



School Club Participation and Academic Engagement Among High School Students of Philippine School Bahrain

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ABSTRACT

This study was conducted to determine if there is a relationship between school club participation and academic student engagement in terms of GPA, classroom participation, and school attendance rates. The study conducted a survey questionnaire with 216 respondents, comprising Junior and Senior High School students of Philippine School Bahrain, to explore the relationship between school club participation and academic student engagement. The findings revealed a high level of school club participation, with a mean of 2.14, and generally high academic engagement levels. Specifically, GPA was rated at a high level (mean of 2.33), classroom participation was also high (mean of 2.29), and school attendance rates were very high (mean of 1.62). Moreover, the results showed a negative correlation between school club participation and GPA ($p = 0.068$). However, a significant relationship was observed between school club participation and both classroom participation ($p < 0.001$) and school attendance rates ($p < 0.001$). Based on these findings, school club participation positively influences aspects of academic student engagement such as classroom participation and attendance but does not significantly impact GPA

INTRODUCTION

Problem and Background of the Study

Academic student engagement involves students' immersion in learning, emotional and cognitive investment, and interactions with peers (Amerstorfer & Münster-Kistner, 2021). It is shaped by personal interests, social interactions, and external support systems. One key factor that may influence engagement is participation in extracurricular activities, which address students' social, emotional, and developmental needs (Lane, 2023). King et al. (2020) found that students involved in such activities often achieve greater academic success.

School clubs, ranging from academic, sports, to cultural organizations, offer structured opportunities for growth beyond the curriculum, enhancing intellectual engagement, personal development, and social skills (Lane, 2023). Observations at Philippine School suggest that many academically engaged students are also active in clubs. To verify this, the researchers aim to examine the relationship between school club participation and academic student engagement among junior and senior high school students.

A key research gap lies in the lack of quantitative data linking levels of extracurricular involvement to academic indicators like GPA or standardized test scores. Thus, this study seeks to fill that gap by quantitatively exploring the connection between school club participation and student engagement at Philippine School Bahrain.

LITERATURE REVIEW

Review of Related Literature and Studies

School Club Participation

Participation in school clubs has a notable positive impact on multiple aspects of student development. These extracurricular activities allow students to explore interests, develop key life skills, and improve academic performance. Beyond classroom learning, clubs offer practical applications of academic concepts and help students build leadership, teamwork, and social skills, contributing to a well-rounded educational experience (Tanzi, 2023).

According to Martinez et al. (2016), there is a strong correlation between participation in extracurricular activities and positive student outcomes. Students involved in these activities often demonstrate higher academic engagement, enhanced time management, and a stronger sense of motivation and belonging. These factors collectively support improved academic performance and personal growth.

Academic Achievement

A study between the relationship of academic student engagement and academic achievement by Hao, et al. (2018) examined the relationship between student engagement and academic achievement, analyzing 69 studies with 196,473 participants. The findings indicated a moderately strong positive correlation between overall student engagement and academic achievement. All engagement domains—behavioral, emotional, and cognitive—showed positive correlations, though the strength varied based on reporting methods, cultural values, and gender. This suggests that while student engagement is a significant

predictor of academic success, contextual factors also play a crucial role in this relationship.

In an effort to build the nation's workforce for future rapid growth, the university education stage plays a vital role. According to Dev (2016), students' learning outcomes, particularly at the university level, are a barometer of education's success or ineffectiveness and a key predictor of youths' and the nation's future.

School Attendance Rates

According to Bergin & Ferrara (2019), there is a relationship between attendance and academic student engagement. Attendance policies set expectations, as policies indicate that the student's presence is important to the institution or instructor, which can be a factor in academic student engagement. It was stated that one of the earlier indicators of academic student engagement is attendance as it is positively related to academic performance, showing improvement in performance. Some researchers have stated that student test scores have been strongly affected by attendance.

Additionally, Trani (2023) has stated the following: "Many groups expressed that if attendance increases, participation in the learning process increases as a result. The reverse is implied: if child attendance decreases, child participation in the learning process decreases".

The Relationship Between School Club Participation and Academic Student Engagement

A recent study has shown a significant connection between school club participation and student engagement. A study by Grazia et al. (2020) demonstrated that students who participate in extracurricular activities, such as school clubs, have greater levels of engagement and emotional well-being. The study emphasizes that such participation creates a sense of belonging and connection within the school community, which is essential for maintaining high levels of academic and social engagement. Similarly, an in-depth study by Mameli et al. (2023) found that active student participation in school clubs adds significantly to a healthy educational environment and improves motivation to learn.

According to the study, participating in these activities helps students build important life skills like leadership and cooperation, which reinforces their academic engagement. These data indicate that promoting school club involvement is an important method for increasing academic student engagement and academic success.

METHODOLOGY

This research chapter contains the procedures and techniques used to gather and analyze data for the study. It included the research design, data collection instrument, research locale, research participants, the treatment of data, and ethical considerations. The study focused on the club participation of students from Junior and Senior High School and its effect on academic engagement in Junior and Senior High School at the Philippine School Bahrain.

Research Design

This research utilized a descriptive and correlational study regarding the exploration of the relationship between school club participation and academic student engagement in junior and senior high school of Philippine School (Bahrain). The descriptive approach was utilized to measure the level of academic student engagement through the General Percentage Average (GPA), classroom participation, and school attendance rates. The correlational approach was utilized to determine the relationship between school club participation and academic student engagement. The researchers' goal when using the descriptive and correlational technique is to find the relationship between the variables.

Data Collection Instrument

Data for this research was gathered using online surveys via Google Forms, designed to collect quantitative data for effective trend and pattern analysis. The survey was adapted from a study by Bakoban and Aljarallah (2015) and included multiple-choice, open-ended, closed-ended, and five-point Likert scale questions ("Strongly Agree," "Agree," "Neutral," "Disagree," "Strongly Disagree"). This combination allowed the researchers to assess students' level of participation in club activities. The independent variable – participation in school clubs – was measured using the Likert scale to evaluate student attitudes toward their involvement and its effect on academic engagement and personal development. Dependent variables such as GPA, classroom participation, and attendance were also measured using the same Likert scale and supported by multiple-choice questions and school records detailing club type, attendance frequency, and participation duration. Simple Linear Regression was used to analyze whether differences in academic engagement were statistically significant based on varying levels of club participation.

The portion of the survey regarding the level of participation in school clubs, GPA (Grade Percentage Average), classroom participation, and school attendance rates were interpreted as follows:

Table 1. Response Interpretation

Response	Interpretation
5	Strongly Disagree
4	Disagree
3	Neutral
2	Agree
1	Strongly Agree

Research Locale

The study was conducted at Philippine School Bahrain, a private institution that offers education for Junior and Senior High School students using the Philippine curriculum. The school provides a variety of extracurricular clubs, including performing arts organizations, student publication, academic, athletic, and interest clubs, that allow students to pursue their interests and improve their talents outside of the classroom. These clubs increase student participation and

contribute to their overall growth. This study examined how participation in these clubs affects students' levels of engagement and academic performance.

Research Participants

The participants of this study are Junior and Senior High School students from Philippine School Bahrain, specifically from Grades 7 to 12. Using Slovin's Formula with a 95% confidence level and a population of 423 students, the required sample size was calculated to be 206. A total of 216 students responded to the survey. Stratified random sampling was used to ensure representation across grade levels and club types (Hayes, 2024). Surveys were distributed in classrooms, and the sampling method considered factors such as gender, grade level, and type of club to accurately reflect the student population and provide a comprehensive understanding of the group studied.

Table 1 shows a total of 216 respondents from Junior and Senior High School, from Grades 7, 8, 9, 10, 11, and 12, showing a higher percentage count with 115 females (53%), and 103 males (47%). The age group with the most respondents is age 17, composing 19%. The age group with the least respondents is age 19, composing 1%. Majority of students belong to sports clubs, specifically the Badminton Club, with 41 students (48%). The club with the least number of students belongs to the Interest Clubs, specifically the Book Lovers Club, with 4 students (1.8%).

Table 2. Profile of Respondents

Profile Variables	Level	Counts	Proportion
Gender	Female	115	53%
	Male	103	47%
Age	12	27	12%
	13	36	17%
	14	38	17%
	15	33	15%
	16	34	16%
	17	41	19%
	18	8	4%
	19	1	1%
Academic Clubs	PSARA	17	8.8%
Interest Clubs	Visual Arts Club	12	5.5%
	Book Lovers Club	4	1.8%
	Computer Club	8	3.7%
Performing Arts Organizations	PSB Dance Troupe	24	11.0%
	PSB Chorale	23	10.6%

Sports Clubs	Theatre Arts	14	6.4%
	Volleyball Club	25	11.5%
	Badminton Club	41	18.8%
	Basketball Club	20	9.2%
Student Publication	Ang Tanglaw	27	12.7%

To reach this sample size, this study utilized stratified random sampling, which is a systematic method of sampling that involves dividing a population into distinct subgroups, referred to as strata, based on shared characteristics (Hayes, 2024). By stratifying based on grade level or type of club, all segments of the student population are represented in the sample.

Treatment of Data

To analyze the data, the researchers used Simple Linear Regression to examine the relationship between school club participation (Strongly Agree, Agree, Disagree, Strongly Disagree) and academic student engagement, including GPA, classroom participation, and attendance. Descriptive statistics were first applied to summarize respondent demographics such as gender, age, and club membership. Missing data was reviewed to determine if it was random; if minimal and random, missing values were replaced with the average of other responses. Sensitivity analysis ensured results were not affected by how missing data was handled. The analysis was conducted using reliable software like JASP, with all procedures documented for accuracy and transparency.

Result on the survey of level of participation in school clubs were interpreted as follows:

Table 3. Result on the Survey of Level of Participation

Mean	Interpretation
1.00 - 1.49	Very High Level of Participation in School Clubs
1.50 - 2.49	High Level of Participation in School Clubs
2.50 - 3.49	Average Level of Participation in School Clubs
3.50 - 4.49	Low Level of Participation in School Clubs
4.50 - 5.00	Very Low Level of Participation in School Clubs

Result on the survey of GPA was interpreted as follows:

Table 4. Result on the Survey of GPA

Grading Scale	Descriptors
90 - 100	Outstanding
85 - 89	Very Satisfactory
80 - 84	Satisfactory
75 - 79	Fairly Satisfactory
Below 75	Did Not Meet Expectation

Result on the survey of classroom participation was interpreted as follows:

Table 5. Result on the survey of Classroom Participation

Mean	Interpretation
1.00 - 1.49	Very High Level of Classroom Participation
1.50 - 2.49	High Level of Classroom Participation
2.50 - 3.49	Average Level of Classroom Participation
3.50 - 4.49	Low Level of Classroom Participation
4.50 - 5.00	Very Low Level of Classroom Participation

Result on the survey of school attendance rates was interpreted as follows:

Table 6. Result on the Survey of School Attendance Rates

Mean	Interpretation
1.00 - 1.49	Very High School Attendance Rates
1.50 - 2.49	High School Attendance Rates
2.50 - 3.49	Average School Attendance Rates
3.50 - 4.49	Low School Attendance Rates
4.50 - 5.00	Very Low School Attendance Rates

Ethical Considerations

Ethical considerations in this study included obtaining informed consent, ensuring confidentiality, and minimizing potential harm to participants. Students were fully informed about the study's purpose and assured they could withdraw at any time without consequences. Informed consent documents were provided, emphasizing the voluntary nature of participation and data confidentiality. As Flanagan (2024) highlights, informed consent is vital for ethical research. All data was anonymized and used solely for research purposes, allowing participants to choose whether their identities were disclosed. These measures helped build trust and ensure adherence to ethical research standard

RESULT AND DISCUSSION

This research chapter contains the results and discussions to answer the problems of this research. Statistical treatment was used to give quantitative evidence for the answer.

Level of School Club Participation

Table 2 presents the mean regarding the level of school club participation of Junior and Senior High School Students in Philippine School Bahrain. The level of club participation is determined by the mean, which interprets participation.

Table 7. Participation in School Clubs

	Statements	Mean	Int.
1.	I always participate in every club activity.	1.89	HLSCP
2.	I am an officer (leaders, ex: club president, vice president) in my club.	3.44	ALSCP
3.	I find myself happy participating in club activities.	1.83	HLSCP
4.	I participate in club activities to improve my academic performance.	2.23	HLSCP
5.	I contribute ideas and suggestions during club activities.	2.39	HLSCP
6.	I feel motivated to join more school activities because of my club involvement.	1.94	HLSCP
7.	I believe that my participation in club activities is valuable to my personal growth.	1.82	HLSCP
8.	I feel a sense of belonging when I participate in club activities.	1.94	HLSCP
9.	I participate in club activities to improve my mental health and overall emotional wellbeing.	2.02	HLSCP
10.	I participate in club activities to improve and foster connections among other students.	1.83	HLSCP

Interpretations: 4.50 – 5.00: Very Low Level of School Club Participation (VLLSCP), 3.50 – 4.49: Low Level of School Club Participation (LLSCP), 2.50 – 3.49: Average Level of School Club Participation (ALPSC), 1.50 – 2.49: High Level of School Club Participation (HLSCP), 1.00 – 1.49: Very High Level of School Club Participation (VHLSCP).

Respondents answered statements to assess their level of participation in school clubs. Nine statements reflected high participation, with the statement “I believe that my participation in club activities is valuable to my personal growth” scoring the lowest mean (1.82), indicating strong agreement. This suggests that students view their participation as beneficial to their personal growth, aligning with Collings' (2020) findings. The statement “I am an officer in my club” had the highest mean (3.34), suggesting that while some students take on leadership roles, leadership participation is not widespread among the respondents.

Leadership roles, across the various clubs, promote personal growth (El Morabit, 2024). However, contrary to this literature, the researchers discovered that while Junior and Senior High School students recognize the value of participating in school clubs for personal growth, their engagement in leadership roles remains on an average level.

Academic Student Engagement

Table 3 presents the data regarding the average GPA of Junior and Senior High School students in Philippine School Bahrain. The grade scores reflect students' performance.

Table 8. GPA

Grading Scale	Counts	Proportion	Int.
90 – 100	89	43.8%	O
85 – 89	88	43.3%	VS
80 – 84	15	7.39%	S
75 – 79	2	0.99%	FS
Below 75	9	4.43%	DNME

Interpretations: Below 75: Did Not Meet Expectation (DNME), 75 – 79: Fairly Satisfactory (FS), 80 – 84: Satisfactory (S), 85 – 89: Very Satisfactory (VS), 90 – 100: Outstanding (O).

As shown in Table 3, out of the 203 students who reported their average GPA, 89 students achieved a GPA between 90–100, making up 43.8% of the total. This indicates that a significant portion of the students excel academically, demonstrating outstanding performance. On the other hand, only 2 students, or 0.99% of the population, reported a GPA between 75–79, suggesting that very few students are performing slightly below the expected standard. Additionally, 9 students, accounting for 4.43% of the total, reported a GPA below 75, indicating that they do not meet standard expectations for GPA.

Table 4 presents the mean regarding the level of classroom participation of Junior and Senior High School Students in Philippine School Bahrain. The level of classroom participation is determined by the mean, which interprets participation.

Table 9. Classroom Participation

Statements	Mean	Int.
1. I feel motivated to complete my school assignments on time.	2.39	HLCP
2. I regularly ask questions during class to better understand the material.	2.48	HLCP
3. I actively participate in group work and collaborate with my classmates.	1.93	HLCP
4. I often contribute to class discussions, even when not directly asked to.	2.37	HLCP

Interpretations: 4.50 – 5.00: Very Low Level of Classroom Participation (VLLCP), 3.50 – 4.49: Low Level of Classroom Participation (LLCP), 2.50 – 3.49: Average Level of Classroom Participation (ALPSC), 1.50 – 2.49: High Level of

Classroom Participation (HLCP), 1.00 – 1.49: Very High Level of Classroom Participation (VHLCP)

All statements on classroom participation indicated high engagement. The statement “I actively participate in group work and collaborate with my classmates” had the lowest mean (1.93), suggesting most students actively engage in group work. The highest mean (2.48) was for “I regularly ask questions during class to better understand the material,” showing students frequently ask questions to clarify doubts. Participation in club activities helps develop life skills like leadership and cooperation, reinforcing academic engagement (Mameli et al., 2023).

Table 5 presents the mean regarding the level of school attendance rates of Junior and Senior High School Students in Philippine School Bahrain. The level of school attendance rates is determined by the mean, which interprets the frequency of attendance and punctuality of students.

Table 10. School Attendance Rates

	Statements	Mean	Int.
1.	I attend school regularly and avoid unnecessary absences.	1.71	HSAR
2.	I believe that attending school regularly contributes to my academic success.	1.78	HSAR
3.	I try to be on time for all my classes every day.	1.69	HSAR

Interpretations: 4.50 – 5.00: Very Low School Attendance Rates (VLSAR), 3.50 – 4.49: Low School Attendance Rates (LSAR), 2.50 – 3.49: Average School Attendance Rates (ASAR), 1.50 – 2.49: High School Attendance Rates (HSAR), 1.00 – 1.49: Very High School Attendance Rates (VHSAR).

Based on table 4, all statements in the survey scored high student attendance rates, with the lowest mean (1.69) from the statement “I try to be on time for all my classes every day”, which indicates that students try to attend their classes on time every day. The statement with the highest mean (1.78) states “I believe that attending school regularly contributes to my academic success”, implying that attending school regularly without being absent contributes to their academic success.

Participation in clubs and extracurricular activities has been found to improve student engagement. Higher student engagement levels are often associated with better attendance, as engaged students are more likely to attend school regularly (Masters, M., 2024). The current paper’s findings are in line with these related works of literature with high school attendance rates being evident in Junior and Senior High School students in Philippine School Bahrain.

Relationship Between School Club Participation and Academic Student Engagement

Tables 6.1, 6.2, and 6.3 present the relationship between the level of school club participation and three academic engagement indicators: GPA, classroom participation, and school attendance rates. Table 6.1 indicates that there is a weak correlation between school club participation and GPA ($p = 0.251$). However,

Table 6.2 reveals a strong correlation between school club participation and classroom participation ($p < 0.001$), while Table 6.3 demonstrates strong correlation between school club participation and school attendance rates ($p < 0.001$).

Table 6.1 Simple Linear Regression of the Relationship Between School Club Participation and GPA

Variable		GPA	Interpretation
Level of Participation	Simple Linear Regression p-value	0.068	No Significant Relationship Negative Correlation

Interpretations: $< .001$: Significant Relationship, $> .001$: No Significant Relationship

Table 6.2 Simple Linear Regression of the Relationship Between School Club Participation and Classroom Participation

Variable		Classroom Participation	Interpretation
Level of Participation	Simple Linear Regression p-value	$< .001$ 2.16×10^{-22}	Significant Relationship Positive Correlation

Interpretations: $< .001$: Significant Relationship, $> .001$: No Significant Relationship

Table 6.3 Simple Linear Regression of the Relationship Between School Club Participation and School Attendance Rates

Variable		Attendance Rates	Interpretation
Level of Participation	Simple Linear Regression p-value	$< .001$ 5.91×10^{-16}	Significant Relationship Positive Correlation

Interpretations: $< .001$: Significant Relationship, $> .001$: No Significant Relationship. The relationship between school club participation and GPA shows a negative correlation ($p = 0.068$), suggesting that increased club participation may be linked to a lower GPA. This contradicts previous studies that found a significant positive relationship between club participation and GPA.

There is a significant positive correlation between school club participation and classroom participation ($p < .001$), aligning with Mameli (2023). Similarly, school club participation is strongly positively correlated with

attendance rates ($p < .001$), supporting Masters (2024), which found that extracurricular activities enhance student engagement.

Summary of Findings

1. The majority of respondents from Junior and Senior High School (Grades 7 to 12) are female (53%), while male respondents account for a slightly smaller portion (47%). The respondents' ages range from 12 to 19, with the age group of 17 having the highest percentage (19%) and the age group of 19 the lowest (1%). Most respondents are members of the Badminton Club, which comprises 18.8% of the total membership overall. Conversely, the club with the fewest members belongs to the Book Lovers Club consisting of only 4 members, making up 1.8% of the total population.
2. Junior and Senior High School students showed an overall high level of club participation (2.13). The statement "I believe that my participation in club activities is valuable to my personal growth" has the lowest mean (1.82), indicating a high level of participation. The statement with the highest mean (2.23), "I am an officer (leaders, ex: club president, vice president) in my club" also indicates a high level of participation.
3. Junior and Senior High School students showed an overall high level of student engagement (2.12).
 - 3.1. Out of 203 students, 89 (43.8%) had a GPA between 90–100, indicating strong academic performance. Only 2 students (0.99%) had a GPA between 75–79, and 9 students (4.43%) reported a GPA below 75, falling below expected standards.
 - 3.2. Junior and Senior High School students showed high classroom participation (2.29). The statement, "I actively participate in group work and collaborate with my classmates," had the lowest mean (1.93), indicating strong participation. Meanwhile, "I regularly ask questions during class to better understand the material" had the highest mean (2.61), also reflecting high participation.
 - 3.3. Junior and Senior High School students showed high attendance rates (1.62). The statement, "I try to be on time for all my classes every day," had the lowest mean (1.69), reflecting excellent attendance. On the other hand, "I believe that attending school regularly contributes to my academic success" had the highest mean (1.78), still indicating strong attendance rates.
- 4.1 The results indicate a negative correlation between school club participation and GPA level, suggesting that club involvement does not significantly impact the GPA of Junior and Senior High School students. This means there is no meaningful relationship between the two variables, and students' participation in clubs does not directly affect their GPAs.
- 4.2 The results show a strong positive correlation between school club participation and classroom participation. Students active in clubs tend to engage more in class. Club involvement helps develop skills like time management, teamwork, and leadership, boosting classroom engagement and motivation.
- 4.3 The results show a strong positive correlation between school club participation and attendance rates. Active club participants tend to have higher

attendance, as club involvement fosters a sense of belonging, motivation, and reinforces the importance of regular attendance.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

School club participation affects academic student engagement in terms of GPA, classroom participation, and school attendance rates. Findings revealed that school club participation did not have a significant relationship with GPA, but had a significant relationship with classroom participation and school attendance rates.

Recommendations

Based on the results of this study, the following are recommended:

1. Implement initiatives to encourage and guide students toward taking leadership roles in school clubs. This can include leadership training, mentorship programs, and clear pathways to becoming officers, ensuring more students actively engage in club leadership.
2. Organize informational campaigns, orientations, and workshops to highlight the academic, personal, and social benefits of active club participation and encourage greater student involvement.
3. Students should balance club participation with academics by setting clear goals and being selective about clubs that align with their interests. Effective time management and organization will help ensure that extracurricular activities do not interfere with academics.
4. Design club activities that enhance skills like collaboration, communication, and problem-solving, ensuring these skills positively impact classroom participation and group interactions.
5. Use club activities as a tool to improve attendance by offering incentives, recognitions, and events that encourage students to attend school regularly and participate actively.
6. Identify and address barriers to participation, such as scheduling conflicts, lack of awareness, or resource constraints, to ensure all students, regardless of their circumstances, can join and actively participate in school clubs.

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