IGNATIAN
INTERNATIONAL JOURNAL FOR MULTIDISCIPLINARY RESEARCH
www.icceph.com
ISSN 2984-9942

IMPLEMENTATION OF THE SCHOOL EXTRA-CURRICULAR PROGRAMS IN TERMS OF TIME MANAGEMENT SKILLS AND SOCIAL BEHAVIOR: LEARNING AND DEVELOPMENT CONFIGURATION

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ABSTRACT

Strong extracurricular programs help develop learners' knowledge, values, skills, and confidence inside and beyond the classroom. This study determined the perceived implementation of school extracurricular programs and their relationship with learners' time management skills and social behavior in selected elementary schools in Pilar District, Schools Division of Bohol, during School Year 2026-2027. The findings served as the basis for designing a learning and development configuration. A quantitative descriptive-survey design with a correlational approach was employed. The respondents consisted of 105 participants, comprising 45 teachers and 60 learners, selected through stratified random sampling. Data were analyzed to assess program implementation, time management skills, social behavior, and relationships among the study variables. Results revealed that extracurricular programs were generally highly implemented and were perceived to support learners' holistic development. Learners demonstrated moderately developed time management skills and generally positive social behavior, although some areas required improvement. However, no significant relationship was found between extracurricular program implementation and learners' holistic development, indicating that the factors may contribute to learners' overall growth. The study concluded that extracurricular programs provide valuable support for learners' development, particularly in time management and social behavior. Nevertheless, selected areas of these competencies require further strengthening, and complementary educational interventions are needed to promote holistic development. The researcher recommends sustaining inclusive extracurricular programs through supportive policies, effective implementation, and collaboration among teachers, parents, school administrators, and

community stakeholders. Schools should also encourage active learner participation and provide appropriate guidance to strengthen time management, social behavior, and holistic development.

Keywords: *Extracurricular programs, time management, holistic development, social behavior, elementary education, Pilar District, Bohol*

INTRODUCTION

Education extends beyond classroom instruction, as learners develop through academic, social, emotional, physical, and interpersonal experiences. School extracurricular programs provide opportunities for learners to explore their interests, assume responsibilities, develop leadership, and interact with others in meaningful school-based activities. Programs such as scouting, intramurals, the Supreme Elementary Learner Government (SELG), and subject clubbing may complement classroom learning by promoting participation, cooperation, discipline, and personal growth. Datnow et al. (2022) emphasized the importance of educational approaches that support learners' holistic development, highlighting the need to consider learning experiences beyond academic achievement alone. In the Philippine basic education context, extracurricular and co-curricular activities recognized as important components of learners' broader educational experiences and are subject to policies intended to safeguard learner welfare and development (Department of Education,2017).

Extracurricular participation may also provide developmental opportunities through peer interaction, engagement, and experiences that support social and emotional growth. Berger et al. (2020) emphasized that extracurricular settings can nurture developmental opportunities through peer processes, while Yeo et al. (2023) linked school-based co curricular participation with developmental outcomes from a self-determination perspective. Involvement in organized school activities requires learners to balance academic responsibilities with meetings, practices, and other commitments. These experiences may encourage learners to prioritize tasks, list responsibilities, organize schedules, and meet deadlines. Calonia et al. (2023) examines time management in relation to prioritization, procrastination, socialization, and academic achievement, emphasizing the relevance of managing competing responsibilities, while Wolters and Brady (2021) situated time management within self-regulated learning. Zimmerman (2002) likewise explained that self-regulated learners actively manage their learning processes. Similarly, extracurricular activities involving teamwork and shared responsibilities may allow learners to practice communication, cooperation, self-regulation, and interpersonal skills. Bernabe et al. (2025) explored students' views of extracurricular activities in relation to social skills and self-concept, further illustrating the potential contribution of these activities to learners' personal and social development. Extracurricular activities may also influence physical engagement and learners' use of time. Burns et al. (2021) examined changes in school-based intramural programming and youth physical activity, demonstrating the relevance of the structure and type of extracurricular opportunities.

Despite these potential benefits, the implementation of extracurricular programs does not automatically establish the extend to which learners develop the intended competencies. Learners' experiences may differ according to their participation, the organization of activities, and the support provided by teachers and school administrators. Moreover, schools need context-specific evidence to determine whether existing programs respond adequately to learners' developmental needs. Examining program implementation alongside learners' perceived holistic development, time management skills, and social behavior can therefore help identify areas that require strengthening. Cleofas (2020) also demonstrated the relevance of student involvement to broader dimensions of student well-being. Thus, examining implementation together with learners' time management and social behavior is important for determining which areas are strong and which require further developmental support.

In Pilar District, Bohol, the implementation of school extracurricular programs occurs within the practical conditions of elementary schools, where teachers and learners manage curricular responsibilities alongside co-curricular and extracurricular activities. A district-level examination can provide context-specific evidence for strengthening these programs. The present study therefore investigated the perceived implementation of selected extracurricular programs, learners' holistic development, time management skills, and social behavior, and examined whether program implementation was significantly related to perceived holistic-development impact. The findings were intended to serve as a basis for a Learning and Development Configuration.

Research Questions

This research aimed to determine the perceived implementation of the school extracurricular programs in terms of time management skills and social behavior of learners in selected elementary schools of Pilar District, Bohol Division during the school year 2026-2027 as basis for a learning and development configuration.

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

1. What is the demographic profile of the:
    1.1 teachers'
    1.1.1 age and gender;
    1.1.2 civil status;
    1.1.3 years of teaching experience;
    1.1.4 position/designation; and
    1.1.5 highest educational attainment;
    1.2 learners' age and gender?
2. To what extent is the implementation of the school extracurricular programs in terms of:
    2.1 activities
    2.1.1 scouting;
    2.1.2 intramurals;
    2.1.3 supreme elementary learner government (SELG);
    2.1.4 subject clubbing?

2.2 impact of participation
2.2.1 physical;
2.2.2 social;
2.2.3 emotional;
2.2.4 spiritual; and
2.2.5 mental aspect?
2.3 learners' time management skills
2.3.1 task prioritization;
2.3.2 task listing; and
2.3.3 task scheduling?

3. What is the respondent groups' perception on the level of learners' social behavior in terms of:
3.1 self-awareness;
3.2 self-efficacy;
3.3 self-regulation;
3.4 social awareness; and
3.5 social skills?

4. Is there a significant relationship between the school implementation of extracurricular programs and the impact of participation of these programs on learners' holistic development?

5. Based on findings, what learning and development can be configured?

METHODOLOGY

Research Design

The study employed a quantitative descriptive-survey design with a correlational approach. The descriptive component was used to determine the perceived implementation of school extracurricular programs and the perceived levels of learners' holistic development, time management skills, and social behavior. The correlational component was used to determine whether a significant relationship existed between school extracurricular program implementation and perceived holistic development impact.

Locale of the Study

The study was conducted in selected public elementary schools in Pilar District, Schools Division of Bohol, during School Year 2026-2027. The participating schools were Pilar Central Elementary School, Rizal Elementary School, and Del Pilar Elementary School. The respondents consisted of 105 participants, comprising 45 teachers and 60 learners. Stratified random sampling was used to select the respondents.

Research Instrument

Data were gathered using a modified/adapted questionnaire covering respondent demographic characteristics, school extracurricular implementation, perceived impact on holistic development, time management skills, and social behavior. The extracurricular

program indicators including scouting, intramurals, Supreme Elementary Learner Government (SELG), and subject clubbing. Holistic development was examined in terms of physical, social, emotional, spiritual, and mental aspects. Time management covered self-awareness, self-efficacy, self-regulation, social awareness, and social skills. The instrument was reviewed and prepared for use in the study in accordance with the dissertation procedures.

Data-Gathering Procedure

The researcher secured the necessary permissions before the administration of the questionnaire. Respondents were informed about the purpose of the study and voluntary nature of participation. The questionnaires were administered, retrieved, checked for completeness, and prepared for statistical treatment. Confidentiality and anonymity were maintained throughout the data-gathering and reporting processes.

Data Analysis

Frequency and percentage were used to summarize respondent characteristics. Weighted mean and standard deviation were used to describe the perceived implementation and developmental indicators, Pearson Product-Moment Correlation was used to test the relationship between school extracurricular program implementation and perceived holistic-development impact. The Shapiro-Wilk test was used to support the assumption for the correlational analysis. Statistical decisions were based on the computed significance level.

Scope and Limitations

The study focused on selected public elementary schools in Pilar District and on the specified extracurricular programs and developmental indicators. The findings represent the perceptions of the 105 respondents included in the study and should therefore be interpreted within the context of the participating schools, respondents, and school year. The study did not claim that extracurricular program implementation was the sole determinant of learners' holistic development.

RESULTS

Table 1. Summary of School Extracurricular Program Implementation

Program	WM	SD	Interpretation
Scouting	3.44	0.535	Highly implemented
Intramurals	3.51	0.503	Highly implemented
SELG	3.32	0.631	Highly implemented
Subject clubbing	3.16	0.716	Moderately implemented

Overall	3.36	0.596	Highly implemented

Table 2. Summary of Perceived Impact of Participation on Learners' Holistic Development

Dimension	Teachers WM	Learners WM	Total WM
Physical	3.29	3.13	3.21
Social	3.25	2.92	3.09
Emotional	3.30	3.13	3.22
Spiritual	3.24	3.27	3.26
Mental	3.29	2.90	3.10
Overall	3.27	3.07	3.18

Table 3. Summary of Learners' Time Management Related to Joining Extracurricular Programs

Dimension	Teachers WM	Learners WM	Total WM
Task prioritization	3.31	2.75	3.03
Task listing	3.21	3.29	3.25
Task scheduling	3.21	3.18	3.20
Overall	3.24	3.07	3.16

Table 4. Summary of Learners' Social Behavior

Dimension	Teachers WM	Learners WM	Total WM
Self-awareness	3.20	3.22	3.21
Self-efficacy	3.31	3.14	3.23
Self-regulation	3.37	3.34	3.36
Social awareness	3.24	3.20	3.22
Social skills	3.19	3.29	3.24
Overall	3.26	3.24	3.25

Table 5. Relationship Between School Extracurricular Program Implementation and Perceived Holistic-Development Impact

Variables	df	r	p-value	Decision
Extracurricular program implementation and holistic-development impact	43	−0.125	0.412	Not significant; accept H_0

The results showed that the overall implementation of school extracurricular programs was highly implemented (WM = 3.36, SD = 0.596). Intramurals obtained the highest mean (WM = 3.51), followed by scouting (WM = 3.44) and SELG (WM = 3.32).

Subject clubbing received the lowest mean (WM = 3.16) and was interpreted as moderately implemented.

The perceived impact of participation on holistic development was moderate overall (WM = 3.18). Spiritual development obtained the highest total mean (WM = 3.26), followed by emotional development (WM = 3.22), physical development (WM = 3.21), mental development (WM = 3.10), and social development (WM = 3.09).

Time management was moderately well-managed overall (WM = 3.16). Task listing obtained the highest mean (WM = 3.25), followed by task scheduling (WM = 3.20), while task prioritization obtained the lowest mean (WM = 3.03).

Social behavior was generally positive overall (WM = 3.25). Self-regulation was the strongest dimension (WM = 3.36), followed by social skills (WM = 3.24), self-efficacy (WM = 3.23), social awareness (WM = 3.22), and self-awareness (WM = 3.21).

The correlation analysis produced $r = -0.125$ with $p = 0.412$ and $df = 43$. Since the p-value was greater than the conventional 0.05 level, the relationship was not statistically significant. The null hypothesis was therefore accepted.

DISCUSSION

The high overall implementation of extracurricular programs indicates that the participating schools provide learners with substantial opportunities to engage in organized activities beyond regular classroom instruction. The particularly high rating for intramurals suggests that structured physical activities may be among the more consistently implemented opportunities. This finding consistent with Burns et al. (2021), who examined school-based intramural programs in relation to youth physical activity. The result also supports the broader view that extracurricular settings can provide developmental opportunities through participation and peer interaction (Berger et al., 2020; Yeo et al., 2023).

Subject clubbing received the lowest implementation rating and was interpreted as moderate. This may indicate an area where schools can strengthen the variety, regularity, or accessibility of interest-based learning opportunities. The finding is relevant to Bernabe et al. (2025), whose study emphasized learners' perceptions of extracurricular activities in relation to social skills and self-concept. Rather than assuming that all extracurricular forms provide identical developmental opportunities, the findings suggest that the structure and consistency of particular activities matter.

The moderate perceived impact on holistic development, with spiritual development obtaining the highest rating, suggests that extracurricular participation may support several dimensions of learner growth but does not produce uniformly high perceptions across all dimensions. The relatively lower ratings for social and mental development indicate areas requiring intentional support. This interpretation is consistent

with the systems perspective of Datnow et al. (2022), which emphasizes purposeful educational arrangements for holistic student development. It also aligns with Deci and Ryan (2000), whose framework highlights the role of supportive environments in fostering development and motivation.

The moderate level of time management indicates that learners are generally able to manage activity-related demands but still need support, particularly in task prioritization. The stronger rating for task listing suggests that learners may be more comfortable identifying tasks than deciding which tasks should receive priority. This pattern is compatible with Calonia et al. (2023), who examined prioritization, procrastination, and socialization in relation to time management and academic achievement. It also reflects the self-regulated learning perspective described by Wolters and Brady (2021), in which effective management of time and tasks forms part of learners' regulation of their academic activities.

The generally positive social behavior, particularly the high rating for self-regulation, suggests that learners demonstrate capacity to manage their behavior within the school context. This is important because extracurricular activities frequently require cooperation, responsibility, and interaction with peers. The result is compatible with Zimmerman's (2002) account of self-regulation as an active process through which learners manage their behavior and learning. The findings also complement Yeo et al. (2023), who connected co-curricular participation with developmental outcomes.

Most importantly, the correlation analysis revealed no significant relationship between the school implementation of extracurricular programs and perceived holistic-development impact ($r = -0.125$, $p = 0.412$). Thus, although the programs were highly implemented, higher implementation scores were not statistically associated with higher perceived holistic-development impact in the present sample. This does not mean that extracurricular programs have no developmental value. Rather, the finding suggests that implementation level alone may be insufficient to explain variation in holistic development. Other factors, such as the quality and inclusiveness of activities, learner motivation, family support, school climate, mentoring, frequency and nature of participation, and individual learner characteristics, may also contribute. This interpretation is consistent with the broader systems-oriented emphasis on intentional and complementary supports for holistic development (Datnow et al., 2022).

Conclusions

The respondents were composed of 105 participants, including 45 teachers and 60 learners from selected public elementary schools in Pilar District.

School extracurricular programs were highly implemented overall, with intramurals receiving the highest implementation rating and subject clubbing the lowest.

The perceived impact of extracurricular participation on learners' holistic development was moderate, with spiritual development receiving the highest rating and social development the lowest.

Learners' time management was moderately well-managed, with task listing strongest and task prioritization requiring greater attention.

Learners' social behavior was generally positive, with self-regulation receiving the highest rating.

No Significant relationship was found between school extracurricular program implementation and perceived holistic development impact ($r = -0.125$, $p = 0.412$). Therefore, the null hypothesis was accepted.

The findings provide a basis for a Learning and Development Configuration that strengthens extracurricular participation through complementary support for holistic development, time management, and social behavior.

Recommendations

School administrators may sustain the highly implemented extracurricular programs while strengthening subject clubbing through regular, inclusive, and learner-centered activities.

Teachers and activity coordinators may integrate explicit time-management strategies, particularly task prioritization, into extracurricular activities and related learner-support practices.

Schools may design activities that intentionally strengthen social and mental development, rather than relying on participation alone to produce holistic outcomes.

Teachers, parents, and community stakeholders may collaborate in providing mentoring and supportive environments that reinforce learners' self-regulation, social awareness, and social skills.

The proposed Learning and Development Configuration may be used as a basis for planning, monitoring, and improving extracurricular activities according to identified learner needs.

Future researchers may replicate the study using larger samples, additional schools, longitudinal designs, or other variables that may explain differences in learners' holistic development.

Compliance with Ethical Standards

The study was conducted with due regard for ethical research standards. Informed consent and appropriate permission procedures were observed before data collection, and participation was voluntary, with respondents free to withdraw from the study at any time. The identities of respondents were kept anonymous and confidential, and data privacy was observed in the handling, storage, analysis, and reporting of information. The well-being and rights of the respondents were safeguarded throughout the study. The researcher declares that no conflict of interest affected the conduct or reporting of the research. Plagiarism was strictly avoided, and the findings were interpreted and reported objectively without deliberate bias. The results were used solely for research and academic purposes. Artificial intelligence was used only to assist with manuscript language refinement, organization, and formatting; it was not used to collect, encode, statistically analyze, or alter the empirical data or research findings.

Acknowledgments

The researcher expresses sincere gratitude to the academic advisers, research panel members, school administrators, teachers, learners, and other education stakeholders who provided assistance and support during the conduct of the study. Appreciation is likewise extended to the respondents for their time and cooperation and to the individuals who contributed to the completion of the research.

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APA Citation:

Legatic, C. D. (2026). IMPLEMENTATION OF THE SCHOOL EXTRA-CURRICULAR PROGRAMS IN TERMS OF TIME MANAGEMENT SKILLS AND SOCIAL BEHAVIOR: LEARNING AND DEVELOPMENT CONFIGURATION. Ignatian International Journal for Multidisciplinary Research, 4(10), 543–553. https://doi.org/10.5281/zenodo.23635537

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