



ISSN: 2617-6548

URL: www.ijirss.com



Evaluating extracurricular educational activities: Perspectives from management staff and students

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Abstract

This study examines the implementation of extracurricular educational activities at the university, focusing on both management staff and student perspectives. It aims to assess the extent to which these activities achieve their intended objectives, evaluate the application of organizational principles, and identify areas for improvement. By analyzing both viewpoints, the study provides a comprehensive understanding of the effectiveness of extracurricular programs in fostering students' knowledge application, ethical development, and social competencies. A quantitative research design was employed, utilizing structured questionnaires to collect data from 50 managerial staff members and faculty administrators, 35 student union leaders and student affairs officers, and 330 students across various faculties. The survey was conducted over three months, from September to November 2020, using a four-point Likert scale to measure perceptions of extracurricular activity objectives and organizational principles. Descriptive statistical methods, including mean scores and ranking analysis, were used to analyze the data. The findings reveal that both management staff and students perceive extracurricular activities as beneficial, particularly in enhancing students' ability to apply knowledge to real-life problems, reinforcing moral values, and promoting social skills. However, awareness of policies, laws, and institutional regulations received the lowest ratings, indicating a gap in engagement with these aspects. Both groups highlighted the role of student organizations in facilitating extracurricular activities, but concerns were raised about the alignment of these programs with overall student development goals. The study underscores the importance of strategic alignment between extracurricular activities and institutional objectives to maximize their impact. While these programs effectively contribute to student growth, improvements in policy education, interdisciplinary collaboration, and structured assessment methods are needed. Strengthening these areas can enhance the relevance and effectiveness of extracurricular initiatives, fostering a holistic educational experience that prepares students for academic, professional, and personal success.

Keywords: Education, Extracurricular activities, Management, Student, University.

DOI: 10.53894/ijirss.v8i2.6068

Funding: This study received no specific financial support.

History: Received: 26 February 2025 / Revised: 31 March 2025 / Accepted: 2 April 2025 / Published: 10 April 2025

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Competing Interests: The authors declare that they have no competing interests.

Authors' Contributions: All authors contributed equally to the conception and design of the study. All authors have read and agreed to the published version of the manuscript.

Transparency: The authors confirm that the manuscript is an honest, accurate, and transparent account of the study; that no vital features of the study have been omitted; and that any discrepancies from the study as planned have been explained. This study followed all ethical practices during writing.

Publisher: Innovative Research Publishing

1. Introduction

Extracurricular educational activities play a multifaceted role in student development, contributing to personal growth, academic success, interpersonal competence, and future employability. These activities foster reflective learning, particularly through volunteer projects, encouraging students to reassess their beliefs and behaviors toward sustainability [1]. In various cultural contexts, such as China, extracurricular engagement helps accumulate cultural capital and improve social relationships, even if it does not directly impact academic performance in high-stakes testing environments [2]. Beyond academics, these activities enrich the student experience by supporting skill acquisition and complementing formal education in competitive environments [3]. Research indicates that consistent participation in extracurricular programs is linked to higher educational status and improved interpersonal competence, particularly benefiting students with initially lower interpersonal skills [4]. Additionally, extracurricular activities have been instrumental in rebuilding school culture post-pandemic, highlighting the need for stakeholder collaboration and professional development to support student growth [5]. Students engage in these activities for diverse reasons, including extrinsic motivations related to employability, intrinsic enjoyment, social connections, and pro-social goals, with motivations evolving throughout their university journey [6]. For vulnerable adolescents, extracurricular activities serve as a crucial tool for promoting educational resilience, enabling them to achieve success despite personal and social challenges [7]. Furthermore, while these activities are widely recognized for enhancing employability, strategic engagement and institutional support are essential for maximizing their career-planning benefits [8]. By integrating extracurricular programs effectively into educational frameworks, institutions can create holistic learning environments that equip students with the necessary skills, experiences, and resilience for academic, professional, and personal success.

Extracurricular educational activities provide numerous benefits for university students, enhancing both academic and personal development while contributing to a well-rounded university experience. Participation in these activities is linked to improved academic performance, self-regulation strategies, and the acquisition of complementary skills that support both educational success and emotional well-being [3, 9]. Involvement in extracurricular programs also fosters self-efficacy, a crucial factor influencing key higher education outcomes such as employability [10]. Moreover, these activities play a significant role in developing essential graduate attributes, including leadership, teamwork, communication, and resilience—skills that are critical for professional success and are often cultivated through structured institutional schemes [8, 11, 12]. Students engaged in extracurricular programs often recognize their long-term career value, though strategic participation is necessary to maximize these benefits [8]. Beyond academic and career advantages, extracurricular activities foster a sense of belonging and well-being through social interactions and personal development, also contributing to the enhancement of social entrepreneurial skills and leadership potential [13-15]. However, not all students benefit equally from these activities, as factors such as sociability and the ability to balance academic responsibilities can influence individual outcomes [13]. Competitive sports, in particular, are recognized for their strong impact on graduate attributes but may also present greater participation constraints [12]. Despite these challenges, extracurricular activities remain an essential component of higher education, equipping students with the skills, experiences, and networks needed for both academic and professional success.

Therefore, extracurricular educational activities play a crucial role in fostering holistic student development, complementing formal education by enhancing practical skills, ethical values, and social competencies. These activities provide students with opportunities to apply theoretical knowledge to real-life situations, develop moral and civic awareness, and engage in meaningful social interactions. Effective implementation of extracurricular programs relies not only on the structure and objectives set by educational institutions but also on how well these initiatives align with students' needs and expectations. Therefore, understanding both management staff and student perspectives on the effectiveness of these activities is essential for optimizing their impact. This study aims to evaluate the implementation and effectiveness of extracurricular educational activities at the school by examining how well their objectives are achieved and whether the underlying principles of organization are effectively applied. The research presents insights from both management staff and students to identify areas of alignment, as well as potential gaps in perception. Specifically, four key aspects are analyzed: (1) the effectiveness of extracurricular objectives from the perspective of management staff, (2) the same evaluation from students' viewpoints, (3) the extent to which the principles guiding these activities are applied according to management staff, and (4) students' perceptions of the adherence to these principles. By comparing these perspectives, this study provides a comprehensive assessment of the current state of extracurricular educational activities and offers recommendations for enhancing their implementation and alignment with institutional goals.

2. Methods and Materials

To investigate the current status of the research topic, we conducted a survey using structured questionnaires. The total sample included 50 managerial staff members from various departments and faculties and 330 students from different faculties, including Early Childhood Education, Primary Education, Business Administration and Economics, and Information Technology at Hong Duc University. This diverse sample was selected to ensure a comprehensive understanding of the subject matter from multiple perspectives within the academic institution.

The survey was conducted over a three-month period, from September 2020 to November 2020. This timeframe allowed for the collection of sufficient data to analyze trends and obtain representative responses from the targeted participants. The study employed a quantitative approach for data collection techniques. Two distinct types of structured questionnaires were designed: one for managerial staff and faculty members and another for students. The questionnaires were distributed to the respective groups, and responses were collected for analysis.

All collected survey responses and interview data were systematically compiled and analyzed. Descriptive statistical methods were used, including percentage calculations, mean scores, and ranking analysis. A four-point Likert scale was employed to assess various aspects of the survey topics, with response categories defined as follows:

- 4 = Very good / Very true
- 3 = Relatively good / Relatively true
- 2 = Average / Neutral
- 1 = Not good / Not true

Each response was assigned a corresponding numerical value ranging from 1 to 4, with 1 being the lowest score and 4 being the highest. The mean score \bar{X} for each category was calculated and positioned within the following scale intervals:

- Very good / Very true: $3.25 < \bar{X} \leq 4.00$
- Relatively good / Relatively true: $2.50 < \bar{X} \leq 3.25$
- Average / Neutral: $1.75 < \bar{X} \leq 2.50$
- Not good / Not true: $1.00 \leq \bar{X} \leq 1.75$

To determine the interval range for each category, the following formula was applied: $K = (n-1)/4 = (4-1)/4 = 0.75$, where K represents the interval range and n denotes the number of response levels. Each level differs by an increment of 0.75, ensuring a consistent and structured classification of survey responses.

3. Results

Table 1. The current situation of implementing the objectives of extracurricular educational activities at the school from the perspective of management staff.

	Very good		Relatively good		Average		Not good		Mean	Ranking
	n	%	n	%	n	%	n	%		
1. Applying acquired knowledge to solve real-life problems.	8	16.0	13	26.0	24	48.0	5	10.0	2.48	1
2. Enhancing students' awareness of the Party's guidelines and policies, the State's laws and regulations, the Ministry of Education and Training's regulations, and the rules of the university and local communities.	5	10.0	9	18.0	24	48.0	12	24.0	2.14	5
3. Recognizing codes of conduct in schools, national traditional values, and the cultural heritage of local communities and the country.	6	12.0	12	24.0	26	52.0	6	12.0	2.36	2
4. Educating students on moral values, lifestyle, duties, and responsibilities toward themselves, their families, their school, and society.	6	12.0	14	28.0	20	40.0	10	20.0	2.32	3
5. Developing students' social skills, personal competencies, and professional qualities.	4	8.0	10	20.0	30	60.0	6	12.0	2.24	4
6. Instilling the right attitude toward life's challenges and fostering accountability for one's actions.	4	8.0	10	20.0	24	48.0	12	24.0	2.12	6
7. Promoting physical health and aesthetic appreciation, enabling students to perceive and evaluate beauty in life accurately.	4	8.0	8	16.0	26	52.0	12	24.0	2.08	7
8. Encouraging a proactive stance against inappropriate behaviors – both in oneself and others – to foster self-improvement.	5	10.0	11	22.0	25	50.0	9	18.0	2.24	4

Table 1 presents the evaluation of the implementation of extracurricular educational activities at the school from the perspective of management staff. The table categorizes responses into four levels: "Very good," "Relatively good," "Average," and "Not good," displaying the number (n) and percentage (%) of responses in each category. Additionally, the mean score and ranking of each objective are included. The highest-rated objective, with a mean score of 2.48, is "Applying acquired knowledge to solve real-life problems," with 16.0% rating it as "Very good" and 26.0% as "Relatively good." The second-highest ranking (2.36) pertains to "Recognizing codes of conduct in schools, national traditional values, and cultural heritage." Meanwhile, "Educating students on moral values, lifestyle, duties, and responsibilities" follows closely with a mean of 2.32. "Developing students' social skills, personal competencies, and professional qualities" and "Encouraging a

proactive stance against inappropriate behaviors" both received a mean of 2.24. Lower-ranking objectives include "Enhancing students' awareness of the Party's guidelines, laws, and regulations" (2.14), "Instilling the right attitude toward life's challenges" (2.12), and "Promoting physical health and aesthetic appreciation" (2.08), which is the lowest-rated objective.

Table 2.

The current situation of implementing the objectives of extracurricular educational activities at the school from the perspective of students.

	Very good		Relatively good		Average		Not good		Mean	Ranking
	n	%	n	%	n	%	n	%		
1. Applying acquired knowledge to solve real-life problems.	58	17.6	126	38.2	101	30.6	45	13.6	2.59	1
2. Enhancing students' awareness of the Party's guidelines and policies, the State's laws and regulations, the Ministry of Education and Training's regulations, and the rules of the university and local communities.	35	10.6	88	26.7	158	47.9	49	14.8	2.33	8
3. Recognizing codes of conduct in schools, national traditional values, and the cultural heritage of local communities and the country.	41	12.4	117	35.5	123	37.3	49	14.8	2.45	4
4. Educating students on moral values, lifestyle, duties, and responsibilities toward themselves, their families, their school, and society.	46	13.9	130	39.4	100	30.3	54	16.4	2.51	2
5. Developing students' social skills, personal competencies, and professional qualities.	36	10.9	117	35.5	128	38.8	49	14.8	2.42	6
6. Instilling the right attitude toward life's challenges and fostering accountability for one's actions.	35	10.6	119	36.1	131	39.7	45	13.6	2.44	5
7. Promoting physical health and aesthetic appreciation, enabling students to perceive and evaluate beauty in life accurately.	55	16.7	101	30.6	126	38.2	48	14.5	2.49	3
8. Encouraging a proactive stance against inappropriate behaviors – both in oneself and others – to foster self-improvement.	46	13.9	65	19.7	183	55.5	36	10.9	2.37	7

Table 2 illustrates students' perspectives on the implementation of extracurricular educational objectives at their school. The table presents data on how students rated each objective across four levels: "Very good," "Relatively good," "Average," and "Not good," with corresponding numbers (n) and percentages (%). Additionally, the mean score and ranking for each objective are included. The highest-rated objective, with a mean of 2.59, is "Applying acquired knowledge to solve real-life problems," with 17.6% of students rating it as "Very good" and 38.2% as "Relatively good." Following closely in second place is "Educating students on moral values, lifestyle, duties, and responsibilities toward themselves, their families, their school, and society" (2.51). "Promoting physical health and aesthetic appreciation" (2.49) and "Recognizing codes of conduct in schools, national values, and cultural heritage" (2.45) are also rated relatively high. Meanwhile, "Developing students' social skills, personal competencies, and professional qualities" (2.42), "Instilling the right attitude toward life's challenges" (2.44), and "Encouraging a proactive stance against inappropriate behaviors" (2.37) received slightly lower ratings. The lowest-rated objective, with a mean of 2.33, is "Enhancing students' awareness of the Party's guidelines, laws, and regulations," indicating a weaker perceived effectiveness in this area.

Table 3.

The current situation of applying the principles of organizing and implementing extracurricular educational activities for students from the perspective of management staff.

	Very true		Relatively true		Neutral		Not true		Mean	Ranking
	n	%	n	%	n	%	n	%		
1. All extracurricular educational activities are designed with educational content to achieve the university's overall student development objectives.	5	10.0	15	30.0	20	40.0	10	20.0	2.30	7
2. All extracurricular educational activities are conducted by educators who hold a degree in pedagogy.	6	12.0	17	34.0	19	38.0	8	16.0	2.42	5
3. Extracurricular educational activities involve close and effective coordination between organizations within and outside the university.	6	12.0	15	30.0	21	42.0	8	16.0	2.38	6
4. All extracurricular educational activities for students are planned scientifically and rationally, avoiding overlap and ensuring they do not interfere with students' academic activities.	7	14.0	15	30.0	21	42.0	7	14.0	2.44	4
5. Extracurricular activities promote students' voluntary participation and self-awareness, attracting a large number of students across the university.	7	14.0	15	30.0	20	40.0	8	16.0	2.42	5
6. Extracurricular educational activities are diverse and engaging, tailored to the psychological characteristics and age group of students.	7	14.0	18	36.0	16	32.0	9	18.0	2.46	3
7. The Youth Union and Student Association play a key role in all activities.	8	16.0	16	32.0	19	38.0	7	14.0	2.50	2
8. Students' awareness and participation in extracurricular educational activities are assessed accurately, fairly, transparently, and democratically.	8	16.0	17	34.0	20	40	5	10.0	2.56	1

Table 3 presents the management staff's assessment of how well the principles of organizing and implementing extracurricular educational activities for students are applied. Responses are categorized into four levels: "Very true," "Relatively true," "Neutral," and "Not true," with corresponding numbers (n) and percentages (%). The table also includes the mean score and ranking for each principle. The highest-rated principle, with a mean of 2.56, is "Students' awareness and participation in extracurricular educational activities are assessed accurately, fairly, transparently, and democratically," with 16.0% of respondents rating it as "Very true" and 34.0% as "Relatively true." Following closely in second place (2.50) is "The Youth Union and Student Association play a key role in all activities," while "Extracurricular educational activities are diverse and engaging, tailored to the psychological characteristics and age group of students" ranks third (2.46). Other principles, such as "Scientific and rational planning of extracurricular activities to avoid overlap" (2.44) and "Promotion of voluntary participation" (2.42), receive moderate ratings. The lowest-rated principle (2.30) pertains to the alignment of extracurricular educational activities with the university's overall student development objectives, suggesting a perceived gap in strategic alignment.

Table 4.

The current situation of applying the principles of organizing and implementing extracurricular educational activities for students from the perspective of students.

	Very true		Relatively true		Neutral		Not true		Mean	Ranking
	n	%	n	%	n	%	n	%		
1. All extracurricular educational activities are designed with educational content to achieve the university's overall student development objectives.	44	13.3	103	31.2	120	36.4	63	19.1	2.39	5
2. All extracurricular educational activities are conducted by educators who hold a degree in pedagogy.	40	12.1	110	33.3	128	38.8	52	15.6	2.42	4
3. Extracurricular educational activities involve close and effective coordination between organizations within and outside the university.	47	14.2	104	31.5	131	39.7	48	14.5	2.45	2
4. All extracurricular educational activities for students are planned scientifically and rationally, avoiding overlap and ensuring they do not interfere with students' academic activities.	42	12.7	103	31.2	135	40.9	50	15.2	2.42	4
5. Extracurricular activities promote students' voluntary participation and self-awareness, attracting a large number of students across the university.	45	13.6	103	31.2	132	40.0	50	15.2	2.43	3
6. Extracurricular educational activities are diverse and engaging, tailored to the psychological characteristics and age group of students.	44	13.3	107	32.4	125	37.9	54	16.4	2.43	3
7. The Youth Union and Student Association play a key role in all activities.	58	17.6	105	31.8	120	36.4	47	14.2	2.53	1
8. Students' awareness and participation in extracurricular educational activities are assessed accurately, fairly, transparently, and democratically.	42	12.7	110	33.3	133	40.3	45	13.6	2.45	2

Table 4 presents students' perspectives on the application of principles in organizing and implementing extracurricular educational activities at their university. The table categorizes responses into four levels: "Very true," "Relatively true," "Neutral," and "Not true," providing the number (n) and percentage (%) of responses in each category. Additionally, the table includes the mean score and ranking for each principle. The highest-rated principle, with a mean of 2.53, is "The Youth Union and Student Association play a key role in all activities," with 17.6% of students rating it as "Very true" and 31.8% as "Relatively true." Following closely in second place (2.45) are "Extracurricular educational activities involve close and effective coordination between organizations within and outside the university" and "Students' awareness and participation in extracurricular educational activities are assessed accurately, fairly, transparently, and democratically." Other principles, such as "Extracurricular activities are diverse and engaging" (2.43) and "Promotion of voluntary participation and self-awareness" (2.43), receive mid-range ratings. The lowest-rated principle (2.39) pertains to the alignment of extracurricular educational activities with the university's overall student development objectives, indicating students perceive a weaker connection between these activities and broader academic goals.

4. Discussion

4.1. General Discussion

The evaluation of extracurricular educational activities from both management staff and students reveals key insights into their effectiveness and alignment with institutional goals. Both groups rated "Applying acquired knowledge to solve real-life problems" as the most effective objective, with mean scores of 2.48 (management) and 2.59 (students), indicating strong perceived applicability. Other highly rated objectives include "Recognizing codes of conduct and cultural heritage" and "Educating students on moral values and responsibilities." However, both perspectives ranked "Enhancing awareness of the Party's guidelines, laws, and regulations" as the least effective objective, reflecting a gap in engagement with this aspect of education. Regarding the principles of organizing extracurricular activities, management staff rated "Fair and transparent assessment of student participation" highest (2.56), while students emphasized the role of the Youth Union and Student Association (2.53). The lowest-rated principle for both groups was the alignment of extracurricular activities with the university's overall development objectives, highlighting a need for better integration between extracurricular engagement and academic goals.

The findings suggest that extracurricular activities in the school are highly effective in helping students apply their knowledge to real-life situations, reinforcing the practical emphasis in the educational approach. Both students and management staff perceive these activities as essential for enhancing problem-solving abilities, critical thinking, and adaptability in professional and personal contexts. This aligns with experiential learning theory, which posits that students develop a deeper understanding and retain skills more effectively when they actively engage with real-world applications of their knowledge [16]. Prior research supports this view, highlighting the role of extracurricular involvement in fostering critical thinking and problem-solving skills beyond the classroom setting [4]. Moral education, cultural awareness, and physical health promotion are also rated favorably, suggesting that these aspects are relatively well-integrated into the extracurricular curriculum. Studies indicate that structured extracurricular programs contribute significantly to students' social and ethical development, reinforcing values such as responsibility, leadership, and cultural identity [17, 18]. Moreover, participation in sports and wellness programs has been linked to improved academic performance, emotional well-being, and social integration [19]. Notably, while management perspectives tend to prioritize academic and disciplinary outcomes, students appear to derive intrinsic motivation and enjoyment from physical and creative activities [20]. However, lower ratings for objectives related to policy awareness, social skills, and proactive behavioral development highlight areas where students feel less engaged or impacted. Although extracurricular activities contribute to leadership and teamwork skills, their effectiveness in promoting civic awareness and regulatory understanding depends on how these topics are incorporated into the program [21]. The lowest-rated objective—enhancing students' awareness of regulations and policies—signals a need for more engaging approaches in this area. Research suggests that traditional instructional methods in civic education may not resonate with students, whereas interactive and participatory methods, such as debate clubs, student governance activities, and service-learning projects, have proven to be more effective [22]. Additionally, while students rate "Promoting physical health and aesthetic appreciation" higher than management staff, the relatively lower emphasis on these areas within the curriculum indicates a potential gap. Studies have shown that exposure to the arts and physical education contributes to students' holistic development, improving cognitive and emotional well-being while fostering creativity and engagement [23]. Schools that integrate artistic and physical activities into their extracurricular programs often report enhanced student participation and overall learning outcomes. While the school's extracurricular programs are successful in fostering practical knowledge and moral values, there is room for improvement in promoting civic responsibility, regulatory awareness, and professional social competencies. Future initiatives should consider interdisciplinary approaches that integrate legal awareness, physical activity, and artistic exploration, ensuring a more well-rounded educational experience. Further research could explore how extracurricular initiatives can be designed to enhance students' civic engagement and policy understanding through interactive and applied learning strategies [24].

The findings indicate that both management staff and students recognize the crucial role of extracurricular activities in fostering student engagement and inclusivity. Management staff emphasize fairness in evaluating participation and the ability of these programs to create an inclusive environment, which aligns with research suggesting that student engagement in extracurricular activities contributes to a sense of belonging, motivation, and academic success [17, 20]. Similarly, students highly value the role of the Youth Union and Student Association in organizing these activities, highlighting their significance in leadership development, civic engagement, and social integration [25, 26]. When adequately supported by educational institutions, student-led organizations serve as vital platforms for experiential learning, fostering teamwork, communication, and organizational management skills [27]. Coordination with external organizations emerges as an area of both strength and potential improvement. Students acknowledge some level of collaboration between the university and external stakeholders, such as businesses, community organizations, and government agencies, which enhances the real-world applicability of extracurricular programs [28]. These partnerships can provide experiential learning opportunities, internships, and service-learning projects that enrich students' educational experiences [29]. However, management staff express concerns about the relatively weak strategic alignment of these activities with broader student development goals. Similarly, students perceive a disconnect between extracurricular involvement and their academic growth. Research suggests that extracurricular programs are most effective when purposefully integrated into the broader educational framework, supporting both cognitive and social learning [30]. Without clear academic linkages, students may see extracurricular activities as separate from their formal education, limiting their motivation to participate [20]. Additionally, both groups acknowledge the need for improvements in the structure, accessibility, and engagement diversity of extracurricular programs. While management staff highlight moderate ratings for scientific planning, students report concerns about inclusivity and voluntary participation. Research indicates that well-structured and diverse extracurricular programs significantly contribute to students' personal and professional development, but accessibility issues, such as time constraints, financial barriers, and lack of awareness, can hinder participation [4, 31]. Ensuring that activities accommodate different student needs is crucial for maximizing engagement and benefits [17]. To enhance the effectiveness and perceived value of extracurricular activities, institutions should focus on strengthening the academic relevance of these programs and ensuring their alignment with students' overall development. Implementing structured co-curricular models—such as service-learning courses, experiential learning components, and partnerships with external organizations—can improve student engagement, skill acquisition, and academic success [26, 32]. By fostering intentional connections between extracurricular and academic experiences, institutions can ensure that students view these activities as integral to their education rather than optional add-ons. Strengthening collaboration with external partners and refining planning frameworks will further enhance the impact of extracurricular programs, creating dynamic and purpose-driven opportunities that bridge the gap between academic learning and real-world application [33].

4.2. Implications

The findings highlight the effectiveness of extracurricular educational activities in fostering students' ability to apply knowledge to real-life situations, reinforcing moral values, and promoting social and professional skills. The alignment between management staff and student perspectives underscores the perceived value of these activities, particularly in terms of their practical applicability and ethical development. However, lower ratings for objectives such as enhancing awareness of policies and regulations suggest areas where institutional efforts may need strengthening. The results also emphasize the importance of transparent assessment, voluntary participation, and the role of student organizations in facilitating extracurricular education. These insights can inform educational policymakers and university administrators in refining extracurricular programs to enhance their relevance, strategic alignment, and impact on student development.

4.3. Limitations and Recommendations

While the study provides valuable insights into the implementation of extracurricular educational activities, it has certain limitations. The reliance on self-reported data may introduce bias, as responses could be influenced by personal perceptions rather than objective evaluations. Additionally, the study does not account for variations in student engagement levels across different demographic groups, which may affect the generalizability of the findings. Future research should incorporate qualitative methods, such as interviews or focus groups, to gain a deeper understanding of students' and administrators' perspectives. Furthermore, longitudinal studies tracking the long-term impact of extracurricular activities on student success would provide more comprehensive evidence of their effectiveness. Educational institutions should also consider implementing targeted interventions to enhance weaker areas, such as integrating policy education into engaging formats and strengthening the alignment between extracurricular activities and broader academic goals.

5. Conclusion

This study provides a comprehensive evaluation of the implementation of extracurricular educational activities at the school from both management staff and student perspectives. The findings highlight the strengths of these programs in fostering students' ability to apply acquired knowledge to real-life problems, develop moral values, and enhance social and professional skills. However, the study also identifies gaps in the alignment between extracurricular activities and broader institutional goals, particularly in promoting students' awareness of regulations and policies. The differences in perception between management staff and students emphasize the need for a more student-centered approach in designing and executing extracurricular initiatives. The results underscore the importance of transparent assessment methods, voluntary participation, and the active role of student organizations in extracurricular education. While the current framework successfully engages students in practical learning experiences, improvements in strategic alignment, policy education, and interdisciplinary collaboration could enhance their effectiveness. Future efforts should focus on integrating extracurricular activities more effectively with academic and career development goals to maximize their impact. By addressing these challenges, educational institutions can foster a more holistic and meaningful learning environment, equipping students with the skills, competencies, and values necessary for both academic and professional success.

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