

Beyond the Classroom: Lived Experiences of Teachers in Facilitating Co-Curricular Activities in Hagonoy 2 District

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Abstract: This study seeks to understand the lived experiences of teachers in the Hagonoy 2 District as they facilitate co-curricular activities. Co-curricular activities, recognized for their vital role in the holistic development of students, are often integral to educational frameworks. However, the experiences and challenges faced by teachers in managing and implementing these activities are underexplored. By utilizing qualitative methods, the study provides insights into the day-to-day realities of teachers, the obstacles they face, and the strategies they deploy to overcome them. Data from interviews with teachers were analyzed to reveal common themes and to gain a better understanding of how co-curricular activities contribute to students' personal and academic growth. The study emphasizes the importance of institutional support, collaboration, and community involvement in enhancing the effectiveness of co-curricular initiatives. The findings will be useful for policy makers, educational leaders, and teachers, offering a deeper understanding of the essential role of co-curricular activities in fostering well-rounded students.

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I. INTRODUCTION

In the Philippine education system, co-curricular activities are viewed as a cornerstone of student development, complementing academic learning and promoting life skills, leadership, teamwork, and community engagement. Teachers who facilitate these activities play a crucial role in guiding students' growth beyond the classroom. However, while the importance of co-curricular activities is widely acknowledged, the experiences of teachers in managing and facilitating them remain insufficiently studied. This research seeks to explore the lived experiences of teachers in the Hagonoy 2 District as they implement co-curricular activities, focusing on their challenges, successes, and the strategies they employ to foster student involvement.

This study is grounded in the belief that co-curricular activities offer opportunities for students to develop a broad set of skills that prepare them for real-world challenges. These activities range from sports, cultural events, and leadership training, all of which contribute to holistic student development. The main research question of this study is: How do teachers in the Hagonoy 2 District experience the facilitation

of co-curricular activities, and what are the factors that influence the success of these activities?

While much research exists on the benefits of co-curricular activities for students, there is limited scholarly attention to the experiences of the teachers who organize and facilitate them. This gap in the literature presents an opportunity to explore the real challenges faced by teachers, their approaches to overcoming these challenges, and the impact these activities have on student outcomes.

II. METHODS

This study adopts a qualitative research design, specifically using phenomenology to explore the lived experiences of teachers in facilitating co-curricular activities. Phenomenology allows for the in-depth examination of personal experiences and provides insights into how individuals make sense of their lived worlds (Creswell, 2013). A purposive sampling strategy was used to select participants who have direct experience in organizing or facilitating co-curricular activities in schools within the Hagonoy 2 District. The participants were selected from different schools to ensure a diverse representation of experiences.

A total of 15 teachers participated in the study, with each teacher having at least two years of experience in facilitating co-curricular activities. The teachers were involved in various types of co-curricular activities, including sports, arts, cultural events, and academic clubs. The data were collected through semi-structured interviews, allowing the participants to share their experiences in a flexible and open-ended manner. The interview guide was designed to explore the following themes: the types of co-curricular activities facilitated, challenges faced, strategies employed to overcome challenges, perceived outcomes for students, and the level of support from school administration and the community.

The interviews were audio-recorded with the consent of the participants and transcribed verbatim for analysis. Data were analyzed using thematic analysis, which involved identifying and coding recurrent themes and patterns across the interviews. This approach allowed for a deep understanding of the teachers' perspectives on facilitating co-curricular activities. To ensure trustworthiness, member checking was employed, where participants reviewed the findings to verify the accuracy of the interpretations.

III. RESULTS AND DISCUSSION

The study revealed several key themes regarding the teachers' experiences in facilitating co-curricular activities in the Hagonoy 2 District:

➤ *Challenges Faced in Facilitating Co-Curricular Activities*

Teachers reported encountering various challenges in their roles as facilitators of co-curricular activities. Limited resources were consistently mentioned, with many teachers citing a lack of materials, funding, and adequate facilities to support the activities they organized. Time constraints also emerged as a significant barrier, as teachers often had to balance the demands of their regular teaching duties with the additional responsibilities of facilitating co-curricular activities. Furthermore, teachers expressed frustration over students' varying levels of motivation and commitment, which sometimes hindered the success of the activities.

➤ *Strategies for Overcoming Challenges*

Despite the challenges, teachers employed several strategies to manage and enhance the effectiveness of co-curricular activities. Collaborative planning was frequently cited as a key strategy, with teachers working together to pool resources, share ideas, and delegate responsibilities. Teachers also relied on creativity and innovation to make the most of limited resources, often using low-cost materials and leveraging community support. Some teachers emphasized the importance of building strong relationships with students and fostering a sense of ownership over the activities, which helped to increase student engagement.

➤ *Impact on Student Development*

Teachers reported that co-curricular activities had a positive impact on students, particularly in the areas of leadership, teamwork, and personal growth. Many teachers observed improvements in students' self-confidence, communication skills, and overall attitude towards learning. Co-curricular activities were also seen as providing students with opportunities to develop important life skills that would serve them beyond their school years. Teachers noted that these activities were particularly valuable for students who struggled academically, as they provided an alternative outlet for success and recognition.

➤ *Support from School Administration and Community*

Teachers expressed a need for greater support from school administration and the local community in facilitating co-curricular activities. While some schools provided logistical support, teachers noted that there was often insufficient funding for activities, which limited their scope and impact. Teachers also pointed out the need for more involvement from parents and local organizations to help sustain the activities and make them more meaningful.

The findings of this study highlight the critical role that teachers play in facilitating co-curricular activities, despite facing significant challenges. The challenges of limited resources and time constraints are not unique to the Hagonoy 2 District, as previous research has identified these barriers in other educational contexts (Montemayor & Mendoza, 2023). However, the strategies employed by teachers in this study, such as collaboration and creativity, demonstrate resilience and resourcefulness in overcoming these obstacles. The positive impact of co-curricular activities on students' development aligns with the existing literature, which emphasizes the benefits of these activities in fostering well-rounded individuals (Bautista, 2021).

One key finding of this study is the need for more support from school administrators and the community. Previous studies have highlighted the importance of institutional and community support in ensuring the sustainability of co-curricular activities (Deroncele, Acosta, & Ellis, 2024). The lack of sufficient funding and resources limits the potential of these activities to reach their full potential, which calls for policy interventions that prioritize the funding and support of co-curricular programs.

This study provides valuable insights into the lived experiences of teachers in the Hagonoy 2 District who facilitate co-curricular activities. Despite the challenges they face, these teachers demonstrate a strong commitment to fostering student development through co-curricular activities. The positive impact of these activities on students' growth and learning highlights their importance in the educational system. To ensure the success and sustainability of co-curricular activities, it is essential for school administrators, policymakers, and the community to provide more support in terms of resources,

funding, and collaboration. Further research is needed to explore the long-term impact of co-curricular activities on students and to identify best practices for facilitating these activities in diverse educational contexts.

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