

Students' Involvement in Co- and Extra-Curricular Programs and Activities: Insights into Participation and Leadership Engagement

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DOI: <https://doi.org/10.47772/IJRISS.2026.1026EDU0199>

Received: 01 April 2026; Accepted: 07 April 2026; Published: 28 April 2026

ABSTRACT

This study examined students' involvement in co- and extra-curricular programs and activities, with the aim of describing and analyzing patterns of participation and leadership engagement. It sought to provide insights into how students engage in various school-related activities and how such involvement contributes to their development. The study employed a descriptive-analytical research design and was conducted at Notre Dame of Marbel University (NDMU), a higher education institution known for its strong emphasis on holistic formation. The respondents consisted of 1,813 college students from different programs with data covering the academic years 2023–2024 and 2024–2025. The survey was administered during the second semester of 2025. Descriptive statistics, particularly frequency counts, were used to analyze the distribution of student participation in leadership organizations, academic, literary and research activities, socio-cultural events, sports activities, capability-building programs and awards and recognitions received. Findings revealed that students demonstrated high levels of involvement and active participation across various domains of co- and extra-curricular engagement. Participation in leadership organizations, academic associations, student councils, and socio-cultural clubs reflected strong commitment to service, collaboration, and leadership. Engagement in research, academic competitions, sports, and cultural activities further indicated that students were developing not only intellectual and creative competencies but also discipline, teamwork, and a sense of achievement. Overall, the results suggest that the institution provides a supportive and comprehensive learning environment that fosters holistic student development, enabling learners to become competent, confident, and socially responsible individuals.

Keywords: Extra-curricular, co-curricular, involvement, participation and leadership engagement descriptive design, Philippines

INTRODUCTION

Participation in co- and extra-curricular programs and activities has become a fundamental component of student development, extending learning beyond formal academic instruction and contributing to the formation of well-rounded individuals. In higher education, these activities serve as platforms for cultivating leadership, social responsibility, collaboration, and personal growth, aligning with broader educational goals of holistic formation.

In the Philippine context, this is reinforced by policy frameworks such as Republic Act No. 7722 (Higher Education Act of 1994), which mandates higher education institutions to promote not only academic excellence but also the total development of students. Similarly, the Commission on Higher Education (CHED), through its Student Affairs and Services (SAS) guidelines and CHED Memorandum Order (CMO) No. 9, series of 2013, emphasizes the integration of co-curricular and extra-curricular activities as essential components of student learning and development (CHED, 2013).

Despite these institutional and policy supports, global and local evidence suggests that student participation in such activities is not uniform. Socioeconomic disparities continue to influence engagement, with students from lower-income households participating less in extracurricular activities compared to their more affluent peers (Hjalmarsson, 2022; Feldman et al., 2021). Moreover, students face a range of barriers including limited access

to engaging opportunities, lack of encouragement, and competing academic demands, which may discourage sustained involvement (Bateman et al., 2024; Winstone et al., 2020). Some students even perceive extracurricular activities as distractions that may hinder their academic performance, further complicating their participation decisions (Boy et al., 2022).

At the same time, a substantial body of research highlights the positive developmental outcomes associated with participation in co- and extra-curricular activities. Engagement in these programs has been linked to improved self-regulation, teamwork, leadership skills, and the development of essential soft skills such as adaptability, perseverance, and social awareness (Guilmette et al., 2019; de Prada Creo et al., 2021; Feraco et al., 2022). These experiences are particularly valuable in fostering student engagement and reducing the risk of disengagement or dropout among academically vulnerable students (Thouin et al., 2022). In the Philippine setting, participation in activities such as sports, socio-cultural events, and leadership organizations has also been shown to support students' mental health and personality development, despite the challenges of balancing academic and non-academic responsibilities (Lastra et al., 2024).

However, while the benefits of co- and extra-curricular participation are well documented, existing studies often focus on specific types of activities in isolation. There remains a lack of comprehensive analyses that examine patterns of student involvement across multiple domains—such as leadership, academic/literary/research, socio-cultural, sports, capability-building activities, and awards and recognitions—within a single institutional context. Furthermore, the relationship between participation and leadership engagement, as well as how these experiences collectively contribute to student development, is not sufficiently explored.

In response to these gaps, this study examined students' involvement in co- and extra-curricular programs and activities, with the aim of describing and analyzing patterns of participation and leadership engagement. It sought to provide insights into how students engage in various school-related activities and how such involvement contributes to their development. By offering a comprehensive analysis of participation across multiple domains, the study contributes to a deeper understanding of student engagement within the higher education context and provides evidence to inform institutional practices and student development programs.

Synthesis of the Review of Related Literature

Extracurricular and co-curricular activities have been widely recognized as essential components of higher education that complement formal learning and contribute to students' holistic development. These activities function as “smart learning environments” that enable students to develop competencies necessary for employability, such as communication, collaboration, and problem-solving skills, while providing opportunities to apply theoretical knowledge in practical contexts (Hui et al., 2021). Beyond skill development, participation in extracurricular activities also facilitates the accumulation of cultural and social capital, which shapes students' academic and social experiences. However, disparities in participation may result in feelings of exclusion and distress among students who are less involved, highlighting issues of access and equity (Isopahkala-Bouret et al., 2023).

A significant body of research underscores the role of extracurricular engagement in leadership development. Participation in collegiate activities has been shown to foster socially responsible leadership, including ethical decision-making, collaboration, and civic responsibility (Kim, 2022; Kim & Holyoke, 2022). When combined with structured leadership education, co-curricular involvement further strengthens leadership identity, teamwork, and interpersonal competence (Martinez et al., 2020). These findings indicate that extracurricular activities serve as important platforms for experiential learning, where students can practice and internalize leadership competencies.

Moreover, extracurricular participation plays a critical role in enhancing student engagement and motivation, fostering a stronger sense of belonging and connection to the institution, which in turn supports academic persistence (Munir & Zaheer, 2021). It also contributes positively to academic performance, student satisfaction, and institutional reputation, aligning with broader educational goals and sustainable development outcomes (Nassar et al., 2024). In addition to cognitive and academic benefits, involvement in extracurricular activities is associated with improved well-being, emotional development, and social competence (Oberle et al., 2019).

Physical and sports-related activities, in particular, contribute significantly to students’ mental health, physical well-being, and overall educational engagement, especially among vulnerable populations (O’Donnell et al., 2020; Rodriguez-Ayllon et al., 2019). However, the developmental impact of extracurricular participation is not uniform. Studies indicate that both linear and nonlinear effects exist, with outcomes varying depending on the intensity, type, and level of engagement (Ren et al., 2020). This suggests that the benefits of participation are influenced not only by involvement itself but also by the nature and quality of engagement.

Finally, extracurricular participation has been linked to increased student satisfaction and the development of core competencies that enhance students’ competitiveness in both academic and professional contexts (Song & Zeng, 2018). Taken together, these studies demonstrate that extracurricular and co-curricular activities are critical in shaping students’ academic success, leadership development, well-being, and overall readiness for future challenges, while also highlighting the need to address disparities in access and participation to ensure equitable developmental outcomes.

METHOD

This study employed a descriptive-analytical research design to examine the patterns of student participation across various areas of engagement. It was conducted at Notre Dame of Marbel University (NDMU), a Catholic higher education institution located in Koronadal City, South Cotabato, Philippines. Known for its commitment to community service, moral formation, and academic excellence, the University offers a wide range of undergraduate, graduate, and postsecondary programs. As a leading institution in the SOCSKSARGEN region, NDMU serves as a hub for education and social transformation, guided by its Marian and Marist ideals. The University was deemed an appropriate setting for the study due to its extensive array of academic, literary and research, socio-cultural, athletic, and capability-building programs, which provide diverse and meaningful opportunities for student engagement.

The participants of the study consisted of 1,813 college students from various academic programs across different colleges of the University. The study captured students’ participation in leadership organizations, academic, literary and research activities, socio-cultural events, sports activities, capability-building programs such as seminars, conventions, and enrichment activities, as well as awards, recognitions, and special citations received. The data covered student involvement during the academic years 2023–2024 and 2024–2025, and the survey was administered during the second semester of 2025. Descriptive statistics like frequency count was used to describe the distribution of student’s participation in leadership organizations, academic/literary/research, socio-cultural events, sports events, capability building programs/seminars/conventions/enrichment activities, and awards and recognitions or received special citations.

RESULTS AND DISCUSSIONS

Students’ Involvement as Leaders and Members of Student Organizations in School

Table 1. Frequency and percentage of responses of students on their leadership positions and membership to different categories of student organizations

<i>Positions</i>	<i>f (Multiple-Response Frequency)</i>		<i>Out of 1,813 student-respondents, responses were distributed across various leadership positions and membership. Given that multiple responses were allowed, the analysis reflects the frequency of selections per category, and percentages may exceed 100%.</i>	
	As Officers	As Members	Total	%
SSG	67	604	671	37.01

Omniana/Student Publication	47	727	774	42.69
Collegiate Council	62	691	753	41.53
Departmental / Academic Organizations	105	680	785	43.30
Clubs and Organizations	156	616	872	48.10
Religious clubs	76	694	770	42.47
Socio-Civic Clubs	57	700	757	41.75
Sports Clubs	73	680	753	41.53
Socio-Cultural Clubs/Organizations	78	673	751	41.42

(Frequencies represent multiple responses; totals may exceed the number of respondents)

Total respondents (N= 1, 813)

Analysis of Students' Involvement as Leaders and Members of Student Organizations

The data show that students are actively involved in various student organizations both as officers and as members. Out of 1,813 student-respondents, responses were distributed across different types of organizations, with multiple responses allowed. This means that students may be involved in more than one organization, and percentages reflect the frequency of participation rather than the number of individual students.

Across all categories, involvement as members is consistently higher than as officers, indicating that while many students participate in organizations, fewer assume formal leadership roles. This suggests that student engagement is generally broad, but leadership opportunities are limited to a smaller group.

Among the different organizations, clubs and organizations recorded the highest level of involvement with 872 responses (48.10%), followed by departmental or academic organizations with 785 responses (43.30%), and student publication (Omniana) with 774 responses (42.69%). Religious clubs (42.47%), socio-civic clubs (41.75%), sports clubs (41.53%), socio-cultural organizations (41.42%), and collegiate councils (41.53%) also showed substantial levels of participation. The Supreme Student Government (SSG), while central to student leadership, recorded relatively lower overall involvement (37.01%), likely due to its more selective and structured nature.

In terms of leadership roles, clubs and organizations also provided the highest number of officer positions (156), followed by departmental organizations (105), socio-cultural organizations (78), religious clubs (76), sports clubs (73), and SSG (67). This indicates that leadership opportunities are more accessible in decentralized and interest-based organizations, compared to formal governing bodies.

Overall, the findings suggest that students demonstrate high participation in student organizations, particularly as members, but leadership involvement remains selective. This highlights the importance of creating more opportunities and pathways for students to transition from membership to leadership roles, thereby strengthening student leadership development within the institution.

Insights into Participation and Leadership

The data reveal a strong culture of student involvement across various organizations; however, this participation is largely concentrated at the membership level rather than in formal leadership roles. The noticeable gap between members and officers indicates that while many students are willing to engage, only a smaller proportion assume leadership positions, suggesting a participation–leadership gap where engagement does not necessarily translate into leadership assumption. This pattern is partly explained by the structural nature of organizations, where leadership roles are inherently limited and often competitive. As such, leadership participation is influenced not only by students’ willingness to lead but also by the availability of positions and selection processes, which may constrain broader leadership exposure.

Within this context, clubs and organizations emerge as primary incubators of both participation and leadership. Their relatively higher involvement rates and greater availability of officer roles indicate that they provide more accessible and flexible platforms for student engagement. The interest-based and less formal structure of these organizations allows students to explore leadership opportunities more readily compared to more centralized bodies. In contrast, the lower involvement in the Supreme Student Government (SSG), despite its central role in student governance, highlights the distinction between centralized and decentralized leadership opportunities. While SSG positions may carry greater prestige and responsibility, they are fewer and more selective, whereas clubs distribute leadership roles more widely across the student population.

Furthermore, the presence of multiple responses indicates that students often participate in several organizations simultaneously, reflecting a multi-dimensional pattern of engagement. This suggests that students actively explore diverse interests, roles, and communities, contributing to their holistic development. However, such broad involvement may also dilute sustained commitment to leadership within a single organization. The predominance of membership over leadership roles also points to potential barriers that hinder students from transitioning into leadership positions. These may include limited confidence, insufficient leadership preparation, time constraints, or lack of encouragement. Overall, the findings underscore the need to address both structural and developmental factors in order to strengthen leadership participation and enable more students to move from general involvement to active leadership roles.

Capability Building Programs/Seminars/Conventions/Enrichment Participated by Students

Table 1.5. Frequency of Responses of the student-respondents on the Capability Building Programs/Seminars/Conventions/Enrichment they have participated to.

Levels	Roles (Speakers, Organizer, Participant)	<i>f</i> (Multiple-Response Frequency)					<i>Frequencies represent the number of participations rather than the number of individual respondents.</i>	
		Academics /Course-related	Leadership/ Formation Programs	Religious or Church-related	Research-related	Advocacy/ Nation-building related programs	Total	%
International	Participant, Organizer/ Director	20	7	13	15	14	69	3.81
National	Participant, Director	21	18	13	14	16	82	4.52



Mindanao-wide	Speaker, Participant, Director	40	13	20	12	20	105	5.79
Regional	Speaker, Participant	43	18	25	15	21	122	6.72
Provincial	Participant, Trainer, Speaker	36	27	19	10	33	125	6.89
City/Municipality	Participant, Resource Speaker, Masters of Ceremony, Organizer	58	56	45	14	54	227	12.52
School	Speakers, Organizer, Participant, Facilitator, Lecturer, Ink and Impact, Mater of Ceremony	292	148	109	98	92	739	40.76
Total		510	287	244	178	250	1469	81.02

(Frequencies represent multiple responses; totals may exceed the number of respondents)

Total respondents (N= 1, 813)

Analysis on the Capability Building Programs, Seminars, and Enrichment Activities participated by students

The data present the extent of students' participation in various capability-building programs, seminars, conventions, and enrichment activities across different levels and areas of engagement. Considering that multiple responses were allowed, the frequencies represent the number of participations rather than the number of individual respondents.

A total of 1,469 responses (81.02%) were recorded, indicating that a substantial number of students have engaged in developmental activities. This reflects a generally high level of student involvement and suggests that the institution provides a wide range of opportunities that extend learning beyond the classroom.

In terms of the level of participation, involvement is most concentrated at the school level (739 or 40.76%), followed by the city/municipal level (227 or 12.52%) and the provincial level (125 or 6.89%). Participation gradually declines as the level increases, with fewer students engaging at the regional (6.72%), Mindanao-wide (5.79%), national (4.52%), and international levels (3.81%). This pattern indicates that students are highly engaged in institution-based and local activities where access is more readily available. As activities move to higher levels, participation becomes more selective, likely influenced by factors such as competitiveness, resource requirements, and qualification standards.

Across areas of engagement, academic or course-related activities recorded the highest frequency (510), followed by leadership or formation programs (287), advocacy or nation-building programs (250), religious or church-related activities (244), and research-related activities (178). This distribution suggests that student participation is strongly anchored in academic and leadership development, reflecting alignment with the institution's goals of holistic formation. However, the relatively lower participation in research-related activities

points to a potential area for enhancement, particularly in strengthening students' research exposure and competencies.

The nature of student participation further reveals that learners assume a variety of roles such as participants, organizers, speakers, facilitators, and trainers, particularly at the school and local levels. These roles indicate that students are not merely passive recipients of learning but are actively engaged in experiential and leadership-driven activities. However, participation at higher levels, such as national and international engagements, is more limited and often confined to roles such as participants or selected leadership positions. This suggests that opportunities for more active and diverse roles decrease as the level of engagement increases.

Overall, the data demonstrate a tiered pattern of student development, where school and local-level activities serve as foundational entry points for participation, skill-building, and leadership exposure. As student's progress to higher levels, participation becomes more specialized and competitive, involving fewer individuals. This progression reflects a developmental pathway in which students build competencies within accessible environments before advancing to broader and more demanding platforms.

Taken together, the findings suggest that while the institution effectively promotes widespread participation in capability-building activities, there is an opportunity to further strengthen pathways that support students in progressing from local engagement to higher levels of participation. Enhancing such pathways can contribute to more sustained and advanced student development across academic, leadership, and professional domains.

Insights into Leadership and Participation

The results highlight that student participation in capability-building programs is widely established but unevenly distributed across levels of engagement. A large number of students are actively involved in school and local-level activities, indicating that participation is accessible and inclusive at the foundational level. However, as engagement moves to higher levels, participation becomes more selective, suggesting that while opportunities exist, not all students are able to progress to more advanced platforms. This reflects a participation structure where breadth is achieved at entry levels, but depth and advancement remain limited.

From a leadership perspective, the data reveal that students are given meaningful opportunities to assume active roles such as organizers, speakers, facilitators, and trainers particularly within the school and local context. This indicates that leadership development is experiential and practice-oriented, allowing students to build essential competencies such as communication, coordination, and decision-making in accessible environments. These experiences serve as important training grounds for emerging leaders.

However, leadership opportunities appear to narrow at higher levels of engagement. At the national and international levels, students are more often positioned as participants rather than as active leaders or facilitators. This suggests that while students are able to represent the institution externally, their leadership roles in these broader platforms are more limited, pointing to a gap in extending leadership development beyond the local context.

The findings also indicate that student engagement is strongly anchored in academic and leadership-oriented programs, reflecting a deliberate alignment with holistic formation. This suggests that participation is not merely for compliance or attendance, but is purpose-driven, contributing to both intellectual growth and leadership formation. At the same time, the lower engagement in research-related activities implies that leadership in knowledge production and inquiry-based learning is an area that requires further strengthening.

Overall, the data suggest the presence of a developmental pathway in leadership and participation, where students begin with accessible, hands-on roles at the institutional level and gradually move toward more competitive and specialized forms of engagement. However, the transition from active participation to higher-level leadership remains constrained, indicating the need for more intentional structures that support leadership progression.

In essence, while the institution successfully fosters broad participation and initial leadership exposure, there is an opportunity to enhance vertical leadership development, ensuring that students are not only involved but are also able to assume significant leadership roles across higher levels of engagement. Strengthening mentoring systems, providing advanced training, and creating structured pathways for leadership advancement can help bridge this gap and produce students who are not only active participants but also capable leaders in wider contexts.

Awards and Recognitions/ Special Citations Received by Students

Table 1.6. Frequency of Awards and Recognitions/ Special Citations Received by Students with their involvement

Levels	<i>F (Multiple-Response Frequency)</i>					<i>frequencies reflect the number of recognitions reported rather than the number of individual respondents</i>	
	<i>Academics</i>	<i>Research</i>	<i>Leadership</i>	<i>Sports and Socio-cultural</i>	<i>Community-Based Awards</i>	<i>Total</i>	<i>%</i>
International	19	16	8	27	17	87	4.80
National	21	19	18	36	21	115	6.40
Mindanao-wide	27	14	14	45	17	117	6.45
Regional	43	19	18	79	15	174	9.60
Provincial	38	11	19	70	20	158	8.71
City/Municipality	52	19	33	100	37	241	13.29
School	364	125	94	201	60	844	46.55
Total	564	223	204	558	187	1736	95.75

(Frequencies represent multiple responses; totals may exceed the number of respondents)

Total respondents (N= 1, 813)

Analysis of Awards, Recognitions, and Special Citations Received by Students

The data present the distribution of awards, recognitions, and special citations received by students across different levels and areas of involvement. Considering that multiple responses were allowed, the frequencies reflect the number of recognitions reported rather than the number of individual respondents. A total of 1,736 recognitions (95.75%) were recorded, indicating that students have received a wide range of acknowledgments across academic and co-curricular domains.

In terms of the level of recognition, the majority are concentrated at the school level (844 or 46.55%), followed by the city/municipal level (241 or 13.29%), regional level (174 or 9.60%), and provincial level (158 or 8.71%). Fewer recognitions were recorded at the Mindanao-wide (6.45%), national (6.40%), and international levels (4.80%). This distribution suggests that student achievements are most prominent within the institution and local

contexts, where opportunities for recognition are more accessible. As the level of competition increases, recognitions become more selective, reflecting higher standards and broader competition.

Across areas of involvement, academic-related awards (564) and sports and socio-cultural recognitions (558) recorded the highest frequencies, followed by research (223), leadership (204), and community-based awards (187). This indicates that student achievements are strongly represented in both academic performance and co-curricular engagement, particularly in sports and socio-cultural activities. The relatively balanced distribution between academic and co-curricular recognitions suggests that students are developing in multiple dimensions, reflecting a holistic engagement in university life.

A closer examination of patterns across levels shows that school-level recognitions dominate across all categories, particularly in academics (364) and sports and socio-cultural activities (201). At higher levels, such as regional and national competitions, sports and socio-cultural recognitions remain prominent, indicating that these domains provide greater opportunities for students to compete and be recognized beyond the institution. Academic and research-related recognitions, while present, show relatively fewer counts at higher levels, suggesting a need to further strengthen pathways for advanced academic and research excellence.

Overall, the findings reveal a tiered pattern of student achievement, where recognition begins at the institutional level and gradually progresses to higher levels of competition. While the institution effectively provides platforms for students to gain recognition locally, fewer students reach national and international levels, highlighting the increasing competitiveness and selectivity of these stages.

The data also suggest that student recognition is not limited to a single domain but spans academics, leadership, research, and community engagement. This reflects the institution's commitment to holistic student development, where multiple forms of excellence are acknowledged. However, the comparatively lower frequency of recognitions in research and community-based categories indicates potential areas for further enhancement, particularly in promoting research productivity and civic engagement among students.

Taken together, the results indicate that while students are widely recognized for their achievements, particularly at the school and local levels, there is an opportunity to strengthen support systems that will enable more students to attain recognition at higher levels. Enhancing training, mentoring, and exposure in academic, research, and competitive fields can further elevate student achievement and broaden their impact beyond the institutional context.

Insights on Leadership Participation of Students

Leadership recognition among students is evident but not as prominent compared to academic and sports/socio-cultural achievements. While students do engage in leadership roles, this form of participation does not appear to be the primary avenue through which they gain recognition, suggesting the need to further elevate leadership as a key dimension of student achievement.

Notably, leadership development is most strongly manifested at the institutional level, where the concentration of recognitions indicates that the school provides accessible platforms for students to practice and demonstrate leadership skills within supportive environments. However, the decline in recognitions at regional, national, and international levels suggests that fewer students are able to translate their leadership experiences into higher-level recognition, pointing to a gap in extending leadership competencies beyond the institution.

Although leadership is integrated within a broader framework of holistic student development, alongside academic, research, and community-based achievements, it remains less emphasized as a central area of excellence. These patterns highlight the need to strengthen leadership pathways and enhance its visibility by providing more competitive and externally linked opportunities, reinforcing mentoring and leadership training programs, and creating avenues for students to represent the institution in broader leadership platforms.

Implication for Educational Practices

Students are actively involved in a variety of leadership organizations and extracurricular activities based from the descriptive analysis's findings, which suggests that the school promotes an inclusive and participatory learning environment. This high level of participation indicates that leadership development and student empowerment should remain emphasized in educational practices as crucial elements of holistic education. Teachers can foster critical thinking, teamwork, and decision-making abilities that equip students for issues they may face in the real world by including leadership development, student government, and organization-based projects into the curriculum. Students' ability to take charge and make significant contributions to their communities would be further improved by fortifying mentorship programs and offering organized leadership pathways.

Further, the results demonstrate that students perform well not only in the classroom but also at the local, regional, and national levels in academic, literary, research, sociocultural, and athletic competitions. This emphasizes how crucial it is to uphold solid academic foundations while encouraging success in extracurricular activities. Since multidisciplinary contests and performance-based learning opportunities encourage intellectual curiosity, creativity, teamwork, and resilience, educational institutions should keep promoting them. To make sure that student involvement results in deeper learning and skill mastery, teachers and administrators can further tie classroom instruction to competition topics, such as research writing, cultural performance, or athletic discipline. Maintaining an outstanding culture and encouraging broader engagement can also be accomplished by offering tools, mentoring, and acknowledgment to achievers.

Moreover, the school's dedication to lifelong learning and continual growth is demonstrated by the data on enrichment activities, capability-building initiatives, and accolades won. The fact that students actively participate in training, seminars, and community-based initiatives demonstrates how important experiential learning is to their development both personally and professionally. Therefore, experiential, values-based, and student-centered learning strategies that take place outside of traditional classrooms should be given priority in educational practice. Acknowledging accomplishments with honors and citations boosts self-efficacy, drive, and confidence, inspiring students to pursue success in a variety of fields. These findings show that a comprehensive educational approach- integrating leadership, academics, culture, sports, and personal development- creates well-rounded, competent, and socially responsible graduates.

CONCLUSION

Based on the findings of the study, students exhibited great involvement and active participation in a variety of school-related activities, such as leadership organizations, competitions, and enrichment programs. Their participation in academic associations, student councils, and sociocultural clubs demonstrated a strong dedication to service, leadership, and teamwork. Similarly, involvement in research, academic, athletic, and cultural competitions demonstrated that students were cultivating discipline, teamwork, and a sense of accomplishment in addition to their intellectual and creative capacities. These results imply that the school offers a comprehensive learning environment that fosters students' development into capable, self-assured, and socially conscious adults. Additionally, the school's commitment to fostering excellence and lifelong learning was further highlighted by the students' involvement in capability-building initiatives and their acknowledgment with honors and accolades. These achievements showed how well the educational system combines academic instruction with extracurricular and co-curricular activities to foster both professional and personal growth. The findings supported the idea that a well-rounded education that combines leadership development, competitive participation, and ongoing enrichment results in graduates who possess the abilities, principles, and dispositions needed to succeed in a variety of sectors. Overall, this study emphasized how active student participation benefits educational quality and institutional progress.

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