

Co-curricular activities and leadership skills of student leaders of senior high school students in Divine Word College of San Jose

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Abstract

The present study investigates the relationship between co-curricular activities and leadership skills of senior high school student leaders at Divine Word College of San Jose. This descriptive correlational approach aimed to determine the level of co-curricular activities and leadership skills of the 87 student leaders in grades 11 and 12 in different clubs/organizations. This study utilized adopted questionnaires as a primary research instrument. This study revealed a composite mean of 3.30 under the co-curricular activities, interpreted as high. Moreover, the students showed significant agreement in their leadership skills. Results also revealed that the other student leaders may have lower grades because they missed classroom activities. However, they proved that their academic performance was their priority, even if they initiated and led co-curricular activities. The results indicate a highly significant relationship between co-curricular activities and leadership skills. The findings underscore the importance of integrating co-curricular activities in schools to foster leadership skills among students. This study contributes to understanding co-curricular activity engagement as an indicator of leadership skills, highlighting the potential to lead the next generation in their college lives. It recommends that the Office of Student Affairs continue to conduct seminars on how the student leaders lead their members more positively and interactively.

Keywords: co-curricular activities, leadership skills, student leaders, academic performance, descriptive correlational approach

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1. Introduction

The importance of co-curricular activities as a powerful instrument for developing leadership qualities in student leaders has drawn much attention to the changing face of education. The complex web of contemporary educational goals emphasizes students' entire growth and their acquisition of academic knowledge. In traditional schools, the student leaders have an approach to leading and making decisions, motivating, and inspiring other students (Dampson et al., 2018). Co-curricular activities, such as debate clubs, student councils, sports teams, and music groups, go beyond the typical classroom and provide an excellent environment for developing a wide range of leadership skills. Specifically, this research will look at how these activities help to create competent, adaptable, and compassionate leaders of the future. Developing leadership abilities in young people is crucial, as it molds them into capable agents of change and visionaries within their fields. Co-curricular activities offer an exceptional environment where students can experience real-world problems, teamwork, strategic thinking, and the necessity of efficient communication, all of which are key qualities of a leader. Students who actively engage in these activities are frequently propelled into leadership roles unintentionally, which promotes a leadership development strategy that emphasizes learning by doing. Students involved in co-curricular activities, such as joining clubs or organizations, have a higher academic performance as measured by their grade point average than other students who don't participate (Furda & Shuleski, 2019). Based on this research, these kinds of non-experiential study settings play a crucial role in developing students' potential as leaders and giving them the tools they need to navigate the challenges of the modern world successfully.

Additionally, this study aims to identify the relationship between co-curricular activities and student leaders' leadership skills. As mentioned by Tus (2020), they are the most affected by academic stress because they are subjected to different stressors, such as pressure in academics and other obligations to succeed. Furthermore, some students choose to do the co-curricular activities first rather than do homework or study for exams because it may take several hours. Still, it helps students manage their time for academic and co-curricular activities (Anjum, 2021). It looks into the multifaceted effects these activities have on students, such as how they affect their sense of self, capacity for problem-solving, emotional intelligence, and capacity for cooperative work in various teams. The relationship between co-curricular activities and the leadership skills of student leaders is not just a theoretical exercise but also a critical investigation into the processes by which our educational establishments might nurture future leaders. However, a student leader's multitasking co-curricular and academic activities can't successfully process multiple pieces of information simultaneously (Amez et al., 2021). Student leaders must know their priorities and goals to manage their time well. This study aims to add evidence-based recommendations for incorporating co-curricular activities into student leadership development programs, thus contributing to the continuing discussion on best practices in education. This study aims to provide insights into how co-curricular engagement functions as a catalyst for leadership development, improving the educational experience, and preparing students for future societal responsibilities through a thorough assessment of the literature and empirical analysis.

Statement of the Problem - This study aimed to determine the relationship between co-curricular activities and the leadership skills of senior high school students at Divine Word College of San Jose. This study sought to answer the following questions: (1) What is the level of co-curricular activities of student leaders in the senior high school department at Divine Word College of San Jose? (2) What is the level of leadership skills of senior high school students at Divine Word College of San Jose? (3) Is there a significant relationship between co-curricular activities and the leadership skills of student leaders in Divine Word College of San Jose's senior high school department?

Significance of the Study - The result of the study will be helpful in the following ways: first, it will help the students; this study is helpful in developing students who are capable, confident, and well-rounded. Second, this study provides various benefits to parents to encourage their children's growth and future success. Third, this study would inform the teachers on how to improve students' overall growth, encourage a cooperative learning atmosphere, and prepare them for future difficulties. Fourth, this study is helpful to administrators as it enhances overall institutional efficacy and reputation, fosters school spirit, and supports a well-rounded educational program. Lastly, this study provides future researchers with a solid understanding that will allow them to pursue more research and contribute to student leadership.

2. Methodology

Research Design - The researchers utilized descriptive correlational research to explore the relationship between co-curricular activities and leadership skills of senior high school students at Divine Word College of San Jose. The study also describes the students' level of co-curricular activities and leadership skills.

Respondents of the Study - This study's respondents were the 87 student leaders in the senior high school department. The researchers included all officers in different organizations, from the president to the strand representatives per year level.

Research Instrument - This study utilized an adopted questionnaire as the primary research instrument. The ten items in co-curricular activities were adopted by Jaycee (2021), while the ten items in leadership skills were adopted by Balita (2022). Expert validity was employed to validate and determine the reliability of the adopted questionnaire. The researchers requested the professional judgment of five research experts from the senior high school department of the same institution. Each assesses how well each questionnaire item applies and is relevant to the studied problem. Comments and suggestions from the experts were incorporated to finalize the instrument.

Data Gathering Procedure - This study was only to proceed with the research adviser's consent and approval by the senior high school academic coordinator at Divine Word College of San Jose. Before collecting the data, the researchers introduced themselves to the respondents and the study's purpose, goals, and objectives. The validated, adopted questionnaires were distributed personally to the student leaders. After two days, the researchers collected the answers to the questionnaires from the respondents. The researchers kept and organized the respondents' responses.

Statistical Treatment of the Data - In this study, the researchers used a weighted mean to determine the students' leaders' level of co-curricular and leadership skills. Moreover, Pearson's r and regression analysis were used to test and decide whether to accept or reject the null hypothesis.

Ethical Considerations - To respect the respondents' right to privacy, their identities and responses were kept confidential. The researchers also secured the approval of the senior high school coordinator and the basic education principal for the conduct of the study. Moreover, the researchers followed the APA 7th Edition in acknowledging the authors when discussing the supporting literature.

3. Results and Discussions

Table 1 shows student leaders' mean level of co-curricular activities in the senior high school department. Ten indicators of co-curricular activities revealed a composite mean of 3.30, interpreted as high. This means that the co-curricular activities of the students take place inside or outside the school by involving numerous issue groups, societies, and student organizations supported by the Board of Education. Among the ten indicators, the statement of academic performance is my priority, even if I joined co-curricular activities, which got a weighted mean of 3.60, which is interpreted as high. This means that even though the student leaders are busy organizing different activities, they prioritize their academic activities. The lowest weighted mean (2.90) is the statement that participation in co-curricular activities helps me get high grades; this means that the rest of the student

leaders may have lower grades because they missed their activities inside the classrooms. Buckely & Lee (2021) state that co-curricular activities such as clubs, fraternities, and societies have been an integral aspect of higher education. Therefore, it's critical to understand how circumstances around a student's involvement in higher education affect their social and personal life development aimed at improving university life and education, especially co-curricular activity involvement (Boy et al., 2022). These co-curricular activities need a well-thought-out plan before being used in the classroom. Students' needs, abilities, and interests should be considered when organizing co-curricular activities at school.

Table 1

Mean Level of Co-Curricular Activities of Student Leaders in Senior High School Department

Indicators	Weighted Mean	Verbal Description
1. I learned a lot of things through participating in co-curricular activities that are very helpful for my studies.	3.56	High
2. I participate in certain co-curricular activities that give me advantages regarding my studies.	3.40	High
3. Participating in co-curricular activities improves my higher-order thinking skills (HOTS).	3.41	High
4. Participation in co-curricular activities helps me to get high grades.	2.90	Moderate-High
5. My eagerness to learn is not affected by my co-curricular activities.	3.13	High
6. Academic performance is my priority, even if I join co-curricular activities.	3.60	High
7. I participate in more than one co-curricular activity simultaneously.	3.22	Moderate-High
8. I was able to acquire the necessary competencies required for each subject, even if I was excused in class.	3.33	High
9. Participating in co-curricular activities motivates me to study harder.	3.10	Moderate-High
10. I have understood our other lessons and scored high on exams even if I was excused from classes.	3.31	High
Composite Mean	3.30	High

Legend: 3.26 – 4.00 High, 2.51 – 3.25 Moderate High, 1.76 – 2.50 Moderate Low, 1.00 – 1.75 Low

Table 2

Mean Level of Leadership Skills of Student Leaders in Senior High School Department

Indicators	Weighted Mean	Verbal Description
1. I am accepted as a leader by others.	3.18	Moderate-High
2. I can develop other leaders.	3.07	Moderate-High
3. I can handle stress.	3.03	Moderate-High
4. I am willing to take responsibility.	3.59	High
5. I have a willingness to serve others.	3.59	High
6. I can bounce back when a problem arrives.	3.17	Moderate-High
7. I take initiative whenever there are activities that need my service.	3.36	High
8. I have the ability and the desire to keep learning.	3.67	High
9. I have integrity, which is expected of a leader.	3.47	High
10. I can see what needs to be done next.	3.53	High
Composite Mean	3.37	High

Legend: 3.26 – 4.00 High, 2.51 – 3.25 Moderate High, 1.76 – 2.50 Moderate Low, 1.00 – 1.75 Low

Table 2 shows the mean level of leadership skills of the student leaders. Ten indicators were used to describe the leadership skills of the student leaders. A composite mean of 3.37 is interpreted as high; leadership is both a science and a talent that can be acquired, practiced, and enhanced over time through leadership

development programs such as co-curricular activities. Among the ten indicators, the statement: I have the ability and the desire to keep learning (3.67) got the highest mean; this implies that even though the student leaders are busy initiating different activities in different organizations, the findings revealed that they desire to keep learning. This means that student leaders are doing their best to attend the classes and submit the written activities given by their subject teachers. As stated by Muthoni (2018), being a leader is about persuading and inspiring people to accomplish desired goals and motivating others to take action toward accomplishing organizational objectives. Beyond mechanical dominance, leadership is the gradual control that a man exercises over another's adherence to regular directives. Moreover, it is both a science and a talent that can be acquired, practiced, and enhanced through leadership development programs such as organizing co-curricular activities (Dhanmeher, 2014). Understanding the importance of student leadership skills and the shared nature possessed by student leaders is one of the factors in striving towards a successful organization. (Ling et al., 2019).

Table 3

Correlation Coefficient and P-value for Hypothesis Testing (Ho)

Variables	Correlation Coefficient	Effect Size (r^2)	Critical value	t-value	P-value	Interpretation
Co-curricular activities → Leadership skills	0.517	0.267	1.99	5.57	0.000	Highly Significant

Legend: p-value<0.01 Highly Significant ; p-value<0.05 Significant

Table 3 presents the correlation coefficient and p-value for hypothesis testing. The coefficient of 0.517 shows a positive correlation between co-curricular activities and the leadership skills of student leaders. This proved the rejection of the null hypothesis with a p-value of 0.000, meaning it was highly significant. Therefore, there is a highly significant relationship between the co-curricular activities and the leadership skills of the student leaders. The student's leadership skills may be developed based on their organized co-curricular activities. Based on the study of Tucci et al. (2019), engaging in co-curricular activities can give students hands-on leadership practice. Co-curricular activities are sometimes used as a synonym for extracurricular activities, which are ways for students to develop their confidence, self-discipline, teamwork, social interaction, and balanced recreation. Students who are leaders have the skills needed to progress in their professions and become productive managers in the workplace (Zada & Zeb, 2021).

4. Conclusions

The following conclusions are drawn based on the findings: The co-curricular activities consist of ten indicators. The statement that academic performance is my priority even if I join co-curricular activities got the highest weighted mean of 3.60, interpreted as high. The student leader's educational performance is their priority, even if they join co-curricular activities. The leadership skills of the student leaders got a composite mean of 3.37, which is interpreted as high. The student leaders have the ability and the desire to keep learning based on their leadership skills. Co-curricular activities significantly affect the leadership skills of senior high school student leaders in senior high school at Divine Word College of San Jose.

Recommendations - Based on the findings and conclusions of the study, the following recommendations are presented: teachers, academic coordinators, and primary education principals may propagate to students the significance of co-curricular activities and leadership skills. Teachers and academic coordinators may encourage students to join and participate in the school's co-curricular activities. School administrators may continue to reward the best leaders of different organizations. The Office of Student Affairs may continue to conduct seminars

on how student leaders can lead their members more positively. Future researchers who must pursue similar goals may add another variable that will interact with the relationship between co-curricular activities and the leadership skills of student leaders.

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