

Academic achievements assignment

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In every student's life, academic excellence as well as co-curricular involvement is very essential. The two aspects would help them attain their goal of being part of the honor roll. Balancing these two is one of the problems honor students of today are facing. This process is intended to know how important co-curricular involvement is and what its effects to the students' academic achievements are. Since 1985, College San Austin (CSS)- Fabian has been providing its students quality Catholic education that enriches their knowledge academically.

Besides, CSS- Avian has been offering several co-curricular programs like authorized student clubs or organizations wherein each student is required to join, inside and outside school competitions, sports activities and many more. Prospective honor students, as active as they want to be, participate and take part in both academic and co-curricular programs. CSS- Ban Junior High School Department follows Duped Order No. 92, s. 2009 for the selection of honor students.

The policy states that the 7-3 point scheme (7 points for academic performance and 3 points for co-curricular activities) shall be used in determining the final honors among non-graduating and graduating students. In Academic Year 2013-2014, there were 30 students from grade seven to third year high school who grabbed a spot in the honor roll. Their final ranks were computed based on 70% academics and 30% co-curricular. They, most probably, are equally excellent in both aspects.

Co-curricular refers to activities, programs, and learning experiences that complement, in some way, what students are learning in school. Co-

curricular activities are usually a way to separate students from their academics. These activities have influence on students' academic performance but on the other hand, it is questionable whether these activities effect positively or negatively (Millard, 1930). Different school administrations are interested to find out if there is association between academic performance and the involvement in co- curricular activities. (Stephens & Achebe, 2002). This is where the focal point of the study takes place: the effects of co- curricular involvement on the academic achievements of the grade seven to third year over- all top ten students. In view of the fact that the researchers are potential honor students, they see the necessity to make an investigation about this matter for they are sure that the outcome of this study would be beneficial not only to aspiring honor students like them but also to the administrators of the locale under analysis.

Setting of the Study The study will be conducted at College San Austin-Fabian, which is situated at Southward Interchange, Juan Complex I, Fabian City, Laguna. It is a private school run by the Order Of SST. Augustine.

Theoretical/Conceptual Framework This study was anchored on the following different evaluation and assessment concepts. According to the Pickle Jar theory, when you take an empty pickle jar and fill it with rocks, it appears to be full ? until you fill it with gravel.

The smaller granules fill the cracks between the rocks, and you can still fit in some sand, and then water. Another theory named the Distraction-conflict theory (1978), refers to an analysis of performance gains in groups assuming that when others are present, attention is divided between the other things

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and the task; this tensional conflict increases motivation and so it facilitates performance on simple, well-learned tasks.

These theories are relevant to the research because like the Pickle Jar Theory, the rocks represent the academic achievements while the smaller granules like pebbles and sand depict the co-curricular involvements. On the other hand, the Distraction-Conflict Theory attests that when both academics and co-curricular activities are present, a student's attention may be divided and therefore cannot focus on his priority which is his academic performance. As Figure 1

The Relationship between the Profile and the Effects of Co-Curricular Involvement to Academic Achievements as Perceived by Grade Seven to Fourth Year Over-all Top Ten Students of CSS- Fabian in AY 2013- 2014 After consolidating the ideas and thought of the theories and studying the concepts presented, the researchers came up with Figure 1 to show that the profile; gender, final general average, over-all rank, and frequency Of co-curricular involvements (independent variable) has something to do or may alter the perceived effects of curricular involvements on academic achievements (dependent variable) of grade seven to third year over-all top ten students of Academic Year 2013-2014.

Statement of the Problem This study sought to determine the perceived effects of the co-curricular involvements to the academic achievements of grade seven to third year over-all top ten students of College San Austin-Avian in academic year 2013-2014. Specifically, it sought answers to the following questions: 1. What is the profile of grade seven to third year over-

all top ten students in terms of: a) Gender b) Final General Average c) Overall Rank) Frequency of Co-curricular Involvements 2. What are the perceived effects of co-curricular involvement to academic achievements? 3. Is there a significant relationship between the students' profile and the perceived effects of co-curricular involvement on academic achievements?

Statement of Hypothesis The researchers hypothesized that: There is no significant relationship between the students' profiles and the perceived effects of co-curricular involvement to academic achievements of grade seven to third year over-all top ten students of College San Austin- Avian.

Statement of Assumptions The researchers assume that: 1 . Co- curricular involvement has either positive or negative effects on the students' academic achievements. 2. Over- all top ten students are concerned on the effects of co- curricular to academic achievements. 3. CSS- Fabian offered both co- curricular and academic programs in AY 2013- 2014. 4. College San Austin- Avian Junior High School Department gives importance to both academic and co- curricular excellence. 5.

The effect of co- curricular involvement on academic achievements has certain advantages and disadvantages. **Significance of the Study** Since this study will be conducted to discover the relationship between the co-curricular involvements and the academic achievements of the grade seven to third year over-all top ten students of College San Austin-Fabian in the Academic Year 2013-2014, the researchers found the following grounds of the study very significant: 1 . The information which will be gathered in this study may serve as a guide to the teachers in assessing their students' strengths and weaknesses, both in the academic and co-curricular fields;

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thereby, will result to better teaching methods and efficient parent-teacher inferences; 2.

The results of the study will provide the Guidance and Testing Center with the knowledge of how their students balance their academics and activeness in co-curricular participation which would lead to adequate seminars regarding this matter; and, 3. Finally, the findings of this study will provide the students with the information on how to manage co-curricular activeness and academics while achieving a high general average; 4. The findings of the study will address the parents' inquiry regarding their child's academic standing in the classroom aiming to provide the information on the imposition of their child's general average and the process of evaluating the child; 5.

The study will serve as a guide for the administrators in providing better service to their by means of efficient teaching strategies and increasing the students' participation in co-curricular activities through offering a wide selection of activities that correspond to various talents and interests of the students. Scope and Delimitation The study focuses on the perceived effects of co-curricular involvement to academic achievements of grade seven to third year over-all top ten students of College San Austin- Avian in Academic Year 2013- 2014. The stud's focal point is the effects of co-curricular involvement to the academic achievements of students.

The study was limited to the grade seven to third year over-all top ten students for they are the ones who are concerned on how co-curricular affects their academic achievements. Also, they are more likely to

experience problems concerning the subject matter. The study doesn't include the fourth year high school students of AY 2013-2014 because it would be inconvenient for the researchers to communicate with them since they now study in several different universities. This study yearns to determine the effects of co- curricular involvement on the academic achievements of students. Definition of Terms The following terms were used within the context Of the study. They are defined conceptually and operationally for easier comprehension.

Academic Achievements. The students' excellent performance which is measured by academic disciplines like examinations, quizzes, class participation, projects, assignments and etcetera. This is mirrored by the students' final general average. **Co Curricular Involvement.** The students' participation in activities, programs, and learning experiences that complement, in some way, what they are learning inside the classroom. They are usually a way to separate students from their academics. **Over-all Top Ten.** Ten students who, among all their batch mates, show the most remarkable excellence in both academic and co- curricular performance. Department of Education.