

Effects of Extra Curricular Activities and Perceived Academic Self - Efficacy Among Grade 6 Pupils of Beti Elementary School

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Abstract

Extracurricular activities (ECAs) are important in education worldwide because they help students grow in a well-rounded manner. This study took a closer look at how these activities affect the academic self-confidence of Grade 6 students at Beti Elementary School during the 2025–2026 school year. It specifically looked at the extent of students' participation in these activities, their confidence in their academic abilities, and the connection between these two factors. The study used a descriptive-correlational research design and involved 50 randomly selected Grade 6 students. To gather data, a questionnaire created by the researcher and the standardized Morgan-Jinks Student Efficacy Scale (MJSSES) were used. The data analysis involved statistical tools such as frequency counts, percentages, weighted mean, standard deviation, and Pearson Product-Moment Correlation Coefficient. The findings showed that the students were highly involved in extracurricular activities and had a strong sense of academic self-confidence, with an overall mean score of 3.24. Additionally, there was a significant moderate positive relationship between extracurricular activities and academic self-efficacy ($r = 0.52$, $p = 0.000$). This means that when students participate in extracurricular activities, their academic confidence tends to increase. The study concluded that extracurricular activities positively impact students' academic self-confidence and support their overall development and motivation in academics.

Keywords: Extracurricular Activities; Academic Self-Efficacy; Grade 6 Pupils; Elementary Education; Learner Motivation

1. Introduction

This study examines the effects of extracurricular activities on the perceived academic self-efficacy of Grade 6 pupils at Beti Elementary School during School Year 2025–2026. It focuses on pupils' level of participation in extracurricular activities, their level of perceived academic self-efficacy, and the relationship between these two variables. The study is grounded in the view that extracurricular activities contribute to students' holistic development by strengthening confidence, motivation, teamwork, leadership, and socio-emotional growth.

Extracurricular activities (ECAs) are recognized globally as important educational experiences that support well-rounded learner development. Beyond academic performance, ECAs help build confidence, teamwork, leadership, motivation, and social-emotional skills. Research from different countries indicates that ECAs strengthen cognitive, emotional, and social development, confirming their value beyond classroom instruction (Uysal, 2025). Academic self-efficacy refers to students' belief in their ability to succeed in academic tasks. This belief influences motivation, persistence, and achievement. Bandura's Self-Efficacy Theory explains that successful experiences, including participation in ECAs, can strengthen learners' confidence and encourage continued effort. Studies show that extracurricular involvement improves students' self-efficacy, motivation, and academic performance across educational contexts (Uysal, 2025; Verner-Filion et al., 2025).

Related literature emphasizes that academic self-efficacy is closely linked to students' motivation, engagement, learning behavior, and academic success. Positive teacher-student relationships can enhance learning engagement, especially when students possess stronger self-efficacy (Wang et al., 2024). Academic self-efficacy is also shaped by achievement goals, academic emotions, and teacher support, which together strengthen confidence and performance (Ren et al., 2022).

Research further shows that self-efficacy contributes to academic achievement through learning motivation (Alogiliy, 2024). In learner-centered classrooms, stronger self-efficacy supports student interaction and achievement, confirming its mediating role in academic success (Zhang & Vongurai, 2025). Studies on extracurricular and interactive learning experiences similarly indicate that meaningful participation can improve engagement, confidence, and academic outcomes. AR-enhanced learning activities increased students' engagement, learning experiences, and academic outcomes (Anselmo et al., 2024), while outdoor learning environments supported academic achievement and engagement (Anselmo et al. (2025). Portable augmented reality applications also improved students' perceptions, engagement, and learning experiences, suggesting that interactive educational experiences positively affect academic confidence and self-efficacy.

(Anselmo et al. (2025). Across educational levels, extracurricular participation has been associated with self-efficacy and broader learner development. Research in higher education found that extracurricular engagement was positively related to domain-specific self-efficacy (Griffiths et al., 2021). Studies involving pre-service teachers showed that extracurricular involvement enhanced self-efficacy, professional interest, and self-regulation (Uysal, 2025). Motivation for extracurricular participation also supports academic motivation and psychological need satisfaction, reinforcing the connection between ECAs and academic performance (Verner-Filion et al., 2025). These findings support the view that extracurricular involvement contributes to students' confidence, motivation, and academic development (Assante & Lis man, 2023). Anselmo et al. (2026) likewise emphasized that educational engagement and meaningful learning activities positively affect motivation, confidence, and learning outcomes.

Globally, ECAs are viewed as important components of holistic education because they support academic, cognitive, social, and emotional development (Uysal, 2025). In the Philippine elementary education context, extracurricular and co-curricular programs align with the Department of Education's emphasis on developing learners' cognitive, social, and emotional capacities. These activities include sports, academic competitions, clubs, music, and arts, which provide opportunities for skill development and social interaction (Uysal, 2025). Despite their benefits, Filipino learners may experience limited participation, inadequate resources, and difficulty balancing academic responsibilities with extracurricular commitments. These barriers can reduce engagement and limit the developmental benefits of ECAs, especially at the elementary level (Verner-Filion et al., 2025). At Beti Elementary School in the Aritao II District, Grade 6 pupils show varying levels of participation in extracurricular programs, making it important to examine how such involvement relates to their academic self-efficacy before they transition to secondary education (Griffiths et al., 2021; Uysal, 2025).

The study is anchored on Bandura's Self-Efficacy Theory, which explains that individuals' beliefs about their capabilities influence their motivation, persistence, and performance. In this study, extracurricular participation is viewed as a possible source of successful experiences that may strengthen pupils' academic confidence. When learners participate in ECAs, they may develop persistence, social skills, leadership, and achievement-oriented behavior, which can support stronger academic self-efficacy (Uysal, 2025; Verner-Filion et al., 2025). Conceptually, the study links participation in extracurricular activities with perceived academic self-efficacy. It assumes that higher engagement in ECAs may be associated with stronger confidence in completing academic tasks, achieving good grades, and succeeding in school.

Most previous studies on extracurricular activities and self-efficacy have focused on secondary students, high school students, college students, pre-service teachers, or specific extracurricular activities. Limited research has examined younger learners, particularly Grade 6 pupils in rural public elementary schools within the Philippine context. Few local studies have simultaneously explored extracurricular participation and perceived academic self-efficacy, and there is limited research focused specifically on Beti Elementary School or the Aritao II District. This study addresses these gaps by examining the effects of extracurricular activities on the perceived academic self-efficacy of Grade 6 pupils at Beti Elementary School. Specifically, it seeks to determine the level of pupils' participation in extracurricular activities, their level of perceived academic self-efficacy, and whether a significant relationship exists between the two variables.

This study aligns most directly with SDG 4 – Quality Education because it focuses on improving learner development, motivation, confidence, and academic engagement through extracurricular participation. By examining how ECAs relate to academic self-efficacy, the study supports the goal of promoting inclusive and meaningful educational experiences. The study also relates to SDG 3 – Good Health and Well-Being because extracurricular activities contribute to social-emotional development, confidence, motivation, and learner well-being. Since ECAs may strengthen teamwork, leadership, and interpersonal development, the research also supports aspects of SDG 17 – Partnerships for the Goals, particularly the need for cooperation among schools, teachers, parents, and communities in supporting holistic learner development.

The study contributes to educational sustainability by providing local evidence on how extracurricular programs may support pupils' academic confidence and motivation. Strengthening ECAs can help schools create learning environments that develop not only academic skills but also social, emotional, and leadership capacities. It also supports community and institutional sustainability because schools, parents, and educational leaders can use the findings to improve extracurricular programming, encourage broader participation, and promote balanced learner development. In the context of elementary education, the study is relevant to sustaining programs that help pupils become more confident, motivated, and prepared for secondary education.

2. Material and methods

2.1 Research Design

The study employed a descriptive-correlational research design. The descriptive method was used to determine the pupils' level of participation in extracurricular activities and their level of perceived academic self-efficacy. The correlational

method was used to determine whether a significant relationship existed between extracurricular participation and academic self-efficacy. Quantitative data were collected through survey questionnaires and analyzed statistically.

2.2 Locale of the Study

The study was conducted at Beti Elementary School in the Aritao II District, Nueva Vizcaya. The school is a public elementary institution that offers academic and extracurricular programs for pupils. It was chosen because it was accessible to the researcher and appropriate for examining the relationship between extracurricular activities and academic self-efficacy among Grade 6 learners.

2.3 Respondents of the Study

The respondents were fifty (50) Grade 6 pupils enrolled at Beti Elementary School during School Year 2025–2026. Both male and female pupils participated in the study and provided information regarding their extracurricular participation and perceived academic self-efficacy.

2.4 Sample and Sampling Procedure

Simple random sampling was used to select the respondents. This method gave all Grade 6 pupils an equal chance of being included in the study. The researcher obtained the list of pupils from the school administration and randomly selected fifty (50) participants.

2.5 Research Instrument

The study used a researcher-made questionnaire and the standardized Morgan-Jinks Student Efficacy Scale (MJSES). The questionnaire included items on the respondents' profile and statements measuring academic self-efficacy. A four-point Likert scale was used to record the pupils' responses. The instrument was checked and validated to ensure clarity and relevance.

2.6 Data Gathering Procedure

Before data collection, the researcher secured permission from the Schools Division Superintendent, District Supervisor, and School Principal. Informed consent was obtained from the parents or guardians of the respondents. The questionnaires were distributed at the scheduled time, and the researcher explained the instructions clearly before collecting the completed forms. The gathered data were then organized and prepared for analysis.

2.7 Data Analysis Techniques

Frequency counts and percentages were used to describe the respondents' profiles and levels of participation in extracurricular activities. The weighted mean was used to determine the level of perceived academic self-efficacy. The Pearson Product-Moment Correlation Coefficient was used to determine the significant relationship between extracurricular activities and academic self-efficacy.

2.8 Ethical Considerations

The researcher observed ethical standards throughout the study. Permission from school authorities and informed consent from parents or guardians were obtained before data collection. Participation was voluntary, responses were kept confidential, and the identities of the respondents were not disclosed. All collected data were used solely for research purposes.

3. Results and Discussion

3.1 Main Findings

3.1.1 Profile of the Respondents

The respondents consisted of fifty (50) Grade 6 pupils. Female pupils slightly outnumbered male pupils, with 26 females or 52% and 24 males or 48%. In terms of age, most respondents were 12 years old, comprising 50% of the group, followed by 11-year-old pupils at 36% and 13-year-old pupils at 14%. These results show that the respondents were within the typical age range for Grade 6 pupils. The respondent profile indicates that the study included both male and female pupils with a balanced gender distribution and an age composition appropriate for the grade level. This provides a suitable basis for examining extracurricular participation and academic self-efficacy among Grade 6 learners.

3.1.2 Level of Participation in Extracurricular Activities

The results show that Grade 6 pupils generally had a high level of participation in extracurricular activities. Most respondents reported participating often at 34%, while 28% reported always participating. Meanwhile, 26% participated sometimes, and only 12% reported never participating. The overall participation mean was 2.78 with a standard deviation of 0.99, interpreted as high participation. This finding suggests that most pupils were actively involved in school-based extracurricular activities. Such involvement supports the view that extracurricular activities provide opportunities for

students to develop cognitive, social, emotional, and motivational skills beyond regular classroom learning. This is consistent with studies emphasizing the developmental benefits of extracurricular participation for student growth and academic confidence (Uysal, 2025; Verner-Filion et al., 2025).

3.1.3 Level of Perceived Academic Self-Efficacy

The pupils demonstrated a high level of perceived academic self-efficacy, with an overall mean of 3.24 and a standard deviation of 0.69. The highest-rated indicators showed strong confidence in future academic success, including the belief that it is important to go to high school, the expectation of graduating from Grade 6, the belief that learning is important, the aspiration to go to college, and positive perception of the school. Most other indicators related to effort, grades, homework, subject performance, and teacher perception were rated positively. Reverse statements such as “It does not matter if I do well” and “I avoid dull pupils” received disagreement, further supporting the pupils’ generally positive academic beliefs. These findings indicate that the pupils possessed strong confidence in their ability to handle academic tasks and pursue future educational goals. Research supports the importance of academic self-efficacy in strengthening motivation, engagement, and achievement. Positive teacher-student relationships enhance learning engagement when self-efficacy is strengthened (Wang et al., 2024), while teacher support, achievement goals, and academic emotions contribute to students’ confidence and performance (Ren et al., 2022). Self-efficacy also influences academic achievement through learning motivation (Alogiliy, 2024), and it supports student interaction and achievement in learner-centered classrooms (Zhang & Vongurai, 2025). Furthermore, Anselmo et al. (2025) found that portable augmented reality applications improved students’ perceptions, engagement, and learning experiences, suggesting that interactive educational experiences positively impact learners’ academic confidence and self-efficacy.

3.1.4 Relationship Between Extracurricular Participation and Academic Self-Efficacy

The statistical analysis revealed a significant moderate positive relationship between extracurricular participation and academic self-efficacy, with an r -value of 0.52 and a p -value of 0.000. This means that pupils who participated more in extracurricular activities tended to report stronger confidence in their academic abilities. This result supports previous findings showing that extracurricular engagement is associated with improved self-efficacy, motivation, and academic outcomes. Research in higher education found that extracurricular activities were positively related to student self-efficacy in specific areas (Griffiths et al., 2021). Similarly, AR-enhanced learning activities improved student engagement, learning experiences, and academic outcomes (Anselmo et al., 2024), while outdoor learning environments enhanced academic achievement and engagement (Anselmo et al., 2025). Studies involving pre-service teachers also showed that extracurricular involvement increased self-efficacy, professional interest, and self-regulation (Uysal, 2025). Motivation for extracurricular participation further supports academic motivation and psychological need satisfaction, reinforcing the positive role of extracurricular activities in student development (Verner-Filion et al., 2025). These findings confirm the observed moderate positive relationship between extracurricular involvement and academic self-efficacy among students (Assante & Lis man, 2023).

3.2 Summary of Findings

Overall, the pupils showed high participation in extracurricular activities and high academic self-efficacy. The mean score for extracurricular participation was 2.78 with a standard deviation of 0.99, while the mean score for academic self-efficacy was 3.24 with a standard deviation of 0.69. The significant moderate positive correlation between the two variables indicates that higher extracurricular involvement was linked to stronger academic confidence.

These results are consistent with global research showing that extracurricular participation supports cognitive, social-emotional, and motivational development. Extracurricular involvement has been found to improve self-efficacy among pre-service teachers (Uysal, 2025), while university-based research showed a positive connection between extracurricular engagement and domain-specific self-efficacy (Griffiths et al., 2021). Motivation for extracurricular activities also enhances academic performance by supporting self-determined motivation and psychological need satisfaction (Verner-Filion et al., 2025). Furthermore, Anselmo et al. (2026) emphasized that educational engagement and participation in meaningful learning activities positively impact students’ motivation, confidence, and overall learning outcomes. Collectively, these findings support the role of extracurricular activities in strengthening academic self-efficacy and related learning outcomes.

4. Conclusion & Recommendations

The study concluded that Grade 6 pupils at Beti Elementary School had high participation in extracurricular activities and a high level of perceived academic self-efficacy. The findings showed that extracurricular involvement positively influenced pupils’ confidence in handling academic tasks and succeeding in school. The significant moderate positive correlation between extracurricular participation and academic self-efficacy ($r = 0.52$, $p = 0.000$) indicates that pupils who participated more actively in extracurricular activities tended to develop stronger academic confidence and motivation.

Schools should continue to strengthen and expand extracurricular programs to encourage greater pupil participation and holistic development. Educators and school leaders should provide activities that enhance leadership, teamwork, confidence, and academic motivation, while parents should support their children's involvement in school-based extracurricular activities. Future researchers should conduct similar studies with larger samples, different grade levels, and varied school settings to further validate the findings and examine other factors affecting academic self-efficacy.

The study was limited to fifty (50) Grade 6 pupils from Beti Elementary School, which may restrict the generalizability of the findings. The use of self-reported questionnaires may have affected response accuracy due to personal bias or honesty concerns. The study also focused only on extracurricular activities and academic self-efficacy, excluding other variables that may influence academic performance and confidence, while time and resource constraints limited the scope of the investigation.

Compliance with ethical standards

The study complied with institutional ethical standards by securing approval and permission from the Schools Division Superintendent, District Supervisor, and School Principal before data collection. Participation was voluntary, informed consent was obtained from parents or guardians, and the confidentiality and anonymity of the Grade 6 pupil-respondents were protected, with all data used solely for research purposes. The author assumes full responsibility for the accuracy and integrity of the work, acknowledges the support of the school authorities, parents or guardians, and respondents, declares no conflict of interest, and affirms that copyright ownership and authorship rights are retained in accordance with applicable academic and institutional policies.

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