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THE INTEGRATION OF STUDENTS' CLUBBING TOWARDS SCHOOL PERFORMANCE

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ABSTRACT

This study made use of the descriptive type of research to ascertain the effect of integrated students' clubbing towards school performance and membership in Greek clubs among the Junior and Senior students. The researchers employed the short survey that requested specific information from the participants. The survey questionnaire supplied a list of the acceptable clubs for the participants to mark. It was found out that at the start of the implementation, the clubbing did not have any direction for if did not speculate its vision and mission nor projects and calendar of activities that would guide the officers and members of the things to do for the good of the club. The researchers also found out that there were existing clubs in the school that were created for the sake of clubbing only. Academic clubs had the highest pre-test mean and the lowest was the students involved in Greek group or fraternity. The difference was even more impressive because of the improvement of the students' grade and the results of the non-involvement of students in fraternity after the implementation of students' clubbing in school. This indicated that the integration of students' clubbing was effective in helping the students to master and develop their skills and talents and the same time perform better in the activities and test. The 21st century learners are motivated to learn with the clubbing activities which provided them the opportunities to develop their talents, skills, leadership, creativity, and responsibility that led them to improve their academic performance and equipped them holistically to develop the 21st century skills.

INTRODUCTION

The school is the place where individuals learn. It is also the place where individuals know about the things around them. It is an institution which aims to equip individuals with knowledge and develop their special skills and hidden talents. However, not all learning is required inside the classroom since students must also engage in school clubbing activities that can enhance out full potentials. In the field of academics and sports several strategies are formulated in order to provide holistic learning among students. This is where integrated students' clubbing plays a significant role. The implementation of integrated students' clubbing activities is an important vehicle for students' experience and active performance in school. Studies show that students who participate in school activities have greater expectations for the future and were more interested in school than their peers. In the local setting, at Magsico National High School, it was observed that some of the students were involved in Greek group or Fraternity which the Department of education prohibits the operation of the said

group in both public and private schools. It is the right to introduce activities in school to acquire the ultimate goal for every student to achieve academically at the highest possible level, and participation in sports, academic clubs, and other extracurricular activities that might help to improve student achievement and to cease the creation of Greek group or fraternity in the school. Hence, this study was conducted to find out the effect of integrated students' clubbing towards school performance and membership in Greek clubs among the Junior and Senior High school students as basis for a proposed enhancement program for an improved academic performance.

Theoretical Background: The K to 12 Basic Education Program in the Philippines is a Flagship Program of the Department of Education. In this Program, the K to 12 learners are equipped to be holistically developed Filipinos with 21st century skills and talents through sports, academic Information, scientific queries, and researches by participating clubbing activities in school. This research is anchored on David Jonassen's Constructive Learning Environment Theory

and was expanded by Cognitivist Theory of Jerome Bruner. The goal of Jonassen's Constructivist Learning Environment Theory (as cited by Simonson, 2010) is to engage learners in active, constructive, cooperative, and reflective learning activities. Integrated students' clubbing activities are intended to engage and facilitate cognitive processing. Cognitive activities support learners in a variety of cognitive processing tasks like sports, singing, dancing and other academic activities to develop the skills and talents of the students. On the other hand, Cognitivist Learning Theory of Jerome Bruner (as cited by Thompson, 2010) pays attention to the student as subject and the integrated school clubbing as a mediator. The student is guided to learn through clubbing activities. The learner is also given opportunity to learn through peer tutoring, and generally benefit from the many opportunities afforded them as they developed their talents in sports, skills, leadership and academic performance. The role of integrated clubbing activities is to provide a rich learning environment to students and become a training ground where the minds and hearts of the students, who will become our future professionals and leaders, will be developed.

Constructivist Theory of David Jonassen (2010) is one of the theories that support this study. Since integrated clubbing is both a domain of knowledge, skills and talents. This Theory elevates the importance of processes especially the knowledge construction process. Advocates of constructivists stressed that individual constructs are developed through practice and rehearsal. Students are therefore given opportunity to guide themselves and to manipulate ideas in academics and generate test hypothesis in other skills. The integrated clubbing activity is a mentor-based designed to increase youth understanding of the social and academic approaches (Skaife & Wellington, 2010).

Statement of Objectives: This study assessed the effect of integrating students' clubbing towards school performance and membership in Greek clubs or fraternities among the Junior and Senior students of Magsico National high School, District of San Fernando, Cebu for the S.Y 2018-2019, as the basis for a proposed enhancement program for the performance and membership in Greek club.

Specifically, it sought to answer the following sub-problems:

What is the status of the school integrated clubbing in terms of

- Students' clubbing implementation;
- Students' involvement; and
- Students' benefits?
- What is the level of students' performance in:
 - Academic Clubs ;
 - Performing Clubs ;
 - Sports club before and after the Integrated Students' clubbing?

Is there a significant correlation between the involvement of the students' in integrated clubbing and their performance?

Is there a significant difference in the students' performance before and after the implementation of the integrated clubbing activities?

5What are the evidences to show the implementation of the students' clubbing activities?

RESULTS AND DISCUSSION

Profile of the students' perception on the implementation of clubbing before and after the conduct of the activities: It can be deduced from the findings that at the start of the implementation, the clubbing did not have any direction for if did not speculate its vision and mission nor projects and calendar of activities that will guide the officers and members of the things to do for the good of the club. The clubs did not even have objectives to tackle and attain to. However, the researcher found out that there were existing clubs in the school as seen in the results but these clubs are only created for the sake of clubbing. There were even advisers in the club but did not play their role seriously. They never conducted regular meetings to discuss matters pertaining to the good of its general membership and the club itself. Hence, we can say that before the conduct of the experiment, clubbing was never fully implemented. This means that teachers who were in charge never put premium on its implementation. Members did not even realize the importance of clubbing in their academics and in the entire schooling in general.

On the other hand, after the implementation of the clubbing activities with close supervision, it can be found out that generally students and teacher advisers were always doing their roles cooperatively. The students perceived that the projects were sometimes created. It can be understood that implementation of the projects planned were not fully implemented yet considering that the experiment was done in a short period of time. What was evident in the post test, was the full implementation of the clubs created in the school and that the officers and advisers were one in their vision and mission to adhere to. Objectives of the club were already presented and that it was found out as well that a weekly accomplishment report was presented to the general membership. In general, when clubbing is fully supervised and monitored by the advisers and administrators it can then be perceived by the members. Therefore, students would be able to realize how important it was to take part and be a member of any club in the school. They would also feel the benefits that one could get from their participation in the club. Clubbing in the school should therefore be implemented in order to sustain its existence. It was imperative to note that Dr. Fe Hidalgo (2014) enforced the school authorities "to take a more active role" in the prevention of juvenile violence in their respective areas and urged school officials to further promote co-curricular and extra-curricular organizations and activities that can serve as more wholesome and productive alternatives to Greek group or fraternities, sororities and like organizations.

The profile of the students' involvement in the integrated students' clubbing activities: It can be speculated that most the students preferred to be a part of the performing arts club. Students were hooked greatly on performing arts followed by the sports club. There were an alarming number of students who engaged themselves on fraternities or Greek club. Academic club was chosen rarely by the students. Students did not realize the importance of the academic club towards their studies. Fujita (2008) reported that public schools encouraged the students to participate in some type of physical activity or get involved in some type of extracurricular activity, like school sports, marching band, chorus, dramatic, and school

clubs. It was noted that schools performing arts and sports were put at the helm and that performing arts and sports emerged to be the chosen clubs of the students. It is imperative that schools performing arts and sports should be given premium and that the schools must provide sports and arts equipment that will improve the status of the implementation of these clubs. Results of the studies conducted also revealed that students would have better academic performance regardless of their backgrounds if they were involved in extracurricular activities. The trend of the current studies examining student achievement and extracurricular activities suggest that participation has a positive impact on student achievement.

Profile of the students' perception on the benefits of the clubbing before and after the Conduct of the activities

It was found out that the students' perception on clubbing was mainly on the fellow members' participation in making decisions about the things they would want to do. They would like to say something nice about the club, have more friends in the club and perceived to take of the welfare of their fellow members. While before the implementation of clubbing in school, members perceived that their participation would allow them to learn the different things in life. It would develop their life-long skills that eventually prepare them for life. It was even perceived as an opportunity for every member to be helped by the fellow members in accomplishing ones assignment, remedial classes and advance lessons. Generally, members perceived clubbing as something that would benefit only to ones' own protection from harm and bullying.

While the students' perception after the conduct of the experiment was reverted to its benefits on personal life and how it would help them achieve better performance. It was still perceived to be an avenue to gain more friends and widen ones' horizon of creating more friends in the school to improve ones' studies and academic life. It was even perceived as a way to stay out from trouble. Hence, clubbing was created in a way of helping one another in both academics and personal life. Members also realized to remain humble and be of service to others. Thinking of oneself was never a way of life from the members when being a part of the club. This would mean that clubbing was successfully implemented and that teacher advisers were successful enough to realize the club's vision, mission and objectives. Clubbing had changed to way of life among its members. These findings affirmed the notion of Gilman (2009) who said that the concept of structured extracurricular activities as a strategy for schools to build resiliency, support pro-social behavior, offer opportunities for engagement with school and related activities, and provide constructive academic performance and growth in subjective well-being.

Pre-test and Post Test Performance in Academics, Performing Arts, Sports and Fraternity Students

The mean scores for the pre-test and post-test are shown in the tables below and their equivalent performance in academics, Performing Arts, Sports and Fraternity students. Table 4 reflects the Pre-test mean of the students involved on the integrated students clubbing activities. Table 4 shows that the performance in academics clubs had a mean pre-test of 84.31 with the Standard deviation of 1.899.

Performing Arts had a mean of 82.28 with the standard deviation of 3.171. Sports club and Fraternity students had a mean pre-test scores of 80.81 and 78.62 with the standard deviation of 3.071 and 1.593. These results show that the Academic clubs had the highest pre-test mean and the lowest was the students involved in Greek group or Fraternity. Looking at its. The table above presents the post-test performance of the students involved in the four clubs. It can be gleaned from the table that the most of the students involved in the academics had the greatest mean while the students involved in fraternities had the lowest mean. This implies further that activities in the academics promote more learning to the students and that there are activities in the academics club that enrich the capacity of the students to relearn and unlearn the misconceptions in the classroom. Students in the academic clubs have the opportunity to enrich their learning and that the concepts discussed in the club removed their doubts of the concepts. On the other hand, concerns among the members in fraternities are discussed in this clubbing group and that helping each other on the academics side are not the primary concern of the fraternity clubs. Benefits on camaraderie and brotherhood are the topmost objective of the fraternity and not so in academics. The table shows whether there was a significant correlation between the involvement of the students' in integrated clubbing and their performance.

Based on the application of statistical treatment using the t-test, the t-computed value of both academic performance and students' involvement in integrated clubbing activities was 9.33 with the p- value of 0.00 at 0.05 level of significance with 46 degree of freedom and the null hypothesis was therefore rejected. This meant that the post-test result was higher than the pre-test result in both Academic performance and students' involvement in integrated clubbing activities. It implied that the integration of Students' clubbing activities was effective in relation to their performance in school. The 21st century learners are motivated to learn with the clubbing activities which provide them the opportunities to develop their talents, skills, leadership, creativity, and responsibility that lead to improve their academic performance and made them equipped holistically developed Filipinos with 21st century skills. The key concepts with the integration of students' clubbing activities promote understanding which resulted to the increase of scores during the post-test. Moreover, there were many significant advantages on the integration of students' clubbing activities in school because this could provide a rich learning environment to students and become a training ground where the minds and hearts of the students, who will become our future professional and leader, will be developed.

Significant difference in the students' performance before and after the implementation of the integrated clubbing activities: The difference was even more impressive considering that the mean scores after the implementation of students' clubbing activities were higher than that of the scores before the implementation of clubbing activities in school. In summary, the post-test grades in all integrated clubs the improvement was larger. This can be interpreted to indicate that the ICT Integration was effective in helping the students to master the materials and perform better in the test. These results are consistent with the findings of Mann (1998), Merlinda Agang Lorenzana (2009), and others who in their research found that ICT Integration had positive effects in improving students learning.

Table 1. Profile of the Students Perception on the Implementation of Clubbing Before and After the Conduct of the Activities

Indicators	Pre-test Results			Post-test Results		
	Weighted Mean	Description	Rank	Weighted Mean	Description	Rank
1.The Club conducted monthly meeting	1.14	Never	3	4.00	Always	4.5
2.The Club creates projects	1.00	Never	5.5	2.77	Sometimes	9
3.The Club has Vision and Mission	1.00	Never	5.5	4.00	Always	4.5
4.The Club has calendar of activities	1.00	Never	5.5	4.00	Always	4.5
5.The Club has set of officers	1.31	Never	1	4.00	Always	4.5
6.The Club has adviser/leader	1.15	Never	2	4.00	Always	4.5
7.The club has yearly action plan	1.01	Never	5.5	4.00	Always	4.5
8.The club has objectives	1.02	Never	5.5	4.00	Always	4.5
9.The club has accomplishment every Friday	1.00	Never	5.5	4.00	Always	4.5

Legend: Never=1.00 – 1.75; Fairly=1.76 – 2.50; Sometimes=2.52 - 3.25; Always=3.26 – 4.00

Table 2. This table presents the extent of participation to which students were part of

Variables	N	%	Rank
Academics	154	20%	3
Performing Arts	347	45%	1
Sports	210	28%	2
Fraternities	55	7%	4
TOTAL	766	100%	

Table 3. Profile of the Students Perception on the Benefits of Clubbing Before and After the Conduct of the Activities

Indicators	Pre-test Results			Post-test Results		
	Weighted Mean	Description	Rank	Weighted Mean	Description	Rank
1.Somebody at the club helps me to finish my assignment and projects	1.00	Never	11.5	3.06	Sometimes	9
2. The club help me to do better in school	2.88	Sometimes	7	4.00	Always	2.5
3. At the club, I have learned about the different important things in life	2.45	Fairly	10	4.00	Always	2.5
4. At the club, I get to help make decisions about the things we do.	3.96	Always	1	3.00	Sometimes	11.5
5. At the club, we do advanced lesson/ activities	1.00	Never	11.5	3.00	Sometimes	11.5
6. At the club we learned to behave good manners and right conduct	2.49	Fairly	9	3.24	Sometimes	8
7. Club officers, members and adviser help me feel proud of myself	2.80	Sometimes	8	3.00	Sometimes	11.5
8. I have many friends at the club	3.00	Sometimes	4	4.00	Always	2.5
9. At the club I have learned to be more healthy	2.92	Sometimes	6	3.28	Always	7
10. I helped someone stay out of a fight in the club	3.27	Always	3	4.00	Always	2.5
11. I said something nice about someone in the club	3.35	Always	2	3.78	Always	6
12. At the club I took care members who are younger than I am	3.15	Sometimes	5	3.90	Always	5
13. I asked someone in the club to help me solve a problem	2.64	Sometimes	8	3.00	Sometimes	11.5

Table 4. Pre-test Performance in Academics, Performing Arts, Sports and Fraternity Students

Variables	N	%	Mean	SD	Description	Rank
Academics	154	20%	84.31	1.899	Satisfactory	1
Performing Arts	347	45%	82.28	3.171	Satisfactory	2
Sports	210	28%	80.81	3.071	Satisfactory	3
Fraternities	55	7%	78.62	1.593	Fairly Satisfactory	4
TOTAL	766	100%	81.51	4.434		

Legend: Did not meet expectation= 75 below; Fairly Satisfactory=75-79; Satisfactory=80-84; Very Satisfactory= 85-89; Outstanding=90-100

Table 5. Post-test Performance in Academics, Performing Arts, Sports and Fraternity Students

Variables	N	%	Mean	SD	Description	Rank
Academics	154	20%	88.18	1.640	Very Satisfactory	1
Performing Arts	347	45%	85.16	3.227	Very Satisfactory	2
Sports	210	28%	83.58	2.803	Satisfactory	3
Fraternities	55	7%	81.84	2.355	Satisfactory	4
TOTAL	766	100%	84.69	2.506	Very Satisfactory	

Legend: Did not meet expectation= 75 below; Fairly Satisfactory=75-79; Satisfactory=80-84; Very Satisfactory= 85-89; Outstanding=90-100

Table 6. Comparison of the Students' Involvement in Integrated Clubbing and their Performance

Variables	Mean	SD	t-value	p-value	Decision
Academic Performance	88.18	1.64			
Students' Involvement	85.16	3.23	9.33	0.00	Significant

Table 7. Pre-Post Mean Gain of the Indicated Variables

Variables	Indicators	Mean	SD	T-Value	p-value	Decision
Academics	Pre-test	84.31	1.899			
	Post-test	88.18	1.640	40.88	0.000	Significant
Performing Arts	Pre-test	82.28	3.171			
	Post-test	85.16	3.227	24.80	0.000	Significant
Sport	Pre-test	80.81	3.071			
	Post-test	83.58	2.803	4.81	0.000	Significant
Fraternities	Pre-test	78.62	1.593			
	Post-test	81.84	2.355	14.76	0.000	Significant

Legend: Significant if the p-value is less than the alpha value of 0.050

Table 8. Evidences to Show the Implementation of Students' Clubbing Activities

Integrated Clubbing	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total	%	Rank
Science Club	5	10	10	15	5	5	50	7%	3
Math Club	8	2	3	2	9	6	30	4%	9
English Club	5	7	5	4	5	5	31	4%	8
Filipino Club	4	8	4	3	4	20	43	6%	5
Dramatic Club	5	5	7	4	4	5	30	4%	9
Arts Club	8	9	7	6	7	8	45	6%	5
Techno Club	4	7	7	7	8	6	39	5%	7
Glee Club	6	8	7	9	7	6	43	6%	5
Dance Club	54	45	35	36	15	20	205	27%	2
Sports Club	63	57	57	38	24	17	250	33%	1
Greek Club/ Fraternity	0	0	0	0	0	0	0	0%	11
TOTAL	156	158	142	124	88	98	766	100%	

Some of the hands-on activities used in this study also appeared to confirm Jonassen's (2009) ideas on the Constructivist Learning Environment, where students who are directly engaged in technology have comprehension enhanced. The implication of this data is that, ICT Integration appeared to be a very promising teaching strategy for improving Physics test scores and should be used to more frequent in the classroom. Teachers would be comfortable in using these strategies, and with the use of ICT Integration through an entire year, perhaps even bigger gains in performance can be realized. Table 7 presents the evidences of the implementation of 8he students clubbing activities. It is shown in the table that majority of the students were greatly involved in the different clubbing activities. Most the students were involved in the sports club and dance club. They preferred to be with the sports club because most of them enjoyed in performing this activity. This can be validated in the vignettes uttered by the participants when asked and said that:

"I got involved in sports because I enjoy doing the activity and besides it promotes good health."

Evidences to Show the Implementation of Students' Clubbing Activities: Another participant shared his personal experience about joining in the sports club who said that:

"Sports club develops my skills. It helps me win in the district meet. Thereby preparing me in the sports competition outside the school."

It was revealed as well in the survey that the teacher advisers conducted monthly meeting which dished out the sentiments of the members.

There were projects created based from the objectives of the club which implemented the yearly action plan generated from the members. Participant P26 disclosed when asked about how often meetings were conducted. He said that:

"Most of the time our teacher adviser met us every week just to monitor and evaluate our week's undertakings."

There was also an evident of no more creation and involvement of students towards Greek group or fraternities in school after the implementation of students' clubbing activities. Participation of clubbing activity provides a venue to express personal talents while mastering challenging skills that are consistent with the larger school value system. These core values can be applied in the classroom setting, and the challenges that students might face on the field or the court, may lead into problem solving not only in the classroom, but in the student's lives on a day-to-day basis. This may allow students opportunity to express themselves and not get lost in the mix of a larger school district.

This is another reason to promote student involvement in extracurricular activities or clubbing. This affirms the findings of Eccles (2007) who said that the extracurricular programs, individual characteristics and leadership influenced the nature of the impact of participation on individuals' development. Often when an adolescent is involved in an activity, it may directly affect their peer group because of the amounts of time spent with one another. It is likely that participation in these kinds of activities influences the kinds of relationships adolescents form with adults as well as improving the perspective and connection of the school.

Conclusion

Based on the findings of the study, the performance of the students and the stopping of membership and creation of Greek groups or fraternities were effective in school using the integration of students' clubbing activities. This integration appeared to be a very promising technique for improving students' performance and their understanding of the lessons in helping the students master and develop their skills and talents in sports and other activities. School may be comfortable in using this new integration strategy, and with the use of this students' clubbing activities in school through the entire year; hence, this may help stop the creation and involvement of Greek group or fraternities and yield a better performance of students in school.

Recommendation

. It is imperative that schools performing arts and sports should be given premium and that the schools must provide sports and arts equipment that will improve the status of the implementation of these clubs. Results of the studies conducted also revealed that students would have better academic performance regardless of their backgrounds if they were involved in extracurricular activities. Based on the results of the study, the researchers would like to recommend the following for the improvement of the students' academic performance and membership in Greek clubs or fraternities.

- DepEd and school administrators may continue in promoting the division memorandum no. ---which is the school clubbing activities to eliminate the creation of Greek groups or fraternities and gain better performance of students' in school.
- Encourage all the teacher advisers assigned in each club to continue support the students and equipped them with the necessary background and skills in assessing the development of the student.
- Students should engage in additional vigorous- or moderate-intensity physical activity throughout the school day through recess, dedicated classroom physical activity time, and other opportunities.
- Parents offer an additional means of frequent, immediate communication that is easy to use
- Enable parents and teachers to communicate informally and identify problems immediately
- 5.Schools could consider a longitudinal process of monitoring student participation to determine leadership skills developed through the club activities and may offer trainings for coaches and club advisers.
- 6.Community partnerships are encouraged as working together to find quality coaches, sponsors and funding for a variety of activities that the club offers which is beneficial to all students' involved.

Recommendations for Future Research

For future studies, it would be worthy of consideration to look at diversity issues pertaining to participation in students' clubbing activities.

- Determine the pros and cons of integrated students clubbing activities be true for all members?

- Gender issues pertaining to outcomes for those who participated in sports or school related activities?

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