

# Exploring The Impact of Socio-Cultural Activities on Student School Performance Among IBA College of Mindanao Socio-Cultural Group Members

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**Abstract:** This study examined the impact of socio-cultural activities on the school performance of students who were members of socio-cultural groups at IBA College of Mindanao Inc. It was grounded in Vygotsky's Sociocultural Theory, Bandura's Social Cognitive Theory, and Activity Theory, which collectively emphasized the role of social interaction, observational learning, and active engagement in shaping learners' development and academic outcomes. The main objective was to determine the relationship between participation in socio-cultural activities and students' school performance. A descriptive-correlational research design was employed in this study. The research was conducted at IBA College of Mindanao Inc. during the academic year 2024–2025. The respondents consisted of 60 students from the dance and chorale groups, selected through a total enumeration sampling technique. Data were gathered on the extent of participation in socio-cultural activities and indicators of school performance. Statistical treatments such as frequency, percentage, mean, and Pearson's  $r$  were utilized to analyze the data. Findings revealed that active participation in socio-cultural activities was significantly associated with improved school performance. Additionally, involvement fostered a strong sense of belonging and cultural awareness among students. The study concluded that socio-cultural engagement played a vital role in promoting students' holistic development and academic success. It was recommended that educational institutions strengthen and integrate socio-cultural programs into their curricula to support student growth and achievement.

**Keywords:** Socio-Cultural Activities, School Performance, Student Development, Participation.

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## I. INTRODUCTION

Socio-cultural activities play a significant role in shaping students' academic and personal development. Participation in activities such as clubs, community service, and cultural events provides opportunities for self-expression, confidence-building, and skill enhancement. These engagements contribute to the development of leadership, teamwork, and cultural awareness while promoting a sense of belonging within a diverse academic environment. As higher education institutions increasingly promote holistic learning, socio-cultural involvement has become an essential component of student development.

Despite these recognized benefits, there remains a limited understanding of how specific socio-cultural activities influence students' academic performance. While previous studies have established that socio-cultural factors affect learning outcomes, gaps persist in identifying how particular forms of participation impact students' motivation, engagement, and overall academic achievement. Moreover, institutions often face challenges in designing and allocating resources for extracurricular programs that effectively support both academic success and personal growth.

Existing literature supports the positive relationship between socio-cultural participation and academic performance. A study by Ruga (2024) highlighted that involvement in cultural activities enhanced cognitive

development, critical thinking, and classroom engagement, leading to improved academic outcomes. Similarly, Wu (2018) emphasized that socio-cultural activities promoted personal growth, self-expression, and confidence, while also developing essential skills such as leadership and teamwork. These findings suggest that active participation contributes to both academic success and holistic student development.

In this context, the present study investigated how participation in socio-cultural activities affected students' school performance at IBA College of Mindanao, particularly among members of socio-cultural groups. It examined the relationship between involvement in socio-cultural activities and academic outcomes, as well as the extent to which these activities contributed to students' personal growth, skill development, and sense of community.

This study was anchored on Vygotsky's Sociocultural Theory, Bandura's Social Cognitive Theory, and Activity Theory, which collectively explained how socio-cultural activities influenced students' academic performance. Vygotsky emphasized that learning occurred through social interaction and guided participation, while Bandura highlighted the role of self-efficacy and observational learning in shaping motivation and behavior. Meanwhile, Activity Theory views learning as a product of interactions within a social and cultural context. Together, these perspectives provided a strong foundation in explaining how participation in socio-cultural activities enhanced cognitive development, built confidence, strengthened engagement, and ultimately improved students' school performance.

Socio-cultural factors included various elements that influenced students' academic performance, particularly in relation to their level of participation in socio-cultural activities. In this study, participation served as the independent variable and was examined through two key dimensions: student participation and engagement and motivation. Student participation referred to the extent of students' involvement in clubs, cultural events, and community activities, while engagement and motivation described their interest, commitment, and active involvement in these experiences. These dimensions showed how involvement increased exposure to learning opportunities and strengthened students' drive to succeed.

Key elements of socio-cultural participation included cultural identity, social networks, and community engagement. Cultural identity strengthened students' connection to their background, which enhanced motivation and interest in learning. Social networks, formed through participation, provided support that helped students perform better in school. Involvement in community activities also developed a sense of responsibility and allowed students to learn from real-life experiences (Odey, 2019).

To further explain the link between participation and school performance, several related factors were considered, including shared values and norms, family support, and student engagement (Njuguna, 2021). Cultural beliefs and traditions shaped how students viewed education and

influenced their performance. When families were involved in these activities, students often showed higher motivation and focus (Moroni & Mtilu, 2024). In addition, active engagement helped connect cultural identity with academic success, while peers played an important role in shaping students' performance and persistence (Li & Ruan, 2015).

In this study, school performance was treated as the dependent variable and was examined through three dimensions: progression and course completion, social skills development, and peer support for academic pursuit. Progression and course completion referred to students' ability to move forward and meet academic requirements. Social skills development focused on communication, cooperation, and interaction with others, while peer support for academic pursuit highlighted how students helped and motivated each other in their studies.

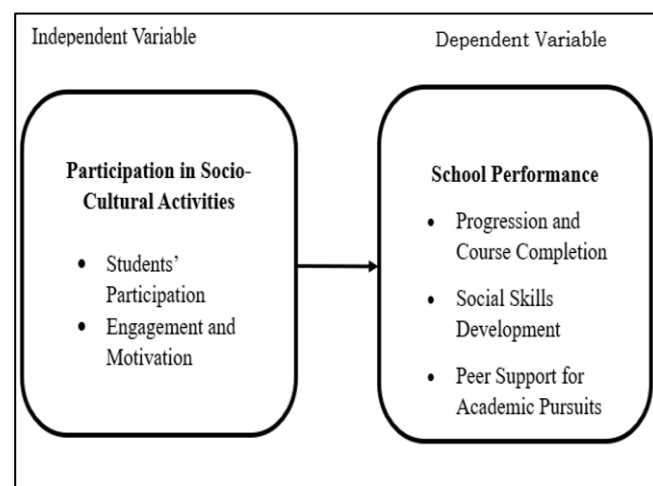


Fig 1 Schematic Diagram Showing the Interplay between the Variable of the Study

➤ *Statement of the Problem*

This study aimed to investigate the impact of socio-cultural activities on the school performance of students at IBA College of Mindanao Inc, Socio-cultural group members.

➤ *Specifically, this study aimed to answer the following.*

- What is the demographic profile of the students in terms of:
  - ✓ age; and
  - ✓ sex?
- What is the level of the respondents' socio-cultural activities participation in terms of:
  - ✓ Participation in activities; and
  - ✓ Engagement and Motivation?
- What is the level of school performance of the respondents:
  - ✓ Progression and course completion rates;

- ✓ School skills development; and
  - ✓ Peer support for academic pursuits
- Is there a significant relationship between the students' participation in socio-cultural activities and their school performance?

## II. METHODOLOGY

This study employed a quantitative correlational research design. The research was conducted at IBA College of Mindanao, located in Valencia City, Bukidnon. A total of 60 respondents were included using total enumeration sampling, all of whom were active members of the socio-cultural groups. The respondents were composed of 35 students from the dance group and 25 from the chorale group, allowing the study to capture varied experiences in socio-cultural participation.

The primary data collection instrument was a structured questionnaire adapted from Njuguna (2021) and modified to suit the context of the institution. The instrument consisted of

three parts: demographic profile, level of participation in socio-cultural activities (measured through student participation and engagement and motivation), and school performance (measured in terms of progression and course completion, social skills development, and peer support for academic pursuit). Pilot testing was conducted among 15 students from a different institution to ensure clarity and appropriateness. Reliability testing using Cronbach's Alpha yielded a coefficient of 0.9904, indicating excellent internal consistency.

Data were collected using a five-point Likert Scale; descriptive statistics such as frequency, percentage, mean, and standard deviation were used to describe the level of participation and school performance. Pearson's r was employed to determine the relationship between participation in socio-cultural activities and school performance.

### ➤ Presentation, Analysis, and Interpretation of Data

Table 1 Summary of the Level of Participation in Socio-Cultural Activities

Participation in Socio-Cultural Activities	Mean	SD	Interpretation
Student Participation	4.48	0.75	Very High
Engagement and Motivation	4.53	0.68	Very High
Overall	4.51	0.72	Very High

The result shows that students are highly involved in socio-cultural activities in terms of participation and motivation. This suggests that these activities make school more engaging while helping students develop teamwork and social skills and creating a sense of belonging. This aligns with Fernandez (2024), who found that school-based activities improve student focus and well-being.

Engagement and motivation obtained the highest mean, indicating that students are genuinely invested in these activities. Their involvement helps them build leadership, manage time, and strengthen peer relationships, which encourages continuous participation. Studies have shown that strong engagement contributes to both personal growth and positive school experiences.

Student participation had a lower mean, although it still reflects high involvement. Students actively join cultural events, but participation in areas like community service may need more encouragement. This suggests that better promotion and support can further increase involvement, as supported by research highlighting the role of institutional support in student participation.

Overall, the findings show that socio-cultural activities help keep students motivated, connected, and engaged, while also supporting their academic performance and development (Fernandez, 2024).

Table 2 Summary of the Level of School Performance

School Performance	Mean	SD	Interpretation
Progression and Course Completion	4.17	0.73	High
Social Skills Development	4.03	0.80	High
Peer Support for Academic Pursuit	3.99	0.86	High
Overall	4.10	0.77	High

The result across the dimensions of school performance shows that students generally view their school performance positively when engaged in socio-cultural activities. This suggests that these experiences support their motivation and confidence in their academic journey, although some students may still need additional support to fully benefit. This aligns with Lastra (2024), who found a positive link between extracurricular involvement and academic performance.

Progression obtained the highest mean, indicating that students feel more confident in achieving their academic goals through socio-cultural engagement. Their involvement appears to help them handle challenges with persistence and maintain a positive outlook toward their studies. This is supported by Nassar (2024), who reported that extracurricular activities enhance both academic performance and student satisfaction.

On the other hand, social skills recorded the lowest mean, suggesting that while students recognize the importance of interaction, distractions such as excessive social media use may affect their focus and performance. This

highlights the need for better time management and balanced use of technology, consistent with findings that link social media overuse to lower academic outcomes.

Table 3 Test of Significance

Participation in Socio-Cultural Activities		Progression and Course Completion Rates	Social skills development	Peer support for academic pursuits
Participation	<i>r</i>	0.44**	0.25*	0.58**
	p-value	<.001	0.05	<.001
Engagement and Motivation	<i>r</i>	0.32**	0.22	0.41**
	p-value	<.001	0.77	<.001

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\*. Correlation is significant at the 0.01 level (2-tailed).

Table 4 Test of Significance

Variables	<i>r</i>	p-value	Decision on H <sub>0</sub>	Interpretation
Participation in Socio-Cultural Activities	0.55**	<.001	Reject H <sub>0</sub>	Significant
School Performance				

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\*. Correlation is significant at the 0.01 level (2-tailed).

The findings show that socio-cultural factors play a meaningful role in shaping students’ school performance. Participation in activities such as clubs, cultural events, and community service does not only make school more engaging, but also supports better academic outcomes. These experiences help students build confidence, develop teamwork and leadership skills, and strengthen their sense of belonging, which in turn motivates them to perform better in their studies. This supports the findings of Kowot (2017) and Akintoye and Salu (2020), who emphasized that shared values, norms, and social environments influence students’ motivation and academic achievement.

The results further revealed a moderate positive relationship between participation in socio-cultural activities and school performance, indicating that students who are more involved tend to perform better academically. Participation showed a moderate relationship with progression and course completion, as well as with peer support for academic pursuits, while its relationship with social skills development was weaker but still positive. Similarly, engagement and motivation demonstrated a weak relationship with progression and course completion, and a moderate relationship with peer support. Overall, the correlation coefficient ( $r = 0.55$ ) confirmed a statistically significant relationship, suggesting that increased participation is associated with improved school performance.

These findings imply that active involvement in socio-cultural activities, such as dance and chorale groups, contributes not only to academic progression but also to the development of essential interpersonal skills. Students who are more engaged in these activities tend to benefit from stronger peer support systems and improved collaboration, which further enhance their academic experience.

The results highlight the importance of encouraging students to participate in socio-cultural programs as part of the educational process. Schools should not focus solely on academic instruction, but also provide opportunities for students to engage in meaningful activities that support both personal and academic growth. This is consistent with Ruga (2024), who found that participation in socio-cultural programs improved academic performance, classroom engagement, and cognitive development. Similarly, Villanueva and Santos (2022) reported that involvement in cultural extracurricular activities significantly predicted academic motivation and student retention among college students.

### III. CONCLUSIONS AND RECOMMENDATIONS

The findings of this study confirmed that participation in socio-cultural activities had a significant positive association with students’ school performance among members of the dance and chorale groups at IBA College of Mindanao.

Students who were actively involved demonstrated better progression and course completion, stronger social skills, and greater peer support for academic pursuits. Their engagement in these activities enhanced motivation, confidence, and self-expression, while also developing essential skills such as leadership, teamwork, and time management, all of which contributed to improved academic outcomes.

Moreover, a significant relationship was established between participation in socio-cultural activities and school performance, indicating that increased involvement was associated with better academic results. These activities also promoted cultural awareness and appreciation of diversity,

supporting students' holistic development within a multicultural learning environment.

However, the study was limited to one academic year and focused only on dance and chorale group members, which may affect the generalizability of the findings. Despite this, the results strongly support the continued integration and strengthening of socio-cultural programs as part of the educational framework.

Based on the findings, it is recommended that the administration of IBA College of Mindanao Inc. continue to strengthen its support for socio-cultural activities by allocating sufficient resources, institutionalizing these programs, and establishing partnerships with local cultural organizations. These efforts can ensure that such activities remain accessible, organized, and aligned with the institution's educational goals.

Faculty members and staff are encouraged to actively support socio-cultural engagement by integrating relevant cultural themes into instruction and motivating students to participate in extracurricular activities. Their guidance plays a key role in fostering a supportive environment that enhances both student learning and personal growth.

The institution may also expand the range of socio-cultural opportunities offered to students by introducing activities such as visual arts, music, and creative writing. Providing diverse options can accommodate different interests and talents, thereby increasing participation and engagement across a wider group of students.

Future researchers are encouraged to replicate this study using a larger and more diverse sample across different institutions and over a longer period. Further studies may also examine additional factors, such as family support and financial capacity, as well as barriers to participation, to provide a more comprehensive understanding of socio-cultural engagement and its impact on academic performance.

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