

DEGREE OF INVOLVEMENT IN LEISURE ACTIVITIES AND ACADEMIC PERFORMANCE OF UPHSL MARITIME STUDENTS

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Abstract

Leisure activities are important to bring about a positive flow of energy in a person. These activities help to refresh the mind; thus, can bring physical and health benefits, reduce stress and depression, improve the quality of life and aid positivity. This study aimed at determining the maritime students' degree of involvement in leisure activities and their academic performance. It probed into whether there is significant difference in the degree of involvement in leisure activities when the respondents are grouped according to age, degree program and year level. The study also determined if there is significant relationship between the respondent's degree of involvement in leisure activities and their academic performance. This study, which involved 287 midshipmen, utilized the descriptive-correlation research design. Findings showed that the midshipmen have low degree of involvement in leisure activities and their academic performance ranges from fairly satisfactory to satisfactory. The younger group of midshipmen are more involved in sports than the older ones. BS Marine Engineering midshipmen watched more television than the BS Marine Transportation midshipmen. The respondents' degree of involvement in playing computer games and billiards, though low, may pull down their academic performance. The less the respondents are involved in computer games and billiards, the better their academic performance can be.

Keywords: leisure activities, degree of involvement, academic performance, maritime students

INTRODUCTION

Leisure is doing something one enjoys which in turn gives a person relaxation. When one feels relaxed, there is better functioning of the body as well as the mind. Long hours spent at work or school may weaken the body and the mind. According to Matthews (2009), people who engage in multiple enjoyable activities are better off physically and psychologically. This statement of Matthews is indirectly stating that one must not frustrate himself working too much.

Leisure activities are important to bring about a positive flow of energy in a person. These activities help to refresh the mind; thus, can bring physical and health benefits, reduce stress and depression, improve the quality of life and aid positivity.

The College of Maritime Education of the University of Perpetual Help System Laguna aims to provide the highest practicable standards in its two BS degree programs, complying with national and international regulations, molding young people to become competent professional seafarers and ship designers. This mission exemplifies the commitment of the College to strive for the realization of the University's mission to wit: "to produce Perpetualites who outstandingly value virtues of reaching out and helping others as vital ingredients to nation building"

Just like other students, maritime students have recreational or leisure activities that they enjoy during their free time. However, non-academic activities were viewed as being primarily recreational and therefore were detrimental to academic achievements, and consequently were being discouraged (Marsh and Kleitman, 2002).

This study aimed at determining the profile, the degree of involvement in leisure activities and the academic performance of the maritime students of the University of Perpetual Help System Laguna during the first semester of the school year 2014-2015. It also probed into whether there is significant difference in the degree of involvement in leisure activities when the respondents are grouped according to age, degree program and year level. Likewise, the study determined if there is significant relationship between the respondent's degree of involvement in leisure activities and their academic performance.

This study was anchored on the Theory of Leisure specifically the Personal Theory of Leisure which states that individual's personality, social background, living environment and

work environment will influence his/her leisure cognition, motivation, expectation and hobby, which also will affect the choice and mode of leisure participation (Ho Tu-Kuang, 2008).

Dumazedier (1974), a leading figure in Brazilian leisure studies, identified four characteristics he believed were unique to leisure; that is, leisure is liberated - free from disagreeable obligations, disinterested - serves no lucrative or utilitarian end, hedonic - results in satisfaction, and personal - one's goal is fulfillment, realizing one's potential. Leisure also has some unique social functions, notably, relaxation, entertainment, and cultural development.

College is seen as the last stage of formal education for most people and it is also one of the last structured opportunities for individuals to form leisure time behavior patterns before they move into the workforce (Cheng et al., 2004). The college environment has a unique influence on leisure behavior, including different patterns of free time availability and the acquisition of new activities. Leisure participation in college students has long-term ramifications as it molds attitudes and behaviors leading to continued recreation participation in later life (Wang, 2004). Students who do not have leisure skills, cannot manage leisure time, or are not aware that leisure can be psychologically rewarding are more likely to be bored during leisure (Hickerson, et al., 2007).

Leisure is a time to be together with your friends and family and to have fun. Devoting some time for leisure helps in staying healthy and achieving a peace of mind. Leisure activities serve as a way of relaxing and as researchers have shown reaction on a daily basis reduces stress, sharpen skills improves mental and physical health and improves the quality of life (Jade, 2012). People who spent time doing diverse leisure activities also reported stronger and more diverse social network, more feelings of satisfaction and engagement in their lives and lower levels of depression (Mathews, 2009).

Student unionism, sports/recreational activities, television viewing, musical performances, partying, cultural activities, involvement in social clubs are activities which were found to have significant influence on students' academic performance (Millard, 2000).

According to Hamilton-Ekeke (2012), students' involvement in extra-curricular activities has significant influence on their academic performance and that the choice of extracurricular activities in school influences students' academic performance. This collaborates with the findings of Ponter (1999), Eady and Wilson (2004) and Kelstron (1998) who had similar views. Daniyal, et al. (2005) revealed that cocurricular activities affect academic achievements of the students and this impact depends upon the specific activities in which the students are keenly involved. The study of Moriana, et al (2006) also found out that after-school activities benefit students in their performance if there is a balance of academic and sports-related activities.

Drake (2002) opined that there is noticeable relationship between the grade-point average of students participating in social/extracurricular activities and those who do not participate, that students who are involved in extracurricular activities tend to be higher achievers. Broh (2002) and Darling et al. (2005) revealed that students' participation in extracurricular activities in general is associated with an improved grade point average, higher education aspiration, increased attendance and reduced absenteeism. The findings of Adeyemo (2010) showed that students' participation in extracurricular activities have influences their achievement in physics. Marsh and Kleitman (2002) cited that extracurricular activities have proven to be beneficial in building and strengthening academic achievement, even if the activities are not obviously related to academic subjects. Students who participated in school co-curricular activities tend to be motivated, have a positive attitude towards school work, develop a positive perception of the

school and are disciplined; therefore, such students tend to attain better academic results (Kariyana et al., 2012)

Bar-on (1999) reported that there is a correlation between high rates of television viewing and low academic performance. Thompson and Austin (2003) cited in an article in Education that some studies have found no significant relationship between television viewing and academic performance, a few studies have found a large and significant relationship, although most have discovered a small, yet significant relationship. Shin (2004) in researching television and its effect on academic performance concluded that television viewing is assumed to hinder academic achievement through decreasing the amount of homework and studying, decreasing the amount of leisure reading, and increasing impulsive behaviors.

Broh (2002) found that playing sports in high school has no significant effect on grades or standardized test scores in the general student population. Compared to other extracurricular activities, however, athletics does not appear to produce a strong positive relationship. Darling et al., (2005) found that students who did not participate in any extracurricular activities showed the poorest adjustment as far as grades, attitude toward school, and academic aspirations, while non-sport extracurricular activities showed the most positive adjustment, with sports related extracurricular activities in the middle. Guest and Schneider (2003) had similar results which showed that participation in non-sports extracurricular activities has a stronger association with being seen as a good student than does participation in sports.

The degree of participation in both co-curricular and extra-curricular activities is not significantly related to the academic performance of the psychology sophomores (Montoya, et al., 2010). Further, Restrivera (2015) found that students' frequency of use of social networking sites has no bearing on their academic performance.

METHODOLOGY

This study utilized the descriptive-correlation design inasmuch as it describes certain phenomenon particularly the respondents' involvement in leisure activities and their academic performance. The study is also a correlational one since relationships between the variables were looked into.

The respondents of the study were the maritime cadets of College of Maritime Education at University of Perpetual Help System Laguna- Biñan Campus with a total population of nine hundred thirteen (913). From Slovin's formula, the sample size was 278 respondents consisting of one hundred eighty-eight (188) Marine Transportation students and ninety (90) Marine Engineering students who were randomly selected.

The instrument used in this study was a three-part questionnaire. Part 1 covered the profile of the respondents, Part 2 dealt with the degree of involvement in leisure activities, and Part 3 generated the data on academic performance. The questionnaire was validated by three (3) experts in research, statistics and field of study. Solely relying on their knowledge and expertise, the panel of experts evaluated and critiqued the instrument. Thereafter, all their suggestions and recommendations were incorporated in the final draft of the instrument.

Permission to conduct the study and float the questionnaire was secured from the Dean of College of Maritime Education of UPHSL – Biñan Campus. The researchers administered the questionnaire and ensured a hundred percent retrieval of the accomplished questionnaires.

The statistical tools used for the quantitative analysis in this study were the following: percentage which was used to describe the profile of the respondents and their academic performance, weighted mean which was used to determine the respondent's degree of involvement in leisure activities, Mann-Whitney U test which was used to describe the difference

in the respondents' degree of involvement in leisure activities when grouped according to profile variables, and Pearson r which was used to determine the relationship between the respondents' degree of involvement in leisure activities and their academic performance.

RESULTS AND DISCUSSION

I. Respondents' Profile

Table 1 presents the demographic profile of the UPHSL maritime students in terms of age, degree program and year level.

Table 1
UPHSL Maritime Students' Profile

Age	Frequency	Percentage
16-17	97	34.9
18 and above	181	65.1
Total	278	100.0
Degree Program	Frequency	Percentage
BS Marine Transportation	188	67.6
BS Marine Engineering	90	32.4
Total	278	100.0
Year Level	Frequency	Percentage
First Year	103	37.1
Second Year	106	38.1
Third Year	69	24.8
Total	278	100.0

As shown in Table 1, out of 278 respondents, 97 respondents or 34.9 percent belonged to ages 16-17 and 181 or 65.1 percent belonged to ages 18 and above. Relative to degree program, 188 respondents or 67.60 percent were pursuing BS Marine Transportation while 90 or 32.40 percent were taking BS Marine Engineering. As to year level, 103 respondents or 37.10 percent were in first year level, 106 or 38.10 percent were in second year level and 69 or 24.80 percent were in third year level.

II. Degree of Involvement in Leisure Activities

Table 2 presents the UPHSL maritime students' degree of involvement in leisure activities.

Table 2
UPHSL Maritime Students' Degree of Involvement in Leisure Activities

Leisure Activity	Weighted Mean	Interpretation	Rank
Watching television	2.14	Low	2.5
Playing computer game	2.14	Low	2.5
Sports	1.95	Low	4
Billiards	1.19	Very Low	5
Social Media Use	2.19	Low	1
Total	1.92	Low	

As reflected in Table 2, the respondents had 'low' degree of involvement in "social media use" with a weighted mean of 2.19 (Rank 1); 'low' degree of involvement in "watching television and playing computer games" each with a weighted mean of 2.14 (Rank 2.5); 'low' degree of involvement in "sports" with a weighted mean of 1.95 (Rank 4). Lastly, they had 'very low' degree of involvement in "billiards" with a weighted mean of 1.19 (Rank 5).

Overall, the UPHSL maritime students' degree of involvement in leisure activities was 'low' with a weighted mean of 1.92.

III. Academic Performance of the Maritime Students

Table 3 presents the respondents' academic performance.

Table 3
UPHSL Maritime Students' Academic Performance

Academic Performance	Frequency	Percentage
Outstanding (1.00-1.50)	1	0.4
Very Satisfactory (1.51-2.00)	20	7.2
Satisfactory (2.01-2.50)	134	48.2
Fairly Satisfactory (2.51-3.00)	104	37.4
Poor (3.01 and above)	19	6.8
Total	278	100.0

As shown in Table 3, out of 278 respondents, one (1) respondent or 0.4 percent had an ‘outstanding’ academic performance, 20 or 7.2 percent had ‘very satisfactory’ academic performance, 134 or 48.2 percent had ‘satisfactory’ academic performance, 104 or 37.4 percent had ‘fairly satisfactory’ academic performance and 19 or 6.8 percent had ‘poor’ academic performance.

In short, 86 percent of the respondents had ‘fairly satisfactory to satisfactory’ academic performance.

IV. Difference in Degree of Involvement in Leisure Activities

Table 4 presents the difference in the respondents’ degree of involvement in their leisure activities when grouped according to age.

Table 4
Difference in the Respondents’ Degree of Involvement in Leisure Activities when Grouped According to Age

Leisure Activity	Mean		Statistical Test (Mann-Whitney U)	p-value	Interpretation
	16-17	18 and above			
Watching Television	2.12	2.14	U = 8766.00 Z = 0.021	0.984	Not Significant
Playing Computer Games	2.13	2.14	U = 8750.00 Z = 0.047	0.963	Not Significant
Sports	2.09	1.88	U = 7523.50 Z = 2.082	0.037	Significant
Billiards	1.24	1.16	U = 62.50 Z = 1.767	0.077	Not Significant
Social Media Use	2.08	2.25	U = 62.00 Z = 1.694	0.090	Not Significant

0.05 level of significance

As shown in Table 4, for the difference in the UPHSL maritime students’ degree of involvement in leisure activities in terms of sports when grouped according to age, a p-value of

0.037 was obtained which was lower than the 0.05 level of significance. This shows that there is significant difference in the respondents' degree of involvement in sports when the respondents are grouped according to age. This means that the younger group of respondents is more involved in sports than the older group.

However, for the difference in the respondents' degree of involvement in leisure activities in terms of watching television, playing computer games, billiards and use of social media when grouped according to age, the p-values of 0.984, 0.963, 0.077 and 0.090 were obtained which were higher than the 0.05 level of significance. This shows that there is no significant difference in the respondents' degree of involvement in the aforementioned leisure activities when grouped according to age. This means that both groups of respondents have the same degree of involvement in these leisure activities.

Table 5 presents the difference in the respondents' degree of involvement in their leisure activities when they are grouped according to degree program

Table 5
Difference in the Respondents' Degree of Involvement in
Leisure Activities when Grouped According to Degree Program

Leisure Activity	Mean		Statistical Test (Mann-Whitney U)	p-value	Interpretation
	BS Mar Trans.	BS Mar Eng.			
Watching Television	2.04	2.33	U = 7105.00 Z = 2.274	0.023	Significant
Playing Computer Games	2.16	2.10	U = 8227.50 Z = 0.389	0.697	Not Significant
Sports	1.90	2.06	U = 7806.50 Z = 1.105	0.269	Not Significant
Billiards	1.22	1.12	U = 8070.50 Z = 1.106	0.269	Not Significant
Social Media Use	2.25	2.08	U = 7662.00 Z = 1.332	0.183	Not Significant

0.05 level of significance

As shown in Table 5, for the difference in the UPHSL maritime students' degree of involvement in leisure activities in terms of watching television when grouped according to degree program, a p-value of 0.023 was obtained which was lower than the 0.05 level of significance. This shows that there is significant difference in the respondents' degree of involvement in watching television when grouped according to degree program. This means that the respondents pursuing BS Marine Engineering are more involved in watching television than the respondents pursuing BS Marine Transportation.

According to the World Youth Report (2003), East Asian, European and North American young people appear to spend an average of two hours daily in front of the television with boys watching more than girls.

However, for the difference in the respondents' degree of involvement on leisure activities in terms of playing computer games, sports, billiards and use of social media when the respondents are grouped according to degree program, the p-values of 0.697, 0.269, 0.269 and 0.183 were obtained which were higher than the 0.05 level of significance. This shows that there is no significant difference in the respondents' degree of involvement in the aforementioned leisure activities when grouped according to degree program. This means that both groups of respondents have the same degree of involvement in these leisure activities.

Table 6 presents the difference in the respondents' degree of involvement in their leisure activities when grouped according to year level.

Table 6
Difference in the Respondents' Degree of Involvement in
Leisure Activities when Grouped According to Year Level

Leisure Activity	Statistical Test (Kruskal Wallis Test)	p-value	Interpretation
Watching Television	$X^2 = 0.313$	0.576	Not Significant
Playing Computer Games	$X^2 = 0.310$	0.578	Not Significant
Sports	$X^2 = 3.046$	0.081	Not Significant
Billiards	$X^2 = 0.025$	0.874	Not Significant
Social Media Use	$X^2 = 0.085$	0.771	Not Significant

0.05 level of significance

. As shown in Table 6, for the difference in the UPHSL maritime students' degree of involvement in leisure activities in terms of watching television, playing computer games, sports, billiards and use of social media when grouped according to year level, the p-values of 0.576, 0.578, 0.081, 0.874 and 0.771 were obtained which were higher than 0.05 level of significance. This shows that there is no significant difference in the respondents' degree of involvement in all the aforementioned leisure activities when grouped according to their year level. This means that both groups of respondents have the same degree of involvement in all these leisure activities.

College is seen as the last stage of formal education for most people and it is also one of the last structured opportunities for individuals to form leisure time behavior patterns before they move into the workforce (Cheng et al., 2004).

V. Relationship between Respondents' Degree of Involvement in Leisure Activities and Academic Performance

Table 7 presents the relationship between the respondents' degree of involvement in leisure activities and their academic performance.

Table 7
Relationship between the Respondents' Degree of Involvement
in Leisure Activities and their Academic Performance

Leisure Activity	Pearson r	p value	Interpretation
Watching television	-0.034	0.573	Not Significant
Playing Computer Games	0.139	0.020	Significant
Sports	0.086	0.155	Not Significant
Billiards	0.129	0.032	Significant
Social Media Use	-0.036	0.553	Not Significant

0.05 level of significance

As shown in Table 7, for the relationship between the UPHSL maritime students' degree of involvement in leisure activities in terms of playing computer games and billiards, the Pearson r values of 0.139 and 0.129, respectively were obtained. Their p values of 0.020 and 0.032 which were lower than the 0.05 level of significance indicate that there is significant relationship between the respondents' degree of involvement on leisure activities in terms of playing computer games and billiards and their academic performance. This means that the degree of involvement of the respondents in playing computer games and billiards has bearing on their academic performance. This means that the respondents' degree of involvement in playing computer games and billiards, though low, may pull down their academic performance. The less the respondents are involved in computer games and billiards, the better their academic performance can be.

For the relationship between the respondents' degree of involvement in leisure activities in terms of watching television, sports and social media use, the Pearson r values of -0.034, 0.086 and -0.036, respectively were obtained. The p values of 0.573, 0.155 and 0.553 which were higher than the 0.05 level of significance show that there is no significant relationship between the respondents' degree of involvement in the aforementioned leisure activities and their

academic performance. Meaning, their involvement in these leisure activities has no bearing on their academic performance.

This findings are in contrast with Shin (2004) who found out that television viewing is assumed to hinder academic achievement through decreasing the amount of homework and studying, decreasing the amount of leisure reading, and increasing impulsive behaviors. However, Broh (2002) found that playing sports in high school has no significant effect on grades or standardized test scores in the general student population.

Conclusions

Based on the results presented, it can be concluded that a typical marine midshipman is 18 years old and above, pursuing BS Marine Transportation and is in 3rd class. The midshipmen have low degree of involvement in leisure activities. The midshipmen's academic performance ranges from fairly satisfactory to satisfactory. The younger group of midshipmen (16-17 years old) are more involved in sports than the older ones. BS Marine Engineering midshipmen watched more television than the BS Marine Transportation midshipmen. Midshipmen's degree of involvement in playing computer games and billiards has bearing on their academic performance. The respondents' degree of involvement in playing computer games and billiards, though low, may pull down their academic performance. The less the respondents are involved in computer games and billiards, the better their academic performance can be.

Directions for future use

Based on the conclusions drawn, the following recommendations are offered: UPHSL Maritime students should get involved in leisure activities that will hone both their physical and mental faculties. "Mens sana in corpore sano" (a healthy mind in a healthy body) should be their

guiding principle in choosing leisure activities. In balancing study and leisure, proper time management should be observed by UPHSL Maritime students. The UPHSL Maritime students have the freedom to choose their leisure activities. They too have the free will to choose their peers who can positively influence them towards attaining their goal in the University which is to finish their study and earn their diploma. The school management should structure extra-curricular activities that will make the students learn while enjoying their stay in the University with their classmates and friends.

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