stage fright for oral recitation with 3.18 weighted mean and agree as verbal interpretation. It explains that the respondents were sort of not able to conquer their fear through the activities they involved in.

Table 6. Benefits of Co-curricular Activities to Students' Knowledge

Indicators	WM	VI	Rank
1. It makes you to be perfect in decision making.	3.03	A	10
2. It helps you to understand other behaviour.	3.43	A	4
3. It makes you to be more responsible in your studies.	3.33	A	8
4. It enables you to express yourself freely.	3.40	A	5.5
5. Inculcate the values to respects other's view and feeling	3.40	A	5.5
6. It provides the avenues of socialization, self-identification and self-assessment	3.49	A	1.5
7. It provides you a motivation on learning	3.29	A	9
8. Helps you to adapt in a changing environment	3.38	A	7
9. It provides new learning and opportunities for ongoing skill.	3.44	A	3
10. Acquisition of new skills and knowledge which increased productivity	3.49	A	1.5
Composite Mean	3.37	A	

It can be a gleaned from the result of Table 6, the over-all assessment of the respondents on the benefits of co-curricular activities to students' knowledge was

3.37 that the respondents agree as verbal interpretation.

Among the items mentioned, acquisition of new skills and knowledge which increased productivity and it provides the avenues of socialization, self-identification and self-assessment ranked the highest with a weighted mean score of 3.49. It proves that joining in such activity gives the respondents more benefit in terms of their knowledge which they can use in daily living.

However, it provides new learning and opportunities for ongoing skill got 3.44 weighted mean. It explains that it can help them to improve their skill which can lead them to a great opportunity.

In contrast, it makes you to be more responsible in your studies got weighted mean score of 3.33 with a verbal interpretation of agree. It implies that no matter how many organizations you involved yourself you must learn to manage your time so that it can help you to focus on your studies.

While, it provides you a motivation on learning with 3.29 weighted mean. The statement itself shows that balance your attention between the activities and your study to be motivated.

Lastly, it makes you to be perfect in decision making got the lowest ranked with 3.03 weighted mean score. It explains that decision making may not be a good outcome from joining co-curricular activities as much as it is compulsory. It shows that no matter how you think you'll end up joining.

Table 7 reveals family related factors affecting the students in joining co-curricular activities. The overall composite mean of 2.50 implies that the respondents agree based on its verbal interpretation with regards to family related factors. The respondents must be aware on how they pinpoint such factors most especially with the reasons which has something to do with their family.

It was found out that my parent's belief is that joining in such activities may give me new experience has the highest rank with 3.13 weighted mean and interpreted as agree. It implies that the parents understanding about co-curricular activities affect their decision if their child will allow them to join.

While, my parent's opinion is that I can graduate even though I'm not joining in different activities in school got a weighted mean of 2.73 indicates that no matter how many organization you join you can still graduate without those.

According to (BUGS) Bringing Up Girls in Science 2011, which is for young girls and their

parents at the University of North Texas: “the upbringing and the environment of the home are the most important factors which influence the academic achievements of the students.”

Table 7. Family Related Factors Affecting the Students in Joining Co-curricular Activities

Indicators	WM	VI	Rank
1. It reduces my time for family bonding.	2.50	A	6
2. I don't have time to attend mass during Sunday together with my family	2.15	D	8.5
3. My parent's opinion is that I can graduate even though I'm not joining in different activities in school.	2.73	A	3
4. My parents won't allow me to join.	2.15	D	8.5
5. According to my parents it's just a waste of time and effort.	2.08	D	10
6. I encounter financial problems because of fees that need to pay.	2.58	A	5
7. My parents are over protective and for them I've just abused myself for so much workload.	2.30	D	7
8. Motivations of my parents affect my decision in joining.	2.74	A	2
9. My parents search out those activities in which I can harness the best of my potentials.	2.66	A	4
10. My parent's belief is that joining in such activities may give me new experience.	3.13	A	1
Composite Mean	2.50	A	

Nonetheless, my parents won't allow me to join and I don't have time to attend mass during Sunday together with my family categorize the same mean of 2.15 indicates that the respondents value quality time together with their family as well as the approval of their parents.

Children that have guardians that take the time with them, begin to assign value to their family time. Children that do not have a sense of family values are more likely to be influenced by friends that do not necessarily have their best interests at heart [29].

While, according to my parents it's just a waste of time and effort got the lowest ranked with a mean score of 2.08. With this, it still shows that the respondents are still dependent with their family.

Table 8 illustrates the student related factors affecting the students in joining co-curricular activities. As a result, 2.31 is the composite mean wherein it is identified that the respondents were

disagree with the factors that influence learners to join in different co-curricular activities. This will make them realize the consequences of those activities.

According to the data, 2.51 is the top weighted mean which stated that my time for studying is lessened due to so much practice. Students give more focus to their practice rather than their studies.

Subsequently, the weighted mean 2.41 signify that it makes me stressful. It shows that being involved in many organization brought stress to the point that you will always be in a hurry and busy and it will make you think too much.

Other than that, 2.36 indicates that my focus in academic performance is sometimes altered by the co-curricular activities I'm involved. With regards to this, your attention was towards the activities not by your academic achievement[22].

Nevertheless, I've always been mental block during class hours belongs to 2.23 weighted mean in common with I didn't understand the lesson we tackled. It implies that the mind of a person need some rest due too much use of it during the practice hours for the activities where he/she belongs.

Yet, the 2.21 weighted mean shows that I'm always late in discussion as I took more hours in my practice. By this, it will result to a low grades because you can understand the topic through self-study.

Table 8. Student Related Factors Affecting the Students in Joining Co-curricular Activities

Indicators	WM	VI	Rank
1. My time for studying is lessened due to so much practice.	2.51	A	1
2. I cannot concentrate with my studies.	2.31	D	4
3. I've always been mental block during class hours.	2.23	D	8.5
4. It makes me stressful.	2.41	D	2
5. I've got low grades.	2.24	D	7
6. I'm always late in discussion.	2.21	D	10
7. I didn't understand the lesson we tackled.	2.23	D	8.5
8. My focus in academic performance is sometimes altered by the co-curricular activities I'm involved in.	2.36	D	3
9. I have many excused absence in my class.	2.28	D	6
10. I wasn't able to take quizzes and other activities in my class.	2.30	D	5
Composite Mean	2.31	D	

Table 9. Peer Related Factors Affecting the Students in Joining Co-curricular Activities

Indicators	WM	VI	Rank
1. It won't help me in socializing with others in such activities	2.20	D	10
2. Influence from friends or someone to join.	2.79	A	4
3. I usually end up ignoring issues especially when they do not affect me personally.	2.76	A	5
4. It's enough for me that someone gets the job done; I don't care on how and who.	2.55	A	8
5. It gives me a chance to explore for various interests that I may have.	3.00	A	1
6. Pressure on social behaviours affects my decision in joining.	2.81	A	3
7. I am afraid to try because of the feeling of rejection.	2.61	A	7
8. Verbal praises from others and a reward from school and my parents.	2.88	A	2
9. I would rather do something that requires little thought than something that can challenge my thinking abilities.	2.46	D	9
10. My impression about these activities is that I can get high grades when I started to involve myself with it.	2.71	A	6
Composite Mean	2.68	A	

Table 9 presents the peer related factors affecting the students in joining co-curricular activities with the overall composite mean of 2.68 which specifies that the respondents agree with regards to their peers. This suggests that the respondents must value the chance they have for more improvement of better understanding [26].

All items were interpreted as agree, but it gives me a chance to explore for various interests that I may have topped on the rank with the weighted mean of 3.00. The respondents showed that they want to improve their interest in one thing which may help them for their excellence achievement.

A co-curricular activity essentially takes place outside a typical pen and pencil classroom experience. It gives the students an opportunity to develop particular skills and exhibit their non-academic abilities. They actually complement the curricular activities and groom the students in the "Art of living and working together." They are the true and practical experiences gained by students by their own learning's [4].

On the other hand, verbal praises from others and a reward from school and my parents got a mean score of 2.88. With this, the respondents as well as prove that they value the opinion of others towards on what they are doing in school.

The rewards of co-curricular activities in schools have been researched pretty well and it is now ascertain that students who participate in these activities show higher academic results, stronger relationships in schools and are more likely to lead a healthy and active lifestyle. Students also feel a sense of belonging to the school and have higher self-esteem

by participating in structured activities like music, dance, performing arts, etc. In addition to this, students are motivated and it leads to a happier, healthier and a more cohesive school [4].

Pressure on social behaviours affects my decision in joining got a mean score of 2.81. It shows that influence from others really affects the respondent's decision in joining.

Students are introduced to a whole new horizon of activities that gives them a better insight and lets them choose what they enjoy and what they wish to learn. It broadens new horizons for them [4].

Nonetheless, it's enough for me that someone gets the job done; I don't care on how and who, I would rather do something that requires little thought than something that can challenge my thinking abilities, it won't help me in socializing with others in such activities got the lowest rank among the items. This must be some of the respondents found that co-curricular activities bring negative effects [31] to the student. Personal preferences and interests played a large role in student's motivation and decisions to join organizations.

Table 10 shows school related factors affecting the students in joining co-curricular activities that have composite mean of 2.30 define that respondents were disagree regarding aspects have an effect on the students.

Based on the table above, 2.79 is the greatest weighted mean entail that I hate long hours in doing task but if I can get incentive from it I'll grab it. It shows that students are very much willing to join if there is an incentive in exchange so that they won't waste time.

Table 10. School Related Factors Affecting the Students in Joining Co-curricular Activities

Indicators	WM	VI	Rank
1. I hate long hours in doing task but if I can get incentive from it I'll grab it.	2.79	A	1
2. It won't show me great opportunity and learning	2.29	D	5
3. I am not willing to work hard in a course if it will lead to a higher grade	2.25	D	6
4. For me getting the best grades is not important it's better to fail than to get tired.	2.09	D	9
5. Involving in these kinds of activities is just a waste of time.	2.00	D	10
6. Focusing on co-curricular activities can lead to less attention on classroom subjects.	2.40	D	2
7. Examinations can be taking for granted due to time consumed in practice.	2.39	D	3
8. It does not have a relationship to my subject or course.	2.35	D	4
9. The activity does not develop the character and health of the students.	2.21	D	8
10. The school can't provide the best available facilities so that the students can perform well.	2.23	D	7
Composite Mean	2.30	D	

However, focusing on co-curricular activities can lead to less attention on classroom subjects got a mean score of 2.40. It states that when the students mind was fully concentrated about school activities their focus about academic achievement [24] was altered.

Consequently, examinations can be taking for granted due to time consumed in practice have its weighted mean, 2.39. They prioritize to get done into their practice than the time for their examinations.\

To join in different co-curricular activities it may affect the mind, body and attitudes of a student [32]. But, the activity does not develop the character and health of the students has the weighted mean of 2.21. It sometimes caused unhealthy body to a person. Thus, to rest is better task to be done.

For me getting the best grades is not important it's better to get fail than to get tired got a weighted mean of 2.09. It exemplifies that the students choose to be unsuccessful than getting tired in studying the lessons.

However, 2.00 the weighted mean, show that involving in these kinds of activities is just a waste of time. It makes a person get bored and it is better to lie down on bed while doing nothing.

CONCLUSION AND RECOMMENDATION

Majority of the respondents are female, 19-20 years old, with 2.01-2.25 general weighted average, and members of JFINEX organization. Pleasure and enjoyment were the reason of the Financial and

Management Accounting students in joining co-curricular activities. The benefit of co-curricular activities helps to develop relationship skills, learn to manage their time effectively, and become creative decision maker. Peer and family factors were the most

common that triggered FMA students to join in co-curricular activities.

It is recommended to encourage FMA students to join or choose organizations that can lead them to enhance school experience. The FMA students may adhere to the co-curricular values to put into practice. FMA students recognize which co-curricular activity is beneficial to improve their academic performance. JFINEX may enhance the students' involvement in the learning process with the help of students peer group. The parents were encouraged to support more their children to take part in co-curricular activities not just to improve their grades also their skills and attitudes. Future researchers may conduct similar studies using other variables.

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