

Effects of Extra-Curricular Activities on the Academic Performance of Intermediate Pupils

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Abstract

This study examined the effects of extra-curricular activities on the academic performance of intermediate pupils in selected public elementary schools in the Angono District, Division of Rizal during the School Year 2025–2026. The research aimed to determine the extent to which participation in extra-curricular activities influences pupils' learning engagement, task accomplishment, performance in written examinations, and assignments. A descriptive survey research design was employed to gather data from the respondents. The participants consisted of seventy-seven (77) intermediate teachers, representing one hundred percent of the teacher population, and two hundred (200) pupils who were actively participating in various extra-curricular activities. The teacher-respondents were described in terms of age, sex, civil status, length of service, position title, educational attainment, and in-service trainings attended. Meanwhile, the pupil-respondents were profiled based on age, sex, sibling position, number of children in the family, monthly family income, parents' educational attainment, parents' occupation, and the extra-curricular activities in which they participated. Data were collected using a researcher-made questionnaire-checklist designed to measure the perceived effects of extra-curricular activities on pupils' academic performance. Documentary analysis was also conducted using the pupils' first quarter grades from School Form 9 to determine their level of academic performance. The findings revealed that extra-curricular activities affect the academic performance of intermediate pupils to a high extent, particularly in terms of learning engagement, task accomplishment, and performance in written examinations and assignments. Both teachers and pupils shared similar perceptions regarding the positive effects of these activities. The pupils' academic performance was rated Very Satisfactory, with a mean grade of 86.42. Moreover, the results showed a significant relationship between pupils' involvement in extra-curricular activities and their academic performance. The study concluded that participation in extra-curricular activities contributes positively to pupils' engagement and academic achievement. Strengthening school-based extra-curricular programs and aligning them with academic objectives are recommended to support pupils' holistic development and improve learning outcomes.

Keywords: extra-curricular activities, academic performance, intermediate pupils, learning engagement, elementary education.

1. Introduction

Education plays a fundamental role in shaping individuals and preparing them to become productive members of society. It promotes the holistic development of learners by nurturing their physical, emotional, moral, psychological, and social capacities. Schools therefore aim not only to develop academic competence but also to cultivate values, skills, and attitudes that help learners face real-life challenges. Through education, individuals acquire knowledge and skills that enhance productivity and improve their quality of life. In this context, educational institutions are tasked with providing learning opportunities that enable students to develop lifelong competencies necessary for adapting to the demands of a rapidly changing society. The commitment to providing quality education is clearly articulated in the 1987 Philippine Constitution, particularly Article XIV, Section 1, which states that the State shall protect and promote the right of all citizens to quality education at all levels and take appropriate steps to make such education accessible to all. This constitutional mandate emphasizes the responsibility of educational institutions to provide programs and learning opportunities that support the holistic growth of learners. Similarly, the United Nations Convention on the Rights of the Child recognizes every child's right to participate in recreational activities, sports, and cultural life, highlighting the importance of balanced development through both academic and non-academic experiences. In line with these principles, schools provide opportunities for learners to engage in extra-curricular activities that complement classroom instruction. These activities allow pupils to explore their interests, develop leadership and teamwork skills, and enhance their social and emotional development. In the Philippine basic education system, the conduct of such activities is guided by DepEd Order No. 034, s. 2022, which regulates the implementation of extracurricular programs by allowing them after class hours

while ensuring that academic learning time is protected. This policy underscores the recognition that extra-curricular activities contribute to the holistic development of learners when properly implemented and supervised.

Several studies have emphasized the benefits of extra-curricular participation. For instance, Zhang et al. (2023) found that participation in sports activities significantly improved students' academic performance in subjects such as mathematics, Chinese, and English among elementary pupils in China. Similarly, Anjum (2021) reported that students who participate in extracurricular programs often demonstrate better academic achievement, improved behavior, stronger self-esteem, and enhanced leadership skills. These findings suggest that involvement in non-academic school activities contributes positively to students' overall development and academic outcomes. Moreover, İleritürk (2023) emphasized that extracurricular activities support both implicit learning and formal teaching by reinforcing classroom instruction and enhancing students' professional and personal development. Likewise, Irsheid (2022) found that students who assume leadership roles in school organizations tend to develop stronger decision-making and collaboration skills, which contribute to improved academic performance. Mars (2022) further confirmed that participation in co-curricular activities positively influences students' grade point averages and retention rates. These foreign studies collectively indicate that extracurricular engagement plays an important role in strengthening academic and personal competencies among learners.

Local studies in the Philippine context also support these findings. Racho (2021) reported that involvement in school organizations helps students develop leadership skills, interpersonal abilities, and responsibility. Similarly, Benameje (2022) found that participation in the Supreme Pupil Government enhances leadership skills among elementary pupils while maintaining satisfactory academic performance. Billonid et al. (2021) also observed that student-athletes were able to maintain academic performance comparable to non-athletes despite their involvement in sports activities. These studies suggest that participation in extracurricular programs can support the holistic development of Filipino learners without negatively affecting their academic performance. Despite these findings, several research gaps remain evident in the literature. Many previous studies focused primarily on high school or college students, leaving limited empirical evidence regarding the effects of extracurricular activities on intermediate pupils in elementary schools. In addition, most studies concentrated on specific activities such as sports participation or leadership roles rather than examining the broader range of extracurricular programs available in elementary education. Furthermore, limited research has investigated how extracurricular involvement influences specific aspects of academic performance such as learning engagement, task accomplishment, written examinations, and assignments.

Given these gaps, there is a need for further investigation to determine the extent to which extracurricular activities influence the academic performance of elementary pupils. Understanding this relationship is particularly important for educators and school administrators who aim to design balanced programs that promote both academic excellence and holistic development. Thus, this study was conducted to determine the extent of the effects of extra-curricular activities on the academic performance of intermediate pupils in selected public elementary schools in the Angono District, Division of Rizal during the School Year 2025–2026. The findings of the study are expected to provide insights that may guide schools in strengthening extracurricular programs while ensuring that pupils maintain strong academic performance.

2. Materials and methods

2.1 Research Design

The study used descriptive type of research utilizing a questionnaire as the tool in gathering pertinent data..

2.2 Research Setting

The study was conducted in public elementary schools in Angono District, Division of Rizal. These schools include Angono Elementary School, Doña Justa Guido Elementary School, Doña Nieves Songco Elementary School, Joaquin Guido Elementary School, and San Vicente Elementary School.

2.3 Respondents

The study considered one hundred percent of the total population of intermediate teachers which is composed of 77 teachers. They were described in terms of their age, sex, civil status, length of service, position title, educational attainment and in-service trainings attended. Likewise, fifty percent (50%) of pupils who are participating in extra-curricular activities were considered as respondents, which is composed of 200 pupils. They were described in terms of age, sex, sibling position, number of children in the family, monthly family income, parents' educational attainment, parents' occupation and extra-curricular activities participated.

2.4 Research Instruments

The study utilized a researcher-made questionnaire-checklist to collect the necessary data from the respondents. The instrument consisted of two main parts. The first part gathered the personal profile of the two groups of respondents. For the teachers, the profile included age, sex, civil status, length of service, position title, educational attainment, and in-service trainings attended. For the pupil-respondents, the profile covered age, sex, sibling position, number of children in the family, monthly family income, parents' educational attainment, parents' occupation, and the extra-curricular activities

in which they participated. The second part of the questionnaire focused on determining the extent of the effects of extra-curricular activities on the academic performance of intermediate pupils as perceived by both teachers and pupils. The instrument measured four aspects: learning engagement, task accomplishment, performance in written examinations, and assignments. Each aspect contained ten (10) items, resulting in a total of forty (40) items. A five-point Likert scale was used to rate each item, ranging from Always (Very High Extent) to Never (Very Low Extent). In addition to the survey questionnaire, documentary analysis was also employed to determine the level of academic performance of the intermediate pupils. The pupils' average grades for the first quarter were obtained from their School Form 9 and interpreted according to the Department of Education grading scale, which classifies performance as Outstanding, Very Satisfactory, Satisfactory, Fairly Satisfactory, and Did Not Meet Expectations. To ensure the validity of the instrument, the researcher-made questionnaire-checklist underwent content validation by the thesis adviser, a statistician, a professorial lecturer, master teachers, and the Dean of the Graduate Studies Program. Their comments and suggestions were carefully considered and incorporated to improve the clarity, relevance, and appropriateness of the instrument before its final administration to the respondents.

2.5 Data Collection

The researcher followed the Gantt Chart of Activities in the conduct of the study. This includes the formulation of research problem up to the revision of the manuscript and submission of the final copy. After the validation of the instrument, permission to conduct the study was obtained from the Office of the Schools Division Superintendent. The questionnaire-checklists was administered to the respondents through the Google Survey form and printed questionnaire checklist in compliance with the Data Privacy Act of 2012. After the retrieval, the data were encoded and processed through the Statistical Package for Social Sciences (SPSS) in the College Statistical Center. Analysis and interpretation of data followed. Based on the interpreted data, summary of findings, conclusions and recommendations were formulated. After the oral defense, suggestions made by the panel members were incorporated. The manuscript was subjected to anti-plagiarism test in the statistical center. After the final editing and revision, hardbound copies were submitted to the Office of the Dean of the Graduate Studies Program and other offices concerned.

2.6 Data Analysis

Various statistical tools were used to analyze and interpret the data gathered in the study. Frequency, percentage, and rank distribution were employed to describe the profile of the two groups of respondents. The weighted mean was used to determine the extent of the effects of extra-curricular activities on the academic performance of intermediate pupils in terms of learning engagement, task accomplishment, performance in written examinations, and assignments. To identify the significant difference between the perceptions of teacher-respondents and pupil-respondents, the independent t-test was applied, while one-way analysis of variance (ANOVA) was used to determine differences in perceptions when respondents were grouped according to their profile variables. Moreover, frequency, percentage, mean, and standard deviation were utilized to determine the level of academic performance of the pupils based on their first-quarter grades. Finally, correlation analysis was employed to determine the significant relationship between the extent of the effects of extra-curricular activities and the pupils' level of academic performance.

2.7 Ethical Considerations

The study ensured the protection of the rights and welfare of all respondents. Participation was voluntary, and respondents were informed about the purpose of the study. Confidentiality and anonymity of all information provided were strictly maintained, and data were used solely for research purposes. The researcher ensured that the respondents were treated with respect and that no harm, whether physical, emotional, or psychological, would result from their participation in the study.

3. Results and Discussion

3.1. Profile of the Two Groups of Respondents in Terms of the Selected Variables

Table 1.1 shows that the majority of the teacher-respondents are 31–40 years old (41.6%), followed by those aged 41–50 years old (28.6%) and 21–30 years old (26.0%), indicating that most teachers are in their productive professional years. In terms of sex, female teachers dominate the group (88.3%), while only 11.7% are male. Most respondents are married (59.7%), with 39.0% single and 1.3% widow/widower. Regarding length of service, the largest group has 1–10 years of service (42.9%), followed by 11–20 years (29.9%), suggesting that many are relatively early in their careers. In terms of position title, the majority hold the Teacher I position (40.3%), followed by Teacher III (27.3%) and Teacher II (26.0%), while only 6.5% are Master Teachers. With respect to educational attainment, most teachers have Master's units (35.1%), followed by those with a Bachelor's Degree (27.3%) and Master's Degree holders (26.0%), indicating ongoing professional advancement. Lastly, most teachers have attended Division-level in-service trainings (44.2%), followed by School-level trainings (19.5%) and National-level trainings (15.6%), showing active participation in professional development activities.

Table 1.1: Frequency, Percentage and Rank Distribution of the Teacher-Respondents in Terms of the Selected Variables

Profile	f	%	Rank
Age			
61 years old and above	1	1.3	5
51 – 60 years old	2	2.6	4
41 – 50 years old	22	28.6	2
31 – 40 years old	32	41.6	1
21 – 30 years old	20	26.0	3
Total	77	100.0	
Sex			
Male	9	11.7	2
Female	68	88.3	1
Total	77	100.0	
Civil Status			
Single	30	39.0	2
Married	46	59.7	1
Widow/Widower	1	1.3	3
Total	77	100.0	
Length of Service			
21 years and above	10	13.0	4
11-20 years	23	29.9	2
1-10 years	33	42.9	1
below 1 year	11	14.3	3
Total	77	100.0	
Position Title			
Master Teacher	5	6.5	4
Teacher III	21	27.3	2
Teacher II	20	26.0	3
Teacher I	31	40.3	1
Total	77	100.0	
Educational Attainment			
Doctorate Degree	2	2.6	5
Master's Degree with Doctorate Units	7	9.1	4
Master's Degree	20	26.0	3
with MA Units	27	35.1	1
Bachelor's Degree	21	27.3	2
Total	77	100.0	
In-Service Trainings Attended			
National	12	15.6	3
Regional	7	9.1	5
Division	34	44.2	1
District	9	11.7	4
School	15	19.5	2
Total	77	100.0	

The table 1.2. below shows the profile distribution of the pupil-respondents. In terms of age, the majority are 11 years old and below (70.0%), followed by 12 years old (28.0%), while only 2.0% are 15 years old and above, indicating that most respondents belong to the intermediate elementary level. With respect to sex, female pupils (54.5%) slightly outnumber male pupils (45.5%). In terms of sibling position, the largest group are first-born children (44.5%), followed by second-born (20.5%) and third-born (19.0%), while only a few belong to higher birth orders. Regarding the number of children in the family, the most common family sizes are two and five children (both 19.5%), followed by three and four children (18.5%), indicating that many pupils come from moderately large families. In terms of monthly family income, the majority belong to families earning below Php 10,000 (54.0%), followed by Php 10,000–14,999 (22.5%), suggesting

that many respondents come from low-income households. As to parents' educational attainment, most parents are high school graduates (38.5%), followed by college graduates (34.5%), while fewer are college undergraduates or elementary graduates. Regarding parents' occupation, the majority are private employees (36.5%), followed by self-employed workers (30.5%) and informal workers (16.5%), with only a few working as government employees or overseas workers. Finally, in terms of extra-curricular activities participated in, most pupils are involved in club organizations (41.5%), followed by sports competitions (35.5%) and performing arts competitions (23.0%), indicating that club participation is the most common form of extracurricular engagement among the respondents.

Table 1.2: *Frequency, Percentage and Rank Distribution of the Pupil-Respondents in Terms of the Selected Variables*

Profile	f	%	Rank
Age			
15 years and above	4	2.0	3
12 years old	56	28.0	2
11 years old and below	140	70.0	1
Total	200	100.0	
Sex			
Male	91	45.5	2
Female	109	54.5	1
Total	200	100.0	
Sibling Position			
First	89	44.5	1
Second	41	20.5	2
Third	38	19.0	3
Fourth	20	10.0	4
Fifth	8	4.0	5
Sixth and above	4	2.0	6
Total	200	100.0	
Number of Children in the Family			
1	31	15.5	5
2	39	19.5	1.5
3	37	18.5	3.5
4	37	18.5	3.5
5	39	19.5	1.5
6 and above	17	8.5	6
Total	200	100.0	
Monthly Family Income			
Php 20,000 and above	36	18.0	3
Php 15,000 - 19,999	11	5.5	4
Php 10,000 - 14,999	45	22.5	2
Below Php 10,000	108	54.0	1
Total	200	100.0	
Parent's Educational Attainment			
College Graduate	69	34.5	2
College Undergraduate	31	15.5	3
High School Graduate	77	38.5	1
High School Undergraduate	13	6.5	4
Elementary Graduate	8	4.0	5
Elementary Undergraduate	-	-	-
Total	200	100.0	
Parent's Occupation			
Government Employee	29	14.5	4
Private Employee	73	36.5	1
Self Employed	61	30.5	2

OFW	3	1.5	5
Office Personnel	1	.5	6
Informal Worker	33	16.5	3
Total	200	100.0	
Extra-Curricular Activities Participated			
Sports Competition	71	35.5	2
Performing Arts Competition	46	23.0	3
Club Organization	83	41.5	1
Total	200	100.0	

3.2. Extent of Effects of Extra-Curricular Activities on the Performance of Intermediate Pupils as Perceived by the Two Groups of Respondents with Respect to Learning Engagement, Task Accomplishment, Performance in Written Examination and Assignments

As shown in the composite table, the teacher-respondents obtained a composite weighted mean of 4.01, verbally interpreted as Often (High Extent), while the pupil-respondents obtained 4.08, also interpreted as Often (High Extent). This indicates that both groups agree that extra-curricular activities have an effect on the academic performance of intermediate pupils across the different aspects assessed. With respect to the different aspects, for the teachers, Assignments ranked first with a weighted mean of 4.06. This is followed by Performance in Written Examination at 4.02, and Learning Engagement at 4.00, while Task Accomplishment ranked last at 3.96. On the other hand, for the pupils, the highest ranking aspect is Learning Engagement, with a weighted mean of 4.14. This is followed by Assignment at 4.12, Task Accomplishment at 4.08, and Performance in Written Examination at 4.05. These findings mean that teachers and pupils both perceive extra-curricular activities as having a high extent of positive influence on academic performance, though their perspectives differ on which aspects are most affected. Teachers tend to emphasize improvements in assignment performance and examination readiness, likely reflecting their observations of output quality, timeliness, and classroom behavior. Meanwhile, pupils are more into enhanced learning engagement and task accomplishment, suggesting that extra-curricular experiences boost their motivation, focus, and personal initiative in handling school responsibilities. Despite slight differences in ranking, both groups agree that extra-curricular involvement strengthens essential academic behaviors such as attentiveness, responsibility, perseverance, and time management. This implies that extra-curricular activities are important in supporting the academic development of intermediate pupils. Since both teachers and pupils agree that extra-curricular participation enhances engagement, task completion, exam performance, and assignment management, it shows that such activities help promote pupils who can balance academic and co-curricular commitments. The results also imply that schools may continue integrating and supporting extra-curricular programs, as these create positive learning habits, strengthen pupil motivation, and contribute to improved academic outcomes. This further emphasizes the importance of providing pupils with opportunities to participate in meaningful activities beyond the classroom, ensuring that academic and personal growth are attained. This is in connection with Caparros (2023), who concluded that extracurricular activities positively affected learners' holistic development and indirectly contributed to improved academic outcomes through enhanced leadership, social, and cognitive skills. Similarly, Boy et al. (2022) showed that extracurricular involvement influenced students' academic competence and overall educational experience.

Table 2: Extent of Effects of Extra-Curricular Activities on the Performance of Intermediate Pupils as Perceived by the Two Groups of Respondents with Respect to the Different Aspects

Aspects	Teachers			Students		
	WX	VI	Rank	WX	VI	Rank
Learning Engagement	4.00	Often (High Extent)	3	4.14	Often (High Extent)	1
Task Accomplishment	3.96	Often (High Extent)	4	4.08	Often (High Extent)	3
Performance in Written Examination	4.02	Often (High Extent)	2	4.05	Often (High Extent)	4
Assignments	4.06	Often (High Extent)	1	4.12	Often (High Extent)	2
Composite WX	4.01	Often (High Extent)		4.09	Often (High Extent)	

3.3. Significant Difference Between the Perceptions of the Two Groups of Respondents on the Extent of Effects of Extra-Curricular Activities on the Performance of Intermediate Pupils with Respect to the Cited Aspects

As shown in the table on the significant difference between the perceptions of the two groups of respondents on the extent of effects of extra-curricular activities on the performance of intermediate pupils, all obtained p-values are greater than the 0.05 level of significance, leading to the acceptance of the null hypothesis in all aspects with respect to learning engagement, task accomplishment, performance in written examination, and assignments. This means that there is no significant difference between the perceptions of teachers and pupils regarding the effects of extra-curricular activities on pupils' performance. This result indicates that both teachers and pupils share similar views that extra-curricular activities exert a high extent of positive influence on learners' academic performance. Although their mean ratings may vary slightly, these differences are not statistically significant, suggesting an agreement between the two groups. Both perceived that extra-curricular involvement contributes to improving learners' engagement during class discussions, their ability to complete tasks, their performance in written examinations, and their accomplishment of assignments. The findings imply that extra-curricular activities are consistently viewed, by both teachers and pupils as beneficial in enhancing academic behavior and outcomes. Teachers, based on their observation of classroom performance, and pupils, based on their own school experiences, acknowledge that participation in school clubs, competitions, and interest-based groups helps build responsibility, focus, and motivation to perform better academically. This further implies that the alignment of their perceptions further suggests that the positive effects of extra-curricular involvement are both observable and personally experienced, reinforcing its value as part of a holistic educational approach. This is in relation with Fullante (2021) and Juezan (2021), who highlighted that both students and teachers recognized the value of student organizations and extracurricular activities in shaping leadership skills, engagement, and responsibility. Both groups perceive these activities as essential for holistic development and learning enhancement.

Table 3: *Computed t-values on the Significant Difference Between the Perceptions of the Two Groups of Respondents on the Extent of Effects of Extra-Curricular Activities on the Performance of Intermediate Pupils with Respect to the Cited Aspects*

Aspects	t-value	p-value	Decision	Verbal Interpretation
Learning Engagement	1.671	.431	Accepted	Not Significant
Task Accomplishment	1.761	.489	Accepted	Not Significant
Performance in Written Examination	1.908	.412	Accepted	Not Significant
Assignments	1.231	.431	Accepted	Not Significant

3.4. Significant Difference Between the Perceptions of the Two Groups of Respondents on the Extent of Effects of Extra-Curricular Activities on the Performance of Intermediate Pupils with Respect to the Cited Aspects in Terms of Their Profile

The table 4.1 reflects the significant difference on the perceptions of the teacher-respondents on the extent of effects of extra-curricular activities on the performance of intermediate pupils when grouped according to their profile. As reflected in the table, all computed p-values with respect to learning engagement, task accomplishment, performance in written examinations, and assignments, are greater than the 0.05 level of significance. This leads to the acceptance of the null hypothesis, indicating that there is no significant difference on the perceptions of the teacher-respondents on the extent of effects of extra-curricular activities on the academic performance of intermediate pupils in terms of their profile. This means that there is no significant difference on the perceptions of the teacher-respondents on the extent of effects of extra-curricular activities on the performance of intermediate pupils with respect to learning engagement, task accomplishment, performance in written examinations, and assignments in terms of their age, sex, civil status, length of service, position title, educational attainment and in-service trainings attended. This implies that teachers, regardless of their age, sex, civil status, length of service, position title, educational attainment and in-service trainings attended, share similar views on how extra-curricular activities affect the academic performance of intermediate pupils. Their perceptions do not differ based on their personal characteristics. Whether young or older, male or female, novice or experienced, or with different levels of education and training, teachers agree that extra-curricular activities have a high extent of positive influence on pupils' learning engagement, task completion, examination performance, and assignment accomplishment. Their perceptions may be attributed to shared classroom experiences, common school environment, and implementation of co-curricular programs, allowing teachers to observe similar academic outcomes among pupils participating in extra-curricular activities. This is in connection with Barram (2021), who found that demographic variables such as age, gender, and parents' educational attainment did not significantly affect participation in leadership activities, suggesting that teachers' profiles may similarly have minimal influence on perceptions regarding students' academic benefits from extracurricular activities.

Table 4.1.: *Significant Difference on the Perceptions of the Teacher-Respondents on the Extent of Effects of Extra-Curricular Activities on the Performance of Intermediate Pupils with Respect to the Cited Aspects in Terms of Their Profile*

Variables/ Aspects	F-comp	p-values	Ho	VI
Age				
Learning Engagement	1.031	.397	Accepted	Not Significant
Task Accomplishment	.538	.708	Accepted	Not Significant
Performance in Written Examination	.265	.900	Accepted	Not Significant
Assignments	1.007	.410	Accepted	Not Significant
Sex				
Learning Engagement	.115	.735	Accepted	Not Significant
Task Accomplishment	.261	.611	Accepted	Not Significant
Performance in Written Examination	.786	.378	Accepted	Not Significant
Assignments	.908	.344	Accepted	Not Significant
Civil Status				
Learning Engagement	.547	.581	Accepted	Not Significant
Task Accomplishment	.983	.379	Accepted	Not Significant
Performance in Written Examination	1.212	.303	Accepted	Not Significant
Assignments	1.523	.225	Accepted	Not Significant
Length of Service				
Learning Engagement	2.207	.094	Accepted	Not Significant
Task Accomplishment	1.081	.363	Accepted	Not Significant
Performance in Written Examination	.382	.767	Accepted	Not Significant
Assignments	1.595	.198	Accepted	Not Significant
Position Title				
Learning Engagement	1.727	.169	Accepted	Not Significant
Task Accomplishment	1.657	.178	Accepted	Not Significant
Performance in Written Examination	1.761	.321	Accepted	Not Significant
Assignments	1.834	.149	Accepted	Not Significant
Educational Attainment				
Learning Engagement	1.320	.271	Accepted	Not Significant
Task Accomplishment	1.642	.173	Accepted	Not Significant
Performance in Written Examination	.135	.969	Accepted	Not Significant
Assignments	1.036	.395	Accepted	Not Significant
In-service Trainings Attended				
Learning Engagement	1.283	.285	Accepted	Not Significant
Task Accomplishment	1.232	.305	Accepted	Not Significant
Performance in Written Examination	1.031	.397	Accepted	Not Significant
Assignments	1.494	.213	Accepted	Not Significant

The table 4.2. below shows the significant difference on the perceptions of the pupil-respondents on the extent of effects of extra-curricular activities on their academic performance when grouped according to their profile. As reflected in the table, the computed p-values with respect to learning engagement, task accomplishment, performance in written examinations, and assignments in terms of their age, sibling position, monthly family income, parents' educational attainment, parents' occupation and extra-curricular activities participated, are greater than the 0.05 level of significance. This leads to the acceptance of the null hypothesis, indicating that there is no significant difference on the perceptions of the teacher-respondents on the extent of effects of extra-curricular activities on the academic performance of intermediate pupils in terms of the cited profile. However, when they are grouped according to their sex and number of children in the family, the obtained p-values are lower than .05 level of significance, thus, the null hypothesis is rejected. This means that there is no significant difference on the perceptions of the pupil-respondents on the extent of effects of extra-curricular activities on their academic performance with respect to learning engagement, task accomplishment, performance in written examinations, and assignments in terms of their age, sibling position, monthly family income, parents' educational attainment, parents' occupation and extra-curricular activities participated. However, significant difference exists when they are grouped according to their sex and number of children in the family in terms of all aspects. The results imply that most of the pupils' age, sibling position, monthly family income, parents' educational attainment, parents' occupation, and extra-curricular activities participated do not influence how they perceive the effects of extra-curricular activities on their

academic performance. Pupils from different family backgrounds have the same perceptions on the benefits of extra-curricular involvement in terms of learning engagement, task accomplishment, performance in written examinations, and assignment completion. However, males and females, as well as pupils from smaller or larger families, develop different levels of engagement, motivation, or academic discipline when participating in extra-curricular programs. This may be linked to having differences in responsibilities at home, social expectations, available support, or personal learning behaviors. This further implies the need for schools to consider gender-responsive and family-context-sensitive approaches when designing and implementing extra-curricular activities. This is in relation with Irsheid (2022), who reported that students' age, grade, and involvement in leadership roles affected their academic performance and decision-making skills, indicating that pupil characteristics can mediate the benefits derived from participation in school activities.

Table 4.1.: *Significant Difference on the Perceptions of the Teacher-Respondents on the Extent of Effects of Extra-Curricular Activities on the Performance of Intermediate Pupils with Respect to the Cited Aspects in Terms of Their Profile*

Variables/ Aspects	F-comp	p-values	Ho	VI
Age				
Learning Engagement	.118	.888	Accepted	Not Significant
Task Accomplishment	.384	.682	Accepted	Not Significant
Performance in Written Examination	.511	.601	Accepted	Not Significant
Assignments	.522	.594	Accepted	Not Significant
Sex				
Learning Engagement	4.532	.002	Rejected	Significant
Task Accomplishment	7.513	.007	Rejected	Significant
Performance in Written Examination	4.086	.045	Rejected	Significant
Assignments	10.143	.002	Rejected	Significant
Sibling Position				
Learning Engagement	1.906	.095	Accepted	Not Significant
Task Accomplishment	.719	.610	Accepted	Not Significant
Performance in Written Examination	1.474	.200	Accepted	Not Significant
Assignments	1.541	.321	Accepted	Not Significant
Number of Children in the Family				
Learning Engagement	4.321	.003	Rejected	Significant
Task Accomplishment	3.081	.011	Rejected	Significant
Performance in Written Examination	4.894	.000	Rejected	Significant
Assignments	5.622	.000	Rejected	Significant
Monthly Family Income				
Learning Engagement	.779	.507	Accepted	Not Significant
Task Accomplishment	1.542	.321	Accepted	Not Significant
Performance in Written Examination	1.927	.126	Accepted	Not Significant
Assignments	1.511	.213	Accepted	Not Significant
Parents' Educational Attainment				
Learning Engagement	1.013	.411	Accepted	Not Significant
Task Accomplishment	1.577	.168	Accepted	Not Significant
Performance in Written Examination	1.311	.261	Accepted	Not Significant
Assignments	1.443	.211	Accepted	Not Significant
Parents' Occupation				
Learning Engagement	.418	.836	Accepted	Not Significant
Task Accomplishment	.293	.916	Accepted	Not Significant
Performance in Written Examination	.432	.826	Accepted	Not Significant
Assignments	1.063	.382	Accepted	Not Significant
Extra-Curricular Activities Participated				
Learning Engagement	.174	.914	Accepted	Not Significant
Task Accomplishment	.473	.701	Accepted	Not Significant
Performance in Written Examination	1.135	.336	Accepted	Not Significant
Assignments	1.135	.336	Accepted	Not Significant

3.5. Level of Academic Performance of Intermediate Pupils as Revealed by Their Grades in the First Quarter

The table presents the level of academic performance of intermediate pupils as revealed by their grades in the first quarter. The results show that half of the pupils, or 50%, obtained grades ranging from 85–89, which is verbally interpreted as Very Satisfactory. This is followed by 25% of the pupils who received grades of 90 and above, classified as Outstanding. Meanwhile, 22% of the pupils achieved grades between 80–84, interpreted as Satisfactory. Only 3% of the pupils are within the Fairly Satisfactory category with grades of 75–79, and none were classified under Did Not Meet

Expectations. The computed mean grade is 86.42, interpreted as Very Satisfactory, with a standard deviation of 3.683, indicating a moderate variation in pupils' grades. The findings indicate that the academic performance of the intermediate pupils is commendable, with the majority performing at Very Satisfactory and Outstanding levels. This shows that pupils are meeting and, in many cases, exceeding the expected academic standards for their grade level. Although a small proportion of pupils fall in the lower performance categories, they still meet the minimum requirements, as no pupil fell below the passing grade. The distribution of grades highlights a strong academic foundation and consistent learning engagement among the pupils during the first quarter. The findings imply that the intermediate pupils demonstrate solid academic performance, suggesting effective teaching strategies, supportive home and school environments, and a positive attitude toward learning. However, while the performance is encouraging, there remains a need to extend assistance to those in the Satisfactory and Fairly Satisfactory categories to help them improve further. This further implies that teachers may enhance instructional interventions, offer remedial or enrichment activities, and continue fostering an encouraging learning environment to sustain and elevate pupils' academic achievements. This is in connection with Mars (2022), who determined that participation in co-curricular activities positively influenced GPA and retention of students in community colleges. The study highlighted that consistent involvement in structured activities correlates with higher academic performance and task completion.

Table 5: *Level of Academic Performance of Intermediate Pupils as Revealed by Their Grades in the First Quarter*

Average Grade	Verbal Interpretation	Frequency	Percent	Rank
90 and above	Outstanding	50	25.0	2
85 – 89	Very Satisfactory	100	50.0	1
80 – 84	Satisfactory	44	22.0	3
75 – 79	Fairly Satisfactory	6	3.0	4
Below 75	Did Not Meet Expectations	-	-	-
Total		200	100.0	
Highest Rating		94		
Lowest Rating		75		
Mean		86.42 (VS)		
Std. Deviation		3.683		

3.6. Significant Relationship Between the Extent of Effects of Extra-Curricular Activities on the Performance of Intermediate Pupils and the Level of Academic Performance of the Intermediate Pupils

As reflected in the table, the computed results for the test of significant relationship between the extent of effects of extra-curricular activities and the level of academic performance of intermediate pupils show that all p-values are lower than the 0.05 level of significance. Therefore, the null hypothesis is rejected. This indicates that there is a significant relationship between the pupils' involvement in extra-curricular activities specifically in terms of learning engagement, task accomplishment, performance in written examinations, and assignments and their level of academic performance. This means that pupils who exhibit higher levels of engagement, responsibility, and performance in connection with their participation in extra-curricular activities tend to achieve higher academic grades. In contrast to situations where behavioral interventions do not directly influence academic outcomes, the results of this study show that extra-curricular activities contribute positively to both behavior and academic performance. These activities appear to support skill development, motivation, confidence, and discipline, which in turn translate into improved academic results. The findings imply that extra-curricular involvement is important in shaping pupils' academic performance. Participation in such activities may help enhance focus, creativity, time management, task completion, and preparation for academic tasks, thereby supporting stronger academic outcomes. This further implies that schools may benefit from strengthening, and promoting extra-curricular programs, recognizing them as valuable components of learner development. Through integrating academic support with extra-curricular opportunities, schools can help learners build skills and attitudes that enhance academic performance. This is in connection with the study of Bowen and Hitt (2021), who found that school-sponsored sports and activities create social capital and collaborative environments that indirectly enhance students' academic performance. Similarly, Altobelli (2021) observed that student athletes often exhibit better concentration, active brain function, and classroom behavior, all of which contribute to improved academic outcomes.

Table 6: *Significant Relationship Between the Extent of Effects of Extra-Curricular Activities on the Academic Performance of Intermediate Pupils and the Level of Academic Performance of the Intermediate Pupils*

Aspects	r-value	p-value	Decision	Verbal Interpretation
Learning Engagement	.317	.000	Rejected	Significant
Task Accomplishment	.259	.000	Rejected	Significant
Performance in Written Examination	.301	.000	Rejected	Significant
Assignments	.332	.000	Rejected	Significant

4. Conclusion & Recommendations

The study concludes that both teachers and pupils share similar perceptions regarding the effects of extra-curricular activities on the academic performance of intermediate pupils. Most of the teachers' and pupils' profile variables, such as age, civil status, educational attainment, and parents' background, do not significantly influence their perceptions about the effects of extra-curricular activities on learning engagement, task accomplishment, performance in written examinations, and assignments. However, pupils' sex and the number of children in the family were found to be predictors affecting their perceptions. Moreover, the findings revealed that participation in extra-curricular activities is significantly correlated with the academic performance of intermediate pupils, indicating that involvement in such activities contributes positively to their academic outcomes.

Based on these findings, it is recommended that school administrators strengthen and properly supervise extra-curricular programs to ensure that they support academic goals and enhance pupils' engagement and task accomplishment. Capacity-building programs for teachers, such as seminars and workshops, should also be provided to help integrate extra-curricular activities with classroom instruction. Teachers are encouraged to design learning activities that reinforce skills gained from extra-curricular participation and to closely monitor pupils' academic performance and involvement in school activities. Pupils should also be motivated to actively participate in extra-curricular programs that match their interests while practicing effective study habits and time management. Furthermore, the proposed action plan may be implemented, and future researchers may conduct similar studies using other variables to further explore this area.

Compliance with ethical standards

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