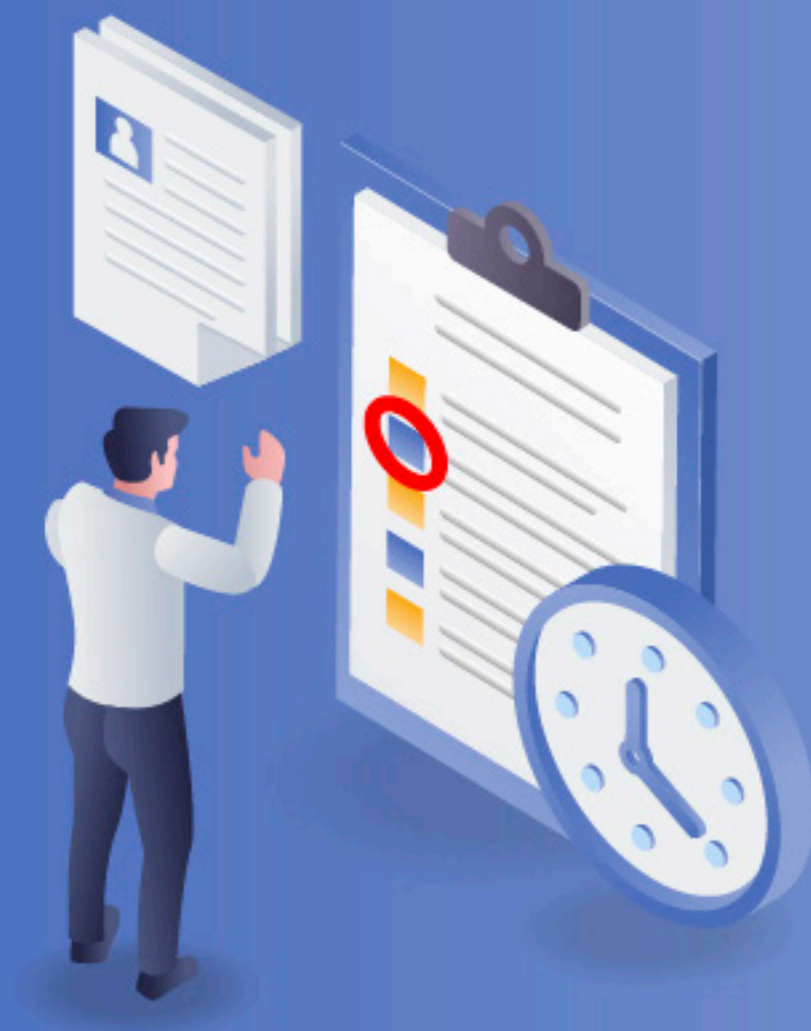




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Involvement and Factors Affecting the Non-Participation of a Private School to DepEd Co and Extra-Curricular Activities

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ABSTRACT

Participation influenced by teacher characteristics and contextual factors such as teacher-related issues, administrative support, parental support, students' interest, and communication dissemination, raise concern about the extent and equity of IBED's involvement in these activities for School Year 2025–2026. The study sought to describe IBED teachers' profile, determine their extent of involvement in DepEd academic competitions, leadership-related activities, arts and culture, and sports, test differences in involvement by profile, test differences in non-participation factors by profile, and propose a strategic enhancement program. Using a descriptive-causal comparative design, the study surveyed all 43 IBED teachers from elementary, junior high, and senior high. Data were gathered through a validated, reliable questionnaire. Results revealed that teachers were relatively young, predominantly female, mostly permanent, belonged to low to fairly low income, many with ancillary roles. Involvement was very high in academic competitions, leadership, arts and culture, and sports. Yet all five non-participation domains averaged as "Always", with communication dissemination highest. Involvement did not significantly differ by most profile variables, except grade level in academic competitions. For barriers, employment status significantly affected communication issues, and grade level affected teacher-factor scores. IBED's involvement is very high yet constrained by systemic, multi-stakeholder barriers. A Structured Enhancement Strategic Program (SESP) is recommended to strengthen capacity building, administrative support, parental/community engagement, student-centered initiatives, grade-level-specific interventions, and continuous monitoring and evaluation.

INTRODUCTION

In a traditional educational setting, holistic development offers an environment where students focus on overall development instead of one area like academic growth. The main objective is to help students to become confident, focused, responsible, and capable of completing tasks. In a simple way, it prepares students not only for exams but for life (Singha, 2026). Cocurricular activities take place outside of classes and allow students to apply the curriculum to more real-world scenarios. The goal of these activities is to supplement course material, enhance student learning, and develop skills related to their chosen career. Students perform these activities without grades or academic credit but still learn new information or reinforce current knowledge (Abrás *et al.*, 2022).

Another area where the learners can enhance their skills is the extra-curricular activities. Extracurricular activities are the activities performed by students apart from their academic sessions. School is a place for students to learn and gain basic knowledge. Apart from it, the cultural and the extracurricular activities are also performed by the students (Samuel, 2024). Schools must have a balance school activity that will develop all the skills of the learners. Extracurricular activities are defined as those activities which are not the components of the academic curriculum but an important part of the educational environment. Extracurricular activities comprise sports,

singing, music, debate, dance, drama, social services, etc. Schools can play a significant role by transmitting the energy of both normal as well as physically challenged students into a positive direction of personality development through extra-curricular activities (Anjum, 2021). While co-curricular activities bridge the gap between academic learning and practical application, extracurricular activities contribute to personal growth, creativity, and a well-rounded educational experience. Both are essential in preparing students for future challenges by promoting a balanced development of academic, social, and personal skills (Chana *et al.*, 2025). DepEd Order No. 66, s. A 2017 document issued by the Department of Education provides guidelines for implementing off-campus activities such as field trips, educational tours, and other learning experiences outside the school. This order aims to ensure that all such activities are aligned with the goals of the K to 12 curriculum and contribute to the holistic development of learners. It emphasizes that off-campus activities should not merely be recreational but must have clear educational objectives that enhance classroom learning through real-life exposure and experiential learning. They may choose to participate in some DepEd-initiated events while opting out of others. While private schools are generally encouraged to align with DepEd guidelines, they have some autonomy in deciding which activities to

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join. The structure, dubbed Public-Private Education Complementarity Framework, was rolled out during the 2023 Private Education National Conference which sought to promote coherence in the development of a mixed education system in the country (Ramos-Araneta, 2023). The Department of Education (DepEd) sets guidelines for both public and private schools, including those related to co-curricular and extracurricular activities. According to Battad (2024), there are reasons why private schools will not participate in DepEd's co and extracurricular activities, such as participating in all activities can be expensive, especially for off-campus events. Private schools may have a distinct curriculum focus and prefer activities that align with their specific educational goals. However, some private schools may offer their own unique co-curricular and extracurricular programs that differ from DepEd's offerings. Private schools may also consider parental preferences and the overall school culture when deciding which activities to participate in (Pangalangan, 2022). Co-curricular and extracurricular activities in private schools have a significant impact on learners, shaping both academic outcomes and personal development. Participation often correlates with improved grades and test scores, as students develop discipline, time management, and problem-solving skills. Activities like debate clubs, science fairs, and math competitions reinforce classroom learning and encourage deeper engagement with academic subjects (Ramos, 2024). Engagement in structured activities often reduces behavioral problems, as learners channel energy into positive outlets. It instills discipline and responsibility, especially when balancing academics with extracurricular commitments (Paulino, 2022).

While private schools can deviate from DepEd guidelines in regard to participation to DepEd co and extracurricular activities, they are expected to inform the relevant DepEd authorities about their decisions for non-participation. Even when participating in off-campus activities, private schools prioritize ensuring that these activities have a clear educational value and contribute to the overall learning experience. The gap of the study are the factors why private schools sometimes will not participate in DepEd initiated co and extracurricular activities. In this present study, the researcher will determine the extent of involvement and factors affecting the non-participation of Integrated Basic Education Department (IBED) of Christ the King College of Calbayog City, Inc., to DepEd Co and extra-curricular activities. He will find out the extent of involvement and the factors on non-participation of IBED teachers to DepEd co and extra-curricular activities. The result of the study will be the basis on what strategic program can be proposed to improve the involvement and participation of IBED teachers to DepEd co and extra-curricular activities.

MATERIALS AND METHODS

Research Design. This research study employed a descriptive-causal comparative design. Creswell's causal-

comparative design was defined as a research approach that sought to determine the relationships between independent and dependent variables after an action or event had already occurred. Causal-comparative research, also referred to as *ex post facto* research, was a type of quantitative, non-experimental research design in which the researcher attempted to determine the cause or consequence of differences that already existed between or among groups of individuals (Creswell, 2012). In this design, the researcher did not manipulate the independent variable; rather, the grouping variable had already occurred naturally before the study began. The researcher selected groups that differed on a particular attribute and then looked backward or forward in time to identify possible causes or consequences of this pre-existing difference. Nevertheless, it remained a valuable and widely used approach in educational research when manipulation of variables was either ethically inappropriate or practically impossible. In the context of this study, the causal-comparative design was employed to examine how teacher profile variables such as age, gender, civil status, employment status, salary grade level, and ancillary services served as pre-existing group characteristics that explained differences in the level of involvement of Integrated Basic Education Department (IBED) teachers in DepEd co-curricular and extra-curricular activities at Christ the King College of Calbayog City, Inc.

Respondents and Sampling Procedure. The respondents of the study were the IBED teachers of Christ the King College of Calbayog City, Inc. Table 1 presents the distribution of respondents in this study. The chosen respondents were from IBED department of Christ the King College of Calbayog City INC. There are 43 respondents coming from different grade level such as 15 elementary teachers (34.88 %), 16 junior high school teachers (37.21%), and 12 senior high school teachers (27.91%). Their insights are essential in identifying the factors, challenges, and institutional considerations that influence the level of participation of the school in Department of Education sponsored activities. These respondents were chosen because of their direct involvement in the planning, implementation, and supervision of school activities, enabling them to provide reliable and relevant information regarding the school's participation in co-curricular and extra-curricular activities.

Research Instrumentation

The primary instrument used in this study was a researcher-made questionnaire designed to gather data on the profile of the Integrated Basic Education Department (IBED) teachers of Christ the King College of Calbayog City, Inc., and their extent of involvement in DepEd co-curricular and extra-curricular activities. The development of the questionnaire was anchored on the conceptual framework of the study and was informed by related literature and studies reviewed in this chapter. In Part I determined the profile of the IBED teachers in terms of age, gender, civil status, employment status, salary, grade

Table 1: Distribution of the respondents of the study

Grade Levels	Population (N)	Percentage (%)
Elementary	15	34.88
Junior High School	16	37.21
Senior High School	12	27.91
Total	43	100.00

level taught, and ancillary services handled. Both part II and part III answered by the teachers with same five-point Likert scale: (1)-Strongly Disagree, (2)-Disagree, (3)-Neither Agree or Disagree, (4)-Agree and (5)-Strongly Agree. Furthermore, the researcher underwent through validation and reliability testing with six (6) teachers who are considered Subject Matter Experts (SMEs), with at least five (5) years of teaching experience, as well as administrators and department heads from St. Francis in Allen, Northern Samar, were requested to conduct face and content validation of the questionnaire. Their expertise helped ensure that the items were relevant, appropriate, and aligned with the objectives of the study. To further establish the validity and reliability of the instrument, a pilot test was conducted among thirty (30) high school teachers from the same institution who were not part of the actual respondents of the study. These teachers were selected to provide feedback on the clarity, organization, and comprehensibility of the questionnaire items. Based on the results of the initial validation, the researcher revised statements that were found unclear or ambiguous. The questionnaire underwent a series of revisions and was administered up to three trials to ensure clarity and consistency. After the third trial, and once the respondents confirmed that the statements were clear and understandable, the researcher finalized the survey questionnaire. The final version of the instrument was then submitted to the research adviser for review and approval before its administration to the actual respondents of the study.

Data Analysis

This study utilized appropriate statistical tools to analyze and interpret the data gathered from the respondents. Descriptive statistics such as frequency count and percentage were used to describe the demographic profile of the respondents. These tools provided a clear summary of the respondents' characteristics in terms of variables such as age, gender, civil status, employment status, salary, grade level taught, and ancillary services handled. The weighted mean identified the average level of involvement and the degree of influence of each factor, while the standard deviation measured the

variability or consistency of the respondents' answers. Furthermore, the collected data were subjected to a normality test to determine whether the data followed a normal distribution. The result of the normality test guided the researcher in selecting the appropriate statistical test for hypothesis testing. For the Extent of Involvement category, all variables yielded p-values below the 0.05 significance level, leading to the rejection of the null hypothesis of normality. This suggests that the scores for these activities are skewed or do not follow a standard bell curve. Regarding the Factors on Non-Participation, a similar trend is observed for Teacher Factor ($p = 0.020$), Parental Support ($p = 0.001$), Students' Interest ($p = 0.000$), and Communication Dissemination ($p = 0.000$), all of which are significantly non-normal. However, Administration Support stands out as the sole exception with a p-value of .084. Since this value is greater than 0.05, the null hypothesis is retained for this specific parameter, indicating that the data for Administration Support is normally distributed.

Given that the majority of the variables did not meet the assumption of normality, non-parametric statistical tests were deemed more appropriate for inferential analysis. Consequently, the Mann-Whitney U Test and Kruskal-Wallis H Test were utilized to determine significant differences in the extent of involvement and factors affecting non-participation when respondents were grouped according to their profile variables. These statistical tools are appropriate for non-normally distributed data and provide reliable results without requiring the assumption of normality. The use of these statistical procedures ensured the validity, accuracy, and reliability of the findings and strengthened the overall interpretation of the study.

RESULTS AND DISCUSSION

Extent of Involvement of IBED to DepEd Co and Extra-Curricular Activities

Table 2 present the mean and standard deviation of the extent of involvement of IBED to DepEd co and extra-curricular activities.

Based on the Summary table, extent of involvement of IBED in DepEd co-curricular and extracurricular

Table 2: Mean and standard deviation of the extent of involvement of IBED to DepEd co and extra-curricular activities. (n=43)

Dimensions	Mean	SD	Description
A. Academic Competitions	4.31	0.500	Very High
B. Leadership Related Activities	4.37	0.601	Very High

C. Arts and Culture	4.35	0.553	Very High
D. Sports	4.71	0.537	Very High
Average	4.43	0.375	Very High

Note: Interpretation of mean scores: 1.00 – 1.80 = Very Low; 1.81 – 2.60 = Low; 2.61 – 3.40 = Moderate; 3.41 – 4.20 = High; 4.21 – 5.00 = Very High.

activities was consistently rated as very high across all dimensions. Among the areas assessed, Sports obtained the highest mean score ($M = 4.71$, $SD = 0.537$), indicating that teachers were most actively engaged in sports-related activities. This suggests strong participation and possibly greater institutional support or interest in this area. Leadership-related activities ($M = 4.37$, $SD = 0.601$) and Arts and Culture ($M = 4.35$, $SD = 0.553$) also demonstrated very high involvement, reflecting that teachers were actively participating in activities that develop students' leadership skills and cultural awareness. Meanwhile, Academic Competitions ($M = 4.31$, $SD = 0.500$) received the lowest mean among the four dimensions, although it still falls within the "very high"

category, indicating that involvement in academic-related contests remained strong. The overall mean score of 4.43 with a standard deviation of 0.375 further confirms that IBED teachers exhibited a very high level of involvement in DepEd co-curricular and extracurricular activities.

Factors on Non-Participation of IBED to DepEd Co and Extra-Curricular Activities

Table 3 present the mean and standard deviation of the factors on non-participation of IBED to DepEd co and extra-curricular activities.

The data presented in Table 3 reveal that the factors affecting the non-participation of IBED in DepEd co-curricular and extracurricular activities were all rated as

Table 3: Mean and standard deviation of the factors on non-participation of IBED to DepEd co and extra-curricular activities. (n=43)

Dimensions	Mean	SD	Description
A. Teacher Factor	4.36	0.368	Always
B. Administration Support	4.31	0.361	Always
C. Parental Support	4.26	0.645	Always
D. Students' Interest	4.37	0.683	Always
E. Communication Dissemination	4.58	0.492	Always
Average Mean	4.38	0.376	Always

Note: Interpretation of mean scores: 1.00 – 1.80 = Never; 1.81 – 2.60 = Sometimes; 2.61 – 3.40 = Often; 3.41 – 4.20 = Frequent; 4.21 – 5.00 = Always

"always" observed by the respondents. This indicates that these factors consistently influence teachers' non-participation. Among the identified factors, Communication Dissemination obtained the highest mean score ($M = 4.58$, $SD = 0.492$), suggesting that issues related to the flow and clarity of information were the most significant contributors to non-participation. This implies that ineffective or delayed communication may hinder teachers' awareness and involvement in such activities. This was followed by Students' Interest ($M = 4.37$, $SD = 0.683$) and Teacher Factor ($M = 4.36$, $SD = 0.368$), both interpreted as "always." These results indicate that the level of students' motivation and teachers' personal or professional constraints regularly affect participation. The relatively higher standard deviation for students' interest suggests some variability in responses, reflecting differing perceptions among respondents. Similarly, Administration Support ($M = 4.31$, $SD = 0.361$) and Parental Support ($M = 4.26$, $SD = 0.645$) were also rated as "always," indicating that institutional backing and

parental involvement play a consistent role in influencing participation. The higher variability in parental support implies that respondents may have differing experiences regarding the extent of support from parents. The overall mean score of 4.38 with a standard deviation of 0.376 confirms that these factors were consistently perceived as influencing non-participation. The relatively low overall standard deviation suggests that respondents generally shared similar views regarding these factors.

Test of Difference in the Extent of Involvement of IBED to DepEd Co and Extra Curricular Activities when grouped according to their Profile.

Table 4 – 11 show an analysis of the difference in the extent of involvement of IBED to DepEd co and extra-curricular activities when grouped according to their profile using Mann-Whitney U-Test.

Result shown that p-value of academic competition is 0.075 which means not significant to age. In terms of leadership related activities, the p-value is 0.189 which is

Table 4: Mann-Whitney U-Test of difference in the extent of involvement of IBED to DepEd co and extra-curricular activities when grouped according to their age (n=43)

Dimensions	Age	N	Mean Rank	Sum of Ranks	U-test	p-value
Academic Competition	25-42 years old	39	20.92	816.00	36.00 ^{ns}	0.075
	43-60 years old	4	32.50	130.00		
Leadership Related Activities	25-42 years old	39	21.21	827.00	47.00 ^{ns}	0.189
	43-60 years old	4	29.75	119.00		
Arts and Culture	25-42 years old	39	22.42	874.50	61.50 ^{ns}	0.485
	43-60 years old	4	17.88	71.50		
Sports	25-42 years old	39	21.54	840.00	60.00 ^{ns}	0.393
	43-60 years old	4	26.50	106.00		

Mann-Whitney U- test: p-value < .05 is significant, otherwise not significant (ns)

also not significant to age. Meanwhile, the p-value of arts and culture is 0.485 which is also not significant to age. Lastly, the p-value of sports is 0.393 which is also not significant to age.

Presented in Table 5 is the Mann-Whitney U-Test of difference in the extent of involvement of IBED to

DepEd co and extra-curricular activities when grouped according to their gender.

As shown in the table, p-value of academic competition is 0.954 which means not significant to gender. In terms of leadership related activities, the p-value is 0.173 which is also not significant to gender. Meanwhile, the p-value

Table 5: Mann-Whitney U-Test of difference in the extent of involvement of IBED to DepEd co and extra-curricular activities when grouped according to their gender (n=43)

Dimensions	Gender	N	Mean Rank	Sum of Ranks	U-test	p-value
Academic Competition	Male	5	21.70	108.50	93.50 ^{ns}	0.954
	Female	38	22.04	837.50		
Leadership Related Activities	Male	5	29.10	145.50	59.50 ^{ns}	0.173
	Female	38	21.07	800.50		
Arts and Culture	Male	5	26.50	132.50	72.50 ^{ns}	0.388
	Female	38	21.41	813.50		
Sports	Male	5	17.10	85.50	70.50 ^{ns}	0.292
	Female	38	22.64	860.50		

Mann-Whitney U-test: p-value < .05 is significant, otherwise not significant (ns)

of arts and culture is 0.388 which is also not significant to gender. Lastly, the p-value of sports is 0.292 which is also not significant to gender.

Presented in Table 6 is the Mann-Whitney U-Test of difference in the extent of involvement of IBED to

DepEd co and extra-curricular activities when grouped according to their civil status.

As shown in the table, p-value of academic competition is 0.221 which means not significant to civil status. In terms of leadership related activities, the p-value is 0.031 which

Table 6: Mann-Whitney U-Test of difference in the extent of involvement of IBED to DepEd co and extra-curricular activities when grouped according to their civil status (n=43)

Dimensions	Civil Status	N	Mean Rank	Sum of Ranks	U-test	p-value
Academic Competition	Single	33	20.73	684.00	123.00 ^{ns}	0.221
	Married	10	26.20	262.00		
Leadership Related Activities	Single	33	19.76	652.00	91.00*	0.031
	Married	10	29.40	294.00		
Arts and Culture	Single	33	22.12	730.00	161.00 ^{ns}	0.907
	Married	10	21.60	216.00		
Sports	Single	33	21.18	699.00	138.00 ^{ns}	0.378
	Married	10	24.70	247.00		

**Mann-Whitney U- test: p-value < .05 is significant, otherwise not significant (ns)*

is significant to civil status. Meanwhile, the p-value of arts and culture is 0.907 which is also not significant to civil status. Lastly, the p-value of sports is 0.378 which is also not significant to civil status.

Table 7 is the Mann-Whitney U-Test of difference in the extent of involvement of IBED to DepEd co and extra-

curricular activities when grouped according to their employment status.

Shown in table 7 is the Kruskal-Wallis H-Test of difference in the extent of involvement of IBED to DepEd co and extra-curricular activities when grouped according to their employment status. A shown in the

Table 7: Kruskal-Wallis H-Test of difference in the extent of involvement of IBED to DepEd co and extra-curricular activities when grouped according to their employment status (n=43)

Dimensions	Employment Status	N	Mean Rank	H-Test	df	p-value
Academic Competitions	Contractual	10	17.85	3.026 ^{ns}	2	0.220
	Probationary	4	16.00			
	Permanent	29	24.26			
Leadership Related Activities	Contractual	10	20.50	1.243 ^{ns}	2	0.537
	Probationary	4	16.50			
	Permanent	29	23.28			
Arts and Culture	Contractual	10	23.70	1.316 ^{ns}	2	0.518
	Probationary	4	27.50			
	Permanent	29	20.66			
Sports	Contractual	10	19.00	3.102 ^{ns}	2	0.212
	Probationary	4	30.50			
	Permanent	29	21.86			

Kruskal-Wallis H test: p-value < .05 is significant, otherwise not significant (ns)

table, p-value of academic competition is 0.220 which means not significant to employment status. In terms of leadership related activities, the p-value is 0.537 which is also not significant to employment status. Meanwhile, the p-value of arts and culture is 0.518 which is also not significant to employment status. The results showed of the Kruskal-Wallis H-test examining the difference in the extent of involvement of IBED in DepEd co-curricular and extracurricular activities when grouped according to salary. The findings reveal that there were no significant differences across all dimensions, as all computed p-values were greater than the 0.05 level of significance. For Academic Competitions, the computed H-value was 5.025 with a p-value of 0.081, indicating no significant difference in involvement among respondents grouped by salary. Similarly, Leadership-Related Activities

yielded an H-value of 4.541 with a p-value of 0.103, which is also not significant. And for Arts and Culture, the H-value of 0.500 and p-value of 0.779 further confirm that salary does not significantly influence the level of involvement in this dimension. Likewise, Sports showed an H-value of 1.376 with a p-value of 0.503, indicating no statistically significant difference among the groups. Although variations in mean ranks can be observed across salary groups for instance, respondents with higher salary ranges tend to have slightly higher mean ranks in some dimensions these differences were not statistically significant. This implies that salary level does not play a determining role in influencing teachers' involvement in DepEd co-curricular and extracurricular activities.

Table 9 presents Kruskal-Wallis H-Test of difference in the extent of involvement of IBED to DepEd co and

Table 8: Kruskal-Wallis H-Test of difference in the extent of involvement of IBED to DepEd co and extra-curricular activities when grouped according to their salary (n=43)

Dimensions	Salary	N	Mean Rank	H-Test	df	p-value
Academic Competitions	₱10,500 – ₱15,500	19	18.08	5.025 ^{ns}	2	0.081
	₱15,501 – ₱20,500	23	24.43			
	₱20,501 – ₱26,000	1	40.50			
Leadership Related Activities	₱10,500 – ₱15,500	19	18.08	4.541 ^{ns}	2	0.103
	₱15,501 – ₱20,500	23	24.54			
	₱20,501 – ₱26,000	1	38.00			
Arts and Culture	₱10,500 – ₱15,500	19	23.47	0.500 ^{ns}	2	0.779
	₱15,501 – ₱20,500	23	20.76			
	₱20,501 – ₱26,000	1	22.50			

Sports	₱10,500 – ₱15,500	19	23.45	1.376 ^{ns}	2	0.503
	₱15,501 – ₱20,500	23	20.43			
	₱20,501 – ₱26,000	1	30.50			

Kruskal-Wallis H test: *p*-value < .05 is significant, otherwise not significant (ns)

extra-curricular activities when grouped according to their grade level taught.

The result showed that academic competitions computed H-value of 6.069 with a *p*-value of 0.048 indicates

a statistically significant difference among the three groups since the *p*-value is less than 0.05. This suggests that teachers' involvement in academic competitions significantly varies depending on the grade level they

Table 9: Kruskal-Wallis H-Test of difference in the extent of involvement of IBED to DepEd co and extra-curricular activities when grouped according to their grade level taught (n=43)

Dimensions	Grade Level Taught	N	Mean Rank	H-Test	df	p-value
Academic Competitions	Elementary	15	23.57	6.069*	2	0.048
	Junior High School	16	26.00			
	Senior High School	12	14.71			
Leadership Related Activities	Elementary	15	25.03	4.361 ^{ns}	2	0.113
	Junior High School	16	23.88			
	Senior High School	12	15.71			
Arts and Culture	Elementary	15	23.47	1.259 ^{ns}	2	0.533
	Junior High School	16	19.25			
	Senior High School	12	23.83			
Sports	Elementary	15	18.47	2.593 ^{ns}	2	0.273
	Junior High School	16	23.00			
	Senior High School	12	25.08			

*Kruskal-Wallis H test: *p*-value < .05 is significant, otherwise not significant (ns)

handle. Notably, Junior High School teachers obtained the highest mean rank followed by Elementary, while Senior High School teachers had the lowest. Leadership-Related Activities. The H-value of 4.361 and *p*-value of 0.113 indicate no significant difference across grade levels. Although Elementary teachers have a slightly higher mean rank, the variation is not statistically meaningful, suggesting that involvement in leadership activities is relatively consistent across all grade levels. Arts and Culture. Shows an H-value of 1.259 with a *p*-value of 0.533, which is not significant. The mean ranks of the three groups (Elementary = 23.47, Junior High School = 19.25, Senior High School = 23.83) are relatively close,

indicating comparable levels of participation regardless of grade level taught. Sports the H-value of 2.593 and *p*-value of 0.273 also reveal no significant difference among the groups. Despite Senior High School teachers having the highest mean rank (25.08), followed by Junior High School (23.00) and Elementary (18.47), these differences are not statistically significant.

Table 10 presents the post hoc analysis of the significant difference in the extent of involvement of IBED to DepEd co and extra-curricular activities when grouped according to their grade level taught.

Academic competition across grade levels specifically, it compares the pairwise differences between groups to

Table 10: Post-hoc analysis of the significant difference in the extent of involvement of IBED to DepEd co and extra-curricular activities when grouped according to their grade level taught (n=43)

Dimensions	Pairwise Comparison (A – B)	Test Statistic	Std. Error	Std. Test Statistic	p-value	Adj. p-value
Academic Competitions	Senior High School – Junior High School	11.292	4.729	2.388	0.017	0.051

(A) represents the reference group, while (B) represents the comparison group.

The row tests the null hypothesis that the Sample 1 and Sample 2 distributions are the same.

Asymptotic significances (2-sided tests) are displayed. The significance level is .05.

determine where the significant variation lies. The results show a comparison between Senior High School and Junior High School teachers. The computed test statistic is

11.292 with a standard error of 4.729 and a standardized test statistic of 2.388. The obtained *p*-value of 0.017 suggests a significant difference at the 0.05 level when

considered alone. However, after applying adjustment for multiple comparisons, the adjusted p-value increases to 0.051, which is slightly higher than the 0.05 significance threshold. This indicates that, after controlling for Type I error, the difference between Senior High School and Junior High School teachers' involvement in academic competitions is not statistically significant, although it is very close to the cutoff point. This suggests a marginal difference in involvement, where Junior High School

teachers tend to show higher participation compared to Senior High School teachers, as reflected in the earlier mean rank results.

Table 11 presents the difference in the extent of involvement of IBED to DepEd co and extra-curricular activities when grouped according to their ancillary services handled using Kruskal-Wallis H-Test of

As shown in the table, Academic competitions computed H-value of 0.271 with a p-value of 0.965 indicates no

Table 11: Kruskal-Wallis H-Test of difference in the extent of involvement of IBED to DepEd co and extra-curricular activities when grouped according to their ancillary services handled (n=43)

Dimensions	Ancillary Services Handled	N	Mean Rank	H-Test	df	p-value
Academic Competitions	No Ancillary Service	2	21.50	0.271 ^{ns}	3	0.965
	Academic Coordinator	16	22.97			
	Extra/Co-Curricular Coordinator	19	20.95			
	Administrative-Related Function	6	22.92			
	No Ancillary Service	2	16.25	0.657 ^{ns}	3	0.883
Leadership Related Activities	Academic Coordinator	16	21.56			
	Extra/Co-Curricular Coordinator	19	22.26			
	Administrative-Related Function	6	24.25			
	No Ancillary Service	2	14.50	1.493 ^{ns}	3	0.684
	Academic Coordinator	16	20.81			
Arts and Culture	Extra/Co-Curricular Coordinator	19	22.58			
	Administrative-Related Function	6	25.83			
	No Ancillary Service	2	22.50	2.146 ^{ns}	3	0.543
	Academic Coordinator	16	21.81			
Sports	Extra/Co-Curricular Coordinator	19	20.26			
	Administrative-Related Function	6	27.83			

Kruskal-Wallis H test: p-value < .05 is significant, otherwise not significant (ns)

statistically significant difference among the groups. This suggests that teachers' involvement in academic competitions does not vary based on the type of ancillary service they handle. Although the mean ranks slightly differ (Academic Coordinator = 22.97, Administrative-Related Function = 22.92, No Ancillary Service = 21.50, Extra/Co-Curricular Coordinator = 20.95), these variations are minimal and not statistically meaningful. Leadership-related activities H-value of 0.657 and p-value of 0.883 show no significant difference across groups. While those handling administrative-related functions obtained the highest mean rank (24.25), followed by Extra/Co-Curricular Coordinators (22.26), Academic Coordinators (21.56), and those with no ancillary service (16.25), the differences are not significant. Arts and Culture H-value of 1.493 with a p-value of 0.684 also indicates no statistically significant difference. Administrative-related function holders have the highest mean rank (25.83), followed by Extra/Co-Curricular Coordinators (22.58), Academic Coordinators (20.81), and those with no ancillary service (14.50). However, these differences

do not reach statistical significance. Sports computed H-value of 2.146 and p-value of 0.543 reveal no significant difference among the groups. Although teachers handling administrative-related functions have the highest mean rank (27.83), followed by those with no ancillary service (22.50), Academic Coordinators (21.81), and Extra/Co-Curricular Coordinators (20.26), these variations remain statistically insignificant.

Test of Difference in the Factors of Non-Participation of IBED To DepEd Co and Extra-Curricular Activities

Table 12 to 34 present and discuss the test of differences in the factors of non-participation of IBED to DepEd co and extra-curricular activities using Mann-Whitney U-Test. Table 12 shows the Mann-Whitney U-Test of differences in the factors of non-participation of IBED to DepEd co and extra-curricular activities when grouped according to their age.

As shown in the table, teachers' factor is not a significant factor of non-participation in terms of their age with

Table 12: Mann-Whitney U-Test of differences in the factors of non-participation of IBED to DepEd co and extra-curricular activities when grouped according to their age (n=43)

Dimensions	Age	N	Mean Rank	Sum of Ranks	U- test	p-value
Teacher Factor	25-42 years old	39	21.45	836.50	56.50 ^{ns}	0.358
	43-60 years old	4	27.38	109.50		
Administration support	25-42 years old	39	21.28	830.00	50.00 ^{ns}	0.234
	43-60 years old	4	29.00	116.00		
Parental support	25-42 years old	39	21.59	842.00	62.00 ^{ns}	0.500
	43-60 years old	4	29.00	104.00		
Students' Interest	25-42 years old	39	21.78	849.50	69.50 ^{ns}	0.718
	43-60 years old	4	24.13	96.50		
Communication Dissemination	25-42 years old	39	22.42	874.50	61.50 ^{ns}	0.474
	43-60 years old	4	17.88	71.50		

Mann-Whitney U-test: *p-value* < .05 is significant, otherwise not significant (ns)

p-value of 0.358. Administration support is not a significant factor of non-participation in terms of their age with p-value of 0.234. Parental support is not a significant factor of non-participation in terms of their age with p-value of 0.500. Student's interest is not a significant factor of non-participation in terms of their age with p-value of 0.718. Lastly, communication dissemination is not a significant factor of non-participation in terms of their age with p-value of 0.474.

Presented in Table 13 the Mann-Whitney U-Test of differences in the factors of non-participation of IBED to DepEd co and extra-curricular activities when grouped according to their gender. Results in table 13 shows the Mann-Whitney U-Test of differences in the factors of non-participation of IBED to DepEd co

and extra-curricular activities when grouped according to their gender. As shown in the table, teachers' factor is not a significant factor of non-participation in terms of their gender with p-value of 0.314. Administration support is not a significant factor of non-participation in terms of their gender with p-value of 0.550. Parental support is not a significant factor of non-participation in terms of their gender with p-value of 0.745. Student's interest is not a significant factor of non-participation in terms of their gender with p-value of 0.604. Lastly, communication dissemination is not a significant factor of non-participation in terms of their gender with p-value of 0.326.

Presented in table 14 is the Mann-Whitney U-Test of differences in the factors of non-participation of IBED

Table 13: Mann-Whitney U-Test of differences in the factors of non-participation of IBED to DepEd co and extra-curricular activities, when grouped according to their gender (n=43)

Dimensions	Gender	N	Mean Rank	Sum of Ranks	U-test	p-value
Teacher Factor	Male	5	16.80	84.00	69.00 ^{ns}	0.314
	Female	38	22.68	862.00		
Administration Support	Male	5	25.10	125.50	79.50 ^{ns}	0.550
	Female	38	21.59	820.50		
Parental support	Male	5	20.30	101.50	86.50 ^{ns}	0.745
	Female	38	22.22	844.50		
Students' Interest	Male	5	19.30	96.50	81.50 ^{ns}	0.604
	Female	38	22.36	849.50		
Communication Dissemination	Male	5	17.00	85.00	70.00 ^{ns}	0.326
	Female	38	22.66	861.00		

Mann-Whitney U-test: *p-value* < .05 is significant, otherwise not significant (ns)

to DepEd co and extra-curricular activities when grouped according to their civil status.

A Mann-Whitney U-test was conducted to determine whether civil status (single vs married) was associated with differences in perceived factors contributing to non-participation in DepEd co-curricular and extra-curricular

activities among IBED respondents. The analysis showed no statistically significant differences between single (n = 33) and married (n = 10) respondents across all five dimensions: Teacher Factor (U = 145.50, p = .566), Administration Support (U = 137.50, p = .421), Parental Support (U = 147.50, p = .612), Students' Interest (U

Table 14: Mann-Whitney U-test of differences in the factors of non-participation of IBED to DepEd co and extra-curricular activities, when grouped according to their civil status (n=133)

Dimensions	Civil Status	N	Mean Rank	Sum of Ranks	U-test	p-value
Teacher Factor	Single	33	22.59	745.50	145.50 ^{ns}	0.566
	Married	10	20.05	200.50		
Administration Support	Single	33	21.17	698.50	137.50 ^{ns}	0.421
	Married	10	24.75	247.50		
Parental Support	Single	33	22.53	743.50	147.50 ^{ns}	0.612
	Married	10	20.25	202.50		
Students' Interest	Single	33	22.79	752.00	139.00 ^{ns}	0.448
	Married	10	19.40	194.00		
Communication Dissemination	Single	33	23.86	787.50	103.50 ^{ns}	0.067
	Married	10	15.85	158.50		

Mann-Whitney U-test: $p\text{-value} < .05$ is significant, otherwise not significant (ns)

= 139.00, $p = .448$), and Communication Dissemination ($U = 103.50$, $p = .067$). All p -values exceeded the .05 significance level, indicating that civil status did not significantly influence the respondents' perceptions of these non-participation factors.

Shown in table 15 is the Kruskal-Wallis H-Test of differences in the factors of non-participation of IBED

to DepEd co and extra-curricular activities when grouped according to their employment status.

The result shown that teachers' factor is not a significant factor of non-participation in terms of their employment status with p -value of 0.222. Administration support is not a significant factor of non-participation in terms of their employment status with p -value of 0.288. Parental

Table 15: Kruskal-Wallis H-Test of differences in the factors on non-participation of IBED to DepEd co and extra-curricular activities when grouped according to their employment status (n=43)

Dimensions	Employment Status	N	Mean Rank	H-Test	df	p-value
Teacher Factor	Contractual	10	17.30	3.014 ^{ns}	2	0.222
	Probationary	4	17.38			
	Permanent	29	24.26			
Administration Support	Contractual	10	16.95	2.490 ^{ns}	2	0.288
	Probationary	4	26.75			
	Permanent	29	23.09			
Parental Support	Contractual	10	17.75	1.521 ^{ns}	2	0.468
	Probationary	4	23.38			
	Permanent	29	23.28			
Students' Interest	Contractual	10	16.50	3.012 ^{ns}	2	0.222
	Probationary	4	27.50			
	Permanent	29	23.14			
Communication Dissemination	Contractual	10	14.50	8.569*	2	0.014
	Probationary	4	35.00			
	Permanent	29	22.79			

Kruskal-Wallis H test: $p\text{-value} < .05$ is significant, otherwise not significant (ns)

support is not a significant factor of non-participation in terms of their employment status with p -value of 0.468. Student's interest is not a significant factor of non-participation in terms of their employment status with p -value of 0.222. While communication dissemination is a significant factor of non-participation in terms of their employment status with p -value of 0.014.

Table 16 shows the post-hoc analysis of the significant difference in the factors on non-participation of IBED to DepEd co and extra-curricular activities when grouped according to their employment status.

As shown in the table, probationary employees scored significantly higher in Communication Dissemination compared to contractual employees. The difference is

Table 16: Post-hoc analysis of the significant difference in the factors on non-participation of IBED to DepEd co and extra-curricular activities when grouped according to their employment status (n=43)

Dimension	Pairwise Comparison (A – B)	Test Statistic	Std. Error	Std. Test Statistic	p-value	Adj. p-value
Communication Dissemination	Contractual – Probationary	-20.500	7.165	-2.861	0.004	0.013

(A) represents the reference group, while (B) represents the comparison group.

The row tests the null hypothesis that the Sample 1 and Sample 2 distributions are the same.

Asymptotic significances (2-sided tests) are displayed. The significance level is .05.

not only statistically significant but also substantial (20.5 points). The adjusted p-value confirms that this result is unlikely to be due to chance, even when considering multiple tests. The results indicate a statistically significant difference between contractual and probationary teachers. This is evidenced by the obtained test statistic of -20.500 and a standardized test statistic of -2.861, which yielded a p-value of 0.004 and an adjusted p-value of 0.013, both of which are lower than the 0.05 level of significance. Therefore, the null hypothesis stating that there is no significant difference between the two groups is rejected. Contractual teachers may have limited access to timely information, fewer communication channels, or less inclusion in institutional updates, which may hinder their participation in co- and extracurricular activities. In contrast, probationary teachers may be more integrated into the school's communication systems, allowing for

better awareness and participation.

Presented in Table 17 is the Kruskal-Wallis H-Test of differences in the factors of non-participation of IBED to DepEd co and extra-curricular activities when grouped according to their salary. As shown in the table, teachers' factor is not a significant factor of non-participation in terms of their salary with p-value of 0.194. Administration support is not a significant factor of non-participation in terms of their salary with p-value of 0.972. Parental support is not a significant factor of non-participation in terms of their salary with p-value of 0.422. Student's interest is not a significant factor of non-participation in terms of their salary with p-value of 0.298. Lastly, communication dissemination is not a significant factor of non-participation in terms of their salary with p-value of 0.453.

Table 18 presents the Kruskal-Wallis H-Test of differences in the factors of non-participation of IBED

Table 17: Kruskal-Wallis H-Test of difference in the factors of on non-participation of IBED to DepEd co and extra-curricular activities when grouped according to their salary. (n=43)

Dimensions	Salary	N	Mean Rank	H-Test	df	p-value
Teacher Factor	₱10,500 – ₱15,500	19	20.16	3.276 ^{ns}	2	0.194
	₱15,501 – ₱20,500	23	22.63			
	₱20,501 – ₱26,000	1	42.50			
Administration Support	₱10,500 – ₱15,500	19	21.68	0.057 ^{ns}	2	0.972
	₱15,501 – ₱20,500	23	22.15			
	₱20,501 – ₱26,000	1	24.50			
Parental Support	₱10,500 – ₱15,500	19	19.95	1.724 ^{ns}	2	0.422
	₱15,501 – ₱20,500	23	23.15			
	₱20,501 – ₱26,000	1	34.50			
Students' Interest	₱10,500 – ₱15,500	19	19.74	2.420 ^{ns}	2	0.298
	₱15,501 – ₱20,500	23	23.20			
	₱20,501 – ₱26,000	1	37.50			
Communication Dissemination	₱10,500 – ₱15,500	19	23.00	1.585 ^{ns}	2	0.453
	₱15,501 – ₱20,500	23	20.61			
	₱20,501 – ₱26,000	1	35.00			

Kruskal-Wallis H test: p-value < .05 is significant, otherwise not significant (ns)

to DepEd co and extra-curricular activities when grouped according to their grade level taught.

As shown in the table, teachers' factor is a significant factor of non-participation in terms of their grade level taught with p-value of 0.018. Administration support is

not a significant factor of non-participation in terms of their grade level taught with p-value of 0.522. Parental support is not a significant factor of non-participation in terms of their grade level taught with p-value of 0.166. Student's interest is not a significant factor of non-

participation in terms of their grade level taught with p-value of 0.062. Lastly, communication dissemination is not a significant factor of non-participation in terms of

their grade level taught with p-value of 0.908.

Table 19 presents the post-hoc analysis of the significant difference in the factors on non-participation of IBED

Table 18: Kruskal-Wallis H-Test of differences in the factors on non-participation of IBED to DepEd co and extra-curricular activities when grouped according to the grade level taught. (n=43)

Dimensions	Grade Level Taught	N	Mean Rank	H-Test	df	p-value
Teacher Factor	Elementary	15	20.27	8.059*	2	0.018
	Junior High School	16	28.47			
	Senior High School	12	15.54			
Administration Support	Elementary	15	24.93	1.301 ^{ns}	2	0.522
	Junior High School	16	20.47			
	Senior High School	12	20.38			
Parental Support	Elementary	15	23.80	3.589 ^{ns}	2	0.166
	Junior High School	16	24.63			
	Senior High School	12	16.25			
Students' Interest	Elementary	15	20.50	5.576 ^{ns}	2	0.062
	Junior High School	16	27.44			
	Senior High School	12	16.63			
Communication Dissemination	Elementary	15	22.37	0.193 ^{ns}	2	0.908
	Junior High School	16	22.63			
	Senior High School	12	20.71			

Kruskal-Wallis H test: p-value < .05 is significant, otherwise not significant (ns)

to DepEd co and extra-curricular activities when grouped according to the grade level taught.

The results show a statistically significant difference in the teacher factor between Senior High School and

Table 19: Post-hoc analysis of the significant difference in the factors on non-participation of IBED to DepEd co and extra-curricular activities when grouped according to the grade level taught (n=43)

Dimension	Pairwise Comparison (A – B)	Test Statistic	Std. Error	Std. Test Statistic	p-value	Adj. p-value
Teacher Factor	Senior High School – Junior High School	12.927	4.689	2.757	0.006	0.018

Junior High School teachers. Specifically, the test statistic (12.927) and standardized test statistic (2.757) yielded a p-value of 0.006 and an adjusted p-value of 0.018, both of which are below the 0.05 significance level. This indicates that the null hypothesis stating that there is no difference between the two groups is rejected. Since Senior High School is the reference group and Junior High School is the comparison group. Overall, this finding implies that

grade level taught significantly influences how teacher-related factors contribute to non-participation in co- and extra-curricular activities. This may reflect differences in workload, responsibilities, or institutional expectations between Senior High School and Junior High School teachers.

Presented in Table 20 is the Kruskal-Wallis H-Test of differences in the factors of non-participation of IBED

Table 20: Kruskal-Wallis H-Test of differences in the factors on non-participation of IBED to DepEd co and extra-curricular activities when grouped according to the ancillary services handled. (n=43)

Dimensions	Ancillary Services Handled	N	Mean Rank	H-Test	df	p-value
Teacher Factor	No Ancillary Service	2	30.25	2.059 ^{ns}	3	0.560
	Academic Coordinator	16	23.06			
	Extra/Co-Curricular Coordinator	19	19.47			
	Administrative-Related Function	6	24.42			
Administration Support	No Ancillary Service	2	9.50	2.221 ^{ns}	3	0.528
	Academic Coordinator	16	21.97			
	Extra/Co-Curricular Coordinator	19	23.05			
	Administrative-Related Function	6	22.92			

Parental Support	No Ancillary Service	2	34.25	4.231 ^{ns}	3	0.238
	Academic Coordinator	16	24.88			
	Extra/Co-Curricular Coordinator	19	18.63			
	Administrative-Related Function	6	20.92			
Students' Interest	No Ancillary Service	2	22.50	1.293 ^{ns}	3	0.731
	Academic Coordinator	16	24.72			
	Extra/Co-Curricular Coordinator	19	20.21			
	Administrative-Related Function	6	20.25			
Communication Dissemination	No Ancillary Service	2	24.25	1.575 ^{ns}	3	0.665
	Academic Coordinator	16	19.59			
	Extra/Co-Curricular Coordinator	19	22.34			
	Administrative-Related Function	6	26.58			

Kruskal-Wallis H test: *p*-value < .05 is significant, otherwise not significant (*ns*)

to DepEd co and extra-curricular activities when grouped according to their ancillary services handled.

As shown in the table, teachers' factor is not a significant factor of non-participation in terms of their ancillary services handled with *p*-value of 0.560. Administration support is not a significant factor of non-participation in terms of their ancillary services handled with *p*-value of 0.528. Parental support is not a significant factor of non-participation in terms of their ancillary services handled with *p*-value of 0.238. Student's interest is not a significant factor of non-participation in terms of their ancillary services handled with *p*-value of 0.731. Lastly, communication dissemination is not a significant factor of non-participation in terms of their ancillary services handled with *p*-value of 0.665.

Discussions

Extent of Involvement of IBED to DepEd Co and Extra-Curricular Activities

Results revealed that the IBED of Christ the King College demonstrates a very high extent of involvement in DepEd co- and extracurricular activities, particularly in academic competitions, leadership-related activities, arts and culture, and sports. This finding reflects the department's strong commitment to holistic education, consistent with DepEd's mandate to develop learners who are academically competent, socially responsible, culturally aware, and physically active. The high level of participation in academic competitions highlights the school's emphasis on intellectual development and critical thinking, while engagement in leadership activities indicates a focus on character formation and civic responsibility. Likewise, involvement in arts and culture underscores the institution's recognition of creativity and cultural appreciation, and participation in sports reflects its commitment to physical development, teamwork, and discipline. Overall, these results suggest that IBED has successfully integrated curricular and co-curricular programs, resulting in well-rounded learners equipped with essential life skills such as confidence, leadership, creativity, and resilience. The department's balanced and comprehensive involvement also strengthens its

position as a model institution for holistic education and contributes to producing graduates who are prepared for higher education, future careers, and active community participation.

The findings demonstrate a consistently very high level of involvement across all domains, indicating that IBED teachers are actively engaged in promoting holistic student development. This reflects a strong institutional commitment to co- and extracurricular programs, aligning with the principles of holistic education. This result strongly corroborates Paulino (2022), who argued that structured participation in co- and extracurricular activities enhances both student outcomes and teacher engagement. Teachers in this study appear to function not only as instructors but also as facilitators of experiential learning, mentoring students in various domains such as leadership, arts, and sports. The particularly high involvement in sports may be explained by its institutional visibility and structured implementation. As noted by Rees and Sabia (2021) and Muñoz-Bullón *et al.* (2017), sports programs are often associated with clear outcomes, such as competitions and recognition, which may encourage greater participation from both teachers and students. This structured nature may play sports more accessible and easier to integrate into school programs compared to other forms of extracurricular activities. Furthermore, the high level of involvement across all domains suggests that IBED has successfully cultivated a culture of participation. This supports Allen *et al.* (2018), who emphasized that a supportive school environment plays a crucial role in fostering engagement and a sense of belonging. The findings imply that institutional support mechanisms, such as administrative encouragement and resource allocation, are effectively facilitating teacher involvement.

Factors on Non-Participation of IBED to DepEd Co and Extra-Curricular Activities

The results of this study align with recent Philippine research emphasizing the multifaceted influences on student participation in extracurricular activities. Teacher involvement remains a critical determinant. Lastra *et al.* (2024) found that teacher encouragement and

integration of extracurriculars into classroom culture significantly improved student engagement, while lack of teacher support led to diminished participation. This supports the conclusion that teachers act as gatekeepers of student involvement. Administrative support also plays a pivotal role. Lulu (2023) noted that institutional backing, including resources and recognition, directly affects student motivation to join activities. Schools that prioritize extracurriculars alongside academics foster a culture of holistic development, whereas weak administrative support creates logistical and motivational barriers. Parental support is another decisive factor. Cuevas (2025) highlighted that parents' perceptions of extracurriculars whether as distractions or as opportunities for growth shape student decisions. Financial constraints and safety concerns often limit parental willingness, underscoring the need for schools to actively engage parents in awareness campaigns. Student interest remains central. Studies show that participation is highest when activities align with students' passions and perceived relevance to their future goals. Lastra *et al.* (2024) emphasized that intrinsic motivation, shaped by exposure and peer influence, is essential for sustained involvement. Finally, communication dissemination is a cross-cutting issue. Lulu (2023) observed that poor communication such as late announcements or unclear guidelines reduces awareness and opportunity. Effective communication strategies, including digital platforms and parent-teacher meetings, are necessary to ensure inclusivity and accessibility.

Despite the very high level of involvement, the study identified several factors that consistently hinder participation, highlighting a complex interplay between engagement and constraint. Communication dissemination emerged as the most significant factor. This finding underscores the critical role of effective information flow in organizational participation. As supported by Fabito *et al.* (2020), communication barriers particularly in terms of delayed or unclear dissemination can significantly limit participation, even in institutions with otherwise strong engagement cultures. When teachers receive information late or without sufficient context, their ability to prepare and participate is compromised.

Teacher-related factors, including workload and time constraints, were also found to be persistent barriers. This aligns with Paulino (2022) and Reyes (2021), who both emphasized that excessive workload reduces teachers' capacity to engage in activities beyond their primary responsibilities. The findings suggest that while teachers are willing to participate, structural constraints limit their actual involvement. Student-related factors further complicate participation. The lack of student interest and the pressure to prioritize academic performance reflect a tension between academic achievement and holistic development. This is consistent with Canlas *et al.* (2019), who found that academic demands often take precedence over extracurricular engagement, particularly in higher

grade levels. Parental support also plays a significant role, particularly in terms of financial and logistical constraints. As noted by Magsambol (2020), private schools often rely heavily on parental resources, and limitations in this area can directly affect participation rates. This highlights the interconnected nature of school, family, and community in shaping educational experiences.

Test of Difference in the Extent of Involvement of IBED to DepEd Co and Extra-Curricular Activities when Grouped According to Their Profile.

In contrast, the study found significant differences in certain factors of non-participation, particularly when grouped according to grade level taught. This indicates that while participation levels may appear similar, the challenges experienced by teachers vary across groups. Senior High School teachers were found to experience greater teacher-related constraints compared to their Junior High School counterparts. This finding is consistent with Canlas *et al.* (2019) and Vargas *et al.* (2020), who noted that higher grade levels involve more complex academic requirements, which increase workload and reduce availability for extracurricular engagement. This result also supports Reyes (2021), who identified workload and time constraints as critical barriers to participation. Senior High School teachers, who often handle specialized subjects and college preparatory tasks, may experience greater role strain. The findings can be further explained through Coleman's Multiple Role Theory, which posits that individuals managing multiple roles may experience conflict and strain, leading to reduced engagement in additional activities. Similarly, Astin's theory suggests that limited time and energy resources constrain involvement. These results highlight the importance of differentiated support mechanisms, as a one-size-fits-all approach may not effectively address the unique challenges faced by different teacher groups.

Based on the results, the extent of involvement of IBED to DepEd co and extra-curricular activities like academic competitions, leadership-related activities, arts and culture, and sports has no significant difference based on the responses of the respondents except on the grade level taught which has a significant difference. Senior High School students scored higher in academic competitions than Junior High School students. The findings of the study indicate that the extent of involvement of IBED in DepEd co- and extra-curricular activities such as academic competitions, leadership-related programs, arts and culture, and sports does not significantly differ across most variables. This uniformity suggests that IBED provides balanced opportunities for students to participate in holistic development activities regardless of background or other factors. However, the grade level taught emerged as a significant variable, with Senior High School students performing better in academic competitions compared to Junior High School students. This difference can be attributed to the developmental progression of students, as Senior High

learners possess greater cognitive maturity, exposure to advanced subject matter, and stronger motivation linked to scholarships, college admissions, and career pathways. Junior High students, while equally engaged in leadership, arts, and sports, may require additional support to match the academic performance of their Senior High counterparts. The consistency in other areas highlights IBED's commitment to fostering well-rounded student growth, but the disparity in academic competitions underscores the need for targeted interventions at the Junior High level. The study concludes that IBED maintains a consistent level of involvement in DepEd co- and extra-curricular activities, ensuring equitable opportunities for student participation in leadership, arts, culture, and sports. The only significant difference lies in academic competitions, where Senior High School students outperform Junior High School students. This finding emphasizes the natural progression of skills and competencies as students advance through grade levels, while also pointing to areas where Junior High students may benefit from enhanced academic support. Overall, the results affirm IBED's strong commitment to holistic education while identifying specific areas for improvement. The implications of these findings are multifaceted. First, Junior High academic programs should be strengthened through enrichment activities, coaching, and preparatory workshops to better equip students for academic competitions. Second, mentorship initiatives involving Senior High students could foster collaboration and skill transfer, helping younger learners build confidence and competence. Third, administrators may consider differentiated strategies and resource allocation tailored to grade-level readiness, ensuring equitable opportunities across all levels. Fourth, the balanced involvement in leadership, arts, and sports should be sustained, as these areas contribute significantly to holistic student development. Finally, future research should explore the underlying factors influencing academic competition performance, such as teaching strategies, institutional support, and student motivation, to provide deeper insights and guide policy improvements.

Test of Differences in the Factors of Non-Participation of IBED to DepEd Co and Extra-Curricular Activities When Grouped According to Their Profile.

Results showed that teacher factor, administration support, parental support, student's interest, and communication dissemination as factors on non-participation of IBED to DepEd co and extra-curricular activities has no significant difference in terms of the profile of the IBED teachers except in employment status and grade level taught which has significant difference. Probationary employees might be more engaged or motivated to prove themselves, which could explain their stronger communication. Contractual staff may feel less connected to organizational processes, suggesting a need for better integration strategies. Senior-level teaching often requires greater specialization, pedagogical preparation, and

adaptability, which may contribute to higher scores on teacher-related dimensions. The findings suggest that the non-participation of IBED in DepEd co- and extra-curricular activities is influenced by several factors, but most of these do not significantly vary according to teacher profiles. Teacher-related dimensions, administrative support, parental involvement, student interest, and communication dissemination appear to be experienced uniformly across different teacher demographics. This indicates that systemic conditions, rather than individual characteristics, largely shape participation. However, employment status and grade level taught stand out as significant variables. Probationary teachers often demonstrate stronger communication and engagement, likely driven by their motivation to prove themselves and secure tenure. In contrast, contractual staff may feel less integrated into organizational processes, which can weaken their involvement and highlight the need for better inclusion strategies. Meanwhile, teachers handling senior grade levels tend to score higher on teacher-related dimensions, reflecting the greater specialization, pedagogical preparation, and adaptability required at these levels. From these observations, it can be concluded that while most factors influencing participation are systemic, employment status and grade level taught introduce important differences in teacher engagement. Probationary teachers' enthusiasm should be sustained through supportive policies, while contractual staff must be better integrated to ensure equitable participation. Senior-level teachers' expertise should be leveraged to mentor colleagues and enrich extracurricular programs. The implications are clear: school leadership must strengthen communication systems, provide differentiated professional development, and foster a culture of inclusion across employment categories. Parental and student engagement initiatives should be school-wide, since they are not dependent on teacher profiles, while administrative support must remain consistent and visible. Ultimately, addressing these nuanced differences while reinforcing systemic supports can enhance IBED's participation in DepEd co- and extra-curricular activities. The findings reveal that the non-participation of IBED in DepEd co- and extra-curricular activities is shaped by multiple systemic factors, yet most do not significantly vary across teacher profiles. Teacher-related dimensions, administrative support, parental involvement, student interest, and communication dissemination are generally consistent, suggesting that institutional conditions rather than individual demographics drive participation. However, employment status and grade level taught emerge as significant variables. Probationary teachers tend to be more proactive in communication and engagement, motivated by the need to prove themselves and secure tenure. This aligns with DepEd's emphasis on teacher participation in volunteer and extracurricular work as part of professional growth and accountability frameworks (DepEd Order No. 008, s. 2023). In contrast, contractual staff often feel less connected to organizational processes,

which weakens their involvement and highlights the need for stronger integration strategies. Teachers handling senior grade levels demonstrate higher scores in teacher-related dimensions, reflecting the greater specialization, pedagogical preparation, and adaptability required at these levels. Studies on extracurricular activities in Philippine schools show that student engagement and internal efficiency improve when teachers at advanced levels provide structured support and guidance (Caparros, 2023). Administrative support, while perceived uniformly across profiles, remains critical in sustaining participation, as reiterated in DepEd memoranda on off-campus and extracurricular activities (DepEd NCR Memorandum, 2024) [depednrcr.com.ph](https://www.depednrcr.com.ph). Parental involvement also plays a vital role, with research confirming its positive correlation with student participation and holistic development (Tan & Decena, 2024; Dumancas *et al.*, 2025). Student interest is another consistent factor, as extracurricular activities aligned with learners' passions and academic goals significantly enhance participation and achievement (Cabuhay, 2023; Cuevas, 2025) ijams-bbp.net+1. Finally, communication dissemination remains essential, with DepEd memoranda stressing the importance of timely and inclusive information-sharing to ensure equitable access to opportunities (DepEd Memoranda, 2026; Imus Division Memorandum, 2026).

CONCLUSIONS

This study examined the involvement of IBED teachers in DepEd co- and extracurricular activities and the factors influencing their participation and non-participation. Findings revealed that IBED teachers were predominantly young, female, and permanently employed, reflecting a stable yet developing workforce. The teachers demonstrated a very high level of involvement in academic, leadership, cultural, and sports-related activities, indicating the institution's strong commitment to holistic education and student development. However, several factors influenced non-participation, particularly communication dissemination, workload, time constraints, parental support, and teacher-related responsibilities. While participation did not significantly differ according to most profile variables, Senior High School teachers experienced greater workload-related constraints.

Recommendations

Based on these findings, it is recommended that the administration strengthen institutional support through workload management, capacity-building programs, and adequate resource allocation. Improved communication systems and standardized dissemination protocols should also be implemented to ensure timely and accurate information sharing. The school may enhance parental involvement through stronger home-school partnerships and financial support initiatives for students. Flexible leadership opportunities and support systems may also be provided for teachers with varying responsibilities, particularly married teachers and Senior High School

faculty. Furthermore, a strategic enhancement program may be proposed to sustain and strengthen IBED participation in DepEd co- and extracurricular activities.

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