

De La Salle Santiago Zobel School

Senior High School

STEM Academic Strand

**The Implications of Extracurricular Activities on the Study Habits of High
School Students of De La Salle Santiago Zobel School**

Submitted to

Mr. Floro B. Ellosa Jr.

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Research I: Qualitative Research in Daily Life

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Abstract

Recently issues regarding overstressing and multitasking different extracurricular activities can greatly impact a student's academic performance. Some related studies states that students who involve themselves in extracurricular activities generally benefit in ways such as learning and applying different skills and values such as teamwork, leadership and good moral behavior. This research study is a brief and concise study on the implications of a student's participation in extracurricular activities on the study habits of De La Salle Zobel High School Students. The purpose of this research is to identify the different effects of managing various extra-curricular activities while simultaneously coping with academic work on a person, specifically a student's overall performance. Also to determine whether or not the activities in which high school students choose to get involved in have an effect on their academic performance. The study's data gathering instrument mainly consists of information gathered through conducting interviews and surveys that was distributed to different students of the high school level of De La Salle Santiago Zobel School. Data gathered from the research conducted can be beneficial in terms of informing audiences such as psychologists and school administrators on the different implications of extracurricular activities that can bring onto a person specifically students and how it impacts their academic performance which could be used for future references.

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CHAPTER I: Introduction

Background of the Study

The significance of academic aspects in education is undoubtedly essential, yet the emergence of holistic formation includes the establishment of extra curricular activities and the participation of various students in the high school level. Despite the outflowing accolades regarding the essence of extra-curricular activities and the various benefits it gives to an individual's enhancement of talent, faith, social skills etc., conflicts on the value of academic standings in comparison to those that involve other fields surface. These issues primarily revolve around the concept of the implications of one's extra-curricular activities on an individual's study habits thus time management.

Objectives of the Study

Goals of the Study

The goals of the study include: To identify the effects of managing different extra-curricular activities on a student's academic performance, to determine how a student manages time and set priorities given a conflict between extracurricular activities and academics, and to identify the statistics and ratio of positive to negative effects of managing extra-curricular activities.

Statement of the Problem

In individual teaching facilities such as schools and universities located nationwide, extracurricular activities have been a part of a student's life alongside coping up with academics. The activities would range from sports to student clubs and organizations that present a variety of opportunities wherein a student can develop different skills and expertise based on their own unique interest represented through involvement and participation which can be further developed in the future. Most studies suggest that a student's involvement in extracurricular activities has inflicted great impact on a student's academic performance specifically under the aspect of studies concentration and fulfillments. Naturally people would assume that constant participation in these activities would have a positive effect and entail different benefits on the person however there can be a negative side which includes but is not limited to conflicting time and competing schedules which can greatly affect a student's time management and setting priorities. Therefore the idea of extracurricular activities being beneficial and having positive effects onto a student is still in question.

Research Questions

Essential research questions to consider involve: the nature of extracurricular activities, including its impact on school performance, study habits, personal and self development, the benefits obtained from extracurricular

activities, ways and strategic methods a student can manage/balance their time, specific measures to ensure proper time management. The research questions are as follows:

1. What are the benefits that come from extracurricular activity?
2. What are the ways a student can manage/balance their time on extracurricular activity and school study?
3. What is extracurricular activity and how does this affect school performance and study habits?
4. What can be done to ensure proper time management of extra curricular and school activity?
5. What are the impacts of extracurricular activities in personal and self development?

Significance of the Study

The findings of the investigation of the correlational aspects between extra-curricular activities, study habits and time management of high school students will determine the true factors that inflict such impacts to an individual's schedule and the essence of these activities. The outputs will resolve issues that surface due to the conflict between the importance of a student's academic standing and performance in comparison to one's holistic formation and enhanced talents. The results of this research will contribute to the improvement

of a student's behavior involving the balance between one's studies, club, sports, music etc.

Primarily, the study will involve specifically high school students whose engagement to extra curricular activities distinctly contrasts as to those in the lower levels. The target audience for statistical review in the methodological portion of the investigation will specifically be comprised of high school students, whose active participation in extracurricular activities will greatly contribute in the output. Moreover, aside from the engagement of these students to the research, the findings benefit them as well. The expansion on the understanding of current behavioral aspects of various individuals towards their balance between academics and extracurricular is an influential output that could improve one's time management and classification of priorities, essential to an individual's high school career.

Definition of Terms

The following terminologies will be utilized throughout the whole paper:

- 1) Extra Curricular Activity - refers to the the activity/s that happens alongside or in addition to one's regular school work or work duties.
- 2) Study Habits - refers to the habits and behaviors a student has when preparing for a test or studying in general.
- 3) Time Management - how much a student manages and balances their time when it comes to extracurricular activity and main school work.

- 4) Personal Development - how a student develops his/her personality and perspective on the importance of study habits and school work.
- 5) Interest - how involved or interested a student is on a specific topic or activity

Scope and Limitations

Specific restrictions may limit the process of acquiring data or impact the quality of assessment particularly in terms of statistical review. These limitations include the certainty to utilize or investigate on extracurricular rather than co-curricular activities. The distinct difference among both subjects is primarily the dominant involvement towards an individual's enhancement; Extracurricular activities peak interest, connected to the preference of the student may it exclude academic requirements. Co-curricular activities are notably linked to academic aspects. The classification and inclusion of a specific group, organization or activity to be considered as co-curricular are dependent on the attainment of a distinct attribute, its involvement with an academic field or the contribution for students to learn in an academic curricular perception. Moreover, the target population sample for the methodological portion of the research strictly includes high school students of De La Salle Zobel for the purpose of more efficient data collection and statistical review or assessment.

CHAPTER II: Review of Related Literature

This chapter shows our in-depth analysis on the books we wish to base this research on. These books cover various topics relating to time management, extracurricular activity and the psychological aspects of a student.

Education is definitely an influential factor in one's growth and development. The essence of education is to properly train and assist an individual towards adulthood with consideration of the requirements for one's survival in the community. It covers the knowledge and intelligence to conquer societal issues for the benefit of the citizens currently involved and those to be impacted in the future. Educational aspects are primarily oriented on academics, the expansion of knowledge and understanding regarding individual distinct subjects that aim to target separate fields of enhancement but collectively centered towards mental development that are to be applied in situational circumstances of reality. Behavior any student must have when subjected to specific activities (specifically extracurricular) In relation to psychological matters, *Pathways for Exceptional Children* focuses on the foundations of understanding children with certain psychological aspects. This includes students with high intellectual ability, creativity/talent, disabilities and your average student. This book gives understanding and ways to help students cope in an educational and social environment therefore allowing us to know the proper habits.

The book *Classroom Behavior* gives us a teacher's perspective on proper student behavior and how they should react to this. This book covers effective teaching and behavior management that are expected from teachers. This information can be applied to students with different psychological factors and certain personalities that can often pose as obstacles in learning. This includes challenging students with emotional and behavioral difficulties as well as the effects of improper time management and schedule to these types of people.

In the book "How to be a better time manager" by Jane Smith, the main focus discusses about giving value to the amount of time given to a person and that it should be well managed and utilized by the person. Poor time managers are known to often be too busy that they simply cannot pause and think about how much time is being used and also often lose track of time. People would often go through and suffer from a great deal of stress when under the pressure of deadlines and undergoing long hours of heavy work loads. The book now then provides different guidelines and procedures regarding how a person could be able to utilize time properly and efficiently through goal setting, proper planning and identifying which areas are in most urgent need of attention. As stated by Smith (1997), "Few people would set out on a journey without knowing where they are heading", meaning setting goals and deciding where to allocate time

wisely would be the best way a person can properly manage time and set priorities.

As we all know, multitasking academics and extracurricular activities may have its own benefits. Despite being uncommon, it has been recognized that a person who is able to balance work between extracurricular activities are more likely to excel at academics due to the fact of their skill set being enhanced and practiced in different aspects in life through application and interests. However based on study and survey some students still tend to struggle in juggling conflicting task between academics and extracurriculars. The article “It can be done! How to Balance extracurricular activities and academics” by Wasatch Academy mainly focuses on balancing of academics and extracurriculars being a possibility and that time management is a key point for a person achieving success. It takes the positive side of the idea of it being a possibility and focuses on how it can lead to the success of a person.

The article “Time management: Balancing academics, social life and extracurricular activities” by Sanghamitra Dutta mainly focuses on achieving success in relation to having proper time management given from the perspective of a university student ambassador and former student himself. As stated by Dutta (2016), time management is very crucial and plays a significant role in a person’s academic success. This article can be beneficial in terms of

being a guide for those who seek specific ways on how to perform time management the right way because although four simple steps were cited, they were brief but meaningful and significant.

The Effects of Extracurricular Activities on the Academic Performance of Junior High Students was a study/research paper published electronically by Kimiko Fujita under the Undergraduate Research Community. This research article shows the benefits and influences that extracurricular activity had on students and their academic performances. The idea for this research is similar to ours and this allows us to compare and contrast our findings to the electronically published paper.

CHAPTER III: Research Methodology

As data collection is a significant component in the investigation, it is essential to further deepen one's understanding regarding the fundamental and systematic aspects of the study and the various approaches to be utilized on the chosen sample. This portion of the research will primarily revolve around the research design and the specific sample selected to engage in the methodological strategies chosen for the purpose of data collection. The content of this chapter will cover the various aspects of the structural framework of the research, as well as the various characteristics of the target sample. Furthermore, detailed processes regarding the data collection will be provided.

Research Approach and Design

The main strategy for gathering information chosen by the researchers is stratified purposeful sampling wherein after thorough and concise brainstorming and planning, that has been the strategy that would be suitable to the topic of choice. Through stratified purposeful sampling, the given population would have to be subdivided accordingly into different subgroups based on different topics that would show relevance to the main topic specifically different extracurricular activities chosen, namely participation in organizational groups , sports and athletics, performing arts and other categories which shows relevance to the topic of an extracurricular activity. Each respondent would have to be grouped

depending on which category they would fall under based on the activity they participated in. Furthermore each respondent that has been chosen would have to undergo either an interview or survey and answer as series of questions depending on the certain subcategory that they have been preassigned in.

Study Population and Sample

This phenomenological study utilized a stratified purposeful sampling approach results to the division into specific categories in relation to the subject of extracurriculars. These particular categories that are fundamentally based on the available extracurricular activities of De La Salle Santiago Zobel School for the engagement of high school students, thus the individuals that comprise each classification possesses the background and experience in one's respective extracurricular activity. The categories are as follows: (a) Organizations, (b) Sports or Athletics, (c) Performing Arts and (d) Purely Academics. The research is restricted to the data collection from sixteen (16) high school students, thus four (4) students comprising these classifications.

Table 3.1: Sample Distribution Table

Sports	4 Persons
Organizations	4 Persons
Performing Arts	4 Persons
Pure Academics	4 Persons
Total Population	16 Persons

Data Collection Method and Instrument

The primary source of statistical review were interviews with selected members of the extracurricular categories. The interview involved a series of questions and answers through the process of purposeful conversation with the respondents themselves. The interview was semistructured, thus the interviewers were given the opportunity to further clarify the provided answers if necessary. Moreover, two separate questionnaires are provided to students involved in pure academics and students who participate in extracurricular activities. This is for the purpose of acquiring accurate responses that relate to the specific situation of the respondent. As another source of data, the method of conducting a survey was utilized by the researchers. The survey served as a secondary form of collecting data whose data can be used as a backup of the primary source gathered from the interview.

Data Collection Procedure

For our research, a phenomenological approach was utilized in terms of data collection. Therefore this paper will be based heavily on the interviews and surveys of the experiences of specific selected populated sample sets such as people involved in extracurricular activity and people who are not. The researchers used a semi-structured form of survey given within the two sample sets. Our platform for surveying was Google Forms, as digitized and automated way of collecting data. Because of this, the researchers would be able to conduct

interviews during the course of data collection, therefore efficiently speeding up the process of acquiring data.

Interviews were conducted with only selected members of the extracurricular activity classification. Strictly, two (2) are survey respondents and two (2) are interviewees. Thus overall, eight (8) are survey respondents and eight (8) interviewees. The scheduling of the interview is dependent on the availability of the interviewee with consideration of the members of the group. The time and schedule are highly given importance, as time allocation is an essential factor in acquiring of data from the purposeful conversation with the individual. It is assured that interviews will be conducted during breaks or available time slots of both parties to prevent compromising class schedules and inflicting disturbance within the involved class.

Table 3.2 Sample Interview Questionnaire

Interview Questionnaire	
For students with extracurriculars:	For students with purely academics:
What extracurricular have you decided to join?	Do you think participation in extracurricular activities affects performance in academics?
What influenced you to join that	What influenced you not to participate

extracurricular activity?	in any extracurricular activity?
How much time do you normally spend on your extracurricular activity?	If involved, how much time would you spend on your extracurricular activity?
Does your participation in these extracurricular activities hinder your performance in academic work?	Given the circumstance, which would you give more priority to, Extracurriculars or Academics?
Given the circumstance, which would you give more priority to, Extracurriculars or Academics?	Has non participation in extracurricular activities been beneficial to you, in what way?

Table 3.3 Sample Survey Questionnaire

Survey Questionnaire
From a scale of 1-5 (provided with the given legend) rate your academic performance. Cite and describe experiences.
In given circumstances (meetings, trainings, rehearsals etc.), would you prioritize your extracurricular activity or your academic work? Explain why.
How much time do you normally spend on your extracurricular activity/academics?
In one day, how many hours do you specifically allocate for academic work and

extracurricular activity participation?
Does your participation in these extracurricular activities affect your academic performance?
For academics, would participation on these extracurricular activities affect your academic performance?

Legend	
Quantitative value:	Qualitative description:
1	Poor
2	Developing
3	Fair
4	Proficient
5	Exemplary

The data acquired through these methodological strategies will be further elaborated in Chapter 4, which includes data analysis. Furthermore, the obtained data from both interviews and surveys will be interpreted to further clarify the true implications of extracurricular activities on the study habits of high school students and the perceptions of various students regarding the subject.

CHAPTER IV: Data Analysis

The contents of this chapter are based on the findings and data collected from the interviews and surveys given and distributed to our sample population of selected DLSZ students. This chapter will correspond to the research questions presented in Chapter 1 and will include data commentary, interpretation, analysis and conclusion of our findings.

Presentation of Data

I. Interview Responses

A. Extracurricular Activities Interview Results

Interview Question 1 (Extracurricular): What extracurricular have you decided to join?		
	General response	Specifics
A1	Performing Arts	DLSZ symphonic band
A2	Performing Arts	DLSZ Strings and Orchestra
A3	Organization	Mission Youth, Youth for Christ SB6 and Zobel and Development Society
A4	Organization	Youth for Christ Zobel, Mission Youth, La Sallian Youth Corps and MOVE

A5	Sports	DLSZ Taekwondo Team
A6	Sports	Volleyball

Table 1.1: Extracurricular of Interviewee

Table 1.1 presents the kind of extracurricular activities that the interviewees are currently in. Here we can find the frequency of each type of activity by analyzing the specifics. The first column of the table shows the number of respondents which are labeled by A then an (N) where (N) is the interviewee's number. (This applies to all tables in the presentation of data).

The data presented above show that people who are involved in organizations tend to involve themselves in more than just one (1) specific organization compared to other extracurriculars such as performing arts and sports where in respondents involved in these types of extracurricular activity tend to join only around one (1) or two (2) types of extracurricular only. The implemented restrictions of the institution possibly limits a student to be a member of more than one varsity team or performing arts group for better focus and manageable time of the individual, in comparison to conditions regarding organization, wherein the student may join more than one youth group.

Interview Question 2 (Extracurricular): What influenced you to join that extracurricular activity?		
	General response	Specifics

A1	Personal interest and peers	Main influence is personal interest, wanted to try something new and music seemed to be his interest, friends joined as well
A2	Personal interest	Main influence is personal interest but considers peers as well, loves playing music, joined because strings and orchestra are good groups which can help enhance and develop talents
A3	Peers and Personal Interest	Main influence is peers but considers personal interest as well, would still join as a personal choice without influence by others
A4	Personal interest and Peers	Mostly self interest because peers is just a "boost", considers personal interest with self-decisions, also convincing peers because of past social anxiety
A5	Personal interest and Parents	Joining was a personal choice to learn something new and interest in martial arts, enrolled in a taekwondo clinic, mom asked before enrolling in a class

A6	Personal interest	Considers as personal interest primarily. Loves sports and tried out volleyball as a new sport; turned out he was good at it.
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Table 1.2: Influential Factors on Joining an Extracurricular Activity

Table 1.2 illustrates the main influences that students perceive to be factors that influenced to initially join an extracurricular activity. From the table itself, it appears that most students consider their peers and personal interests as their primary or main reason into joining. It is also noticeable to see that students also join extracurricular activity for the sake of self improvement, development and decision. This is most likely because of their personal interests and passion for their chosen activities.

With regards to the first research question presented in Chapter 1 of the study, “What are the benefits that come from extracurricular activity?” and the fifth, “What are the impacts extracurricular activities in personal and self development?”. Interviewees specifically cited the contribution of extracurricular activities in terms of personal development. The attitude and virtues that form these individuals, as well was the widening of social connections. Moreover, interviewees from the sports and performing arts category mentioned the enhancement of one’s performance in their respective field, which may be maintained in the future if one pursues it.

Interview Question 3 (Extracurricular): How much time do you normally spend on your extracurricular activity?	
A1	1 hour every morning, 1 hour and 30 minutes every Monday, Wednesday & Friday, 3 hours every Saturday, no time allotment at home
A2	Practices for 3 hours on Mondays, Wednesdays and Saturday, practices for an hour during free time, weekends are free time but occasionally has concerts
A3	A lot of free time thus gives as much time as possible without stress, spends most time for extracurricular, time allocation depends on schedule and amount of free time and schedule of the organization
A4	60% for extracurricular, allocates briefly for academics, 3 hours for extracurricular and the rest for leisure and academics
A5	Trains Monday, Wednesday and Friday for 2 hours and 30 minutes, competitions on Saturdays, leisure time every Tuesday and Thursday until competition season, training finishes late and gets home late around 9:00PM thus short time for projects, often sleeps late
A6	Spends 4 hours on training in school every Monday, Wednesday and Friday and personal training for an hour daily

Table 1.3: Time Allocation for Extracurricular Activity

Table 1.3 displays how much time students spend on their extracurricular activities. It strongly suggests that students involved in extracurricular activity spend most of their time in their activities during Monday, Wednesday and Friday as stated by A1, A2, A5 and A6. From this we can conclude that most students involved in any extracurricular activity follow an MWF (Monday, Wednesday, Friday) type of schedule where they can spend up to 7-9 hours per week on extracurriculars. Such results are rooted from the implemented schedule of the school for the athletes and performers. Within a week, and with consideration of intervals, these students have been scheduled to train or practice thrice a week. Throughout the academic year, training and rehearsal schedules are subjected to change most especially with upcoming events or seasons of constant participation in various competitions.

Furthermore, respondents A1 and A5 responded negatively to the time allotted on their extracurriculars. A1 states that there is now time allotment at home because of extracurriculars and A5 cites experiences of sleeping late as a result of getting late (around 9 PM). As a result, this leads to shorter time to work on school activities and projects.

Interview Question 4 (Extracurricular): Does your participation in these extracurricular activities hinder your performance in academic work?		
	General response	Specifics
A1	No	No, feels like work dropping when excuse but copes by asking classmates and teachers which takes up the same time as following up requirements
A2	No	No because it does not take a lot of time, but helps in academic work in ways such as listening to music given, it helps in studying and focusing , aids in personal development
A3	Beneficial	Gave more connections to people outside of the classroom, participation takes up the overall study time, aids in personal development
A4	No	Does not affect time management at all, believes in a need of balance and priorities should be parallel, strongly believes that harmony is key for well development, prefers doing both at the same time.

A5	Yes and dependent on improvement	Initially affected during freshmen and sophomore year, preferred training over studying, hinders from goal achievement, improvement of time management skills after sophomore year
A6	No	No, learn how to balance time as an athlete

Table 1.4: Nature of Extracurricular Activities

The respondents mostly replied positively (mostly no) when questioned about extracurricular hinderance to their school work and academic performance. Respondents A4, A6 and A3 suggest that extracurricular activities help improve time management skills and balancing. The only respondent who replied with a “Yes” was A5 wherein he/she stated that it initially affected him/her during his freshman and sophomore year however, the interviewee also stated that his or her involvement in extracurricular was able to improve his time management skills after sophomore.

With regards with the third research question of the study, “What is extracurricular activity and how does this affect school performance and study habits?”, as the minority of the group suggest that extracurricular do have negative implications on one’s time management and study habits, it is appropriate to assume that extracurricular activities entail advantages of personal development rather than hindrances to a student’s schedule. Overall, the data strongly suggests that extracurricular activity trains students how to become

better time managers whilst curating for their passion and self developments in their chosen activities.

Interview Question 5 (Extracurricular & Academics): Given the circumstance, which would you give more priority to, Extracurriculars or Academics?		
	General response	Specifics
A1	Academics	Prioritize academics. helps as a person but not necessarily as grades, would give up extra co if it meant maintaining and increasing grades, values medical school because will not be necessarily playing forever. would find a way to find the balance, but give up band if needed
A2	Academics	Prioritize academics, went to school to focus on study while music was just a hobby
A3	Academics	Give more consideration to maintaining grades and focus on academics in preparation for college, not give up but lessen participation if ever

A4	Academics	Academics first also through unity as a team, is able to find help from others
A5	Academics	Prioritize academics, sees taekwondo as a part of his future but not necessarily a career, high ranks means taekwondo for life and can be used in the future, allows connections with other people, willing to give up taekwondo for coping up with grades
A6	Academics	Prioritize academics, although volleyball helps in self development; it helps build a future; not necessarily in college or career but a huge part as a hobby
A7	Academics	Academics are more important than extracurricular activities but would definitely try to give as much time to the both of them as possible.
A8	Academics	Academics because of career

Table 1.5: Interviewee's Priority

This specific question includes input from all interviewees of the sample, in comparison to the other questions wherein either only pure academics or students involved in extracurriculars may partake in answering a specific question. The acquired data from all eight interviewees are presented in table 1.5 which discusses the chosen priority of the student.

In terms of priority, it is no surprise to see that students prefer their academics over their extracurricular activities. The researchers have previously hypothesized of the actual priorities of the student participants, which based on the results are compatible. According to the interviewees, they prefer academics because they prioritize career and college over hobbies and extracurricular activities. The aspects of college and career significantly impact an individual's future most especially with adulthood. A5 for example is willing to give up his or her current extracurricular (taekwondo) if it means coping up with grades. Despite the clarity of selection between both academics and extracurricular activities, the interviewees have particularly cited that if it is possible to continuously balance both despite circumstances, as students they will strive to do so. Since their extracurricular activities are mostly based on personal interests and hobbies it is understandable to see that they are much more content and willing to spend time on academics to work on their future and career paths.

B. Pure Academics Interview Results

Interview Question 1 (Academics): Do you think participation in extracurricular activities affects performance in academics?		
	General response	Specifics

A7	Yes	Yes, participating more extracurricular activities will lessen time for academics, the person will have to juggle the activities given the amount of time, some may require a lot of time
A8	Yes	Takes up time it can therefore affect your academic performance, depends on extracurricular activity

Table 1.6: Perception on Extracurricular Activity Participation

The interviewees state that participation in extracurricular activities does affect academic performance specifically because it impacts time management and academic performance. Indeed, it is true that extracurricular activities consume possible extensive periods of time, depending on the workload and required time, thus with regards to the third research question of the study “What is extracurricular activity and how does this affect school performance and study habits?”, it can be denoted that the infliction of certain effects can be observed through consumed time.

Interview Question 2 (Academics): What influenced you not to participate in any extracurricular activity?	
A7	Laziness, Lack of Motivation, Lack of Initiative, Not much time

A8	Lack of time, wants to have free time for other things rather than just stay with one thing
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Table 1.7: Influential Factors on not Joining an Extracurricular Activity

According to table 1.7, lack of specific elements or virtues are considered factors of non-participation. Both interviewees agree that the lack of time influenced their initial non participation of extracurricular activity. A8 states that he/she would rather spend more time being diverse and do other things rather than exclusively work on one thing (in this case, an extracurricular activity).

Interview Question 3 (Academics): If involved, how much time would you spend on your extracurricular activity?	
A7	4 hours daily as it seems balanced with social life, academic life and family life
A8	2-3 hours per weekday and none on weekends

Table 1.8: Potential Time Allocation on Extracurricular Activity

A7 aims to spend 28 hours per week. This is very ambitious compared to respondent A8 who'd spend around 12.5 hours per week. The difference between both provided responses imply the various standpoints on the interest level or simply the willingness to allocate a certain amount of time to a particular activity of the extracurricular.

Interview Question 5 (Academics): Has non participation in extracurricular activities been beneficial to you, in what way?	
A7	No participation is more time, but also a reflection of laziness thus frequent procrastination due to lack of interest, would affect academics
A8	Non participation in extracurricular activities helps focus on studies

Table 1.9: Perception on Benefits of Non-Participation

Respondent A8 states that non participation benefits him/her in a way that it helps them focus on their studies and academics. A7 on the other hand sees the non participation in extracurricular activity as a reflection of his/her laziness and lack of interest in certain activities thus procrastination development.

II. Survey Responses

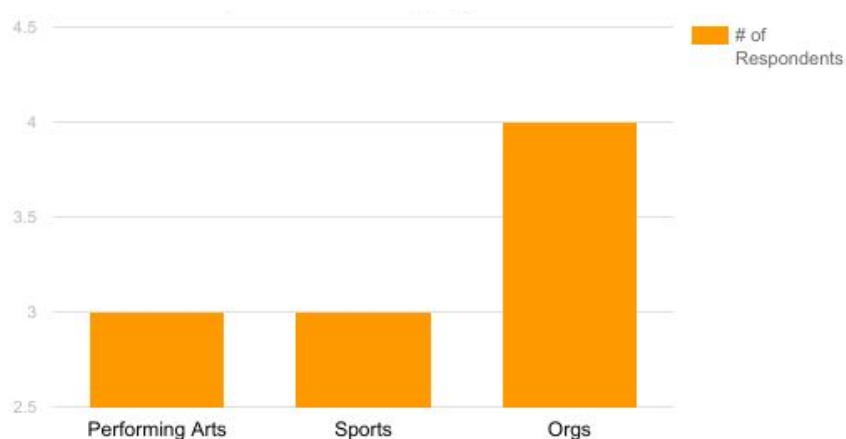


Figure 2.1: Involvement with Extracurricular Activity

Our distributed survey included 3 students who partake in performing arts, 3 who partake in sport activities and 4 who partake in organization. This review justifies the previous discussion of increased involvement of the students in organizations in comparison to sports and arts due to implemented policies of the institution.

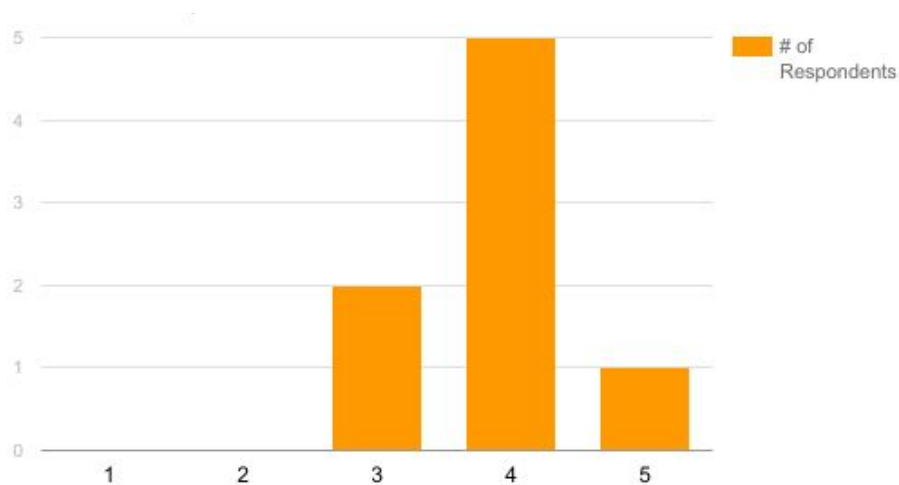


Figure 2.2: Academic Performance Rating

Academic performance rating is the student's own and personal view on their academic performance. Keep in mind that this is not quantitatively accurate as this is more of a qualitative and subjective survey question.

Based on the presented data, it appears that people who partake in extracurriculars are quite satisfied/happy with their current academic performance with the majority of students (5 students) rating themselves a 4 out of 5 for their academic performance rating. This suggests that students involved

in extracurriculars do not exactly believe or perceive a hinderance of it in their academics and school performance.

Survey Question 1: In given circumstances (meetings, training, rehearsals etc.), would you prioritize your extracurricular activity or your academic work? Explain why.		
	General response	Specifics
B1	Academic	Academic work, focusing on extracurricular might lower grades that would result in getting removed from the activity, moderator advises to focus on academics more.
B2	Academic	Prioritize academic work as it is and should always be our priority as students first, it is why the main reason why students are in school
B3	Academic	Academics because grades
B4	Depends	Prioritize which is needed at the moment, dependent on circumstance such as reviewing for upcoming tests or training for competitions

B5	Depends	Depends on the situation, if there is a need academically focus, then prioritize all school work before accomplishing tasks in extracurricular activities
B6	Depends	Depends on the goal, at times rehearsals and trainings for competitions then reviews for assessments etc.
B7	Academic	Grades are more important
B8	Academic	Academic work first, as a student first then as an athlete, grades are priorities

Table 2.3: Survey Respondents on Student's Priority

Table 2.3 presents the answers of the respondents based on how which they would normally give priority to, either academic or their own given extracurricular activity. Based on the data presented, most of the students would normally give more priority to their academics as a student over extracurriculars, however the reasons behind making the choice varies accordingly depending on the person.

Survey Question 2: How much time do you normally spend on your extracurricular activity/academics?	
B1	30 minutes if we have competitions
B2	8 hours a week for extracurricular and 15 hours a week for academics.
B3	1 hour 30 mins for extracurricular and 4 hours for academics
B4	4 hours
B5	Depends, spend around 3-5 hours accomplishing academics unless needed by extracurricular, tries best to balance the two.
B6	2 or 3 hours for extracurricular and for 1 hour for academics
B7	not much
B8	1 or 2 hour(s) for sports while 3 hours for academics

Table 2.4: Survey Respondents on General Time Allocation

Based on Table 2.4, it was presented how each of the respondent allocated his or her time accordingly given that each is involved in an extracurricular activity and would need to multitask with academic work simultaneously. According to the data, the respondents would normally spend an average of 2-4 hours on academic at the same time participating in their own corresponding extracurricular activity.

Survey Question 3: In one day, many hours do you specifically allocate for academic work and extracurricular activity participation?	
B1	1 to 2 hours to practice songs
B2	2 hours for extracurricular and 3 hours for academics.
B3	4 hours
B4	4 hours maximum for sports, as much time needed for academics
B5	spend around an hour or so for academics then all the time needed for extracurricular
B6	3 hours each
B7	an hour for academics and less for extracurricular
B8	3 hours for academic and 2 hours maximum for sports

Table 2.5: Survey Respondents on Specific Time Allocation

In comparison to the data presented in Table 2.4, the data shown in Table 2.5 presents a more specific set of responses in accordance to how much time is allocated for academics and/or extracurricular activities. Table 2.5 specifically shows time allocation present in a day to closely monitor the schedule and time table of a student present on a daily basis. According to the data a person would normally spend around 2-4 hours on their respective extracurricular activity while still being able to find a way to cope up with academics. Unlike Table 2.5, Table

2.4 which requires the response of a person's schedule and time allotment in general whose variation could be at a weekly or monthly basis depending on the person's response.

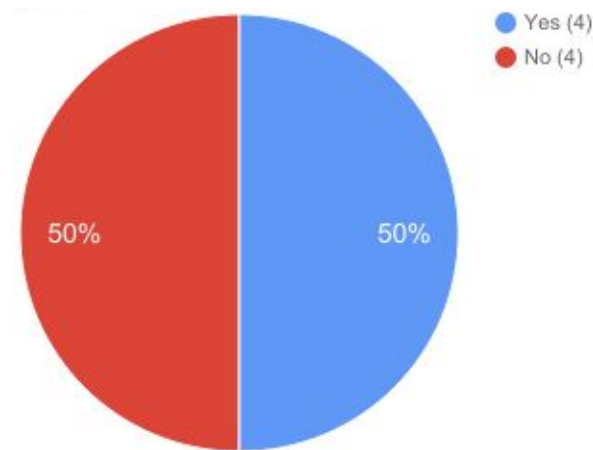


Figure 2.6: Perception on Impacts of Extracurricular Activities

Figure 2.6 presents the perception on impacts of extracurricular activities from survey respondents. Throughout the study, the researchers have acquired mixed answers regarding the true implications of extracurricular activities to a student's schedule. In this situation, four respondents said yes and four as well said no. Perceptions regarding the effects of extracurricular activities are dependent on the standpoint and possibly the experiences of the participant, thus the possibility of varying results throughout.

In comparison to the obtained information from the interview section of the methodology and first parts of the data analysis, the results from the survey illustrates equal amounts. Acquired data from the interview with a similar

question present that minority of the group say yes, while a greater number comprising the sample population say no.

Survey Question 4: To the respondents who selected yes, how much?	
	Focus will shift from studying an activity thus forgetting the current task and lose train of thought and progress to learn
	Very much as it takes a lot of time and effort
	It sometimes prevents from submitting in time
	It's as much as becoming lazy to do extra work for academics

Table 2.7: Specifics on the Impacts of Extracurricular Activities

In addition to the responses in Figure 2.6 wherein it shows presents the perception on impacts of extracurricular activities, Table 2.7 presents reasons behind why participation in extracurricular activities would impact a person's time and management for academic activities. Based on the responses, the respondents referred to participation to the activities as a form of interference to their respective focus and overall schedule and time allocation like as stated by one of the respondents "it takes a lot of time and effort".

Survey Question 6: For academics, Would participation in these extracurricular activities affect your academic performance?		
	General response	Specifics
	Yes (negative)	Affect in a way that grades could get very low without balance between the two
	Depends	It depends on how time allocation with these activities
	Yes (positive)	Yes, but in a positive way that it's motivating to be a better version of myself and applying lessons in extracurricular to life
	No	No it wouldn't matter that much
	No	Not that much because it is not tiring

Table 2.8: Perception of Pure Academics Respondents on Extracurricular Activities

Table 2.8 presents the data gathered from the respondents regarding whether participation in these various extracurricular activities would inflict great impact in a student's academic performance. The response from the chosen students varied wherein some of the students agreed while the others disagreed. Most of the students stated that it would depend if the extracurricular would be a

major hindrance in the spent for academics or would be allocated for mostly academic and study time.

Summary of Findings

In summary, the study discovered that students involved in extracurricular activities while multitasking to accomplish different school tasks does not quite perceive multitasking different tasks as a hinderance or a negative implication on their study habits and time management arrangement on a daily basis. Some however recognize their extracurricular activities as a means to be able to self improve, learn and develop their own study habits and time management that adapts to their own respective extracurricular activities. These students see it as a beneficiary learning experience instead of a hinderance. Furthermore, the data gathered found out that most students involved in extracurriculars would rather give more priority to work on their academics more than their extracurricular activities and hobbies. The reason behind this outcome is they'd like to work on their college life and career rather than their hobbies.

One intriguing form of data that was gathered is how student-respondents who were solely based on pure academics had seen that participation in extracurriculars as a hinderance as they believe that it may take up to 6-9 hours per week and time from their personal projects and leisure time. The study also found out that academic based students tend to overestimate the tasks and time spent by those involved in extracurriculars. A different form of response was

found within academic based students is that they think that people involved in extracurricular activity have little to no time for personal and academic based projects when in fact they are able to balance themselves with proper time management that comes naturally from extracurricular activity.

CHAPTER V: Conclusion and Recommendations

This section of the study presents a brief summary of the research, as well as the findings that comprise the analysis of data and the conclusion to be further elaborated. This chapter discusses the highlights of the study and the recommendations from the researchers.

Conclusion

Based on the acquired and analyzed data from the methodology portion of the study, with consideration of the informative provisions of related literature regarding the subject, extracurricular activities indeed inflict certain impacts to students, but these effects are not necessarily all negative. Extracurricular activities contribute to the personal development of student, enhancement of talent and adaptability of certain attitudes for the formation of one's identity. The primary cause of initial engagement to these activities are mainly personal interest and peers. Contrary to the popular belief that extracurricular activities hinder one's academic performance, it simply affects the time management or schedule of the student in manners dependent on the individual. In fact, according to obtained information, it benefits the participant. However, it is prevalent that high school students of De La Salle Santiago Zobel School prioritize academics over extracurricular, with consideration of its significant effect to one's future.

Recommendations

The researchers of the study recommend the following:

1. For teachers, do not hinder or discourage students to join various extracurricular activities, rather encourage them to promote holistic formation as well as social interactions among other students.
2. For the administration, establish extracurricular activities appealing to the youth and simultaneously beneficial. Monitor the activities as well and ensure that such negative impacts on time management are tolerable and manageable.
3. For the students, engage and participate in various extracurricular activities provided by the school but take consideration of its influences and benefits.

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