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Pupils' Perception of Their School's Performance in Academic and Para-Academic Competitions and Their Esteem of Their School's Capability

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Abstract — This study aimed to find out the Grade VI pupils' perception of the Dipolog Pilot Demonstration School's performance in academic and para-academic competitions and their esteem of their school's capabilty.

Correlational research method was used in the study to find out the Grade VI pupils' perceptions of the Dipolog Pilot Demonstration School's performance in academic and para-academic competitions and their esteem on the capability of the school. The respondents of the study were one hundred fifty (150) Grade VI pupils of the Dipolog Pilot Demonstration School.

The study used the fish-bowl sampling technique in determining the number of respondents. The primary tool of the study to gather data on the perception and esteem of the pupils were questionnaires for perception and esteem with constructs made by the researcher bases on her readings and researches.

As revealed in the findings, the pupils of the Dipolog Pilot Demonstration School agreed on their schools' performance in academic and para-academic competitions and their esteem on the capability of the school was high. This means that there was a significant relationship on pupils perception of their school's performance in academic and para academic competitions and their esteem of their school's capability.

Recommendations such as encouraging pupils to participate in academic and para-academic competitions is greatly enhanced. Teachers, school heads and parents give full support to pupils who join and participate in both academic and para-academic competitions.

Keywords — Mentoring, Mentoring Skills, Instruction, Instructional Practices, Academic Performance

I. Introduction

'All work and no play make Jack a dull boy'.

– Proverb –

In today's highly competitive world, we have to bear a lot of mental stress and also have to get involved in so many things in order to acquire knowledge. This is where co-curricular activities play a very significant role. They help us get mental rest and also help us stay physically fit and healthy. Being only brilliant in academics doesn't help a student become a responsible citizen of that country. A student should also be equally talented in other fields and even if not, they should

at least pay some interest in them. It's because being both academically and co-curricularly talented helps a student to face the world. This also helps in developing his/her personality. There is no doubt that academics are the priority in a student's life but it would be very wrong to say that co-curricular activities are a kind of hindrance to academic excellence. Students don't go to school only to study but they also go there to show their potentiality in other fields like sports, dance and music. Moreover, I think it fully depends on the student how he manages both his study and other activities' schedule. Another advantage of co curricular activities is that they help a student in building up their skills or nourishing their inner capabilities. Being a good debater means that a person can face any kind of interview in any interview which he applies for as naturally, he/she will have good speaking skills. Moreover, to get admitted in many top institutions in today's world, we have at least got to know any of the activities other than academic like sports or music (http://wiki.answers.com/Q/).

The modern education system recognizes that child comes to school for all-round and harmonious development. It aims at the development of the total personality of the child and for that school provides opportunities for experience. In fact, the quality of the schools depends on and is evaluated upon the educational experiences provided to the pupils. To fulfill these purposes, variety of educative experiences is to be provided in the school programs, which may contribute to a long, happy and normal life of the child. These comprise curricular, extra curricular as well as co-curricular educative experiences provided inside as well as outside the classroom. In this context, modern education lays special emphasis on the need of co-curricular and extra-curricular activities, because it has been recognized as a source of enrichment and vitalization of the school curriculum. These activities form a vital link in the pattern of educational experiences necessary for all boys and girls. Besides, these activities provide opportunities of self-expression and participation which inculcate various important traits in the learner. Psychologically these activities are considered essential because they provide outlets for the flow of the surplus energies of the students. Based on the extensive usage of ICTs in education the need appeared to unravel the myth that surrounds the use of information and communication technology (ICT) as an aid to teaching and learning, and the impact it has on students' academic performance. ICTs are said to help expand access to education, strengthen the relevance of education to the increasingly digital workplace, and raise educational quality. However, the experience of introducing different ICTs in the classroom and other educational settings all over the world over the past several decades suggests that the full realization of the potential educational benefits of ICT (Josol, et. al., 2023). Students in this study favored public relations and instructional staff support at the respective universities. The pupils' inadequate computer abilities and inaccurate picture of their workload made it hard for them to perceive their increased academic achievement in the new classroom (Hoang, et al.,2022).

The function of education is to bring change in child behavior and personality in a more desirable form. Development of child's body and mind demand proper nurturing of its physical and intellectual qualities as few of the major determinants of his personality. Therefore, modern

approaches of education emphasize on all round development of the child. The process of education is not something static or one time measure rather, continuous and life long endeavor that can be divided in two parts; curricular activities and co-curricular activities. These are also recognized as a source of enrichment and vitalization of the school curriculum, mainly through the cultivation of hobbies, interests, etc. these activities are no longer looked upon as extras but as an integral part of the school program. The distinction between curricular and extra curricular is gradually disappearing in modern educational practice and the coordination and integration of all the experiences of the pupils' intellectual, social, moral, emotional and physical abilities has become the object of the persistent efforts of the school. Co-curricular activities, as the name implies, are those, not directly related with the prescribed curriculum and include; sports, athletics, scouting, cubing, various hobbies, excursions literary societies, dramatics, debates etc. to bring social and physical adjustments in the child. The basic idea behind such activities in educational institutions is the building up of the student character and personality as well as training of their mind that may help /facilitate academic achievements of the child (Ara and Rakhsi, 2003). As a moral responsibility, every mentor should ensure that learners learn how to choose from the myriad of readily available materials and tools through improvising laboratory apparatuses. To be able to do this, teachers should be flexible, creative, and innovative in the classroom to turn learners become critical and creative thinkers (Luza-Tabiolo, C. D.,2018).

In this context, the Department of Education encourages the involvement of the pupils in co-curricular activities as it believes in the development of a well-rounded individual. Karnes and Riley (1996a) stated "competitions can provide positive rewards for students, teachers, and schools" (p.14). The benefits for students ranged from the satisfaction they felt having accomplished a goal set for themselves to the academic growth and development gained. Karnes and Riley (1996a) also stated that competitions enhanced students' self-directed learning skills and sense of autonomy. Furthermore, gains were made by students in "process skills, personal and interpersonal development, and product production" (p. 14).

Davis and Rimm (1994) supported this notion, arguing that competitions provided students with opportunities to showcase their talents and skills, as well as performed to the best of their ability. The recognition received from participation also ensured acknowledgment of their gifts.

Competition can also serve as a pinnacle for learning to cope with the variety of life's challenges (Blanchard, 1989). By being placed in a competitive environment with adequate supports students learn to cope with differences, strive toward excellence, accept failure and frustration, and recognize their potential. Davis and Rimm (1994) described research conducted by Walberg in which creative high school students who had won competitive awards indicated they were "brighter than their mends and quicker to understand" (p.34). While these students may have always felt this way, participation in competitions has reaffirmed their perceptions of themselves.

Competitions raised not only self-awareness, but also self-esteem. While winning might be the ultimate goal, Karnes and Riley (1996a) stated that the focus should be placed on the premise that participation alone constitutes winning. The fact that the students took the risks, time, and energy involved to participate indicates a winning spirit. Students who competed were given opportunities to experience a taste of what lies ahead in the challenges of the everyday world.

Research suggested that self-concept/ self-esteem is a crucial aspect of a child's development (Fox, 1987; Harter, 1978; King, 1997; Steinem, 1992; Taylor, 1980). It can contribute to a child's sense of belonging, of self-worth, of competence, and of achievement. It may further influence the who and how of making friends, the experimenting and exploring of novel situations, the trusting of people, the assuming of responsibility for actions and behaviours, the being creative and imaginative, and the showing of initiative and related traits.

A positive self-concept/self-esteem leads to a perception of oneself as important, capable of performing at a normal or superior level and of utilizing learning experiences. Such a self-concept consists of an acquired set of attitudes accompanied by feelings of self worth, of competence, of adequacy and of confidence. A child with a positive self concept is not afraid of new situations, makes friends easily, experiments with new materials, trusts his/her teacher, is cooperative and is able to follow reasonable rules and to assume responsibility for his/her behaviour (Hamachek, 1995; Rotherham, 1987; Swayze, 1980). According to Taylor (1980) the child with a strong and positive self-concept during his/her early years has a distinct advantage in being able to confidently incorporate everyday problems and tends to be more independent, reliable, and free from undesirable characteristics such as anxiety, nervousness, excessive worry, tiredness, and loneliness.

It is generally believed that achievement is moderately to strongly related to self-perception (Byrne & Worth Gavin, 1996; Skaalvik &Rankin, 1990, 1995). Productive achievement is a consequence and an expression of a healthy self-concept. Children's self-views largely determine the nature of their achievement. If children hold favourable self views, they are likely to adopt an orientation towards success.

The level of self-concept influenced both children's choices of behaviour and the quality and persistence of performance (Fox, 1987). Moreover, the relationship between achievement and self-concept is likely to become reciprocal (Marsh & Yeung, 1997; Wigfield & Karpathian, 1991).

The division of Dipolog City Schools has programs where the pupils could exhibit their talents in speaking, writing, the arts, and in sports. In every activity where the different schools from the division compete, the deafening sound of support echoes in the four corners of the venue. Pupils, as well as teachers and parents, cheer for their representatives. When the winners are announced, the emotional outbursts of the contestants and their supporters could not be described and one could see that the pupils are proud of their comrades and would shout that their school is the best.

As a teacher, I observed this phenomenon and also felt proud of the achievements of the pupils as well as of the school. But since most of the audience are the participants themselves, I still would like to find out what the pupils really feel when their school is declared the winner in the activities participated in by the school.

It is for this reason that the study is being done.

REVIEW LITERATURE AND STUDIES

LITERATURE

It is widely accepted that Co-curricular and Extra-Curricular activities hold a place of great importance in the field of education for the all round development of children. The modern education system recognizes that child comes to school for all-round and harmonious development. It aims at the development of the total personality of the child and for that school provides opportunities for experience. In fact, the quality of the schools depends on and is evaluated upon the educational experiences provided to the pupils. To fulfil these purposes, variety of educative experiences is to be provided in the school programmes, which may contribute to a long, happy and normal life of the child. These comprise curricular, extra curricular as well as cocurricular educative experiences provided inside as well as outside the classroom.

In this context, modern education lays special emphasis on the need of co-curricular and extra-curricular activities, because it has been recognized as a source of enrichment and vitalization of the school curriculum. These activities form a vital link in the pattern of educational experiences necessary for all boys and girls. Besides, these activities provide opportunities of self-expression and participation which inculcate various important traits in the learner. Psychologically these activities are considered essential because they provide outlets for the flow of the surplus energies of the students.

Modern education aims at the wholesome development of children. In fact all-round development is the key theme of education. To day, when a child comes to school, he comes in his totality and, so, education should help him to develop his total personality. To fulfil these purposes, variety of educative experiences are to be provided in the school programmes which may contribute to a long, happy and normal life of the child. In this regard, educational experiences should not only include formal knowledge to help him to develop intellectually and mentally but also impart lots of other experiences for his social, physical and spiritual development. Moreover, development of creativeness should not be left out from his experiences because this is one aspect which distinguishes him as a person and as an individual in the society.

This has been stressed clearly in education commission report (Kochhar:1993:281) of India, which shows “we conceive of the school curriculum as the totality of learning experiences that the school provides for the pupils through all the manifold activities, in the school or outside, that are covered on under its supervision”. These manifold activities include not only curriculum

centered activities but also other curricular activities (co-curricular activities and extra-curricular) that help children to develop mentally, spiritually and socially.

N.L. Bossing (1963:505) states about such activities, “Even with the most satisfactory school-room conditions, students need a more direct outlet for their tendencies”. The co-curricular and extra curricular activities provide them freedom and opportunities for expressing themselves outside the tight formalities of the school programme and, at times, it is more important for their emotional and social health. These activities provide opportunities of self-expression and provide out lets for the flow of the surplus energies of the students. Thus, extra curricular activities are valuable for developing proper attitude, habits, interest and ideals among pupils.

Today, we give due emphasis to co-curricular and extra-curricular activities along side the curricular activities for all-round development of children. So, we need to understand the distinction between co-curricular and extra-curricular activities, between curricular and co- and extra-curricular activities. In “co-curricular activities are activities sponsored by the district and approved by the school board and are designed to provide opportunities for students to participate, on an individual or group basis, in school and public events for the improvement of skills.” Thus, Co-curricular activities have one or more of the following characteristics:

- They are conducted at regular and uniform times during school hours or at other times established by the school administration.

- Although not offered for credit, they are directed or supervised by instructional staff in a learning environment similar to that found in courses offered to credit.

- They are partially funded by public money for general instructional purposes under the direction and control of the school Board.

Extra-curricular, on the other hand, has been defined as, “Extra-curricular activities are small activities sponsored by students' clubs or groups and approved by the 2 FRP Report 20 administration”. Extra-curricular activities are direct and personal services for school students for their enjoyment that are managed and operated under the guidance of an adult or staff member. Thus, Extra-curricular activities have all of the following characteristics.

- They are not offered for school credit or required for graduation.

- They are generally conducted out-side school hours, or if partly during school hours, and at times, agreed by the participants and approved by school administration.

- The content of the activities is determined primarily by the student participation under the guidance of a stage-member or other adult.

Morgan Hill has also given almost the similar definition of co-curricular and extracurricular activities. Co-curricular activities extend learning experiences and they are directly

related to academic courses in curricular subjects and activities, whereas extra-curricular activities are not part and parcel of curriculum and they are not carried out during school hours. The participants in the extra-curricular activities are guided by a staff member or any other adult with knowledge and experiences.

Both co-curricular and extra-curricular activities are noncredit activities. However, both of them need approval by school authorities.

The provision of co-curricular and extra-curricular programmes have been recognized as the most essential mechanism for psychological and intellectual development of students. These activities have been evolved as an integral part of their learning process. Education is, has been said elsewhere, a creation of a sound mind in sound body. So children need ways and means to express their emotions and learn to adjust themselves in the broad society.

Although, extra-curricular and co-curricular programmes are part and parcel of school activities, yet few studies have been made to assess the real impact of such activities. More, both co-curricular and extra-curricular activities, being non-credit activities, no distinction is made between co and extra-curricular activities. In this context S. K. Kochhar (1993:283) gives his strong opinion in these words, "in fact, the distinction between curricular and extra-curricular must cease to exist." To be frank, curricular, co-curricular, and extra-curricular activities are very much interwoven yet Status of Co-Curricular and Extra-Curricular Activities 3 fair distinction between them really helps us to develop better educational plans and programmes and also helps us to utilize our money and resources more fruitfully for the betterment of our children.

The History of Extracurricular Activities

The development of extracurricular activities was slow in the beginning, with many seeing it simply as a fad that would pass and quickly fade out of style (Millard, 1930, p. xi). One of the early philosophies behind extracurricular activities was that they should, wherever at all possible, "grow out of curricular activities and return to curricular activities to enrich them" (Millard, 1930, p. 12). Eventually people, including educators, began to see the benefits of extracurricular activities, but it took a while to inure themselves to them. In fact, before 1900, educators were skeptical of participation in extracurricular activities, believing that "school should focus solely on narrowly defined academic outcomes. Non-academic activities were viewed as being primarily recreational and therefore were detrimental to academic achievement, and consequently were discouraged" (Marsh & Kleitman, 2002, para. 5). Deam and Bear, early experts on extracurricular activities, said, "Extracurricular activities supplement and extend those contacts and experiences found in the more formal part of the program of the school day" (Millard, 1930, p. 16). It was not until recently that "educational practitioners and researchers have taken a more positive perspective, arguing that extracurricular activities may have positive effects on life skills and may also benefit academic accomplishments" (Marsh & Kleitman, 2002, para. 5). It is obvious that extracurricular activities have an impact on academic performance and education ever since their

inception. The question is, how are extracurricular activities affecting academic performance today?

Perception

Perception is the process by which people interpret the input from their senses to give meaning and order to the world around them. The three components of perception are the perceiver, the target, and the situation. Accurate perceptions are necessary to make good decisions and to motivate workers to perform at a high level, to be fair and equitable, and to be ethical.

The perceiver's knowledge base is organized into schemas, abstract knowledge structures stored in memory that allow people to organize and interpret information about a given target of perception. Schemas tend to be resistant to change and can be functional or dysfunctional. A stereotype is a dysfunctional schema because stereotypes often lead perceivers to assume erroneously that targets have a whole range of characteristics simply because they possess one distinguishing characteristic (e.g., race, age, or gender). In addition to the perceiver's schemas, the motivational state and mood also influence perception.

Characteristics of the target also influence perception. Ambiguous targets are subject to a lot of interpretation by the perceiver; the more ambiguous the target, the more likely perceivers are to differ in their perceptions of it. The target's social status also affects how the target is perceived. Through impression management, targets can actively try to manage the perceptions that others have of them.

The situation affects perception by providing the perceiver with additional information. One particularly important aspect of the situation is the target's salience—that is, the extent to which the target stands out in a group of people or things.

Biases and problems in person perception include primacy effects, contrast effects, halo effects, similar-to-me effects, harshness, leniency, average tendencies, and knowledge-of-predictor bias. Inaccurate perceptions resulting from these biases can lead to faulty decision making.

Attitudes

According to Andersons (1985), an attitude is moderately intense emotion prepares or predisposes an individual to respond consistently in favourable and unfavourable manner when confronted with a particular object. It is therefore a mental state used by individuals to guide the way in which they respond or psychological construct comprised of cognitive, affective and intention components. Attitudes are also defined as strongly held belief that reflect people's opinions and feelings and can be sometimes manifested in behaviour Chambers and Pitman (1986) have shown that both feelings and information are critical factors in the formation of attitudes, and

these are critical components of understanding. Baron and Byme (1994) in the argument reveal that attitudes dictate individuals' perception of the world and their social interaction.

Attitudes, behaviour and feelings are found by some researcher Christa (2000) to be liked such that people's attitudes and that people's attitudes determine their behaviours towards objects and people they meet and influence even the relationships that exist among these with themselves. Frankfort - Nachmias (1992) defines attitudes as a mental or neural state of readiness represented by cognition, feelings and behaviour, organized through experience deliberate learning and liberty. This exerts a directive or a dynamic influence upon an individual's response to all objects and situations with which it is related. Attitudes therefore have, according to Lord (197: 222) three elementary components:

i. *The cognitive components*

ii. The feeling components

iii. The actions or behavioral components

The three are interrelated; they are always present whenever a person holds attitudes. A more noticeable issue in research into attitudes towards Mathematics is that these do not consist of a single unitary construct, but rather a large number of sub-constructs all of which contribute in changing proportions towards an individual's attitudes toward Mathematics.

Studies (Breakwell & Beardsell, 1992; Oliver & Simpson 1988, Crawley & Black 1992) have incorporated a range of components in their measures of attitudes to science. These include the perceptions of the students, and teacher, anxiety towards mathematics, attitudes of peers, Attitudes of parents, the nature of the classroom environment, and achievement in Mathematics and fear of failure. From the previous definition, it appears that attitudes are not quantifiable they can be detected by indirect methods. Attitudes manifest themselves in different manners. Their manifestations are linked to concepts such as perceptions, personality and perceptual selectivity. Show the existence of a relationship between attitudes and beliefs or perceptions, Crawley and Koballa (1994:37) stated:

Beliefs that an individual holds about the consequences of engaging in the specific behaviour within subject effect or personal norm help the person form an attitude towards engaging in the behaviour.

Perception

The review of the cognitive psychologists shows that, as we more about the world, we create a model of how the world works. That is, we sense the objective of the world, but our sensations map to percepts, and those percepts are provisional, in the same sense that Mathematics hypotheses are provisional. As we acquire new information, our percepts shift. Belief and perceptions are not in action. Beliefs are life we do not question or filter our own beliefs. We fare them as they are. They include the values that we have perceptions however relate to a method or

way of thinking or point of view. It is the filter of any input base on our beliefs. An important aspect of how we perceive objects or people has to do with what we think they are or should be (Morris 1973). How Mathematics is perceived depends on what students themselves think Mathematics is. So, because students are limited in what they can perceive, they are highly selective in whether they choose to perceive and that which is relevant to them. In this process of filtering, different people will react differently even when they are from the same physical environment. They would not always have the same experiences, hence perceptions.

Attitudes therefore relate to the way we act or react.. the way we perform our thinking (perceptions) is what results in our attitudes. Our actions therefore depend on our attitudes.

The ability to filter sensory experience is called perceptual selectivity. Perceptual selectivity is influenced by both external and internal factors. External factors relate to stimuli and contexts in which people find themselves interacting while internal factors relate to for example, learning, personality and motivation. It involves active engagement with the most "such that the perceiver constructs it in the most appropriately informative manner" (Oakes, Heslam & Turner, 1994:114). Sometimes, out of necessity perceptual selectivity takes over and individuals see only what they expect and want to see. In a sense the individual pays attention only small parts of stimuli and therefore remains uninformed of those things he doesn't expect. To influence students' attitude toward Mathematics, their perceptual selectivity should be manifested. The perceptual selectivity of Mathematics students can therefore be increased by advocating Mathematics, which means there should be follow-ups, feedback and reports on situation in schools by the media and other influential sources.

STUDIES

Co-curricular and Extra-curricular Programmes and their Impact on Pupil's Development

Educationists say that co-curricular and extra-curricular activities help children develop their personality, for psychologists it sublimates their instincts and gives vent to their pent-up feelings, and sociologists maintain that it helps them in the words of Dunhill (1961:34) "to act civically, to live as friendly neighbours and to develop a sense of responsibility through accepting responsibility." Better achievement in extra-curricular activities not only gives satisfaction to the students but it also infuses a sense of pride in their school. This tone or school spirit should unduly help every activity or pastime undertaken by the pupils of the school (Ibid:35)

Co-curricular and extra-curricular activities play an important role in the lives of schools students. Thus, several studies have been conducted in various countries on the status and effects that co-curricular and extra-curricular activities can have on students. In those studies some have focused on specific population such as athletes whereas others have focused on outcome variables such as personal and social development, academic achievement, and participation in activities related to delinquency.

In one study, Silliker and Quirk (1997) examined the effects of extra-curricular activity participation on the academic achievement of high school students. Participants consisted of 123 high school students who participated in interscholastic soccer during the first quarter of the school year but were not involved in any extracurricular activity during the second quarter. The results of the studies indicated that participants had higher grade point average in the first quarter (i.e., during soccer season) than in the second quarter (outside soccer season) and the student attendance was also found higher during the soccer season.

Marsh (1992) examined the effect of total extra-curricular activities participation during the students' last two years in high school. Data on 10613 students from the second follow-up of the sophomore cohort of the high school and beyond study were examined for this study. This study found total extra-curricular activity participation.

Status of Co-Curricular and Extra-Curricular Activities

Total extracurricular activity participation was positively correlated with global self-concept, academic self-concept, taking advanced aspirations, parental involvement, absenteeism, senior-year education aspirations, academic track, college attendance, parental aspirations and senior occupational aspirations. In general, the studies conducted on high school athletes showed generally positive effects on extracurricular involvement on academic achievement.

In one of the studies, Jha (1990) expressed that before the execution of New Education System Plan co-curricular and extra-curricular activities in the school of Nepal was not well organized as a regular school programme due to the lack of implementation of systematic school curriculum.

Maharjan (2002) stated that the implementation of NESP (1971) and the establishment of Curriculum Development Centre (CDC) under the Ministry of Education made the provision to organize as a compulsory and regular programme for schools in all 75 districts of Nepal.

J. Bhullar et al. (2002) in their study concluded that parents in most of the areas encouraged their daughter for participation in co-curricular activities and sports competition.

The study of Bawa and Debnath (1993) has shown that students suffering from high anxiety got relieved of it through a regular participation in co-curricular and extracurricular participation. Participation in this activity improves self-esteem, selfsatisfaction, personal worth and emotional adjustment.

Booth (1958), Ikegami (1970), Johnson and Coffer (1974), and Sohi (1986) reported that participation in co-curricular and extra-curricular, especially in sports, yoga, field visit, social service, drama, helped in reducing the anxiety level of the participants.

The Positive Effects of Extra Curricular Activities on Students by Erin Massoni

Extracurricular activities are found in all levels of our schools in many different forms. They can be sports, clubs, debate, drama, school publications, student council, and other social events. A student's future can be determined in the things that they do in the hours after school and before their parents get home. This paper describes the role of extracurricular activities and the positive effects that they can have on students of all kinds ranging from the above average student to the student that is on the brink of dropping out of school.

Extracurricular activities are activities that students participate in that do not fall into the realm of normal curriculum of schools. They are found in all levels of our schools. There are many forms of extracurricular activities such as sports, clubs, governance, student newspaper, music, art, and drama. Extracurricular activities are totally voluntary so students that do not want to participate in them do not have to. Lunnenburg (2010) states in his article that "Extracurricular activities serve the same goals and functions as the required and elective courses in the curriculum. However, they provide experiences that are not included in formal courses of study. They allow students to apply the knowledge that they have learned in other classes and acquire concepts of democratic life."

Extracurricular activities have many positive effects on education. The positive effects that extracurricular activities have on students are behavior, better grades, school completion, positive aspects to become successful adults, and a social aspect.

Extracurricular activities began in the United States in the 19th century. At first they were just an additional part to the normal academic schedule for the year. Extracurricular activities usually had some practical or vocational interest that was included into the activities. The first extracurricular activities that were well known in schools started at Harvard and Yale University. They were literacy clubs that consisted of different debate clubs and Greek systems such as fraternities and sororities.

Students in American schools were the first to initiate athletic clubs. (Casinger, J. 2011) These soon became popular and literacy clubs began to decline. Around the time of World War I, schools started adding clubs such as journalism, and newspaper. (Casinger, J. 2011) Now these clubs have become popular and many public high schools and grade schools have clubs for all interests. Today about 1 in 4 students participate in academic clubs. (Miller, Zittleman, 2010, 189) It costs about $250 million to establish extracurricular activities in rural and inner city schools. (Girod et al., 2005, 64) The USDE funds school's extracurricular activities.

Does a student's involvement in school activities improve their academics?(Dannie Beeman 2006)

Articles have reported that student involvement in school activities produces positive academic results. In an attempt to further evaluate this relationship, a survey was given to 150 eighth grade and 135 tenth grade science students in Northwest Arkansas. These 285 public school students anonymously completed a Likert-type survey consisting of twelve items to determine the significance of student participation in school activities. The purpose was to investigate whether or not a student's involvement in school activities has an impact on their academic performance. Consequently, the findings of this study examined whether or not a positive relationship exists between student involvement in school activities and improved academics. A review of the literature was initially described followed by the methodology used. A hypothesis, which coupled student involvement in school activities with improved academics, was analyzed using an instrument consisting of a twelve-statement Likert-type survey. Validity and reliability issues, which included a sample of 50 eighth grade and 55 tenth grade students, were supported with only a couple of concerns with students not answering honestly. The procedure for survey participation was discussed then followed by a data analysis of responses. In order to determine if findings were statistically significant, the researcher proposes that further study be made to correlate student grades with self-evaluations of school involvement. This additional study would closely map students' grade progress throughout the entire school year from pre-testing to final semester exams, while at the same time continuing to monitor their involvement and motivation in school activities.

What do Students Think? A Look at Student's Perception on the Relationship between Extra-Curricular Activities and Academic Success (Julia DeFreece, 2006)

Many teachers, students, and parents have long believed that there is a positive relationship between academics and extra-curricular activities. The purpose of this study is to explore how young adolescents perceive the relationship between academics and extra curricular activities in response to a survey. Out of 147 9th grade speech/drama students at Oakdale Junior High the researcher gathered a sample of 76 participants. The participants completed a 10 question survey, based on a Likert scale, with questions regarding student's attitudes towards school, extra curricular activities, and the relationship between the two. The hypothesis of this study is that 9th grade students will perceive a positive relationship between extra-curricular activities and academic success.

The results of the research indicated that a majority of 9th grade students at Oakdale Junior High enjoy school, enjoy extra-curricular activities, and believe extra-curricular activities motivate them to do their best on their school work. The data collected also suggests that the participants believe extra-curricular activities contribute to academic success.he

II. Methodology

This section presents the discussion of the method used, research environment, respondents of the study, research instrument, validation of the instrument, scoring procedure, data gathering procedure, and statistical treatment of the data in this study.

Research Method

Correlational research method was used in the study to find out the Grade VI pupils' perceptions of the Dipolog Pilot Demonstration School's performance in academic and para-academic competitions and their esteem on the capability of the school.

Setting of the Study

The study was conducted at the Dipolog Pilot Demonstration School which is located in Dipolog City, Zamboanga Peninsula.

Respondents of Study

The respondents of the study were 150 Grade VI pupils of the Dipolog Pilot Demonstration School.

Sampling Technique and Procedure

The study used the fish-bowl sampling technique in determining the number of respondents.

Research Instrument

The primary tool of the study to gather data on the perception and esteem of the pupils were questionnaires for perception and esteem with constructs made by the researcher bases on her readings and researches.

Validity and Reliability of the Instrument

The questionnaires were submitted for approval to the panel of defense for them to determine the validity of the instruments to gather the necessary data that were used in the study.

Data Gathering Procedure

The researcher asked for the approval of the Division Superintendent and the principal of the Dipolog Pilot Demonstration School that she be allowed to conduct the study in the school where she is also teaching.

Statistical Continuum and Treatment of the Data

The study used the following continuum for the rating of the statements:

A. For pupils' perception:

Scale		Continuum	Description
5	-	4.20 – 5.00	Strongly Agree
4	-	3.40 – 4.19	Agree
3	-	2.60 - 3.39	Sometimes Agree
2	-	1.80 – 2.59	Disagree
1	-	1.00 – 1.79	Strongly Disagree

B. For the esteem of the pupils:

Scale		Continuum	Description	Implication
5	-	4.20 – 5.00	Strongly Agree	Very High Esteem
4	-	3.40 – 4.19	Agree	High Esteem
3	-	2.60 - 3.39	Sometimes Agree	Moderate Esteem
2	-	1.80 – 2.59	Disagree	Low Esteem
1	-	1.00 – 1.79	Strongly Disagree	Very Low Esteem

Statistical Formulae

The following formulae were used in the study:

1. Simple percentage to illustrate proportion.

Percentage= (frequency/ total) x 100%

2. Wm=(Σi=1…nwixi/N) is the weighted mean formula, where wi is the respective weight of each response, xi is the number of respondents in that particular response, N is the number of observation and Wm was weighted mean.

3. Pearson chi-square was used to find out the significant relationship between the variables.

χ2=Σi=1…n [(OC-EC)2/E] is the Pearson chi-square test to find a significant difference for categorical data where OC is the observed count, EC is the expected count.

4. Contingency coefficient was employed to find out the strength of association of categorical data.

C= [x2/(N + x2]1/2, where c is the contingency coefficient, N was the number of cases and x2 was the Pearson Chi-Square.

III. Results and Discussion

This section presents the brief summary of the whole study, the findings of each problem, the conclusions and the recommendations based on the data gathered and analyzed.

Summary

This chapter presents the summary of findings, the conclusions derived, and the recommendations of the study.

The findings revealed the answers to the following questions:

1. What is the profile of the Grade VI pupils in terms of gender?
2. What is the performance of the school in terms of:
    a. academic competitions and
    b. para-academic competitions?
3. What is the pupils' perception of their school's performance in academic and para-academic competitions?
4. What is the pupils' esteem on the school's capability to perform in these competitions?
5. Is there a significant difference in the pupils' perception of their school's performance in academic and para-academic competitions according to gender?
6. Is there a significant difference in the pupils' esteem on the capability of the school to perform in these competitions according to gender?
7. Is there a significant relationship between the pupils' perception of their school's performance in academic and para-academic competitions and their esteem on the capability of the school to perform in these competitions?

Summary of Finding

The data of the study yielded the following findings:

1. Of the 150 pupils, 63 or 42% were males and 87 or 58% were females. Most of the pupils of the Dipolog Pilot Demonstration School were females.
2. The pupils won in the different academic activities during three consecutive school years. They received awards from the division, regional, to the national level in Mathematics, Science, English, MAKABAYAN, HKS, and oratorical competitions.

3. The pupils participated in competitions from the division, regional, and national levels. The activities included journalism and sports and in competitions which involved beauty and brain.

4. 4. The pupils strongly agreed with item 2 (Provides knowledge on the real talents of pupils) with a mean of 4.48 and item 10 (Boosts self confidence and sense of achievement) with a mean of 4.32.

   The pupils agreed with item 1 (Provides interpersonal competencies among participants) with a mean of 3.77; item 3 (Utilizes the talents of pupils) with a mean of 4.02; item 4 (Realizes the higher aspirations of the pupils) with a mean of 4.10; item 5 (Provides motivations for pupils to perform) with a mean of 3.93; item 6 (Increased pupils' critical thinking ability) with a mean of 3.99; item 7 (Provides the pupils with personal and social maturity) with a mean of 3.73; item 8 (Directs pupils' attention from harmful activities) with a mean of 3.42; and item 9 (Bridge school activities with those performed outside the academic setting) with a mean of 3.93.

   The grand mean of 3.97 shows that the pupils of the Dipolog Pilot Demonstration School agreed with the schools' performance in the academic and para-academic competitions.

5. The pupils strongly agreed with six (6) of the items which implied that they had a very high esteem on the capability of the school to perform in academic and para-academic competitions. These were item 1 (The school is capable of providing activities that showcase the talents of the pupils) with a mean of 4.36; item 2 (The school recognizes and develops the talents of the pupils) with a mean of 4.33; item 7 (Shows that the school is capable of providing quality education) with a mean of 4.32; item 8 (The school has programmes that contribute to a long, happy and normal life of the pupils) with a mean of 4.35; item 9 (The school can motivate the pupils to do their best on their school work through its performance in curricular and co-curricular activities) with a mean of 4.30; and item 10 (The school can develop the pupils to be leaders in the future) with a mean of 4.37.

   The pupils agreed with four (4) of the items which implied that they had a high esteem on the capability of the school to perform in academic and para-academic competitions. These were item 3 (Accepts failures and mistakes without being devastated) with a mean of 3.79; item 4 (Thinks positively about the qualities of the pupils) with a mean of 4.13; item 5 (Develop the all around personalities of the pupils) with a mean of 3.99; and item 6 (Helps pupils face the undaunted task of performing excellently by providing ample training for such) with a mean of 3.92.

The grand mean of 4.19 showed that the pupils had a high esteem on the capability of the Dipolog Pilot Demonstration School to perform in academic and para-academic competitions.

6. The male and the female pupils differed in their perception of the school's performance in academic and para-academic competitions. The chi square value of 11.720 with 2 as degrees of freedom was significant against the tabular value of 5.990 at 0.05 level of significance.

   There was a significant difference in the perception of the male and female pupils of their school's performance in academic and para-academic competitions. The null hypothesis was rejected.

   The chi square value of 5.800 with 2 as degrees of freedom was not significant against the tabular value of 5.990 at 0.05 level of significance.

   There was a no significant difference in the esteem of the pupils on their school's capability to perform in academic and para-academic competitions. The null hypothesis was accepted.

7. The chi square value of 43.028 with 4 as degrees of freedom was significant against the tabular value of 9.490 at 0.05 level of significance with contingency coefficient of 0.472. This means that there was a significant relationship between the pupils' perception of their school's performance in academic and para-academic competitions and their esteem on the capability of the school. The null hypothesis was rejected.

IV. Conclusion

The following conclusions are derived from the findings of the study:

The pupils of the Dipolog Pilot Demonstration School agreed on their school's performance in academic and para-academic competitions and that their esteem on the capability of the school was high. Although the perceptions of the pupils as to the performance of the school in academic and para-academic competitions differ, their esteem on the capability of the school to perform was high.

1. Most of the pupils of the Dipolog Pilot Demonstration School were females.
2. The school participated in academic competitions such as in Mathematics, Science, English, HKS, and MAKABAYAN.
3. The school participated in para-academic competitions in the field of sports and journalism.

4. The pupils of the Dipolog Pilot Demonstration School agreed with the schools' performance in the academic and para-academic competitions.

5. The pupils had a high esteem on the capability of the Dipolog Pilot Demonstration School to perform in academic and para-academic competitions.

6. There was a significant difference in the perception of the male and female pupils of their school's performance in academic and para-academic competitions. The null hypothesis was rejected.

7. There was a no significant difference in the esteem of the pupils on their school's capability to perform in academic and para-academic competitions. The null hypothesis was accepted.

8. There was a significant relationship between the pupils' perception of their school's performance in academic and para-academic competitions and their esteem on the capability of the school. The null hypothesis was rejected.

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