

Level of Student Organization Participation: Impact on Perceived Academic Performance and Career Readiness of CBA Students in Our Lady of Fatima University - Valenzuela

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ABSTRACT

This study examined the impact of student organization participation on the perceived academic performance and career readiness of 166 College of Business and Accountancy (CBA) student officers at Our Lady of Fatima University–Valenzuela. Utilizing a descriptive-correlational research design and quantitative approach, data were collected via a 25-item structured questionnaire measuring involvement levels, academic skills, and professional preparedness. The findings revealed that organizational participation has a significant positive effect on both academic and career outcomes. Descriptive statistics showed that respondents credited their involvement with improved time management, academic motivation,

and study habits. Furthermore, students strongly agreed that participation enhanced essential soft skills, including leadership, communication, teamwork, confidence, and adaptability. Simple linear regression analysis confirmed that the level of participation significantly predicts both perceived academic success and career readiness. The results indicate that while students successfully balanced their responsibilities, the experiential learning provided by these organizations directly contributed to their professional growth and readiness for future employment. In conclusion, the study highlights that student organizations serve as vital platforms for holistic development. By fostering a bridge between classroom theory and practical skill application, these organizations produce well-rounded graduates. The researchers recommend that academic institutions continue to support structured organizational involvement as a key component of student success and long-term career preparedness.

Keywords: *student organization participation, perceived academic performance, career readiness, college students, experiential learning*

INTRODUCTION

In today's academic environment, joining student organizations has become an important part of college life. Participation in these groups not only fosters leadership and social skills but also allows students to gain practical experience that complements their academic learning. According to Mustaqim (2024), active engagement in campus organizations significantly enhances students' personal development and helps them acquire essential skills that are applicable in both academic and professional settings.

Despite its benefits, balancing organizational participation with academic responsibilities can be challenging for some students. Overcommitment may lead to stress or declining grades, while others report that their involvement actually improves time management and academic focus (Syofyan, 2023). This suggests that the effects of student organization participation on perceived academic performance are influenced by how students manage their responsibilities and the types of organizations they engage with.

The objective of this research is to explore how the level and type of student organization participation affect both perceived academic performance and career readiness of CBA students at OLFU Valenzuela. By examining these factors, the study aims to provide insights into which forms of participation contribute most positively to students' learning outcomes and preparedness for the workforce. Fletcher and Dumford (2021) emphasize that structured participation in career-oriented programs enhances engagement in both academic and career-preparatory activities, supporting the relevance of this investigation.

This research is significant as it highlights the dual role of student organizations in shaping academic success and career readiness. The findings can guide students in balancing extracurricular involvement with studies and help educators design programs that foster both personal growth and professional competencies. By understanding these dynamics, the study contributes to developing well-rounded, career-ready graduates from OLFU Valenzuela.

Theoretical Framework

This study is grounded in Astin's Involvement Theory (1984), Bandura's Social Learning Theory (1977), and Kolb's Experiential Learning Theory (1984). Astin's Involvement Theory emphasizes that students achieve greater learning and development when they actively participate in academic and extracurricular activities. Bandura's Social Learning Theory explains that learning occurs through observation, imitation, and social interaction, highlighting the role of social engagement in student development. Meanwhile, Kolb's Experiential Learning Theory underscores the importance of learning through experience, reflection, and application. Together, these theories provide a strong theoretical foundation for understanding how student organization participation influences perceived academic performance and career readiness.

Literature Review

Academic Performance

Lamichhane et al. (2023) defined academic performance as students' ability to manage their studies and fulfill assigned academic tasks, encompassing their capacity to learn, recall information, and express knowledge. It serves as a strong predictor of future academic and career achievements, as students who demonstrate higher academic performance tend to possess greater motivation, self-discipline, and adaptability in pursuing long-term goals. Academic performance is one of the most essential indicators of student success and intellectual development. It reflects not only students' mastery of knowledge but also their ability to apply learned concepts effectively in academic and real-world contexts.

In higher education, achievement motivation and academic engagement have been identified as significant determinants of academic success. According to Alyana (2023), achievement motivation refers to a social drive rooted in one's desire to attain excellence. This motivation encourages students to set high personal standards and persist through academic challenges. Supporting this, Sahu (2023) emphasizes that

achievement motivation fosters perseverance and resilience, qualities that enable students to overcome obstacles and maintain consistent academic performance. These findings imply that a student's drive for success is a powerful internal factor influencing how they approach academic and extracurricular commitments.

Academic engagement, on the other hand, describes the level of emotional and behavioral involvement students exhibit toward their learning. As explained by Yudiani et al. (2023), students who demonstrate strong engagement tend to be more attentive, enthusiastic, and motivated to learn. This engagement positively correlates with higher academic outcomes and stronger satisfaction with learning experiences. Similarly, Jaime et al. (2023) describe academic engagement as a positive mental state characterized by vigor, dedication, and absorption in the learning process. Engaged students are more likely to participate in class discussions, complete academic requirements efficiently, and maintain higher academic performance throughout their studies.

Beyond psychological and behavioral factors, student participation in organizations has emerged as a contextual contributor to academic achievement. Hidayah et al. (2022) assert that involvement in student organizations fosters leadership, competence, and educational awareness. Through active participation, students develop responsibility, teamwork, and problem-solving skills that complement classroom learning. Such engagement provides opportunities to apply theoretical knowledge in practical situations, strengthening both personal and academic growth.

Meanwhile, Fauzi et al. (2024) found that student involvement in organizations at Universitas Negeri Makassar was generally rated as "Good," highlighting positive traits such as adaptability and accountability. However, their analysis revealed only a weak correlation between organizational participation and grade point average, implying that while organizational activities nurture social and personal development, their direct impact on academic scores may be modest. Nonetheless, this finding supports the idea that organizational experiences indirectly enhance academic outcomes through improved discipline, motivation, and interpersonal skills.

Corroborating this, Lastra et al. (2024) identified a positive correlation between extracurricular participation and academic performance among high school students. Students who actively engaged in extracurricular activities displayed higher academic achievement, suggesting that experiences beyond the classroom promote cognitive and emotional development essential to learning success. These findings reinforce the value of student organization involvement as an academic enhancer rather than a distraction.

In a similar vein, Schafer, Cleaveland, and Schafer (2020) examined the perceptions of students, faculty, and employers regarding the benefits of Accounting Student Organizations (ASOs). Their research revealed that active participation in these organizations strengthens academic engagement and professional competence among accounting students. Their research emphasized that ASOs not only enhance communication, leadership, and teamwork skills but also deepen students' understanding of academic content by connecting theoretical knowledge with real-world applications. Despite some challenges such as time constraints and schedule conflicts, both students and faculty acknowledged that involvement in these organizations positively influences academic engagement and performance. These findings illustrate that co-curricular activities can reinforce academic learning, particularly in programs like business and accounting where practical application of knowledge is essential.

Further supporting these insights, Shahabul, Muthanna, and Sultana (2022) found that participation in organizational and extracurricular activities helps students develop strategic thinking, confidence, and emotional resilience. All of which contribute positively to academic achievement. They highlighted that involvement fosters self-directed learning, enabling students to balance academic and personal growth more effectively.

Taken together, these studies suggest that academic performance is shaped by an interplay of internal factors, such as motivation and engagement and external experiences, including participation in student organizations. For College of Business and Accountancy (CBA) students at Our Lady of Fatima

University–Valenzuela, involvement in student organizations may serve as an important avenue for academic enhancement. By integrating leadership experiences, collaboration, and applied learning opportunities, organizational participation supports the development of cognitive, emotional, and social skills that ultimately strengthen academic success.

Career Readiness

According to the National Association of Colleges and Employers (NACE, n.d.), career readiness is defined as the foundation through which individuals demonstrate essential competencies for workplace success and lifelong career management. It emphasizes the need to equip graduates with the skills and attitudes required for a smooth transition into the workforce, framing career readiness as the “new career currency.” Similarly, Heine (2025) defines it as the process of preparing to enter the workforce, which builds confidence and supports goal attainment. Participation in career guidance has a significant impact on young people’s career readiness and that higher levels of participation are associated with higher levels of career readiness. (Dodd et al., 2021) This concept is central to the present review, as it underpins the investigation of how participation in student organizations fosters the development of these competencies and enhances career readiness among college students.

Fitriyana et al., (2021) examined the influence of self-efficacy on students’ career readiness and found that those with higher self-efficacy demonstrated greater preparedness for employment. Their results showed that most respondents had moderate to high levels of work readiness, suggesting that confidence in one’s abilities enhances readiness for future careers. Similarly, the Center for the Study of Student Life at The Ohio State University (2020) reported that students involved in co-curricular activities were more likely to secure job offers and express satisfaction with their college experience than those who were not involved. These findings highlight that both psychological factors, such as self-efficacy, and experiential factors, such as student involvement, play vital roles in developing career readiness among college students.

Virdiansyah et al., (2025) emphasized that student organizations now serve as platforms for enhancing digital competence, confidence, and emotional resilience, qualities essential in an increasingly digitalized work environment. This reflects a shift in focus from traditional skill-building to preparing students for the dynamic demands of the digital age. Similarly, Binh & Nguyen (2020) found that career success is influenced not only by academic performance but also by soft skills, personal networks, and individual aspirations. This highlights a significant change in how higher education institutions and employers define readiness, underscoring the growing importance of interpersonal and self-management skills in achieving career success.

Syofyan (2023) examined how student involvement in organizations influences their readiness to enter the world of work. The study found that students who actively participate in organizational activities gain valuable knowledge, skills, and practical experiences that enhance their preparedness for future employment. These students develop a stronger ability to adapt to workplace challenges and achieve better outcomes compared to those without such exposure. Similarly, Mulyana and Linando (2024) explored the relationship between engagement in student organizations and graduates’ readiness to enter the job market. Their findings revealed that organizational participation significantly contributes to the development of essential personal and professional skills, making graduates more competitive and attractive to employers. This suggests that involvement in student organizations plays a critical role in shaping career readiness and employability among college students. Together, these studies highlight the relevance of examining how participation in student organizations impacts perceived academic performance and career readiness, an area that remains vital for understanding the holistic development of business students in higher education settings particularly among CBA students at OLFU Valenzuela.

In the Philippine context, *From Campus to Career: A Qualitative Exploration of Graduate Employability and Workforce Readiness in Ilocos Norte* emphasizes the continuing gap between academic instruction and employer expectations. The study highlights that many graduates experience deficiencies in

essential soft skills such as communication, adaptability, and professionalism, which are critical for workforce readiness. Although academic programs equip students with theoretical knowledge, the lack of experiential learning opportunities limits their preparation for real-world work environments (Parilla & Evangelista, 2024). To address these gaps, higher education institutions are encouraged to integrate co-curricular and extracurricular engagements that cultivate transferable competencies beyond classroom instruction.

Supporting this idea, Sumague (2023) found that participation in student clubs and organizations significantly enhances leadership, teamwork, and interpersonal skills which are closely associated with employability. Students actively involved in organizations reported higher self-confidence and a stronger sense of responsibility, indicating that these experiences serve as informal training grounds for future professional roles. Similarly, Rodriguez et al., (2025) explored the lived experiences of former university student leaders and discovered that leadership involvement in campus organizations contributes meaningfully to their workplace effectiveness. The study revealed that former student leaders often demonstrate initiative, adaptability, and problem-solving skills derived from managing projects and people during their college years.

Complementing these findings, Arruejo (2024) proposed a co-curricular framework that institutionalizes the role of student organizations in developing employability competencies. The framework emphasizes integrating student organization experiences into academic and career development programs, highlighting that such participation supports holistic student growth. Collectively, these studies affirm that student organization involvement serves as a vital bridge between academic learning and professional preparedness, reinforcing the notion that holistic education rooted in both curricular and co-curricular experiences enhances the overall career readiness of Filipino college students.

Level of Student Organization Participation

The level of student organization participation (SOP) is defined not merely by membership but by the extent and intensity of involvement, often quantified by the time invested and the roles assumed. This intensity is considered a crucial metric because it reflects the depth of experiential learning received outside the classroom, which traditional methods often fail to capture. To provide a more precise and systematic reflection of student learning, Hui, Kwok, and Ip (2021) proposed a quantitative formula that accounts for both the total duration of an activity and the specific skills practiced. Thus, the literature emphasizes that the measurement of involvement must be rigorous to accurately assess its impact on student outcomes.

The primary value of this sustained participation lies in its role as a strategic avenue for career readiness and the cultivation of essential soft skills. Huda et al. (2018) provided a clear framework, identifying three core developmental stages through organizational activity, including fostering creative thinking and enhancing leadership awareness via analytical problem-solving. This aligns with the local finding that student organizations must utilize various solutions and concepts to address organizational challenges and enhance students' problem-solving skills (Mallillin & Lopez, 2024). These insights collectively demonstrate that organizational activity serves as a vital practical laboratory for developing the non-academic competencies essential for the professional world.

Organizational involvement strongly contributes to a student's psychological and social integration, which underlies both academic and professional success. O'Keefe and Smith (2020) identified a strong sense of belonging that is often nurtured through organizational ties as a key factor in long-term academic success, with high measures of belonging correlating with superior retention rates. Reinforcing this value, Lau and Dewi (2023) established through longitudinal analysis that active involvement strongly correlates with increased student satisfaction with their college experience. This body of work underscores that participation is a powerful psychological and structural reinforcement that strengthens the student's overall connection to their educational journey.

Beyond abstract psychological benefits, organizational involvement directly enhances the mechanisms of learning and skill acquisition. Gamlath (2024) affirmed that peer support acts as a motivational factor for students, driving active participation in discussion, interaction, and collaboration. This mechanism of social integration enhances academic performance and overall well-being by facilitating learning efficiency and knowledge exchange among peers. Furthermore, Yeo et al. (2022) noted that co-curricular involvement contributes to cognitive growth by analyzing the logical and analytical thinking processes students employ during school community events. Therefore, participation actively provides a space for students to develop their talents, abilities, and interests through necessary organizational activities.

The conceptual link between participation and practical leadership is also well-supported, particularly in the local context. The Leadership Process Theory (Mallillin, n.d.) is considered a central factor in student organizations, driving an improved focus on teaching and learning activities and shaping institutional policies (Shahabul et al., 2022). Paraiso and Mallillin (2025) further indicated that co-curricular involvement cultivates leadership qualities and requires students to master time management skills to effectively harmonize participation with academic demands. This emphasizes that organizational engagement is deeply rooted in fostering the executive function skills necessary for successful management roles.

However, despite the benefits, the literature presents a necessary caution regarding the potential negative impact of over-involvement, stressing that the positive influence of participation is strictly conditional. Pros et al. (2020) determined that academic performance generally peaks at a moderate involvement level (specifically 5 to 6 hours), with students who are over-involved (more than 10 hours) reporting less academic success. This complexity is highlighted by Gamlath (2024), who suggested that benefits are only realized when the level of involvement remains manageable and conducive to academic focus. These findings collectively establish that the optimal level of participation is a fine balance between engagement and academic necessity.

The need for a rigorous and quantified approach to involvement is essential for understanding this delicate balance. Asio, Francisco, and Nuqui (2021), in a local study, reinforced this necessity by finding no statistical relationship between a simple, unquantified "participation rate" and students' multiple intelligences. This outcome suggests that simple metrics of involvement lack the sensitivity to capture the complex, underlying relationship between the intensity of participation and student outcomes. Therefore, the current researchers focus on hours spent per week (the level of involvement) is strongly justified as the most effective predictor of academic and professional development.

In summary, the level of student organization participation profoundly impacts career readiness by serving as the primary vehicle for developing essential competencies and executive function skills. For College of Business and Accountancy (CBA) students, the challenge is not simply to join an organization, but how to strategically manage the intensity of involvement to maximize skill development without compromising academic performance (Reedy, 2020). By integrating leadership experiences, collaboration, and applied learning opportunities, a quantified, moderate, and sustained commitment to organizational activities provides the necessary balance to strengthen academic outcomes and translate those gains into future career success.

Research Simulacrum

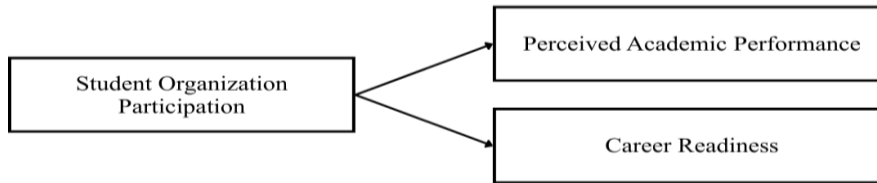


Figure 1. *Conceptual Framework showing the effects of Student Organization Participation on Academic Performance and Career Readiness*

This figure presents the conceptual framework of the study, which examines the influence of student organization participation on the perceived academic performance and career readiness of College of Business and Accountancy (CBA) students at Our Lady of Fatima University–Valenzuela. In this study, student organization participation is treated as the independent variable, as it represents the primary factor that may influence student outcomes. This variable includes the number of organizations joined, the amount of time devoted to organizational activities, and the types of organizations in which students are involved. The dependent variables are perceived academic performance and career readiness, which represent students' self-assessed academic competencies and preparedness for future employment. The arrows in the framework illustrate the cause-and-effect relationship, indicating that student organization participation may influence both academic performance and career readiness.

The effects of student organization participation on perceived academic performance is grounded in the premise that active involvement in organizations facilitates the development of essential academic-related skills, such as time management, academic motivation, and effective study habits. Through consistent participation in organizational activities, students are able to manage responsibilities more effectively, prioritize academic tasks, and maintain engagement in their academic work, thereby contributing to improved academic performance.

The effects of student organization participation on career readiness emphasizes the role of organizational involvement in developing work-related competencies. Participation in student organizations provides students with opportunities to enhance leadership, communication, teamwork, adaptability, and self-confidence through experiential learning and social interaction. These experiences contribute to students' preparedness for internships and future employment by strengthening their professional skills and ability to manage workplace responsibilities. Overall, student organization participation plays a significant role in shaping both the academic and career development of CBA students.

Research Questions

The main purpose of this study is to determine the impact of Student Organization Participation on Perceived Academic Performance and Career Readiness. Specifically, this study sought to answer the following questions:

1. What is the demographic profile of the respondents in terms of:
 - 1.1. Age
 - 1.2. Sex
 - 1.3. Year level
 - 1.4. Course/Program
 - 1.5. Name of student organization
2. What is the level of student organization participation of the respondents in terms of:
 - 2.1. Number of organizations joined

- 2.2. Hours spent per week in organizational activities
 - 2.3. Types of student organizations joined
3. What is the respondents' perceived academic performance in terms of:
 - 3.1. Time management
 - 3.2. Study habits
 - 3.3. Academic motivation
 - 3.4. Ability to balance academic and organizational responsibilities
4. What is the level of career readiness of the respondents in terms of:
 - 4.1. Leadership skills
 - 4.2. Communication skills
 - 4.3. Teamwork skills
 - 4.4. Confidence and adaptability
 - 4.5. Preparedness for future employment
5. Does student organization participation have a significant effect on perceived academic performance?
6. Does student organization participation have a significant effect on career readiness?

METHODS

Research Design

This study examines the effect of student organization participation as reflected in its relationship with perceived academic performance and career readiness. To achieve this, a descriptive-correlational research design was employed, which was appropriate for investigating the effect of participation on academic performance and career readiness among College of Business and Accountancy (CBA) students at Our Lady of Fatima University–Valenzuela. This design enabled the researchers to assess the extent of students' organizational involvement and examine its association with acquired skills, academic performance, and career readiness. Since the study did not involve the manipulation of variables, it allowed for the observation of naturally occurring behaviors and outcomes.

A quantitative research method was utilized through a structured survey questionnaire administered via Google Forms. The survey collected data on the respondents' demographic profile (age, gender, course, and year level), level of student organization participation (number of organizations joined, hours spent per week, and type of organization), and outcomes related to skills, academic performance, and career readiness. Participants were recruited through official university communication channels and relevant social media platforms, allowing them to complete the questionnaire at their convenience. The collected data were analyzed using descriptive statistics to summarize responses and provide a clear overview of the relationships among the study variables. This approach provided an efficient and practical means of gathering reliable data from CBA students within the designated programs.

Research Locale

The research locale of the study was Our Lady of Fatima University–Valenzuela, specifically the College of Business and Accountancy (CBA), located in Valenzuela City, Metro Manila. OLFU–Valenzuela is a private higher education institution offering business-related programs that emphasize academic excellence, leadership development, and professional preparedness. The university provided an appropriate academic environment where students were exposed to both theoretical instruction and practical organizational experiences that contributed to their academic performance and career readiness..

The College of Business and Accountancy served as a dynamic academic community housing several recognized student organizations actively engaged in leadership training, academic enrichment, and professional development activities. These organizations involved students in planning events, managing

projects, and collaborating with peers and faculty members. Such activities required commitment, accountability, time management, and decision-making skills, which are closely associated with academic outcomes and skill development, making the college an ideal setting for examining the effects of organizational participation on students' perceived academic performance and career readiness..

The study focused on 284 current and former officers from six recognized CBA student organizations, namely the Junior Institute of Information System Accountants, Junior Philippine Institute of Accountants, Fatima Junior Marketing Society, Junior Banking and Finance Society, Fatima Junior Productions and Operations Management Society, and the Junior Executive Business Council. These organizations represented diverse business disciplines within the college, allowing the study to capture a wide range of leadership experiences and responsibilities. Officers from Batch 2024–2025 (former officers) and Batch 2025–2026 (current officers) were included to provide both retrospective and current perspectives on organizational involvement.

By situating the research within the College of Business and Accountancy of OLFU–Valenzuela, the study was grounded in an actual academic environment where student leadership and organizational participation played a significant role in shaping students' competencies and preparedness for future careers. While the findings were contextually relevant, they were limited to the characteristics of the respondents from the selected college and institution and were not intended to be generalized beyond similar academic settings.

Population and Sampling

The study was conducted at the College of Business and Accountancy of Our Lady of Fatima University–Valenzuela, which was selected due to the presence of several active student organizations that regularly engaged students in leadership roles, academic-related projects, and professional development activities. These organizations provided an environment where student involvement was closely linked to skill development and academic performance, making the college an appropriate setting for the study.

The population of the study consisted of a total of 284 current and former officers from six recognized student organizations under the College of Business and Accountancy. The officers were categorized into two groups: Batch 2024–2025 (former officers) and Batch 2025–2026 (current officers). Officers were selected as the study population because they typically assumed leadership responsibilities that required commitment, time management, accountability, and decision-making—factors that may be associated with academic performance and career readiness. The population frame used in the study is presented below:

Table 1. Distribution of Current and Previous Officers Across Different Student Organizations

Organization	Current Officers	Previous Officers	Total
Junior Institute of Information System Accountants	26	24	50
Junior Philippine Institute of Accountants	30	30	60
Fatima Junior Marketing Society	16	17	33
Junior Banking and Finance Society	21	32	53
Fatima Junior Productions and Operations Management Society	16	16	32
Junior Executive Business Council	22	34	56
Total Population	131	153	284

To determine the required number of respondents, the researchers applied Slovin's Formula with a 5% margin of error. Based on the computation, a sample size of 166 participants was obtained from the

total population of 284 officers. The sample was then distributed across the six recognized student organizations using proportional allocation to ensure fair representation of each group.

The number of respondents from each organization was calculated based on its proportion to the total population by multiplying the organization's total number of officers by the required sample size and dividing the result by the total population. The same proportional method was applied to determine the number of current and former officers within each organization, based on their respective population sizes. All computed values were rounded to the nearest whole number, resulting in a final sample of 166 respondents..

Stratified sampling was employed to ensure that each student organization and officer batch was adequately represented in proportion to its actual size. This sampling approach produced a balanced and accurate representation of the overall population of CBA student organization officers..

Table 2. *Proportional Allocation of Required Respondents per Organization*

Organization	Current Officers	Previous Officers	Total
Junior Institute of Information System Accountants	15	14	29
Junior Philippine Institute of Accountants	18	17	35
Fatima Junior Marketing Society	9	10	19
Junior Banking and Finance Society	12	19	31
Fatima Junior Productions and Operations Management 9 Society		10	19
Junior Executive Business Council	13	20	33
Total Population	76	90	166

Research Ethics

The study adhered to established ethical principles to safeguard the rights and welfare of the participants. Participation was entirely voluntary, and no respondents were compelled, coerced, or pressured to take part in the study. Prior to participation, all respondents were provided with sufficient information regarding the purpose and nature of the research to ensure informed consent. Only those who voluntarily selected the "I agree" option were allowed to proceed with the survey. Participants retained the right to withdraw from the study or skip any survey item at any time without any repercussions.

The target respondents were student organization officers enrolled in the College of Business and Accountancy (CBA). Eligible participants met the following criteria: (1) currently enrolled in the College of Business and Accountancy, (2) graduate student officers from Batch 2024–2025, and (3) students currently serving or having previously served as officers or members of any CBA-recognized student organization. Data collection followed a systematic process, wherein survey links were distributed through online messaging platforms with the assistance of organization presidents or organization leaders. Respondents completed a structured questionnaire administered via Google Forms, which did not include sensitive, offensive, or psychologically distressing questions. Responses were screened after submission to ensure compliance with the eligibility criteria.

Disclosure of personal identity was optional, allowing respondents to choose whether to provide their names. All responses were treated with strict confidentiality. Data collected through Google Forms were securely stored in Excel files, Google Sheets, and Google Drive, with access restricted exclusively to the research team. All collected data were used solely for academic and research purposes in partial fulfillment of the researchers' academic requirements and were permanently deleted 100 days after the completion of the study. The research strictly complied with the provisions of the Data Privacy Act of 2012 (Republic Act No. 10173), with respondents' privacy and data protection given utmost importance.

The study posed minimal risk to participants, limited to possible mild discomfort in answering survey items. No questions involved sensitive personal information, and no psychological, social, or financial harm was expected. To minimize any potential risks, respondents were reminded that participation was voluntary and that they could withdraw at any time without consequence. The researchers upheld integrity and honesty throughout the study by ensuring that all findings were reported accurately and without fabrication, falsification, or misrepresentation.

Research Instruments

The study utilized a researcher-made questionnaire to collect data on the impact of student organization participation on the academic performance and career readiness of CBA students at Our Lady of Fatima University–Valenzuela. The questionnaire was developed based on the study's objectives and the variables identified in the conceptual framework. It consisted of twenty-five (25) items divided into three parts.

The first part included ten (10) items that measured the level of student organization participation in terms of the number of organizations joined, hours spent per week, and the type of organization. This section used a combination of item formats, including actual count items for the number of organizations joined, hour-range categories for the hours spent per week, and checklist-type questions for the type of organization.

The second part contained eight (8) items that assessed the effects of organizational involvement on students' academic performance, including their time management, study habits, and academic motivation. The third part consisted of seven (7) items that evaluated the students' career readiness by examining the development of skills such as leadership, communication, teamwork, and preparedness for future employment. The items in the second and third parts, as well as selected items in the first part, were answered using a 4-point Likert scale: 1–Strongly Disagree, 2–Disagree, 3–Agree, and 4–Strongly Agree.

To ensure accuracy and relevance, the researchers reviewed existing instruments related to student involvement, perceived academic performance, and career readiness. These questionnaires served as references and were refined and modified with the guidance of the research adviser. Furthermore, the instrument underwent content validation by external validators who are experts in the field to ensure that the items were appropriate, clear, and aligned with the objectives of the study.

Data Collection

The data for this study were collected using structured online survey questionnaires administered through Google Forms. This approach facilitated a straightforward, effective, and efficient data collection process, including data organization, analysis, and response monitoring. Prior to distribution, the research instrument underwent validation to ensure clarity, accuracy, and relevance to the objectives of the study.

The finalized questionnaire was disseminated through official university communication channels used by College of Business and Accountancy students at Our Lady of Fatima University–Valenzuela. The survey link remained accessible for a designated period, allowing sufficient time for students to participate. Respondents were required to provide information regarding their demographic profile (age, gender, course, and year level), level of student organization participation (number of organizations joined, hours spent per week, and type of organization), and self-reported outcomes related to skills, perceived academic performance, and career readiness.

After the responses were obtained, the researchers ensured that all survey responses remained confidential and that personal data were protected and not disclosed to unauthorized parties. Responses were automatically recorded and organized through Google Forms, which provided a secure environment for data storage prior to interpretation and analysis. This method ensured an efficient, systematic, and accessible approach to gathering quantitative data from CBA students within the designated programs. All gathered information was utilized strictly for academic and research purposes related to the completion of

this study. To further protect the respondents' privacy and confidentiality, all digital data and files were scheduled for permanent deletion 100 days after the completion of the research.

Data Analysis

Descriptive statistics were used to analyze the data collected from the respondents. Frequency and percentage distributions were employed to describe the demographic characteristics of the respondents and their level of student organization participation. The mean and standard deviation were used to summarize respondents' perceptions of academic performance and career readiness, with verbal interpretations applied to facilitate the interpretation of the computed mean scores.

To examine the relationships among the study variables, simple linear regression analysis was employed. Two separate regression analyses were conducted to determine whether the level of student organization participation significantly predicted perceived academic performance and career readiness. Conducting separate analyses allowed for a focused examination of the predictive relationship between the independent variable and each dependent variable.

Prior to the regression analysis, basic statistical assumptions such as linearity and normality were considered. Since only one predictor variable was included in the model, multicollinearity was not a concern. All statistical analyses were conducted using appropriate statistical software and were interpreted at a 0.05 level of significance. The statistical procedures were aligned with the descriptive-correlational research design, and the findings were interpreted as associative rather than causal.

RESULTS

Demographic Profile

Table 3. *Assessment of the demographic profile in terms of Age*

Age	Frequency	Percentage
18 - 20	54	32.5%
21 - 23	90	54.2%
24 and above	22	13.3%
Total	166	100.00%

Table 3 indicates that the majority of the respondents are aged 21–23 years old, comprising 54.2% of the total population. This is followed by students aged 18–20 years at 32.5%, while those aged 24 and above represent the smallest group at 13.3%. This indicates that most respondents are within the typical college age range, suggesting that the data largely reflects the experiences of students in their prime undergraduate years.

Table 4. *Assessment of the demographic profile in terms of Gender*

Gender	Frequency	Percentage
Male	53	31.9%
Female	112	67.5%
Rather not say	1	0.6%
Total	166	100.00%

Table 4 presents the majority of the respondents are female, accounting for 67.5% of the total population. Male respondents comprise 31.9%, while 0.6% preferred not to disclose their gender. This

distribution suggests a higher participation of female students in the survey, which may reflect the gender composition of CBA students in the university.

Table 5. Assessment of the demographic profile in terms of Year Level

Year level	Frequency	Percentage
1st year	17	10.2%
2nd year	37	22.3%
3rd year	46	27.7%
4th year	40	24.1%
Graduate	26	15.7%
Total	166	100.00%

Table 5 indicates that third-year students have the highest representation with 27.7%, followed by fourth-year students at 24.1% and second-year students at 22.3%. Graduate students make up 15.7%, while first-year students account for 10.2% of the respondents. This suggests that most participants are in the middle to upper years of their academic programs, where involvement in student organizations is more common.

Table 6. Assessment of the demographic profile in terms of Course /Program

Course Program	Frequency	Percentage
BS in Accounting Information System	29	17.5%
BS in Accountancy	41	24.7%
BSBA Major in Banking	35	21.1%
BSBA Major in Marketing Management	41	24.7%
BSBA Major in Operations and Supply Management	20	12.1%
Total	166	100.00%

Table 6 presents that the respondents are fairly distributed across different CBA programs. BS in Accountancy and BSBA Major in Marketing Management have the highest number of respondents, each comprising 24.7%. This is followed by BSBA Major in Banking at 21.1%, BS in Accounting Information Systems at 17.5%, and BSBA Major in Operations and Supply Management at 12.1%. The distribution indicates that the study captures perspectives from various business-related programs within the College of Business Administration.

Table 7. Assessment of the demographic profile in terms of Student Organization

Name of Organization	Frequency	Percentage
Junior Institute of Information System Accountants (JIISA)	28	16.9%
Junior Philippine Institute of Accountants (JPIA)	35	21.1%
Fatima Junior Marketing Society (FJMS)	19	11.5%
Junior Banking and Finance Society (JBFISOC)	31	18.7%
Fatima Junior Productions and Operations Management Society (FJPROMS)	17	10.2%
Junior Executive Business Council (JEBC)	33	19.9%
Total	166	100.00%

Table 7 indicates the distribution of respondents according to their student organization affiliation. The highest proportion of respondents belong to the Junior Philippine Institute of Accountants (JPIA) with 21.1%, followed by the Junior Executive Business Council (JEBC) at 19.9% and the Junior Banking and Finance Society (JBIFISOC) at 18.7%. Other organizations such as Junior Institute of Information Systems Accountants (JIISA), Fatima Junior Marketing Society (FJMS), and Fatima Junior Productions and Operations Management Society (FJPROMS) also have notable representation. This indicates active student involvement across various academic organizations within the College of Business Administration.

Level of Student Organization Participation

Table 8. *Assessment in terms of number of organizations joined*

Number of organizations	Frequency	Percentage
One type of organization	155	93.4%
Two types of organization	10	6.02%
Three types of organization	1	0.6%
Total	166	100.00%

Table 8 indicates the majority of respondents (93.4%) are members of one student organization, while 6.02% are involved in two organizations. Only 0.6% reported membership in three organizations. This suggests that most students prefer focused participation in a single organization rather than engaging in multiple organizations simultaneously.

Table 9 . *Assessment in terms of number of hours spent per week for organization activities*

Number of Hours	Frequency	Percentage
0 - 1	9	5.4%
2 - 4	58	34.9%
5 - 7	61	36.8%
8 - 10	29	17.5%
11 and above	9	5.4%
Total	166	100.00%

Table 9 indicates that most respondents spend 5–7 hours per week on organization-related activities (36.8%), followed by 2–4 hours (34.9%). A smaller portion of students spend 8–10 hours (17.5%), while only 5.4% spend 0–1 hour or 11 hours and above. This suggests that the majority of students allocate a moderate amount of time to organizational involvement alongside their academic responsibilities.

Table 10. *Assessment in terms of types of organizations joined*

Types	Frequency	Percentage
Academic	155	93.4%
Professional	1	0.6%
Social	6	3.6%
Sports / Interest-based	4	2.4%
Total	166	100.00%

Table 10 presents an overwhelming majority of respondents (93.4%) are members of academic organizations. In contrast, very few students are involved in professional organizations (0.6%), social organizations (3.6%), or sports/interest-based organizations (2.4%). This implies that students primarily engage in organizations that are closely related to their academic programs and future career paths.

Effects on Perceived Academic Performance

Table 11. *Assessment of perceived academic performance*

Variable	Mean	SD	Interpretation
Time Management	3.48	0.63	Agree
Academic Motivation	3.46	0.64	Agree
Study Habits Sport	3.36	0.67	Agree
Balance of Academic and Organization Responsibilities	3.50	0.62	Strongly Agree

Legend: 1.0 -1.4 Strongly Disagree, 1.5-2.4 Disagree, 2.5-3.4 Agree, 3.5-4.0 Strongly Agree

Table 11 presents the respondents' perceived academic performance. All indicators were interpreted as Agree to Strongly Agree, with Time Management obtaining the highest mean ($\bar{x} = 3.48$), followed by Balance of Academic and Organization Responsibilities ($\bar{x} = 3.50$), which was interpreted as Strongly Agree. This suggests that students believe their involvement in student organizations helps them manage time effectively and balance academic demands with organizational responsibilities.

Effects on Career Readiness

Table 12. *Assessment Career Readiness*

Variable	Mean	SD	Interpretation
Leadership Skills	3.57	0.58	Strongly Agree
Communication Skills	3.53	0.61	Strongly Agree
Team Work Skills	3.64	0.55	Strongly Agree
Confidence and Adaptability	3.62	0.55	Strongly Agree
Preparedness	3.61	0.57	Strongly Agree

Legend: 1.0 -1.4 Strongly Disagree, 1.5-2.4 Disagree, 2.5-3.4 Agree, 3.5-4.0 Strongly Agree

Table 12 indicates that respondents Strongly Agree across all career readiness indicators. Teamwork Skills recorded the highest mean ($\bar{x} = 3.64$), followed by Communication Skills, Leadership Skills, Confidence and Adaptability, and Preparedness. These results indicate that student organization participation positively contributes to the development of essential career-related competencies among CBA students.

Statistical Analysis of Student Organization Participation as a Predictor of Perceived Academic Performance

Table 13. *Student Organization Participation as a Significant Predictor of Perceived Academic Performance*

a. Dependent Variable: Perceived Academic Performance
 Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	<i>t</i>	<i>Sig.</i>
	<i>B</i>	<i>Std. Error</i>	<i>Beta</i>		
1 (Constant)	18.846	1.428		13.201	.000
	StudentOrgParticipation	.498	.079	.442	6.304

Table 13 reveals that student organization participation is a significant predictor of perceived academic performance ($\beta = 0.442, p < 0.001$). The positive beta value indicates that increased participation in student organizations is associated with higher perceived academic performance. This result suggests that involvement in student organizations plays a meaningful role in enhancing students' academic outcomes.

Statistical Analysis of Student Organization Participation as a Predictor of Career Readiness

Table 14. *Student Organization Participation as a Significant Predictor of Career Readiness*

a. Dependent Variable: Career Readiness
 Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	<i>t</i>	<i>Sig.</i>
		<i>B</i>	<i>Std. Error</i>	<i>Beta</i>		
<i>1</i>	(Constant)	20.066	1.208		16.612	.000
	StudentOrgParticipation	.291	.067	.321	4.344	.000

Table 14 presents that student organization participation is also a significant predictor of career readiness ($\beta = 0.321, p < 0.001$). The findings indicate that higher levels of participation in student organizations significantly contribute to students' preparedness for future careers, supporting the idea that organizational involvement enhances employability-related skills.

DISCUSSION

This chapter discusses and interprets the results of the study entitled “*Level of Student Organization Participation: Impact on Perceived Academic Performance and Career Readiness of CBA Students in Our Lady of Fatima University–Valenzuela.*” The purpose of this discussion is to explain how the findings presented in Chapter 4 address the research questions and test the proposed hypotheses, as well as to situate the results within existing literature on student organization participation, academic performance, and career readiness.

The demographic results show that most of the respondents were between 21 and 23 years old, female, and in their third year, fourth year, or graduate level. This indicates that the majority of participants were already in the later stages of their academic journey, where students are more likely to take active roles in student organizations. Because of their level of experience in both academics and organizational activities, these respondents were in a good position to assess how participation in student organizations affects their academic performance and career readiness. The respondents also came from different CBA programs and student organizations, which suggests that the findings reflect a broad range of experiences within the College of Business and Accountancy.

In terms of participation, most respondents were members of only one student organization. This suggests that students prefer to focus their efforts on a single organization rather than joining multiple groups at the same time. Most of them also spent a moderate amount of time on organizational activities, particularly five to seven hours per week, followed by those who spent two to four hours. This level of involvement suggests that students are able to engage in organizational responsibilities while still giving enough attention to their academic work. The results further show that most respondents belonged to academic organizations, indicating that students are more inclined to join groups that are closely related to their course and future career. This type of organization likely provides experiences that directly support both learning and professional development.

The findings show that students generally believe that participation in student organizations has a positive effect on their academic performance. Respondents agreed that their involvement helped improve their time management, academic motivation, study habits, and ability to balance academic and organizational responsibilities. The strongest agreement was seen in their ability to balance academics and organization work, suggesting that organizational involvement helps students become more organized and disciplined. Instead of becoming a distraction, participation appears to support better planning and self-control, which are important for academic success.

The results also indicate that student organization participation has a strong positive influence on career readiness. Respondents strongly agreed that their involvement helped develop leadership skills, communication skills, teamwork, confidence, adaptability, and preparedness for future employment. Teamwork skills received the highest level of agreement, showing that working with others in organizational settings plays a major role in preparing students for professional environments. These findings suggest that student organizations provide real-life experiences that help students build the skills needed in the workplace, which are not always fully developed through classroom learning alone.

The regression analysis further supports these findings. Student organization participation was found to have a significant positive effect on perceived academic performance, which led to the rejection of the null hypothesis. This means that higher levels of participation are associated with better perceptions of academic performance. However, since the study used a descriptive-correlational design, the results show a relationship rather than a direct cause-and-effect. Even so, the strong association suggests that organizational involvement plays an important role in supporting students' academic development.

Similarly, the results show that student organization participation has a significant positive effect on career readiness, which also led to the rejection of the null hypothesis related to career readiness. This highlights the role of student organizations in helping students transition from academic life to the professional world. Through active involvement, students gain practical experience and develop skills that increase their confidence and readiness for future employment.

Overall, the findings suggest that moderate and focused participation in student organizations contributes positively to both perceived academic performance and career readiness among CBA students at Our Lady of Fatima University–Valenzuela. Student organizations serve as important spaces where students can apply what they learn in class, develop essential skills, and prepare for their future careers. When participation is well-managed, student organizations support holistic student development without negatively affecting academic responsibilities.

CONCLUSION

This study examined the impact of student organization participation on the perceived academic performance and career readiness of CBA students at Our Lady of Fatima University–Valenzuela. The results confirm that active and moderate involvement in student organizations positively influences students' perceived academic performance and significantly enhances their career readiness.

The demographic profile of the respondents shows that most were 21 to 23 years old, predominantly female, and primarily in their third or fourth year of study. The largest groups were enrolled in the BS Accountancy and BSBA Marketing Management programs, with the majority affiliated with JPIA, JEBC, and JBFISOC. These findings suggest that the sample mainly comprised female students in the middle to upper undergraduate years who were actively involved in academic student organizations.

Most respondents participated in only one student organization, dedicated 5–7 hours per week to organizational activities, and primarily joined academic organizations. These results suggest that students typically engage in focused and moderate participation consistent with their academic programs.

In terms of perceived academic performance, many respondents shared that being involved in student organizations has had a positive impact on their academic life. They noticed improvements in their

time management, motivation to study, and overall study habits. Additionally, most of them strongly felt that participating in these organizations helped them manage their academic and extracurricular responsibilities more effectively. This shows that students really see the value of being active in organizations as a way to boost their academic skills.

With respect to career readiness, respondents strongly agreed that being involved in student organizations really boosted their skills in leadership, communication, and teamwork. They also mentioned feeling more confident and adaptable, which makes them feel better prepared for future jobs. Interestingly, the area where they felt they improved the most was in teamwork skills, highlighting how much being part of these organizations helps develop key competencies that employers are looking for.

Regression analysis revealed that participating in student organizations has a meaningful impact on how students perceive their academic performance. Specifically, there's a strong positive relationship between involvement in these organizations and higher perceived academic success. This leads us to reject the null hypothesis, which suggests that student organization participation does not significantly affect how students view their academic achievements. Essentially, when students participate more in these organizations, they usually feel more confident and satisfied with their academic performance.

Similarly, regression results revealed that being involved in student organizations plays a significant role in predicting career readiness. Thus, the null hypothesis stating that there is no significant effect of student organization participation on career readiness is rejected. In essence, the more students engage with these organizations, the better prepared they are for their careers.

Overall, the findings show that when students actively and thoughtfully engage in student organizations, it can really boost how they see their academic performance and prepare them for their careers. This emphasizes just how important these organizations are in helping students grow both academically and professionally.

Recommendation

- Students are encouraged to maintain balanced and focused participation in student organizations, particularly through manageable involvement in one organization. To effectively balance their commitments, students may create structured weekly schedules that clearly allocate time for academic tasks, organizational responsibilities, and personal activities. They should prioritize academic requirements during examination periods, limit acceptance of additional roles when academic workload increases, and regularly assess their capacity before committing to new organizational tasks. Excessive commitments should be avoided to maintain effective engagement and prevent academic strain. Student organizations should also assign structured and realistic responsibilities, set clear timelines, and coordinate major activities with academic calendars to promote sustainable participation and help members maintain an appropriate balance between organizational and academic obligations.
- Students are encouraged to apply the organizational skills they acquire, such as time management, responsibility, and discipline, to enhance their academic performance. They may do this by creating structured weekly schedules that allocate time for studying, organizational tasks, and personal responsibilities; setting academic goals and deadlines similar to how they manage organizational projects; and prioritizing academic requirements before accepting additional organizational commitments. Students may also use planning tools such as calendars, task lists, and progress trackers to monitor both academic and organizational responsibilities. Faculty members may provide guidance by helping students develop realistic study plans, offering time management strategies, and advising them on maintaining a healthy balance between academic demands and extracurricular involvement to ensure consistent academic achievement.

- Since the study established a high level of career readiness among participants, students are encouraged to actively engage in leadership roles, collaborative initiatives, and decision-making responsibilities within their organizations to further strengthen professional competencies. Student organizations should continue providing opportunities that develop communication skills, teamwork, adaptability, and leadership abilities to sustain this level of readiness.
- Since regression analysis confirmed that student organization participation predicts perceived academic performance, it is recommended that students should be encouraged to participate actively not because of incentives from just joining student organizations but to enhance their time management skills, study habits, and academic motivation. The university also recommended a time-management and academic balancing workshop to help students to maintain an optimal level of involvement without compromising academic responsibilities. Clear guidelines should also be established to prevent over-involvement, ensuring participation remains beneficial rather than overwhelming.
- For future researchers it is recommended to expand the scope of respondents to a wide variety of students and courses/programs to determine the relationship of participating in student organizations that enhance the students academic performances and career readiness. Conduct more in-depth and comparative studies that examine which specific organizational roles or activities are most likely to predict career readiness outcomes. By addressing these areas, future research can move beyond establishing significance and instead provide deeper insights into student organization participation to enhance career readiness.

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