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Exploring the outcome of students activities on students' academic life and performance

Estela L. Dirain*

College of Information and Computing Sciences, Cagayan State University-Aparri Campus, Maura, Aparri, Cagayan, Philippines

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ABSTRACT

Participation in extracurricular activities is recognized as an important component of holistic higher education, contributing to students' personal development, leadership, and academic success. However, limited evidence exists regarding their outcomes among students in geographically and culturally distinct higher education institutions in the Philippines. This study aimed to determine the outcomes of students' participation in extracurricular activities on their development and academic performance among students of Cagayan State University-Aparri Campus. A quantitative descriptive-correlational research design was employed involving undergraduate students selected through appropriate sampling procedures. Data were collected using a validated researcher-developed questionnaire and analyzed using descriptive statistics and Pearson's correlation coefficient. The respondents were predominantly female, mostly 22 years old, and generally achieved a Very Good academic performance based on their General Weighted Average (GWA). Students reported a moderate level of participation in extracurricular activities (overall weighted mean= 2.83), while the perceived outcomes of participation were rated high (overall weighted mean= 3.97), particularly in improving communication skills, self-confidence, interpersonal relationships, leadership, and time management. Correlation analysis revealed a weak but statistically significant positive relationship between participation in extracurricular activities and academic performance ($r= 0.15$, $p= 0.018$), indicating that greater participation was associated with slightly better academic achievement. The findings suggest that extracurricular activities contribute positively to students' academic and personal development while complementing their academic performance. Strengthening institutional support and expanding opportunities for meaningful student participation may further enhance holistic student development and improve educational outcomes.

*Corresponding author: Estela L. Dirain ✉ esteladirain@csu.edu.ph

INTRODUCTION

Holistic student development is a fundamental goal of Higher Education Institutions (HEIs), recognizing that learning extends beyond classroom instruction. Quality education promotes not only academic competence but also leadership, social responsibility, emotional maturity, and personal growth through meaningful curricular and extracurricular experiences. Participation in extracurricular activities, particularly those organized by accredited student organizations, enables students to develop interpersonal skills, leadership, teamwork, self-discipline, and community engagement. Higher education policies likewise emphasize the implementation of student development programs that foster learners' full potential and prepare them for professional and societal responsibilities (CHED CMO No. 09, s. 2013; CHED CMO No. 06, s. 2021). These initiatives are especially important in institutions serving diverse communities where students' experiences are shaped by their social, cultural, and environmental contexts.

Cagayan State University–Aparri Campus serves students primarily from the coastal municipalities of Northern Luzon, where families' livelihoods and culture are closely associated with fishing and other marine-based industries. These social and environmental contexts influence students' values, engagement, and participation in university life. To support holistic development, the University accredits student organizations and provides opportunities for them to plan, implement, monitor, and evaluate activities beyond the classroom. Previous studies consistently demonstrate the positive contributions of extracurricular activities. Griffiths *et al.* (2021) reported that participation in extracurricular activities was positively associated with students' academic and social self-efficacy. Nassar *et al.* (2024) found that students involved in extracurricular activities achieved better academic performance and greater satisfaction with their university experience. Likewise, Senjuti and Fuad (2025) reported that extracurricular participation enhanced cognitive

development, leadership, networking, and academic engagement, although participation was influenced by academic workload, time management, and institutional support. Other studies have shown that extracurricular activities contribute to innovation, employability, psychological well-being, sense of belonging, and overall university experience (Ribeiro, 2024; Buckley and Lee, 2021; Ginosyan, 2020). Similarly, Jung (2025) concluded that non-academic activities positively influence students' sense of belonging, campus satisfaction, academic persistence, and career development.

Despite these established benefits, limited evidence exists regarding the outcomes of extracurricular activities on students' academic and personal development, particularly in geographically and culturally distinct settings such as Cagayan State University–Aparri Campus. Although student organizations regularly plan, implement, and evaluate their activities in terms of objectives achieved, organizational preparedness, and participants' satisfaction, their broader influence on students' development and academic performance has not been systematically assessed. Moreover, during the Accrediting Agency of Chartered Colleges and Universities in the Philippines (AACCUP) accreditation process, evaluators recommended an institutional assessment of the outcomes of students' participation in extracurricular activities. Addressing this gap will provide evidence-based information to guide improvements in student development programs and serve as baseline data for strengthening student engagement.

The study generally aimed to determine the outcomes of students' participation in extracurricular activities on their academic development and academic performance. Specifically, it sought to determine the demographic profile of the respondents in terms of sex, age, and General Weighted Average (GWA); assess the perceived outcomes of extracurricular activities on students' development; and examine the relationship between participation in extracurricular activities and academic performance.

MATERIALS AND METHODS

Research design

This study employed a quantitative descriptive-correlational research design to examine the outcomes of students' participation in extracurricular activities on their academic life and academic performance. A descriptive approach was used to characterize the respondents according to sex, age, and General Weighted Average (GWA), as well as to determine their level of participation in extracurricular activities and their perceived outcomes. The correlational component was utilized to determine whether a significant relationship existed between students' participation in extracurricular activities and their academic performance. This non-experimental design is appropriate for describing existing conditions and examining associations among naturally occurring variables without manipulating the study environment.

Study setting and participants

The study was conducted at Cagayan State University–Aparri Campus, Maura, Aparri, Cagayan, Philippines, during the Academic Year 2024–2025. The campus primarily serves students from the coastal municipalities of Northern Cagayan and provides a variety of accredited student organizations and extracurricular programs designed to support holistic student development.

The participants consisted of 252 officially enrolled fourth-year undergraduate students. Fourth-year students were selected because they had experienced university student activities throughout most of their academic program and were therefore expected to provide more comprehensive assessments of the outcomes of extracurricular participation.

Sampling procedure

Simple random sampling was employed to minimize selection bias and provide every eligible fourth-year student with an equal opportunity to participate in the study. Prior to data collection, a complete list of officially enrolled fourth-year students was obtained from the

Registrar's Office and served as the sampling frame. Students who voluntarily agreed to participate were included in the study after providing informed consent.

Research instrument

Data were collected using a researcher-developed structured questionnaire designed based on the objectives of the study and relevant literature on extracurricular participation and student development.

The questionnaire consisted of three sections:

Part I: Demographic characteristics (sex, age, and General Weighted Average [GWA]);

Part II: Students' level of participation in various extracurricular activities;

Part III: Perceived outcomes of participation in extracurricular activities on students' academic life and personal development.

Responses in Parts II and III were measured using a five-point Likert scale, where higher scores indicated greater participation or stronger agreement regarding the positive outcomes of extracurricular involvement.

Instrument validation and reliability

Prior to data collection, the questionnaire underwent content validation by experts with backgrounds in higher education, student affairs, and educational research to evaluate the clarity, relevance, and appropriateness of each item. Suggestions from the validators were incorporated before the final administration of the instrument.

A pilot test was subsequently conducted to assess the internal consistency of the questionnaire. Reliability was evaluated using Cronbach's alpha coefficient, which is widely accepted as an indicator of internal consistency for multi-item scales. The instrument demonstrated acceptable reliability for research purposes before its implementation in the main study.

Data collection procedure

Approval to conduct the study was obtained from the appropriate university authorities prior to data

collection. After securing permission, the researcher coordinated with college administrators and program heads regarding the administration of the survey.

Participants were informed of the objectives of the study, the voluntary nature of their participation, and the confidentiality of their responses. Questionnaires were personally distributed and retrieved after completion. All accomplished questionnaires were checked for completeness before encoding and statistical analysis.

Ethical considerations

Participation in the study was entirely voluntary. Respondents were informed about the purpose of the research and were assured that their responses would be treated with strict confidentiality and used solely for academic research. No personally identifiable information was disclosed during data processing, analysis, or reporting. Ethical principles of voluntary participation, anonymity, confidentiality, and informed consent were observed throughout the conduct of the study.

Statistical analysis

The collected data were coded, verified, tabulated, and analyzed using appropriate descriptive and inferential statistical techniques.

Frequency and percentage distributions were used to summarize the demographic characteristics of the respondents. Weighted mean was employed to determine the students' level of participation in extracurricular activities and their perceived outcomes on academic life and personal development. The interpretation of weighted mean scores followed the classification presented in Tables 1 and 2.

To determine the relationship between students' participation in extracurricular activities and academic performance, Pearson's product-moment correlation coefficient (r) was employed. Statistical significance was evaluated using a 0.05 level of significance ($p < 0.05$).

Table 1. Data analysis interpretation for the level of participation of the students

Input	WM	DV/Interpretation
5	4.21-5.00	Always participates/Highly active
4	3.41-4.20	Often participates
3	2.61-3.40	Sometimes participates
2	1.81-2.60	Rarely participates
1	1.00-1.80	Never participates

Table 2. Data analysis interpretation on the perceived effect of joining the extracurricular activities on students' academic life and performance

Input	WM	DV/Interpretation
5	4.21-5.00	Strongly agree/Very high effect
4	3.41-4.20	Agree/High effect
3	2.61-3.40	Neutral/Moderate effect
2	1.81-2.60	Disagree/Low effect
1	1.00-1.80	Strongly disagree/No significant effect

RESULTS AND DISCUSSION

Demographic profile of the participants in terms of sex, age, and general weighted average

Table 3 presents the demographic characteristics of the 252 respondents in terms of sex, age, and General Weighted Average (GWA). The findings indicate that the study participants were predominantly female, with 195 respondents (77%), whereas male respondents accounted for only 57 (23%). This distribution closely reflects the actual enrollment profile of Cagayan State University–Aparri Campus, where female students constitute the majority of the student population based on records from the University Registrar. Consequently, the gender composition of the sample appears to represent the institutional population rather than a sampling imbalance, thereby enhancing the representativeness of the study findings.

The predominance of female respondents may also have implications for student engagement in extracurricular activities. Previous studies have shown that female university students often demonstrate higher levels of participation in organized campus activities, collaborative learning, and student organizations, which contribute to their social integration and overall university experience (Buckley and Lee, 2021; Griffiths *et al.*, 2021).

The higher proportion of female participants in the present study may therefore reflect greater involvement in institutional activities and willingness to participate in academic research rather than gender-related differences in academic ability.

Table 3. Descriptive analysis of students' demographics

Demographic	Frequency	Percentage
Gender		
Female	195	77%
Male	57	23%
Age		
18-20 yo	21	9%
21-23 yo	215	85%
24-26 yo	16	6%
GWA		
80-84	30	12%
85-89	191	75%
90-94	30	12%
95-99	1	1%

With respect to age, the majority of respondents (85%) were between 21 and 23 years old, while only 9% were aged 18–20 years and 6% were between 24 and 26 years old (Table 3). This age distribution is expected because all respondents were fourth-year undergraduate students who were approaching completion of their degree programs. Individuals within this age range generally fall within the developmental stage referred to as emerging adulthood, a period characterized by increasing independence, identity exploration, career preparation, and greater engagement in educational and social experiences (Arnett, 2000). During this developmental stage, students are more likely to assume leadership roles, establish broader social networks, and participate actively in university organizations, all of which may influence their academic and personal development.

Regarding academic performance, three-fourths of the respondents (75%) obtained a General Weighted Average (GWA) of 85–89, whereas 12% achieved a GWA of 80–84, another 12% obtained 90–94, and only one respondent (1%) achieved a GWA of 95–99. These findings indicate that most participants maintained satisfactory to above-average academic performance while simultaneously participating in

university activities. The distribution suggests that involvement in extracurricular activities did not hinder academic achievement among the respondents. Instead, it reflects the ability of most students to balance academic responsibilities with participation in institutional programs and student organizations. This observation is consistent with previous studies reporting that students who engage in extracurricular activities frequently demonstrate effective self-regulation, improved time-management skills, and stronger academic engagement, enabling them to maintain satisfactory academic performance alongside co-curricular commitments (Buckley and Lee, 2021; Griffiths *et al.*, 2021; Nassar *et al.*, 2024).

Student's participation in extracurricular activities

Table 4 presents the level of students' participation in various extracurricular activities offered at Cagayan State University-Aparri Campus. The findings indicate an overall weighted mean of 2.83, corresponding to the descriptive interpretation of "Sometimes participate." This suggests that, although students are involved in extracurricular programs, their participation remains at a moderate level rather than reflecting sustained or intensive engagement across different activity domains.

Table 4. Participation of students in different extracurricular activities

Student activities	Mean	Descriptive value
Performing arts	2.87	Sometimes participate
Sports	2.76	Sometimes participate
Musical	2.57	Rarely participate
Literary activities	2.74	Sometimes participate
Academic activities	3.21	Sometimes participate
Community service/ Volunteerism	2.83	Sometimes participate
Overall weighted mean	2.83	Sometimes participate

Among the different categories of extracurricular activities, academic activities recorded the highest level of participation (WM= 3.21), followed by performing arts (WM= 2.87), community service and volunteerism (WM= 2.83), sports (WM= 2.76), and literary activities (WM= 2.74). In contrast, musical activities obtained the lowest participation rate (WM= 2.57), indicating that students rarely engaged

in this category of activity. The relatively higher participation in academic-related activities may reflect students' recognition of the direct educational benefits associated with seminars, academic competitions, workshops, and discipline-based organizations, whereas participation in music-related activities may be constrained by limited interest, insufficient institutional resources, scheduling conflicts, or competing academic responsibilities.

The moderate level of participation observed in this study suggests that students balance extracurricular involvement with academic demands rather than engaging extensively in campus activities. This pattern is consistent with previous research indicating that university students often participate selectively in extracurricular programs that align with their academic goals, personal interests, and available time. Buckley and Lee (2021) reported that while extracurricular activities positively enrich students' university experiences, participation is frequently influenced by academic workload, competing commitments, and institutional opportunities. Similarly, Griffiths *et al.* (2021) found that students tend to engage more actively in extracurricular activities that they perceive as contributing to their academic development, self-efficacy, and future career prospects.

The comparatively lower participation in musical activities deserves particular attention. Previous studies have shown that participation in extracurricular programs is influenced by multiple institutional and individual factors, including accessibility of programs, availability of qualified mentors, scheduling flexibility, resource allocation, and students' intrinsic motivation (Senjuti and Fuad, 2025; Le Thi Tuyet Hanh *et al.*, 2024). Therefore, the lower engagement observed in music-related activities should not necessarily be interpreted as a lack of student interest but may instead reflect structural or contextual barriers that limit participation.

Despite the moderate participation level, the findings indicate that students remain engaged across diverse extracurricular domains, including academic,

cultural, athletic, literary, and community service activities. Such involvement supports the broader mission of higher education institutions to foster holistic student development beyond classroom learning. Participation in extracurricular activities provides opportunities for students to develop leadership, teamwork, communication, problem-solving, and interpersonal skills that complement formal academic instruction and contribute to graduate employability and lifelong learning (Buckley and Lee, 2021; Ribeiro *et al.*, 2024; Nassar *et al.*, 2024).

Outcome of student activities on the students' lives

Table 5 presents the respondents' perceptions regarding the outcomes of participating in extracurricular activities on their personal, social, and academic development. The findings reveal an overall weighted mean of 3.97, corresponding to the descriptive interpretation of "Agree," indicating that students generally perceived extracurricular activities as having a positive influence on their lives. This suggests that participation in student organizations and campus activities extends beyond recreational involvement and contributes meaningfully to the development of competencies that support academic success, interpersonal relationships, and future professional preparedness.

Among the measured outcomes, improved communication skills received the highest rating (WM= 4.49), followed by enhanced confidence and improved time management ability (WM= 4.29 each), activities met my expectations (WM = 4.33), developed interpersonal skills (WM = 4.26), enhanced skills in managing time and gained knowledge on mentorship and guidance (WM = 4.22 each), and networking opportunities (WM = 4.21). These findings indicate that students perceived extracurricular activities as effective platforms for strengthening essential soft skills that are increasingly recognized as critical attributes for academic achievement, employability, leadership, and lifelong learning.

Table 5. Outcome of student activities on students' lives

Statement	Mean	Descriptive value
Extracurricular activities improve my practical abilities.	4.10	Agree
Expand my network relationship.	4.10	Agree
Just for fun.	3.71	Agree
Broaden my knowledge.	4.19	Agree
Waste of study time.	2.42	Disagree
Can cause high psychological pressure and mood fluctuate.	2.88	Neutral
Make me feel tired.	3.02	Neutral
Some activities have little value.	3.31	Neutral
Lead intense interpersonal relationships.	3.64	Agree
Developed my cross-cultural empathy	4.11	Agree
Enhanced my skills in managing my time.	4.22	Strongly agree
Enhanced my confidence.	4.29	Strongly agree
Ignited the spirit of community service within me.	4.13	Agree
Improved my event management skills.	4.16	Agree
Improved my design skills.	4.07	Agree
Improved my technical skills.	4.13	Agree
Improved my leadership skills.	4.11	Agree
Gained knowledge on mentorship and guidance.	4.22	Strongly agree
Had a networking opportunity.	4.21	Strongly agree
Improve my communication skills.	4.49	Strongly agree
Improve my time management ability.	4.29	Strongly agree
Develop my ability to resolve conflicts.	3.98	Agree
Boost my environmental stewardship spirit	4.16	Agree
Improve my technical skills.	4.19	Agree
Develop my interpersonal skills.	4.26	Strongly agree
Help me manage my stress.	4.08	Agree
Activities met my expectations	4.33	Strongly agree
Overall weighted mean	3.97	Agree

The prominence of communication skills as the highest-rated outcome reflects the collaborative nature of student organizations and campus activities, where students regularly engage in teamwork, public speaking, event coordination, and interpersonal interaction. Such experiences provide authentic learning environments that complement classroom instruction by allowing students to practice communication, leadership, and problem-solving in real-life situations. Similar findings have been reported by Buckley and Lee (2021), who observed that extracurricular participation enriches students' university experience by promoting communication, teamwork, and personal confidence. Likewise, Ribeiro *et al.* (2024) concluded that participation in extracurricular programs enhances innovation, collaboration, and professional competencies that extend beyond academic learning.

The high ratings for confidence, time management, and interpersonal skills further suggest that extracurricular involvement contributes to students'

personal development by encouraging responsibility, self-discipline, and effective management of multiple commitments. Balancing academic requirements with organizational responsibilities requires students to prioritize tasks, allocate time efficiently, and work collaboratively with peers. These competencies are transferable to professional environments and are widely regarded as important graduate attributes. Griffiths *et al.* (2021) similarly reported that involvement in extracurricular activities positively influences students' academic self-efficacy and social competence, while Nassar *et al.* (2024) found that extracurricular participation contributes to higher student satisfaction, stronger academic standing, and improved institutional engagement.

Notably, respondents also agreed that extracurricular activities broadened their knowledge (WM= 4.19), improved practical (WM= 4.10) and technical skills (WM= 4.13 and 4.19), strengthened leadership abilities (WM= 4.11), promoted cross-cultural empathy (WM= 4.11), fostered community service

(WM = 4.13), enhanced event management skills (WM = 4.16), and encouraged environmental stewardship (WM = 4.16). These findings demonstrate that the benefits of extracurricular involvement extend beyond academic achievement by cultivating civic responsibility, cultural awareness, technical competence, and leadership capabilities. Such outcomes are consistent with the broader objectives of higher education institutions, which emphasize holistic student development through experiential learning opportunities outside the formal curriculum.

Conversely, respondents generally disagreed that extracurricular activities represented a waste of study time (WM= 2.42), suggesting that students did not perceive participation as detrimental to their academic responsibilities. Although respondents expressed neutral perceptions regarding psychological pressure (WM= 2.88), fatigue (WM= 3.02), and the limited value of some activities (WM= 3.31), these ratings indicate that while participation may occasionally present challenges associated with balancing academic and extracurricular commitments, such concerns were not sufficiently strong to outweigh the perceived benefits. Previous studies have similarly acknowledged that students may encounter time constraints and workload pressures; however, these challenges are generally offset by gains in personal growth, resilience, leadership, and social connectedness when institutional support is adequate (Senjuti and Fuad, 2025; Le Thi Tuyet Hanh *et al.*, 2024).

Relationship between the students participation in extracurricular activities and students' academic performance

Table 6 presents the relationship between students' participation in extracurricular activities and their academic performance. The Pearson correlation analysis revealed a weak but statistically significant positive relationship between the two variables ($r=0.15$, $p=0.018$), indicating that increased participation in extracurricular activities is associated with slightly better academic performance among the

respondents. Since the p -value is below the 0.05 level of significance, the null hypothesis of no relationship is rejected, suggesting that participation in extracurricular activities has a measurable, although modest, association with students' academic achievement.

Table 6. Relationship between the students' participation in extracurricular activities and their academic performance

Variables	r-value	p-value	Interpretation
Participation in activities	0.15	0.018	Weak positive, Significant

Although the correlation coefficient indicates a relatively weak association, the positive direction of the relationship suggests that students who participate more actively in extracurricular activities tend to achieve better academic outcomes than those with lower levels of participation. This finding implies that extracurricular involvement complements rather than competes with academic responsibilities. Participation in organized student activities provides opportunities to develop transferable competencies—including communication, leadership, teamwork, self-discipline, problem-solving, and time management—that support learning and academic success. These competencies enable students to manage academic demands more effectively while simultaneously engaging in co-curricular experiences.

The present finding is consistent with previous research demonstrating that extracurricular participation contributes positively to students' academic and personal development. Buckley and Lee (2021) reported that extracurricular involvement enhances students' engagement with university life and promotes skills that indirectly support academic achievement. Likewise, Griffiths *et al.* (2021) found that participation in extracurricular activities strengthens students' academic self-efficacy and social competence, both of which are associated with improved educational outcomes. Similarly, Rahayu *et al.* (2023), in their systematic literature review, concluded that extracurricular activities positively influence students' character development,

responsibility, and learning engagement, thereby creating conditions conducive to improved academic performance. Nassar *et al.* (2024) further reported that students actively involved in extracurricular programs exhibit higher academic standing, greater university satisfaction, and stronger institutional engagement.

The relatively weak magnitude of the correlation observed in this study also suggests that academic performance is influenced by multiple interacting factors beyond extracurricular participation alone. Students' achievement is shaped by a combination of individual, family, institutional, and environmental characteristics, including prior academic ability, learning motivation, study habits, socioeconomic background, quality of instruction, psychological well-being, and access to educational resources. Consequently, while extracurricular participation contributes positively to academic performance, it should be regarded as one of several complementary factors influencing student success rather than its sole determinant. Similar observations have been reported in higher education research, where extracurricular involvement demonstrates positive but generally modest associations with grade point average because academic achievement is inherently multidimensional (Buckley and Lee, 2021; Dang, 2021).

CONCLUSION

The findings of this study demonstrate that participation in extracurricular activities contributes positively to students' academic life and overall development. Although the respondents reported a moderate level of participation in extracurricular activities, they consistently perceived these experiences as beneficial in enhancing communication skills, self-confidence, interpersonal relationships, leadership, technical competence, and time management. These competencies represent essential graduate attributes that complement formal academic learning and support students' personal and professional growth.

The demographic profile showed that the respondents were predominantly female, were

mostly within the typical age range of graduating undergraduate students, and generally maintained satisfactory academic performance. These characteristics indicate that the participants had sufficient academic and extracurricular experience to provide meaningful assessments of the outcomes of student activities.

The correlation analysis further revealed a weak but statistically significant positive relationship between participation in extracurricular activities and academic performance. Although the magnitude of the relationship was modest, the findings suggest that involvement in student activities complements rather than hinders academic achievement. The results indicate that extracurricular participation serves as one of several factors that contribute to students' academic success by fostering transferable skills, promoting active engagement in university life, and strengthening students' capacity to balance academic and non-academic responsibilities.

RECOMMENDATIONS

Based on the findings, the following recommendations are proposed:

1. Increase student participation by offering more engaging and diverse extracurricular activities, particularly in areas with lower participation such as music.
2. Strengthen activity evaluation by implementing a systematic feedback and monitoring process to improve the quality and relevance of student programs.
3. Enhance leadership capacity through regular training for student organization officers and faculty advisers in leadership, event management, and program evaluation.
4. Promote broader institutional support by integrating extracurricular activities into the university's student development initiatives and encouraging balanced participation.
5. Conduct further research involving multiple institutions and additional factors influencing extracurricular participation and academic performance.

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