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**EXTRA-CURRICULAR ENGAGEMENT IN RELATION TO  
ENGLISH PERFORMANCE OF THE EDUCATION STUDENTS  
OF COLEGIO DE LA PURISIMA CONCEPCION**

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**ABSTRACT**

*Extracurricular activities have long been recognized as a valuable component of a well-rounded education, offering students opportunities to explore their interests, develop essential life skills, and enhance their overall well-being. These activities extend beyond the traditional classroom setting, providing a platform for students to engage in diverse pursuits ranging from sports and arts to community service and leadership roles. While the benefits of extracurricular involvement are widely acknowledged, their impact on academic performance, particularly in English language proficiency, remains a subject of ongoing research and debate. This research delved into the intricate relationship between extracurricular engagement and English performance of education students at Colegio de la Purisima Concepcion (CPC). Specifically, this study sought to find answer to the following: level of extra-curricular engagement of education students; level of English performance of the Education students; and to determine if there is a significant relationship between the extra-curricular engagement and the English performance of the Education students. This study adopted a quantitative-correlational research design. The participants of the study were the selected Education students from all-year levels under the College of Arts, Sciences, and Education (CASE) department of CPC. The simple random sampling was employed in the selection of the participants of the study. The total respondents were 82 students derived from using the Slovin's formula. This study utilized a 20-item researcher's made questionnaire to gather the data. The questionnaire was divided into two sections. Section A is composed of ten statements to describe the level of student's extra – curricular engagement, and section B is composed of 10 statements to describe the level of student's English performance. The panel of experts validated the questionnaire and it was tested for reliability before it was distributed to the respondents. The permission to conduct the study was secured from the College of Arts, Sciences and Education of Colegio de la Purisima Concepcion School administrators. The researchers distributed the questionnaire to the identified respondents and gave them time to answer the questions by checking the box that corresponds to their answers. Upon the retrieval of the research instruments, the data was then tallied and computer-processed using Statistical Package for Social Sciences (SPSS) software, analyzed and interpreted. Frequency count and percentage were used to find out the number of respondents that belonged to a particular category. The obtained mean scores were used to describe the extracurricular engagement and English performance of the students. Standard deviation was utilized*

*to determine an indication of how far the individual responses to a question vary or "deviate" from the mean. To determine the relationship between the extracurricular engagement and English performance of Education students, the Pearson product-moment correlation coefficient was used. The level of significance was set at 0.05. The results of the respondents' responses with regards to the level of their extra-curricular engagement gained a grand mean score of 2.65, verbally interpreted as "sometimes." Considering the statement on attending symposiums about English, results indicated that the students often attend such event; and they often participate in English enhancement programs. Sometimes they participate in cultural competition and sometimes join in English organization/club as well. However, results also revealed that the respondents never join in spoken poetry competition; and never engage themselves in a spelling bee contest or in online English competitions. The results of the respondents' responses with regards to the level of their English performance gained a grand mean of 3.71 described as "above average." The results revealed that the respondents have above average performances in writing essays using English language; in participating in oral recitations in their English class; and in speaking English in class. The results also revealed that the respondents have above average performance in comprehending the English context; in speaking English with other people; in writing the correct spelling of English word; and in writing using the English language. Meanwhile, the results further revealed that the respondents are having trouble with their vocabularies, and are having difficulties in pronouncing English words. On the other hand, the respondents are highly inspired in learning English language. The findings revealed a complex interplay between extracurricular engagement and English performance. The students generally demonstrated above-average English performance indicating a strong foundation in the language. The result in determining the relationship between the extra-curricular engagement and the English performance of the respondents revealed a significant relationship. The result suggests that if the students are engaged in extra-curricular activities, they cannot focus in their academics especially in their English performance, but if the students do not participate in any extra-curricular activities at school, they can excel in their performance in English.*

**Key words:** *Extra-curricular engagement, academic performance*

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## **1. Introduction**

Educational institutions aim to produce graduates who are innovative, creative, and skilled in various fields. Apart from classroom lectures, extracurricular activities such as sports, journalism, and leadership organizations are scheduled to enhance students' potentials. These activities supplement and complement the curricula, reinforce classroom instruction, and provide opportunities for broader and realistic learning experiences. Research studies indicate that students engaging in extracurricular activities enjoy numerous advantages, such as improved grades, increased attendance, and boosted self-confidence.

Participating in extracurricular activities is a vital aspect of a student's academic journey. It offers students the chance to delve into their interests beyond the classroom, fostering essential life skills like leadership, time management, and teamwork. Recently, there has been an increasing focus on the correlation between extracurricular involvement and academic success, especially concerning English language acquisition.

Studies indicate that students who actively engage in extracurricular activities typically demonstrate stronger English language proficiency compared to their peers who are less involved. This is attributed to the opportunities offered by activities like debate clubs, drama clubs, and literary societies, enabling students to

enhance their English in an enjoyable manner. Moreover, students participating in extracurriculars often exhibit higher levels of motivation and self-discipline, positively impacting their academic achievements.

Nevertheless, it is crucial to recognize that not all extracurricular activities hold the same value or impact. Some activities may be more beneficial for English language learning than others. For example, students who participate in activities that involve a lot of reading and writing, such as journalism or creative writing clubs, may see a greater improvement in their English language skills than those who participate in sports or music clubs.

English language proficiency is an essential skill that students must develop to thrive academically and in their careers. A solid grasp of English is especially vital in educational settings, where students must communicate efficiently with their instructors and classmates.

Several studies have been conducted to investigate the factors that influence classroom English performance. For example, a study by Brown and Larson (2018) found that students who had access to high-quality English language instruction performed better in the classroom than those who did not. Similarly, the study of Smith and Jones (2017) found that students who were exposed to English language media, such as television shows and movies, tend to exhibit higher levels of English proficiency compared to those who are not exposed to such media.

Moreover, a study conducted by Johnson et al. (2019) highlighted the significance of teacher feedback and correction in enhancing students' English proficiency in the classroom. The researchers discovered that consistent feedback and correction from teachers regarding students' English language abilities contributed to noticeable improvements in their performance over time.

In conclusion, classroom English performance is influenced by a range of factors, including the quality of English language instruction, exposure to English language media, and teacher feedback and correction. By addressing these factors, educators can help to improve their students' English language proficiency and ensure that they are well-prepared for academic and professional success. Overall, extracurricular engagement can have a positive impact on a student's English language performance. Educational institutions and teachers should promote students' involvement in a diverse range of extracurricular pursuits that resonate with their passions and aspirations. They should also offer assistance and resources to guarantee that all students can partake in these activities.

### **Statement of the Problem**

This study aimed to determine the relationship of extra-curricular engagement in the English performance of the Education students under the Case Department of Colegio De La Purisima Concepcion. Specifically, this study sought to answer the following questions:

1. What is the level of extra-curricular engagement among education students?
2. What is the level of English performance among the Education students?
3. Is there a significant relationship between the extra-curricular engagement and the English performance of the Education students?

### **Hypothesis**

In view of the preceding problems, this hypothesis was formulated:

1. There is no significant relationship between the extra-curricular engagement and the English performance of the Education students?

### **Theoretical Framework**

This research primarily utilized the theory of Albert Bandura's (1997) Social Cognitive theory which underscores the significance of observational learning, self-efficacy, and reciprocal determinism in influencing behavior. Extra-curricular engagement can provide students with opportunities to observe and learn from others who excel in English language skills, thereby influencing their own performance. Bandura's theory suggests that students with higher self-efficacy beliefs in English language learning may be more likely to actively engage in extra-curricular activities related to English, leading to improved performance.

By applying Bandura's theory, researchers can explore how students' perceptions of their own abilities, the support received from peers and mentors, and the observational learning of successful language acquisition behaviors can impact their English language proficiency through engagement in extracurricular activities.

And also, from the study of Mihaly Csikszentmihalyi (1970), Flow Theory which centers on the notion of "flow," representing a state of profound engagement and pleasure experienced during an

activity. Engaging in extra-curricular activities that align with students' interests and strengths in English language learning can create a flow experience. Flow experiences in extra-curricular activities may enhance motivation, concentration, and overall performance in English.

Mihaly Csikszentmihalyi's Flow Theory (1970) presents a psychological framework that describes the optimal state of intrinsic motivation and immersion experienced when individuals are fully engrossed in a challenging yet rewarding activity. In the context of extracurricular engagement and English performance among college students, Flow Theory offers valuable insights into how the alignment of skills and challenges in extracurricular activities can lead to enhanced learning experiences and performance outcomes. By incorporating Csikszentmihalyi's theory, researchers can investigate how student engagement in activities that promote flow states may facilitate language skill development, motivation, and overall academic success within the realm of English language proficiency.

### Conceptual Framework

The researcher aimed to determine and evaluate the level of extra-curricular engagement and English performance of the education students of CPC.

Figure 1 below shows the conceptual framework of the study:



Figure 1. The schematic diagram depicting the relationship between the independent and dependent variables of the study.

## 2. Literature Review

Extracurricular activities have been a subject of interest in research studies conducted a decade ago, exploring their impact on college students' English performance. Smith (2012) investigated the implications of extracurricular activities on English language proficiency among college students, highlighting a positive correlation between engagement in these activities and enhanced language skills. In a longitudinal study by Johnson and Lee (2011), the lasting effects of extracurricular engagement on English language proficiency were examined, emphasizing the importance of consistent participation for skill development. Similarly, Brown and Garcia (2010) delved into understanding the link between extracurricular engagement and English performance in college students, shedding light on the multifaceted benefits that such activities offer for academic success.

The research by Smith (2012) underscores the significance of extracurricular activities in the academic development of college students, particularly in enhancing English language proficiency. Johnson and Lee's (2011) longitudinal study provide insights into the enduring impact of extracurricular engagement on students' language skills, suggesting that continued participation yields positive outcomes over time. Additionally, Brown and Garcia (2010) contribute to the literature by emphasizing the diverse advantages of extracurricular activities in improving English performance among college students. These foreign studies from 10 years ago collectively highlight the valuable role of extracurricular engagement in fostering language skills and academic success in higher education settings.

In conclusion, the foreign studies conducted a decade ago offer valuable insights into the relationship between extracurricular engagement and English performance among college students. The findings presented by Smith (2012), Johnson and Lee (2011), and Brown and Garcia (2010) underscore the positive effects of active participation in extracurricular activities on language proficiency and academic achievement. These studies contribute to the understanding of how extracurricular engagement can serve as a catalyst for enhancing English language skills and overall student success in the college environment.

### Local Literature

Within the Philippines, several studies have explored the influence of extracurricular engagement on college students' English language proficiency. Reyes and Santos (2012) conducted a study demonstrating a positive association between participation in extracurricular activities and the development of English language skills among Filipino college students. Similarly, Cruz and Rodriguez (2011) highlighted a positive correlation between extracurricular activities and academic achievement in English language courses within the Philippine educational context. Dela Cruz and Garcia (2010) further reinforced these observations, emphasizing the enduring benefits of extracurricular activities in enhancing English performance among Filipino college students and highlighting the long-term educational advantages of active involvement in such activities.

Expanding on this body of research, Martinez and Lopez (2009) examined the effects of extracurricular engagement on language proficiency, providing insights into how diverse activities contribute to language skill development among students in the Philippines. Moreover, the study by Hernandez and Reyes (2008) delved into the holistic impact of extracurricular activities on English language proficiency, offering valuable perspectives on the multifaceted benefits of such engagements. Additionally, Gonzales and Fernandez (2007) contributed to the literature by showcasing the interconnection of extracurricular engagement and academic success in English language courses, underscoring the role of active participation in enhancing language skills among Filipino college students.

Incorporating the diverse findings from local studies within the Philippines, the collective research underscores the integral role of extracurricular activities in fostering English language proficiency and academic achievement among college students. The studies by Reyes et. al (2009), collectively highlight the positive impact of active engagement in extracurricular activities on language skill development and the broader educational outcomes in the Philippine higher education landscape.

### **3. Research Method**

This study adopted a quantitative-correlational research design. As articulated by Sousa, Driessnack, and Mendes (2007), correlational designs focus on systematically exploring the connections or associations among variables, rather than establishing direct cause-and-effect relationships. The participants of the study were the selected Education students from all-year levels under the CASE department of CPC. The simple random sampling was employed in the selection of the participants of the study. The total respondents were 82 students derived from using the Slovin's formula. This study utilized a 20-item researcher's made questionnaire to gather the data. The questionnaire was divided into two sections. Section A described the level of student's extra – curricular Engagement, while Section B described the level of student's English performance. The permission to conduct the study was secured from the College of Arts, Sciences and Education of Colegio de la Purisima Concepcion School administrators. The researchers distributed the questionnaire to identified respondents and gave them time to answer the questions by checking the box that corresponds to their answers. Upon the retrieval of the research instruments, the data was then tallied and computer-processed using SPSS software, analyzed and interpreted.

Frequency count and percentage were used to find out the number of respondents that belonged to a particular category. The obtained mean scores were used to describe the extracurricular engagement and English performance of the students. Standard deviation was utilized to determine an indication of how far the individual responses to a question vary or "deviate" from the mean. To determine the relationship between the extracurricular engagement and English performance of Education students, the Pearson product-moment correlation coefficient was used. All statistical computations were computer-processed using the Statistical Package for Social Sciences (SPSS) software set at .05 level of significance.

### **4. Results and Discussion**

#### **Level of Extra-Curricular Engagement of the Respondents**

The results of the respondents' responses with regards to the level of their extra-curricular engagement are displayed in Table 2. Data shown in Table 2 discuss about the level of extra-curricular engagement of the respondents with a grand mean score of 2.65 which means that they are engaged in

extra-curricular activities “sometimes”. The results indicate that the respondents attend a symposium about English often (M=3.73); oftentimes participate in English enhancement program (M=3.81); rarely join English school competitions (M=2.38) and English writing competitions (M=2.33); participate in a cultural competition sometimes; never join an English literary contest (M=2.00) and English spoken poetry (M=2.03); join an English organization/club sometimes (M=2.91); and never engage themselves in a spelling bee contest (M=2.51) or in online English competitions (M=2.00).

Table 2 . Level of Extra-Curricular Engagement

Statement	Mean	Verbal Interpretation
1. Attend a symposium about English	3.73	Often
2. Participate in English enhancement program	3.81	Often
3. Join English competitions	2.38	Rarely
4. Join English writing competitions	2.33	Rarely
5. Participate in a cultural competitions	2.79	Sometimes
6. Join English literary contest	2.00	Never
7. Join English spoken poetry	2.03	Never
8. Join English organization/club	2.91	Sometimes
9. Join spelling bee contest	2.51	Never
10. Participate in an online English competitions	2.00	Never
<b>Grand Mean</b>	<b>2.65</b>	<b>Sometimes</b>

### English Performance of the Respondents

The results of the respondents’ responses with regards to the level of their English performance are displayed in Table 3. Data shown in table 3 discuss about the respondents’ level of English performance with a grand mean score of 3.71 described as “above average.” The results show that the respondents have above average performance in writing essays using English language (M=4.02); participating in oral recitations in their English class(M=3.83); and speaking English in class (M=3.53). The results also show that the respondents have above average performance in comprehending the English context (M=3.61); in speaking English with other people (M=3.59); writing the correct spelling of English word (M=3.77); and in writing using the English (M=3.84). Meanwhile, the results further indicate that the respondents are having trouble with their vocabularies (M=3.27) and are having difficulties in pronouncing English words as well, as the mean scores are respectively interpreted as “moderate.” On the other hand, the respondents are highly inspired in learning English language (M=4.54).

Table 3. Level of English Performance

Statement	Mean	Verbal Interpretation
1. I am able to write an essay using English language.	4.02	Above Average
2. I am able to participate in an oral recitation in my English class.	3.83	Above Average
3. I speak English in class.	3.53	Above Average
4. I am having trouble with my vocabularies.	3.27	Moderate
5. I am able to comprehend the English context.	3.61	Above Average

6. I have difficulty in pronouncing words.	3.12	Moderate
7. I speak English with other people.	3.59	Above Average
8. I can spell words correctly.	3.77	Above Average
9. I often write in English.	3.84	Above Average
10. I am inspired to learn English.	4.54	High
<b>Grand Mean</b>	<b>3.71</b>	<b>Above Average</b>

### Relationship between Extra-Curricular Engagement and English Performance

Table 4 below displays the relationships of the variables extra-curricular engagement and English performance with 0.002 Sig. (2-tailed) and resulted to the probability which is significant.

Table 4. Relationship between Extra-curricular Engagement and English Performance of the Respondents

<i>Variables</i>	<i>Pearson-r</i>	<i>Sig. (2-tailed)</i>	<i>Probability</i>
<i>Extra-Curricular Engagement and English Performance</i>	0.0337**	0.002	Significant

\*\* Correlation is significant at the 0.01 level (2- tailed)

The result indicates that the two variables, extra-curricular engagement and English performance have a significant relationship. That means that if the students are engaged in extra-curricular activities, they cannot focus in their academics especially in their English performance. But if the students didn't participate in any extra-curricular activities at school, they can excel in their performance in English.

The study's findings align with the results of Wilson's (2009) research. Wilson highlighted the potential negative implications of students engaging in extracurricular activities outside of school. Reeves (2008) identified concerns among parents and teachers regarding the risk of students losing focus on academics when heavily involved in extracurricular pursuits. Excessive rehearsals, practices, and meetings could leave inadequate time for homework, leading to academic shortcomings. Furthermore, being overly scheduled may cause students to spread themselves too thin, resulting in less time for studying and class preparation. Another drawback may arise when parents pressure their children to participate in numerous activities.

It is crucial not to view these activities as mere daycare services. Some parents overload their children with piano lessons, soccer, youth groups, scouting, and dance classes, scheduling an activity for every night of the week. This approach can not only impact academic performance but also diminish the commitment shown to each activity if the child is not participating willingly. Thompson (2008) emphasized the significance of commitment over the specific activity itself. Excessive scheduling can have adverse effects on academics, commitment levels, and the student's emotional and physical well-being, leading to stress, fatigue, and burnout.

Consequently, the hypothesis posited in the study, which suggests no significant relationship between extracurricular engagement and the English performance of Education students is refuted.

### 5. Conclusion and Implications

This quantitative – correlational study was conducted to determine the relationship of extra-curricular engagement to English performance of Education students at Colegio De La Purisima Concepcion.

Findings of the study on the level of extra – curricular engagement of students showed a “moderate” engagement result. Result on the level of English performance of the students shows that the level of their English Performance was “above average.” Result on the relationship between the extra-curricular engagement showed that the Pearson-r value of the relationship between the

extra-curricular engagement and English performance of the respondents was lower than alpha 0.05 level of significance, indicating that there was a significant relationship between the extra-curricular engagement and English performance of the students.

Extra-curricular engagement can help students to improve their skills and capability, but to some, it can cause low efficiency in terms of academics. When students are involved in an activity, it can sometimes cause lost focus on their school agendas such as attendance and exams for the reason that they engage themselves in practice and preparation for their competitions.

The study's findings suggest that while extracurricular activities can be beneficial for personal and social development, excessive involvement can negatively impact academic performance, especially in subjects like English. This underscores the importance of striking a balance between academic pursuits and extracurricular activities. Educators, parents, and students should work together to create a schedule that allows for both academic success and meaningful extracurricular participation.

Furthermore, the research highlights the potential benefits of prioritizing English-related extracurricular activities. Activities that directly relate to English language learning, such as language clubs, debate teams, or drama productions, can be particularly beneficial for improving English proficiency. Educators should encourage students to participate in these activities and provide support for their development. Additionally, student leaders play a crucial role in creating a supportive environment for English language learning by organizing events, workshops, or clubs that promote English skills and provide opportunities for students to practice and improve their language abilities.

Finally, the study emphasizes the importance of promoting a culture of academic responsibility. Students should be encouraged to manage their time effectively, prioritize their studies, and seek support from teachers and parents when needed. Further research is needed to explore the relationship between extracurricular engagement and academic performance in greater depth, considering various factors such as the type of extracurricular activity, the level of student engagement, and the individual student's learning style. By understanding and addressing these implications, educators, parents, and students can work together to create a learning environment that fosters both academic excellence and personal growth.

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