



**THE IMPORTANCE OF CO-CURRICULAR ACTIVITIES IN THE
DEVELOPMENT OF INITAO COLLEGE STUDENTS,
INITAO, MISAMIS ORIENTAL, PHILIPPINES:
BASIS FOR CO-CURRICULAR ACTIVITY PLAN**

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Abstract

Co-curricular activities are instrumental for drawing out the best abilities of the student. Co-curricular plays an important role in education like fertilize of personality and unity. Participation of students as young people and folk in the country in co-curricular activities can cultivate goodwill, unity, national integration and inculcating good values indirectly and directly participating in such activities. This study aims to assess the co-curricular activities, perceptions and problem encountered that facilitate in enhancing skills and personality of Initao College students and demographic profile by gathering data through a developed self-made questionnaire and evaluating the data through the use of descriptive statistics. The variables under Co-curricular activities include Intellectual, Emotional, Social, Spiritual and Sports. Lastly, the demographic profile of Initao college students includes Age, Gender, Civil Status and Status in organization. It was most found that more of the skills and personality of Initao College students develop through intellectual activities and less in spiritual and emotional or psychological activities. Most respondents belong in the younger age group mostly of female, single and are active member of the co-curricular organizations. Those in the older generation aged 23 – 38 years old who participated the co-curricular activities responded less when prompted to answer questions that entail co-curricular activities. The researchers suggests further that there should be massive information to all Initao College students on co-curricular organization in order to achieve a greater participation, secondly, co-curricular activities should be strengthened through the support from the Initao College Administration and Parents Association spearheaded by the different co-curricular department organization and the Central Student Government (CSG) in making it more beneficial both the physical and intellect development of the students and the values such as Proactive leadership, Excellent service to the community, Alive entrepreneurial spirit, Responsible stewardship of resources, and Life-long education (PEARL) should always be included in all co-curricular activities either internal or external affairs to attain an equal contribution to the development of Initao College students.

Keywords: co-curricular activities, proactive leadership, co-curricular organizations, students development

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CHAPTER 1

THE PROBLEM AND ITS SETTING

Introduction

Co-curricular activities are instrumental for drawing out the best abilities of the student. Co-curricular plays an important role in education like fertilize of personality and unity. Participation of students as young people and folk in the country in co-curricular activities can cultivate goodwill, unity, national integration and inculcating good values indirectly and directly participating in such activities (Baharom & Idris, 2017). In addition, co-curricular is a group activity where the planned activities more advanced than teaching and learning in the classroom that provide the opportunity to add, strengthen and practice the knowledge, skills and values learned in the classroom (A Samad & Idris, 2017).

Furthermore, a co-curricular organization finalizes a student's college know-how. Co-curricular, or extracurricular, involvement brings many broad benefits to students, several of which coincide with qualities prospective employers are looking for.

It is also important of taking into account the selection bias when assessing the effect of co-curricular programs on student learning, including expanding undergraduate research opportunities when possible and incorporating communication and leadership skill development into required course curriculum (Carter, 2016). Moreover, exploratory and qualitative study examined the practices of high quality facilitators in multi-day co-curricular leadership institute programs for college students. They conducted in depth interviews of high quality lead facilitators resulted in the identification of key practices

describing how facilitators prepare for the leadership institutes and what facilitators do when they facilitate (McRee & Haber Curran, 2016). Co-curricular activities are vital because even though they are not a part of the core curriculum, they play a very crucial role in giving the young men and women the ability to mould their lives to become well rounded people (Villalobos et al., 2016). The school activities have to be designed purposefully to give an apt mix of student's participation in academics and also create a chance for all round development (Arora, 2016).

Co-curricular activities are very important in education process and student learning because it can balance and integrate the student's formation of the physical, emotional, spiritual and intellectual (Mohamad & Esa, 2014). Co-curricular organizations play a vital role in the formation of students and they greatly contribute to their college experience. They are primarily designed to enhance academic discipline and activities through special lectures, seminars, and academic competitions. In fact, Initao College in Initao, Misamis Oriental acknowledged and supported their existence believing that they would graduate with moral values of proactive leadership, excellent service to the community, alive entrepreneurial spirit, responsible stewardship of

resources and life-long education (PEARL). Such activities are approved, organized and sponsored by the school and voluntarily engaged in by students. Given the purpose, nature, and importance of these organizations a pool of donors (the college and other organizations in the community) extended monetary assistance as support for training and implementation of their activities.

This paper showed the importance of co-curricular activities in the development of Initao College Students, Initao, Misamis Oriental.

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It endeavored to determine if involvement in the general activities of the organization contributed to academic performance and to the local community. Also, whether intellectually inclined activities enhance students' academic performance as well as other activities especially those physical, social and spiritual ones, complement as well.

Objectives of the Study

This study aims to evaluate the Co-Curricular Activities in the Development of Initao College Students, Initao, Misamis, Oriental. Specifically, it will: (1) present the profile of the respondents in terms of age, gender, civil status, status in the organization; (2) assess the co-curricular activities in terms of intellectual, emotional, social, spiritual and sports; (3) assess the societal beneficial of co-curricular activities to the development of Initao College students; (4) assess the perceptions of Initao College students in terms of co-curricular activities as part of their education; (5) test the significant difference on the responses when grouped according to profile variables; (6) test the significant relationship between co-curricular activities and the students' development; and (7) propose an action plan based on the results of the study.

Statement of the Problem

This research evaluated the importance of co-curricular activities in the development of Initao College (IC) students conducted by the co-curricular organizations of the school. It specifically answered the following questions:

1. What is the profile of the respondents in terms of:
 - 1.1 Age:
 - 1.2 Gender:
 - 1.3 Civil status;
 - 1.4 Status in the organization; and
2. What are the co-curricular activities that facilitate in enhancing skills and personality of Initao College students development in terms of:
 - 2.1 intellectual;
 - 2.2 emotional;
 - 2.3 social;
 - 2.4 spiritual; and
 - 2.5 sports?
3. Do these co-curricular activities headed and sponsored by co-curricular organizations beneficial to the development of Initao College students?
4. What are the perceptions of Initao College students about the co-curricular activities?
5. What are the problems encountered by the Initao College students during their participation of the co-curricular activities?
6. What intervention can be made in order to improve the co-curricular activities to attain the total development of Initao College students?
7. Proposed an action plan based to the results of the study.

Assumptions of the Study

This study is based on three assumptions. First, co-curricular activities contribute to the development of the students. The definition of co-curricular events (campus activities closely connected to classroom learning and community) indicates that student learning

results from these experiences and that a study to assess achievement of institutional

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student learning outcomes resulting from participation in co-curricular activities is needed. Second, co-curricular programs or the potential for these events abound in tertiary institutions regardless of institutional size or location. Finally, Initaio College educational institution is willing to consider viable alternative strategies to help students achieve institution-specific student learning outcomes.

Theoretical Framework

This study is anchored on Astin's Theory of Involvement (1985). This theory describes the importance of student involvement in college. The core concept of the theory is based on three elements of inputs, environments, and outcomes, along with five basic postulates about involvement.

Alexander Astin's 1985 theory of Student Involvement explains how desirable outcome for institutions of higher education are viewed in relation to how students change and develop in result to being involved co-curricularly. The core concepts of the theory are composed of three elements. First, a student's "inputs" such as

their demographics, their background, and any previous experiences. Second is the student's "environment", which accounts for all of the experiences a student would have during college. Lastly, there are "outcomes" which cover a student's characteristics, knowledge, attitudes, beliefs, and values that exist after a student has graduated college.

Astin also created five basic assumptions about involvement. He argued that involvement requires an investment of psychosocial and physical energy. Secondly, involvement is continuous, and that the amount of energy invested varies from student to student. Thirdly, aspects of involvement may be qualitative and quantitative.

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Next, what a student gains from being involved (or their development) is directly proportional the extent to which were involved (in both aspects of quality and quantity). Lastly, academic performance is correlated with the student involvement. This theory has many applications in the world of higher education, and is one of the strongest pieces of evidence for co-curricular student involvement (Student Development Theory, 2007).

This theory will guide the researchers and the readers in the current study especially in determining and examining the involvement of Initao College students in co-curricular activities in Initao College, Misamis Oriental, Philippines.

Conceptual Framework of the Study

Figure 1 shows the conceptual framework of the study which consists of the independent variable and the dependent variable. The independent variable included the demographic profile of the students and the co-curricular activities conducted by the

student organization. The demographics composed of the following such as age, gender, civil status, status in the organization. The co-curricular activities considered the following such as intellectual, emotional, social, moral, and sports. The dependent variable focused on the development of Initao College students such as skills and values needed not only in school but also in the community.

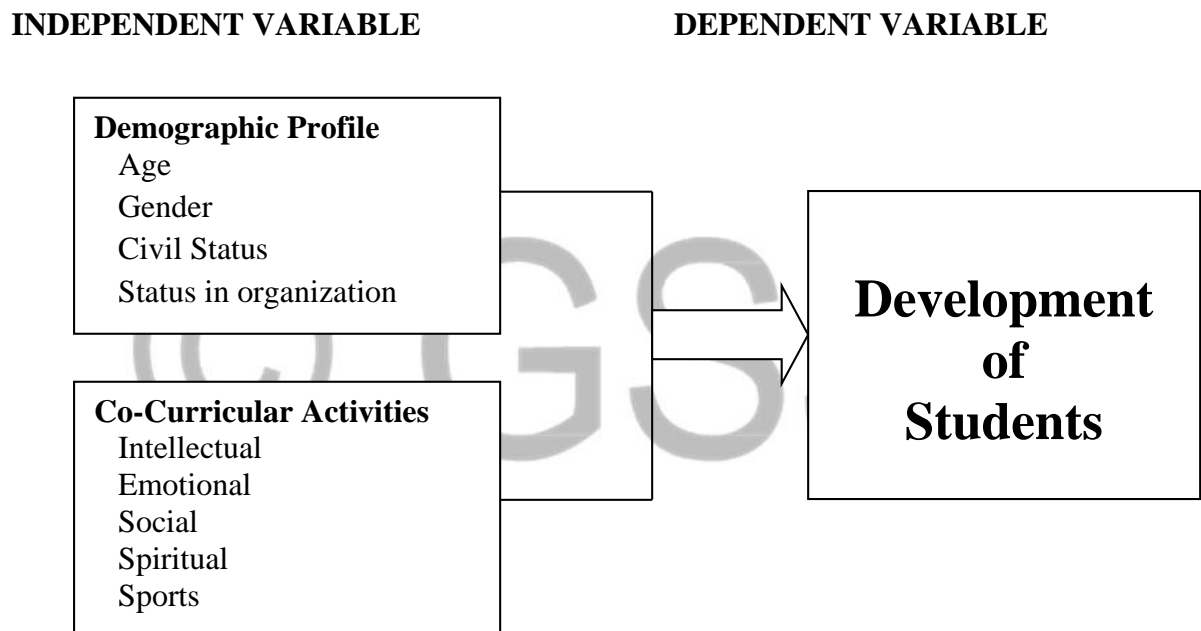


Figure 1 Schematic Diagram of the Study

Significance of the Study

The following will benefit from this endeavor:

Officers of the Co-curricular organizations. The findings of study provided the college student organization's officers a picture of how co-curricular activities were contributing to the development of the students. By such awareness they were aided in the restructuring and realigning of their goals and objectives. Also, this study gave the organizations a concrete idea of the significant concerns and problems afflicting the organizations today.

Adviser/Faculty/Dean. It is essential that faculty and faculty advisers know the perceptions of students with regards to the importance of co-curricular activities to their academic performance and in the total development of the students, institutions and community. This information will help them especially in advising students in connections with planning its co-curricular activities.

Office of Student Affairs. The Office of Student Affairs also benefited from this study especially as to how these co-curricular activities were helping the students and useful in the planning of co-curricular activities specifically in the academic and physical development of Initao College students.

Students. The Initao College student's populace also benefited from this endeavor. First, they were be given the chance to inform their assessments, concerns, problems and recommendations pertaining to their co-curricular organizations. Second, as a result of better evaluations, students would be benefited of a better service from the different organizations, institutions and to the local community.

Local community. The local community can fuel the students learning by stimulating their creative thought, improving social and organizational skills, developing interests and drives the impactful experience in helping them to mature the social skills and consider new perspective.

Future Researchers. This study will help future researchers to have an idea of how a co-curricular activity affects the employability of a graduate, the faculty and the community, they can easily distinguish the changes of the curriculum and/or the improvement by this study and also the state of employability of future graduates with their experience from their co-curricular activities within and outside the institution. This will also serve as reference for other related research endeavors.

Scope and Limitations of the Study

This study focused on the importance of co-curricular activities to the development of Initao College students. Further, this current study concentrated in presenting the skills and values that students have acquired as officers and members of the co-curricular organizations.

This research utilized co-curricular organizations recognized by the Office of Student Affairs for school year 2018-2019. Also, the officers and members used as respondents were those currently enrolled in the said school year. Further, advisers of the school year 2018-2019 were asked to participate in the scheduled interview.

Definition of Terms

To facilitate the understanding of this study, different terms are defined herein.

Age. In this study, this term refers to the time which has elapsed from the birth of the respondents.

Co-Curricular Organization. As use in this study, this refers to the different clubs or organizations, special interest groups with regularized activities which has greater involvement, the greater will be the amount of student learning and personal development” (Pascarella and Terenzini, 1991, p.36).

Contribution to Academic Performance. This refers to the extra-curricular activities have been shown to be an important part of facilitating problem-solving, enabling expression of emotion, enhancing adaptability, and contributing to the development of interpersonal skills (Fares et al., 2016).

Gender. This refers to male or female respondents of the study.

General Activities of Co-Curricular Organizations. These are activities that are usually implemented by all co-curricular organizations regardless of school/college. Astin (1984) hypothesized “that the more involved the student is, the more successful he or she will be in college” (Wolf-Wendel, Ward, & Kinzie, 2009).

Intellectually-Inclined Activities. These are activities of co-curricular organizations which are geared to complement the academics (i.e. seminar workshop, symposium, live demonstration competition, quiz bowl contest, publications of school/organization paper, extemporaneous speech, slogan writing contest, essay writing contest, on the spot poster/drawing contest, etc.) Furthermore, these student organizations appeared to provide their participants with variety of opportunities (Ullah & Wilson, 2007).

Physical Activities. These refer to activities of co-curricular organizations which promote physical development and well-being of its officers and members that gained opportunities that help develop “cognitive complexity, humanitarianism, knowledge and academic skills, and practical competence” (Kuh, 1995, p. 129)

Social Activities. These are activities which were considered appropriate on social occasions within and outside the school campus participated by the student members and officers of the co-curricular organizations (i.e general assembly, community involvement, community building, special gathering/party, seminar workshop, basic orientation leadership training, etc.), with tools to help better professionally but also improves the whole college experience (Montelongo, 2002)

Spiritual Activities. These activities were included in connecting with God wherein the student-members and officers of the co-curricular organizations participated either inside or outside the college campus (i.e retreats, recollections, reflection sharing, prayer workshop, film showing, devotional exercises, etc.)

Status in the Organization. This refers to whether the student is an officer or a member of the co-curricular organization.

CHAPTER 2

REVIEW OF RELATED LITERATURE AND STUDIES

The aim of this literature review is to provide the reader with a general overview of the importance of co-curricular activities in the total development of the students considering the beneficial activities conducted by the co-curricular organizations. The topics included are The Co-Curricular Activity; Co-Curricular as a Group Activity; Importance of Co-curricular in Education; Awareness to Religious and Faith in God; Unity and Collaboration; Balance the Spiritual, Physical, Intellectual and Emotional Development; and Building and Enhancing Discipline, Interest and Talent.

The Co-curricular Activity

The co-curricular activities are very important for the growth of the student. As such these activities should be arranged very wisely. Physical activities keep the balance of the development of a student. Only studies or theoretical work make them dull and weak. Thus, physical activities are essential and a sound body has a sound mind. More importantly physical fitness is necessary for the mental work. Co-curricular activities ensure the harmonious growth of personality in student. It is a source of strength for streamlining the talents of the student. It also helps to improve analytical thrust for knowledge, competitive spirit, communication abilities, value orientation, leadership teamwork and various other facets of life. Co-curricular activities help in the development of mind and personality. For the all-round development of the personality, intellectual, emotional, social, moral, and aesthetic growths are utmost important.

Co-Curricular as a Group Activity

Co-curricular is a group activity which in the activities that extension plan of the process of teaching and learning in classrooms that provide an opportunity to add, consolidate and practice the knowledge, skills and values learned in the classroom (Fadzil & Ahmad, 2010). It is a platform to develop physical, emotional, spiritual and intellectual in line with the goals of the National Education Philosophy. Co-curricular plays an important role in education like fertilize of personality and unity. Participation of students as young people and folk in the country in co-curricular activities can cultivate goodwill, unity, national integration and inculcating good values indirectly and directly participating in such activities. This is in line with the second core in the Education Development Master Plan (PIPP) that is Developing Human Capital. Quality

human capital is the main asset of the State to determine the future of the country and nation (Baharum & Idris, 2017).

Importance of Co-curricular in Education

Co-curricular activities involve various planned activities of the process teaching and learning in the classroom that gives students the opportunity to increase, strengthen and practice knowledge, skills and values learned in the classroom (BSSK, 2009). Diversity of associations established shall be based on subjects taught in schools, hobbies and recreation, sports and games, uniformed bodies and any other approved association by the registrar as well as the diversity of activities capable of benefitting the students in enhancing discipline and unity, building knowledge, interests and talent, forming the personality, strengthening religious holdings and so forth.

The importance of co-curricular in education has recognized (Ab.Alim, 2004). Knowledgeable and educated generations should generate virtue and noble character to be a hallmark of the expert family community and citizen who are good and educated. The main goal of co-curricular includes the following objectives. (a) To inculcate students' awareness of religion and belief in God, (b) Balancing mental development with spiritual development, physical and emotional students, (c) Strengthen relationships and interactions among students, (d) Build and enhance the interests and talents of students in the activities involved, (e) Build and improve student discipline, (f) Create healthy school culture, (g) Build and enhance bilateral cooperation between schools and communities, and (h) Creating a colorful school. The stated objectives are in accordance with the Malaysia's Ministry of education that wants to produce a balanced intellectual generation, emotionally, spiritually and physically. Therefore, co-curricular needs to be emphasize in school for its importance in education.

Awareness to Religious and Faith in God

Awareness to religion and belief in God emphasized in National Education Philosophy and Rukun Negara is one of the co-curricular goals in education that can be instill through co-curricular activities in schools. Believing and obeying God is a claim to every human being, in which the adherents will be educated in order to be virtuous and stay away from doing negative actions. Morals are from the soul and born through deeds (Hamedah Wok Awang & Normah Teh, 2009). Noble acts will be accompanied by the behavior that based on the noble values of the individual practiced.

Therefore, awareness of religion and belief in God will induce individuals to noble character. Co-curricular activities play a role in the development of social values that are valuable in each student participating in the chosen activity. Every activity has its own contribution to the formation of character and identity. According to Ab. Alim (2004), noble values need nurtured through the education process to create strong, moral, and capable human beings with the challenges and ability to resolve conflicts and the crisis.

The National Education Philosophy has outlined 16 pure values that need to be absorbed in the students' personality to create a harmonious citizen that is rational, freedom, high pride, simplicity, cleanliness, fairness, courage, mutual assistance, gratefulness, honesty, kindness, cooperation, Love, respect and diligence. Hence, the involvement of students in co-curricular needs enhanced in order to instill pure values through the awareness of religion and belief in God. The involvement of students in co-curricular activities is especially useful for the development of personality, filling in free time with beneficial knowledge, acquiring experience and avoiding getting caught

up in social problems such as loitering, drug abuse and gangsters (Omardin Ashaari, 1996).

Unity and Collaboration

The Implementation Committee reviewing the 1979 Education Policy, explains that co-curricular activities can promote team spirit. cooperate and respect the rules. This is support by Wee Eng Hoe (1996) which states that the participation of students in uniformed forces, associations and sports can instill a sense of goodwill, national unity and integration. Co-curricular is complement to holistic education not only in terms of social

improvement and development but also to affective and psychomotor skills only to reinforce interaction, tolerance and inter racial integration. Co-curricular function in developing social skills and argue that co-curricular activities can strengthen the interaction between students and foster inter-ethnic integration in the plural society in our country. Good interaction and integration will create a solid unity and cooperation. Interactions and interactions are common with co-curricular activities. Because of these schools need to diversify the activities that are geared towards instilling the nature desired. Through sports and games, there is a formation of team or team building that fosters the spirit of contributing collectively or group.

Co-curricular activity gives students the opportunity to understand the concept of training in a particular field by using that knowledge in a more meaningful and realistic context. It also provides an experience that may not be available in the classroom. So co-curricular activities need to be plan in advance so that they

complement and complement each other in what taught in the classroom to improve their performance in the lesson (Abdullah Sani Yahya, 2005). The involvement of students in various co-curricular activities can fostered as a way to inculcate positive educational value into students such as courteous, disciplined, responsible, honest, helpful, ambitious and independent. Co-curricular also aimed at producing people who can utilize knowledge towards self-excellence and contribute to society and the nation.

Based on the study of Ahmad Esa (2005), it is found that the co-curriculum activities is able to build communication skills among students and will help them in getting their career. Through experience gained through activities, students are able to prepare themselves for the demands of economic, political, workplace and labor market situations.

According to Ruhaiza Rusmin, (2007), government measures encourage implementation and the involvement of students in Co-curricular is a positive step because the present generation of young people need to have parallelism in academic and Co-curricular as well as the personality traits. Most employers are now more interested in employees with the ability to interact, be skilled, prudent and able to work in groups. Hence, students at schools and students at the Institute of Higher Learning need to develop communication skills through Co-curricular to assist in the development of individual self-potential. The planned co-curricular activities will be sparking student interest in subjects. Among the importance of co-curricular activity to pupils is to help them to have a sense of acceptance and success of acceptance and success, bridging relationships between students and schools, helping in the classroom degree, encourage leadership, provide students with a job environment, serve others and improve student morale.

Through the involvement in uniformed forces, students trained to contribute to the community. Experiences gained through co-curricular activities are the mediation of schooling with the livelihoods of the community that are beneficial when they become adults. Creating a Healthy and Low School Culture School culture has an important role in changing schools. According to Reid and Holly (1987) in Sharifah Md Nor (2000), school culture is the result of individuals in interacting schools, how they behave with each other and their expectations of living harmoniously with one another.

Balance the Spiritual, Physical, Intellectual and Emotional Development

Co-curricular is the most effective pitcher for achieving the Philosophy National Education is primarily in the context of producing balanced students in terms of physical, emotional, spiritual, intellectual and social that will produce high-skilled human resources in Malaysia (Ahmad Esa, 2005; Saifullizam Puteh, 2004). Process of learning and teaching in co-curricular activities emphasize more hidden aspects such as values, talents, roles, leadership and social. Students will be expose to a practical approach that enables them to gain knowledge, experience and skills directly. If the spiritual, emotional and physical aspects of the students fail to be well-form, then the diversity of problems such as non-trustee workers, corrupt engineers, and the formation of unhealthy communities. The process of continuing and continuous human capital formation in forming a balanced and intellectually integrated intellectual, spiritual, emotional and physical. In intellect, the student is required to have the power of thought creative, innovative, logical and analytical in order to have the power to compete and change over time. Co-curricular activities contribute to the success of students in school.

Activities have a positive impact on students with disabilities and are at risk of dropping out. This statement is support by Black, S (2002). High intellectual capacity is still inadequate. The science we have and competent ability should be support by a strong spiritual and emotional order to work with calm and sensible. Spiritual and emotional elements include awareness of religion and belief in God. The stability of the soul is manifest through the appreciation of noble values, character and action.

Building and Enhancing Discipline, Interest and Talent

Co-curricular includes some important aspects that allow students to train themselves for health, discipline and motivation. This activity gives students an experience and fosters the spirit that is a positive factor in the formation of discipline.

Hasan, M. F., Kadir, S. A. & Soib, A. (2013) study has shown that co-curricular activities have reduced the discipline to a minimum. The students more disciplined when they actively involve themselves with the activities. Co-curricular activity gives students the opportunity to understand the concept of training in a particular field by using that knowledge in a more meaningful and realistic context. It also provides an experience that may not be available in the classroom. So co-curricular activities need to be plan in advance so that they complement and complement each other in what taught in the classroom to improve their performance in the lesson (Abdullah Sani Yahya, 2005). The involvement of students in various co-curricular activities can fostered as a way to inculcate positive educational value into students such as courteous, disciplined, responsible, honest, helpful, open-minded, ambitious and independent. Co-curricular also aimed at producing people who can utilize knowledge towards self-excellence and contribute to society and the nation. Based on the study of Ahmad Esa (2005), it is found

that the co-curriculum activities is able to build communication skills among students and will help them in getting their career. Through experience gained through activities, students are able to prepare themselves for the demands of economic, political, workplace and labor market situations. According to Ruhaiza Rusmin, (2007), government measures encourage implementation and the involvement of students in co-curricular is a positive step because the present generation of young people need to have parallelism in academic and Co-curricular as well as the personality traits. Most employers are now more interested in employees with the ability to interact, be skilled, prudent and able to work in groups. Hence, students at the Institute of Higher Learning need to develop communication skills through co-curricular to assist in the development of individual self- potential.

There is a significant amount of this research literature that supports the claim that student of the present study on co-curricular activities to the development and growth and benefit of the students of Initao College who participate amongst them such as development of interpersonal skills, and its influence on leadership skills development. The involvement of the students of co-curricular activities will gain success that is necessary of their leadership skills, at least a part of it through practicing them, that is according to research on the impact of co-curricular opportunities on students' leadership skills. Students can gain cognitive and behavioral leadership skills when they are permitted to work on real tasks and challenges in safe contexts with the apparent assistance of others, such as professors and class advisers.

CHAPTER 3

RESEARCH METHODOLOGY

This study attempts to discover the importance of co-curricular activities in the development of Initao College students. It also examined the beneficial co-curricular activities which were essential to the growth and development of college students. The methodology part will comprise the discussion of the following parts: research design, research locale, respondents of the study, instrumentation, data gathering procedures, and the statistical treatment.

Research Design

This study used descriptive method of research. A descriptive research is used to obtain information concerning the current status of the phenomenon to describe "co-curricular activities" with respect to variables, conditions or situations (Key, 2014). It included descriptive, analysis and interpretation of the current conditions, and examines the relationship between variables to developmental studies which seek to determine changes overtime. The research method describes the process followed in collecting and analyzing data. There were two general approaches in collecting and analyzing research data, quantitative and qualitative method Navarro & Santos (2011) in this research. Hence, the descriptive research design will be considered an appropriate one to the current study in order to enrich the existing body of knowledge on co-curricular activities in the school.

Research Locale

INITAO College, located in Purok 2A, Jampason, Initao, Misamis Oriental, Philippines was founded with the vision of giving quality education centered on a stronghold of competency-based education in supporting agri-based economy, business firms, tourism industry and a peace-loving community through quality education, viable entrepreneurship and proactive leadership in the character of the students. Then known as Initao College, it was established in 2003 to provide residents of the municipality access to higher education, preparing students with the competencies necessary in both the local and global industries. The college departments was opened in 2003 and it was then initially only four complete four-year courses were offered: BS Hospitality Management, Business Administration major in Marketing Management, BS Criminology and BS Education major in General Education.

Inspired by the motto *Veritas Lux Mea* (The truth is my light), the institution endures in its commitment to provide the students a holistic education, not only through its curricular but in co-curricular/extra-curricular programs as well. With its guiding principles, Initao College gives emphasis to its commitment, through its educational efforts, to strengthen the faith and the learning of Christian values of its students. In this way, Initao College has contributed greatly to the strengthening of Christian values of the Initao-nons as a whole.

Research Respondents

This research used purposive sampling, a total of two hundred thirty nine (239) student respondents who were officers and members of the co-curricular organizations in Initao College, Jampason, Initao, Misamis Oriental, Philippines. The researchers used only this number of respondents due time and cost constraints. Descriptive Statistics also used considering the percentage, mean, and standard deviation in order to describe the perception of the students on the co-curricular activities of the school.

Table 1. Distribution of Respondents based on the Co-Curricular Organization

Co-Curricular Organization	Number of Students (Sample Size)
Junior Hoteliers Association	64
Junior Marketers Association	44
Junior Association of Mentors	38
Junior Enforcers Association	81
Central Student Government	12
Total	239

Table 1 shows the distribution of respondents based on the co-curricular organization in Initao College. There were five co-curricular organization, the Junior Hoteliers Association (JHA), Junior Marketers Association (JMA), Junior Association of Mentors (JAM), Junior Enforcers Association (JEA) and the Central Student Government (CSG) who actively conducting the co-curricular activities for the development of Initao College students.

Instrumentation

The instrument employed was self-made and modified questionnaire comprising of items related to the importance of co-curricular activities in the development of Initao College, Jampason, Initao, Misamis Oriental, Philippines. The survey questionnaire was the main source of the primary data. The survey questionnaire was divided into two parts. First part included the items related to the demographic profile of the respondents. Second part considered the items related to the importance of co-curricular activities in the students.

Data Gathering Procedure

There were several stages in this study that were followed such as preparation, administration, retrieval, interpretation, and analysis of data. The researcher prepared the necessary papers related to the research. Letters of request of approval to distribute questionnaires were addressed directly to the students and department head of the Office of Student Affairs College of Initao College, Jampason, Initao, Misamis Oriental, Philippines.

Distribution and administration of the questionnaires immediately followed. After the questionnaires were retrieved, the researcher then tabulated, analyzed and interpreted the data from the students and their co-curricular activities response.

Statistical Treatment

Descriptive Statistics. Percentage technique was utilized in this study to describe the perception of students pertaining to the importance of co-curricular activities in the total

development of Initao College students, Jampason, Initao, Misamis Oriental, Philippines.

CHAPTER 4

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter presents analyzes and interprets the data gathered in the research. The groups of data are presented following the sequence of the problems specified in chapter 1. First part, focused on the demographic profile of the respondents. Second part, questions from number two to number five related to co-curricular activities.

1. What is the profile of the respondents in terms of demographic characteristics?

Table 2. Distribution of the respondents according to gender

Gender	Frequency	Percentage	Rank
Female	117	51.3%	1
Male	122	49%	2
Total	239	100	

Table 2 shows the profile of the respondents in terms of gender. Data revealed that there were 51.3% percent female and 49% percent male. Thus, more of the members of co-curricular organizations who participated in the co-curricular activities were female and only few of them were males.

Table 3. Distribution of the respondents according to age

Age	Frequency	Percentage	Rank
22 years old below	211	88%	1
23 – 38 years old	28	12%	2
Total	239	100	

Table 3 shows the profile of the respondents according to age. The data of the study revealed that there were 88% percent were at age range of 22 years old below, 12% percent at age range of 23 – 38 years old. Based on these result, more of the members of student organizations who participated the co-curricular activities were at age greater than 22 years old but lesser than 23 years old.

Table 4. Distribution of the respondents according to civil status

Civil Status	Frequency	Percentage	Rank
Single	236	99%	1
Married	3	1%	2
Total	239	100	

Table 4 illustrates the civil status of the respondents. The data depicted that there were 99% percent single and only 1% percent were married. This means that majority of the students of the organizations who participated the co-curricular activities were single and are always willing and ready for the co-curricular activity whenever it is implemented.

Table 5. Distribution of the respondents according membership

Membership Status	Frequency	Percentage	Rank
Officer	11	4%	2
Member	143	60%	1
Total	239	100	
Active member	71	30%	1
Inactive member	14	6%	2
Total	239	100	

Table 5 shows the profile of the respondents in terms of membership status. The data shown that there were 4% percent who were officers and 60% percent who were members. On the other hand, there were 30% percent who were active members and 6% percent who were inactive members. The result further revealed that majority of the students who were involved in the co-curricular activities were members and the others were officers. In addition, majority of them were active members of the co-curricular organization and respectively participated the co-curricular activities.

2. What are the co-curricular activity that facilitate in enhancing skills and personality of Initao College students in terms in intellectual, emotional, social, spiritual, and sports?

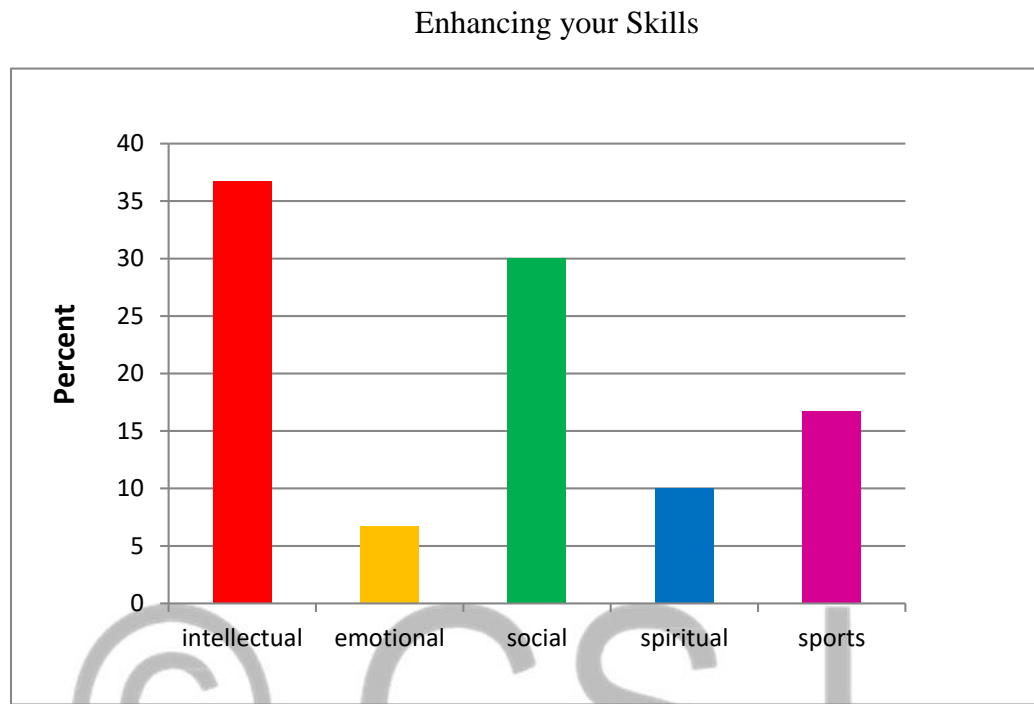


Figure 2. Enhancing your Skills

Table 6. Distribution of respondents according to co-curricular activities that facilitate in enhancing skills and personality of Initao College students

Co-Curricular	Frequency	Percentage	Rank
Intellectual	81	33.89	1
Social	56	23.43	2
Sports	47	19.67	3
Spiritual	33	13.81	
Emotional	22	9.20	
Total	239	100	

Table 6 displays distribution of respondents according to co-curricular activities that facilitate in enhancing skills and personality of Initao College students in terms in intellectual, emotional, social, spiritual, and sports. First in the rank was intellectual activity with 33.89 percent followed by social with 23.43 percent of the respondents. Third in the rank were sports with 19.67 percent followed by spiritual with 13.81 percent. Data further illustrated that more of the skills and personality of Initao College students develop through intellectual activities and less in spiritual and emotional or psychological activities.

3. Do these co-curricular activities headed and sponsored by different Department Organization and Central Student Government beneficial to the development of Initao College students?

Majority of the respondents (90%) mentioned during the survey that co-curricular activities headed and sponsored by Department Organizations and CSG were beneficial to their development both in the physical and intellectual aspects.

4. What are the perceptions of Initao College students about the co-curricular activities?

Table 7. Distribution on perception of Initao College students on the co-curricular activities

Perceptions	Frequency	Percentage	Rank
Value addition	116	48.53	1
Enjoyment	115	48.12	2
Waste of time	7	2.93	3
Burden	1	0.42	
Total	239	100	

Table 7 depicts the distribution on perception of Initao College students on the co-curricular activities. First in the rank was the perception on value addition with 48.53percent followed by enjoyment with 48.12 percent of the students' respondents. Third in the rank was the perception on waste of time with 2.93 percent followed by burden with only 0.42 percent of the students' respondents. The data further illustrated that more of the members of the co-curricular organizations had their perceptions that co-curricular activities were valuable to their development.

Perception about CCA's

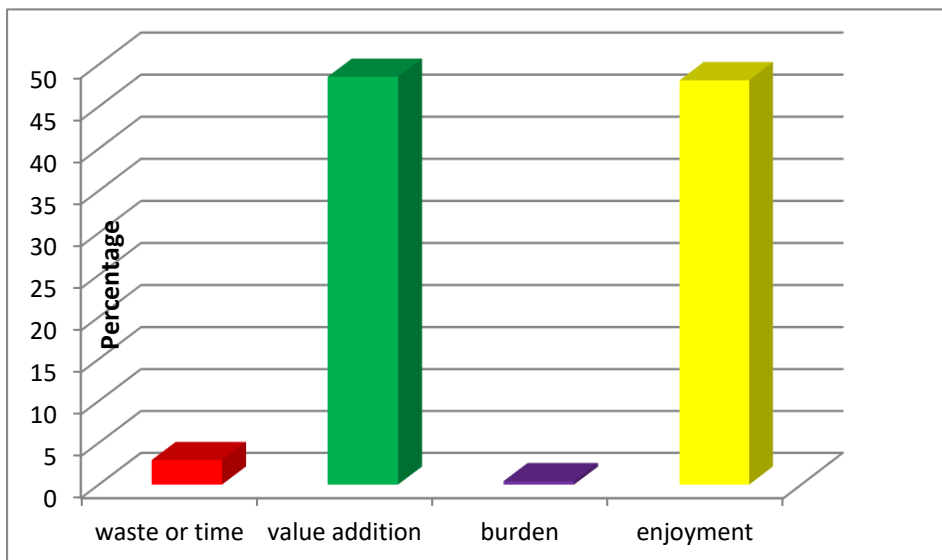


Figure 3. Perception about CCA's

5. What are the problems encountered by the Initao College students during their participation of the co-curricular activities?

Table 8 illustrates the distribution on problems encountered by the Initao College students during their participation of the co-curricular activities. First in the rank was No coordination, communication and support to the ideas as well as to the students organization activities with 59 percent followed by no proper announcement of campus activities with 35.14 percent of the respondents. Third in the rank was conflict schedule for other subjects/activity, and no venue with 2.93 percent followed by conflict of time with 2.09 percent of the respondents. Data further revealed that more of the members and officers of the co-curricular organizations who participated the co-curricular activities had a problem in no coordination, communication and support to the ideas as well as to the students' organization activities as regular students.

Table 8. Distribution on problems encountered by the Initao College students during their participation of the co-curricular activities

Problems Encountered	Frequency	Percentage	Rank
Conflict schedule for other subjects/activity, and no venue	7	2.93	3
Some students are not participating	2	0.84	
Conflict of time	5	2.09	
No proper announcement of campus activities	84	35.14	2
No coordination, communication and support to the ideas as well as to the students organization activities	141	59.00	1
Total	239	100	

6. What intervention can be made in order to improve the activities of the co-curricular activities to attain the development of students in Initao College?

Table 9. Distribution on intervention can be made in order to improve the activities of the co-curricular activities to attain the development of students in Initao College

Intervention	Frequency	Percentage	Rank
Enough funds/proper supervision and coordination	15	6.28	
Innovative and more complex facilities	124	51.88	1
Assure that all students will enjoy so that they will participate in CCA	33	13.81	3
In most flexible time like holidays Or during scheduled classes if possible or in weekends	42	17.57	2
Incentives and rewards system	25	10.46	
Total	239	100	

Table 9 illustrates intervention can be made in order to improve the activities of the co-curricular activities to attain the development of students in Initao College. First

in the rank was innovative and more complex facilities with 51.88 percent followed by in most flexible time like holidays or during scheduled classes if possible or in weekends with 17.57 percent of the total respondents. Third in the rank was assure that all students will enjoy so that they will participate in CCA with 13.81 of the students' respondents. Results further shown that the students of Initao College were aspiring that there should be innovative and more complex facilities be used during the co-curricular activities for smooth operation and for the development of Initao College students.

The Initao College values commonly learned and practiced by the students in participating the co-curricular activities.

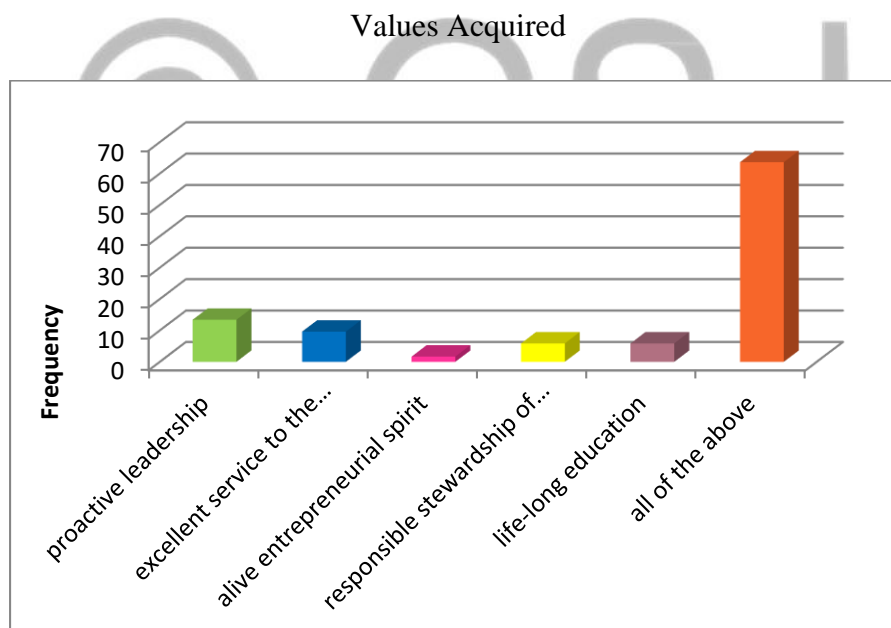


Figure 4. Values Acquired

Table 10. Distribution of Initao College values commonly learned and practiced by the students in participating the co-curricular activities

Values	Frequency	Percentage	Rank
All of the above	152	63.60	1
Proactive leadership	32	13.39	2
Excellent service to the community	23	9.62	3
Alive entrepreneurial spirit	4	1.67	
Responsible stewardship of resources	14	5.86	
Life-long education	14	5.86	
Total	239	100	

Table 10 depicts the Initao College values commonly learned and practiced by students in participating the co-curricular activities. First in the rank was all of the above with 63.60 percent followed by proactive leadership with 13.39 percent of the students' respondents. Third in the rank was excellent service to the community with 9.62 percent followed by responsible stewardship of resources and life-long education respectively with 5.86 percent of the respondents and followed by alive entrepreneurial spirit with 1.67 percent of the respondents. The data illustrated further that more of the students who joined the co-curricular activities learned and practiced all of the Initao College values such as Proactive leadership, Excellent service to the community, Alive entrepreneurial spirit, Responsible stewardship of resources, and Life-long education (PEARL). Skills acquired and practiced by the students who participated the co-curricular activities conducted by the different department associations and Central Student Government.

Skills

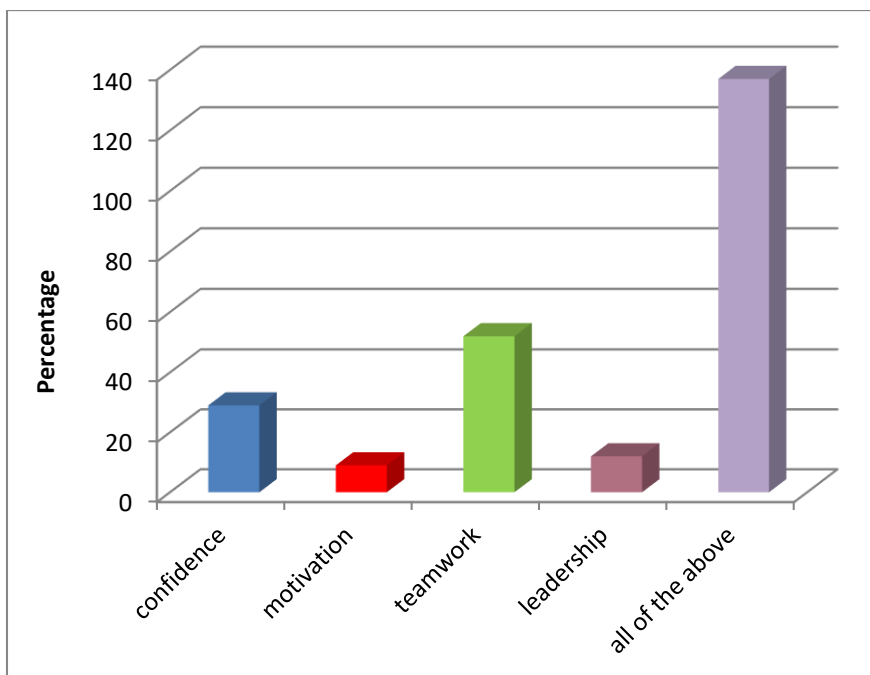


Figure 5. Skills Acquire

Table 11. Distribution of skills commonly learned and practiced by Initao College students in participating the co-curricular activities

Values	Frequency	Percentage	Rank
All of the above	137	57.32	1
Teamwork	52	21.76	2
Confidence	29	12.13	3
Motivation	9	3.77	
Leadership	12	5.02	
Total	239	100	

Table 11 shows the distribution of skills commonly learned and practiced by Initao College students in participating the co-curricular activities. First in the rank was all of the above with 57.32 percent followed by teamwork with 21.76 percent of the respondents. Third in the rank was confidence with 12.13 percent followed by leadership with 5.02 percent. Based on the data, it was further illustrated that majority of the members of the co-curricular organizations who participated the co-curricular activities learned and practiced teamwork, confidence, motivation, and leadership.

Other Items in the Survey Related to Co-Curricular Activities

Table 12 shows the items related to co-curricular activities from the survey questionnaire which was answered by different Department Association, Central Student Government (CSG) and members who participated the co-curricular activities.

Table 12. Items related to co-curricular activities based on survey questionnaire with 239 respondents

Item	Yes in Percent	No in Percent
Do you like to participate in co-curricular activities?	92.89	7.11
Do you think initiative taken by the school in carrying co-curricular activities for enhancement of your skills is beneficial to you?	97.91	2.09
Has active participation in co-curricular activities helped you in enhancement of your skills?	99.16	0.84
Is Faculty's guidance in CCA's helped you?	93.30	6.70
Do you think CCA's will provide value addition to your academic achievement?	96.65	3.3

Is your grade point average (GPA) improved in participating in co-curricular activities?	88.28
	11.72
Do you think learning of CCA's will add extra weightage to your Resume/CV?	88.28
	11.72

Is participating in CCA's clashes (smashes) with your academics?	66.53
	33.47
Would you like to have more CCA's?	89.96
Do you think making CCA's compulsory is essential?	10.04
	80.33
	19.67

The data illustrated that 92.89 percent of Initial College students like to participate the co-curricular activities, 97.91 percent considered that initiative taken by the school in carrying co-curricular activities for enhancement of your skills was beneficial to them, 93.30 percent mentioned that Faculty's guidance in co-curricular activities helped them, 96.65 percent considered that co-curricular activities provided value addition to their academic achievements, 88.28 percent of them thinking that learning co-curricular activities added extra weightage to their resume/CV, 89.96 percent of the students aspiring to have more co-curricular activities, and 80.33 percent thinking that making co-curricular activities compulsory should be essential.

How frequently do you participate in the co-curricular activities?

Table 13. Distribution of the manner of participation based on how frequent the students participating in the co-curricular activities

Manner of Participation	Frequency	Percent
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Sometimes	141	59.00
Once in a while	84	35.14
Every time	14	5.86
Total	239	100

Table 13 illustrates the manner of participation based on how frequent the students participated in the co-curricular activities. First in the rank was sometimes with 59 percent followed by once in a while with 35.14 percent, and third in the rank was every time with 5.86 percent of the total respondents. The data further revealed that more of the students sometimes joined and participated the co-curricular activities conducted by the Initao College.



What is more important to you?

Table 14 depicts the distribution of the importance of co-curricular activities to the members of co-curricular organization. First in the rank was enhancing skills with 77.41 percent followed by just have fun with 10.88 percent of the total respondents. It illustrated further that majority of Initao College students developed their skills through co-curricular activities.

Table 14. Distribution of the importance of co-curricular activities to the members of co-curricular organization

Importance of Co-Curricular Activities	Frequency	Percentage	Rank
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Enhancing skills	185	77.41	1
Just have fun	26	10.88	2
Winning	6	2.51	
Participation certificate	22	9.20	3
Total	239	100	

CHAPTER 5

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary, findings, conclusion, and recommendations of the study based on the findings, analysis, and interpretation of data.

Summary

The study employed the descriptive survey method and used the survey questionnaire in gathering the data supplemented by interviews of some of the respondents. This paper then showed the importance of co-curricular activities in the development of Initao College Students in Initao, Misamis Oriental, Philippines. It endeavored to determine if involvement in the general activities of the organization contributed to academic performance and in improving their skills and talents. Also, whether intellectually inclined activities enhance students' academic performance as well as other activities especially those physical, social and spiritual/moral ones, complement as well.

Findings

In terms of gender, it revealed that there were 51.3 percent male and 49 percent female. Considering the age, data revealed that there were 88 percent were at age range of 22 years old below, and 12 percent at age range of 23 and above. Based on these result more of the members of student organizations who participated the co-curricular activities were at age greater than 23 years old but lesser than 22 years old. Civil status of the respondents depicted that there were 99 percent single and only 1 percent were married. It signified that majority of the students who participated the co-curricular activities were single. In terms of membership status, data shown that there were 4 percent who were officers and 60 percent who were members.

Considering the co-curricular activities that facilitate in enhancing skills and personality of Initao College students, first in the rank was intellectual activity with 33.89 percent followed by social with 23.43 percent, and last was emotional with 9.20 percent of the respondents. On the perception of Initao College students in the co-curricular activities, first in the rank was the perception on value addition with 48.53 percent followed by enjoyment with 48.12 percent, and last was burden with 0.42 percent of the respondents.

Giving attention on problems encountered by the Initao College students during their participation of the co-curricular activities, first in the rank was no coordination, communication and support to the ideas as well as to the students organization activities with 59 percent followed by no proper announcement of campus activities with 35.14 percent of the respondents, and last was conflict schedule for other subjects/activity, and no venue with 2.93 percent of the respondents.

Looking at the intervention that can be made in order to improve the activities of the co-curricular activities to attain the development of Initao College students, first in

the rank was innovative and more complex facilities with 51.88 percent followed by in most flexible time like holidays or during scheduled classes if possible or in weekends with 17.57 percent of the students' respondents.

In terms of skills commonly learned and practiced by Initao College students in participating the co-curricular activities, first in the rank was all of the above with 57.32 percent followed by teamwork with 21.76 percent of the respondents, and the third in ranks was confidence with 12.13 percent of the student's respondents.

Conclusions

The gender data revealed that more of the members of co-curricular organizations who participated the co-curricular activities were female and only few were males and majority of the members of student organizations who participated the co-curricular activities were at age greater than 23 years old but lesser than 22 years old. Findings showed further that more of the members of the co-curricular organizations had their perceptions that co-curricular activities were valuable to their development

Majority of the Initao College students (90%) said that co-curricular activities headed and sponsored by different Department Organizations and the Central Student Government were beneficial to their development both in the physical and intellectual aspects. On the other hand, more of the members and officers of the co-curricular organizations who were involved in the co-curricular activities had a problem in no coordination, communication and support to the ideas as well as to the students' organization activities.

Majority of the members of the co-curricular organizations who participated the co-curricular activities learned and practiced teamwork, confidence, motivation, and leadership and more of Initao College students who joined the co-curricular activities practiced all of the Initao College values such as Proactive leadership, Excellent service to the community, Alive entrepreneurial spirit, Responsible stewardship of resources, and Life-long education (PEARL).

Recommendations

Based on the findings, the following recommendations were drawn:

1. There should be massive information to both male and female Initao College students on the co-curricular activities conducted by all Department Organizations and Central Student Government (CSG) co-curricular organization in order to achieve a greater participation of both male and female students.
2. The co-curricular activities should be strengthened through the support from the Initao College Administration and Parents Association spearheaded by the different co-curricular department organization and the Central Student Government (CSG) in making it more beneficial both the physical and intellect development of the students.
3. The co-curricular activities related to motivation and leadership should be given priority in order to achieve the goals of the Initao College.
4. Co-curricular activities related to alive entrepreneurial spirit, responsible stewardship of resources and life-long education should be given priority by the different department co-curricular organization, CSG, and Initao College Administration in achieving the

vision and mission of Initao College in general. There should be enough funds to be used in conducting co-curricular activities either from the administration or from the parents association and to the Departments concerned.

5. The values such as Proactive leadership, Excellent service to the community, Alive entrepreneurial spirit, Responsible stewardship of resources, and Life-long education (PEARL) should always be included in all co-curricular activities either internal or external affairs to attain an equal contribution to the development of Initao College students.

6. The respective department faculty should have an active role and interest in organizing co-curricular activities as an integral part of the Initao College Program. In teaching the subjects, Faculty should get innumerable opportunities to suggest a variety of activities.

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SURVEY QUESTIONNAIRE

Dear Respondent,

The undersigned are conducting a study titled, "THE IMPORTANCE OF CO-CURRICULAR ACTIVITIES IN THE DEVELOPMENT OF INITAO COLLEGE STUDENTS, INITAO, MISAMIS ORIENTAL, PHILIPPINES

As a student of the College of Hospitality Management, you are chosen as one of the respondents. Kindly answer the questions truthfully as to your experience. Rest assured that your answers will be treated with utmost confidentiality. Answering this questionnaire signified that you already provided your consent to the researchers in conducting the research.

Thank you for your unreserved cooperation.

(Sgd) Prof. Loida A. Cabaraban (Sgd) Charmay D. Sacay (Sgd) Jeremiah G. Galleros (Sgd) Jean Rose B. Abiton
 Researcher Researcher Researcher Researcher

DATA PRIVACY NOTICE. The Research, in line with the Data Privacy Act of 2012, is committed to protect and secure personal information obtained in the process of performance of its mandate. The personal and other information you provided manually herein will be processed and utilized solely for research purposes only. Collected personal information will be kept/stored and accessed only by the researcher and will not be shared with any outside parties unless written consent is secured. By affirming this, I agree to answer the following survey with utmost willingness to take part in this study.

I AGREE
 I DISAGREE

PERSONAL DATA (Please check): Gender: Male Female Age: _____(Last Birthday)
 Civil Status: Single Married Status of the Organization: Officer Member Active Inactive
 Course/Year: _____ QPA: _____ Last Year _____ Current Year

CO-CURRICULAR ACTIVITIES (CCA's) RELATED DATA CONDUCTED BY Department Organizations and Central Student Government (CSG)

Directions: Please check your answer or provide the necessary elements/data.

1	Do you like to participate in co-curricular activities?	<input type="checkbox"/> Yes <input type="checkbox"/> No
2	How frequently do you participate? <input type="checkbox"/> Sometimes <input type="checkbox"/> Every time <input type="checkbox"/> Once in a while	
3	Do you think initiative taken by the school in carrying co-curricular activities for enhancement of your skills is beneficial to you?	<input type="checkbox"/> Yes <input type="checkbox"/> No
4	What is more important to you? <input type="checkbox"/> Winning <input type="checkbox"/> Participation Certificate <input type="checkbox"/> Enhancing the skills <input type="checkbox"/> Just have a fun	
5	Which activities benefit you the most in enhancing your skills? <input type="checkbox"/> Intellectual <input type="checkbox"/> Emotional <input type="checkbox"/> Social <input type="checkbox"/> Moral <input type="checkbox"/> Sports	
6	Has active participation in co-curricular activities helped you in enhancement of your skills?	<input type="checkbox"/> Yes <input type="checkbox"/> No
7	Is Faculty's guidance in CCA's helped you?	<input type="checkbox"/> Yes <input type="checkbox"/> No
8	Which skills you think have more weightage in-corporates learned from CCA's? <input type="checkbox"/> Confidence <input type="checkbox"/> Motivation <input type="checkbox"/> Teamwork <input type="checkbox"/> Soft skills <input type="checkbox"/> General knowledge <input type="checkbox"/> Leadership <input type="checkbox"/> All of the above	

9	Which Initao College Christian values you think have more weighted in-corporates learned and experienced from CCA's? <input type="checkbox"/> Proactive leadership <input type="checkbox"/> Excellent service to the community <input type="checkbox"/> Alive entrepreneurial spirit <input type="checkbox"/> Responsible stewardship of resources <input type="checkbox"/> Life-long education <input type="checkbox"/> All of the above	
10	Do you think CCA's will provide value addition to your academic achievement?	<input type="checkbox"/> Yes <input type="checkbox"/> No
11	Is your grade point average (GPA) improved in participating in co-curricular activities?	<input type="checkbox"/> Yes <input type="checkbox"/> No
12	Do you think learning of CCA's will add extra weightage to your Resume/CV?	<input type="checkbox"/> Yes <input type="checkbox"/> No
13	Is participating in CCA's clashes (smashes) with your academics?	<input type="checkbox"/> Yes <input type="checkbox"/> No
14	Would you like to have more CCA's?	<input type="checkbox"/> Yes <input type="checkbox"/> No
15	What is your perception about CCA's? <input type="checkbox"/> Waste of time <input type="checkbox"/> Value addition	<input type="checkbox"/> Burden <input type="checkbox"/> Enjoyment
16	Do you think making CCA's compulsory is essential?	<input type="checkbox"/> Yes <input type="checkbox"/> No

