

## Preparing Tomorrow's Leaders: The Role of Co-Curricular Activities in Shaping Business and Accountancy Students at Pilgrim Christian College, Cagayan de Oro City, Philippines



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**ABSTRACT:** Co-curricular activities are fundamental in nurturing the hidden abilities of students. They play a significant role in education by fostering personal growth and fostering a sense of unity among students. The study evaluated the role of co-curricular activities in the development of Business and Accountancy students at Pilgrim Christian College conducted by co-curricular organizations. The study used a descriptive method of research and used surveys to gather the primary data. Findings of gender data revealed that more of the members of co-curricular organizations who participated in the co-curricular activities were females, only a few were males and the majority of the members of JPIA and BSS student organizations were at age greater than 19 years old but lesser than 21 years old. More of the members of the co-curricular organizations had their perceptions that co-curricular activities were valuable to their development.

The majority of the SBA students favoured that co-curricular activities headed and sponsored by JPIA and BSS 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 conflict of schedule on their duties as working students and their class schedules as regular students. The study concluded that the majority of the members of the co-curricular organizations who participated in the co-curricular activities learned and practiced teamwork, confidence, motivation, and leadership, and more of the SBA students who joined the co-curricular activities practiced all of the PCC values such as Faith, Integrity, Responsibility, Excellence, and Service (FIRES).

**KEYWORDS:** Co-curricular activities, Business and Accountancy students, school values, Philippines

### I. INTRODUCTION

Co-curricular activities are instrumental in drawing out the best abilities of the student. Co-curricular plays an important role in education like fertilization of personality and unity. Participation of students as young people and folk in the country in co-curricular activities can cultivate goodwill, unity, and national integration and inculcate good values by indirectly and directly participating in such activities (Baharom & Idris, 2017). In addition, co-curricular is a group activity where the planned activities are more advanced than teaching and learning in the classroom which provides 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 the required course curriculum (Carter, 2016). Moreover, the 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 15 high-quality lead facilitators resulting 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 young men and women the ability to mold their lives to become well-rounded people (Villalobos et al., 2016). The school

# Preparing Tomorrow's Leaders: The Role of Co-Curricular Activities in Shaping Business and Accountancy Students at Pilgrim Christian College, Cagayan de Oro City, Philippines

activities have to be designed purposefully to give an apt mix of student participation in academics and also create a chance for all round development (Arora, 2016).

Co-curricular activities are very important in the education process and student learning because they 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, fora, and academic competitions. Pilgrim Christian College in Cagayan de Oro City acknowledged and supported their existence believing that they would graduate with Christian values of faith, integrity, responsibility, excellence, and service (FIRES). 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 the training and implementation of their activities.

This paper showed the importance of co-curricular activities in the development of Business and Accountancy Students at Pilgrim Christian College, Cagayan de Oro City. It endeavoured to determine if involvement in the general activities of the organization contributed to academic performance. Also, whether intellectually inclined activities enhance students' academic performance as well as other activities especially those physical, social, and spiritual ones, compliment as well. \

## II. METHODOLOGY

This study used a descriptive method of research. Descriptive research is used to obtain information concerning the current status of the phenomenon to describe "co-curricular activities" concerning 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 over time. The research method describes the process followed in collecting and analyzing data. There were two general approaches to collecting and analyzing research data, quantitative and qualitative methods Navarro & Santos (2011) in this research. Hence, the descriptive research design will be considered an appropriate one for the current study to enrich the existing body of knowledge on co-curricular activities in the school.

Further, this research used purposive sampling, a total of sixty (60) respondents or students who were members of the co-curricular organizations in the School of Business and Accountancy, Pilgrim Christian College, Cagayan de Oro City. The researcher used only this number of respondents due to time and cost constraints. Descriptive Statistics are also used considering the percentage, mean, and standard deviation to describe the perception of the students on the co-curricular activities of the school.

## III. RESULTS AND DISCUSSION

### Profile of the respondents in terms of demographic characteristics

**Table 1. Distribution of the respondents according to gender**

Gender	Frequency	Percentage	Rank
Female	31	51.70	1
Male	29	48.30	2
Total	60	100	

Table 1 shows the profile of the respondents in terms of gender. Data revealed that there were 48.30 percent male and 51.70 percent female. Thus, more of the members of co-curricular organizations who participated in the co-curricular activities were female and only a few of them were males.

**Table 2. Distribution of the respondents according to age**

Age	Frequency	Percentage	Rank
16-18	13	21.70	3
19-21	29	48.30	1
22 above	18	30.00	2
Total	60	100	

**Preparing Tomorrow’s Leaders: The Role of Co-Curricular Activities in Shaping Business and Accountancy Students at Pilgrim Christian College, Cagayan de Oro City, Philippines**

Table 2 shows the profile of the respondents according to age. The data of the study revealed that there was 21.70 percent were in the age range of 16-18, 48.30 percent in the age range of 19-21, and 30.00 percent in the age range of 22 and above. Based on these results, more of the members of student organizations who participated in the co-curricular activities were at an age greater than 19 years old but lesser than 21 years old.

**Table 3. Distribution of the respondents according to civil status**

Civil Status	Frequency	Percentage	Rank
Single	57	95.00	1
Married	3	5.00	2
Total	60	100	

Table 3 illustrates the civil status of the respondents. The data depicted that there were 57 or 95 percent single and 3 or 5 percent were married. This means that the majority of the students of the organizations who participated in the co-curricular activities were single.

**Table 4. Distribution of the respondents according to membership**

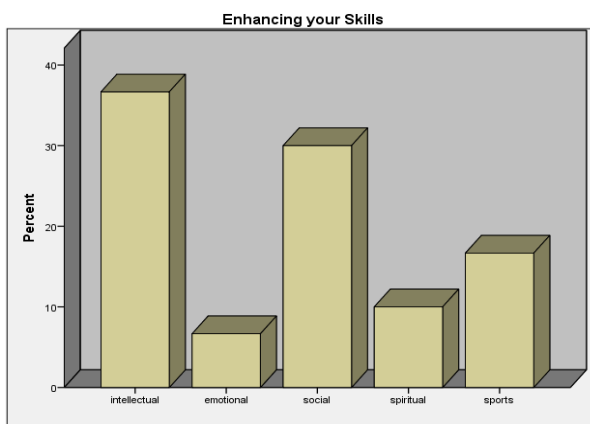
Membership Status	Frequency	Percentage	Rank
Officer	10	16.67	2
Member	50	83.33	1
Total	60	100	

Active member	47	78.33	1
Inactive member	13	21.67	2
Total	60	100	

Table 4 shows the profile of the respondents in terms of membership status. The data showed that there was 16.67 percent were officers and 83.33 percent were members. On the other hand, there was 78.33 percent were active members, and 21.67 percent were inactive members. The result further revealed that the majority of the students who were involved in the co-curricular activities were members and only a few were officers. In addition, the majority of them were active members of the co-curricular organization and respectively participated the co-curricular activities.

**What is the co-curricular activity that facilitates enhancing the skills and personality of SBA students in terms of intellectual, emotional, social, spiritual, and sports?**



**Preparing Tomorrow’s Leaders: The Role of Co-Curricular Activities in Shaping Business and Accountancy Students at Pilgrim Christian College, Cagayan de Oro City, Philippines**

**Table 5. Distribution of respondents according to co-curricular activities that facilitate in enhancing skills and the personality of SBA students**

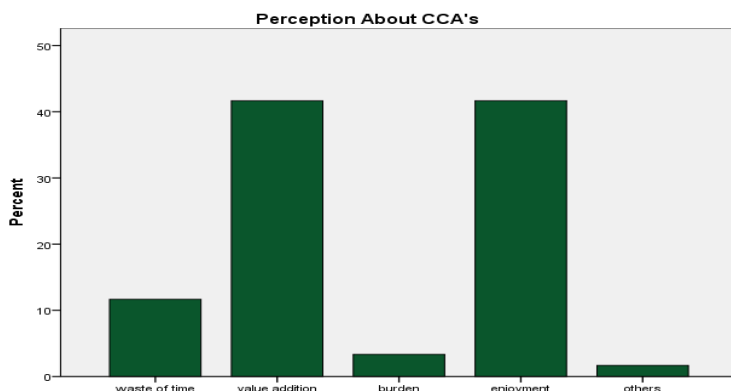
Co-Curricular Activities	Frequency	Percentage	Rank
Intellectual	22	36.70	1
Social	18	30.0	2
Sports	10	16.70	3
Spiritual	6	10.0	
Emotional	4	6.70	
Total	60	100	

Table 5 displays the distribution of respondents according to co-curricular activities that facilitate enhancing skills and personality of SBA students in terms of intellectual, emotional, social, spiritual, and sports. First in rank was intellectual activity with 36.70 percent followed by social with 30 percent of the respondents. Third in the rank was sports with 16.70 percent followed by spiritual with 10 percent. Data further illustrated that more of the skills and personalities of SBA students develop through intellectual activities and less in spiritual and emotional or psychological activities.

**Do these co-curricular activities headed and sponsored by JPIA and BSS beneficial to the development of SBA students?**

The majority of the respondents (90%) mentioned during the survey that co-curricular activities headed and sponsored by JPIA and BSS were beneficial to their development both in the physical and intellectual aspects.

**What are the perceptions of PCC Business and Accountancy students about the co-curricular activities?**



**Table 6. Distribution on the perception of PCC Business and Accountancy students on the co-curricular activities**

Perceptions	Frequency	Percentage	Rank
Value addition	26	43.33	1
Enjoyment	24	40	2
Waste of time	7	11.67	3
Burden	2	3.33	
Others	1	1.67	
Total	60	100	

Table 6 depicts the distribution of perception of PCC Business and Accountancy students on the co-curricular activities. First in rank was the perception of value addition with 43.33 percent followed by enjoyment with 40 percent of the students’

**Preparing Tomorrow’s Leaders: The Role of Co-Curricular Activities in Shaping Business and Accountancy Students at Pilgrim Christian College, Cagayan de Oro City, Philippines**

respondents. Third, in the rank was the perception of the waste of time with 11.67 percent followed by burden with 3.33 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.

**What are the problems encountered by the PCC Business and Accountancy students during their participation in co-curricular activities?**

**Table 7. Distribution of problems encountered by the PCC Business and Accountancy students during their participation in the co-curricular activities**

Problems Encountered	Frequency	Percentage	Rank
Conflict schedule for working students, compulsory attendance, and fines	24	40	1
The students are not participating	18	30	2
Conflict of time	9	15	3
No proper announcement of activities	6	10	
No coordination and communication to the department as well as to the students organization	3	5	
Total	60	100	

Table 7 illustrates the distribution of problems encountered by the PCC Business and Accountancy students during their participation in co-curricular activities. First in the rank was conflict schedule for working students, compulsory attendance, and fines with 40 percent followed by the students not participating with 30 percent of the respondents. Third, in the rank was a conflict of time with 15 percent followed by no proper announcement of activities with 10 percent of the respondents. Data further revealed that more of the members and officers of the co-curricular organizations who participated in the co-curricular activities had a conflict of schedule on their duties as working students and their class schedules as regular students.

**What intervention can be made to improve the activities of co-curricular activities to attain the development of Business and Accountancy students of Pilgrim Christian College?**

**Table 8. Distribution of intervention can be made to improve the activities of the co-curricular activities to attain the development of SBA students at Pilgrim Christian College**

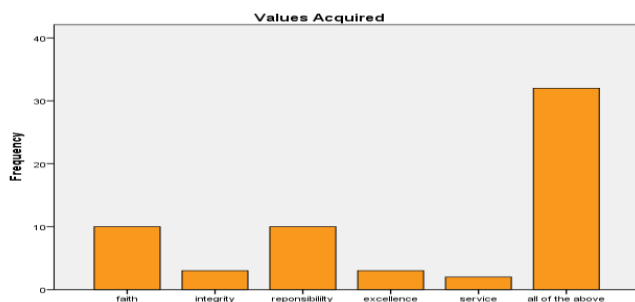
Intervention	Frequency	Percentage	Rank
Enough funds/proper supervision of the coordinator	25	41.67	1
Innovative and more complex technology	17	28.33	2
Assure that all students will enjoy will participate in CCA	9	15	3
In a most flexible time like holidays or late evening if possible	6	10	
Incentives and rewards	3	5	
Total			

Table 8 illustrates interventions that can be made to improve the activities of co-curricular activities to attain the development of Business and Accountancy students of Pilgrim Christian College. First in rank was enough funds and proper supervision of the coordinator with 41.67 percent followed by innovative and more complex technology with 28.33 of the students’ respondents. Third, in the rank was assured that all students will enjoy will participate in CCA with 15 percent of the

**Preparing Tomorrow’s Leaders: The Role of Co-Curricular Activities in Shaping Business and Accountancy Students at Pilgrim Christian College, Cagayan de Oro City, Philippines**

total respondents. Results further show that the students of the School of Business and Accountancy were aspiring there should be enough funds to be used during the co-curricular activities for smooth operation and the development of the SBA students.

The PCC values commonly learned and practiced by SBA students in participating the co-curricular activities



**Table 9. Distribution of PCC values commonly learned and practiced by SBA students in participating the co-curricular activities**

Values	Frequency	Percentage	Rank
all of the above	30	50.00	1
responsibility	10	16.67	2
Faith	9	15.00	3
excellence	5	8.33	
integrity	4	6.67	
service	2	3.33	
Total	60	100	

Table 9 depicts the PCC values commonly learned and practiced by SBA students in participating the co-curricular activities. First in the rank was all of the above with 50 percent followed by responsibility with 16.67 percent of the students’ respondents. Third, in the rank was faith with 15 percent followed by excellence with 8.33 percent of the respondents. The data illustrated further that more of the SBA students who joined the co-curricular activities learned and practiced all of the PCC values such as Faith, Integrity, Responsibility, Excellence, and Service (FIRES).

Skills acquired and practiced by the SBA students who participated in the co-curricular activities conducted by JPIA and BSS.

**Table 10. Distribution of skills commonly learned and practiced by SBA students in participating the co-curricular activities**

Values	Frequency	Percentage	Rank
All of the above	37	61.67	1
teamwork	9	15.0	2
confidence	6	10.0	3
motivation	5	8.33	
Leadership	3	5	
Total	60	100	

Table 10 shows the distribution of skills commonly learned and practiced by SBA students in participating the co-curricular activities. First in the rank was all of the above with 61.67 percent followed by teamwork with 15 percent of the respondents. Third, in rank was confidence with 10 percent followed by motivation with 8.33 percent. Based on the data, it was further

## **Preparing Tomorrow's Leaders: The Role of Co-Curricular Activities in Shaping Business and Accountancy Students at Pilgrim Christian College, Cagayan de Oro City, Philippines**

illustrated that the majority of the members of the co-curricular organizations who participated in the co-curricular activities learned and practiced teamwork, confidence, motivation, and leadership.

### **CONCLUSION**

The gender data revealed that more of the members of co-curricular organizations who participated in the co-curricular activities were female and only a few were males and the majority of the members of JPIA and BSS student organizations who participated in the co-curricular activities were at age greater than 19 years old but lesser than 21 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

The majority of the SBA students (90%) said that co-curricular activities headed and sponsored by JPIA and BSS 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 conflict of schedule on their duties as working students and their class schedules as regular students.

The majority of the members of the co-curricular organizations who participated in the co-curricular activities learned and practiced teamwork, confidence, motivation, and leadership, and more of the SBA students who joined the co-curricular activities practiced all of the PCC values such as Faith, Integrity, Responsibility, Excellence, and Service (FIRES).

### **RECOMMENDATIONS**

**Based on the findings, the following recommendations were drawn:**

1. There should be massive information to both male and female SBA students on the co-curricular activities conducted by the JPIA and BSS co-curricular organizations to achieve greater participation of both male and female students.
2. The co-curricular activities should be strengthened through the support from the PCC Administration and Parents Association spearheaded by the co-curricular organizations (JPIA and BSS) of the School of Business and Accountancy in making it more beneficial to both the physical and intellectual development of the students.
3. The co-curricular activities related to motivation and leadership should be given priority to achieve the goals of the School of Business and Accountancy.
4. Co-curricular activities related to integrity and service should be given priority by the co-curricular organizations (JPIA and BSS) and PCC Administration in achieving the vision and mission of Pilgrim Christian College in general. There should be enough funds to be used in conducting co-curricular activities either from the administration or from the parent's association.
5. The values such as Faith, Integrity, Responsibility, Excellence, and Service (FIRES) should always be included in all co-curricular activities either internal or external affairs to attain an equal contribution to the development of SBA students.
6. The SBA faculty should have an active role and interest in organizing co-curricular activities as an integral part of the School of Business and Accountancy Program. In teaching the subjects, SBA Faculty should get innumerable opportunities to suggest a variety of activities.

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