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## Modeling Academic Ventures of Students

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### ABSTRACT

The study focused on the effects and relationships of leadership, publication, organizations, sports and cultural activities to the academic achievement (Latin honor) of students received by the students in the last three years. Descriptive research design is adopted, specifically, survey and correlational approaches. There were 100 respondents considered in the study wherein 20 were taken randomly from each extra-curricular involvement. Academic and extracurricular records available at the guidance and registrar's office were analyzed accordingly. And statistical tools such as descriptive, chi-square and regression analysis using SPSS application software was utilized. Result shows that extracurricular involvement of students is significantly associated to their academic honor received. Also, extracurricular activities of students have significantly varied effects to the academic achievements. Hence, derived model on predicting academic achievement: "(Academic achievement = 1.545 + 0.075 (extracurricular activity))".

### 1. Introduction

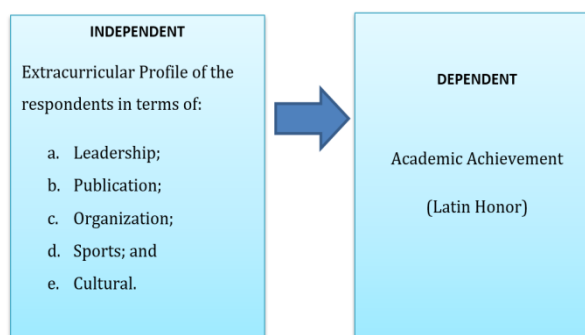
The To graduate with flying colors emblem distinction, and reflect a candidate's work ethics, discipline and intelligence. These attributes are significant to try to do good add any field.it should give more options of gaining better employment and further education at top notch institutions. Career success finishes up being more about having the ability to figure well with others, forming meaningful relationships and creating value (shorturl.at/htHKM). However, a worthy degree is an asset which will help a candidate get a foot within the door (Investopedia, 2017). An informal

interview with students disclosed different point of views on how they acquired their grade during a particular subject. They set goal and eventually graduate with flying colours. Also, some teachers attested that they may not identify the factors that affect the performance of student during a particular subject. Seemingly, factors are variably like with unknown identity which require an equation to resolve and are available up with a model. In the academic journey of scholars to be able to graduate with Latin honors, the subsequent extracurricular activities or involvement of scholars, like leadership, publication, organization, sports and cultural may contribute to the educational achievement of scholars (<https://rb.gy/vxl5a1>). Baker's study discovered that varsity sports have a powerful effect on academic performance but organizations haven't any effect. But, friends or groups often contribute to a relative level of feat within which the influence of friends reflects the capacity to progress and succeed (Chmil, 2015; Flashmam, 2014). Further research shows that involvement in major-related activities provided student satisfaction and better academic performance (Strapp and Farr, 2010). Elpus, 2013, noted that music participation encompasses a correlational statistics to achievement within which endogeneity and selection bias skew the observed effects of participation, eliminating claims of a causal relationship. Moreover, School leadership posits minimal direct impact on student achievement (Ross & Gray, 2006). Likewise, Music, parental involvement, sports—all of those have an influence on how children perform academically (Singh, 2017; Stephens & Schaben, 2002, para. 4). Deam and Bear, early experts on extracurricular activities, said, "Extracurricular activities supplement and extend those contacts and experiences found within the more formal a part of the program of the varsity day" (<https://rb.gy/vxl5a1>; Singh, 2017; Millard, 2013, p. 16). it absolutely 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 will also benefit academic accomplishments" (Marsh & Kleitman, 2002, para. 5). it's obvious that extracurricular activities have a sway on academic performance and education ever since they need started their schooling. The question is, what and the way are extracurricular activities affecting academic performance today? Some studies support that extracurricular activities can negatively impact student performance (Correa, 2015; Broh, 2002; Mehus, 1934, & Baker 2008). Other studies emphasize the positive effect of student engagement in activities to the educational achievement of scholars (Hass, 2004 and Kuh et al., 2008). Furthermore, Arip & Yusof (2002) noted that extracurricular activities cause a decrease in academic stress and tension, which ultimately ends up in a rise in productivity in their learning (Shamsudin, Syafiq et al. 2017). However, they

pointed that not all activities are beneficial to academic growth, and therefore the benefits of student engagement vary across activities (Baker ,2008)

This paper explores the relationship between extracurricular activities, like leadership, publication, organization, sports and cultural with the tutorial achievement of DMMMSU-SLUC students. Relatively, this study is conducted to check the relative effect of extracurricular activities on the educational achievements (Latin honor) received by the graduates of DMMMSU-SLUC. And to come back up with a model that will help/encourage students to have interaction within the different activities considered within the study that in a method or another, help themselves to excel academically and also the university likewise.

Relatively, this study is conducted to test the relative effect of extracurricular activities on the academic achievements (Latin honor) received by the graduates of DMMMSU-SLUC. And to come up with a model that may help/encourage students to engage in the different activities considered in the study that in one way or another, help themselves to excel academically and the university as well.



**Figure 1. Paradigm of the Study.**

## 2. Statement of the Problem

The study sought answers on the academic venture of students, specifically:

1. What is the profile of the respondents in terms of: leadership; publication; organizations; sports; and cultural?
2. What type of academic achievement (Latin honor) received by the respondents in the last 3 years?
3. What degree of relationship between academic achievement (Latin honor) received and profile of the respondents?

## 3. Definition of Terms

**Latin honor** is the academic achievement received by the graduates such as, cum laude, magna cum laude and summa cum laude.

**Modeling** is an approach of merging relationship between variables viz. if extracurricular activities can predict academic achievement (Latin honor) among DMMMSU-SLUC students.

**Profile** refers to the extracurricular activities or involvement of students during their stay in the University.

**Students** are the respondents of the study which are bonafide scholars of DMMMSU-SLUC who have graduated with Latin honors.

**Variables** these are the extracurricular activities or involvement (independent) in leadership, publication, organization, sports and cultural. Also, academic achievement (Latin honor) received by the students that served as the dependent one.

**Ventures** refers to the academic journey of students which complemented with academic achievements.

#### 4. Methodology

Descriptive research design is adopted, specifically, survey and correlational approaches. It involves independent in a categorical form and dependent variables wherein, extracurricular activities/ involvement is the independent variable and academic achievement (Latin honor) received is the dependent one (<https://rb.gy/so5iih>).

DMMMSU-SLUC students who engage themselves in difference extracurricular activities or involvement in the last three school years. There are 100 respondents considered in the study wherein 20 were taken as respondents from each extra-curricular involvement.

The researcher conducted document analysis on the academic and extracurricular records available at the guidance and registrar's office.

Descriptive, Chi-square and Regression analysis using SPSS application software is utilized. Profile of the respondents is treated using descriptive statistics, while simple regression analysis is used to determine the relationship between profile and academic achievement (Latin honor) received.

#### 5. Results and Discussions

	Leadership	Publication	Organization	Sport	Cultural	Total
Non-Honors	13	12	8	17	18	68
With Honors	7	8	12	3	2	32
Total	20	20	20	20	20	100

**Table 1. Profile of the Respondents**

Among selected respondents 32 are with honors and 68 are non-honors with a total of 100 students in the last 3 years. Majority of the honor graduates are officers of a legitimate organizations, followed by students who are involved in publication, leadership, sports, and cultural. School leadership conveys a minimal direct impact on student achievement (Ross & Gray, 2006).

**Table 2. Type of academic achievements (Latin honors) received by the respondents in the last 3 years**

<b>Academic Honors</b>	<b>SY 2014-15</b>	<b>SY 2015-16</b>	<b>SY 2016-17</b>
Cum Laude	35	32	39
Magna Cum Laude	4	3	5
<b>Total</b>	<b>39</b>	<b>35</b>	<b>44</b>

DMMMSU-SLUC, produced 118 honor graduates in the last 3 years as indicated in the table above. More honor student graduates during SY 2016-17 and least during SY 2015-16, same as to type of academic achievements (Latin honors).

**Table 3. Relationship between academic achievements (Latin honors) received and profile of the respondents (extracurricular)**

<b>Chi-Square Tests</b>				
		Value	df	p-value (2-sided)
Pearson Square	Chi-	14.982 <sup>a</sup>	4	.005
Likelihood Ratio		15.723	4	.003
Linear-by-Linear Association		5.118	1	.024
N of Valid Cases		100		

*a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 6.40.*

Result shows that extracurricular activities or involvement of students is significantly associated to their academic honors received as indicated with a p-value of 0.024. Also shown that academic honor is dependent to extracurricular

activities as manifested by the p-value (0.005). Homogeneity is likewise observed on the categorizations of extracurricular involvement to that of academic honors received by the graduates (p-value = 0.003).

These results support and extend the findings of Lipscomb (2007) and Barron, Ewing, and Waddell (2000). Both studies found that participation in school athletics, even after controlling for possible heterogeneity, better test scores. However, after controlling for academic achievement, it was found that organization membership does not have a significant effect on future earnings nor academic performance.

**Table 4. Percentage of association between academic achievements (Latin honors) received and extracurricular involvement of graduates**

**Model Summary**

R	R Square	Adjusted R Square	Std. Error of the Estimate
.227	0.52	.42	.459

*The independent variable is Extra.*

Furthermore, extracurricular involvement of students is 52% associated with the academic honors received by the graduates. It seems that extracurricular activities help students improve their scholastic records in all subjects.

**Table 5. Effect of extracurricular activities on the academic achievements (Latin honors) received by the graduates.**

**ANOVA**

	Sum of Squares	df	Mean Square	F	p-value
Regression	1.125	1	1.125	5.343	.023
Residual	20.635	98	.211		
Total	21.760	99			

*The independent variable is extracurricular activities.*

Moreover, different categories of extracurricular activities or involvement of students have significantly varied effects to the academic achievements (Latin honors) received by the graduates (p-value=0.023).

**Table 6. Regression Model**

	Unstandardized Coefficients		Standardized Coefficients	T	p-value
	B	Std. Error	Beta		
	Extracurricular activities	0.075	.032		
(Constant)	1.545	.108		14.357	.000

The generated output above, suggests the model that derives from gathered data: *Academic achievements (Latin honors) = 1.545 + 0.075 (extracurricular activity)*

## 6. Summary

Among selected respondents, 32 are with honors and 68 are non-honors with a total of 100 students in the last 3 years. Majority of the honor graduates are officers of a legitimate organizations, followed by students who are involved in publication, leadership, sports, and cultural.

Furthermore, DMMMSU-SLUC, produced 118 honor graduates in the last 3 years as indicated. More honor student graduates during SY 2016-17 and least during SY 2015-16. Likewise on the type of academic honors received by the graduates.

Conversely, extracurricular activities or involvement of students is significantly associated to their academic honors received as indicated with a p-value of 0.024. Also, academic achievement (Latin honor) is dependent to extracurricular activities as manifested by the p-value (0.005). Homogeneity is likewise observed on the categorizations of extracurricular involvement to that of academic honors received by the graduates (p-value = 0.003).

In addition, extracurricular involvement of students is 52% associated with the academic honors received by the graduates.

Moreover, different categories of extracurricular activities or involvement of students have significantly varied effects to the academic honors received by the graduates (p-value=0.023).

Finally, generated output derived a model on predicting academic achievement: “*Academic achievement = 1.545 + 0.075 (extracurricular activity)*”.

## 7. Conclusion and Recommendation

Academic honors received by the graduates are associated significantly to the extracurricular activities or involvement of students. So, the model, “*Academic honor = 1.545 + 0.075 (extracurricular profile)*” is suggested in predicting whether a student who engage in extracurricular activities shall graduate with latin colors or not.

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